Board Meeting
June 15-16, 2016
Eastern Idaho Technical College
Health Care Education Building
Rooms 6163/6164
Idaho Falls, Idaho

Wednesday, June 15, 2016, 11:00 am

BOARDWORK

1. Agenda Review / Approval
2. Minutes Review / Approval
3. Rolling Calendar

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

1. Eastern Idaho Technical College – Annual Report and Tour

WORKSESSION – PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

A. 60 % College Completion Goal – Data Discussion

EXECUTIVE SESSION

1. Boise State University - To go into executive session pursuant to Section 74-206(1)(d) To consider records that are exempt from disclosure as provided in chapter 1, title 74, Idaho Code.

2. To go into executive session pursuant to Section 74-206(1)(b), Idaho Code, "To consider the evaluation, dismissal or disciplining of…a public officer, employee, staff member or individual agent, or public school student."

STATE BOARD OF EDUCATION
650 W. State Street • P. O. Box 83720 • Boise, ID 83720-0037
208/334-2270 • FAX: 208/334-2632
www.boardofed.idaho.gov

Thursday, June 18, 2015, 8:00 am

OPEN FORUM

CONSENT AGENDA

BAHR

Section I – Human Resources

1. University of Idaho – Five Year Employment Agreement – Clinical Law Instructor and Director of External Programs

Section II – Finance

2. Boise State University – Revised Purchasing Policy

IRSA

3. State General Education Committee Appointments
4. EPSCoR Idaho Committee Appointment

PPGA

5. Data Management Council Appointments
6. Accountability Oversight Committee Appointment
7. President Approved Alcohol Permits

SDE

8. Requests to Transport Students Less Than One and One-Half Miles in 2015-2016 School Year
9. Student Transportation Funding Cap Waivers
10. Mathematics Curricular Materials
11. Professional Standards Commission Appointments
12. Idaho State University Teacher Preparation Program Approval
13. Northwest Nazarene University Teacher Preparation Program Approval

PLANNING, POLICY & GOVERNMENTAL AFFAIRS

2. Presidents' Council Report
3. Idaho Public Television, Annual Report
4. 2017 Legislative Ideas
5. Institution/Agency Strategic Plans
6. Early Literacy Assessment Working Group Report
7. Amendment to Board Policy – Bylaws - First Reading
8. Amendment to Board Policy – Section I.P. – Idaho Indian Education Committee – Second Reading
9. Amendment to Board Policy – Section I.Q. – Accountability Oversight Committee – Second Reading
10. Amendment to Board Policy - Section I.T. – Title IX Policy – Second Reading
11. Amendment to Board Policy – Section IV.B. – State Department of Education, Standards Setting – Second Reading
12. Career Technical Education – Content Standards
13. Boise State University - Alcohol Permit for 2016 Home Football Games – Pre Game Events at Caven Williams Sports Complex
14. Boise State University – Alcohol Permit for 2016 Home Football Games – Pre Game Events at Stueckle Sky Center

15. Idaho State University - Alcohol Permit for 2016 Home Football Games
16. University of Idaho - Alcohol Permit for 2016 Home Football Games – Pre Game Events
17. University of Idaho – Alcohol Permit for 2016 Home Football Game – Suite Club Seating
18. Community College Trustee Zones

BUSINESS AFFAIRS & HUMAN RESOURCES

1. Chief Executive Officer Compensation
2. Amendment to Board Policy – Sections II.B., II.F. and II.H. – Coaches and Athletic Directors – Second Reading
3. University of Idaho – Multi-Year Employment Agreement – Men's Football Team Head Coach

Section II – Finance (1 hr)

1. Amendment to Board Policy – Section V.X. – Intercollegiate Athletics – Second Reading
2. FY 2017 Operating Budgets
3. FY 2018 Line Items
4. Idaho National Laboratory – Lease Expansions Update (A tour of the location will be conducted on Wednesday, June 15, 2017)
5. Idaho State University – Tuition Lock Initiative
6. University of Idaho – Marketing Agreement for Intercollegiate Athletics – Learfield Communications
7. University of Idaho – Disposal of Real Property – Aberdeen Research and Extension Center
8. Lewis-Clark State College – Spalding Hall Construction Project

DEPARTMENT OF EDUCATION

1. Superintendent's Update
2. Proposed Rule – IDAPA 08.02.02.004.02, Standards for Idaho School Buses and Operations
3. Proposed Rule – IDAPA 08.02.02.004.03, Operating Procedures for Idaho Public Driver Education Programs
4. Proposed Rule – IDAPA 08.02.02.004, .015, .022, .023, and .024, Idaho Standards for the Initial Certification of Professional School Personnel
5. Proposed Rule – IDAPA 08.02.02.111, Bullying, Harassment and Intimidation
6. Proposed Rule – IDAPA 08.02.03.004.01 and 08.02.03.109, Special Education Revisions
7. Proposed Rule – IDAPA 08.02.03.110, Alternative Secondary Programs

INSTRUCTION, RESEARCH & STUDENT AFFAIRS

1. Amendment to Board Policy – Section III.T. Student Athletes – Second Reading
2. Boise State University – Master of Science in Biomolecular Sciences
3. Boise State University – Ph.D. in Computing
4. Boise State University – Online, Bachelor of Applied Science Program
5. Boise State University – Online, Bachelor of Arts, Multidisciplinary Studies

6. College of Western Idaho – Construction Technology Program
7. North Idaho College – Aerospace Technology Substantive Program Changes

ELECTION OF OFFICERS

If auxiliary aids or services are needed for individuals with disabilities, or if you wish to speak during the Open Forum, please contact the Board office at 334-2270 no later than two days before the meeting. While the Board attempts to address items in the listed order, some items may be addressed by the Board prior to or after the order listed.

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1. Agenda Approval

   Changes or additions to the agenda

2. Minutes Approval

   BOARD ACTION

   I move to approve the minutes from the April 13-14, 2016 regular Board meeting, the May 18-19, 2016 Board Retreat meeting, and the June 2, 2016 special Board meeting as submitted.

3. Rolling Calendar

   BOARD ACTION

   I move to set May 17-18, 2017 as the date and Boise as the location for the 2017 Board Retreat and June 21-22, 2017 as the date and North Idaho College as the location for the June 2017 regularly scheduled Board meeting.

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Idaho State Board of Education

Trustees of Boise State University
Trustees of Idaho State University
Trustees of Lewis-Clark State College
Board of Regents of the University of Idaho
State Board for Career-Technical Education

DRAFT MINUTES
IDAHO STATE BOARD OF EDUCATION

April 13-14, 2016
University of Idaho
Bruce M. Pitman Center
International Ballroom
Moscow, Idaho

A regularly scheduled meeting of the State Board of Education was held April 13-14, 2016 at the University of Idaho's Bruce M. Pitman Center, International Ballroom in Moscow, Idaho.

Present:
Don Soltman, President
Emma Atchley, Vice President
Bill Goesling, Secretary
Linda Clark
Richard Westerberg
Dave Hill
Debbie Critchfield

Absent:
Sherri Ybarra, State Superintendent (joined as noted for portions via phone)

Wednesday, April 13, 2016

Board President Don Soltman presided and called the meeting to order at 8:00 a.m. Pacific Time, and thanked the University of Idaho for their hospitality and campus tour which looked at some new construction as well as aging buildings on campus.

BOARDWORK

1. Agenda Review / Approval

BOARD ACTION

Board member Atchley requested unanimous consent to move Tabs 3 and 6 of the Consent Agenda to the regular Agenda. There were no objections.

M/S (Atchley/Clark): To approve the agenda as amended. The motion carried 7-0. Superintendent Ybarra was absent from voting.

2. Minutes Review / Approval

BOARD ACTION

M/S (Atchley/Goesling): To approve the minutes from the February 17-18, 2016 Regular Board Meeting, and the February 25, 2016 Special Board meeting as submitted. The motion carried 7-0. Superintendent Ybarra was absent from voting.

3. Rolling Calendar

BOARD ACTION

M/S (Atchley/Goesling): I move to set April 12-13, 2017 as the date and the University of Idaho as the location for the April 2017 regularly scheduled Board meeting. The motion carried 7-0. Superintendent Ybarra was absent from voting.

WORKSESSION

A. Business Affairs & Human Resources (BAHR)

Student Tuition & Fee Rates (Academic Year 2016-2017)
1. Boise State University – Student Tuition & Fee Rates
2. Idaho State University – Student Tuition & Fee Rates
3. Eastern Idaho Technical College – Student Tuition & Fee Rates
4. Lewis-Clark State College – Student Tuition & Fee Rates
5. University of Idaho – Student Tuition & Fee Rates

BOARD ACTION

BOISE STATE UNIVERSITY:
M/S (Westerberg/Goesling): To increase the FY 2017 annual full-time resident tuition and fees at Boise State University by 3.0% ($206) for a total dollar amount of $7,080; and to increase the annual full-time tuition for nonresident students by 2.85% ($400) for a total dollar amount of $14,450. The motion carried 7-0. Superintendent Ybarra was absent from voting.

M/S (Westerberg/Clark): To approve all other fees set forth in the FY 2017 Boise State University tuition and fees worksheet which will be made part of the written minutes. The motion carried 7-0. Superintendent Ybarra was absent from voting.

IDAHO STATE UNIVERSITY:
M/S (Westerberg/Atchley): To increase the FY 2017 annual full-time resident tuition and fees at Idaho State University by 2.5% ($172) for a total dollar amount of $6,956; to authorize the University to establish the tuition portion of this total dollar amount ($5,242.64) as the base tuition for eligible students in the first year cohort for the University's "Tuition Lock" initiative; and to increase the annual full-time tuition for nonresident students by 5.0% ($670) for a total dollar amount of $14,068. The motion carried 7-0. Superintendent Ybarra was absent from voting.

M/S (Westerberg/Goesling): I move to approve all other fees set forth in the FY 2017 Idaho State University tuition and fees worksheet which will be made part of the written minutes. The motion carried 7-0. Superintendent Ybarra was absent from voting.

EASTERN IDAHO TECHNICAL COLLEGE:
M/S (Westerberg/Hill): To increase the FY 2017 annual full-time resident tuition and fees at Eastern Idaho Technical College by 3.0% ($70) for a total dollar amount of $2,404; and to increase the annual full-time tuition for nonresident students by 1.3% ($69) for a total dollar amount of $5,357. The motion carried 7-0. Superintendent Ybarra was absent from voting.

M/S (Westerberg/ill): To approve all other fees in the FY 2017 Eastern Idaho Technical College tuition and fees worksheet which will be made part of the written minutes. The motion carried 7-0. Superintendent Ybarra was absent from voting.

LEWIS-CLARK STATE COLLEGE:
M/S (Westerberg/Atchley): To increase the FY 2017 annual full-time resident tuition and fees at Lewis-Clark State College by 2.0% ($120) for a total dollar amount of $6,120; and to increase the annual full-time tuition for nonresident students by 4.5% ($500) for a total dollar amount of $11,500. The motion carried 7-0. Superintendent Ybarra was absent from voting.

M/S (Westerberg/Atchley): To approve all other fees set forth in the FY 2017 in the Lewis-Clark State College tuition and fees worksheet which will be made part of the written minutes. The motion carried 7-0. Superintendent Ybarra was absent from voting.

UNIVERSITY OF IDAHO:
M/S (Westerberg/Atchley): To increase the FY 2017 annual full-time resident tuition and fees at University of Idaho by 3.0% ($212) for a total dollar amount of $7,232; and to increase the annual full-time tuition for nonresident tuition by 5.7%

($804) for a total dollar amount of $14,808. The motion carried 7-0. Superintendent Ybarra was absent from voting.

M/S (Westerberg/Clark): To approve all other fees set forth in the FY 2017 University of Idaho tuition and fees worksheet which will be made part of the written minutes. The motion carried 7-0. Superintendent Ybarra was absent from voting.

M/S (Westerberg/Clark): To set the statewide dual credit fee at $65 per credit for courses delivered at secondary schools, including courses taught online using instructional staff hired by the high school or the Idaho Digital Learning Academy, for fiscal year 2017. The motion carried 7-0. Superintendent Ybarra was absent from voting.

Mr. Westerberg introduced the item reminding everyone of the significant responsibility of the Board in setting tuition and fees. He pointed out the BAHR Committee and institutions both put in a considerable amount of time and work together related to fee setting. Mr. Chet Herbst, Chief Fiscal Officer from the Board office provided a summary of the process along with some historical information.

Dr. Kustra, President of Boise State University (BSU), introduced Ms. Stacy Pearson, Vice President for Finance and Administration, and Mr. Brian Garretson, President of the Associated Students of BSU who accompanied him. Dr. Kustra thanked the Board for this tuition exercise adding how important it is to the university, and remarked on the Board's awareness of the burden on students. He indicated BSU is requesting today what it absolutely needs to get students through the pipeline at BSU. Ms. Stacy Pearson reported to the Board on BSU's proposed tuition and fee increase. She reported that this is yet another one of the lowest tuition and fee increase requests at the university and reported on uses of new tuition revenues. Ms. Pearson pointed out that with their tuition increase, they are basically covering the fund shift for the 3% CEC and health benefits for personnel costs. She pointed out that only 18% of their Complete College Idaho (CCI) initiative was funded; and the lower funding has a direct impact on the need for additional revenues. Despite funding challenges, they are still meeting their CCI goals, and are 10% higher than their target for the last fiscal year.

Ms. Pearson indicated BSU is requesting an increase of 3.75%, and summarized the breakdown of where those fees are applied. She talked about why BSU's increase is more than 3%, reporting on how BSU is growing and their campus plan is carefully developed to not be built on state funds. Their facilities fee request is higher for this reason – to fund their master plan. She provided some insight on future plans for the overall campus master plan. Dr. Kustra also remarked on the challenges with fundraising and finding the balance with funding. Mr. Garretson remarked on his experience while at BSU and how helpful the administration has been and how beneficial the campus recreation facility is. He remarked that the recreation fee will go largely toward much needed renovations. Mr. Soltman asked how much of the proposed increase will go to scholarships. Ms. Pearson responded roughly $500,000.

Dr. Art Vailas introduced the attendees with him from Idaho State University (ISU), Dr. Laura Woodworth Ney, Provost and Vice President for Academic Affairs, Dr. Linda Hatzenbueler, Dean of the College of Health Professions, and Mr. Jim Fletcher, Vice President for Finance and Administration, along with a student representative. Dr. Vailas indicated their intention is to minimize the impact to students with only a 2.5% requested increase in tuition and fees. Mr. Fletcher reviewed the tuition and fee proposal process for the Board and pointed out they have recently received a credit upgrade from Standard and Poor's to A+ Stable. He reviewed tuition revenue versus state support, providing a visual showing state support has clearly been declining since FY 12. Dr. Hatzenbueler reviewed the annual professional fee increases and the process used to arrive at those fees. She pointed out a portion of the fees are being used to cover the CEC as well as to simply keep up with technology. Overall, the net increase to students is minimal.

Dr. Woodworth-Ney remarked they are working to keep their instructional costs low and fee schedule competitive in markets. The student representative commented that students were present during all budget meetings, and the student senate concluded students are in full support of ISU's tuition and fee recommendation. Mr. Fletcher reviewed uses of revenue from tuition and fee increases, which contributes largely to ongoing operation. He reported this tuition and fee increase request is the lowest in 28 years. Mr. Fletcher also outlined the details of their tuition lock and other financial incentives to accompany tuition and fee increases including the early college "step ahead" program, and a Bengal retention grant which is a need based scholarship. He outlined ISU's move toward fiscal equilibrium at a new operating level, referring to it as a dynamic rebalancing in process.

Mr. Westerberg pointed out ISU's tuition lock proposal is not before the Board for approval today. He encouraged discussion and questions from the Board before the process gets too far along. Ms. Atchley asked about the plan to keep track of the students and criteria for the tuition lock program and asked if they feel student loss will be affected by the tuition lock program. Dr. Woodworth-Ney responded they expect it to positively affect the full time cohort.

Dr. Rick Aman, interim President at Eastern Idaho Technical College (EITC) presented their tuition and fee request to the Board. He reported that they are seeking a 3% fee increase which will essentially be allocated into two areas; CTE and parking fees. For full time students it would amount to a $37 per semester increase. Dr. Aman reported they did have a student forum and students responded favorably; there were no concerns.

Dr. Tony Fernandez, president of Lewis-Clark State College (LCSC), introduced Mr. Ron Smith, Interim Vice President of Finance and Administration, and Ryan Rehberg, President of the Associated Students of Lewis-Clark State College. Mr. Smith presented their tuition and fee request to the Board indicating they are seeking a 2% tuition and fee increase this year. They have tried to keep financial burden on students to a minimum. LCSC has reduced parking fees, have eliminated student supported course fees, and have reduced summer course fees. Mr. Smith reported this fee

increase will cover areas not funded by the legislature and will cover employee costs associated with the increase in benefits and CEC. Enrollment estimates have been adjusted down to reflect the current year, but they do expect an increase next year. Mr. Rehberg indicated the associated students of LCSC are in full support of the tuition and fee increase.

Dr. Chuck Staben, President of Idaho State University (ISU), introduced Mr. Max Cowan, President of the Associated Students of the University of Idaho, and Mr. Brian Foisy, Vice President for Finance, along with Brian Keenan to assist with IT Support. They presented the university's proposed tuition and fee increase to the Board. Dr. Staben pointed out they are committed to enhancing the quality of the student experience, while maintaining access to world class higher education. Dr. Staben provided an illustration of the change in funding sources for UI since FY01, showing the decrease in state funding and the increase in tuition and fees. He reviewed FY17 fiscal challenges which included the CEC, medical benefit costs, obligated costs, and other financial challenges estimated near $6.6 million. ISU's single greatest fiscal challenge is with faculty and staff expenses.

Their resident tuition and fee proposal is made up of facilities fees, technology fees, dedicated student activity fees, and tuition. He reported the facility fee is largely to fund a court sport event arena the students have requested. He reviewed that at 3% they can fund the CEC requirements, fund the facilities fee, fund the dedicated student activities fee, and can meet the minimal library inflation charges and utility costs. Dr. Staben reported on scholarships to Idaho residents, outlining what they provided in FY16 was roughly $14.9 million from institutional funds. Dr. Staben reported on tuition and fees since 2006 and that this year's request is the lowest. Mr. Cowan remarked that UI students are in support of the fee increase.

The approved tuition and fees report is included as Attachment 1 to the April minutes.

B. Planning, Policy & Governmental Affairs (PPGA)

Institution, Agencies, Special/Health Programs Strategic Plans

Ms. Critchfield introduced the item reminding the Board it would approve institution strategic plans in June. Today the institutions would give a short progress update on the changes in their strategic plans for the Board's review and feedback. Ms. Bent, Chief Planning and Policy Officer for the Board, reminded Board members that as required by Idaho Code and Board Policy, the institutions, agencies, and special programs under the oversight of the Board are required to review and update their strategic plans each year. Strategic plans are submitted to the Board for approval starting in April, in alignment with the Board's annual planning calendar. The Board also requires those plans be in alignment with the Board's system wide strategic plan.

Ms. Bent reviewed the six required plan components which include vision statement, mission statement, goals, objectives, performance measures, benchmarks, and key external factors. In addition to the overall strategic plan, the Board has also approved

the Complete College Idaho (CCI) Plan which looks at strategies for accomplishing the overall goals of the Board's statewide strategic plan with an emphasis on completion and attainment. Additionally, the postsecondary institutions are required to include the system-wide performance measures approved by the Board.

Ms. Bent pointed out that the mission statements contained in the University of Idaho and Eastern Idaho Technical College strategic plans include amendments to their previously Board approved mission statements, and will be approved through the approval of the strategic plans. Mr. Westerberg asked if those reworked mission statements would also be approved in June. Ms. Bent responded in the affirmative.

Ms. Critchfield expressed concern over the difficulty of going through the formats of the strategic plans and that information was hard to track. She pointed out the measures would be easier to track by using a similar format, which would also make comparisons easier. She proposed using a template for next year's review and recommended Staff and the PPGA Committee work to develop the template. Dr. Clark echoed those remarks. Ms. Critchfield also indicated she would be asking three questions of each institution to gather more information on the strategic plans in general and the process of how they are developed. Those questions were: Who prepares the plan, who sees the plan, and how often do they refer to the plan.

Dr. Aman of EITC was present for questions on the college's strategic plan. Mr. Westerberg remarked a shorter, simpler plan would be helpful. Ms. Critchfield and Dr. Clark asked specifically to see where EITC is in relation to its peer group. To Ms. Critchfield's three questions, Dr. Aman responded the Vice President of Administrative Services and the Institutional Research Director prepare the plan, it is reviewed by the President's Advisory Council, and it is given to the Executive Committee then broadcast to the institution by e-mail. They refer to it at least quarterly and more regularly now with the seven-year accreditation visit coming up.

University of Idaho was discussed next. Mr. Westerberg asked about the location of universal measures at the end of the plan rather than embedding them throughout the plan. Mr. Soltman requested seeing their undergraduate percentage of students involved in research, and the number of internships. Provost and Executive Vice President John Wiencek responded they would call those metrics out separately. He pointed out the mission statement will be updated and the intention was to reduce the number of words but encapsulate the same message. Ms. Critchfield provided some comments on how it reads presently in that it sounds like more of a description. Mr. Westerberg mentioned that some institutions provided history for the performance measures and that it would be helpful to show a couple years of history for all institutions. Ms. Critchfield noted that recommendation for the template. Regarding the three questions, Mr. Wiencek responded the plan was written by a committee and received broad university input. Mr. Wiencek is the preparer of the actual plan; it is located on their website and is circulated broadly at the university. He indicated it would become a broadly used document, and presently they refer to it fairly frequently.

From Boise State University, Provost and Vice President for Academic Affairs Dr. Marty Schimpf, and Vice Provost for Academic Planning, Dr. Jim Munger, were present for questions. Mr. Soltman asked BSU to add to their plan the number of students in undergraduate research and number of internships. Ms. Atchley indicated the vision and mission statements appear to be aspirational and descriptive, and recommended they be more active. Regarding the three questions, their plan development process included a university-wide committee who received broad input, and Dr. Schimpf worked on the wording. The plan is posted on their web page and on the provost's web page, and it is used in many of their processes.

From Idaho State University, Provost and Vice President for Academic Affairs, Dr. Woodworth-Ney, and Ms. Selena Grace, Associate Vice President for Institutional Effectiveness, were available for questions. Ms. Critchfield pointed out the use of the words "dynamic funding" and asked if that new thinking reflected in the plan. Dr. Woodworth-Ney responded it is the plan which is driving the budgeting process. They have changed their process to align strategic planning with budgeting and are still in the process of revising their plan. Ms. Critchfield asked when the Board would see the new plan. Ms. Grace responded the work is now in the mission and core themes, and they will be undergoing a campus wide inclusive process to align with the Board's current strategic plan this Fall. She said by next year the Board will receive a revised five year strategic plan, and the plan being reviewed today should be considered as interim.

Mr. Westerberg requested, related to the percent increases included in the plan, that historical data with each objective be included in the revised plan to show progress. Dr. Goesling recommended the vision statement should be shorter. To the three questions asked by Board member Critchfield, ISU used an extensive process to develop their plan that included faculty, staff, and committee. The document construction was conducted from the Provosts office and headed by Selena Grace and her staff. For who sees and uses the plan, they hope the entire campus will use it as the guiding principle for planning processes on campus. To the question of how often do they refer to the plan historically, they haven't but are working on making it a useful document for their decision making and project prioritization processes.

Dr. Fernandez was present from LCSC to answer questions. Ms. Critchfield commented positively on the format of LCSC's plan and that it included a progress element. Mr. Soltman felt the plan was too long but liked Appendix One. Dr. Fernandez introduced Dr. Sean Gehrke, Director of Institutional Planning, Research and Assessment, who worked on developing the plan. Dr. Fernandez pointed out that four years ago they started a campus-wide project to develop the plan which took nearly a year. He reported they do use this plan in their planning processes. Mr. Soltman asked about the Praxis scores, pointing out that the college and statewide scores came in far below the Board's benchmark. Mr. Soltman asked if the benchmark was too high. Dr. Gehrke responded it is in part to changes in the way the test is now being scored. LCSC Provost Ms. Lori Stinson added that at four year institutions, not every student completes the courses on which they are tested. She said it is a complex issue for them and on how they can report more accurately. Ms. Bent stated the Board should look at the benchmark on its plan as well. Ms. Critchfield asked how often they refer to

the strategic plan. Dr. Fernandez responded they use it across the entire academic year and it is used throughout all processes on the campus and is sited heavily.

Following up on the comments regarding the mission statements it was requested the institution with Board approved mission statements resubmit their mission statements with small changes to the verbiage to make them more active. That they be statements of purpose rather than definitions.

Moving on to the community colleges, Ms. Bent reminded the Board that the community colleges are slightly different in that they have their own locally elected governing boards who approve the plans, and the state Board also has a chance for review and comment. She added as a result, making changes is a more complicated process.

Executive Vice President and Chief Academic Officer for the College of Southern Idaho (CSI), Dr. Todd Schwarz, was available for questions. Ms. Critchfield indicated the remediation rate info was helpful and noted progress being made in the right direction. Dr. Clark appreciated the readability of the plan and table. Regarding Ms. Critchfield's three questions, Dr. Schwarz indicated the plan compiling takes place through their Office of Institutional Effectiveness and is authored collaboratively. He added the genesis started with a community survey and inputs, and was developed from there. It was adopted by their board at the February meeting. They use it in their annual planning process, and it is widely distributed and readily available on campus.

Ms. Lita Burns, Vice President for Instruction at North Idaho College (NIC), indicated they appreciated an institution-wide effort in compiling the plan. They have tried to align the strategic plan with core themes as well as keeping it in alignment with their accreditation process. The Office of Institutional Effectiveness complies the plan, and the institution executive leadership team is who uses it. The accreditation working groups rely heavily on the plan as well, and also during program prioritization.

College of Western Idaho (CWI) President, Dr. Bert Glandon, was present for questions. He said their planning is very similar to that of NIC. He pointed out their original strategic plan was developed by an outside consultant in 2009-10, and a lot of the major components were accomplished in the first eighteen months of operation. Consequently, they have been developing it further as they go, and a consultant is working with them on the revisions for the second five-year plan. Dr. Glandon pointed out development is a very dynamic process that involves three different plans that all coalesce, and includes campus and community involvement. He also said they would welcome a template or clear format of some kind.

Dr. Clark urged development of a template and if there is a way to integrate the required elements for CWI to have one plan instead of three. Ms. Bent followed up on the question regarding undergrad research and the number of students participating in internships; it is not currently on the list of system wide performance measures. She asked if the Board would like it to be a measure reported on by all institutions, or just the four year institutions. The response was for the three research institutions and LCSC.

Mr. Soltman asked for feedback on this morning's tour and activity. Feedback was that it was beneficial but somewhat long. The group recommended cutting back on the duration, but to follow the same trend. The recommendation for the tour was an hour. Ms. Atchley recommended keeping the interaction with students; more interaction with students, less of the facility. Mr. Westerberg suggested more regular interaction with students in general. Dr. Clark suggested focusing on a point of pride, a point of need, student interaction, and what may be coming before the legislature. Dr. Goesling suggested sitting down for a brief meeting with the Board of the community colleges.

At 2:58 p.m. Pacific Time, the Board made a motion to go into Executive Session.

EXECUTIVE SESSION

1. <u>Boise State University</u>

M/S (Atchley/Westerberg): To go into Executive Session pursuant to Section 74-206(1)(c), Idaho Code, to consider acquiring an interest in real property which is not owned by a public agency. A roll call vote was taken and the motion carried 7-0. Superintendent Ybarra was absent from voting.

2. <u>Office of the State Board of Education</u>

M/S (Atchley/Westerberg): To go into Executive Session pursuant to Section 74-206(1)(c), Idaho Code "to consider acquiring an interest in real property which is not owned by a public agency."

AND

M/S (Atchley/Westerberg): To go into Executive Session pursuant to Section 74-206(1)(b), Idaho Code, "To consider the evaluation, dismissal or disciplining of … a public officer, employee, staff member, or individual agent, or public school student."

A roll call vote was taken and the motions carried 7-0. Superintendent Ybarra was absent from voting.

M/S (Goesling/Hill): To go out of Executive Session at 5:15 p.m. The motion carried 7-0. Superintendent Ybarra was absent from voting.

The meeting was recessed at 5:15p.m. Pacific Time.

Thursday April 14, 2016, 8:00 a.m., University of Idaho, Bruce M. Pitman Center, International ballroom, Moscow, Idaho.

Board President Soltman called the meeting to order at 8:00 a.m. Pacific Time for regularly scheduled business. There were no participants for Open Forum. Superintendent Ybarra participated by phone for portions of the agenda.

CONSENT AGENDA

BOARD ACTION

M/S (Atchley/Westerberg): To approve the Consent Agenda as amended. The motion carried 7-0. Superintendent Ybarra was absent from voting.

BAHR

1. Retirement Plan Committee Appointment

BOARD ACTION
By unanimous consent to appoint Lillian Talley as a member of the State Board of Education Retirement Plan Committee.

IRSA

2. Programs and Changes Approved by Executive Director – Quarterly Report

This item was provided agenda materials as an information item.

3. Graduate Program Review – Summary

This item was pulled from the consent agenda.

PPGA

4. Alcohol Permits – President Approved Request

This item was provided in the agenda materials as an information item.

5. Idaho Indian Education Committee Appointments

BOARD ACTION
By unanimous consent to approve the appointment of Ms. Selena Grace representing Idaho State University, Dr. Chris Meyer to serve as the Tribal Chairperson's designee for the Coeur d'Alene Tribe, Mr. Bob Sabotta representing Lewis-Clark State College, and Mr. Tomas Puga representing the College of Western Idaho, to the Idaho Indian Education Committee effective July 1, 2016 and expiring June 30, 2019.

SDE

6. Professional Standards Commission Appointments

This item was pulled from the Consent Agenda.

7. BYU Idaho – Special education – Exceptional Child Generalist Program

BOARD ACTION
By unanimous consent to accept the Professional standards Commission recommendation for conditional approval of the Special Education – Exceptional Child Generalist program offered through Brigham Young University – Idaho as a vehicle for Idaho educator certification as submitted in Attachment 1.

PLANNING, POLICY & GOVERNMENTAL AFFAIRS (PPGA)

1. University of Idaho Annual Progress Report

University of Idaho President, Dr. Chuck Staben, provided the university's annual report to the Board. He reminded the Board of ISU's vision to make higher education accessible and affordable at a great research university and provided an overview the vision for their next ten years. Dr. Staben indicated enrollment is around 11,372 students statewide, with 33% first generation students. He reviewed some statistics of the university, stating it contributes $1.1 billion to the Idaho economy each year. Dr. Staben reviewed enrollment data and the university's cultural diversity. They hope to increase delivery to Hispanic/Latino, American Indian, and Alaska Native students, among others. He reported on accessibility and affordability, the number of programs to help support Idaho residents and students with their higher education, and identified a number of scholarships to Idaho residents which totaled nearly $15 million last year.

Dr. Staben provided an update on direct admissions, reporting that there are "Enroll" events at 43 locations across the state with hopes it will be the start of an annual tradition. He clarified that all Idaho institutions are invited to participate. In aiding Idaho's go-on initiatives, Dr. Staben reported on a "life after high school" study. They found items that would aid the go-on rate include resources to guide decision making, cost and planning assistance, and awareness of the return on investment. He reported on the Complete College Idaho (CCI) Plan and how UI plays a key role in student success, along with the impact of higher education and its effect on the economy.

Dr. Staben reported on the high-impact research of the university, their partnerships with key industries, research successes in cybersecurity, wildfire research, and STEM outreach, among others. The UI is one of the leading universities in the world doing research on wildfires. Dr. Staben remarked the UI is a global institution, reflecting on their collaboration with the Confucius Institute, the South China University of Technology partnership, its growing international enrollment, and research with international impact and numerous student service opportunities. He also reported on their special programs like the WWAMI Medical Education program and the UI's Law program. He closed by highlighting some points of academic excellence, and student recipients of some high profile scholarships, the university's national recognition as one of Princeton Review's 200 "Colleges That Pay You Back", and highlighted some of its world-class facilities, and excellence in leadership.

2. President's Council Report

Dr. Tony Fernandez, President of Lewis Clark State College and current chair of the President's Council provided a report to the Board summarizing the council's recent meetings from February and March.

Related to the February meeting, Dr. Fernandez reported presidents were briefed on a Computer Science Co-op Plan by Representative Rubel and Ken Edmunds from the

Department of Labor. This plan would have participating students taking one to two years of core classes and then alternate school semesters in school with working for a relevant Idaho business. All four-year institutions indicated they would like to participate in this program which starts in the Fall 2017. The STEM Action Center will oversee the creation and design of the program with input from employers and institutions.

Dr. Fernandez reported that presidents were briefed by Dwight Johnson and Wendi Secrist from the Division of Professional-Technical Education on the Idaho Skillstack program. It is an online communications platform being developed with Idaho Digital Learning Academy (IDLA) that allows for teachers and faculty to award micro certifications or "badges" for specific skills or competencies. The intention is that badges will "stack up" to equivalent college transfer credits, industry certifications, or skills that employers will value.

The Presidents received Legislative updates in February from the Board office as well.

Dr. Fernandez recapped the Council's March meeting where they reviewed a new presidential evaluation process. Medical education was reviewed and the Governor tasked the Board with the development of a new plan for health education providers in Idaho. The plan will be for the next steps after the WWAMI build-out is complete. The Board is establishing a 7-9 member committee that will work on it for 6-8 months and include one representative from each of the four year institutions. The tuition and fee process was discussed, and BAHR members recommended staying around 3%. Dr. Fernandez reported the Learning Management System (LMS) request for proposal (RFP) is on hold indefinitely. They discussed SB1349 which would restrict research on fetal derived tissue, making specific research a possible criminal offense. Conversation with Governor Otter was recommended to address the full impact of the bill.

Dr. Fernandez pointed out presidents did meet on April 5th, and new presidential evaluations were discussed again. Some of the private institutions have expressed interest in being included with Direct Admissions. Presidents Council did not support those requests but understand those entities may develop a like initiative of their own. The presidents reviewed legislative actions from 2016. Outcomes-based funding (OBF) was discussed with the Joint Finance and Appropriations Committee (JFAC) members and individual legislators who seem supportive. Presidents discussed the new permit-less concealed-carry gun legislation and determined it does not affect Board and institutional policies regarding weapons on campus.

President Fox of CWI gave an update of HB 0512 on the Community College Trustee Zoning legislation that requires community college taxing districts to create board of trustee zones within the taxing districts. He noted the process needs to be handled rather delicately. The community college taxing districts will have five zones equally distributed by population with at least one zone per county in the taxing district. Community college boards will submit plans to the state Board office so plans can be enacted for the November election. Plans need to be submitted to the Board by May 16th to be reviewed at the June meeting.

Dr. Fernandez indicated BSU has been working with Pacific Source on a voluntary student health insurance plan and they have offered very good pricing and benefits. A Title IX policy has been drafted for first reading at the April meeting; the policy is in addition to OCR guidelines. And lastly, presidents reviewed the timelines for line items and budget guidelines. It was pointed out that a master planning calendar with this information is located on the Board's website.

3. Nez Perce State Tribal Education Partnership

Ms. Critchfield introduced the item, pointing out that last June the Board approved the Idaho Indian Education Strategic plan. She welcomed Ms. Joyce McFarland, Nez Perce Education Department Manager and Tribal member, Mr. Bob Sabotta, Chair of the Idaho Indian Education Committee and Tribal member, and Ms. Patty Sanchez, Academic Affairs Program Manager who also provides staff support to the Idaho Indian Education Committee, to provide a report to the Board. Ms. Sanchez pointed out that the Board's approval of the strategic plan is a first for Indian Education, and the two main goals of the plan are to promote academic excellence for American Indian students, and to increase culturally relevant pedagogy in teacher education programs. Much of the work being done will strengthen relationships with other tribal education departments, institutions, and other state agencies.

Ms. McFarland provided an overview to the Board of the State Tribal Education Partnership (STEP) program and how it is bringing agencies together at a historic level. She provided some historical background on the program which started as a pilot project and has become permanently authorized by the Every Student Succeeds Act (ESSA). The STEP programs supports, aligns, and collaborates with the Indian Education Strategic Plan on the K-20 education. This united work will increase the knowledge and awareness of the unique educational and cultural needs of American Indian students; many tribal students have significant and chronic achievements gaps and often attend low performing schools. The partners of the STEP program and others hope by 2018-19 to reduce the achievement gap by 50% in English language arts (ELA) and math for American Indian/Alaska Native students in targeted Local Education Agencies (LEAs) (Kamiah and Lapwai) and all students in Idaho based on last year's testing results. Ms. McFarland shared the three objectives of the plan which include: to strengthen collaboration, to build the capacity, and to develop, monitor, and evaluate effective and culturally responsive standards and practices. Ms. McFarland closed by stating the STEP program was identified as a best practice for strengthening Tribal control of education and all partners must be acknowledged for this accomplishment.

Ms. Critchfield asked how the Board could help them with meeting their goals and objectives. Ms. McFarland responded that the Indian Education Committee has been helpful with communications, but the Board would benefit from being really aware of what is unique about the education of Tribal students and why research shows that cultural based education will make a difference.

4. 2015 Legislative Update

Mr. Blake Youde from the Board office provided a summary of Board approved legislation and other education related bills considered during the 2016 legislative session. He reported education was a top priority of the 2016 legislature. He pointed out that 112 pieces of education related legislation were submitted, and 81 passed. The Board office had input on around 90% of those pieces of legislation.

Mr. Youde commented that it was a very successful session, and there were increases in appropriations across the board. He pointed out some of the highlights of the passed legislation was the literacy legislation, charter school replication, residency for tuition, pupil service staff on the career ladder. The legislature showed continuing commitment to teacher professional development, mastery based education, college and career advising, technology in the classrooms, and operational funding for school districts. He also pointed out the increase in funding for career technical education. The Opportunity Scholarship received a boost of an additional $5 million which doubles the amount. The community college start-up find received $5 million, and funding for STEM programs was also increased.

Mr. Youde reported that in terms of the work ahead of the Board, staff are working to identify all areas where it needs to develop rules and prepare for next year. At first glance, they have already identified 23 instances where rules or reports need to be developed. Mr. Youde commented it will be imperative to show legislators why education funding is so important and the need to build upon it. It will be important to show legislators the outcomes for students and how funding is helping success to the students and the state.

Mr. Westerberg complemented Board staff on an exceptional legislative session. Other board members echoed those remarks. Dr. Hill recommended having Ms. Angela Hemingway, Director of the STEM Action Center, brief the Board on the workings of the STEM Action Center and how it is using its funds. Dr. Hill is the Board's representative for the STEM Action Center.

5. Accountability Oversight Committee – Statewide Accountability System Recommendations

BOARD ACTION

M/S (Critchfield/Westerberg): To remove the state's proficiency graduation requirement in its entirety and to direct Board staff to bring back proposed amendments to Administrative Code through the rulemaking process. The motion carried unanimously 8-0. Superintendent Ybarra was present by phone.

Ms. Critchfield relayed some details from the Accountability Oversight Committee (AOC) meeting discussions from the previous months. The AOC was tasked with developing recommendations for the framework of accountability, and a testing recommendation. She reminded the group the Smarter Balanced contract would expire in a year.

Ms. Critchfield said the recommendations lay the groundwork for an overall package. The first recommendation for the Board, through rule, is to remove the proficiency requirement for high school graduation and leave it at a participation level only, which is what is required by the Federal Government. Ms. Critchfield discussed how the AOC came up with these recommendations, noting they thoughtfully considered indicators of success. The group recognizes the need for a measure of student level achievement and proficiency, but realize it should not be the sole focus or measure. She discussed that with the new accountability system there is a need for something that has multiple indicators of success showing college and career readiness. She reviewed other markers that indicate progress toward achievement levels, and commented the Federal Government is broadening the definition of how schools and students succeed.

Dr. Clark reiterated the AOC's commitment to bring to the Board a comprehensive accountability system that meets the needs of Idaho's students and schools. She added that the committee is committed to rolling this out in a timeframe so the Board may consider it in June and roll it out to the school districts on a test drive thereafter. Ms. Ybarra indicated the Department is supportive, with the exception of making the college entrance exam optional; the Department would like to see it still be required.

Board members expressed confidence in the committee. There were still some concerns about the measures staying meaningful, particularly grade point. Dr. Hill remarked on clearly distinguishing between student outcomes and measuring schools.

Ms. Critchfield moved on to the second recommendation which is to eliminate the college entrance exam graduation requirement and request that the Idaho Legislature maintain funding for the state to pay for one college entrance exam per student. Examples of the exams would include the SAT or ACT. The AOC is considering the eleventh grade as the accountability year for testing and to make the SAT optional, yet recognizing the importance of a college entrance exam. She reviewed the Committee conversations relative to the recommendation. Ms. Bent explained that the current graduation requirement allows for the student to take either of the assessments at their discretion, however, the state, through the contracting process choose the SAT as the vendor for the college entrance exam that the state pays for. At the time, we were only able to obtain support for funding because it was made a graduation requirement. If it was no longer required a college entrance exam were not required it would be difficult to judge if there would still be legislative support to fund the assessment. If taking a college entrance exam was made option then the requirement would be removed from the graduation requirement section of rule. It was also brought up that the direct admissions initiative was dependent on the college entrance exam scores, and those students did not have a high enough GPA who not be considered for admissions to the four year institutions through the initiative. If the ISAT were moved to the 11th grade it would still be a number of years out before it could be considered valid for college admissions.

Ms. Ybarra expressed concerns about making the test optional, commenting she would vote against the recommendation. Ms. Critchfield responded the recommendation assumes the ISAT by Smarter Balanced would be the accountability test for high

school. The reason for optional testing is it would reduce the number of times a junior would be tested. Ms. Ybarra reaffirmed her opposition. Mr. Westerberg requested unanimous consent to return the recommendation without action to the PPGA Committee. There were no objections to the request.

6. Amendment to Board Policy I.P. – Idaho Indian Education Committee - First Reading

BOARD ACTION

M/S (Critchfield/Clark): To approve the first reading of amendments to Board Policy I.P. Idaho Indian Education Committee – First Reading, as presented in Attachment 1. The motion carried 7-0. Superintendent Ybarra was absent from voting.

Ms. Bent introduced the item indicating that the amendments will streamline policy language and allow the committee to fulfill its intended purpose, and provide greater definition to the role of the committee and its members. Board staff worked with Department staff to develop the amendments. At the March 4, 2016 meeting, the Indian Education Committee reviewed policy and recommended approval with a few minor edits.

7. Amendment to Board Policy I.T. – Title IX Policy – First Reading

BOARD ACTION

M/S (Critchfield/Goesling): To approve the first reading of Board Policy I.T. Title IX as submitted in Attachment 1. The motion carried 7-0. Superintendent Ybarra was absent from voting.

Ms. Bent indicated this is a new section of Board policy that will provide guidance to the institutions on meeting Title IX requirements. Input on the proposed policy was solicited from the Institutions' provosts and vice presidents of academic affairs, student affairs directors, Title IX coordinators and legal counsel. Once drafted, the policy was distributed to these groups with a request that they further distribute the draft to any additional constituent groups for feedback. The proposed policy has been drafted based on Office of Civil Rights (OCR) guidance, a review of existing institution policies, and the feedback received from the institutions. Board staff recommends approval.

8. Amendment to Board Policy IV.B. – State Department of Education, Standards Setting – First Reading

BOARD ACTION

M/S (Critchfield/Hill): To approve the first reading of Board Policy IV.B., State Department of Education, as submitted in Attachment 1. The motion carried unanimously 8-0. Superintendent Ybarra participated by phone.

Ms. Bent indicated the purpose of the changes to this policy was related to input received from legislators that they would like to see the Idaho Content Standards' review process formalized by the Board, and requested the Board consider including a required step for broader public input to the review committee recommendations prior to those recommendations being considered by the Board. The proposed policy will formally establish the process that is used for reviewing elementary and secondary standards that are approved by the Board. Additionally, the proposed policy removes outdated sections of policy that are now contained in either Idaho Code or administrative rule and formally establishes the standards review process.

9. Idaho State University – Administrative Unit Name Change

BOARD ACTION

M/S (Critchfield/Goesling): To approve the request by Idaho State University to change the name of Division of Health Sciences at Idaho State University to Kasiska Division of Health Sciences at Idaho State University. The motion carried 7-0. Superintendent Ybarra was absent from voting.

Idaho State University is seeking approval to change the name of Division of Health Sciences to Kasiska Division of Health Sciences. Dr. Vailas provided some historical information to the Board on the contributions of the Kasiska family to ISU. He said this decision was enthusiastically supported by ISU and its Foundation.

DEPARTMENT OF EDUCATION

1. Superintendent of Public Instruction Update

Superintendent Ybarra introduced Ms. Lee Posey, Federal Affairs Counsel Education Committee, for the National Conference of State Legislatures who joined via video conference to provide a presentation on the Every Student Succeeds Act (ESSA). Ms. Posey indicated the agenda materials contain what was provided to our House and Senate Education Committees, and also gave an update on what has been happening in Washington on the ESSA and its implementation. She pointed out some details pertaining to states which include provisions for state legislative involvement, that there are prohibitions on federal authority, and a new approach for accountability. Ms. Posey reviewed the implementation timeline starting with the ESEA flexibility waiver ending as of 8/1/16. New state plans will be developed in the 2016-17 school year and full implementation will occur in the 2017-18 school year.

Ms. Posey discussed the state accountability systems and required indicators; states must weigh the academic measures more heavily than other indicators and will also need to incorporate test participation in their accountability system. Schools that require intervention are in the bottom five percent, have consistently underperforming students, and are schools failing to graduate one third or more of their students. She reviewed provisions regarding subgroups of students and the kinds of support available to states

for school and student support. There is an increased amount of Title I funding to be used for new student support and academic enrichment grants, adding that Idaho is estimated to receive $8,003,000 in FY 2017. Ms. Posey also reviewed Title II changes and other programs in the ESSA.

2. Temporary Rule IDAPA 08.02.03.004 – Rules Governing Thoroughness, Incorporation by Reference, and the ISAT Achievement Level Descriptors

BOARD ACTION

M/S (Ybarra/Hill): To approve the Idaho Standard Achievement Tests Achievement Level Descriptors as submitted in Attachment 2. The motion carried unanimously 8-0. Superintendent Ybarra was present by phone.

AND

M/S (Ybarra/Clark): To approve the Temporary and Proposed Rule amendment to IDAPA 08.02.03.004.05 Rules Governing Thoroughness, Incorporation by Reference, as submitted in Attachment 1. The motion carried unanimously 8-0. Superintendent Ybarra was present by phone.

Ms. Ybarra indicated it is necessary to approve this temporary and proposed rule now in order to score the spring assessments. If this rule is not approved, the standards approved in May 2007, which are no longer valid, would still be in effect. This would impact the entire ISAT and Science End-of-Course assessments and affect Idaho's ability to meet federal requirements.

At this time, the Board discussed the items removed from the Consent Agenda.

Related to Item #6 from the Consent Agenda regarding the Professional Standards Commission Appointments, Dr. Clark pointed out that the list received by the Board of members being approved for the Professional Standards Commission noted 18 individuals, each of whom represent a different entity or a different school district. She pointed out the appointments include three educators from a single school district and requested unanimous consent to return this item to the appropriate committee and to spread the appointments among the school districts and return an amended recommendation to the Board. There were no objections.

At this time Superintendent Ybarra left the meeting.

INSTRUCTION, RESEARCH & STUDENT AFFAIRS (IRSA)

1. Core Principles for Transforming Remediation

BOARD ACTION

M/S (Hill/Clark): To endorse Complete College America's joint statement outlining Core Principles for Transforming Remediation within a Comprehensive Student Success Strategy as submitted in Attachment 1. The motion carried 7-0. Superintendent Ybarra was absent from voting.

Dr. Mathias from the Board office introduced the item indicating Idaho became a Complete College America (CCA) Alliance State in 2010. It has since worked closely with CCA on a range of academic initiatives including transforming remediation, creating guided pathways in STEM programs and, currently, the development of math pathways in promotion of co-requisite remediation. CCA has asked its alliance states to endorse a number of principles which are aligned with Board policies III.Q., III.R., and III.S., and with the current efforts of Idaho's public postsecondary institutions to deliver highly successful remedial education. The joint statement was unanimously endorsed by the Board's CAAP and IRSA committees.

2. Amendment to Board Policy – Section III.T. – Student Athletes – First Reading

BOARD ACTION

M/S (Hill/Goesling): To approve the first reading of amendment to Board Policy Section III.T.6., as presented in Attachment 1. The motion carried 7-0. Superintendent Ybarra was absent from voting.

Dr. Hill indicated the proposed amendment requires that student athletes report any incident which may result in a legal investigation to their head coach and the athletic director, whether or not criminal charges have yet been filed.

3. Amendment to Board Policy – Section III.P. – Student Health Insurance (SHIP) – Second Reading

BOARD ACTION

M/S (Hill/Goesling): To approve the second reading of amendments to Board Policy III.P.16., as presented in Attachment 1. The motion carried 7-0. Superintendent Ybarra was absent from voting.

Dr. Hill indicated the proposed amendment will eliminate the Board-level mandate that full-time students must obtain health insurance policies as required under federal law. The amended policy will allow BSU, and others the authority to establish health-insurance requirements for all or particular groups of students in a way that is suitable to the institutions. There were no changes between first and second reading.

4. Boise State University – Educational Specialist Degree in Educational Technology

BOARD ACTION

M/S (Hill/Clark): To approve the request by Boise State University to create a new academic program that will award an Educational Specialist degree in Educational Technology, and assess a self-support fee. The motion carried 7-0. Superintendent Ybarra was absent from voting.

Dr. Hill indicated this is a request by BSU for an Educational Specialist degree in Educational Technology. Dr. Marty Schimpf provided details of the Educational Specialist degree which will fill an existing gap in the suite of graduate programs that are offered by the Department of Education and Technology. Dr. Schimpf provided details of the program and indicated it will be offered online and will be a self-support program.

At this time the Board addressed item 3 from the Consent Agenda.

3. Graduate Program Review – Summary

Dr. Mathias from the Board office provided an overview for the Board on Policy III.G.8.b., whereby with input from the Council on Academic Affairs and Programs, the Chief Academic Officer developed a template and timeline for reports to be submitted to the Board office. The policy requires the Board's Chief Academic Officer in consultation with the institutions to provide an initial progress report on all graduate programs approved by the Board. He summarized that it serves as a progress check on the metrics that were provided in the proposal. The materials today are the first wave of programs that were approved and implemented. These items were submitted in the Consent Agenda, and were not analyzed by staff.

Ms. Atchley expressed concern on the process used by institutions that results in projections of students and graduates in that it seemed optimistic. She pointed out there appeared to be some inaccuracies between projections and actual numbers. The Board would like a more realistic assessment of the proposed number of students the institution is anticipating for each program. Dr. Hill indicated the item would be returned to the IRSA committee for further exploration.

Ms. Atchley requested unanimous consent to return the item back to the IRSA Committee. There were no objections to the request.

At this time, Mr. Westerberg requested unanimous consent to move to Item 7 on the BAHR Finance agenda related to the issuance of bonds for Boise State University.

7. Boise State University – Issuance of General Refunding Bonds

BOARD ACTION

M/S (Westerberg/Atchley): To approve a Supplemental Resolution for the Boise State University Series 2016A Bonds, the title of which is as follows:

A SUPPLEMENTAL RESOLUTION of the Board of Trustees of Boise State University authorizing the issuance of General Revenue Refunding Bonds, Series 2016A, delegating authority to approve the terms and provisions of the Bonds, in the principal amount of up to $66,145,000; authorizing the execution and delivery of a Bond Purchase Agreement upon sale of the Bonds, and providing for other matters relating to the authorization, issuance, sale and payment of the Series 2016A Bonds.

Roll call was taken and the motion carried 7-0. Superintendent Ybarra was absent from voting.

Ms. Pearson introduced the item indicating Boise State University (BSU) requests the Idaho State Board of Education's (Board)'s approval to issue up to $66,145,000 in revenue refunding bonds (Series 2016A Bonds), pursuant to a Supplemental Bond Resolution. She indicated BSU periodically reviews outstanding bond issues to assess whether market conditions warrant refinancing to take advantage of lower interest rates and BSU intends to refund all or portions of the Series 2007A, 2009A Bonds, which result in an aggregate net present value savings of at least three (3) percent. Ms. Pearson reviewed the rating reports which were included in the Board agenda materials, pointing out that they have an AA3-stable rating currently from Moody's Investor Services, and an A+ from Standard and Poor's.

Ms. Pearson reported the duration of the bonds will not be extended, but reduced slightly. The present value savings is 13.9% or $12.3 million (net present $9.3 million), BSU will realize annual savings in payments of approximately $500,000 per year, and the true interest cost is 2.86%. Ms. Pearson pointed out their debt ratio will decrease from 5.6% to 5.25%.

AUDIT

1. Amendment to Board Policy – Section V.H. - Audits – Second Reading

BOARD ACTION

M/S (Atchley/Hill): To approve the second reading of the proposed amendment to Idaho State Board of Education Policy V.H., as presented in Attachment 1. The motion carried 7-0. Superintendent Ybarra was absent from voting.

Ms. Atchley indicated the proposed amendments would clarify LSO reporting procedures and delegate the review of the LSO audit reports to the Executive Director when there are no material weaknesses or significant deficiencies included in the reports. There were no changes between first and second reading.

BUSINESS AFFAIRS & HUMAN RESOURCES (BAHR)

Section I – Human Resources

1. Amendment to Board Policy – Section II.H., II.B. and II.F. – Coaches and Athletic Directors – First Reading

BOARD ACTION

M/S (Westerberg/Goesling): To approve the first reading of the proposed amendments to Board Policy Section II.H. "Coaches and Athletic Directors"; Board Policy Section II.B. "Appointment Authority and Procedures"; and Board Policy Section II.F. "Policies Regarding Non-classified Employees" as provided in Attachments 1, 2 and 3. The motion carried 7-0. Superintendent Ybarra was absent from voting.

AND

M/S (Westerberg/Goesling): To approve the amendments to the single-year and multi-year model contracts, employment agreements and contract documentation checklist as provided in Attachments 4, 5 and 6. The motion carried 7-0. Superintendent Ybarra was absent from voting.

Mr. Westerberg indicated the proposed set of policy changes would delegate to institution presidents the responsibility for approving routine contracts for coaches and athletic directors. Board approval would continue to be required for contracts—or amendments thereto—which are longer than three years in duration or for which the total annual compensation is $200,000 or higher.

2. Boise State University – Multi-Year Employment Agreement – Defensive Coordinator – Men's Football

BOARD ACTION

M/S (Westerberg/Hill): To approve the request by Boise State University to enter into a two year employment agreement with Andrew Avalos, as defensive coordinator for the Boise State football team commencing on April 18, 2016 and terminating on February 28, 2018 at a base salary of $305,000 and supplemental compensation and terms as set forth in Attachment 1. The motion carried 7-0. Superintendent Ybarra was absent from voting.

Mr. Westerberg indicated BSU is seeking a two-year contract for the defensive coordinator for the men's football program.

3. Boise State University – Multi-Year Employment Agreement – Special Teams Coordinator – Men's Football

BOARD ACTION

M/S (Westerberg/Goesling): To the request by Boise State University to enter into a two year employment agreement with Kent Riddle, as special teams coordinator

for the Boise State football team commencing on April 18, 2016 and terminating on February 28, 2018 at a base salary of $275,000 and supplemental compensation and terms as set forth in Attachment 1. The motion carried 7-0. Superintendent Ybarra was absent from voting.

Mr. Westerberg indicated BSU is seeking a two-year contract for the special teams' coordinator for the men's football program. Dr. Goesling pointed out BSU is rewarding academic performance over athletic performance in its contracts. Board members indicated they were pleased by this.

4. Boise State University – Multi-Year Employment Agreement – Co-Offensive Coordinator – Men's Football

BOARD ACTION

M/S (Westerberg/Clark): To approve the request by Boise State University to enter into a two year employment agreement with Scott Huff as co-offensive coordinator for the Boise State football team commencing on April 18, 2016 and terminating on February 28, 2018 at a base salary of $285,000 and supplemental compensation and terms as set forth in Attachment 1. The motion carried 7-0. Superintendent Ybarra was absent from voting.

Mr. Westerberg indicated BSU is seeking a two-year contract for the co-offensive coordinator for the men's football program.

5. University of Idaho – Multi-Year Employment Agreement – Women's Soccer Team Head Coach

BOARD ACTION

M/S (Westerberg/Atchley): To approve the University of Idaho's multi-year employment contract for the Women's Soccer Team Head Coach for a term extending through March 31, 2020, in substantial conformance to the form submitted to the Board in Attachment 2. The motion carried 7-0. Superintendent Ybarra was absent from voting.

Mr. Westerberg indicated the University of Idaho is requesting Board approval to extend the employment of the Women's Soccer Team Head Coach, Derek Pittman.

6. Lewis-Clark State College – Chief Executive Officer Compensation

BOARD ACTION

M/S (Westerberg/Atchley): To amend the current employment contract for Dr. Tony Fernández as President of Lewis-Clark State College to include an annual salary in the amount of $212,777.10, effective April 14, 2016. The motion carried 7-0. Superintendent Ybarra was absent from voting.

Mr. Westerberg indicated that this item recognizes the fact that based on a compensation review for the institution executives, the Board determined that the current annual salary level for the president of LCSC significantly lags behind the median of base salaries for that institution's Board-approved peers. They are recommending an increase of $29,725.66 to the annual salary for LCSC's president.

Section II – Finance

1. Amendment to Board Policy – Section V.X. – Intercollegiate Athletics – First Reading

BOARD ACTION

M/S (Westerberg/Hill): To approve the first reading of proposed amendments to Board Policy Section V.X., Intercollegiate Athletics, as presented. The motion carried 7-0. Superintendent Ybarra was absent from voting.

Mr. Herbst from the Board office indicated the proposed changes will eliminate the current duplicative reports and formats for gender equity, operating budget, and revenue and expenditures and provide the Board with the current NCAA reports for revenues/expenses and Title IX.

2. Amendment to Board Policy V.R. – Establishment of Fees – Second Reading

BOARD ACTION

M/S (Westerberg/Goesling): To approve the second reading of proposed amendments to Board Policy Section V.R., Establishment of Fees, as presented in Attachment 1. The motion carried 6-0. Superintendent Ybarra and Ms. Critchfield were absent from voting.

Mr. Herbst indicated the proposed amendment would enable institutions to respond to the BAHR Committee's invitation to forward any worthy candidates for differential/cost-based fees to the Board for consideration at the April tuition and fee setting meeting.

3. Intercollegiate Athletics – FY 2015 Gender Equity Reports

BOARD ACTION

M/S (Westerberg/Atchley): To approve the Gender Equity Reports as submitted. The motion carried 6-0. Superintendent Ybarra and Ms. Critchfield were absent from voting.

Mr. Herbst indicated the report summaries were provided in the agenda materials to the Board which illustrated gender equity at the institutions.

4. FY 2017 Appropriations

BOARD ACTION

M/S (Westerberg/Clark): To approve the allocation of the FY 2017 appropriation for Boise State University, Idaho State University, University of Idaho, Lewis-Clark State College, and system-wide needs, as presented on Tab 3b, Page 3. The motion carried 7-0. Superintendent Ybarra was absent from voting.

BOARD ACTION

M/S (Westerberg/Atchley): To approve the allocation of the FY 2017 appropriation for the College of Southern Idaho, College of Western Idaho and North Idaho College, as presented on Tab 3c, Page 3. The motion carried 7-0. Superintendent Ybarra was absent from voting.

BOARD ACTION

M/S (Westerberg/Goesling): To approve the request from the Division of Career & Technical Education for the allocation of the FY 2017 appropriation detailed in Attachment 1. The motion carried 7-0. Superintendent Ybarra was absent from voting.

The meeting recessed for lunch at 11:45 a.m. Pacific Time.

5. FY 2018 Budget Guidelines

BOARD ACTION

M/S (Westerberg/Goesling): To direct the college and universities to limit any Fiscal Year 2018 budget line items requests to those which will measurably support implementation of the Board's strategic plan. Institutions may request up to two (2) line items in priority order, the total value of which shall not exceed five percent (5%) of an institution's FY2017 total General Fund appropriation. Any requests for occupancy costs will not count towards the two line items or the 5% cap. The motion carried 7-0. Superintendent Ybarra was absent from voting.

Mr. Herbst indicated the guidelines are similar to last years, but are scaled back somewhat in anticipation that the FY2018 budget will be focusing on support for outcomes based funding which will be system wide. The number of line item requests for the institutions this year was limited to two and no more than 5% of their general fund appropriation. Mr. Herbst reported that the total sum of line items approved equaled about 3%. Mr. Freeman reminded the Board that in developing the budget for the next fiscal year, they will have a first look at line item requests at the June meeting, after which the BAHR committee will refine those requests. The requests will then come before the Board again in August for final approval.

6. Boise State University – Facility Lease – Bookstore Lease in City Center Plaza

BOARD ACTION

M/S (Westerberg/Critchfield): To authorize Boise State University to enter into a lease arrangement for the "Retail C" space within the City Center Plaza in substantial conformance with the provisions outlined in Attachment 1 and Attachment 2, in coordination with the Idaho Division of Public Works. The motion carried 7-0. Superintendent Ybarra was absent from voting.

Mr. Satterlee indicated the lease is coming due on the present location, and by funding the lease on the new location they expect to generate more foot traffic and revenue.

8. Boise State University – Professional Fee Request

BOARD ACTION

M/S (Westerberg/Goesling): To approve the request by Boise State University to charge a professional fee in the amount of $35 per credit for required upper division courses for baccalaureate programs the following engineering programs:

1. **Civil Engineering;**
2. **Electrical and Computer Engineering;**
3. **Mechanical Engineering; and**
4. **Materials Science Engineering.**

The motion carried 7-0. Superintendent Ybarra was absent from voting.

Dr. Marty Schimpf introduced the Chair and Associate Professor of the Mechanical and Electrical Department at BSU, Dr. Don Plumlee. Dr. Schimpf indicated BSU is proposing professional fees for four College of Engineering programs that are accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology, Inc. (ABET). He outlined the details of the programs reporting that careful consideration was given to selecting programs for this request. He pointed out that one important factor for the programs selected is the high rates of employment for students who graduate from them and their high average salaries. Dr. Schimpf outlined the details of the proposed professional fees for these programs, with a projected net cost increase to the affected students estimated to be less than $600 per year.

Dr. Plumlee pointed out in particular the support for student success, stating they have something similar to a tutoring program to assist students, and also commented on the quality of the equipment available to students to work with while in the program. There was additional discussion about equipment and that it is purchased largely through research grants.

Dr. Goesling asked if there will be summer courses for these programs. Dr. Schimpf responded the upper division courses are limited during the summer. Mr. Soltman asked about the number of students who needed to repeat the class. Dr. Plumlee

responded out of 80 students they generally see around 15 who need to retake the class; which is why they are emphasizing strong student support.

Ms. Atchley pointed out the Board would be interested in the number of students who fail this type of course and if the measures to help struggling students are working. She was clear that they would trust but verify and expect that data reported in the future.

9. University of Idaho – Multi-Year Contract – United Healthcare Student Resources

BOARD ACTION

M/S (Westerberg/Hill): To approve the request by the University of Idaho to enter into a contract with United Healthcare Student Resources for a fully-insured student health insurance plan for their domestic and international students in substantial conformance to the materials provided to the Board in Attachment 1. The motion carried 7-0. Superintendent Ybarra was absent from voting.

Mr. Brian Foisy, Vice President of Finance, introduced Debbie Huffman, Director of Administrative Fiscal Operations for Student Affairs, along with the manager of student health insurance program (SHIP). Mr. Foisy pointed out todays request is for the renewal of the contract with United Healthcare student Resources. The terms of that contract are relatively unchanged, and they have negotiated a slightly lower premium rate which drops the cost to students from $1,606 to $1,548 per academic year.

Ms. Huffman indicated the proposed SHIP contract would provide comprehensive coverage for University of Idaho Students at a very competitive price, adding they have been very successful because their management and monitoring of the program.

10. FY 2017 Opportunity Scholarship – Educational Costs

BOARD ACTION

M/S (Westerberg/Clark): To set the FY2017 educational cost for the Opportunity scholarship award not to exceed the following amounts:

1. **$20,400 for students attending University of Idaho**
2. **$20,328 for students attending Boise State University**
3. **$19,755 for students attending Idaho State University**
4. **$16,654 for students attending Lewis-Clark State College**
5. **$19,284 for students attending eligible Idaho private postsecondary institutions**
6. **$13,138 for students attending College of Southern Idaho**
7. **$13,800 for students attending College of Western Idaho**
8. **$12,624 for students attending North Idaho College**
9. **$13,808 for students attending Eastern Idaho Technical College**

The motion carried 7-0. Superintendent Ybarra was absent from voting.

AND

M/S (Westerberg/Clark) To approve the Opportunity Scholarship maximum award in the amount of $3,000 per year. The motion carried 7-0. Superintendent Ybarra was absent from voting.

AND

M/S (Westerberg/Atchley): To approve the FY17 student contribution be set at $3,000 and to accept student-initiated scholarships and non-institutional and non-federal aid as part of the student contribution.

The motion carried 7-0. Superintendent Ybarra was absent from voting.

Mr. Westerberg pointed out this sets the parameters for the Opportunity Scholarship.

OTHER BUSINESS

There being no further business, a motion to adjourn was entertained.

M/S (Westerberg/Goesling): To adjourn the meeting at 2:35 p.m. The motion carried 7-0. Superintendent Ybarra was absent from voting.

Colleges & Universities

Summary of FY 2017 Annual Student Tuition & Fees - As Requested
Board Meeting: April 14, 2016

	Institution	FY 2016	Requested Increases Amount	Requested Increases % Incr	Total Requested FY 2017
1	**Full-time Tuition & Fees:**				
2	**Resident Tuition and Fees:**				
3	Undergraduate:				
4	Boise State University	$6,874.00	$206.00	3.0%	$7,080.00
5	Idaho State University	$6,784.00	$172.00	2.5%	$6,956.00
6	University of Idaho	$7,020.00	$212.00	3.0%	$7,232.00
7	Lewis Clark State College	$6,000.00	$120.00	2.0%	$6,120.00
8	Eastern Idaho Tech College	$2,334.00	$70.00	3.0%	$2,404.00
9	Average 4 year institutions	$6,669.50			$6,847.00
10	Graduate:				
11	Boise State University	$1,290.00	$70.00	5.4%	$1,360.00
12	Idaho State University	$1,226.00	$37.00	3.0%	$1,263.00
13	University of Idaho	$1,202.00	$96.00	8.0%	$1,298.00
14	Average Graduate	$1,239.33			$1,307.00
15	**Nonresident Tuition and Fees:**				
16	Undergraduate	(In addition to the tuition and fees paid by resident students)			
17	Boise State University	$14,050.00	$400.00	2.8%	$14,450.00
18	Idaho State University	$13,398.00	$670.00	5.0%	$14,068.00
19	University of Idaho	$14,004.00	$804.00	5.7%	$14,808.00
20	Lewis Clark State College	$11,000.00	$500.00	4.5%	$11,500.00
21	Eastern Idaho Tech College	$5,288.00	$69.00	1.3%	$5,357.00
22	Average 4 year institutions	$13,113.00			$13,706.50
23					
24	**Part-time Credit Hour Tuition & Fees:**				
25	**Resident Fees: (per credit hour)**				
26	Undergraduate:				
27	Boise State University	$273.00	$24.00	8.8%	$297.00
28	Idaho State University	$339.00	$9.00	2.7%	$348.00
29	University of Idaho	$351.00	$11.00	3.1%	$362.00
30	Lewis Clark State College	$307.00	$6.00	2.0%	$313.00
31	Eastern Idaho Tech College	$102.50	$3.00	2.9%	$105.50
32	In-Service Teacher Fee	$106.00	$4.00	3.8%	$110.00
33					
34	Graduate:	(In addition to resident undergraduate fees)			
35	Boise State University	$85.00	$0.00	0.0%	$85.00
36	Idaho State University	$62.00	$2.00	3.2%	$64.00
37	University of Idaho	$67.00	$5.00	7.5%	$72.00
38	In-Service Teacher Fee	$132.00	$6.00	4.5%	$138.00
39					
40	**Nonresident Tuition and Fees:**				
41	Pt Tm Nonresident Cr Hr Tuition	(In addition to resident fees)			
42	Boise State University	$250.00	$20.00	8.0%	$270.00
43	Idaho State University	$217.00	$11.00	5.1%	$228.00
44	University of Idaho	$700.00	$40.00	5.7%	$740.00
45	Lewis-Clark State College	$0.00	$0.00	No Fee	$0.00
46	Eastern Idaho Tech College	$2,106.00	$0.00	0.0%	$2,106.00

BOISE STATE UNIVERSITY

Changes to Student Fees for FY 2017

Annual Full-Time Fees and Part-Fime Credit Hours Fees

	Student Fees:	Bd Appv	FY16 Fees	FY17 Initial Notice	Requested FY17 Fees	Requested Change	Requested % Chg.
1	**Full-time Fees:**						
2	Tuition	**	$4,766.20	$4,894.00	$4,872.26	$106.06	2.2%
3	Technology Fee	**	$217.68	$238.78	$230.60	12.92	5.9%
4	Facilities Fees	**	$1,123.58	$1,203.58	$1,206.60	83.02	7.4%
5	Student Activity Fees	**	$766.54	$1,014.64	$770.54	4.00	0.5%
6	**Total Full-time Fees**		$6,874.00	$7,351.00	$7,080.00	$206.00	3.0%
7		**					
8	**Part-time Credit Hour Fees:**						
9	Education Fee	**	$176.83	$193.23	$199.52	$22.69	12.8%
10	Technology Fee	**	9.65	10.30	9.61	(0.04)	-0.4%
11	Facilities Fees	**	49.60	53.04	52.19	2.59	5.2%
12	Student Activity Fees	**	36.92	46.83	35.68	(1.24)	-3.4%
13	**Total Part-time Cr Hr Fees:**		$273.00	$303.40	$297.00	$24.00	8.8%
14							
15	**Summer Fees: (eff. Summer 2017)**						
16	Education Fee	**	$186.83	$207.84	$199.65	$12.82	6.9%
17	Technology Fee	**	9.65	10.30	9.61	(0.04)	-0.4%
18	Facilities Fees	**	48.40	51.73	52.19	3.79	7.8%
19	Student Activity Fees	**	24.12	33.42	35.55	11.43	47.4%
20	**Total Summer Fees:**		$269.00	$303.29	$297.00	$28.00	10.4%
21							
22	**Other Student Fees:**						
23	Graduate Fees:						
24	Full-time Grad/Prof	**	$1,290.00	$1,328.00	$1,360.00	$70.00	5.4%
25	Part-time Graduate/Hour	**	$85.00	$85.00	$85.00	$0.00	0.0%
26	Nonresident Tuition:						
27	Nonres Tuition - full time	**	$14,050.00	$14,450.00	$14,450.00	$400.00	2.8%
28	Nonres Fees - part-time		$250.00	$270.00	$270.00	$20.00	8.0%
29	Professional Fee:						
30	Undergrad. Nursing	**	$850.00	$850.00	$850.00	$0.00	0.0%
31	Self-Support Program Fees:						
32	Bachelor Business / Accountancy: Twin Falls		$297.00	$297.00	$297.00	$0.00	0.0%
33	Executive MBA		$1,215.00	$1,215.00	$1,215.00	$0.00	0.0%
34	MBA Online		$750.00	$750.00	$750.00	$0.00	0.0%
35	Bachelor of Criminal Justice: Twin Falls		$275.00	$275.00	$275.00	$0.00	0.0%
36	Master of Social Work: Twin Falls & N.I.		$380.00	$380.00	$380.00	$0.00	0.0%
37	Bachelor of Social Work: Twin Falls		$275.00	$275.00	$275.00	$0.00	0.0%
38	Graduate Certificate in Victim Services		$340.00	$340.00	$340.00	$0.00	0.0%
39	Graduate Certificate in Conflict Mgmt.		$341.00	$369.00	$369.00	$28.00	8.2%
40	Doctor of Nurse Practice (DNP)		$600.00	$750.00	$750.00	$150.00	25.0%
41	Adult Gerontology Nurse Practitioner (AGNP		$600.00	$750.00	$750.00	$150.00	25.0%
42	B.S. in Nursing (RN to BSN)		$335.00	$335.00	$335.00	$0.00	0.0%
43	B.S. Respiratory Care (R.R.T. to B.S.)		$300.00	$300.00	$300.00	$0.00	0.0%
44	EdTech Masters and Grad Certificates		$379.33	$436.23	$436.23	$56.90	15.0%
45	EdTech PhD		$476.00	$547.40	$547.40	$71.40	15.0%
46	M.Ed., Specialist in Exec. Ed. Leadership		$420.00	$420.00	$420.00	$0.00	0.0%
47	Math Consulting Teacher Endorsement Cert		$225.00	$225.00	$225.00	$0.00	0.0%
48	M.A. in Education, Literarcy		$375.00	$375.00	$375.00	$0.00	0.0%
49	M.A. in Education, Bilingual / ENL Eduction		$375.00	$375.00	$375.00	$0.00	0.0%
50	Master of Athletic Leadership		$340.00	$340.00	$340.00	$0.00	0.0%
51	Master of Bilingual Ed/ESL: Canyon Cty		$329.00	$329.00	$329.00	$0.00	0.0%
52	Online Program Fees						
53	Bachelor of Science in Imaging Science		$395.00	$395.00	$395.00	$0.00	0.0%
54	Grad. Certificate in Healthcare Simulation		$600.00	$600.00	$600.00	$0.00	0.0%
55	Master of Social Work Online		$450.00	$450.00	$450.00	$0.00	0.0%
56	Org. Perf. & Workplace Learn. Res		$345.00	$450.00	$450.00	$105.00	30.4%
57	Org. Perf. & Workplace Learn. NR		$415.00	$450.00	$450.00	$35.00	8.4%
58	Other Fees:						
59	Western Undergrad Exchange	**	$3,438.00	$3,566.00	$3,540.00	$102.00	3.0%
60	Overload fee		$184.00	$197.00	$200.00	$16.00	8.7%
61	In-service Fees/Cr Hr - Undergrad	**	$106.00	$110.00	$110.00	$4.00	3.8%
62	In-service Fees/Cr Hr - Grad	**	$132.00	$138.00	$138.00	$6.00	4.5%
63	New Student Orientation Fee	**	$175.00	$175.00	$175.00	$0.00	0.0%
64							
65							

BOISE STATE UNIVERSITY

Potential Student Fee Revenue Changes for FY 2017

Due to Enrollment and Fee Changes

		Projected HC/SCH Count		Potential Revenue Generated					
				Changes due to Count		Fee Changes		Total Rev Chge	
	Student Fees:	FY16	FY17	Gen Educ	Local	Gen Educ	Local	Gen Educ	Local
1	**Full-time Fees:**								
2	Tuition (Unrestricted)	11,800	12,100	$1,429,900		$1,283,300		$2,713,200	
3	Technology Fee	11,800	12,100		65,300		156,300		221,600
4	Facilities Fees	11,800	12,100		337,100		1,004,500		1,341,600
5	Student Activity Fees	11,800	12,100		230,000		48,400		278,400
6	**Total Full-time Fees**			1,429,900	632,400	1,283,300	1,209,200	2,713,200	1,841,600
7									
8	**Part-time Credit Hour Fees:**								
9	Education Fee	57,846	51,920	($1,047,900)		$1,178,100		$130,200	
10	Technology Fee	57,846	51,920		(57,200)		(2,100)		(59,300)
11	Facilities Fees	57,846	51,920		(293,900)		134,500		(159,400)
12	Student Activity Fees	57,846	51,920		(218,800)		(64,400)		(283,200)
13	**Total Part-time Cr Hr Fees:**			(1,047,900)	(569,900)	1,178,100	68,000	130,200	(501,900)
14									
15	**Summer Fees:**								
16	Education Fee	28,300	32,900	$859,400		$421,800		$1,281,200	
17	Technology Fee	28,300	32,900		44,400		(1,300)		43,100
18	Facilities Fees	28,300	32,900		222,600		124,700		347,300
19	Student Activity Fees	28,300	32,900		111,000		376,000		487,000
20	**Total Summer Fees:**			859,400	378,000	421,800	499,400	1,281,200	877,400
21									
22	**Other Student Fees:**								
23	Graduate Fees:								
24	Full-time Grad/Prof	580	650	$90,400		$45,500		$135,900	
25	Part-time Graduate/Hour	5,600	7,000	119,000		-		119,000	
26	Nonresident Tuition:								
27	Nonres Tuition - full-time	1,720	1,720	-		687,800		687,800	
28	Nonres Fees - part-time	5,444	5,444	-		108,900		108,900	
29	Professional Fees:								
30	Undergrad. Nursing	65	65		-		-		-
31	Self-Support Program Fees:								
32	Bachelor Business / Accountancy: T	943	973		8,900		-		8,900
33	Executive MBA	700	700		-		-		-
34	MBA Online	2,947	2,947		-		-		-
35	Bachelor of Criminal Justice: Twin F	320	320		-		-		-
36	Master of Social Work: Twin Falls &	2,384	2,384		-		-		-
37	Bachelor of Social Work: Twin Falls	291	291		-		-		-
38	Graduate Certificate in Victim Servic	8	8		-		-		-
39	Graduate Certificate in Conflict Mgm	292	292		-		8,200		8,200
40	Doctor of Nurse Practice (DNP)	398	381		(10,200)		57,200		47,000
41	Adult Gerontology Nurse Practitione	796	1,086		174,000		162,900		336,900
42	B.S. in Nursing (RN to BSN)	5,715	5,715		-		-		-
43	B.S. Respiratory Care (R.R.T. to B.S	2,667	2,667		-		-		-
44	EdTech Masters and Grad Certificat	4,938	4,728		(79,700)		269,000		189,300
45	EdTech PhD	660	762		48,600		54,400		103,000
46	M.Ed., Specialist in Exec. Ed. Leade	227	227		-		-		-
47	Math Consulting Teacher Endorsem	698	698		-		-		-
48	M.A. in Education, Literarcy	466	466		-		-		-
49	M.A. in Education, Bilingual / ENL E	80	80		-		-		-
50	Master of Athletic Leadership	468	468		-		-		-
51	Master of Bilingual Ed/ESL: Canyon	282	282		-		-		-
52	Online Program Fees								
53	Bachelor of Science in Imaging Scie	356	3,524		1,251,400		-		1,251,400
54	Grad. Certificate in Healthcare Simu	57	78		12,600		-		12,600
55	Master of Social Work Online	225	2,579		1,059,300		-		1,059,300
56	Org. Perf. & Workplace Learn. Res	602	602		-		63,200		63,200
57	Org. Perf. & Workplace Learn. NR	1,330	1,330		-		46,600		46,600
58	Other Fees:								
59	Western Undergrad Exchge	93	93	-		9,400		9,400	
60	Overload Fee	1,750	1,750	-		28,000		28,000	
61	In-service Fees/Cr Hr - Undergrad			-				-	
62	In-service Fees/Cr Hr - Grad	2,050	2,009	(5,400)		12,100		6,700	
63	New Student Orientation Fee	2,880	2,880		-		-	-	
64	**Total Other Student Fees**			$204,000	2,464,900	$891,700	661,500	$1,095,700	3,126,400
65	**Total Additional Student Fee Revenue**			1,445,400	2,905,400	3,774,900	2,438,100	5,220,300	5,343,500

IDAHO STATE UNIVERSITY

Changes to Student Fees for FY 2017

Annual Full-Time Fees and Part-Fime Credit Hours Fees

		Student Fees:	Bd Appv	FY16 Fees	FY17 Initial Notice	Requested FY17 Fees	Requested Change	Requested % Chg.
1		**Full-time Fees:**						
2		Tuition	**	$5,105.06	$5,242.64	$5,242.64	$137.58	2.7%
3		Technology Fee	**	166.80	166.80	166.80	0.00	0.0%
4		Facilities Fees	**	510.00	510.00	510.00	0.00	0.0%
5		Student Activity Fees	**	1,002.14	1,036.56	1,036.56	34.42	3.4%
6		**Total Full-time Fees**		$6,784.00	$6,956.00	$6,956.00	$172.00	2.5%
7								
8		**Part-time Credit Hour Fees:**						
9		Education Fee	**	$290.00	$297.53	$297.53	$7.53	2.6%
10		Technology Fee	**	6.15	6.15	6.15	0.00	0.0%
11		Facilities Fees	**	0.00	0.00	0.00	0.00	0.0%
12		Student Activity Fees	**	42.85	44.32	44.32	1.47	3.4%
13		**Total Part-time Cr Hr Fees:**		$339.00	$348.00	$348.00	$9.00	2.7%
14								
15		**Other Student Fees:**						
16		Graduate Fees:						
17		Full-time Tuition/Fees	**	$6,894.00	$7,239.00	$7,239.00	$345.00	5.0%
18		Full-time Grad Fee	**	$1,226.00	$1,263.00	$1,263.00	$37.00	3.0%
19		Part-time Tuition/Fees	**	$344.00	$362.00	$362.00	$18.00	5.2%
20		Part-time Grad Fee	**	$62.00	$64.00	$64.00	$2.00	3.2%
21		Nonresident Tuition:						
22		Full-time Nonres Tuition	**	$13,398.00	$14,068.00	$14,068.00	$670.00	5.0%
23		Full-time Grad Fee	**	1,226.00	1,276.00	1,276.00	$50.00	4.1%
24		Part-time Nonres Tuition	**	217.00	228.00	228.00	11.00	5.1%
25		Part-time Grad Fee	**	62.00	65.00	65.00	3.00	4.8%
26		Professional Fees:						
27	(Note A)	PharmD - Resident	**	$10,030.00	$10,330.00	$10,330.00	$300.00	3.0%
28		PharmD - Nonres	**	$14,940.00	$14,940.00	$14,940.00	$0.00	0.0%
29		Phys Therapy - Resident	**	$3,172.00	$3,630.00	$3,630.00	$458.00	14.4%
30		Phys Therapy - Nonres	**	$8,640.00	$8,640.00	$8,640.00	$0.00	0.0%
31		Occu Therapy - Resident	**	$2,720.00	$2,818.00	$2,818.00	$98.00	3.6%
32		Occu Therapy - Nonres	**	$6,850.00	$7,098.00	$7,098.00	$248.00	3.6%
33		Physician Assistant - Resident	**	$19,815.00	$20,115.00	$20,115.00	$300.00	1.5%
34		Physician Assistant - Nonres	**	$20,625.00	$20,625.00	$20,625.00	$0.00	0.0%
35		Nursing-BSN	**	$1,780.00	$1,780.00	$1,780.00	$0.00	0.0%
36		Nursing-MSN	**	$2,160.00	$2,160.00	$2,160.00	$0.00	0.0%
37		Nursing-PhD	**	$2,170.00	$2,170.00	$2,170.00	$0.00	0.0%
38		Nursing-DNP	**	$3,880.00	$3,880.00	$3,880.00	$0.00	0.0%
37		Speech Language Path MS (Cr Hr)	**	$60.00	$60.00	$60.00	$0.00	0.0%
38	(Note A)	Speech Language Online PreProf (Cı	**	$210.00	$245.00	$245.00	$35.00	16.7%
39	(Note A)	Speech Language Online MS (Cr Hr)	**	$435.00	$470.00	$470.00	$35.00	8.0%
40		Audiology AuD (Cr Hr)	**	$55.00	$60.00	$60.00	$5.00	9.1%
41	(Note A)	Dental Hygiene BS (Junior/Senior)	**	$720.00	$2,090.00	$2,090.00	$1,370.00	190.3%
42	(Note A)	Dental Hygiene MS-Didactic (Cr Hr)	**	$105.00	$143.00	$143.00	$38.00	36.2%
43		Dental Hygiene MS-Clinical (Cr Hr)	**	$349.00	$349.00	$349.00	$0.00	0.0%
44	(Note A)	Dental Hygiene MS-Thesis (Cr Hr)	**	$210.00	$250.00	$250.00	$40.00	19.0%
45		Counseling-Graduate	**	$990.00	$990.00	$990.00	$0.00	0.0%
46		Radiographic Science	**	$830.00	$830.00	$830.00	$0.00	0.0%
47	(Note A)	Clinical Lab Science	**	$970.00	$1,420.00	$1,420.00	$450.00	46.4%
48		Paramedic Science	**	$1,370.00	$1,412.00	$1,412.00	$42.00	3.1%
49		Dietetics	**	$2,900.00	$2,900.00	$2,900.00	$0.00	0.0%
50		Social Work	**	$250.00	$250.00	$250.00	$0.00	0.0%
51		Athletic Training MS	**	$1,500.00	$1,500.00	$1,500.00	$0.00	0.0%
52		Idaho Dental Education (IDEP)		$25,705.00	$27,648.00	$27,648.00	$1,943.00	7.6%
53		Other Fees:						
54		Western Undergrad Exchge	**	$3,392.00	$3,478.00	$3,478.00	$86.00	2.5%
55		In-service Fees/Cr Hr - Undergrad	**	$106.00	$110.00	$110.00	$4.00	3.8%
56		In-service Fees/Cr Hr - Grad	**	$132.00	$138.00	$138.00	$6.00	4.5%
57		New Student Orientation Fee	**	$100.00	$100.00	$100.00	$0.00	0.0%
57								
58								

59 Note A: Due to a change to Idaho State Board of Education Policy V.R.3.b.iv. referencing professional fees, course fees associated with a program that has professional fees are now prohibited. As a result, the proposed increase to some professional fees includes existing course fees that are now prohibited as a separate fee. The overall net increase to professional fees meets the competitive test.

The Full-time fee & Part-time credit hour fee are effective Fall Semester 2016.
Summer session fees are at the Part-time fee rate - effective Summer 2017.

IDAHO STATE UNIVERSITY

Potential Student Fee Revenue Changes for FY 17
Due to Enrollment and Fee Changes

		Projected HC/SCH Count		Potential Revenue Generated					
				Changes due to Count		Fee Changes		Total Rev Chge	
	Student Fees:	FY16	FY17	Gen Educ	Local	Gen Educ	Local	**Gen Educ**	**Local**
1	**Full-time Fees:**								
2	Tuition	7,000	6,535	($2,373,900)		$899,100		($1,474,800)	
3	Technology Fee	7,000	6,535		(77,600)		0		($77,600)
4	Facilities Fees	7,000	6,535		(237,200)		0		($237,200)
5	Student Activity Fees	7,000	6,535		(466,000)		224,900		($241,100)
6	**Total Full-time Fees**			($2,373,900)	($780,800)	$899,100	$224,900	(1,474,800)	(555,900)
7									
8	**Part-time Credit Hour Fees:**								
9	Tuition	39,655	39,900	$71,100		$300,400		$371,500	
10	Technology Fee	39,655	39,900		1,500		0		$1,500
11	Facilities Fees	39,655	39,900		0		0		$0
12	Student Activity Fees	39,655	39,900		10,500		58,700		$69,200
13	**Total Part-time Cr Hr Fees:**			$71,100	$12,000	$300,400	$58,700	371,500	70,700
14									
15	**Other Student Fees:**								
16	Graduate Fees:								
17	Full-time Tuition/Fees	926	865	($318,100)	($102,400)	$268,700	$29,800	(49,400)	($72,600)
18	Full-time Grad Fee	584	543	($50,300)		$20,100		(30,200)	$0
19	Part-time Tuition/Fees	6,345	6,600	75,200	12,500	109,100	9,700	184,300	$22,200
20	Part-time Grad Fee	4,569	4,764	12,100		9,500		21,600	$0
21	Nonresident Tuition:								
22	Full-time Nonres Tuition	1224	1314	602,900		$880,400		1,483,300	$0
23	Full-time Grad Fee	342	322	(12,300)		16,100		3,800	$0
24	Part-time Nonres Tuition	1,600	2,000	86,800		22,000		108,800	$0
25	Part-time Grad Fee	1,776	1,836	3,700		5,500		9,200	
24	Professional Fees:								
25	PharmD - Resident	256	280		240,700		84,000	-	$324,700
26	PharmD - Nonres	24	50		388,400		0	-	$388,400
27	Phys Therapy - Resident	53	50		(9,500)		22,900	-	$13,400
28	Phys Therapy - Nonres	17	13		(34,600)		0	-	($34,600)
29	Occu Therapy - Resident	25	25		0		2,500	-	$2,500
30	Occu Therapy - Nonres	12	5		(48,000)		1,200	-	($46,800)
31	Physician Assistant - Resident	80	80		0		24,000	-	$24,000
32	Physician Assistant - Nonres	40	40		0		0	-	$0
33	Nursing-BSN	238	170		(121,000)		0	-	($121,000)
34	Nursing-MSN	15	10		(10,800)		0	-	($10,800)
35	Nursing-PhD	4	5		2,200		0	-	$2,200
36	Nursing-DNP	15	25		38,800		0	-	$38,800
35	Speech Language Path MS (Cr Hr)	1,708	1,800		5,500		0	-	$5,500
36	Speech Language Online PreProf (C	2,106	2,800		145,700		98,000	-	$243,700
37	Speech Language Online MS (Cr Hr	673	950		120,500		33,300	-	$153,800
38	Audiology AuD (Cr Hr)	591	630		2,100		3,200	-	$5,300
39	Dental Hygiene BS (Junior/Senior)	60	45		(10,800)		61,700	-	$50,900
40	Dental Hygiene MS-Didactic (Cr Hr)	208	150		(6,100)		5,700	-	($400)
41	Dental Hygiene MS-Clinical (Cr Hr)	23	0		(8,000)		0	-	($8,000)
42	Dental Hygiene MS-Thesis (Cr Hr)	55	65		2,100		2,600	-	$4,700
43	Counseling-Graduate	60	60		0		0	-	$0
44	Radiographic Science	36	45		7,500		0	-	$7,500
45	Clinical Lab Science	44	44		0		19,800	-	$19,800
46	Paramedic Science	20	20		0		800	-	$800
47	Dietetics	18	16		(5,800)		0	-	($5,800)
48	Social Work	67	55		(3,000)		0	-	($3,000)
49	Athletic Training MS	67	5		(93,000)		0	-	($93,000)
50	Idaho Dental Education (IDEP)	8	8		0		15,500	-	$15,500
51	Other Fees:								
52	Western Undergrad Exchge	128	135	23,700		11,600		35,300	$0
53	In-service Fees/Cr Hr - Undergrad	0	0	0		0		-	$0
54	In-service Fees/Cr Hr - Grad	6,600	650	(785,400)		3,900		(781,500)	$0
55	New Student Orientation Fee	2,600	2,300		(30,000)		0	-	($30,000)
55	**Total Other Student Fees**			($361,700)	$483,000	$1,346,900	$414,700	$985,200	$897,700
56									
57	**Total Additional Student Fee Revenue**			($2,664,500)	($285,800)	$2,546,400	$698,300	($118,100)	$412,500

The schedule of "Potential Student Fee Revenue Changes for FY 17" is a calculation of the potential revenue to be derived from the fee increases being proposed as well as the impact of the change in the number of students paying (net of waivers and discounts, refunds, etc.) those individual fees. The numbers of student payments is reflected in the "HC/SCH Count" columns. FY16 is the current year base budget while FY17 is a reflection of the anticipated FY16 actual.

The Full-time fee & Part-time credit hour fee are effective Fall Semester 2016.
Summer session fees are at the Part-time fee rate - effective Summer 2017.

UNIVERSITY OF IDAHO

Changes to Student Fees for FY 2017

Annual Full-Time Fees and Part-Fime Credit Hours Fees

	Student Fees:	Bd Appv	FY16 Fees	FY17 Initial Notice	Requested FY17 Fees	Requested Change	Requested % Chg.
1	**Full-time Fees:**						
2	Tuition	**	$5,002.60	$5,266.32	$5,162.32	$159.72	3.2%
3	Technology Fee	**	125.40	125.40	125.40	0.00	0.0%
4	Facilities Fees	**	790.50	820.50	820.50	30.00	3.8%
5	Student Activity Fees	**	1,101.50	1,123.78	1,123.78	22.28	2.0%
6	**Total Full-time Fees (See Note A)**		7,020.00	7,336.00	7,232.00	212.00	3.0%
7							
8	**Part-time Credit Hour Fees:**						
9	Undergraduate Tuition and Fees	**	$292.50	$307.00	$302.00	$9.50	3.2%
10	Undergraduate Fees	**	58.50	60.00	60.00	1.50	2.6%
11	**Total Part-time Cr Hr Fees: ***		$351.00	$367.00	$362.00	$11.00	3.1%
12							
13	**Other Student Fees:**						
14	Academic Year Graduate Fees:						
15	Full-Time Tuition	**	$5,002.60	$5,266.32	$5,162.32	$159.72	3.2%
16	Full-Time Grad Fee	**	1,202.00	1,298.00	1,298.00	$96.00	8.0%
17	Full-Time Other Fees	**	2,017.40	2,069.68	2,069.68	52.28	2.6%
18	Part-Time Tuition	**	331.50	348.00	342.00	$10.50	3.2%
19	Part-Time Grad Fee	**	67.00	72.00	72.00	$5.00	7.5%
20	Part-Time Other Fees	**	58.50	60.00	60.00	1.50	2.6%
21	Academic Year Outreach Programs:						
22	Full-Time Undergrad Tuition	**	$6,370.00	$6,656.00	$6,552.00	$182.00	2.9%
23	Full-Time Grad Fee	**	1,202.00	1,298.00	1,298.00	$96.00	8.0%
24	Full-Time Other Fees (UG & GR)	**	650.00	680.00	680.00	30.00	4.6%
25	Part-Time Undergrad Tuition	**	318.50	333.00	328.00	$9.50	3.0%
26	Part-Time Grad Tuition	**	357.50	374.00	368.00	$10.50	2.9%
27	Part-Time Grad Fee	**	67.00	72.00	72.00	$5.00	7.5%
28	Part-Time Other Fees (UG & GR)	**	32.50	34.00	34.00	1.50	4.6%
29	Nonresident Tuition (See Notes A & B)						
30	Full-Time Undergrad Tuition	**	$14,004.00	$14,704.00	$14,808.00	$804.00	5.7%
31	Part-Time Undergrad Tuition	**	700.00	735.00	740.00	$40.00	5.7%
32	Part-Time Grad Tuition	**	778.00	817.00	823.00	$45.00	5.8%
33	Other Fees:						
34	Overload Fee (>20 credits)	**	$292.50	$307.00	$302.00	$9.50	3.2%
35	Western Undergrad Exchge	**	3,510.00	3,668.00	3,616.00	$106.00	3.0%
36	In-service Fees/Cr Hr - UG	**	$106.00	$110.00	$110.00	$4.00	3.8%
37	In-service Fees/Cr Hr - UG Summe	**	$106.00	$110.00	$110.00	$4.00	3.8%
38	In-service Fees/Cr Hr - Grad	**	$132.00	$138.00	$138.00	$6.00	4.5%
39	In-service Fees/Cr Hr - Grad Sumn	**	$132.00	$138.00	$138.00	$6.00	4.5%
40	Professional Fees:						
41	Law College FT	**	$9,008.00	$10,134.00	$10,134.00	$1,126.00	12.5%
42	Law College PT	**	500.00	563.00	563.00	$63.00	12.6%
43	Law College PT Summer	**	500.00	563.00	563.00	$63.00	12.6%
44	Art & Architecture FT UG & GR	**	1,106.00	1,246.00	1,246.00	$140.00	12.7%
45	Art & Architecture PT Undergrad	**	55.00	62.00	62.00	$7.00	12.7%
46	Art & Architecture PT Summer UG	**	55.00	62.00	62.00	$7.00	12.7%
47	Art & Architecture PT Grad	**	61.00	69.00	69.00	$8.00	13.1%
48	Art & Architecture PT Summer GR	**	61.00	69.00	69.00	$8.00	13.1%
49	Summer Session (2016)						
50	On-Campus						
51	Part-Time Undergrad Tuition	**	$292.50	$307.00	$307.00	$14.50	5.0%
52	Part-Time Grad Tuition	**	331.50	348.00	348.00	$16.50	5.0%
53	Part-Time Grad Fee	**	67.00	72.00	72.00	$5.00	7.5%
54	Part-Time Other Fees (UG & GR)	**	58.50	60.00	60.00	1.50	2.6%
55	Outreach/Off-Campus:						
56	Part-Time Undergrad Tuition	**	$318.50	$333.00	$333.00	$14.50	4.6%
57	Part-Time Grad Tuition	**	357.50	374.00	374.00	16.50	4.6%
58	Part-Time Grad Fee	**	67.00	72.00	72.00	5.00	7.5%
59	Part-Time Other Fees (UG & GR)	**	32.50	34.00	34.00	1.50	4.6%
60	Self-Support Program Fees:						
61	Executive MBA (2 years)		$42,000.00	$42,000.00	$42,000.00	$0.00	0.0%
62	Professional Practices Doctorate (3 yrs)		30,000.00	30,000.00	30,000.00	0.00	0.0%
63	Masters of Science Athletic Trainng (1 yr)		20,394.00	22,434.00	22,434.00	2,040.00	10.0%
64	Doctorate Athletic Training (1 yr)		18,128.00	19,941.00	19,941.00	1,813.00	10.0%
65	MOSS Environmental Ed Grad Pgm (sem)		7,238.00	7,527.00	7,527.00	289.00	4.0%
66	Doctorate Higher Ed Leadership (4 yrs)		36,000.00	36,000.00	36,000.00	0.00	0.0%
67	New Student Orientation (See Note C)		$100.00	$100.00	$100.00	0.00	0.0%
68							
69							
70							

71 Note A: The university is requesting a total package for non-resident undergraduate students of $22,040 per academic year. Therefore if the
72 tuition and fee package is approved at lower than $7,336 the non-resident fee will be increased to maintain the $22,040 total package.
73 Note B: The University is exploring the ability to charge increased tuition to Non-Residents for Summer Session but not to exceed full Non-
74 Resident Tuition.
75 Note C: The university charges a separate one-time $100 fee charged only to first time undergraduate students.
76
77

UNIVERSITY OF IDAHO

Potential Student Fee Revenue Changes for FY 2017
Due to Enrollment and Fee Changes

		Projected HC/SCH Count		Potential Revenue Generated					
				Changes due to Count		Fee Changes		Total Rev Chge	
	Student Fees:	FY16	FY17	Gen Educ	Local	Gen Educ	Local	**Gen Educ**	**Local**
1	**Full-time Fees:**								
2	Tuition	6,572	6,434	($692,900)		$1,027,600		$334,700	
3	Technology Fee	6,572	6,434		(17,400)		0		($17,400)
4	Facilities Fees	6,572	6,434		(109,500)		193,000		$83,500
5	Student Activity Fees	6,572	6,434		(152,600)		143,300		($9,300)
6	**Total Full-time Fees**			($692,900)	($279,500)	$1,027,600	$336,300	334,700	56,800
7									
8	**Part-time Credit Hour Fees:**								
9	Undergraduate Tuition and Fees	2,214	2,113	($29,500)		$20,100	$0	($9,400)	
10	Undergraduate Fees	2,214	2,113		(5,900)		3,200		($2,700)
11	**Total Part-time Cr Hr Fees:**			($29,500)	($5,900)	$20,100	$3,200	($9,400)	($2,700)
12									
13	**Other Student Fees:**								
14	Academic Year Graduate Fees:								
15	Full-Time Tuition	640	621	($95,000)		$99,200		$4,200	$0
16	Full-Time Grad Fee	640	621	(22,800)		59,600		$36,800	$0
17	Full-Time Other Fees	640	621		(38,300)		32,500	$0	($5,800)
18	Part-Time Tuition	1,226	922	(100,800)		9,700		($91,100)	$0
19	Part-Time Grad Fee	1,226	922	(20,400)		4,600		($15,800)	$0
20	Part-Time Other Fees	1,226	922		(17,800)		1,400	$0	($16,400)
21	Academic Year Outreach Programs:								
22	Full-Time Undergrad Tuition	503	454	($312,100)		$82,600		($229,500)	$0
23	Full-Time Grad Fee	200	174	(31,900)		16,700		($15,200)	$0
24	Full-Time Other Fees (UG & GR)	503	454		(31,900)		13,600	$0	($18,300)
25	Part-Time Undergrad Tuition	2,054	2,198	45,900		20,900		$66,800	$0
26	Part-Time Grad Tuition	3,268	3,167	(36,100)		33,300		($2,800)	$0
27	Part-Time Grad Fee	3,268	3,167	(6,800)		15,800		$9,000	$0
28	Part-Time Other Fees (UG & GR)	5,322	5,365		1,400		8,000	$0	$9,400
29	Nonresident Tuition								
30	Full-Time Undergrad Tuition	1,575	1,618	$595,200		$1,300,500		$1,895,700	$0
31	Part-Time Undergrad Tuition	618	711	65,100		28,400		$93,500	$0
32	Part-Time Grad Tuition	1,177	970	(161,000)		43,700		($117,300)	$0
33	Other Fees:								
34	Overload Fee (>18 credits)	90	72	($5,300)		$700		($4,600)	$0
35	Western Undergrad Exchge	234	186	(168,500)		19,700		($148,800)	$0
36	In-service Fees/Cr Hr - UG	36	11	(2,700)		0		($2,700)	$0
37	In-service Fees/Cr Hr - UG Summer	62	113	5,400		500		$5,900	$0
38	In-service Fees/Cr Hr - Grad	885	923	5,000		5,500		$10,500	$0
39	In-service Fees/Cr Hr - Grad Summ	1,463	893	(75,200)		5,400		($69,800)	$0
40	Professional Fees:								
41	Law College FT	302	308		$58,600		$346,800	$0	$405,400
42	Law College PT	56	124		34,000		7,800	$0	$41,800
43	Law College PT Summer	384	583		99,500		36,700	$0	$136,200
44	Art & Architecture FT UG & GR	562	516		(50,300)		72,200	$0	$21,900
45	Art & Architecture PT Undergrad	220	278		3,200		1,900	$0	$5,100
46	Art & Architecture PT Summer UG	381	427		2,500		3,000	$0	$5,500
47	Art & Architecture PT Grad	155	113		(2,600)		900	$0	($1,700)
48	Art & Architecture PT Summer GR	300	84		(13,200)		700	$0	($12,500)
49	Summer Session:								
50	On-Campus								
51	Part-Time Undergrad Tuition	5,013	5,004	($2,600)		$72,600		$70,000	$0
52	Part-Time Grad Tuition	1,385	1,033	(116,700)		17,000		($99,700)	$0
53	Part-Time Grad Fee	1,385	1,033	(23,600)		5,200		($18,400)	$0
54	Part-Time Other Fees (UG & GR)	6,398	6,037		(21,100)		9,100	$0	($12,000)
55	Outreach/Off-Campus:							$0	$0
56	Part-Time Undergrad Tuition	5,020	4,973	($15,000)		$72,100		$57,100	$0
57	Part-Time Grad Tuition	2,034	2,101	24,000		34,700		$58,700	$0
58	Part-Time Grad Fee	2,034	2,101	4,500		10,500		$15,000	$0
59	Part-Time Other Fees (UG & GR)	7,054	7,074		700		10,600	$0	$11,300
60	**Total Other Student Fees**			($451,400)	$24,700	$1,958,900	$545,200	$1,507,500	$569,900
61	**Total Additional Student Fee Revenue**			($1,173,800)	($260,700)	$3,006,600	$884,700	$1,832,800	$624,000
62									
63				**G.E. Summary**					
64	**Total Revenue Increase/(Decrease)**			**$1,832,800**					
65	Less Summer 2017 and Distributed			($26,600)					
66	Central Academic Year (FY17)			$ 1,806,200					
67	Plus Summer 2016 and Other/Misc			115,258					
68	Total Central Tuition Revenue over FY16 Bud.			**$ 1,921,458**	**$2,578,907 per BAHR Template**				
69									
70									
71									
72									
73	The count figures indicate changes between FY16 budget and FY17 projections and therefore take into								
74	consideration the impact of FY16 actuals as well as anticipated changes for FY17. The revenues shown under								
75	Changes Due to Count and Fee Changes reflect net revenues.								
76									
77									

LEWIS-CLARK STATE COLLEGE

Changes to Student Fees for FY 2017

Annual Full-Time Fees and Part-Fime Credit Hours Fees

	Student Fees:	Bd Appv	FY16 Fees	FY17 Initial Notice	Requested FY17 Fees	Requested Change	Requested % Chg.
1	**Full-time Fees:**						
2	Tuition Fee	**	$4,776.00	$5,100.00	$5,100.00	$324.00	6.8%
3	Technology Fee	**	70.00	70.00	70.00	0.00	0.0%
4	Facilities Fees	**	468.00	155.00	155.00	(313.00)	-66.9%
5	Student Activity Fees (Note A)	**	686.00	795.00	795.00	109.00	15.9%
6	**Total Full-time Fees**		$6,000.00	$6,120.00	$6,120.00	$120.00	2.0%
7							
8	**Part-time Credit Hour Fees:**						
9	Education Fee	**	$262.00	$272.75	$272.75	$10.75	4.1%
10	Technology Fee	**	4.25	4.25	4.25	0.00	0.0%
11	Facilities Fees	**	13.75	5.00	5.00	(8.75)	-63.6%
12	Student Activity Fees (Note A)	**	27.00	31.00	31.00	4.00	14.8%
13	**Total Part-time Cr Hr Fees**		$307.00	$313.00	$313.00	$6.00	2.0%
14							
15	**Summer Fees: (eff. Summer 2017)**						
16	Education Fee	**	$210.10	$199.75	$199.75	($10.35)	-4.9%
17	Technology Fee	**	4.25	4.25	4.25	0.00	0.0%
18	Facilities Fees	**	13.75	5.00	5.00	(8.75)	-63.6%
19	Student Activity Fees (Note A)	**	78.90	104.00	104.00	25.10	31.8%
20	**Total Summer Cr Hr Fees**		$307.00	$313.00	$313.00	$6.00	2.0%
21							
22	**Other Student Fees:**						
23	Nonresident Tuition:						
24	Nonres Tuition	**	$11,000.00	$11,500.00	$11,500.00	$500.00	4.5%
25	Nonres Tuition-Asotin County	**	$3,380.00	$3,532.00	$3,532.00	$152.00	4.5%
26	Professional Fees:						
27	None						
28	Other Fees:						
29	Western Undergrad Exchge	**	$3,000.00	$3,060.00	$3,060.00	$60.00	2.0%
30	In-service Fees/Cr Hr - Undergrad	**	$106.00	$110.00	$110.00	$4.00	3.8%
31	Overload (20 cr. or more)	**	$307.00	$313.00	$313.00	$6.00	2.0%
32							

33 Note A: The existing SUB Debt and Silverthorne Theatre facility fee are proposed to be eliminated in FY17. Funds would be reallocated to
34 tuition, the Strategic Facility Fee, and to numerous student activity fees, including: Alumni, Associated Students, Athletics, Center for Arts & History, DayCare, Radio Station, Scholarships, Student Activities, Student Health Center, and Student Union Building Ops.

Full-time fees and part-time credit hour fees are effective Fall Semester 2016. Summer fees are effective Summer 2017, and are requested to be authorized at the part-time credit hour rate; however, the College may opt to discount this fee further.

LEWIS-CLARK STATE COLLEGE

Potential Student Fee Revenue Changes for FY 2017

Due to Enrollment and Fee Changes

		Projected HC/SCH Count		Potential Revenue Generated					
				Changes due to Count		Fee Changes		Total Rev Chge	
	Student Fees:	FY16	FY17	Gen Educ	Local	Gen Educ	Local	**Gen Educ**	**Local**
1	**Full-time Fees:**		-3.4%						
2	Matriculation Fee	2,175	2,100	($358,200)		$680,400		$322,200	
3	Technology Fee	2,175	2,100		(5,300)		0		($5,300)
4	Facilities Fees	2,175	2,100		(35,100)		(657,300)		($692,400)
5	Student Activity Fees	2,175	2,100		(51,500)		228,900		$177,400
6	**Total Full-time Fees**			($358,200)	($91,900)	$680,400	($428,400)	322,200	(520,300)
7									
8	**Part-time Credit Hour Fees:**		-3.4%						
9	Education Fee	10,800	10,430	($96,900)		$112,100		$15,200	
10	Technology Fee	10,800	10,430		(1,600)		0		($1,600)
11	Facilities Fees	10,800	10,430		(5,100)		(91,300)		($96,400)
12	Student Activity Fees	10,800	10,430		(10,000)		41,700		$31,700
13	**Total Part-time Cr Hr Fees:**			($96,900)	($16,700)	$112,100	($49,600)	15,200	(66,300)
14									
15	**Summer Credit Hour Fees:**		0.0%						
16	Education Fee	1,800	1,800	$0		($18,600)		($18,600)	
17	Technology Fee	1,800	1,800		0		0		$0
18	Facilities Fees	1,800	1,800		0		(15,800)		($15,800)
19	Student Activity Fees	1,800	1,800		0		45,200		$45,200
20	**Total Summer Cr Hr Fees**			$0	$0	($18,600)	$29,400	($18,600)	$29,400
21									
22	**Other Student Fees:**								
23	Nonresident Tuition:								
24	Nonres Tuition	90	90	$0		$45,000		$45,000	
25	Nonres Tuition-Asotin County	100	100	0		15,200		$15,200	
26	Professional Fees:								
27	None								
28	Other Fees:								
29	Western Undergrad Exchge	50	75	75,000		4,500		$79,500	
30	In-service Fees/Cr Hr - Undergrad	255	255	0		1,000		$1,000	
31	Overload (20 cr. or more)	100	100	0		600		$600	
32	**Total Other Student Fees**			$75,000	$0	$66,300	$0	$141,300	$0
33									
34	**Total Additional Student Fee Revenue**			($380,100)	($108,600)	$840,200	($448,600)	$460,100	($557,200)

Projected enrollment counts (HC/SCH) reflect the number of student payments (net of waivers and forfeitures) anticipated for that category of fee-paying student. FY16 is the current year base budget, while FY17 is a reflection of anticipated FY16 actual collections.

EASTERN IDAHO TECHNICAL COLLEGE

Changes to Student Fees for FY 2017

Annual Full-Time Fees and Part-Time Credit Hour Fees

	Annual Fees	Bd Appv	FY16 Fees	FY17 Initial Notice	Requested FY17 Fees	Requested Change	Requested % Chg.
1	**Full-time Fees:**						
2	Vocational Education Fee	**	$1,500.00	$1,500.00	$1,550.00	$50.00	3.3%
3	Technology Fee	**	328.00	328.00	328.00	0.00	0.0%
4	Student Activity Fees	**	506.00	576.00	526.00	20.00	4.0%
5	**Total Full-time Fees**		$2,334.00	$2,404.00	$2,404.00	$70.00	3.0%
6							
7	**Part-time Credit Hour Fees:**						
8	Vocational Education Fee		$63.50	$63.50	$64.25	$0.75	1.2%
9	Technology Fee		17.00	17.00	17.00	0.00	0.0%
10	Student Activity Fees		22.00	25.00	24.25	2.25	10.2%
11	**Total Full-time Fees**		$102.50	$105.50	$105.50	$3.00	2.9%
12							
13	**Full-time Nonresident Fees:**						
14	Vocational Education Fee		$5,288.00	$5,288.00	$5,357.00	$69.00	1.3%
15	Technology Fee		2,106.00	2,106.00	2,106.00	0.00	0.0%
16	Student Activity Fees		1,156.00	1,412.00	1,343.00	187.00	16.2%
17	**Total Full-time Fees**		$8,550.00	$8,806.00	$8,806.00	$256.00	3.0%
18							
19	**Part-time Non-resident Credit Hour Fees:**						
20	Vocational Education Fee		$127.00	$127.00	$129.00	$2.00	1.6%
21	Technology Fee		34.00	34.00	34.00	0.00	0.0%
22	Student Activity Fees		44.00	50.00	48.00	4.00	9.1%
23	**Total Full-time Fees**		$205.00	$211.00	$211.00	$6.00	2.9%
24							
25							

EASTERN IDAHO TECHNICAL COLLEGE

Potential Student Fee Revenue Changes for FY 2017

Due to Enrollment and Fee Changes

		Projected HC/SCH Count		Potential Revenue Generated					
				Changes due to Count		Fee Changes		Total Rev Chge	
	Annual Fees	FY16	FY17	Gen Educ	Local	Gen Educ	Local	**Gen Educ**	**Local**
1	**Full-time Fees:**								
2	Vocational Education Fee	429	418	($16,500)		$20,900		$4,400	
3	Technology Fee	429	418		($3,600)		$0		($3,600)
4	Student Activity Fees	429	418		($5,600)		$8,400		$2,800
5	**Total Full-time Fees**			($16,500)	($9,200)	$20,900	$8,400	4,400	($800)
6									
7	**Part-time Credit Hour Fees:**								
8	Vocational Education Fee	686	668	($1,100)		$500		($600)	
9	Technology Fee	686	668		($300)		$0		($300)
10	Student Activity Fees	686	668		($400)		$1,500		$1,100
11	**Total Part-time Fees**			($1,100)	($700)	$500	$1,500	(600)	$800
12									
13	**Full-time Non-resident Fees:**								
14	Vocational Education Fee	6	6	$0		$400		$400	
15	Technology Fee	6	6		$0		$0		$0
16	Student Activity Fees	6	6		$0		$1,100		$1,100
17	**Total Non-resident Full-time Fees**			$0	$0	$400	$1,100	400	$1,100
18									
19	**Part-time Non-resident Credit Hour Fees:**								
20	Vocational Education Fee	17	17	$0		$0		$0	
21	Technology Fee	17	17		$0		$0		$0
22	Student Activity Fees	17	17		$0		$100		$100
23	**Total Non-resident Part-time Fees**			$0	$0	$0	$100	-	$100
24									
25	**Total Additional Student Fee Revenue**			($17,600)	($9,900)	$21,800	$11,100	$4,200	$1,200

IDAHO COLLEGE & UNIVERSITIES
ANNUAL STUDENT FEES
FISCAL YEAR 2017

	IN BSU	IN ISU	IN U of I	IN LCSC
FULL-TIME FEES				
Tuition Fee	$4,872.26	$5,242.64	$5,266.32	$5,100.00
Strategic Facility Fees	10.00			
Facility Fees-Facilities	1,196.60	510.00	820.50	155.00
Facility Fee-Campus Technology	230.60	166.80	125.40	70.00
DEDICATED ACTIVITY FEES				
Alumni	6.50	4.90	2.00	8.50
Associated Student Body	24.00	121.62	203.02	58.00
Center for Arts & History				4.00
C.W. HOG		7.08		
Cheerleader Program	13.00		6.00	
Childcare Services	14.00	38.40	20.04	16.50
Club Sports			11.50	
Co-Curricular & Non-Curricular Activities				36.00
College Newspaper	16.00			11.50
Counseling/Testing Interns			34.72	
Cultural Center				
Debate Team		9.90		
Distinguished Lecture Series				
Diversity and Inclusion Center	10.50		4.00	
Drama				11.00
Institutional Development				
Intercollegiate Athletics	216.92	238.04	231.08	175.50
Intramurals/Recreation/Locker		95.22	27.50	50.50
International Student Services				
Janet C Anderson Gender Resource Center		10.32		
KBSU Radio				
Leadership & Counselor Training		6.08		
Marching Band	27.84	14.40	15.00	
Minority Student Programs			9.58	
Music		10.44		8.00
Non-curricular				
Performing Arts			4.00	
Residence Halls				50.00
Rodeo Team				
Dance Team				
Sales Tax			3.22	2.00
Scholarships and Loans	30.00	33.46		88.00
Volunteer Service	3.80			
Stadium Operations			79.66	
Student Activities	60.00			20.00
Student Advisory Services			29.06	
Student Health Center	75.00	129.02	83.74	120.00
Student ID Card		10.72	17.90	7.00
Student Literary Publication				3.00
Student Programming	12.00			26.50
Student Radio				8.00
Student Recreation Center	120.38		105.60	
Student Research Grants				
Student Support Service		14.52		
Student Union Operations	126.00	283.00	194.32	88.00
Sustainability Center			11.00	
Theater Arts/Fine Arts	4.00		6.00	3.00
Tutoring Service			24.84	
Wellness Program		9.44		

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IDAHO COLLEGE & UNIVERSITIES
ANNUAL STUDENT FEES
FISCAL YEAR 2017

	IN BSU	IN ISU	IN U of I	IN LCSC
Career Center	7.00			
Gender Equity Center	3.60			
Subtotal Activity Fee	770.54	1,036.56	1,123.78	795.00
Total Full-Time Undergraduate Fee	**$7,080.00**	**$6,956.00**	**$7,336.00**	**$6,120.00**

IDAHO COLLEGE & UNIVERSITIES
ANNUAL STUDENT FEES
FISCAL YEAR 2017

	IN BSU	IN ISU	IN U of I	IN LCSC
PART-TIME CREDIT HOUR FEES				
Education Fee	199.52	297.53	307.00	272.75
Facility Fee-Facilities	52.19		20.20	5.00
Campus Technology	9.61	6.15	6.00	4.25
Activity Fee:				
Alumni	0.30			0.50
Associated Student Body	1.65		3.85	2.50
Cheerleader Program	0.50			
Childcare Services	0.70	2.49		
Club Sports				
College Newspaper	0.40			
Cultural Center				
Diversity and Inclusion Center	0.50			
Intercollegiate Athletics	9.08	3.37	3.00	6.00
Intramurals/Recreation/Locker		4.95	3.20	1.50
Janet C Anderson Gender Resource Center		0.85		
Leadership & Counselor Training		0.65		
Marching Band	1.16	0.90		
Outreach Program		1.47		
Service Learning - Volunteer Service	0.10			
Stadium Operations		10.00		
Student Activities	3.20			
Student Health Center	4.10	5.46	6.20	5.75
Student ID Card		0.84	1.50	
Student Programming	0.50	4.05		
Student Radio				
Student Rec Center	6.49		2.90	
Student Union Operations	6.40	7.78	4.00	14.00
Theatre Arts/Fine Arts	0.20			
Wellness Program		0.74		
Career Center	0.25			
Gender Equity Center	0.15			
Work Scholarship/JOB				0.75
University Support Svcs (Kibbie/Mem Gym/Swim (			7.30	
Student Support Services		0.77	1.85	
Activity Fee Subtotal	35.68	44.32	33.80	31.00
Total Part-Time Undergraduate Fee	**$297.00**	**$348.00**	**$367.00**	**$313.00**
TEACHER IN-SERVICE - Undergraduate	110.00	110.00	110.00	110.00
TEACHER IN-SERVICE - Graduate	138.00	138.00	138.00	N/A
GRADUATE FEE				
Full-Time	1,360.00	1,263.00	5,266.32	N/A
Part-Time	85.00	64.00	348.00	N/A
NON-RESIDENT TUITION				
Full-Time	14,450.00	14,068.00	14,704.00	11,500.00
Asotin County	N/A	N/A	N/A	3,532.00
Part-Time	270.00	228.00	735.00	
Part-Time Graduate (UI)			817.00	

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IDAHO COLLEGE & UNIVERSITIES
ANNUAL STUDENT FEES
FISCAL YEAR 2017

	IN BSU	IN ISU	IN U of I	IN LCSC
PROFESSIONAL FEES				
Art & Architecture	N/A	N/A	563.00	N/A
Idaho Dental Education	N/A	27,648.00	N/A	N/A
Law	N/A	N/A	10,134.00	N/A
Nursing/Undergraduate	850.00	1,780.00	N/A	N/A
Nursing/Undergraduate Continuing Students	200.00	N/A	N/A	N/A
Nursing/MSN	N/A	2,160.00	N/A	N/A
Nursing PhD	N/A	2,170.00	N/A	N/A
Nursing DNP	N/A	3,880.00	N/A	N/A
Speech Language Pathology/Audiology (Per Cr Hr)	N/A	60.00	N/A	N/A
Spch Lang Path/Audiology -PreProfessional(Per Cr	N/A	245.00	N/A	N/A
Spch Lang Path/Audiology -Online MS(Per Cr Hr)	N/A	470.00	N/A	N/A
Dental Hygiene BS	N/A	2,090.00	N/A	N/A
Dental Hygiene MS-Didactic (Per Cr Hr)	N/A	143.00	N/A	N/A
Dental Hygiene MS-Clinical (Per Cr Hr)	N/A	349.00	N/A	N/A
Dental Hygiene MS-Thesis (Per Cr Hr)	N/A	250.00	N/A	N/A
Graduate Counseling	N/A	990.00	N/A	N/A
Pharmacy	N/A	10,330.00	N/A	N/A
Physician Assistant	N/A	20,115.00	N/A	N/A
Physical Therapy	N/A	3,630.00	N/A	N/A
Occupational Therapy	N/A	2,818.00	N/A	N/A
Radiographic Science	N/A	830.00	N/A	N/A
Clinical Lab Science	N/A	1,420.00	N/A	N/A
Paramedic Science	N/A	1,412.00	N/A	N/A
Dietetics	N/A	2,900.00	N/A	N/A
Social Work	N/A	250.00	N/A	N/A
Athletic Training MS	N/A	1,500.00	N/A	N/A
WUE FEE	3,540.00	3,478.00	3,668.00	3,060.00
DUAL CREDIT	65.00	65.00	65.00	65.00
NEW STUDENT ORIENTATION	175.00	100.00	100.00	N/A

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College & Universities

Calculation of Inservice Fees

	Fall 15/FY16		Fall 16/FY17	
	Undergrad	Grad	Undergrad	Grad
BSU	$273.00	$358.00	$297.00	$382.00
ISU	$339.00	$406.00	$348.00	$426.00
UI	$351.00	$418.00	$362.00	$434.00
LCSC	$307.00		$313.00	
Average	$317.50	$394.00	$330.00	$414.00
1/3 of Aver	$105.83	$131.33	$110.00	$138.00
In-Service Fee	**$106.00**	**$132.00**	**$110.00**	**$138.00**
Increase			$4.00	$6.00

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Revised: 4/5/04

Idaho State Board of Education

Trustees of Boise State University
Trustees of Idaho State University
Trustees of Lewis-Clark State College
Board of Regents of the University of Idaho
State Board for Career Technical Education

DRAFT MINUTES
IDAHO STATE BOARD OF EDUCATION

May 18-19, 2016
Boise State University
Stueckle Sky Center
Boise, Idaho

A special meeting of the State Board of Education was held May 18-19, 2016. It originated from the Skyline Room of the Stueckle Sky Center at Boise State University, in Boise, Idaho. Board President Don Soltman presided and called the meeting to order at 10:30 a.m. Mountain Time. During the Executive Sessions, presidential evaluations were conducted. A roll call of members was taken.

Present:

Don Soltman, President	Richard Westerberg
Emma Atchley, Vice President	Dave Hill
Bill Goesling, Secretary	Debbie Critchfield
Linda Clark	Sherri Ybarra, State Superintendent

BOARDWORK - AGENDA APPROVAL

M/S (Atchley/Goesling): To approve the agenda as posted. The motion carried unanimously.

EXECUTIVE SESSION (Closed to the Public)

M/S (Atchley/Westerberg): **To meet in executive session pursuant to Section 74-206(1)(b) Idaho Code, "To consider the evaluation, dismissal or disciplining of . . . a public officer, employee, staff member or individual agent, or public school student."** A roll call vote was taken and the motion carried unanimously. Board members entered into Executive Session shortly after 10:30 a.m. Mountain Time.

The Board recessed from Executive Session at 11:34 Mountain Time for lunch and to go into the open portion of the meeting to conduct regular business.

(Open Meeting)

BUSINESS AFFAIRS AND HUMAN RESOURCES (BAHR)

1. University of Idaho – Athletic Conference

BOARD ACTION

M/S (Westerberg/Hill): To approve the request by the University of Idaho to accept the invitation of the Big Sky Conference for football, joining the rest of UI Athletics teams in the regional Division I FCS conference. The motion carried unanimously.

Mr. Westerberg introduced the item indicating in November, 2015, the Big Sky Conference (BSC) reaffirmed their invitation for the University of Idaho (UI) to add football to the other sports already participating in BSC with a six month extension of the previous invitation. At this time, the UI seeks to accept this invitation and participate in all sports with the BSC.

Thursday, May 19, 2016

EXECUTIVE SESSION (Closed to the Public)

Board members resumed Executive Session shortly after 8:00 a.m. Mountain Time.

M/S (Atchley/Clark): To go out of executive session. The motion carried unanimously. The group came out of Executive Session at 12:30 p.m. Mountain Time to conduct regular business.

(Open Meeting)

BUSINESS AFFAIRS AND HUMAN RESOURCES (BAHR)

2. Idaho National Laboratory – Lease Expansions

Mr. Westerberg introduced Mr. Van Briggs from the Idaho National Laboratory (INL) who provided an overview of a proposal to expand, through new construction, the Cyber Innovation Center (CIC) and the Collaborative Computing Center (C3). He reported that related programs are currently carried out in smaller facilities, and additional space is needed to accommodate the growth in these programs.

Mr. Briggs said they will build the two new buildings either through a developer or lease options and wished to discuss how to further develop the partnership between the INL

and the State Board of Education (Board) related to that development. They are hoping to determine if sponsorship through the Board is possible in the near-term. If they partner with the state, financing for the facilities' expansion would be through the Idaho State Building Authority (IBA). The property is owned by the Board and Idaho State University Foundation adjacent to INL Research Facilities. A summary of the proposed construction, financing, state sponsorship, and leasing arrangements was contained in the agenda materials provided to Board members. Mr. Briggs indicated the IBA could issue taxable bonds and contracts for the construction of the two facilities which would be leased to INL and that action would require a concurrent resolution of the Legislature.

Mr. Briggs outlined the benefits for state sponsorship for INL lease initiative. He outlined the benefits to the Board and the state, starting with revenue when the bonds mature. The lease will provide a defined and steady income for the state and the location would use underdeveloped state-owned properties which are sitting vacant. He commented how it supports growth for the state and creates world-class opportunities for students. Mr. Briggs discussed the feasibility of the proposal and commented they would like to enter into a long term commitment with the lease. He also remarked on INL's commitment to the state and to learning. They intend to seek external funding sources after fully exploring those with the state. Mr. Briggs reviewed the conceptual nature of the proposed facilities and provided an illustration of the buildings and an overview of the construction timeline. He provided a diagram of who has ownership of the land around the INL campus and parcels zoned for research.

Mr. Briggs discussed the projected cost which is around $40 million per project and the various bonds and leasing options. Mr. Westerberg asked how soon they need to know a decision from the Board. Mr. Briggs responded they would like to proceed as soon as possible, and there are a series of approvals and answers they need in order to proceed. The Board wasn't sure if it could have those answers in time for the June meeting; and the Board is not entirely the final decider on whether they can partner with the INL on this project. Mr. Herbst indicated they would likely have information from the IBA by the June meeting. Mr. Westerberg pointed out there are many questions which need to be answered, including those related to covenants, and there will be another informational update at the June meeting with perhaps an action item in August. Dr. Hill commented that conceptually this project is much larger and has the potential to create a university lab complex with research park capabilities that would attract companies and spark economic development in Idaho Falls. He requested arranging a tour for the Board members to the property while they are in Idaho Falls during the June meeting. Ms. Atchley requested a full and thorough look at legal ramifications before proceeding with this proposal. She recommended the highest level of caution and review before proceeding.

3. <u>Eastern Idaho Technical College – Presidential Appointment</u>

BOARD ACTION

M/S (Westerberg/Goesling): To appoint Dr. Rick Aman as President of Eastern

Idaho Technical College, effective July 1, 2016, at a salary of $116,000 annually and to authorize an annual housing allowance of $13,000. The motion carried unanimously.

4. Eastern Idaho Technical College – Real Property

BOARD ACTION

M/S (Westerberg/Atchley): That the Board finds the property in question, located at Eastern Idaho Technical College, is not surplus property at the current time. The Board will monitor the ongoing work of the Community College Citizen Study Panel regarding the potential future of the campus as a new community college site. The motion carried unanimously.

Mr. Westerberg provided some background on the item that in 2013 there was a request by EITCs former president for approval to dispose of the referenced property. The Board approved that request, but no further action was ever taken on the property. There has recently been a request by a developer to buy that property. Mr. Westerberg pointed out there have been significant changes since 2013 to the area, and for the Board to consider how disposal of the property could positively or negatively impact the community's efforts to establish a community college district. Also that the property lies within a significant area of the cities of Ammon and Idaho Falls' *Connecting Our Community* regional master plan.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

1. Master Teacher Premium Framework

BOARD ACTION

M/S (Critchfield/Clark): To approve the Master Teacher Premium Plan as outlined in Attachment 3, including the standards and characteristics specified in Attachment 4. The motion carried unanimously.

Ms. Tracie Bent, Chief Planning and Policy Officer from the Board Office, and Mr. Mark Jones, Chairman of the Master Teacher Premium Committee, presented the recap of the work of the Master Teacher Premium Committee. Mr. Jones remarked the committee looked at three areas in developing the plan template which included evaluation, student achievement, or a portfolio where teachers show their master teacher capabilities. The committee felt the guiding principles they looked at were thorough and helped the committee arrive at most appropriate approach for the master teacher premium criteria; that it was the most fair and logical system to use which is for teachers to use a portfolio system.

Mr. Jones described the portfolio which teachers must submit, pointing out it is provided in detail on Tab 1, page 9 of the Board agenda materials. The committee agreed on five areas as the main platform to show what a master teacher is which included:

leadership, processional collaboration and partnerships, students and learning environment, content/instruction/assessment, and professional growth. Within those areas are eight characteristics that were developed which outline what the characteristics look like. Mr. Jones reviewed the non-negotiable and negotiable types of terms of how master teacher determinations are made. Non-negotiable items are the standards and characteristics; the negotiable items are how the teacher shows how they meet those standards and characteristics. He pointed out the structure provides a considerable amount of latitude for teachers to demonstrate their own expertise and master level abilities.

Dr. Clark commented on the work of the committee and how long and detailed the process was and that they have arrived at a model which will be modeled. She felt the result exceeds what they hoped to accomplish with the committee; they feel it is a very sound proposal which passes muster of teachers, administrators, and others. She also pointed out this is a good starting point or platform and it will be reviewed and adjusted as they move forward.

Ms. Atchley expressed concern about ensuring teachers being evaluated similarly across the state. Mr. Jones responded that when the portfolios are submitted to the peer group for evaluation, the evaluators don't know who they are evaluating. Ms. Bent clarified further that the legislation which passed did include language that would allow school districts to develop their own plans for how teachers show they are in fact master teachers. Those plans do need to come before the Board for approval and must be comparable to what has been developed. She explained the plans at the district level will have a slightly different review process.

Dr. Hill asked where the reviewers will come from. Mr. Jones responded they envision a mostly peer group, which would also include administrators, and volunteers. They envisioned an application process where there would be costs associated whereby a stipend would be paid to the reviewers. A budget would need to be developed and approved by the legislature. Training for those individuals would also be established.

2. Accountability Oversight Committee - Appointments

BOARD ACTION

M/S (Critchfield/Goesling): To approve the appointment of Roger Stewart to the Accountability Oversight Committee for a term of 2 years commencing immediately and ending on June 30, 2018. The motion carried unanimously.

AND

M/S (Critchfield/Clark): To approve the appointment of Julian Duffey to the Accountability Oversight Committee for a term of 2 years commencing immediately and ending on June 30, 2018. The motion carried unanimously.

Ms. Critchfield indicated the committee currently has two vacancies for at-large

members. The committee is recommending that Roger Stewart and Julian Duffey be appointed for two-year terms. Julian Duffey would serve as the at-large member with special education experience. Resumes for both individuals were included in the agenda materials.

3. Board Policy I.Q., Accountability Oversight Committee – First Reading

BOARD ACTION

M/S (Critchfield/Atchley): To approve the first reading of amendments to Board Policy I.Q. Accountability Oversight Committee as submitted in Attachment 1. The motion carried unanimously.

Ms. Bent clarified that in order to maintain consistency of leadership on the committee, if the two existing at-large committee members do not want to serve as chair, the proposed changes would provide the flexibility of selecting the chairperson from all of the existing committee members rather than only the at-large positions.

4. Board Self-Evaluation Update

Ms. Bent provided a summary of the Boards self-evaluations she received. She pointed out the evaluation had more focus on policy issues and the feedback indicated too much focus in that direction, so it will be scaled back for the future. Overall the performance was considered *adequate* or *very good*. Areas of improvement that showed consensus indicated Board members would like more discussion on the topics during the meetings and better management of the presentations. Summarizing, Board members felt the information from institutions or agencies was important but needed to lead to discussion, rather than just a presentation.

Comments were mixed on whether there was too much or too little material provided in Board materials for informational purposes. Ms. Bent clarified that the cover page is intended to have enough information for Board members to be able to make an informed decision, and the attachments are intended as backup. She pointed out that part of the material volume is a result of required materials that must be included as part of the official record.

Another recommendation was to have a better understanding of the agencies governed by the Board. Staff responded more detail would be provided so Board members understand why the agencies are part of the system and why they are governed by the Board. An explanation on how career technical education (CTE) funding works was specifically requested as well. Staff would provide that information to the Board. One area universally mentioned was general governance of the system. Staff indicated they would inquire with NASBE or AGB for additional information or a Board work session on that area.

Also universally noted was progress on strategic priorities, specifically the 60% goal. Staff felt better work could be done to connect the strategic plans so there is a fluid

connection on how those plans and the performance measures work together. There was a suggestion to incorporate more research data Board staff is working on. For instance, looking at what impact was achieved by the requirements and how those specific areas had or did not have the impact anticipated. One suggestion was for data to become a standing item. Staff indicated they will look at more data as part of the work session going forward and will have a stronger data piece and specific topics targeted at each meeting.

Ms. Bent pointed out related to institution annual reports, they would be trying a new process at the next Board meeting where the annual reports are incorporated into the campus tours.

Dr. Goesling suggested looking at programs the Board has approved a few years out – to see if they are working or not and if the intended expectations or achievements were being met. Ms. Bent indicated that is part of the strategic planning – to determine what kind of impact something has had and whether it needs adjusted. Ms. Critchfield felt that type of "auditing" might be something to put back on the institutions; to include it in the annual report. Dr. Hill felt the suggestion was important and that IRSA and Dr. Chris Mathias from the Board office are developing some sort of review mechanism. Mr. Westerberg felt that type of follow-up should remain with the germane committees.

5. Presidential Evaluation Process Debrief

Related to this year's evaluation process and the changes to the process from previous years, Board members felt it was valuable, but results of the informal conversations with presidents was varied. Mr. Soltman recommended asking presidents if they found the conversations valuable and to request their feedback. Dr. Hill recommended informal reviews be six months off cycle from evaluations. Mr. Westerberg felt the evaluation process was better than in the past. Ms. Critchfield restated the six month reviews would give presidents a chance to touch base on goals and so forth. Mr. Freeman asked if the informal evaluations should be a formative evaluation with the whole Board or with the three of the Executive Committee. The response was for the Executive Committee. Dr. Clark remarked that the Board did speak over the last couple of days about other instruments they would like to see and will need to have that conversation regarding framework. Mr. Freeman responded he and staff would be working on it. Mr. Freeman asked about developing a schedule for 360 style evaluations (3-5 years in between). Ms. Bent reminded the Board the 360 review is very intensive. The Board recommended only one 360 evaluation per year; a consultant would need to be used to facilitate the work. After discussion on process, the consensus was to look at best practices (like from the Association of Governing Boards) and how to proceed with presidents.

Ms. Bent asked related to the materials provided to the Board in addition to the presidents' self-evaluations, if they wanted something more or different. One question was whether to fact check what is in the president self-evaluations. Board response suggested it was not necessary.

OTHER BUSINESS

There being no further business, a motion to adjourn was entertained.

M/S (Westerberg/Goesling): To adjourn the meeting at 2:13 p.m. The motion carried unanimously.

Idaho State Board of Education

Trustees of Boise State University
Trustees of Idaho State University
Trustees of Lewis-Clark State College
Board of Regents of the University of Idaho
State Board for Career Technical Education

DRAFT MINUTES
IDAHO STATE BOARD OF EDUCATION

June 2, 2016
Office of the State Board of Education
Len B. Jordan Building
650 W. State Street, 3rd Floor
Boise, Idaho

A special meeting of the State Board of Education was held June 2, 2016. It originated from the Large Conference Room of the State Board of Education Office in the Len B. Jordan Building in Boise, Idaho. Board President Don Soltman presided and called the meeting to order at 3:30 p.m. Mountain Time. A roll call of members was taken.

Present:
Don Soltman, President
Emma Atchley, Vice President
Bill Goesling, Secretary
Richard Westerberg
Linda Clark
Debbie Critchfield

Absent:
Sherri Ybarra, State Superintendent
Dave Hill

EXECUTIVE SESSION (Closed to the Public)

M/S (Atchley/Goesling): **To meet in executive session pursuant to Section 74-206(1)(b) Idaho Code, "To consider the evaluation, dismissal or disciplining of . . . a public officer, employee, staff member or individual agent, or public school student."** A roll call vote was taken and the motion carried unanimously 5-0. Board members entered into Executive Session shortly after 3:30 p.m. Mountain Time.

M/S (Westerberg/Critchfield): To go out of executive session and adjourn the meeting. The motion carried unanimously 5-0. The group exited Executive Session and adjourned the meeting at 3:52 p.m. Mountain Time.

SUBJECT

60% College Completion Goal – Data Discussion

REFERENCE

August 2010	The State Board of Education (Board) approved that the State of Idaho's College Completion Goal be for 60% of young Idahoans (ages 25-34) to have a college degree or certificate by 2020.

BACKGROUND/DISCUSSION

Board staff uses multiple sources and measures to track progress on the 60% goal. This item is to help the Board better understand the sources of data and the reasoning behind many of the measures used. Discussion will cover:

- The American Community Survey and the 60% goal
- Dual Credit
- Retention
- Efficiency
- Remediation
- Degree Production
- Student Migration

IMPACT

This item will give the Board an opportunity to discuss various measures for tracking progress towards the Board's goal and the progress made to date.

STAFF COMMENTS AND RECOMMENDATIONS

The Board will have the opportunity to discuss alternative or additional date that could be used to measure the impact of the various policies the Board has adopted and initiatives targeted at helping Idaho meet the 60% completion goal.

BOARD ACTION

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

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CONSENT AGENDA
JUNE 16, 2016

TAB	DESCRIPTION	ACTION
1	**BAHR – SECTION I – UNIVERSITY OF IDAHO –FIVE YEAR EMPLOYMENT AGREEMENT – CLINICAL LAW INSTRUCTOR AND DIRECTOR OF EXTERNAL PROGRAMS**	Motion to Approve
2	**BAHR – SECTION II – BOISE STATE UNIVERSITY – REVISED PURCHASING POLICY**	Motion to Approve
3	**IRSA – STATE GENERAL EDUCATION COMMITTEE APPOINTMENTS**	Motion to Approve
4	**IRSA – EPSCoR IDAHO COMMITTEE APPOINTMENT**	Motion to Approve
5	**PPGA – DATA MANAGEMENT COUNCIL APPOINTMENTS – RECOMMENDATIONS**	Motion to Approve
6	**ACCOUNTABILITY OVERSIGHT COMMITTEE APPOINTMENT**	Motion to Approve
7	**PPGA – PRESIDENT APPROVED ALCOHOL PERMITS**	Motion to Approve
8	**SDE – REQUESTS TO TRANSPORT STUDENTS LESS THAN ONE AND ONE-HALF MILES FOR THE 2015-2016 SCHOOL YEAR**	Motion to Approve
9	**SDE – STUDENT TRANSPORTATION FUNDING CAP WAIVERS**	Motion to Approve
10	**SDE – MATHEMATICS CURRICULAR MATERIALS**	Motion to Approve

11	**SDE – PROFESSIONAL STANDARDS COMMISSION APPOINTMENTS**	Motion to Approve
12	**SDE – IDAHO STATE UNIVERSITY PROGRAM REVIEW**	Motion to Approve
13	**SDE – NORTHWEST NAZARENE UNIVERSITY PROGRAM REVIEW**	Motion to Approve

BOARD ACTION

I move to approve the Consent Agenda as presented.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

UNIVERSITY OF IDAHO

SUBJECT

Renewal of Five-Year Contract – Associate Dean for Boise Programs

REFERENCE

December 2006	The Idaho State Board of Education (Board) approved a five year contract for clinical law instructor and director of external programs in Boise (now Associate Dean for Boise Programs) Lee Dillion.
December 2011	The Board approved a renewal of the five-year contract for Associate Dean for Boise Programs Lee Dillion.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section II.G.1.b.

BACKGROUND/DISCUSSION

In 2006, the Board of Regents approved a five-year contract for clinical law instructor and director of external programs at University of Idaho (UI) in Boise (now associate dean for Boise programs) Lee B. Dillion. The contract, attached, provides at paragraph 2.5 a process for renewal of the contract. In 2011, the Board of Regents approved the renewal of the contract for another five-year term. In accordance with paragraph 2.5 of the contract, Associate Dean Dillion's performance during the current contract term was reviewed and found to be outstanding. The Dean of the College of Law (the College), with the support of the Provost, hereby recommends renewal of the contract for another five-year term.

UI initially sought approval of this five-year contract, and has subsequently sought renewal of it, based on the requirements of the College's accrediting agency. The College of Law is accredited by the American Bar Association, Section of Legal Education and Admissions to the Bar. Accreditation by the American Bar Association is essential to the viability of the College of Law and to secure the right of its graduates to take bar examinations in any state of the United States.

Accreditation by the American Bar Association is governed by the ABA's "Standards for Approval of Law Schools." Standard 405(c) provides as follows:

> A law school shall afford to full-time clinical faculty members *a form of security of position reasonably similar to tenure*, and non-compensatory perquisites reasonably similar to those provided other full-time faculty members. A law school may require these faculty members to meet standards and obligations reasonably similar to those required of other full-time faculty members. However, this Standard does not preclude a limited number of fixed, short-term appointments in a clinical program

> predominantly staffed by full-time faculty members, or in an experimental program of limited duration. [Emphasis supplied.]

This standard is further explained in Interpretation 405-6 as follows:

> *A form of security of position reasonably similar to tenure includes a separate tenure track or a program of renewable long-term contracts.* … A program of renewable long-term contracts shall provide that, after a probationary period reasonably similar to that for other full-time faculty, during which the clinical faculty member may be employed on short-term contracts, the services of a faculty member may be either terminated or continued by the granting of a long-term renewable contract. *For the purposes of this Interpretation, "long term contract" means at least a five-year contract that is presumptively renewable* or other arrangement sufficient to ensure academic freedom. During the initial long-term contract or any renewal period, the contract may be terminated for good cause, including termination or material modification of the entire clinical program. [Emphasis supplied.]

IMPACT

UI will stay in compliance with the ABA Accreditation Standard 405.

ATTACHMENTS

Attachment 1 – Proposed Contract Page 3
Attachment 2 – Dean's Letter Page 9

STAFF COMMENTS AND RECOMMENDATIONS

The proposed five-year contract renewal meets the accreditation criterion established by the ABA, is compliant with Board policy, and ensures continuity of leadership in this key position by a proven, outstanding administrator. Board Policy IIG.1.b allows for non-tenure faculty to be employed through employment contracts with terms of more than three years with prior Board approval. Staff recommends approval.

BOARD ACTION

I move to approve the request by the University of Idaho to approve a five year contract renewal for clinical law instructor and Associate Dean for Boise Programs, Lee Dillion, and to authorize the University's Vice President for Finance to execute the contract in substantial conformance to the form submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

EMPLOYMENT AGREEMENT

This Employment Agreement (Agreement) is entered into by and between the University of ldaho (University), and Lee Dillion (Employee).

ARTICLE 1

1.1. Employment. Subject to the terms and conditions of this Agreement, the University will employ Employee as the Associate Dean for Boise Programs and Instructor in Law, a full-time, fiscal year, non-tenure track faculty position with an administrative component. Except as otherwise provided in this Agreement, Employee remains subject to all University and Regents policies generally applicable to employees of his classification.

1.2. Reporting Relationship. Employee will report and be responsible directly to Director of Clinical Programs and to the Dean of the College of Law (Dean). Annual performance evaluations will be conducted in accordance with standard University and College of Law policies.

1.3. Duties and Performance. Employee's duties will be as described in the position description attached as **Exhibit** A. The Director of Clinical Programs, in consultation with Dean and Employee, will review and, if appropriate, modify the position description on an annual basis in accordance with University and College of Law policies.

1.4. Compensation and Benefits. Employee will be paid at a fiscal year salary rate of $123,468.80 and will be eligible for University and College changes in employee compensation, if any, in accordance with applicable guidelines. Employee will be eligible for University benefits generally applicable to employees of his classification.

ARTICLE 2

2.1. Term. This Agreement is for a fixed-term appointment of five (5) years, commencing on December 1, 2016 and terminating on December 1, 2021, without further action by either party, unless sooner terminated in accordance with other provisions of this Agreement.

2.2. Discipline or Termination for Adequate Cause. During the term of this Agreement, Employee may be disciplined or terminated for adequate cause, as defined by Regents and University policies, and in accordance with the process set forth in the University's Faculty-Staff Handbook.

2.3. Termination Due to Discontinuance or Material Modification of Program. During the term of this Agreement, Employee may be terminated upon twelve (12) months written notice from the Dean if the College discontinues or materially modifies the clinical programs or external programs.

2.4. Renewal. This Agreement is renewable solely upon an offer from the University and an acceptance by employee, both of which must be in writing and signed by the parties. A written offer of employment has been made by the College of Law and accepted by the Employee, subject to Board approval. This Agreement in no way grants to Employee a claim to tenure in employment.

2.5 Process for Renewal. At least six months prior to the expiration of this Agreement, the Dean will review Employee's responsibilities, performance, and conduct during the term of the Agreement. Based on this initial review, the Dean may recommend and initiate renewal of the Agreement or may initiate a comprehensive review. The comprehensive review will be conducted by a committee consisting of the members of the College's promotion and tenure committee plus the Director of Clinical Programs. The committee will evaluate Employee's responsibilities and effectiveness in the following areas: teaching; administration; service (College, University, professional, and public); and professional writing and communications. Evidence of effectiveness should include, but is not limited to, annual performance evaluations, student evaluations, professional writing and communications, input from the Employee, and input from the relevant constituencies both within and outside the College. Upon completion of its review, the committee will issue a written report with its findings and recommendations to the Dean, with a copy to the Employee. The Dean will then determine whether to renew this Agreement and will notify the Employee in writing of his decision and the basis for the decision.

ARTICLE 3

3.1 Board Approval. This Agreement will not be effective until and unless approved by the University's Board of Regents and fully executed by both parties as set forth below. In addition, the payment of any compensation pursuant to this Agreement will be subject to the approval of the University's Board of Regents, the President, and the Dean; the sufficiency of legislative appropriations; the receipt of sufficient funds in the account from which such compensation is paid; and Board of Regents and University rules regarding financial exigency.

3.2 Assignment. Neither party may assign its rights or delegate its obligations under this Agreement without the prior written consent of the other party.

3.3 Waiver. No waiver of any default in the performance of this Agreement will be effective unless in writing and signed by the waiving party. The waiver of a particular

breach in the performance of this Agreement will not constitute a waiver of any other or subsequent breach. The resort to a particular remedy upon a breach will not constitute a waiver of any other available remedies.

3.4 Severability. If any provision of this Agreement is determined to be invalid or unenforceable, the remainder of the Agreement will not be affected and will remain in effect.

3.5 Governing Law. This Agreement will be subject to and construed in accordance with the laws of the state of Idaho as an agreement to be performed in Idaho. Any action based in whole or in part on this Agreement will be brought in the courts of the state of Idaho.

3.6 Oral Promises. Oral promises of an increase in annual salary or of any supplemental or other compensation will not be binding upon the University.

3.7 Force Majeure. Any prevention, delay or stoppage due to strikes, lockouts, labor disputes, acts of God, inability to obtain labor or materials or reasonable substitutes therefor, governmental restrictions, governmental regulations, governmental controls, enemy or hostile governmental action, civil commotion, fire or other casualty, and other causes beyond the reasonable control of the party obligated to perform (including financial inability), will excuse the performance by such party for a period equal to any such prevention, delay or stoppage.

3.8 Confidentiality. Employee hereby consents and agrees that this document may be subject to disclosure upon University's receipt of a request pursuant to the Idaho Public Records Act.

3.9 Notices. Any notice under this Agreement will be in writing and be delivered in person or by public or private courier service (including U.S. Postal Service Express Mail) or certified mail with return receipt requested or by facsimile. All notices will be addressed to the parties at the following addresses or at such other addresses as the parties may from time to time direct in writing:

the University: Dean
College of Law
University of Idaho
875 Perimeter Drive,
MS 2321
Moscow, Idaho 83844-
2321

with a copy to:	Director of Clinical Programs College of Law University of ldaho 875 Perimeter Drive MS 2322 Moscow, Idaho 83844- 2322
the Employee:	Last known address on file with University's Human Resources

Any notice will be deemed to have been given on the earlier of: (a) actual delivery or refusal to accept delivery, (b) the date of mailing by certified mail, or (c) the day facsimile delivery is verified. Actual notice, however and from whomever received, will always be effective.

3.10 Headings. The headings contained in this Agreement are for reference purposes only and will not in any way affect the meaning or interpretation hereof.

3.11 Binding Effect. This Agreement is for the benefit only of the parties hereto and will inure to the benefit of and bind the parties and their respective heirs, legal representatives, successors and assigns.

3.12 No Third Party Beneficiaries. There are no intended or unintended third party beneficiaries to this Agreement.

3.13 Entire Agreement; Amendments. This Agreement constitutes the entire agreement of the parties and supersedes all prior agreements and understandings with respect to the same subject matter. No amendment or modification of this Agreement will be effective unless in writing, signed by both parties, and approved by University's Board of Regents.

3.14 Opportunity to Consult with Attorney. Employee acknowledges that he has had the opportunity to consult and review this Agreement with an attorney. Accordingly, in all cases, the language of this Agreement will be construed simply, according to its fair meaning, and not strictly for or against any party.

Approved by the Board of Regents on the ____ day of _____, 2016.

UNIVERSITY OF IDAHO

_____
Brian R. Foisy, Vice President
for Finance

Date: _____

EMPLOYEE

_____
Lee Dillion

Date: _____

Approved by:

_____
John M. Wiencek, Provost and Executive Vice President

Date: _____

_____
Mark L. Adams, Dean, College of Law

Date: _____

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MEMORANDUM

Date: 4 May 2016

To: John M. Wiencek, Provost and Executive Vice President

From: Mark Adams, Dean, University of Idaho College of Law

Subject: *Renewal* of ABA-Required and Regents-Approved Five-Year Contract for Law Faculty Member Lee B. Dillion

As explained in the accompanying cover sheet for the Board of Regents, the American Bar Association requires in its accreditation Standard 405(c) -- and the Board approved in 2006 and again in 2011 -- a five-year renewable contract for Lee Dillion, Associate Clinical Professor of Law and Associate Dean for Boise Programs. Pursuant to paragraph 2.5 of the contract (attached), I have reviewed Lee Dillion's responsibilities, performance, and conduct during the term of the contract. Based on that review, I recommend renewal of Lee Dillion's contract – for the period December 1, 2016 through December 1, 2021 -- in the strongest and most unqualified terms. In elaborating on the basis for my recommendation, I should note up front that I have Lee Dillion's consent publicly to disclose all the information provided below.

Lee Dillion's performance in all areas of his responsibility has been outstanding, but his most extraordinary performance has concerned his central role in expanding the College's presence in Boise. That presence has been steadily and successfully expanding during the current contract period. In 2011, Lee Dillion was implementing the expansion of the College of Law's curricular offerings in Boise from a semester-long program of externships, in which law students participated in their final (sixth) semester, to a full third-year curriculum. In fall 2014, Lee Dillion headed a further expansion of the Boise curriculum, in which the College began offering second-year law courses at the Boise campus. Throughout this process, Lee Dillion also had chief responsibility for the plan to renovate the building known as the "old Ada County Courthouse" for use as a facility that the College of Law would share with the Idaho Supreme Court. In fall 2015, the College moved into this new facility, known as the Idaho Law and Justice Learning Center. Although Don Burnett provided the leadership and vision that guided this expansion, Lee Dillion worked hand-in-hand with Dean

(later Interim President) Burnett to transform that vision into reality. The result has been the establishment of a vibrant learning center, and a University of Idaho presence of which we can be proud, on the State Capital grounds.

Dean Dillion has also excelled in his other areas of other areas of responsibility. He has excelled as a teacher and mentor to students through his teaching of the College's Small Business Legal Clinic, in which third-year law students assist small and start-up businesses referred to the clinic by the Idaho Small Business Development Center. Students in Lee Dillion's clinic have almost universal praise for the valuable experiential learning opportunity that it offers and for the depth of knowledge and caring for his students that Lee Dillion models for them. In the course evaluations for the most recent semester in which he taught the course, one student, in an illustrative comment, praised Lee Dillion as an "amazing, gentle leader." In addition to his teaching responsibilities, Lee Dillion oversees the College of Law's Externship Program, in which third-year law students assist with legal work in public agencies and nonprofit organizations. Further, Lee Dillion has excelled in service to the University of Idaho Boise Center and the Idaho State Bar and Law Foundation. You may find details of his outreach and service in the attached university CV.

The high quality of Lee Dillion's performance is reflected in his annual performance evaluations for the current contract period. Those evaluations include ones conducted by myself as well as former Dean Burnett and former Interim Dean Mike Satz (currently Executive Officer for Southwestern Idaho). We have consistently evaluated Lee Dillion's performance as meeting or exceeding expectations. As Dean Burnett wrote when recommending the renewal of Lee Dillion's contract in 2011, Lee Dillion is a treasure to the College of Law and to the University. I heartily concur in this assessment and strongly recommend that the University seek Board approval for another five-year term.

BOISE STATE UNIVERSITY

SUBJECT

Revised Purchasing Policy

REFERENCE

February 2009	Boise State University (BSU) Annual Report to the Idaho State Board of Education (Board), discussion of need for delegated purchasing authority
February 2010	BSU Annual Report to the Board, discussion of need for delegated purchasing authority
June 2010	Board approved BSU Model Purchasing Policy
August 2011	Board approved Colleges and Universities Revision of Model Purchasing Policy

APPLICABLE STATUTE, RULE, OR POLICY

Section 67-5716 and 67-5728, Idaho Code
Section 67-9225, Idaho Code (Effective July 1, 2016)

BACKGROUND/DISCUSSION

Section 67-5716, Idaho Code added in 2010 provides that the state institutions of higher education may establish policies and procedures for procuring and purchasing property that is substantially consistent to those required of other state agencies with Board approval, with the exception of those things that are covered by a state open contract. The Board approved BSU's policy in June 2010 with amendments in August 2011. House Bill 538 (2016) repealed the states procurement sections of code, including Section 67-5716, Idaho Code, and recodified them, with amendments, in a new chapter, Chapter 92, Title 67, Idaho Code. The new language included in Section 67-9225, Idaho Code, allows the state institutions of higher education to acquire property that is covered by a state open contract from a non-statewide contract vendor when the property to be acquired is available from that vendor at a cost equal to or less than the statewide contract cost. Additional amendments contained in the new chapter require specific staff training and addition contract oversight.

Proposed changes to BSU's purchasing policy makes technical corrections and adds language allowing the purchase of goods and services from non-open contract vendors with prior authorization as well as provisions for additional training and reporting.

IMPACT

Approval of the new policy will bring BSU's procurement policy into alignment with the amendments to the state procurements laws made by House Bill 538 (2016)

ATTACHMENTS

Attachment 1 – Proposed Revised Policy, redline Page 3

STAFF COMMENTS AND RECOMMENDATIONS

The proposed update to BSU's purchasing policy will align it with the revised purchasing procedures (established by House Bill 528 in the 2016 Legislative session) which will take effect in FY2017. Staff recommends approval.

BOARD ACTION

I move to approve Boise State University's proposed revised purchasing policy as submitted in Attachment 1 and to find it substantially consistent with Title 67, Chapter 92 Idaho Code; and authorize the University to implement the revised purchasing policy effective July 1, 2016.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

ATTACHMENT 1

Boise State University
BSU Policy #: 6130
Effective Date: March 1998 Revised: July 1~~5~~, 2016~~1~~

BOISE STATE PURCHASING POLICY

Purpose:
To establish policies and procedures governing purchases made with University funds.

Additional Authority:
Idaho State Board of Education Governing Policies and Procedures Section I.E.2.a
Idaho Code Section 59-1026
~~Idaho Code 67-5718(3)~~
-Idaho Code Section 67-9225

Scope:
Applies to all purchases made with University funds.

Responsible Party:
University Purchasing Director
426-1283

POLICY

I. Policy Statement

A. Procurement (purchasing) will be overseen by the Vice President of Finance and Administration. Daily operations have been delegated to the University Purchasing Director (UPD) and will be conducted in strict adherence with applicable federal and state laws and regulations and applicable State Board of Education and University policies.

B. Purchasing activities shall be administered in a manner that provides maximum practicable open competition appropriate to the type of ~~product~~ good or service to be provided. Purchases shall support the goals of cost efficiency and good~~product~~/service quality, and these objectives shall be given consideration in the purchasing process.

C. Purchasing activities include transactions involving trade-ins, and leased property. Procurements do not include non-exchange transactions such as sponsorships and transactions not involving the expenditure of University funds.

D. The University owns all property purchased with University funds and all property received by the University as gifts. In addition, except where provided by the terms of a grant or contract by operation of law, the

University owns all personal property purchased with funds from a grant or contract. No department, departmental unit, or University employee, may hold proprietary interest in any piece of University property, or property purchased with grant or contract funds which is held by the University. Regardless of which departmental unit ordered the item, the fund cited, or the budget expensed, the principle of University ownership prevails.

E. This policy has been approved by the State Board of Education. Any changes to the policy shall be submitted in writing to the Executive Director for approval. ~~.~~ The Executive Director may, in his or her discretion, refer proposed changes to the Board for approval.

II. Budget authority:

A. It shall be the responsibility of the requestor to determine and ensure funds are available and properly budgeted.

B. Terms may exceed one year provided that they are advantageous to the University and that such contracts contain no penalty to or restriction upon the University in the event cancellation is necessitated by a lack of financing for any such contract or contracts.

III. Requirements:

A. Small purchases are those purchases or procurements expected to cost one hundred thousand dollars ($100,000) or less. Costs are determined based on the following:

1. One-time purchases of property.

2. Total cost of a contract for services, including renewal or extension periods.

B. To enhance small business bidding opportunities, the University shall seek a minimum of three quotes from vendors having a significant Idaho economic presence as defined in ~~s~~Section 67-2349, Idaho Code. The request for quotation may be written, oral, electronic, telephonic or facsimile.

C. Large purchases, exceeding one hundred thousand dollars ($100,000) are procured through a formal sealed process. The issuance of Invitations to Bid (ITB) or Requests for Proposal (RFP) is the method for solicitation of offers from qualified vendors in a sealed process in order to establish pricing, specification or performance standards, and the terms and

ATTACHMENT 1

conditions for the purchase of goods and services. The University shall ensure adequate ITB's or RFP's are prepared which clearly define the goods and services needed in order for bidders to properly respond to the request. At the place, date, and time set forth in the solicitation, all bids or proposals received in accordance with the submittal requirements in the solicitation shall be publically opened and read aloud by the ~~B~~buyer to those persons present.

D. Notice of solicitations of bids or proposals for large purchases may be electronic in nature. The University may apply the use of a variety of techniques, including but not limited to, reverse auction, electronic posting or electronic advertisement of solicitations as appropriate to the buying situation. Large purchase notices, regardless of methodology, are referenced in the vendor section of the University purchasing department's website.

E. Preference for Idaho suppliers for purchases:

1. Reciprocal preference will be given to Idaho vendors in accordance with ~~Idaho Code~~ Section 67-2349, Idaho Code.

2. Printing services will be awarded to local vendors in accordance with ~~Idaho Code~~ Section 60-101 -103, Idaho Code.

F. Where multiple bids and quality of property offered are the same, preference shall be given to property of local and domestic production and manufacture or from bidders having a significant Idaho economic presence.

G. The University recognizes that an offered low price is not always indicative of the greatest value. Contracts will be awarded by the University pursuant to determination by the UPD of the best value to the University based on the criteria outlined in the solicitation. Award of contracts in excess of amounts as proscribed in State Board of Education (SBOE) policy V.I.3.a require the approval of the Executive Director of the State Board of Education or the State Board of Education in a public meeting.

H. No vendor or related party, or subsidiary, or affiliate of a vendor may submit a bid to obtain a contract to provide property to the University, if the vendor or related party, or affiliate or subsidiary was paid for services utilized in preparing the bid specifications or if the services influenced the procurement process.

ATTACHMENT 1

I. No property to be acquired shall be accepted which does not meet the minimum bid specifications.

IV. Waiver of competitive bidding (Sole Source):

The determination to waive the competitive bid process may be made only by the UPD. Any request by a department to restrict a purchase to one potential supplier must be accompanied by an explanation as to why no other item is suitable or that no other vendors exist to meet the need. A requirement for a particular proprietary item does not justify a sole source purchase if there is more than one potential source for that item. The University purchasing department shall conduct negotiations, as appropriate, to determine price, availability, and terms.

V. Exemptions from bidding:

A. Purchases under $10,000

B. Bulk Contract purchasing

1. State Open Contracts

a) Certain commodities are procured through open contracts by the State of Idaho Division of Purchasing in order to obtain the lowest possible pricing for all agencies.

~~a)~~
~~b)~~
b) No officer or employee shall fail to utilize an open contract without justifiable cause for such action. Justifiable cause shall be determined by the ~~Administrator of the State Division of Purchasing~~Vice President of Finance and Administration. Approved ~~D~~deviations from open contract use will be administered by the UPD.
~~Deviation from approved open contracts must be in the best interests of the university and will only be considered in extreme cases.~~

2. Purchases from General Services Administration Federal Supply Contractors are allowed when the acquisition is advantageous to the University ~~unless covered by State open contracts~~with approval from the UPD.

ATTACHMENT 1

3. Where no state open contract exists, state institutions of higher education (as defined in 67-5728) operating under the SBOE approved model purchasing policy, may collaborate with each other or the University of Idaho on solicitations where the combined volume of multiple institutions will provide the best value.

C. Government and Agency acquisitions:

1. Rehabilitation agency acquisitions.

2. Correctional industries acquisitions.

3. Federal government acquisitions including federal surplus.

4. Interagency contracts, including contracts with other institutions of higher education.

5. The University may contract with any one or more other public agencies or institution of higher education to perform any governmental service, activity, or undertaking which each public agency entering into the contract is authorized by law to perform, including, but not limited to joint contracting for services, supplies and capital equipment, provided that such contract shall be authorized by the governing body of each party to the contract.

D. Situational acquisitions:

1. Legal advertising, publication or placement of advertisements directly with media sources.

2. Contracts for legal services or bond related services.

3. Professional, consultant and information related technology services costing $100,000 or less.

4. University employee education, training and related travel expenses costing $100,000 or less.

5. Purchases with special educational discounts offered by vendors exclusively to schools, colleges, universities, and other educational institutions where the property is for the express purpose of educating students.

ATTACHMENT 1

6. Concession services where there is no expenditure of University funds.

7. Services for which competitive solicitation procedures are impractical.

8. Medical director and medical professional services.

9. Property held for resale, such as bookstore inventory.

10. Purchase of copyrighted materials available primarily from the publisher.

E. Emergency Purchases

1. The UPD, or designee, may authorize emergency purchases of goods and services when determined necessary and in the best interest of the University. Examples of circumstances that could necessitate an emergency purchase include:

   a) Unforeseen or beyond the control of the University or constituting a force majeure.

   b) Present a real, immediate or extreme threat to the proper performance of essential University functions.

   c) May reasonably be expected to result in excessive loss or damage to property or other resources, and/or bodily injury or loss of life.

2. Any affected department may make an emergency purchase in the open market at the best attainable price when a documented emergency condition exists and the need cannot be met through the University's normal procurement method, provided that:

   a) Funds are available for the purchase.

   b) Verbal authorization is obtained from the Office of the Vice President for Finance and Administration.

   c) Competition to the fullest extent practicable under existing circumstances is obtained and documented.

ATTACHMENT 1

d) The unit cost of the purchase does not exceed amount requiring SBOE Executive Director approval as prescribed in SBOE policy V.I.3.a.

3. A fully signed explanation of the circumstances surrounding the emergency and the necessity for the purchase is filed by the requester with the UPD within two working days after such purchase or cessation of emergency conditions, whichever is later.

F. Direct Negotiations

1. In lieu of competitive bidding, and when not covered by a State open contract, negotiations may be conducted whenever any of the following conditions are applicable and authorized by the UPD:

a) The public good as determined by the UPD will not permit the competitive bid process due to time constraints.

~~a)~~b) No responsive or responsible bids are received at acceptable levels of price, service or terms.

~~b)~~c) Approved sole source scenarios.

~~c)~~d) The purchase is for experimental, developmental or research work, or for the manufacture of furnishing of property for experimentation, development, research or test.

~~d)~~e) Where there is a particular savings through the use of educational discounts.

~~e)~~f) Acquisition of federal surplus or excess property

VI. Qualification of Vendors:

A. No vendor shall be allowed to submit a bid unless such vendor is qualified. All vendors are qualified unless disqualified.

B. Vendors may be disqualified for any of the following reasons:

1. Failure to perform according to the terms of any agreement.

2. Attempts by whatever means to cause acquisition specifications to be drawn so as to favor a specific vendor.

ATTACHMENT 1

3. Actions to obstruct or unreasonably delay acquisitions by the University. Obstruction is hereby defined as a lack of success in more than fifty percent (50%) of the appeals made in each of three (3) different acquisitions during any twenty-four (24) month period.

4. Perjury in a vendor disqualification hearing.

5. Debarment, suspension or ineligibility from federal contracting of the vendor, its principals or affiliates.

6. Any reason in Idaho law that would disqualify a particular vendor for a particular bid

C. A vendor shall be notified by registered mail within ten (10) days of disqualification and may, within thirty (30) days of the receipt of such notice, challenge the disqualification.

D. Disqualification or conditions may be imposed for a period of not more than five (5) years.

VII. Appeals:

A. Elements of a formal sealed bid that are appealable include:

1. Bid specifications

2. Determination by the university that the bid is non- responsive and does not comply with the bid invitation and specifications

3. Award to a successful vendor

B. For formal procurements utilizing the sealed bid process, the detailed process for appeals will be referenced within the posted bid information and specification package.

C. In addition, sole source determinations are appealable. The detailed process for appeal will be referenced in the legal notice.

D. Any appeal will be reviewed and a written decision setting forth reasons for denial will be provided or if upheld an amendment (for a specification or intent to award appeal) to the original bid or sole source determination will be posted.

ATTACHMENT 1

E. Submitting a bid to the University constitutes standard acceptance of this policy including the appeals process.

F. Small purchases or purchases that are exempted from bidding requirements are not appealable.

VIII. Ethics Requirements

A. All faculty, staff and students at the University are required to adhere to the intent and spirit of these policies and directives. They are designed as a means to acquire the necessary goods and services as effectively and economically as possible, while also maintaining compliance with the laws of the State of Idaho. Employees are subject to penalties as described in Idaho Code, including, but not limited to, those in Section 67-923~~0~~1~~5726~~.

B. Employees are prohibited from obtaining goods~~products~~ or services by avoiding the competitive process through such actions as splitting purchases, creating false emergency situations, and purchasing outside ~~non-use of statewide~~ open contracts without authorization.

C. Any effort to circumvent or abuse State and University purchasing regulations and policies or procedures will not be condoned and is subject to disciplinary action up to and including dismissal.

D. Purchasing Ethics and Vendor Relationships

1. All employees are involved in business transacted by the University in one form or another. Especially so are those professional purchasers and other personnel who purchase items and services, including those using the University P-card. Each employee has a personal responsibility to conduct University business in an ethical manner and assure the integrity of the purchasing and procurement processes.

2. Conflict of interest:

a) A conflict of interest occurs when a person's private interests compete with his or her professional obligations to the University to a degree that an independent observer might reasonably question whether the person's professional actions or decisions are materially affected by personal considerations, including but not limited to personal gain, financial or otherwise.

ATTACHMENT 1

b) Employees are therefore prohibited from entering into service contracts with or selling goods to the University.

3. Influencing/conspiring to influence:

The University prohibits the influencing or conspiring to influence purchasing decisions and contract awards. Attempts at influence may include kickbacks and bribes, peddling or payment of a fee, back door selling, hard-sell tactics, fraternization, or offering gifts to avoid following published procedures or gain advantages.

4. Post issuance contract oversight is required to guarantee the University receives all goods and services as per the terms of the agreement. Boise State~~U~~ Policy #6030 describes roles and responsibilities for contract management.

E. It is the responsibility of the University Purchasing Director to ensure that procurement staff are properly trained to execute their duties efficiently and in accordance with laws and regulations.

SUBJECT

State General Education Committee Appointments

REFERENCE

October 2014	The Board approved membership of the General Education Committee.
February 2014	The Board received a CCI Plan update that focused exclusively on General Education Reform and approved the first reading of proposed new policy III.N, General Education.
April 2014	The Board approved the second reading of proposed new Policy III.N, General Education.

BACKGROUND/DISCUSSION

Board Policy III.N, provides that the General Education Committee will review the competencies and rubrics of the General Education framework for each institution to ensure its alignment with AAC&U Essential Learning Outcomes and that faculty discipline groups will have ongoing responsibilities for ensuring consistency and relevance of General Education competencies related to their discipline. The General Education Committee consists of a representative from each of the institutions appointed by the Board; a representative from the Division of Career-Technical Education; and, as an ex officio member, a representative from the Idaho Registrars Council.

The College of Western Idaho (CWI), Idaho State University (ISU) and the University of Idaho (UI) have forwarded names for consideration to formally replace committee members due to administrative/structural changes on campuses.

IMPACT

The proposed appointment replaces CWI, ISU and UI representatives on the Committee.

ATTACHMENTS

Attachment 1 – Current Committee membership Page 3

STAFF COMMENTS AND RECOMMENDATIONS

The College of Western Idaho has hired a new General Education Coordinator, Ms. Jana McCurdy who will resume responsibilities on campus currently filled by Ms. Brenda Pettinger. The University of Idaho identified Dr. Kenton Bird to replace Dr. Rodney Frey who has retired, and Idaho State University identified Dr. Margaret Johnson to replace to Dr. Jim DiSanza for the 2016-17 academic year.

Board staff recommends approval.

BOARD ACTION

I move to appoint Ms. Jana McCurdy, representing the College of Western Idaho; Dr. Margaret Johnson representing Idaho State University; and Dr. Kenton Bird, representing the University of Idaho to the General Education Committee, effective immediately.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

State Board of Education
General Education Committee

Cindy Bond is an Instructional Dean at the College of Southern Idaho.

Larry Briggs is the Dean of General Studies at North Idaho College.

Mary Flores is the Dean for Academic Programs at Lewis-Clark State College.

Rodney Frey is the Director of General Education at the University of Idaho.

Peggy Nelson is the Division Manager for the General Education Division at Eastern Idaho Technical College.

Brenda Pettinger is the Associate Vice President for Academic Affairs at the College of Western Idaho.

Vicki Stieha is the Director of the Foundational Studies Program at Boise State University.

James DiSanza is a Professor and Department Chair.

Susan Johnson is the Director of Program Standards at the Division of Professional-Technical Education.

Kris Collins is the Registrar at Boise State University.

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SUBJECT

Idaho Experimental Program to Stimulate Competitive Research (EPSCoR) Committee Appointment

REFERENCE

February 2014	Board appointed Matt Borud as the Commerce Representative to the Idaho EPSCoR Committee (Replacing Gynii Gilliam)
October 2014	Board appointed Dr. Todd Allen as the INL Representative to the Idaho EPSCoR Committee (Replacing Dr. Hill)
February 2015	Board appointed Senator Tibbits to the Idaho EPSCoR Committee (Replacing Senator Goedde)
April 2015	Board appointed Dr. Cornelis J. Van der Schyf to the Idaho Experimental Program to Stimulate Competitive Research (replacing Dr. Howard Grimes)
October 22, 2015	Board reappointed Doyle Jacklin and appointed Gynii Gilliam and Senator Roy Lacey (replacing Doug Chadderdon and Senator Tippits, respectively)

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.W.

BACKGROUND/DISCUSSION

The Experimental Program to Stimulate Competitive Research (EPSCoR) represents a federal-state partnership to enhance the science and engineering research, education, and technology capabilities of states that traditionally have received smaller amounts of federal research and development funds. As a participating state, Idaho EPSCoR is subject to federal program requirements and policy established by the Idaho State Board of Education (Board). The purpose of EPSCoR is to build a high-quality, academic research base to advance science, technology, engineering and mathematics (STEM) to stimulate sustainable improvements in research and development capacity and competitiveness.

Idaho EPSCoR is guided by a committee of sixteen (16) members appointed by the Board for five (5) year terms. The membership of this committee is constituted to provide for geographic, academic, business and state governmental representation as specified in Board policy including the Vice Presidents of Research from the University of Idaho, Boise State University, and Idaho State University. Additional Ex-officio members consist of a representative from the Idaho National Laboratory, and a representative from the Idaho Department of Commerce. Members are allowed to serve up to three (3) consecutive terms.

The Idaho EPSCoR Committee is recommending the appointment of Dr. Kelly Beierschmitt as the representative for the Idaho National Laboratory, replacing Todd Allen.

ATTACHMENTS

Attachment 1 – Current Committee Membership Page 3
Attachment 2 – Dr. Kelly Beierschmitt – Letter of Interest Page 5

STAFF COMMENTS AND RECOMMENDATIONS

The Idaho National Laboratory (INL) has recommended to the Idaho EPSCoR Committee that Dr. Beierschmitt replace Todd Allen on the Committee as INL's representative. Positions on the Committee representing specific organization are subject to the will of the Board and are not term limited. Dr. Beierschmitt also serves as a member of the Board's Higher Education Research Committee.

Board staff recommends approval.

BOARD ACTION

I move to appoint Dr. Beierschmitt to the Idaho Experimental Program to Stimulate Competitive Research Idaho Committee as a representative of the Idaho National Laboratory effective immediately.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

EPSCoR Committee Members
VOTING MEMBERS (16 members)

Member Name	Original Appt.	Re-appointment	Expires	Representing	Position
Barneby, David G.	9/9/2008	12/16/2013	6/20/2018	Private Sector	(Retired)VP Nevada Power
Bell, Maxine	12/13/2006	10/22/2015	6/30/2020	House of Rep	House of Rep.
Gynii Gilliam	10/22/2016		6/30/2019	Private Sector	Private sector
Cornelius Van der Schyf	4/16/2015		Ex-officio	VPR	ISU - Interim VPR
Roy Lacey	10/22/2016		6/30/2020	Senate	State Senate
Todd Allen	10/1/2014		Ex-officio	INL	
Jacklin, Doyle	12/13/2006	2/18/2010 10/22/2016	6/30/2020	Private Sector	Chairman
McIver, John "Jack"	9/9/2008		Ex-officio	VPR	UI - VPR
Dave Tuthill	8/16/2012		6/30/2017	Private Sector	
Noh, Laird	7/1/2011	12/9/2010	6/30/2016	Private Sector	Vice-Chair
Ray, Leo	7/1/2011	12/9/2010	6/30/2016	Private Sector	Fish Breeders
Rudin, Mark	12/13/2006		Ex-officio	VPR	BSU - VPR
Shreeve, Jean'ne	12/13/2006		6/30/2019	Private Sector	UI - Professor
Stevens, Dennis	12/13/2006	2/18/2010	6/30/2020	Private Sector	Physician
Roberto, Francisco (Frank)	7/1/2011	12/9/2010	6/30/2016	Private Sector	INL - Biological Systems Department (Private)
Matt Borud	2/22/2014		Ex-officio	Commerce	Idaho Department of Commerce

NON-VOTING MEMBERS (2 members)

Member Name	Original Appt.		Expires		Position
TBD	----		Ex-officio		Representative from Governors Office
Bill Goesling	----		Ex-officio		Idaho State Board Members

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Idaho National Laboratory

April 25, 2016

Dr. Laird Noh, Chair
Idaho EPSCoR Committee
University of Idaho
872 Perimeter Dr.
MS 3029
Moscow, ID 83844-3029

SUBJECT: Appointment to the Idaho EPSCoR Committee

Dear Dr. Noh:

It is my understanding that I am being considered for appointment to the Idaho EPSCoR Committee, and I am pleased to submit this letter expressing my willingness to serve on the committee.

If I can answer any questions concerning my appointment please do not hesitate to call.

I look forward to meeting the staff and volunteers of the Committee.

Sincerely,

Dr. Kelly Beierschmitt, Deputy Laboratory Director
Science & Technology
Chief Research Officer

RLO

Attachment

P.O. Box 1625 • 2525 North Fremont Ave. • Idaho Falls, Idaho 83415 • 208-526-0111 • www.inl.gov
Battelle Energy Alliance, LLC

Kelly J. Beierschmitt, Ph.D.

Deputy Laboratory Director
Science and Technology
Idaho National Laboratory
P.O. Box 1625
2525 Fremont Ave.
Idaho Falls, ID 83415-3695

Kelly.Beierschmitt@inl.gov

Dr. Kelly Beierschmitt is currently the Deputy Laboratory Director for Science and Technology and Chief Research Officer at Idaho National Laboratory (INL). He has over 30 years of experience in engineering, nuclear and materials-related R&D, production, and operations management. Kelly reports to the INL Laboratory Director and is responsible for providing strategic leadership, direction, and integration for research, science and technology at INL. As chief research officer Kelly is responsible for a broad research portfolio including, energy and materials sciences, global security R&D and nuclear energy. This work spans from fundamental science to applied R&D within an annual operating budget around $1 Billion.

He served as INL's deputy for Nuclear and Laboratory Operations from January 2014 to January 2016 and was responsible for providing strategic leadership, direction, and integration for all nuclear and laboratory operations at the INL including Materials and Fuels Complex (MFC), which is INL's center for fuel fabrication and post irradiation testing; and Advanced Test Reactor (ATR) Complex, designated as a National Scientific User Facility and is available to universities and industry for conducting in-core experiments vital to nuclear energy technology and materials development. He is also responsible for providing strategic leadership and direction to the Transient Reactor Test Facility (TREAT), specifically built to conduct transient reactor tests where the test material is subjected to neutron pulses that can simulate conditions ranging from mild upsets to severe reactor accidents. Kelly is also responsible for providing strategic direction to effect revitalization of the INL physical infrastructure and help advance research and development through management of key infrastructure components supporting Laboratory missions.

Kelly began his career at Pantex as a weapons engineer. He was responsible for the assembly, disassembly and testing of several of the nation's nuclear assemblies. While at Pantex, Kelly held several key roles that ranged from providing leadership to enhance the safeguards and security program to being responsible for high explosives production, storage and disposal. Kelly left Pantex in 1996 as the Department Manager of the Facilities Startup organization where he was responsible for commissioning and early operation of the plant's new modern weapons production, testing, assembly and storage facilities.

Following a decade at Pantex, Kelly moved to the Pacific Northwest National Laboratory where he provided support to DOE's International Nuclear Safety Program's Chernobyl evaluation. He was also a principal on a task force to conduct a priority facility environmental vulnerability analysis at Brookhaven National Laboratory, which included the hot cell facility, old graphite reactor, High Flux Beam Reactor, and Medical Reactor. Kelly served in two key leadership roles while at PNNL; Director of Quality and Deputy Director of Environment Safety and Health. Kelly

also served as an adjunct faculty member at Washington State University, Mechanical Engineering Department while working in the Pacific Northwest.

Kelly joined Oak Ridge National Laboratory in January of 2000 as Director of the Environment, Safety, Health and Quality Directorate (ESH&Q). He was responsible for developing, operating, and continuously improving ESH&Q management systems and providing ESH&Q services that enabled mission accomplishment. He also led the enhancement and implementation of ORNL's Integrated Safety Management System.

In 2004 Kelly assumed the role of Director of the Nuclear Operations Directorate where he led the renewal of ORNL's nuclear facilities capabilities bringing them up to modern standards. This included renewing HFIR to extend its mission for neutron scattering, materials irradiation, and isotope production, and consolidating ten nuclear facilities into four modern facilities with state-of-the-art capabilities. He has extensive experience in isotope production, from target preparation, irradiation, processing, and shipping, as part of the production of actinium, californium and other isotopes either produced or processed at ORNL.

Following this assignment, Kelly was Associate Laboratory Director (ALD) of the Nuclear Science and Engineering Directorate (NSED) and the Executive Director of HFIR. As Director of NSED, Kelly's experience included the development and management of complex systems used to study materials under broad time and length scales, fuel cycle and isotopes research; design, development, modeling and simulation of reactor and nuclear systems; and the development and implementation of nuclear security technology. Kelly was responsible for initiatives to build a small modular reactor to provide carbon-free electricity to the laboratory, the Consortium for Advanced Simulation of Light Water Reactors (CASL), and the cleanup of the laboratory's legacy nuclear and radiological facilities.

Kelly has played a national and international leadership role in support of nuclear science and technology, including isotope production. Kelly has helped lead the transition of the DOE Isotope Program at ORNL from the Office of Nuclear Energy to the Office of Nuclear Physics. As part of this transition, he led the development of a production model for ^{252}Cf that is providing a reliable, cost-effective source of this isotope to the community. He has also advised the Office of Nuclear Physics on models for production of other key isotopes during this transition.

Completing his time at ORNL and just prior to joining INL, Kelly was the ALD of the Neutron Sciences Directorate responsible for the Spallation Neutron Source (SNS), the world's most powerful pulsed neutron source. This responsibility included leading a community of scientists dedicated to the study of the structure and dynamics of quantum condensed matter, biology and soft matter, chemistry and engineered materials through the application of neutron scattering techniques and supporting over 3,000 users annually. He was also responsible for the operation of the High Flux Isotope Reactor (HFIR), an 85 megawatt research reactor dedicated to neutron scattering, materials irradiation, and isotope production. During his time as ALD, he successfully oversaw the power up-ramp to 1.2 megawatts of proton energy on the target; and he updated the scientific strategy for the SNS supported by the scientific community to identify those research priorities leading to a full build-out of instruments on existing beam-lines, and the need for a second target station. During this period, Kelly served extensively on international advisory boards including support to ISIS at the Rutherford Appleton Laboratory; the European Spallation Source (ESS) in England; the Open Pool Australian Lightwater Reactor (OPAL) in Australia; and Japan Proton Accelerator Research Complex (J-PARC) in Japan.

EDUCATION

Ph.D., Industrial Engineering (Operational Analysis, Risk, Reliability Engineering), Texas Tech University
B.S., Engineering Mathematics (emphasis in Chemical Engineering and minor in Chemistry), West Texas A&M University

PROFESSIONAL EXPERIENCE

Deputy Laboratory Director, Science and Technology, Idaho National Laboratory (INL)	2016 - Present
Deputy Laboratory Director, Nuclear and Laboratory Operations, Idaho National Laboratory (INL)	2014 - 2016
Associate Laboratory Director, Neutron Sciences Directorate, Oak Ridge National Laboratory (ORNL)	2011 - 2014
Associate Laboratory Director, Nuclear Science and Engineering Directorate, ORNL	2010 - 2011
Director, Nuclear Operations Directorate and High Flux Isotope Reactor (HFIR) Executive Director, ORNL	2004 - 2010
Director, Environment, Safety, Health & Quality (ESH&Q) Directorate, ORNL	2000 - 2004
Director, Quality, Pacific Northwest National Laboratory (PNNL)	1999 - 2000
Deputy Director, Environment, Safety and Health (ES&H), PNNL, Adjunct Faculty, Washington State University, Mechanical Engineering Department	1996 - 1999
Manager, Facility Readiness, Pantex	1995 - 1996
Manager, ES&H/Waste Management (WM) Integration Department, Pantex	1993 - 1995
Manager, Operations Support and Senior Project Engineer, Production Engineering and Risk Management Department, Pantex	1990 - 1993
Staff Member, Gas Analysis, Chemistry and Production Departments, Mason & Hanger, Silas Mason Co. Inc.,	1984 - 1990

PROFESSIONAL HIGHLIGHTS

Professional Service:

- Member, Technical Working Group on Research Reactors (TWGRR) of the International Atomic Energy Agency (IAEA), DOE
- Member, Nuclear Science Advisory Committee's Isotopes Subcommittee, DOE
- Member, Office of Science and Technology Policy (OSTP) intergovernmental panel for the emergency production of Molybdenum 99
- Member, National Nuclear Security Administration (NNSA)-led merit review committee to evaluate technical feasibility of new technologies to address domestic production of Moly-99 beyond 2014, DOE
- Member, Committee of Visitors, Nuclear Science Advisory Committee, DOE
- Member, Dean's Council, Texas Tech University
- Charter Member, Bredesen Center for Interdisciplinary Research and Graduate Education at the University of Tennessee
- Member, Japan Proton Accelerator Research Complex (J-PARC) Advisory Board

- Chairman, the DOE National Laboratories Improvement Council (NLIC)
- Member, Industrial Advisory Board for Oklahoma State University
- Member, United Way Board for Roane County
- Member, Higher Education Research Council for Idaho State Board of Education

Professional Registrations: Certified Safety Professional in Comprehensive Practice; Registered Professional Engineer in Texas

Professional Memberships: Member, American Nuclear Society, Materials Research Society, American Society for Quality Control, and American Society of Safety Engineers

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SUBJECT

Appointments to the Data Management Council

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.O.

BACKGROUND/DISCUSSION

The Data Management Council (Council) is tasked with making recommendations on the oversight and development of Idaho's Statewide Longitudinal Data System (SLDS) and oversees the creation, maintenance and usage of said system. There are 12 seats on the Council. The Council consists of representatives from the Office of the State Board of Education (OSBE), public postsecondary institutions, a registrar, State Department of Education, school districts, Professional-Technical Education, and the Department of Labor.

Each year, half of the seats are up for appointment. Each term is 2 years commencing on July 1st. The candidates for reappointment are:

Georgia Smith (Idaho Department of Labor)
Don Coberly (Boise School District)
Chris Campbell (State Department of Education)
Matthew Rauch (Kuna School District)
Shari Ellertson (Boise State University)

Ken Campbell (College of Southern Idaho) has chosen to not seek reappointment to the Data Management Council. It is proposed that Connie Black, the Registrar at the College of Western Idaho, be appointed to the Council and would fill the seat vacated by Ken Campbell as a representative of a community college.

IMPACT

Appointment of these individuals will fill all seats on the Data Management Council.

ATTACHMENTS

Attachment 1 – Current Council Membership Page 3

STAFF COMMENTS AND RECOMMENDATIONS

All of the individuals being considered for reappointment have been active members of the Council and have expressed an interest in continuing to serve.

Staff recommends approval.

BOARD ACTION

I move to approve the reappointment of Georgia Smith, Don Coberly, Chris Campbell, Matthew Rauch, and Shari Ellertson and appointment of Connie Black to the Data Management Council for terms starting on July 1, 2016 – June 30, 2018.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Georgeanne Griffith
Lakeland School District
Term: July 1, 2015 – June 30, 2017

Carson Howell
Office of the Idaho State Board of Education
Term: July 1, 2014 – June 30, 2016

Tami Haft
North Idaho College
Term: July 1, 2015 – June 30, 2017

Chris Campbell
State Department of Education
Term: July 1, 2014 – June 30, 2016

Todd King
Idaho State Department of Education
Term: July 1, 2015 – June 30, 2017

Georgia Smith
Idaho Department of Labor
Term: July 1, 2014 – June 30, 2016

Heather Luchte
Professional Technical Education
Term: July 1, 2015 – June 30, 2017

Matthew Rauch
Kuna School District
Term: July 1, 2014 – June 30, 2016

Vince Miller
Idaho State University
Term: July 1, 2015 – June 30, 2017

Shari Ellertson
Boise State University
Term: July 1, 2014 – June 30, 2016

Don Coberly
Boise School District, Superintendent
Term: July 1, 2014 – June 30, 2016

Ken Campbell
College of Southern Idaho
Term: July 1, 2014 – June 30, 2016

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SUBJECT

Accountability Oversight Committee (Committee) Appointment

REFERENCE

June 2015	Board approved second reading to amend Board Policy I.Q.
August 2015	Board approved the appointment of Deborah Hedeen and the reappointment of John Goedde and Jackie Thomason.
April 2016	Board approved second reading of amendment to Board Policy I.Q. to revise the Accountability Oversight Committee membership by adding a fifth at-large member who has a background in special education.
May 2016	Board approved the appointment of Roger Stewart and Julian Duffey.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.Q. Accountability Oversight Committee

BACKGROUND/DISCUSSION

The Committee was established in April 2010 as an ad-hoc committee of the Idaho State Board of Education. It provides oversight of the K-12 statewide assessment system, ensures effectiveness of the statewide system, and recommends improvements or changes as needed to the Board.

The Committee consists of:

- The Superintendent of Public Instruction or designee,
- Two Board members, and
- Five at-large members appointed by the Board, one of whom must have a special education background.

Effective July 1, 2016, the Committee will have one vacancy for an at-large member. Spencer Barzee, Superintendent of Westside School District, will be completing his current term on June 30, and is not seeking reappointment.

The Committee reviewed resumes from four superintendents and is recommending that Rob Sauer be appointed for a two-year term on the Committee. Mr. Sauer's resume is provided as Attachment 2. The other three candidates considered were: Marc Gee, Superintendent of Preston School District, Monte Woolstenhulme, Superintendent of Teton School District, and Joel Wilson, Superintendent of Butte County School District.

IMPACT

Approval of Rob Sauer will fill all the at-large seats on the Committee.

ATTACHMENTS

Attachment 1 – Current Accountability Oversight Committee Membership Page 3
Attachment 2 – Rob Sauer Resume Page 5

STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Board Policy I.Q., terms run from July 1 through June 30 of the applicable year. In making at-large appointments to the Committee, consideration should be given to the appointees' background, representative district/school size, and regional distribution.

Board Policy does not specify that the at-large positions must be representatives of any specific group other than the one member possessing a special education background. Having a mix of individuals with diverse backgrounds has helped to better inform committee discussions.

BOARD ACTION

I move to approve the appointment of Rob Sauer to the Accountability Oversight Committee for a term of 2 years commencing July 1, 2016 and ending on June 30, 2018.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

ACCOUNTABILITY OVERSIGHT COMMITTEE
MAY 2016

State Board of Education Member –
Ex-Officio

Debbie Critchfield

State Board of Education Member –
Ex-Officio

Linda Clark

Superintendent of Public Instruction,
or Designee –
Ex-Officio

Pete Kohler
Deputy Superintendent
State Department of Education

Member At Large
Term: July 1, 2014 - June 30, 2016

Spencer Barzee (Chair)
Superintendent
Westside School District #202

Member At Large (Special Education)
Term: May 19, 2016 - June 30, 2018

Julian Duffey
Special Education Director
Bonneville Joint School District #93

Member At Large
Term: May 19, 2016 - June 30, 2018

Roger Stewart
Professor
Boise State University

Member At Large
Term: July 1, 2015-June 30, 2017

John Goedde
Former Idaho State Senator
Former School Board Trustee,
Coeur d'Alene District #271

Member At Large
Term: July 1, 2015- June 30, 2017

Jackie Thomason
Chief Academic Officer
West Ada School District #2

Board Staff Support

Alison Henken
K-12 Accountability and Projects Program Manager
Office of the State Board of Education
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208-332-1579

Board Staff Support

Becky Blankenbaker
Administrative Assistant
Office of the State Board of Education
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208-332-1567

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Rob Sauer | Curriculum Vitae

656 W. Calderwood St. Meridian, ID 83642 208-320-2662 rsauer@homedaleschools.org

Professional Experience

Superintendent - Homedale School District — July 2012 to Present

- Serve as chief executive officer of the school district
- Serves as school boards chief advisor on education matters and as the district's educational leader

Deputy Superintendent - Idaho State Department of Education — 2007 - 2012

- Immediate supervisor for the following programs - Certification and Professional Standards, Title II-A, All Content Areas, Curricular Materials, Gifted and Talented, School Choice, Idaho Reads Vista, and Learn and Serve
- Directed the Idaho Summer Institute of Best Practices
- State Coordinator of HSTW/MMGW School Improvement Efforts
- Idaho Digital Learning Academy Board of Directors
- Idaho High School Activities Association Board of Directors
- Member of the Professional Standards Commission
- Governor's Commission on Service and Volunteerism
- Led the Idaho Middle Level Task Force and the implementation of the Middle Level Credit System

Principal - Wendell Middle School — 2003 - 2007

- Curriculum and Instruction Leader for a 5-8 middle school
- Participant of the Idaho State Department of Education's Principal Academy of Leadership
- Implemented a middle level credit system
- Coordinated school improvement efforts

Principal/Teacher - Bliss School District — 1994 - 2003

- Jr. High/High School Principal
- Teacher - History, Government, Civics
- Varsity Boys Basketball and Soccer Coach

Education

Superintendent Endorsement — University of Idaho — 2010
Masters Educational Leadership — University of Idaho — 1998
Bachelor of Arts - Boise State University — 1994
Associate of Arts - College of Southern Idaho — 1991

Certifications

K-12 Idaho Administrator Certification
Principal and Superintendent Endorsement
History 6-12
Social Studies 6-12

Honors and Distinctions

Milken Family Foundation National Educator Award (First Idaho Administrator to receive the award)	2005
VFW Idaho High School Teacher of the Year	2003
Who's Who Among Americas High School Teachers	1997, 1999, 2003

Additional Professional Activities

Center for Civic Education We the People Idaho Coordinator 1995 – 2007

- National Trainer for We the People
- Mentor Teacher at the We the People Regional Institutes

Southern Region Education Board

- Presenter at High Schools That Work/Making Middle Grades Work Summer Conference in Orlando, Florida

Idaho International Taskforce

- Education Missions to:
    - Germany
    - China
    - Ireland
    - Jordan

Community Activities

Gooding County Commissioner 2001-2005

- Served a four year term as an elected official in Gooding County. Served as chairman of the board from 2003-2005
- Regional 991 Center (SIRCOMM) Board of Directors
- 5th Judicial District Magistrate Commission
- Magic Valley Youth Court Advisory Board
- Idaho Human Rights Education Center Board Member

SUBJECT

President Approved Alcohol Permits Report

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, I.J.2.b.

BACKGROUND/DISCUSSION

The chief executive officer of each institution may waive the prohibition against possession or consumption of alcoholic beverages only as permitted by, and in compliance with, Board policy. Immediately upon issuance of an Alcohol Beverage Permit, a complete copy of the application and the permit shall be delivered to the Office of the State Board of Education, and Board staff shall disclose the issuance of the permit to the Board no later than the next Board meeting.

The last update presented to the Board was at the April 2016 Board meeting. Since that meeting, Board staff has received forty-eight (48) permits from Boise State University, eleven (11) permits from Idaho State University, and thirty-one (31) permits from the University of Idaho.

Board staff has prepared a brief listing of the permits issued for use. The list is attached for the Board's review.

ATTACHMENTS

Attachment 1 - List of Approved Permits by Institution Page 3

BOARD ACTION

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

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APPROVED ALCOHOL SERVICE AT BOISE STATE UNIVERSITY March 2016 – October 2016

EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
ASEE PNW Section	College of Business and Economics	X		03/31/16
Pirates of Penzance	Morrison Center		X	04/01/16
Executive MBA Informational Open House	College of Business and Economics	X		04/05/16
Arts & Humanities Reception Delivery	Yanke – HI Gallery	X		04/07/16
Sleeping Beauty – Ballet Idaho Performance	Morrison Center		X	04/08/16
College of Business & Economics Reception	College of Business and Economics	X		04/11/16
The Great Basin Native Plant Project Conference	Student Union Building	X		04/11/16
Jackson Food Stores Company Meeting	Stueckle Sky Center		X	04/13/16
Blue Cross of Idaho Event and Catering	Gene Bleymeier Recruiting Lounge		X	04/14/16
Idaho Dance Theatre Reception	Student Union Building		X	04/14/16
Rain – The Beatles Tribute Concert	Morrison Center		X	04/15/16
Idaho Dance Theatre	Student Union Building		X	04/15/16
Boise Philharmonic Concert	Morrison Center		X	04/16/16
Conference for Food Protection Local Reception	Stueckle Sky Center		X	04/18/16
2CELLOS Concert	Morrison Center		X	04/20/16
The Leukemia & Lymphoma Society Fundraiser	Stueckle Sky Center		X	04/22/16
Colin Mochrie & Brad Sherwood Comedy Show	Morrison Center		X	04/23/16
Roosevelt Elementary Spring Fling Auction	Stueckle Sky Center		X	04/23/16
Executive MBA Informational Open House	College of Business and Economics		X	04/28/16

EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
Bay Equity Home Loans Company Meeting	Stueckle Sky Center		X	04/28/16
ISSA Conference	Student Union Building	X		04/28/16
Idaho Association of Chiropractic Physicians President's Dinner	Stueckle Sky Center		X	04/29/16
50th Birthday Party Dinner Buffet	Hall of Fame		X	04/30/16
Celebration of Life for Al Kiler	Hall of Fame		X	05/02/16
Idaho Association of Health Underwriters	Student Union Building		X	05/03/16
Joseph – Broadway in Boise	Morrison Center		X	05/03/16-05/05/16
All That's Jazz	Morrison Center		X	05/07/16
Aspen Capital Management Presentation	College of Business and Economics		X	05/09/16
Idaho Women's Charitable Foundation Annual Meeting	Student Union Building		X	05/10/16
Idaho Society of Professional Engineers Annual Meeting	Student Union Building		X	05/12/16
Hillsong United	Taco Bell Arena		X	05/12/16
Spring Fever 2016	Stueckle Sky Center		X	05/13/16
Computer Science Event	Stueckle Sky Center	X		05/13/16
Idaho Operator's Conference Fun Night	Stueckle Sky Center		X	05/16/16
Alumni Relations Reception	College of Business and Economics	X		05/17/16
Boise Chamber of Commerce Reception	Ben Victor Studio		X	05/17/16
Wells Fargo Company Meeting	Stueckle Sky Center		X	05/17/16
Cloud Security and Fraud Protection	College of Business and Economics	X		05/19/16
Executive MBA Informational Open House	College of Business and Economics	X		5/24/16-06/21/16
Celtic Women	Morrison Center		X	05/24/16
BLM	Student Union Building	X		05/24/16

EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
Alumni Membership Appreciation BBQ	Other?	X		06/01/16
Erlebach/Thiel Wedding	Stueckle Sky Center		X	06/11/16
National Guard Event	Stueckle Sky Center		X	06/15/16
Baker Wedding	Stueckle Sky Center		X	06/18/16
Turn-Key Medical Company Meeting	Stueckle Sky Center		X	06/18/16
Cardona Wedding	Stueckle Sky Center		X	06/26/16
Idea of Nature	Student Union Building	X		10/27/16

APPROVED ALCOHOL SERVICE AT IDAHO STATE UNIVERSITY April 2016 – August 2016

EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
Reception for ISU Admin & Local Health Care Leaders	SUB: Southfork Room	X		04/25/16
School of Nursing – 60th Reunion & Dinner	SUB: Ballroom	X		05/05/16
Spring Celebration	Frazier Hall	X		05/06/16
2016 DHS Awards Reception	Stephens Performing Arts Center	X		05/06/16
School of Nursing – Champagne Brunch	Beckley Nursing Building	X		05/06/16
Truman Banquet	Bennion Student Union – Idaho Falls		X	05/07/16
EICAP Annual Dinner/Business Meeting	SUB		X	05/23/16
Hedeen Retirement	Stephens Performing Arts Center	X		05/25/16
Idaho Falls City Club Annual Meeting	Bennion Student Union – Idaho Falls		X	06/16/16
Chamber After Hours	Center of Business – Lobby	X		06/30/16
Laible/Harrison Wedding	Stephens Performing Arts Center		X	08/06/16

APPROVED ALCOHOL SERVICE AT UNIVERSITY OF IDAHO March 2016 – June 2016

EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
Rocky Mountain Elk Foundation 2016 Banquet	Bruce Pitman Center		X	03/26/16
President Dinner with the Bull's	6th Street University Residence	X		03/28/16
Borah Symposium – Reception/Keynote	1026 Nez Perce Dr. – University House	X		04/06/16
College of Science Research Presentation and Alumni Reception	UI Boise	X		04/07/16
Idaho Law Clerk Reception	ILJLC Room 313. 514 W Jefferson St. Boise, ID 83702	X		04/07/16
Department of Physics Annual Awards Banquet	Common Horizon Room	X		04/11/16
SBOE Reception & Dinner	Kibbie Dome – Litehouse Center	X		04/13/16
Ritchie Fashion Show & Exhibition	Bruce Pitman Center	X		04/16/16
Jonathon Segal, Silver & Gold Award Reception	Commons	X		04/18/16
Faculty Gathering/VIP Event	Brink Hall Faculty Senate Room	X		04/18/16
Don Burnett Retirement Reception	ILJLC Room 313. 514 W Jefferson St. Boise, ID 83702	X		04/21/16
Spring Football Game	Kibbie Dome – Litehouse Center	X		04/22/16
Patrino Vandal Athletic Scholarship Fund Golf Tournament	Golf Course	X		04/23/16
2016 CALS Awards Reception & Banquet	Bruce Pitman Center	X		04/25/16
Mountain Plains Adult Education Association and Reception	UI Boise	X		04/26/16
Phi Beta Kappa Initiation	Commons	X		04/27/16
Welcome Reception	Brink Hall Faculty Lounge	X		04/29/16
CDHD Open House	CDHD: 1187 Alturas Drive Moscow, ID 83843	X		05/03/16
VP Research Retirement Reception	Bruce Pitman Center	X		05/03/16
Reyes Retirement Reception	JA Albertson Building	X		05/04/16

EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
Accounting Advisory Board	JA Albertson Building - Courtyard	X		05/05/16
COEd Spring Celebration	Targhee Hall	X		05/05/16
2016 Men's Golf League	Golf Course	X		05/05/16-05/26/16
Student Congress of Art & Architecture Year End Gathering	AAN Patio	X		05/06/16
UIAA/SArb/Staff BBQ	Schierman's Event Center	X		5/11/16
NROTC Commissioning Reception	The Summit	X		5/13/16
President's Commencement Dinner	Bruce Pitman Center	X		5/13/16
College of Law Commencement Reception	Kibbie Dome	X		5/14/16
College of Education COEd Building Sneak Peek	College of Education Building	X		06/04/16
UEC Golf Scramble	Golf Course	X		06/12/16
Idaho INBRE Director's Reception	Prichard Art Gallery	X		06/23/16

SUBJECT

Requests for approval to transport students less than one and one-half miles for the 2015-2016 school year.

REFERENCE

June 2013	Board approved the request for 100 school districts and 12 charter schools to transport students less than one and one-half miles for the 2012-2013 school year.
June 2014	Board approved the request for 99 school districts and 10 charter schools to transport students less than one and one-half miles for the 2013-2014 school year.
June 2015	Board approved the request for 95 school districts and twelve charter schools for approval to transport students less than one and one-half miles for the 2014-2015 school year.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1006 and 33-1501, Idaho Code

BACKGROUND/DISCUSSION

Section 33-1006, Idaho Code, states, "The State Board of Education (Board) shall determine what costs of transporting pupils, including maintenance, operation and depreciation of basic vehicles, insurance, payments under contract with other public transportation providers whose vehicles used to transport pupils comply with federal transit administration regulations, "bus testing," 49 CFR part 665, and any revision thereto, as provided in subsection (4)(d) of this section, or other state department of education approved private transportation providers, salaries of drivers, and any other costs, shall be allowable in computing the transportation support program of school districts."

The transportation support program of a school district shall be based upon the allowable costs of transporting pupils less than one and one-half (1½) miles as provided in Section 33-1501, Idaho Code, when approved by the Board.

Standards for Idaho School Buses and Operations states, "All school districts submitting applications for new safety busing reimbursement approval shall establish a board policy for evaluating and rating all safety busing requests. The State Department of Education (SDE) staff shall develop and maintain a measuring instrument model, which shall include an element for validating contacts with responsible organizations or persons responsible for improving or minimizing hazardous conditions. Each applying district will be required to annually affirm that conditions of all prior approved safety busing requests are unchanged. The local board of trustees shall annually, by official action (33-1502, Idaho Code), approve all new safety busing locations. School districts that

receive state reimbursement of costs associated with safety busing will re-evaluate all safety busing sites at intervals of at least every three years using the local board adopted measuring or scoring instrument. In order to qualify for reimbursement the local school board will, by official action, approve the initial safety-busing request and allow the students in question to be transported before the application is sent to the state. Consideration for reimbursement is contingent on the application being received by the SDE Transportation Section on or before March 31 of the school year in which the safety busing began."

All requests must be submitted on the Safety Busing form found on the Pupil Transportation website. Reminders are emailed to all districts and charter schools prior to March 31st. All requests being recommended for approval are compliant with Section 33-1006, Idaho Code.

Ninety-eight (98) school districts and thirteen (13) charter schools affecting 28,169 students applied for safety busing using the correct form and are being recommended for approval.

ATTACHMENTS

Attachment 1 – 2015-2016 Safety Busing Requests Page 3

STAFF COMMENTS AND RECOMMENDATIONS

SDE annually reviews and approves the application requests that meet the Board requirements which is then sent on to the Board for approval.

BOARD ACTION

I move to approve the requests by ninety eight (98) school districts and thirteen (13) charter schools for approval to transport students less than one and one-half miles as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

2015-2016

Request for Approval to Transport Students Less than One and One-Half Miles

Boise Independent School District No. 1

This request involves 900 students attending grades K through 9.

West Ada School District No. 2

This request involves 1,337 students attending grades K through 12.

Kuna Jt. School District No. 3

This request involves 287 students attending grades K through 6.

Meadows Valley No. 11

This request involves 1 student attending grades K through 12.

Council School District No. 13

This request involves 3 students attending grades K through 12.

Marsh Valley Jt. School District No. 21

This request involves 97 students attending grades K through 12.

Pocatello School District No. 25

This request involves 1,571 students attending grades K through 12.

Bear Lake Co. School District No. 33

This request involves 107 students attending grades K through 5.

St. Maries Jt. School District No. 41

This request involves 132 students attending grades K through 8.

Plummer/Worley Jt. School District No. 44

This request involves 69 students attending grades K through 12.

Snake River School District No. 52

This request involves 241 students attending grades K through 12.

Blackfoot School District No. 55

This request involves 507 students attending grades K through 12.

Aberdeen School District No. 58

This request involves 119 students attending grades K through 12.

Firth School District No. 59

This request involves 47 students attending grades K through 12.

Shelley Jt. School District No. 60

This request involves 180 students attending grades K through 6.

Blaine Co. School District No. 61

This request involves 573 students attending grades K through 12.

Garden Valley School District No. 71

This request involves 12 students attending grades K through 12.

Basin School District No. 72

This request involves 31 students attending grades K through 12.

Horseshoe Bend School District No. 73

This request involves 39 students attending grades K through 12.

West Bonner Co. School District No. 83

This request involves 68 students attending grades K through 8.

Lake Pend Oreille School District No. 84

This request involves 128 students attending grades K through 6.

Idaho Falls School District No. 91

This request involves 1,206 students attending grades K through 12.

Bonneville Jt. School District No. 93

This request involves 2,125 students attending grades K through 12.

Boundary County School District No. 101

This request involves 77 students attending grades K through 12.

Butte County Jt. School District No. 111

This request involves 42 students attending grades K through 12.

Nampa School District No. 131

This request involves 2,208 students attending grades K through 12.

Caldwell School District No. 132

This request involves 3,908 students attending grades K through 12.

Wilder School District No. 133

This request involves 121 students attending grades K through 12.

Middleton School District No. 134

This request involves 301 students attending grades K through 12.

Notus School District No. 135

This request involves 138 students attending grades K through 12.

Melba Jt. School District No. 136

This request involves 17 students attending grades K through 12.

Parma School District No. 137

This request involves 111 students attending grades K through 5.

Vallivue School District No. 139

This request involves 874 students attending grades K through 12.

Grace Jt. School District No. 148

This request involves 20 students attending grades K through 12.

North Gem School District No. 149

This request involves 8 students attending grades K through 12.

Soda Springs Jt. School District No. 150

This request involves 181 students attending grades K through 12.

Cassia Co. Jt. School District No. 151

This request involves 694 students attending grades K through 12.

Clark County. Jt. School District No. 161

This request involves 9 students attending grades K through 12.

Orofino Jt. School District No. 171

This request involves 27 students attending grades K through 7.

Challis Jt. School District No. 181

This request involves 12 students attending grades K through 12.

Mackay Jt. School District No. 182

This request involves 31 students attending grades K through 12.

Glenns Ferry Jt. School District No. 192

This request involves 136 students attending grades K through 12.

Mountain Home School District No. 193

This request involves 275 students attending grades K through 12.

Preston Jt. School District No. 201

This request involves 190 students attending grades K through 8.

West Side Jt. School District No. 202

This request involves 44 students attending grades K through 12.

Fremont Co. Jt. School District No. 215

This request involves 201 students attending grades K through 12.

Emmett Independent School District No. 221

This request involves 68 students attending grades K through 9.

Gooding Jt. School District No. 231

This request involves 332 students attending grades K through 12.

Wendell School District No. 232

This request involves 38 students attending grades K through 12.

Hagerman Jt. School District No. 233

This request involves 34 students attending grades K through 12.

Bliss Jt. School District No. 234

This request involves 55 students attending grades K through 12.

Cottonwood Jt. School District No. 242

This request involves 48 students attending grades K through 8.

Salmon River Jt. School District No. 243

This request involves 4 students attending grades K through 9.

Mountain View School District No. 244

This request involves 92 students attending grades K through 12.

Jefferson Co. Jt. School District No. 251

This request involves 462 students attending grades K through 12.

Ririe School District No. 252

This request involves 120 students attending grades K through 12.

West Jefferson School District No. 253

This request involves 40 students attending grades K through 12.

Jerome Jt. School District No. 261

This request involves 225 students attending grades K through 8.

Coeur d'Alene School District No. 271

This request involves 149 students attending grades K through 8.

Lakeland School District No. 272

This request involves 147 students attending grades K through 12.

Post Falls School District No. 273

This request involves 718 students attending grades K through 12.

Kootenai School District No. 274

This request involves 4 students attending grades K through 12.

Moscow School District No. 281

This request involves 235 students attending grades K through 12.

Genesee School District No. 282

This request involves 37 students attending grades K through 12.

Potlatch School District No. 285

This request involves 31 students attending grades K through 12.

Troy School District No. 287

This request involves 48 students attending grades K through 9.

Salmon School District No. 291

This request involves 184 students attending grades K through 12.

Kamiah Jt. School District No. 304

This request involves 76 students attending grades K through 12.

Shoshone Jt. School District No. 312

This request involves 138 students attending grades K through 12.

Dietrich School District No. 314

This request involves 1 student attending K through 11.

Richfield School District No. 316

This request involves 17 students attending K through 12.

Madison School District No. 321

This request involves 373 students attending grades K through 12.

Sugar-Salem Jt. School District No. 322

This request involves 115 students attending grades K through 12.

Minidoka Co. Jt. School District No. 331

This request involves 519 students attending grades K through 8.

Lapwai School District No. 341

This request involves 78 students attending grades K through 12.

Culdesac School District No. 342

This request involves 2 students attending grades K through 12.

Oneida Co. School District No. 351

This request involves 99 students attending grades K through 12.

Marsing Jt. School District No. 363

This request involves 79 students attending grades K through 7.

Homedale Jt. School District No. 370

This request involves 277 students attending grades K through 8.

Payette Jt. School District No. 371

This request involves 589 students attending grades K through 12.

New Plymouth School District No. 372

This request involves 68 students attending grades K through 10.

Fruitland School District No. 373

This request involves 155 students attending grades K through 12.

American Falls Jt. School District No. 381

This request involves 127 students attending grades K through 8.

Rockland School District No. 382

This request involves 21 students attending grades K through 12.

Kellogg Jt. School District No. 391

This request involves 40 students attending grades K through 5.

Wallace School District No. 393

This request involves 117 students attending grades K through 12.

Teton Jt. School District No. 401

This request involves 119 students attending grades K through 5.

Twin Falls School District No. 411

This request involves 799 students attending grades K through 12.

Buhl Jt. School District No. 412

This request involves 161 students attending grades K through 12.

Filer School District No. 413

This request involves 83 students attending grades K through 12.

Kimberly School District No. 414

This request involves 278 students attending grades K through 12.

Hansen School District No. 415

This request involves 45 students attending grades K through 12.

Castleford Jt. School District No. 417

This request involves 11 students attending grades K through 12.

Murtaugh Jt. School District No. 418

This request involves 104 students attending grades K through 9.

McCall-Donnelly Jt. School District No. 421

This request involves 362 students attending grades K through 12.

Cascade School District No. 422

This request involves 18 students attending grades K through 12.

Weiser School District No. 431

This request involves 324 students attending grades K through 12.

Midvale School District No. 433

This request involves 9 students attending grades K through 12.

Victory Charter No. 451

This request involves 8 students attending grades K through 12.

Compass Public Charter No. 455

This request involves 20 students attending grades K through 12.

Falcon Ridge Charter No. 456

This request involves 21 students attending grades K through 8.

Liberty Charter No. 458

This request involves 9 students attending grades K through 8.

Vision Charter No. 463

This request involves 41 students attending grades K through 12.

North Valley Academy Charter No. 465

This request involves 70 students attending grades K through 12.

Legacy Charter No. 478

This request involves 8 students attending grades K through 8.

Heritage Academy Charter No. 479

This request involves 30 students attending grades K through 8.

Heritage Community Charter No. 481

This request involves 90 students attending grades K through 8.

Idaho Stem Academy Charter No. 485

This request involves 129 students attending grades K through 10.

North Star Charter No. 783

This request involves 2 students attending grades K through 10.

Thomas Jefferson Charter No. 787

This request involves 6 students attending grades K through 12.

Idaho Arts Charter No. 788

This request involves 39 students attending grades K through 12.

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SUBJECT

Student Transportation Funding Cap Waivers

REFERENCE

June 2013	Board approved the request for four school districts to receive a funding cap waiver for the 2012-2013 school year
June 2014	Board approved the request for six school districts to receive a funding cap waiver for the 2013-2014 school year.
June 2015	Board approved the request for ten school districts to receive a funding cap waiver for the 2014-2015 school year.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1006, Idaho Code

BACKGROUND/DISCUSSION

During the 2001 session, the Idaho Legislature amended Section 33-1006, Idaho Code. The amendment created a student transportation funding cap affecting school districts that exceed the statewide average cost per mile and cost per rider by 103%. The 2007 and 2009 Legislatures further amended this language to provide clear objective criteria defining when a district may qualify to be reimbursed for expenses above the cap, and by how much. This new criteria designates certain bus runs as “hardship” runs, and allow the district to receive a higher cap, based on the percentage of the district’s bus runs that are categorized.

As of April 20, 2016, there were twenty-two (22) school districts and/or charter schools negatively affected by the pupil transportation funding cap:

61	BLAINE COUNTY DISTRICT	($88,787)
234	BLISS JOINT DISTRICT	($4,315)
271	COEUR D'ALENE DISTRICT	($47,771)
456	FALCON RIDGE CHARTER SCHOOL	($2,703)
71	GARDEN VALLEY DISTRICT	($53,799)
192	GLENNS FERRY JOINT DISTRICT	($8,822)
233	HAGERMAN JOINT DISTRICT	($3,272)
305	HIGHLAND JOINT DISTRICT	($11,952)
341	LAPWAI DISTRICT	($4,299)
458	LIBERTY CHARTER	($3,173)
421	MCCALL-DONNELLY JT. SCHOOL DISTRICT	($92,246)
11	MEADOWS VALLEY DISTRICT	($21,402)
281	MOSCOW DISTRICT	($47,528)
193	MOUNTAIN HOME DISTRICT	($40,435)

244	MOUNTAIN VIEW SCHOOL DISTRICT	($41,182)
171	OROFINO JOINT DISTRICT	($19,011)
44	PLUMMER-WORLEY JOINT DISTRICT	($9,678)
475	SAGE INTERNATIONAL SCHOOL OF BOISE	($10,991)
291	SALMON DISTRICT	($9,527)
41	ST MARIES JOINT DISTRICT	($22,021)
262	VALLEY DISTRICT	($1,795)
463	VISION CHARTER SCHOOL	($22,062)

Of these twenty-two (22), only eight (8) districts have routes meeting the statutory requirements of a hardship bus run allowing the Board to grant a waiver. These include Garden Valley, Highland, Meadows Valley, Moscow, Mountain View, Orofino, St. Maries and Lapwai school districts. All eight (8) of these districts have applied for a waiver from the student transportation funding cap.

Garden Valley School District

Garden Valley School District submitted three school bus routes that met the required criteria. This represents 30% of the bus runs operated by the district. When added to the 103% funding cap, as provided by law, this would allow the Board to increase their funding cap to a maximum of 133%.

Highland School District

Highland School District submitted four school bus routes that met the required criteria. This represents 40% of the bus runs operated by the district. When added to the 103% funding cap, as provided by law, this would allow the Board to increase their funding cap to a maximum of 143%.

Meadows Valley School District

Meadows Valley School District submitted one school bus route that met the required criteria. This represents 25% of the bus runs operated by the district. When added to the 103% funding cap, as provided by law, this would allow the Board to increase their funding cap to a maximum of 128%.

Moscow School District

Moscow School District submitted four school bus routes that met the required criteria. This represents 12.5% of the bus runs operated by the district. When added to the 103% funding cap, as provided by law, this would allow the Board to increase their funding cap to a maximum of 115.5%.

Mountain View School District

Mountain View School District submitted three school bus routes that met the required criteria. This represents 13% of the bus runs operated by the district. When added to the 103% funding cap, as provided by law, this would allow the Board to increase their funding cap to a maximum of 116%.

Orofino School District

Orofino School District submitted two school bus routes that met the required criteria. This represents 13% of the bus runs operated by the district. When added to the 103% funding cap, as provided by law, this would allow the Board to increase their funding cap to a maximum of 116%.

St. Maries School District

St. Maries School District submitted two school bus routes that met the required criteria. This represents 9.5% of the bus runs operated by the district. When added to the 103% funding cap, as provided by law, this would allow the Board to increase their funding cap to a maximum of 112.5%.

Lapwai School District

Lapwai School District submitted two school bus routes that met the required criteria. This represents 36% of the bus runs operated by the district. When added to the 103% funding cap, as provided by law, this would allow the Board to increase their funding cap to a maximum of 139%.

ATTACHMENTS

Attachment 1 – Garden Valley Funding Cap Appeal Application Page 5
Attachment 2 – Highland School District Funding Cap Appeal Application Page 7
Attachment 3 – Meadows Valley Funding Cap Appeal Application Page 9
Attachment 4 – Moscow Funding Cap Appeal Application Page 11
Attachment 5 – Mountain View Funding Cap Appeal Application Page 13
Attachment 6 – Orofino Funding Cap Appeal Application Page 15
Attachment 7 – St. Maries Funding Cap Appeal Application Page 17
Attachment 8 – Lapwai Funding Cap Appeal Application Page 19
Attachment 9 – Pupil Transportation Funding Formula Page 21

BOARD ACTION

I move to approve the request by **Garden Valley School District** for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2016 of 133%, for a total of **$53,799** in additional funds from the public school appropriation.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the request by **Highland School District** for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2016 of 143%, for a total of **$11,952** in additional funds from the public school appropriation.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the request by **Meadows Valley School District** for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2016 of 128%, for a total of **$21,402** in additional funds from the public school appropriation.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the request by **Moscow School District** for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2016 of 115.5%, for a total of **$47,528** in additional funds from the public school appropriation.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the request by **Mountain View School District** for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2016 of 116%, for a total of **$41,182** in additional funds from the public school appropriation.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the request by **Orofino View School District** for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2016 of 116%, for a total of **$19,011** in additional funds from the public school appropriation.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the request by **St. Maries School District** for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2016 of 112.5%, for a total of **$22,021** in additional funds from the public school appropriation.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the request by **Lapwai School District** for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2016 of 139%, for a total of **$4,299** in additional funds from the public school appropriation.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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103% Funding Cap Appeal Application for Fiscal Year: 2015

District Name: Garden Valley Number: 71 Date: January 20, 2016

The school district identified above is subject to a pupil transportation funding cap in accordance to 33-1006, Idaho Code, and is appealing to the State Board of Education for relief from financial penalty due to a hardship bus run(s). To qualify, such bus run(s) shall meet at least two (2) of the following criteria:
(Please check all applicable boxes by using mouse key).

- [ ] Number of student riders per mile is less than 50% of the statewide average number of student riders per mile (see cell E5 on Funding Cap Model).
- [ ] Less than a majority of the miles on the hardship bus run(s) are by paved surface, concrete or asphalt, road
- [ ] Over 10% of the miles driven on the hardship bus run(s) are a 5% slope or greater

The district is requesting a funding rate increase of 30.00 % more than the 103% percentage rate limit, necessary to eliminate its funding cap penalty, in accordance to 33-1006, Idaho Code. The State Board of Education may set a new limit that is greater than 103%, but is less than the percentile limit requested by the school district. However, the percentage increase in the 103% cap shall not exceed the percentage of the district's bus runs that qualify as a hardship bus run.

Please provide detailed justification and rationale for this request and appeal. Report the total number of bus routes and detailed information on the routes that are potentially considered hardship bus runs. If necessary, attach supporting information and documentation. **Save document prior to submitting electronically. Submit to SDE by February 13, 2015.**

Loman and Southfork have hardship runs

Loman am Run meets the requirements for the funding cap appeal as checked above. This route averages 14 riders per 76 miles daily run which equals .18 riders per mile which is below the state requirement of 50%of the statewide average number of riders per mile (.85). Loman am run travels 76 miles a day, of which 11 miles has a slope of 5% or greater which equals 14% of the route which is greater than the state requirement of 10% of the miles. These conditions were previously verified by SDE officials.

Loman pm Run meets the requirements for the funding cap appeal as checked above. This route averages 18 riders per 77 miles daily run which equals .23 riders per mile which is below the state requirement of 50%of the statewide average number of riders per mile (.85). Loman pm run travels 77 miles a day, of which 11 miles has a slope of 5% or greater which equals 14% of the route which is greater than the state requirement of 10% of the miles. These conditions were previously verified by SDE officials.

Southfork PM Run meets the requirements for the funding cap appeal as checked above. This route averages 3 riders per 5 miles daily run which equals .60 riders per mile which is below the state requirement of 50%of the statewide average number of riders per mile (.85). Southfork pm run travels 5 miles a day, with 3.5 unpaved miles which equals .70%, which is more than the majority on unpaved surface. These conditions were previously verified by SDE officials.

We have 10 runs; therefore, these run represent 30% of our runs.

Superintendent Signature: _____ **Date:** 1/20/16

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The State Board of Education approved disapproved the district's appeal and request at its regularly scheduled meeting on _____ at a Funding Cap Rate of _____ % greater than the 103% percentage rate limit, necessary to eliminate the funding cap penalty.

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103% Funding Cap Appeal Application for Fiscal Year: 2015

District Name: Highland Jt. Number: 305 Date: January 20, 2016

The school district identified above is subject to a pupil transportation funding cap in accordance to 33-1006, Idaho Code, and is appealing to the State Board of Education for relief from financial penalty due to a hardship bus run(s). To qualify, such bus run(s) shall meet at least two (2) of the following criteria:
(Please check all applicable boxes by using mouse key).

- [ ] Number of student riders per mile is less than 50% of the statewide average number of student riders per mile (see cell E5 on Funding Cap Model).
- [ ] Less than a majority of the miles on the hardship bus run(s) are by paved surface, concrete or asphalt, road
- [ ] Over 10% of the miles driven on the hardship bus run(s) are a 5% slope or greater

The district is requesting a funding rate increase of 40.00 % more than the 103% percentage rate limit, necessary to eliminate its funding cap penalty, in accordance to 33-1006, Idaho Code. The State Board of Education may set a new limit that is greater than 103%, but is less than the percentile limit requested by the school district. However, the percentage increase in the 103% cap shall not exceed the percentage of the district's bus runs that qualify as a hardship bus run.

Please provide detailed justification and rationale for this request and appeal. Report the total number of bus routes and detailed information on the routes that are potentially considered hardship bus runs. If necessary, attach supporting information and documentation. **Save document prior to submitting electronically. Submit to SDE by February 29, 2016.**

Route 3 and 5, hardship routes.

Route 3/AM meets the requirements for the funding cap appeal as checked above. This run averages 18 riders per 38 miles daily run which equals .47 riders per mile which is below the state requirement of 50% of the statewide average number of riders per mile (.85). Route 3 run travels 38 miles a day, of which 5 miles has a slope of 5% or greater which equals 13% of the run which is greater than the state requirement of 10% of the miles. These conditions were previously verified by SDE officials.

Route 3/PM meets the requirements for the funding cap appeal as checked above. This run averages 23 riders per 38 miles daily run which equals .61 riders per mile which is below the state requirement of 50% of the statewide average number of riders per mile (.85). Route 3 run travels 38 miles a day, of which 5 miles has a slope of 5% or greater which equals 13% of the run which is greater than the state requirement of 10% of the miles. These conditions were previously verified by SDE officials.

Route 5/ AM run meets the requirements for the funding cap appeal as checked above. This run averages 5 riders per 55 miles daily run which equals .09 riders per mile which is below the state requirement of 50% of the statewide average number of riders per mile (.85). Route 5/AM run travels 55 miles of road, with 47 unpaved miles which equals .85%, which is more than the majority on unpaved surface.

Route 5/ PM run meets the requirements for the funding cap appeal as checked above. This run averages 5 riders per 55 miles daily run which equals .09 riders per mile which is below the state requirement of 50% of the statewide average number of riders per mile (.85). Route 5/PM run travels 55 miles of road, with 47 unpaved miles which equals .85%, which is more than the majority on unpaved surface.

We have 10 runs; therefore, these runs represent 40% .

Superintendent Signature: Brad Baumberger **Date:** 1-26-16

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The State Board of Education approved disapproved the district's appeal and request at its regularly scheduled meeting on [ ] at a Funding Cap Rate of [ ] % greater than the 103% percentage rate limit, necessary to eliminate the funding cap penalty.

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103% Funding Cap Appeal Application for Fiscal Year: **2015**

District Name: **Meadows Valley** Number: **11** Date: **January 20, 2016**

The school district identified above is subject to a pupil transportation funding cap in accordance to 33-1006, Idaho Code, and is appealing to the State Board of Education for relief from financial penalty due to a hardship bus run(s). To qualify, such bus run(s) shall meet at least two (2) of the following criteria:
(Please check all applicable boxes by using mouse key).

- [x] Number of student riders per mile is less than 50% of the statewide average number of student riders per mile (see cell E5 on Funding Cap Model).
- [x] Less than a majority of the miles on the hardship bus run(s) are by paved surface, concrete or asphalt, road
- [ ] Over 10% of the miles driven on the hardship bus run(s) are a 5% slope or greater

The district is requesting a funding rate increase of **25.00** % more than the 103% percentage rate limit, necessary to eliminate its funding cap penalty, in accordance to 33-1006, Idaho Code. The State Board of Education may set a new limit that is greater than 103%, but is less than the percentile limit requested by the school district. However, the percentage increase in the 103% cap shall not exceed the percentage of the district's bus runs that qualify as a hardship bus run.

Please provide detailed justification and rationale for this request and appeal. Report the total number of bus routes and detailed information on the routes that are potentially considered hardship bus runs. If necessary, attach supporting information and documentation. **Save document prior to submitting electronically. Submit to SDE by February 13, 2015.**

Route 2-2 PM, meet the hardship criteria

Route 2-2 PM run meets the requirements for the funding cap appeal as checked above. This run averages 11 riders per 19 miles daily run which equals .58 riders per mile which is below the state requirement of 50% of the statewide average number of riders per mile (.85).

Route 2-2 PM run travels 19 miles of road, with 10 unpaved miles which equals .53%, which is more than the majority on unpaved surface.

We have 4 runs; therefore, these run represent 25%.

Superintendent Signature: Michael Howard **Date:** Jan 26, 2016

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103% Funding Cap Appeal Application for Fiscal Year: 2015

District Name: Moscow Number: 281 Date: January 20, 2016

The school district identified above is subject to a pupil transportation funding cap in accordance to 33-1006, Idaho Code, and is appealing to the State Board of Education for relief from financial penalty due to a hardship bus run(s). To qualify, such bus run(s) shall meet at least two (2) of the following criteria:
(Please check all applicable boxes by using mouse key).

- [ ] Number of student riders per mile is less than 50% of the statewide average number of student riders per mile (see cell E5 on Funding Cap Model).
- [ ] Less than a majority of the miles on the hardship bus run(s) are by paved surface, concrete or asphalt, road
- [ ] Over 10% of the miles driven on the hardship bus run(s) are a 5% slope or greater

The district is requesting a funding rate increase of 12.50 % more than the 103% percentage rate limit, necessary to eliminate its funding cap penalty, in accordance to 33-1006, Idaho Code. The State Board of Education may set a new limit that is greater than 103%, but is less than the percentile limit requested by the school district. However, the percentage increase in the 103% cap shall not exceed the percentage of the district's bus runs that qualify as a hardship bus run.

Please provide detailed justification and rationale for this request and appeal. Report the total number of bus routes and detailed information on the routes that are potentially considered hardship bus runs. If necessary, attach supporting information and documentation. Save document prior to submitting electronically. Submit to SDE by February 29, 2016.

Moscow Verbiage for Cap waiver: 101, 102 and 110 have hardship runs: These conditions were verified by SDE officials.

Route 101 am run meets the requirements for the funding cap appeal as checked above. This run averages 20 riders per 46 miles daily run which equals .43 riders per mile which is below the state requirement of 50% of the statewide average number of riders per mile (.85). Route 101 am run has 46 miles total with 16 miles at 5% slope or more, which equals 358% of the route which is greater than the state requirement of 10% of the miles.

Route 101 pm run meets the requirements for the funding cap appeal as checked above. This run averages 28 riders per 45 miles daily run which equals .62 riders per mile which is below the state requirement of 50% of the statewide average number of riders per mile (.85). Route 101 pm run has 45 miles total with 16 miles at 5% slope or more, which equals 35% of the route which is greater than the state requirement of 10% of the miles.

Route 102 am run meets the requirements for the funding cap appeal as checked above. This run averages 28 riders per 37 miles daily run which equals .76 riders per mile which is below the state requirement of 50% of the statewide average number of riders per mile (.85). Route 102 pm run has 37 miles total with 5.5 miles at 5% slope or more, which equals 15% of the route which is greater than the state requirement of 10% of the miles.

Route 110 am run meets the requirements for the funding cap appeal as checked above. This run has 30 miles of road with 16 unpaved which equals .53, which is more than the majority on unpaved surface. Route 110 am run has 30 miles total with 7 miles at 5% slope or more, which equals 23% of the route which is greater than the state requirement of 10% of the miles.

We have 32 runs; therefore, these runs represent 12.5% of our routes.

Superintendent Signature: Gregory J Bailey **Date:** 1/29/2016

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The State Board of Education approved disapproved the district's appeal and request at its regularly scheduled meeting on _____ at a Funding Cap Rate of _____% greater than the 103% percentage rate limit, necessary to eliminate the funding cap penalty.

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103% Funding Cap Appeal Application for Fiscal Year: 2015

District Name: Mountain View Number: 244 Date: January 20, 2015

The school district identified above is subject to a pupil transportation funding cap in accordance to 33-1006, Idaho Code, and is appealing to the State Board of Education for relief from financial penalty due to a hardship bus run(s). To qualify, such bus run(s) shall meet at least two (2) of the following criteria:
(Please check all applicable boxes by using mouse key).

- [ ] Number of student riders per mile is less than 50% of the statewide average number of student riders per mile (see cell E5 on Funding Cap Model).
- [ ] Less than a majority of the miles on the hardship bus run(s) are by paved surface, concrete or asphalt, road
- [ ] Over 10% of the miles driven on the hardship bus run(s) are a 5% slope or greater

The district is requesting a funding rate increase of 13.00 % more than the 103% percentage rate limit, necessary to eliminate its funding cap penalty, in accordance to 33-1006, Idaho Code. The State Board of Education may set a new limit that is greater than 103%, but is less than the percentile limit requested by the school district. However, the percentage increase in the 103% cap shall not exceed the percentage of the district's bus runs that qualify as a hardship bus run.

Please provide detailed justification and rationale for this request and appeal. Report the total number of bus routes and detailed information on the routes that are potentially considered hardship bus runs. If necessary, attach supporting information and documentation. **Save document prior to submitting electronically. Submit to SDE by February 29, 2016.**

Mountain View school district has a total of 10 routes that meet the hardship criteria, have included 3.(Kooskia routes)

Battle Ridge route meets the requirements for the funding cap appeal for all three criteria's. It averages 23 riders per 60.6 miles daily run which equals .38 riders per mile which is below the state requirement of 50% of the statewide average number of riders per mile (.85).It has 60.6 miles of road with 36.8 unpaved which equals .60, which is more than the majority on unpaved surface. It has 60.6 miles total with 10.6 miles at 5% slope, which equals 17% of the route which is greater than the state requirement of 10% of the miles.

Clearwater route meets the requirements for the funding cap appeal for two of the criteria's. It averages 21 riders per 70 miles daily run which equals .30 riders per mile which is below the state requirement of 50% of the statewide average number of riders per mile (.85). It has 70 miles total with 12 miles at 5% slope, which equals 17% of the route which is greater than the state requirement of 10% of the miles.

Lukes Gulch route meets the requirements for the funding cap appeal for two of the criteria's. It averages 19 riders per 47 miles daily run which equals .40 riders per mile which is below the state requirement of 50% of the statewide average number of riders per mile (.85). It has 47 miles total with 8.8 miles at 5% slope, which equals 18% of the route which is greater than the state requirement of 10% of the miles.

We have 23 routes, and these represent 13% of our routes.

Kent Stokes 1-22-16

Superintendent Signature: **Date:**

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103% Funding Cap Appeal Application for Fiscal Year: 2015

District Name: Orofino Number: 171 Date: January 20, 2016

The school district identified above is subject to a pupil transportation funding cap in accordance to 33-1006, Idaho Code, and is appealing to the State Board of Education for relief from financial penalty due to a hardship bus run(s). To qualify, such bus run(s) shall meet at least two (2) of the following criteria:
(Please check all applicable boxes by using mouse key).

- [ ] ☑ Number of student riders per mile is less than 50% of the statewide average number of student riders per mile (see cell E5 on Funding Cap Model).
- [ ] ☐ Less than a majority of the miles on the hardship bus run(s) are by paved surface, concrete or asphalt, road
- [ ] ☑ Over 10% of the miles driven on the hardship bus run(s) are a 5% slope or greater

The district is requesting a funding rate increase of 13.00 % more than the 103% percentage rate limit, necessary to eliminate its funding cap penalty, in accordance to 33-1006, Idaho Code. The State Board of Education may set a new limit that is greater than 103%, but is less than the percentile limit requested by the school district. However, the percentage increase in the 103% cap shall not exceed the percentage of the district's bus runs that qualify as a hardship bus run.

Please provide detailed justification and rationale for this request and appeal. Report the total number of bus routes and detailed information on the routes that are potentially considered hardship bus runs. If necessary, attach supporting information and documentation. **Save document prior to submitting electronically. Submit to SDE by February 29, 2016.**

Orofino Jt. school district has a total of 6 routes that meet the hardship criteria, have included two.

Orofino school district route 10 meets the requirements for the funding cap appeal as checked above. This route averages 23 riders per 95 miles daily run which equals .24 riders per mile which is below the state requirement of 50% of the statewide average number of riders per mile (.85). Route 10 has 95 miles total with 12 miles at 5% slope or more, which equals 12% of the route which is greater than the state requirement of 10% of the miles. These conditions were verified by SDE officials. This is a hardship route.

Orofino school district route 11 meets the requirements for the funding cap appeal as checked above. This route averages 54 riders per 86 miles daily run which equals .71 riders per mile which is below the state requirement of 50% of the statewide average number of riders per mile (.85). Route 11 has 76 miles total with 46 miles at 5% slope or more, which equals 60% of the route which is greater than the state requirement of 10% of the miles. These conditions were verified by SDE officials. This is a hardship route.

We have 15 routes; therefore, these routes represent 13% of our routes.

Superintendent Signature: Robert Vrin **Date:** 1-25-16

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103% Funding Cap Appeal Application for Fiscal Year: 2015

District Name: St. Maries Number: 41 Date: January 20, 2016

The school district identified above is subject to a pupil transportation funding cap in accordance to 33-1006, Idaho Code, and is appealing to the State Board of Education for relief from financial penalty due to a hardship bus run(s). To qualify, such bus run(s) shall meet at least two (2) of the following criteria:
(Please check all applicable boxes by using mouse key).

- [ ] Number of student riders per mile is less than 50% of the statewide average number of student riders per mile (see cell E5 on Funding Cap Model).
- [ ] Less than a majority of the miles on the hardship bus run(s) are by paved surface, concrete or asphalt, road
- [ ] Over 10% of the miles driven on the hardship bus run(s) are a 5% slope or greater

The district is requesting a funding rate increase of 9.50 % more than the 103% percentage rate limit, necessary to eliminate its funding cap penalty, in accordance to 33-1006, Idaho Code. The State Board of Education may set a new limit that is greater than 103%, but is less than the percentile limit requested by the school district. However, the percentage increase in the 103% cap shall not exceed the percentage of the district's bus runs that qualify as a hardship bus run.

Please provide detailed justification and rationale for this request and appeal. Report the total number of bus routes and detailed information on the routes that are potentially considered hardship bus runs. If necessary, attach supporting information and documentation. **Save document prior to submitting electronically. Submit to SDE by February 28, 2016.**

Route B meets the requirements for the funding cap appeal as checked above. This route averages 31 riders per 101 miles daily run which equals .31 riders per mile which is below the state requirement of 50%of the statewide average number of riders per mile (.85).

Route B has 101 miles of road with 66 unpaved which equals .65, which is more than the majority on unpaved surface.

Route B has 101 miles total with 23 miles at 5% slope, which equals 23% of the route which is greater than the state requirement of 10% of the miles. These conditions were previously verified by SDE officials.

Route C meets the requirements for the funding cap appeal as checked above. This route averages 21 riders per 35 miles daily run which equals .60 riders per mile which is below the state requirement of 50%of the statewide average number of riders per mile (.85).

Route B has 35 miles total with 14 miles at 5% slope, which equals 40% of the route which is greater than the state requirement of 10% of the miles. These conditions were previously verified by SDE officials.

Superintendent Signature: _____ **Date:** 1/21/2016

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Division of Student Transportation

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103% Funding Cap Appeal Application for Fiscal Year: 2015

District Name: Lapwai Number: 341 Date: January 21, 2016

The school district identified above is subject to a pupil transportation funding cap in accordance to 33-1006, Idaho Code, and is appealing to the State Board of Education for relief from financial penalty due to a hardship bus run(s). To qualify, such bus run(s) shall meet at least two (2) of the following criteria:
(Please check all applicable boxes by using mouse key).

- [ ] Number of student riders per mile is less than 50% of the statewide average number of student riders per mile (see cell E5 on Funding Cap Model).
- [ ] Less than a majority of the miles on the hardship bus run(s) are by paved surface, concrete or asphalt, road
- [x] Over 10% of the miles driven on the hardship bus run(s) are a 5% slope or greater

The district is requesting a funding rate increase of 36.00 % more than the 103% percentage rate limit, necessary to eliminate its funding cap penalty, in accordance to 33-1006, Idaho Code. The State Board of Education may set a new limit that is greater than 103%, but is less than the percentile limit requested by the school district. However, the percentage increase in the 103% cap shall not exceed the percentage of the district's bus runs that qualify as a hardship bus run.

Please provide detailed justification and rationale for this request and appeal. Report the total number of bus routes and detailed information on the routes that are potentially considered hardship bus runs. If necessary, attach supporting information and documentation. **Save document prior to submitting electronically. Submit to SDE by February 29, 2016.**

Lapwai school district has 2 routes that meet the hardship criteria.

Lenore route meets the requirements for the funding cap appeal for two of the criteria's. It averages 62 riders per 99 miles daily run which equals .62 riders per mile which is below the state requirement of 50% of the statewide average number of riders per mile (.85). It has 99 miles total with 12 miles at 5% slope, which equals 12% of the route which is greater than the state requirement of 10% of the miles.

Tom Beall route meets the requirements for the funding cap appeal for two of the criteria's. It averages 26 riders per 42 miles daily run which equals .62 riders per mile which is below the state requirement of 50% of the statewide average number of riders per mile (.85). It has 42 miles total with 34 miles at 5% slope, which equals 81% of the route which is greater than the state requirement of 10% of the miles.

We have 11 runs, and these represent 36% of our runs.

Superintendent Signature: David M. Stifer Date: 1-27-16

Shaded Area Below is for State Department of Education Use Only

The State Board of Education approved disapproved the district's appeal and request at its regularly scheduled meeting on _____ at a Funding Cap Rate of _____ % greater than the 103% percentage rate limit, necessary to eliminate the funding cap penalty.

Pupil Transportation Funding Formula Capped at Legislatively Mandated Percent of State Average Cost Per Mile and Cost Per Rider

Fiscal Year 2015 Data - Approved Costs Reimbursed in Fiscal Year 2016 (Tenth Capped Year)

Set percentage cap to apply to statewide average: 103% Riders per Mile

Revised: 4/20/2016 - 3rd draft

	Cost Per Mile	Cost Per Rider
Statewide Averages before cap	$3.71	$805
Statewide Averages after cap	$3.82	$829
Total Savings From Cap	$566,771	Capped Reimb.
Savings Following Appeals & State Board Action	$390,833	$75,156,665

Dist #	District Name	District Funding Capped - Reimbursement Reduced By:	Percent of Reimbursement Loss Subsequent to Cap Impact (See Columns X & Y)	Cost Per Mile as a % of State Average	Cost Per Rider as a % of State Average	District Above Both State Average Measures	Funding Cap Penalty Waived	% Hardship Bus Run Waived	Final Payment Amount	Reimbursement amount without hardship waiver	Difference
011	MEADOWS VALLEY DISTRICT	$21,402	46%	190%	369%	TRUE	TRUE	0.250	$52,845	$46,694	$6,151
041	ST MARIES JOINT DISTRICT	$22,021	5.5%	109%	231%	TRUE	TRUE	0.950	$542,473.00	$520,452.00	$22,021
071	GARDEN VALLEY DISTRICT	$53,799	37.4%	166%	346%	TRUE	TRUE	0.300	$170,632.00	$145,016.00	$25,616
171	OROFINO JOINT DISTRICT	$19,011	5.4%	109%	131%	TRUE	TRUE	0.130	$496,869.00	$477,858.00	$19,011
244	MOUNTAIN VIEW SCHOOL DISTRICT	$41,182	7.8%	112%	230%	TRUE	TRUE	0.130	$701,180.00	$659,998.00	$41,182
281	MOSCOW DISTRICT	$47,528	11.1%	139%	116%	TRUE	TRUE	0.125	$558,018.00	$512,312.00	$45,706
305	HIGHLAND JOINT DISTRICT	$11,952	8.0%	112%	396%	TRUE	TRUE	0.400	$205,829.00	$193,877.00	$11,952
341	LAPWAI DISTRICT	$4,299	3.7%	107%	219%	TRUE	TRUE	0.360	$151,942.00	$147,643.00	$4,299

D This column is for informational purposes only.

AA Percentage of hardship waiver received from district.

AP I calculated the amount before the waivers were applied.

AQ Difference between reimbursement amounts with and without waivers

For the most part, the amount in AQ is the same as in C meaning their waiver % was high enough to cover the total amount that was capped.
Garden Valley for example, asked for 30% waiver but they would have needed 63% to get total amount in colum c.
On the flip side, St Maries asked for 9.5% but only needed 6% so they just get back what they need but not more.
(Looking at either column Q or R)

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SUBJECT

Adoption of curricular materials and related instructional materials as recommended by the Curricular Materials Selection Committee (CMSC).

REFERENCE

June 2008	Board approved the current Mathematics Curricular Review.
August 2015	Board deferred the adoption of updated Mathematics curricular materials until such time as an additional review could be completed by the committee.

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-118, 333-118A, Idaho Code
Idaho State Board of Education Governing Policies & Procedures, Section V.B.8.
IDAPA 08.02.03.128 - Rules Governing Thoroughness

BACKGROUND/DISCUSSION

The Administrative Rules of the State Board of Education, IDAPA 08.02.03.128, describe the adoption process for curricular materials as an adoption cycle of six (6) years. Curricular materials are defined as "textbook and instructional media including software, audio/visual media and internet resources" (Idaho Code 33-118A.) Idaho is a multiple adoption state which means Idaho recommends multiple titles from multiple publishers in a specific content area. The CMSC is charged with the responsibility to screen, evaluate, and recommend curricular materials for adoption by the State Board of Education.

An additional review of the Mathematics curricular materials was completed as directed by the Board at the August 2015 Board meeting. The curricular materials review week was held March 7-9, 2016. Ninety-seven content area specialists assisted the eight selection committee members in the evaluation of the curricular materials.

IMPACT

The adoption process in Idaho provides for the continuous review and evaluation of new curricular materials. This process ensures that Idaho schools have quality products available to purchase at a guaranteed low price, and equal availability to all Idaho school districts. This process maintains local control in the choice of instruction materials by providing multiple lists of approved materials. The adoption process also provides, through a contract with each publisher, a contract price that is good for the length of the adoption cycle. This ensures quality for each school district and allows for the best materials at the lowest possible price for Idaho's schools.

ATTACHMENTS

Attachment 1 – 2016 Curricular Materials Recommendations Document Page 3

STAFF COMMENTS AND RECOMMENDATIONS

At the August 2015 Board meeting, concern was expressed by some Board members that, based on some of the reviewer comments, the review of the math materials appeared to have not been entirely based on their alignment to the state content standards. The Board requested the approval of the math curricular material be deferred until such time as an additional review can be completed by the committee.

The definitions of the rating (classification) for each recommendation may be found on page 4 of Attachment 1.

BOARD ACTION

I move to approve the adoption of the Mathematics curricular materials and related instructional materials as recommended by the Curricular Materials Selection Committee as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

2016
Curricular Materials Recommendations

Curricular Materials Adoption Process

Idaho State Department of Education

Sherri Ybarra,

State Superintendent of Public Instruction

Introduction

The State Curricular Materials Selection Committee is pleased to submit the following materials for your consideration for adoption in the state of Idaho. The 2016 Session called for reviewing curricular materials in the interim subject area of Mathematics.

Several of these materials have accompanying electronic instructional media. Others are deliverable via CD-ROM or the Online on the Internet.

The Curricular Materials Selection Committee considers their work an important contribution to the educational process in Idaho. This Committee reflects the diversity of Idaho's population both geographically and philosophically. Occasionally the approval of a certain material is not a unanimous decision by the Committee.

IDAHO

STATE DEPARTMENT OF EDUCATION
CURRICULAR MATERIALS ADOPTION PROCEDURES

The Curricular Materials adoption process has its basis in Idaho Code (33-118, 333-118A). It is further defined in the Administrative Rules of the State Board of Education (SBOE), IDAPA 08.02.03, subsection 128.

The Adoption Process in Idaho provides for the continuous review and evaluation of new curricular materials. This process ensures that Idaho schools have quality products available to purchase at a guaranteed low price, and equal availability to all Idaho school districts. This process maintains local control in the choice of instruction materials by providing multiple lists of approved materials. The adoption process also provides, through a contract with each publisher, a contract price that is good for the length of the adoption cycle. This ensures quality for each school district and allows for the best materials at the lowest possible price for Idaho's schools. It is recommended that districts choose materials from the list of vetted and approved materials. School districts are not required to choose materials from this list.

Idaho adopts materials in the areas of English Language Arts, Dictionary, Thesaurus, and Speech; Limited English Proficiency/English Language Development; Mathematics; Professional Technical Education: Agriculture and Natural Resources, Business and Marketing Education, Engineering and Technology, Family and Consumer Sciences, Health Professions, Individualized Occupational Training, and Skilled and Technical Sciences; Humanities: Interdisciplinary, World Languages, Art, Drama/Theatre, Dance, Music; Drivers Education; Healthy Life Styles: Health/Wellness, and Physical Education; Social Studies: History, Geography, and Government; Economics; Science; and Computer Applications (adopted annually).

Materials are adopted in Idaho on a six-year rotating schedule. Publishers have an additional one year following the main adoption year to submit new copyrights for a particular content area, allowing each of the content area submissions a total of two years. The intent of the adoption process is to generally approve all materials meeting the established criteria and to reject those items that are considered unsuitable for use in their designated subject area.

There are advantages to adopting curricular materials at the state level:

- Contract prices are adhered to for six years (five years for interim adopted materials), which saves money for the schools.

- Publishers are required to lower the price to Idaho if they lower it to any other state after the Idaho contract has been signed.
- Most textbook publishers maintain inventory at the state depository, Caxton Printers, Ltd. which reduces delivery time and shipping costs.
- Contracts help ensure adopted materials will be available for the life of the contract (6 years).
- Materials are screened for quality, organization, vocabulary and graphic presentation. Textbooks publishers must submit Manufacturing Standards and Specifications for Textbooks (MSST) standards compliance form for each title.
- Materials are screened for fair representation on such issues as environment and industry.
- Instructional materials are screened and thoroughly reviewed by subject area experts to ensure that essential elements are covered.
- Any materials reflecting adversely upon individuals or groups due to race, ethnicity, class, gender, or religion are not approved.
- Small school districts are guaranteed to get the same textbooks and complementary materials as larger school systems.

Curricular materials in Idaho are defined as textbooks and instructional media including software, audio/visual material and internet based instructional material (Idaho Code 33-118A). Idaho is a multiple adoption state and adopts a number of materials in a designated subject area from a variety of publishing companies. This is consistent with the belief that a variety of materials has value and usefulness to the schools.

The Curricular Materials Selection Committee, which is appointed by the State Board of Education (SBOE), has the responsibility of overseeing the adoption process for the state. The Executive Secretary of this Committee is an employee of the State Department of Education (SDE).

The membership on the Selection Committee is comprised of at least 10 members who may include:

- secondary administrator(s)
- elementary administrator(s)
- secondary teacher(s)
- elementary teacher(s)

- parent representative(s)
- district school board member(s)
- representative from private/parochial schools
- representative who is not a public school educator nor trustee
- representative(s) from the state's colleges of education
- representative from the Division of Professional-Technical Education
- content area coordinator(s) from the State Department of Education
- the Executive Secretary from the State Department of Education

All members are appointed by the SBOE for a five-year term with the exception of the SDE content coordinators and the representative from Professional-Technical Education who serve for one year. Current Committee members are listed in a separate document.

The Committee, assisted by specialists from throughout the state, meet for one week in June to review and correlate all materials to the Common Core State Standards and/or the Idaho Content Standards and specific course requirements. The Committee votes on the materials and those recommended are forwarded to the SBOE for official adoption for Idaho Schools. All meetings of the Committee are open to the public.

Following formal adoption, contracts are mailed to the publishing companies. After the return of signed contracts, the listing of newly adopted materials will be published in the State Department of Education website Adoption Guide found at: http://www.sde.idaho.gov/academic/curricular/materials.html.

A state curriculum library is maintained at Caxton as required by Idaho Code 118A. Adopted materials are housed in this library and available to the public. In addition, seven (7) Regional Centers maintain libraries of adopted materials that are available to the public as well as college students and local schools. The Regional Centers are located as follows:

N.L. Terteling Library
College of Idaho
Caldwell, Idaho

Albertson Library
Boise State University
Boise, Idaho

Instructional Materials Center
Idaho State University
Pocatello, Idaho

Curriculum Library
Lewis Clark State College
Lewiston, Idaho

David O. McKay Library
Brigham Young University-Idaho
Rexburg, Idaho

John Riley Library
Northwest Nazarene University
Nampa, Idaho

University of Idaho Library
University of Idaho
Moscow, Idaho

Complete addresses for the Regional Centers can be found at the Schools/Regional Centers link: http://www.sde.idaho.gov/academic/curricular/contact/Curricular-Materials-Regional-Centers.pdf.

The citizens of Idaho may request that the Committee reconsider any material under adoption. The *Textbook Adoption Process: Request for Reconsideration of Materials* form can be found at Schools/Request for Reconsideration of Materials Form: http://www.sde.idaho.gov/academic/curricular/materials/files/adoption-process/Adoption-Process-Reconsideration-of-Materials-Form.pdf.

The Committee considers all requests and maintains the rights to either recommend continued adoption or remove any materials from the adopted list.

IDAHO
Curricular Materials Selection Committee
Appointed by the State Board of Education
2016

COMMITTEE MEMBER	CONTACT INFORMATION
Executive Secretary, Idaho State Department of Education **Elizabeth Flasnick** Coordinator, Curricular Materials and Online Course Review Idaho State Department of Education PO Box 83720 Boise, ID 83720-0027	Phone: 208-332-6967 E-mail: eflasnick@sde.idaho.gov
Curriculum Consultant, Idaho State Department of Education (Ex-officio) **Diann Roberts** Coordinator, English Language Arts/Literacy Idaho State Department of Education PO Box 83720 Boise, ID 83720-0027	Phone: 208-332-6948 E-mail: droberts@sde.idaho.gov
Curriculum Consultant, Division of Professional Technical Education **Kristi Enger** State Division of Professional Technical Education PO Box 83720 Boise, ID 83720-0095	Phone: 208-334-3216 E-mail: kenger@pte.idaho.gov 5-Year Term Expires: May 31, 2019
Curriculum Consultant, Idaho State Department of Education (Ex-officio) **Nichole Hall** Coordinator, Mathematics Idaho State Department of Education PO Box 83720 Boise, ID 83720-0027	Phone: 208-332-6932 E-mail: nhall@sde.idaho.gov
Curriculum Consultant, Idaho State Department of Education (Ex-officio) **Rick Kennedy** Coordinator, Instructional Technology PO Box 83720 Boise, ID 83720-0027	Phone: 208-332-6852 E-mail: rkennedy@sde.idaho.gov
Curriculum Consultant, Idaho State Department of Education (Ex-officio) **Audra Urie** Coordinator, Driver Education PO Box 83720 Boise, ID 83720-0027	Phone: 208-332-6984 E-mail: aurie@sde.idaho.gov

Representative of the State's Institutions of Higher Education **Sarah Anderson** Boise State University	Phone: E-mail: 5-Year Term Expires: October 31, 2020
Representative of the State's Institutions of Higher Education **Lori Conlon Khan** Boise State University	Phone: E-mail: lori.conlonkhan@boiseschools.org 5-Year Term Expires: October 31, 2020
Idaho Public School Administrator **Dana Bradley** Cassia County School District 237 E. 19th St. Burley, ID 83318	Phone: 208-878-6627 E-mail: bradana@sd151.k12.id.us 5-Year Term Expires: June 30, 2016
Idaho Public School Elementary Classroom Teacher **Heidi Fry** Siena K8 Magnet School 2870 E. Rome Dr. Meridian, ID 83642	Phone: 208-350-4370 E-mail: fry.heide@meridianschools.org 5-Year Term Expires: May 31, 2019
Idaho Public School Elementary Classroom Teacher **Donna Wommack** Genesee Joint School District #282 330 W. Ash Ave. Genesee, ID 83832	Phone: 208-285-1161 E-mail: dwommack@sd282.org 5-Year Term Expires: May 31, 2019
Idaho Public School Elementary Classroom Teacher **Stacey Jensen** Edahow Elementary School 2020 Pocatello Creek Road Pocatello, ID 83201	Phone: 208-233-1844 E-mail: jensenst@d25.k12.id.us 5-Year Term Expires: June 30, 2021
Idaho Public School Elementary Classroom Teacher **Catherine Griffin** Heritage Community Charter Special Education Director 1803 E Ustick Rd. Caldwell, ID 83605	Phone: 208-453-8070 E-mail: cgriffin@heritagecommunitycharter.com 5-Year Term Expires: October 31, 2020
Idaho Public School Elementary Classroom Teacher **Tauna Johnson** Genesee Elementary School 330 W Ash Ave. Genesee, ID 83832	Phone: 208-285-1162 E-mail: tjohnson@sd282.org 5-Year Term Expires: October 31, 2020
Idaho Public School Elementary Classroom Teacher **Zoe Jorgensen** Idaho Falls School District Bush Elementary Magnet School	Phone: 208-525-7602 E-mail: jorgzoe@d91.k12.id.us 5-Year Term Expires: October 31, 2020
Idaho Public School Elementary Classroom Teacher **Sharon Tennent** Boise Independent School District Math Coach	Phone: E-mail: sharon.tennent@boiseschools.org 5-Year Term Expires: October 31, 2020
Idaho Public School Secondary Classroom Teacher **Lisa Olsen** Rocky Mountain Middle School	Phone: 208-525-4403

3443 N. Ammon Rd. Idaho Falls, ID 83401	E-mail: olsenl@d93.k12.id.us 5-Year Term Expires: May 31, 2019
Idaho Public School Secondary Classroom Teacher **Rebecca Parrill** Lewiston Independent School District No. 1 3317 12th Street Lewiston, ID 83501	Phone: 208-748-3000 E-mail: rparrill@lewistonschools.net 5-Year Term Expires: May 31, 2019
Idaho Public School Secondary Classroom Teacher **Kristie Scott** West Jefferson High School 1260 E. 1500 N Terreton, ID 83450	Phone: 208-663-4391 E-mail: scottk@wjsd.org 5-Year Term Expires: May 31, 2019
Idaho Public School Secondary Classroom Teacher **Chris Wadley** Whitepine Joint School District Deary Jr/Sr High School 502 First Ave. , PO Box 9 Deary, ID 83823	Phone: 208-877-1151 E-mail: cwadley@sd288.k12.id.us 5-Year Term Expires: May 31, 2019
Idaho Public School Secondary Classroom Teacher **Melyssa Ferro** Caldwell School District Syringa Middle School 1100 Willow St. Caldwell, ID 83605	Phone: 208-455-3305 E-mail: Mferro@caldwellschools.org 5-Year Term Expires: October 31, 2020
Representative **Darlene Matson Dyer** PO Box 1981 Hailey, ID 83333	Phone: 208-788-4318 E-mail: ddyer331@gmail.com 5-Year Term Expires: June 30, 2021
Representative **Laree Jansen** 3669 North 3200 East Kimberly, ID 83341-5344	Phone: 208-733-1168 E-mail: lareej@cableone.net 5-Year Term Expires: June 30, 2021

2016 Curricular Materials and Online Resources Recommendations

Curricular Materials Recommendations - Interim Year Adoption

It was moved by Laree Jansen, seconded by Stacey Jensen, and carried that the curricular materials listed and marked as approved in the Subject Area Review Books for the *Interim Year Adoption* of Mathematics materials and their accompanying ancillary materials, notes, and where indicated, instructional software, be recommended by the Idaho State Curricular Materials Selection Committee to the Idaho State Board of Education for adoption and use in the public schools of Idaho in accordance with the policies and regulations of the Idaho State Board of Education.

Adjournment

Motion for adjournment was made by Laree Jansen, seconded by a Unanimous Vote, and carried to adjourn the meeting on March 9, 2016.

Respectfully submitted,

Elizabeth Flasnick
Executive Secretary

2016 Curricular Materials Selection Committee Recommendations

K-12 Mathematics

Classifications of Curricular Materials:

Core Mathematics Program- a complete stand-alone program which meets the focus, coherence and rigor of the Idaho Core Mathematics Standards, with minimal or no need for supplemental materials. Substantial evidence clearly supports the designation of this program as Core.

Other Mathematics Program- a program that substantially, but partially, meets the focus, coherence and rigor of the Idaho Core Mathematics Standards, with some need for supplemental materials. Substantial evidence clearly supports the designation of this program as Other.

Component Mathematics Program- a program designed and intended to be used with another program. This program supports and/or enhances the focus, coherence and rigor of Core and Other Programs. Substantial evidence clearly supports the designation of this program as Component.

Intervention Program- a program designed and intended to target and support students' specific needs. Substantial evidence clearly supports the designation of this program as Intervention.

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Big Ideas Learning	**Big Ideas Math Green: A Common Core Curriculum**	**Ron Larson & Laurie Boswell**	**2014**	**6**	**978-1-60840-449-0**	**Core**
	Notes: • Lots of resources for students, teacher, and parents • Laurie's notes are a great resource for teachers • Progression is great across all grades • Different paths for regular and accelerated					
	Key Features: What You Learned Before Essential Questions What Is Your Answer? Meaning of the Word Key Vocabulary Key Ideas Now You're Ready On Your Own Check It Out Vocabulary and Concept Check Practice and Problem Solving Error Analysis Taking Math Deeper Fair Game Review Study Help – Graphic Organizers Cartoons Standards Assessment Laurie's Notes in the Teaching Edition					
	Big Ideas Math Green: A Common Core Curriculum Teaching Edition	Ron Larson & Laurie Boswell	2014	6	978-1-60840-456-8	
	Big Ideas Math Green Record and Practice Journal	Ron Larson & Laurie Boswell	2014	6	978-1-60840-460-5	
	Big Ideas Math Green Dynamic Student Resources Online (6 years)	Ron Larson & Laurie Boswell	2014	6	978-1-60840-495-7	
	Big Ideas Math Green Student Print Package (6 years): Student Edition & Record and Practice Journal	Ron Larson & Laurie Boswell	2014	6	978-0-54458-357-3	
	Big Ideas Math Green Enhanced Student Resources Package (6 years): Student Edition and online student license	Ron Larson & Laurie Boswell	2014	6	978-0-54458-360-3	
	Big Ideas Math Green Student Resource Package (6 years): Record and Practice Journal and online student license	Ron Larson & Laurie Boswell	2014	6	978-0-54458-375-7	
	Big Ideas Math Green Premium Student Resources Package (6 years): Student Edition, Record and Practice Journal, and online student license	Ron Larson & Laurie Boswell	2014	6	978-0-54458-370-2	
	Big Ideas Math Green Assessment Book	Ron Larson & Laurie Boswell	2014	6	978-1-60840-470-4	

	Big Ideas Math Green Resources by Chapter Book	Ron Larson & Laurie Boswell	2014	6	978-1-60840-474-2	
	Big Ideas Math Skills Review and Basic Skills Handbook	Ron Larson & Laurie Boswell	2011	6-8	978-1-60840-155-0	
	Big Ideas Math Dynamic Assessment Resources DVD	Ron Larson & Laurie Boswell	2014	6-8	978-1-60840-478-0	
	Big Ideas Math Dynamic Teaching Resources DVD	Ron Larson & Laurie Boswell	2014	6-8	978-1-60840-479-7	
	Big Ideas Math Green Dynamic Student Edition DVD	Ron Larson & Laurie Boswell	2014	6	978-1-60840-480-3	
	Big Ideas Math Green Dynamic Teaching Resources Online (6 year)	Ron Larson & Laurie Boswell	2014	6	978-1-60840-500-8	
	Big Ideas Math Green Teacher Resource Package (6 years): Teaching Edition, Assessment Book, Resources by Chapter, Record and Practice Journal, Skills Review and Basic Skills Handbook, and online teaching license	Ron Larson & Laurie Boswell	2014	6	978-1-68033-272-8	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Big Ideas Learning	**Big Ideas Math Red: A Common Core Curriculum**	**Ron Larson & Laurie Boswell**	**2014**	**7**	**978-1-60840-450-6**	**Core**
	Notes: • Lots of resources for students, teacher, and parents • Laurie's notes are a great resource for teachers • Progression is great across all grades • Different paths for regular and accelerated					
	Key Features: What You Learned Before Essential Questions What Is Your Answer? Meaning of the Word Key Vocabulary Key Ideas Now You're Ready On Your Own Check It Out Vocabulary and Concept Check Practice and Problem Solving Error Analysis Taking Math Deeper Fair Game Review Study Help – Graphic Organizers Cartoons Standards Assessment Laurie's Notes in the Teaching Edition					
	Big Ideas Math Red: A Common Core Curriculum Teaching Edition	Ron Larson & Laurie Boswell	2014	7	978-1-60840-457-5	
	Big Ideas Math Red Record and Practice Journal	Ron Larson & Laurie Boswell	2014	7	978-1-60840-461-2	
	Big Ideas Math Red Dynamic Student Resources Online (6 years)	Ron Larson & Laurie Boswell	2014	7	978-1-60840-496-4	
	Big Ideas Math Red Student Print Package (6 years): Student Edition & Record and Practice Journal	Ron Larson & Laurie Boswell	2014	7	978-0-54458-382-5	

	Big Ideas Math Red Enhanced Student Resources Package (6 years): Student Edition and online student license	Ron Larson & Laurie Boswell	2014	7	978-0-54458-385-6	
	Big Ideas Math Red Student Resource Package (6 years): Record and Practice Journal and online student license	Ron Larson & Laurie Boswell	2014	7	978-0-54458-394-8	
	Big Ideas Math Red Premium Student Resources Package (6 years): Student Edition, Record and Practice Journal, and online student license	Ron Larson & Laurie Boswell	2014	7	978-0-54458-388-7	
	Big Ideas Math Red Assessment Book	Ron Larson & Laurie Boswell	2014	7	978-1-60840-533-6	
	Big Ideas Math Red Resource by Chapter Book	Ron Larson & Laurie Boswell	2014	7	978-1-60840-475-9	
	Big Ideas Math Skills Review and Basic Skills Handbook	Ron Larson & Laurie Boswell	2011	6-8	978-1-60840-155-0	
	Big Ideas Math Dynamic Assessment Resources DVD	Ron Larson & Laurie Boswell	2014	6-8	978-1-60840-478-0	
	Big Ideas Math Dynamic Teaching Resources DVD	Ron Larson & Laurie Boswell	2014	6-8	978-1-60840-479-7	
	Big Ideas Math Red Dynamic Student Edition DVD	Ron Larson & Laurie Boswell	2014	7	978-1-60840-481-0	
	Big Ideas Math Red Dynamic Teaching Resources Online (6 years)	Ron Larson & Laurie Boswell	2014	7	978-1-60840-501-5	
	Big Ideas Math Red Teacher Resource Package (6 years): Teaching Edition, Assessment Book, Resources by Chapter, Record and Practice Journal, Skills Review and Basic Skills Handbook, and online teaching license	Ron Larson & Laurie Boswell	2014	7	978-1-68033-274-2	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Big Ideas Learning	**Big Ideas Math Blue: A Common Core Curriculum**	**Ron Larson & Laurie Boswell**	**2014**	**8**	**978-1-60840-451-3**	**Core**
	Notes: Strengths: This book is much “smaller” in comparison to many other text books. This is due to the coherence to the CCSS with basic review instead of comprehensive review of previous grades. The teacher’s edition is an invaluable resource that gives multiple lesson strategies, presentations of learning, and motivational strategies. The curriculum is CCSS aligned with strict obedience to the mathematical practices and grade level vocabulary. Hardback student text will hold up better than other books.					
	Key Features: What You Learned Before Essential Questions What Is Your Answer? Meaning of the Word Key Vocabulary Key Ideas Now You’re Ready On Your Own Check It Out Vocabulary and Concept Check Practice and Problem Solving Error Analysis Taking Math Deeper Fair Game Review					

	Study Help – Graphic Organizers Cartoons Standards Assessment Laurie's Notes in the Teaching Edition					
	Big Ideas Math Blue: A Common Core Curriculum Teaching Edition	Ron Larson & Laurie Boswell	2014	8	978-1-60840-458-2	
	Big Ideas Math Blue Record and Practice Journal	Ron Larson & Laurie Boswell	2014	8	978-1-60840-463-6	
	Big Ideas Math Blue Dynamic Student Resources Online (6 years)	Ron Larson & Laurie Boswell	2014	8	978-1-60840-498-8	
	Big Ideas Math Blue Student Print Package (6 years): Student Edition & Record and Practice Journal	Ron Larson & Laurie Boswell	2014	8	978-0-54458-401-3	
	Big Ideas Math Blue Enhanced Student Resources Package (6 years): Student Edition and online student license	Ron Larson & Laurie Boswell	2014	8	978-0-54458-431-0	
	Big Ideas Math Blue Student Resource Package (6 years): Record and Practice Journal and online student license	Ron Larson & Laurie Boswell	2014	8	978-0-54458-439-6	
	Big Ideas Math Blue Premium Student Resources Package (6 years): Student Edition, Record and Practice Journal, and online student license	Ron Larson & Laurie Boswell	2014	8	978-0-54458-434-1	
	Big Ideas Math Blue Assessment Book	Ron Larson & Laurie Boswell	2014	8	978-1-60840-472-8	
	Big Ideas Math Blue Resources by Chapter Book	Ron Larson & Laurie Boswell	2014	8	978-1-60840-476-6	
	Big Ideas Math Skills Review and Basic Skills Handbook	Ron Larson & Laurie Boswell	2011	6-8	978-1-60840-155-0	
	Big Ideas Math Dynamic Assessment Resources DVD	Ron Larson & Laurie Boswell	2014	6-8	978-1-60840-478-0	
	Big Ideas Math Dynamic Teaching Resources DVD	Ron Larson & Laurie Boswell	2014	6-8	978-1-60840-479-7	
	Big Ideas Math Blue Dynamic Student Edition DVD	Ron Larson & Laurie Boswell	2014	8	978-1-60840-483-4	
	Big Ideas Math Blue Dynamic Teaching Resources Online (6 years)	Ron Larson & Laurie Boswell	2014	8	978-1-60840-503-9	
	Big Ideas Math Blue Teacher Resource Package (6 years): Teaching Edition, Assessment Book, Resources by Chapter, Record and Practice Journal, Skills Review and Basic Skills Handbook, and online teaching license	Ron Larson & Laurie Boswell	2014	8	978-1-68033-276-6	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Big Ideas Learning	**Big Ideas Math Red Accelerated: A Common Core Curriculum**	**Ron Larson & Laurie Boswell**	**2014**	**7**	**978-1-60840-505-3**	**Core**
	Notes: Strengths: • Lots of resources for students, teacher, and parents • Laurie's notes are a great resource for teachers • Progression is great across all grades • Different paths for regular and accelerated Weaknesses:					

- ELL suggestions don't include writing prompts or realia.
- Laurie's notes there are times where one specific method is said to be the only way to solve a problem (pg. T-100) when in fact, mathematically there are multiple ways one can arrive at the correct answer.

Key Features:
What You Learned Before
Essential Questions
What Is Your Answer
Meaning of the Word
Key Vocabulary
Key Ideas
Now You're Ready
On Your Own
Check It Out
Vocabulary and Concept Check
Practice and Problem Solving
Error Analysis
Taking Math Deeper
Fair Game Review
Study Help – Graphic Organizers
Cartoons
Standards Assessment
Laurie's Notes in the Teaching Edition

Big Ideas Math Red Accelerated: A Common Core Curriculum Teaching Edition	Ron Larson & Laurie Boswell	2014	7	978-1-60840-525-1
Big Ideas Math Red: A Common Core Curriculum Teaching Edition	Ron Larson & Laurie Boswell	2014	7	978-1-60840-457-5
Big Ideas Math Red/Red Accelerated Teaching Edition Bundle	Ron Larson & Laurie Boswell	2014	7	978-0-54421-474-3
Big Ideas Math Red Accelerated Record and Practice Journal	Ron Larson & Laurie Boswell	2014	7	978-1-60840-462-9
Big Ideas Math Red Accelerated Dynamic Student Resources Online (6 years)	Ron Larson & Laurie Boswell	2014	7	978-1-60840-497-1
Big Ideas Math Red Accelerated Student Print Package (6 years): Student Edition & Record and Practice Journal	Ron Larson & Laurie Boswell	2014	7	978-0-54458-502-7
Big Ideas Math Red Accelerated Enhanced Student Resources Package (6 years): Student Edition and online student license	Ron Larson & Laurie Boswell	2014	7	978-0-54458-546-1
Big Ideas Math Red Accelerated Student Resource Package (6 years): Record and Practice Journal and online student license	Ron Larson & Laurie Boswell	2014	7	978-0-54458-554-6
Big Ideas Math Red Accelerated Premium Student Resources Package (6 years): Student Edition, Record and Practice Journal, and online student license	Ron Larson & Laurie Boswell	2014	7	978-0-54458-549-2
Big Ideas Math Red Accelerated Resources by Chapter and Assessment Book	Ron Larson & Laurie Boswell	2014	7	978-1-60840-534-3
Big Ideas Math Red Assessment Book/ Red Resources by Chapter/Red Accelerated Resources by Chapter and Assessment Book Bundle	Ron Larson & Laurie Boswell	2014	7	978-0-54421-394-4

	Big Ideas Math Skills Review and Basic Skills Handbook	Ron Larson & Laurie Boswell	2011	6-8	978-1-60840-155-0	
	Big Ideas Math Dynamic Assessment Resources DVD	Ron Larson & Laurie Boswell	2014	6-8	978-1-60840-478-0	
	Big Ideas Math Dynamic Teaching Resources DVD	Ron Larson & Laurie Boswell	2014	6-8	978-1-60840-479-7	
	Big Ideas Math Red Accelerated Dynamic Student Edition DVD	Ron Larson & Laurie Boswell	2014	7	978-1-60840-482-7	
	Big Ideas Math Red Accelerated Dynamic Teaching Resources Online (6 years)	Ron Larson & Laurie Boswell	2014	7	978-1-60840-502-2	
	Big Ideas Math Red Accelerated Teacher Resource Package (6 years): Red/Red Accelerated Teaching Editions, Red Assessment Book, Red Resources by Chapter, Red Accelerated Resource by Chapter and Assessment Book, Red/Red Accelerated Record and Practice Journals, Skills Review and Basic Skills Handbook, and online teaching license	Ron Larson & Laurie Boswell	2014	7	978-1-68033-278-0	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Big Ideas Learning	**Big Ideas Math Algebra 1: A Common Core Curriculum**	**Ron Larson & Laurie Boswell**	**2014**	**8**	**978-1-60840-452-0**	**Core**

Notes:

Strengths:

- This book is “smaller” in comparison to other math text books. This is due to the coherence to the CCSS with basic review instead of comprehensive review throughout the text.
- Many resources to help support the teacher and also the students learning at different ability levels.
- Hardback text which would hold up to multiple year use.
- The curriculum is CCSS aligned with strict adherence to the mathematical practices and grade level vocabulary.
- This book follows the accelerated Traditional Pathway found in Appendix A of the Mathematics CCSS. The standards covered in this book align directly with the Overview of the Accelerated Traditional Pathway for the CCSS found on pages 82-91 of Appendix A. Every standard is covered.

Weaknesses:

- The visual design is a little elementary. Otherwise, a very well designed textbook.

Key Features:

What You Learned Before
Essential Questions
What Is Your Answer?
Meaning of the Word
Key Vocabulary
Key Ideas
Now You’re Ready
On Your Own
Check It Out
Vocabulary and Concept Check
Practice and Problem Solving
Error Analysis
Taking Math Deeper

	Fair Game Review Study Help – Graphic Organizers Cartoons Standards Assessment Laurie's Notes in the Teaching Edition					
	Big Ideas Math Algebra 1: A Common Core Curriculum Teaching Edition	Ron Larson & Laurie Boswell	2014	8	978-1-60840-459-9	
	Big Ideas Math Algebra 1 Record and Practice Journal	Ron Larson & Laurie Boswell	2014	8	978-1-60840-464-3	
	Big Ideas Math Algebra 1 Dynamic Student Resources Online (6 years)	Ron Larson & Laurie Boswell	2014	8	978-1-60840-499-5	
	Big Ideas Math Algebra 1 Student Print Package (6 years): Student Edition & Record and Practice Journal	Ron Larson & Laurie Boswell	2014	8	978-0-54458-446-4	
	Big Ideas Math Algebra 1 Enhanced Student Resources Package (6 years): Student Edition and online student license	Ron Larson & Laurie Boswell	2014	8	978-0-54458-449-5	
	Big Ideas Math Algebra 1 Student Resource Package (6 years): Record and Practice Journal and online student license	Ron Larson & Laurie Boswell	2014	8	978-0-54458-457-0	
	Big Ideas Math Algebra 1 Premium Student Resources Package (6 years): Student Edition, Record and Practice Journal, and online student license	Ron Larson & Laurie Boswell	2014	8	978-0-54458-452-5	
	Big Ideas Math Algebra 1 Assessment Book	Ron Larson & Laurie Boswell	2014	8	978-1-60840-473-5	
	Big Ideas Math Algebra 1 Resources by Chapter Book	Ron Larson & Laurie Boswell	2014	8	978-1-60840-477-3	
	Big Ideas Math Skills Review and Basic Skills Handbook	Ron Larson & Laurie Boswell	2011	6-8	978-1-60840-155-0	
	Big Ideas Math Dynamic Assessment Resources DVD	Ron Larson & Laurie Boswell	2014	6-8	978-1-60840-478-0	
	Big Ideas Math Dynamic Teaching Resources DVD	Ron Larson & Laurie Boswell	2014	6-8	978-1-60840-479-7	
	Big Ideas Math Algebra 1 Dynamic Student Edition DVD	Ron Larson & Laurie Boswell	2014	8	978-1-60840-484-1	
	Big Ideas Math Algebra 1 Dynamic Teaching Resources Online (6 years)	Ron Larson & Laurie Boswell	2014	8	978-1-60840-504-6	
	Big Ideas Math Algebra 1 Teacher Resource Package (6 years): Teaching Edition, Assessment Book, Resources by Chapter, Record and Practice Journal, Skills Review and Basic Skills Handbook, and online teaching license	Ron Larson & Laurie Boswell	2014	8	978-1-68033-284-1	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Big Ideas Learning	**Big Ideas Math Advanced 1: A Common Core Curriculum**	**Ron Larson & Laurie Boswell**	**2014**	**6**	**978-1-60840-526-8**	**Core**
	Notes: • Lots of resources for students, teacher, and parents • Laurie's notes are a great resource for teachers • Progression is great across all grades					

	• Different paths for regular and accelerated					
	Key Features: What You Learned Before Essential Questions What Is Your Answer? Meaning of the Word Key Vocabulary Key Ideas Now You're Ready On Your Own Check It Out Vocabulary and Concept Check Practice and Problem Solving Error Analysis Taking Math Deeper Fair Game Review Study Help – Graphic Organizers Cartoons Standards Assessment Laurie's Notes in the Teaching Edition					
	Big Ideas Math Advanced 1: A Common Core Curriculum Teaching Edition	Ron Larson & Laurie Boswell	2014	6	978-1-60840-579-4	
	Big Ideas Math Green: A Common Core Curriculum Teaching Edition	Ron Larson & Laurie Boswell	2014	6	978-1-60840-456-8	
	Big Ideas Math Green/Advanced 1 Teaching Edition Bundle	Ron Larson & Laurie Boswell	2014	6	978-0-54421-841-3	
	Big Ideas Math Advanced 1 Record and Practice Journal	Ron Larson & Laurie Boswell	2014	6	978-1-60840-528-2	
	Big Ideas Math Advanced 1 Dynamic Student Resources Online (6 years)	Ron Larson & Laurie Boswell	2014	6	978-1-60840-542-8	
	Big Ideas Math Advanced 1 Student Print Package (6 years): Student Edition & Record and Practice Journal	Ron Larson & Laurie Boswell	2014	6	978-0-54458-465-5	
	Big Ideas Math Advanced 1 Enhanced Student Resources Package (6 years): Student Edition and online student license	Ron Larson & Laurie Boswell	2014	6	978-0-54458-468-6	
	Big Ideas Math Advanced 1 Student Resource Package (6 years): Record and Practice Journal and online student license	Ron Larson & Laurie Boswell	2014	6	978-0-54458-477-8	
	Big Ideas Math Advanced 1 Premium Student Resources Package (6 years): Student Edition, Record and Practice Journal, and online student license	Ron Larson & Laurie Boswell	2014	6	978-0-54458-471-6	
	Big Ideas Math Advanced 1 Resources by Chapter and Assessment Book	Ron Larson & Laurie Boswell	2014	6	978-1-60840-577-0	
	Big Ideas Math Green Assessment Book/ Green Resources by Chapter/Advanced 1 Resources by Chapter and Assessment Book Bundle	Ron Larson & Laurie Boswell	2014	6	978-0-54421-839-0	
	Big Ideas Math Skills Review and Basic Skills Handbook	Ron Larson & Laurie Boswell	2011	6-8	978-1-60840-155-0	
	Big Ideas Math Dynamic Assessment Resources DVD	Ron Larson & Laurie Boswell	2014	6-8	978-1-60840-478-0	

	Big Ideas Math Dynamic Teaching Resources DVD	Ron Larson & Laurie Boswell	2014	6-8	978-1-60840-479-7	
	Big Ideas Math Advanced 1 Dynamic Student Edition DVD	Ron Larson & Laurie Boswell	2014	6	978-1-60840-535-0	
	Big Ideas Math Advanced 1 Dynamic Teaching Resources Online (6 years)	Ron Larson & Laurie Boswell	2014	6	978-1-60840-581-7	
	Big Ideas Math Advanced 1 Teacher Resource Package (6 years): Green/Advanced 1 Teaching Editions, Green Assessment Book, Green Resources by Chapter, Advanced 1 Resource by Chapter and Assessment Book, Green/Advanced 1 Record and Practice Journals, Skills Review and Basic Skills Handbook, and online teaching license	Ron Larson & Laurie Boswell	2014	6	978-1-68033-280-3	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Big Ideas Learning	**Big Ideas Math Advanced 2: A Common Core Curriculum**	**Ron Larson & Laurie Boswell**	**2014**	**7**	**978-1-60840-527-5**	**Core**
	Notes: Overall the material aims to meet the needs of all learners. There are many attempts at building conceptual understanding that work and some that ultimately end up being procedural in nature. There are plenty of support materials and suggestions for teachers. The student's Record and Practice Journal is a great tool for recording work on the group/partner activities utilized throughout the materials. There are a variety of assessment materials to choose from and including alternative assessments. Each of the assessment items includes either an item analysis or a scoring rubric (alternative assessment only). There are plenty of online resources for students to access and a Skills Review and Basic Skills Handbook. This does not however, indicate grade level or content standard aligned to the skills. The pacing allows adequate time for students to work through the concepts including many group and partner tasks. Visually, the book is busy and seems jam-packed. Teachers will need to be selective in what they choose to ask students to work on. Teachers will need to push students to higher levels of instruction on mathematical practice standards. This is an area of weakness of this text. The standards are present and addressed, but are not pushing students to think critically or apply their own strategies and models to solve.					
	Key Features: What You Learned Before Essential Questions What Is Your Answer? Meaning of the Word Key Vocabulary Key Ideas Now You're Ready On Your Own Check It Out Vocabulary and Concept Check Practice and Problem Solving Error Analysis Taking Math Deeper Fair Game Review Study Help – Graphic Organizers Cartoons Standards Assessment Laurie's Notes in the Teaching Edition					
	Big Ideas Math Advanced 2: A Common Core Curriculum Teaching Edition	Ron Larson & Laurie Boswell	2014	7	978-1-60840-580-0	
	Big Ideas Math Blue: A Common Core Curriculum Teaching Edition	Ron Larson & Laurie Boswell	2014	8	978-1-60840-458-2	

	Big Ideas Math Blue/Advanced 2 Teaching Edition Bundle	Ron Larson & Laurie Boswell	2014	7	978-0-54421-826-0	
	Big Ideas Math Advanced 2 Record and Practice Journal	Ron Larson & Laurie Boswell	2014	7	978-1-60840-530-5	
	Big Ideas Math Advanced 2 Dynamic Student Resources Online (6 years)	Ron Larson & Laurie Boswell	2014	7	978-1-60840-544-2	
	Big Ideas Math Advanced 2 Student Print Package (6 years): Student Edition & Record and Practice Journal	Ron Larson & Laurie Boswell	2014	7	978-0-54458-484-6	
	Big Ideas Math Advanced 2 Enhanced Student Resources Package (6 years): Student Edition and online student license	Ron Larson & Laurie Boswell	2014	7	978-0-54458-487-7	
	Big Ideas Math Advanced 2 Student Resource Package (6 years): Record and Practice Journal and online student license	Ron Larson & Laurie Boswell	2014	7	978-0-54458-495-2	
	Big Ideas Math Advanced 2 Premium Student Resources Package (6 years): Student Edition, Record and Practice Journal, and online student license	Ron Larson & Laurie Boswell	2014	7	978-0-54458-490-7	
	Big Ideas Math Advanced 2 Resources by Chapter and Assessment Book	Ron Larson & Laurie Boswell	2014	7	978-1-60840-578-7	
	Big Ideas Math Blue Assessment Book/ Blue Resources by Chapter/Advanced 2 Resources by Chapter and Assessment Book Bundle	Ron Larson & Laurie Boswell	2014	7	978-0-54421-833-8	
	Big Ideas Math Skills Review and Basic Skills Handbook	Ron Larson & Laurie Boswell	2011	6-8	978-1-60840-155-0	
	Big Ideas Math Dynamic Assessment Resources DVD	Ron Larson & Laurie Boswell	2014	6-8	978-1-60840-478-0	
	Big Ideas Math Dynamic Teaching Resources DVD	Ron Larson & Laurie Boswell	2014	6-8	978-1-60840-479-7	
	Big Ideas Math Advanced 2 Dynamic Student Edition DVD	Ron Larson & Laurie Boswell	2014	7	978-1-60840-536-7	
	Big Ideas Math Advanced 2 Dynamic Teaching Resources Online (6 years)	Ron Larson & Laurie Boswell	2014	7	978-1-60840-582-4	
	Big Ideas Math Advanced 2 Teacher Resource Package (6 years): Blue/Advanced 2 Teaching Editions, Blue Assessment Book, Blue Resources by Chapter, Advanced 2 Resource by Chapter and Assessment Book, Blue/Advanced 2 Record and Practice Journals, Skills Review and Basic Skills Handbook, and online teaching license	Ron Larson & Laurie Boswell	2014	7	978-1-68033-282-7	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Big Ideas Learning	**Big Ideas Math Algebra 1: A Common Core Curriculum**	**Ron Larson & Laurie Boswell**	**2015**	**9-12**	**978-1-60840-838-2**	**Core**
	Notes: Strengths: • Clear communication and visible connections across clusters/concepts throughout text Weaknesses: • Little explicit attention to comparing various strategies to develop ability to apply					

	opportunistic strategies-leads to perhaps weaker conceptual understanding of procedures.					
	Key Features: Maintaining Mathematical Proficiency Mathematical Practices Essential Questions Communicate Your Answer Core Vocabulary Core Concepts Monitoring Progress Vocabulary and Core Concept Check Monitoring Progress and Modeling with Mathematics Error Analysis How Do You See It? Thought Provoking Maintaining Mathematical Proficiency What Did You Learn? Standards Assessments Laurie's Notes in the Teaching Edition					
	Big Ideas Math Algebra 1: A Common Core Curriculum Teaching Edition	Ron Larson & Laurie Boswell	2015	9-12	978-1-60840-841-2	
	Big Ideas Math Algebra 1 Student Journal	Ron Larson & Laurie Boswell	2015	9-12	978-1-60840-852-8	
	Big Ideas Math Algebra 1 Dynamic Student Resources Online (6 years)	Ron Larson & Laurie Boswell	2015	9-12	978-1-60840-864-1	
	Big Ideas Math Algebra 1 Student Print Package (6 years): Student Edition & Student Journal	Ron Larson & Laurie Boswell	2015	9-12	978-0-54458-561-4	
	Big Ideas Math Algebra 1 Enhanced Student Resources Package (6 years): Student Edition and online student license	Ron Larson & Laurie Boswell	2015	9-12	978-0-54458-564-5	
	Big Ideas Math Algebra 1 Student Resource Package (6 years): Student Journal and online student license	Ron Larson & Laurie Boswell	2015	9-12	978-0-54458-572-0	
	Big Ideas Math Algebra 1 Premium Student Resources Package (6 years): Student Edition, Student Journal, and online student license	Ron Larson & Laurie Boswell	2015	9-12	978-0-54458-567-6	
	Big Ideas Math Algebra 1 Assessment Book	Ron Larson & Laurie Boswell	2015	9-12	978-1-60840-855-9	
	Big Ideas Math Algebra 1 Resources by Chapter Book	Ron Larson & Laurie Boswell	2015	9-12	978-1-60840-858-0	
	Big Ideas Math Algebra 1 Dynamic Teaching Resources Online (6 years)	Ron Larson & Laurie Boswell	2015	9-12	978-1-60840-861-0	
	Big Ideas Math Algebra 1 Teacher Resource Package (6 years): Teaching Edition, Assessment Book, Resources by Chapter, Student Journal, and online teaching license	Ron Larson & Laurie Boswell	2015	9-12	978-1-68033-286-5	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Big Ideas Learning	**Big Ideas Math Geometry: A Common Core Curriculum**	**Ron Larson & Laurie Boswell**	**2015**	**9-12**	**978-1-60840-839-9**	**Core**
	Notes: Strengths: • Problems with scaffolding and differentiation					

- Laurie's Notes for beginning and advanced teachers
- Spiraling curriculum
- Lots of explorations
- List of postulates and theorems at end of text
- Dynamic real world applications
- Each chapter begins with a common core progression (ex T-298)
- Well developed, particularly if teacher uses Laurie's Notes

Weaknesses:

- Connection between the written textbook and the online components is not readily apparent within the lessons.
- No examples or diagrams in glossary

Key Features:
Maintaining Mathematical Proficiency
Mathematical Practices
Essential Questions
Communicate Your Answer
Core Vocabulary
Core Concepts
Monitoring Progress
Vocabulary and Core Concept Check
Monitoring Progress and Modeling with Mathematics
Error Analysis
How Do You See It?
Thought Provoking
Maintaining Mathematical Proficiency
What Did You Learn?
Standards Assessments
Laurie's Notes in the Teaching Edition

Big Ideas Math Geometry: A Common Core Curriculum Teaching Edition	Ron Larson & Laurie Boswell	2015	9-12	978-1-60840-842-9
Big Ideas Math Geometry Student Journal	Ron Larson & Laurie Boswell	2015	9-12	978-1-60840-853-5
Big Ideas Math Geometry Dynamic Student Resources Online (6 years)	Ron Larson & Laurie Boswell	2015	9-12	978-1-60840-865-8
Big Ideas Math Geometry Student Print Package (6 years): Student Edition & Student Journal	Ron Larson & Laurie Boswell	2015	9-12	978-0-54458-579-9
Big Ideas Math Geometry Enhanced Student Resources Package (6 years): Student Edition and online student license	Ron Larson & Laurie Boswell	2015	9-12	978-0-54458-582-9
Big Ideas Math Geometry Student Resource Package (6 years): Student Journal and online student license	Ron Larson & Laurie Boswell	2015	9-12	978-0-54458-590-4
Big Ideas Math Geometry Premium Student Resources Package (6 years): Student Edition, Student Journal, and online student license	Ron Larson & Laurie Boswell	2015	9-12	978-0-54458-585-0
Big Ideas Math Geometry Assessment Book	Ron Larson & Laurie Boswell	2015	9-12	978-1-60840-856-6

	Big Ideas Math Geometry Resources by Chapter Book	Ron Larson & Laurie Boswell	2015	9-12	978-1-60840-859-7	
	Big Ideas Math Geometry Dynamic Teaching Resources Online (6 years)	Ron Larson & Laurie Boswell	2015	9-12	978-1-60840-862-7	
	Big Ideas Math Geometry Teacher Resource Package (6 years): Teaching Edition, Assessment Book, Resources by Chapter, Student Journal, and online teaching license	Ron Larson & Laurie Boswell	2015	9-12	978-1-68033-288-9	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Big Ideas Learning	**Big Ideas Math Algebra 2: A Common Core Curriculum**	**Ron Larson & Laurie Boswell**	**2015**	**9-12**	**978-1-60840-840-5**	**Core**
	Notes: • Text is well organized, flows well. • Supports: differentiation ideas, ELL supports, Math Practices • Leads with vocabulary, tying lessons/chapters nicely together • Appropriate formatting (i.e. text size) • Well developed • Lots of guidance for teachers with Laurie's Notes					
	Key Features: Maintaining Mathematical Proficiency Mathematical Practices Essential Questions Communicate Your Answer Core Vocabulary Core Concepts Monitoring Progress Vocabulary and Core Concept Check Monitoring Progress and Modeling with Mathematics Error Analysis How Do You See It? Thought Provoking Maintaining Mathematical Proficiency What Did You Learn? Standards Assessments Laurie's Notes in the Teaching Edition					
	Big Ideas Math Algebra 2: A Common Core Curriculum Teaching Edition	Ron Larson & Laurie Boswell	2015	9-12	978-1-60840-867-2	
	Big Ideas Math Algebra 2 Student Journal	Ron Larson & Laurie Boswell	2015	9-12	978-1-60840-854-2	
	Big Ideas Math Algebra 2 Dynamic Student Resources Online (6 years)	Ron Larson & Laurie Boswell	2015	9-12	978-1-60840-866-5	
	Big Ideas Math Algebra 2 Student Print Package (6 years): Student Edition & Student Journal	Ron Larson & Laurie Boswell	2015	9-12	978-0-54458-597-3	
	Big Ideas Math Algebra 2 Enhanced Student Resources Package (6 years): Student Edition and online student license	Ron Larson & Laurie Boswell	2015	9-12	978-0-54458-600-0	
	Big Ideas Math Algebra 2 Student Resource Package (6 years): Student Journal and online student license	Ron Larson & Laurie Boswell	2015	9-12	978-0-54458-608-6	

	Big Ideas Math Algebra 2 Premium Student Resources Package (6 years): Student Edition, Student Journal, and online student license	Ron Larson & Laurie Boswell	2015	9-12	978-0-54458-603-1	
	Big Ideas Math Algebra 2 Assessment Book	Ron Larson & Laurie Boswell	2015	9-12	978-1-60840-857-3	
	Big Ideas Math Algebra 2 Resources by Chapter Book	Ron Larson & Laurie Boswell	2015	9-12	978-1-60840-860-3	
	Big Ideas Math Algebra 2 Dynamic Teaching Resources Online (6 years)	Ron Larson & Laurie Boswell	2015	9-12	978-1-60840-863-4	
	Big Ideas Math Algebra 2 Teacher Resource Package (6 years): Teaching Edition, Assessment Book, Resources by Chapter, Student Journal, and online teaching license	Ron Larson & Laurie Boswell	2015	9-12	978-1-68033-288-9	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Carnegie Learning	**Carnegie Learning Algebra 1 Worktext (Print Only)**	Carnegie Learning, Inc.	2012	HS	978-1-60972-152-7	**Core**
	Carnegie Learning Algebra 1 Worktext (Print Only)	Carnegie Learning, Inc.	2012	HS	978-1-60972-152-7	

Notes:
Strengths:

- Quality exercises
- Covers Widely Applicable Prerequisites, standards, and mathematical practices
- Requires the students to write about their thinking and discuss with other students
- Extensive online resources

Weaknesses:

- Lacks accommodations for English Language Learners and gifted students
- Mathematical Practices are not clearly marked in the teacher or student texts
- Paperback, would have to be replaced often or lots of copies would need to be made
- Multiple books for the students and teachers
- Not a good text to picture ratio
- Bland and boring in appearance
- There are no examples that are fully worked out so that a student who was absent from class could go back and try and learn the material on their own

It is worth noting, that in order to adopt Carnegie Learning in high school it would be necessary to adopt the same curriculum at least in grades 6-8.

Key Features:
The Carnegie Learning Algebra I 3rd Edition text was developed to support students as they build their mathematical understanding and make connections both from previous years and within the different mathematical clusters outlined in the Common Core State Standards for Mathematics, as specified in Appendix A Pathways. The materials were strongly influenced by research into how students learn mathematics and how to best motivate them to succeed academically.

The instructional design of the Carnegie Learning Algebra I 3rd Edition text includes:

- A student-centered approach that focuses on students thinking about and discussing mathematics as active participants in their learning.
- Tasks that make use of models—real-world situations, graphs, diagrams, and worked examples, among others—to help students see and make connections between different topics.
- Questions written to promote analysis, to develop higher-order-thinking skills, and to encourage students to seek mathematical relationships.

The instructional materials provide investigations, applications, and practice with on-course-level problems. The consumable *Student Text* is the primary classroom resource and provides a record of the students' thinking, reasoning, and problem solving. The Lessons, each comprised of several Problems, were written to engage and motivate students, develop conceptual understanding and procedural fluency, and provide opportunities for students to assess their own understanding. The goal of the instructional materials is for students to view mathematics as a set of related topics rather than as a set of discrete topics. Students should understand why algorithms work, not just memorize procedures.
Each Lesson within the Student Text:

- Demonstrates the usefulness of mathematics in the real world
- Provides access for all students
- Connects to and builds upon prior knowledge and experiences
- Develops conceptual and procedural knowledge
- Requires thinking, modeling, reasoning, and explaining mathematical ideas
- Engages students in accountable discourse
- Provides opportunities to assess student understanding

Each Problem within a Lesson exhibits one of these attributes:

- New concept development through problem solving and investigations
- Continued practice of concepts in new situations
- Immediate practice for concepts that have been developed
- Distributive practice to reach mastery and to allow for connections to prior concepts
- Synthesis of key mathematical concepts and understandings

Student Assignments and *Skills Practice Worksheets* additional practice and engagement through the Carnegie Learning Online Resource Center. The *Student Assignments* provide opportunities for students to practice and apply their understanding of the mathematical objectives addressed in the corresponding student lesson. The *Student Skills Practice* is a supplemental resource that provides targeted practice of discrete skills within each student lesson. Each *Skills Practice* worksheet contains two sections—vocabulary and problem sets. Also provided on the Carnegie Learning Online Resource Center are See It-Try It videos. These videos explore, animate, or demonstrate a key concept or collection of concepts. Each

video is tagged with its corresponding text Lesson and Problem.

Each chapter includes a variety of *Assessments,* e.g., Pre-test, Post-test, Mid-Chapter, End of chapter, and Standardized Test Practice. Additionally, *Assessments* and additional practice worksheets can easily be generated through the ExamView test generator.

Carnegie Learning Algebra I 3rd Edition Table of Contents

- Quantities and Relationships
- Graphs, Equations, and Inequalities
- Linear Functions
- Sequences
- Exponential Functions
- Systems of Equations
- Analyzing Data Sets for One Variable
- Introduction to Quadratic Functions
- Polynomials and Quadratics
- Solving Quadratic Equations and Inequalities
- Real Number Systems
- Other Functions and Inverses

Carnegie Learning Algebra 1 Teacher Text Set	Carnegie Learning, Inc.		HS	978-1-60972-160-2
Carnegie Learning Algebra 1 Online Student Skills Practice	Carnegie Learning, Inc.		HS	
Carnegie Learning Algebra 1 Student Assignments	Carnegie Learning, Inc.		HS	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Carnegie Learning	**Carnegie Learning Algebra 1 Worktext/Cognitive Tutor**	Carnegie Learning, Inc.	2012	HS	978-1-60972-152-7	**Core**
	Carnegie Learning Algebra 1 Worktext/Cognitive Tutor	Carnegie Learning, Inc.	2012	HS	978-1-60972-152-7	

Notes:

Key Features:
The Carnegie Learning Algebra I 3rd Edition text was developed to support students as they build their mathematical understanding and make connections both from previous years and within the different mathematical clusters outlined in the Common Core State Standards for Mathematics, as specified in Appendix A Pathways. The materials were strongly influenced by research into how students learn mathematics and how to best motivate them to succeed academically.

The instructional design of the Carnegie Learning Algebra I 3rd Edition text includes:

- A student-centered approach that focuses on students thinking about and discussing mathematics as active participants in their learning.
- Tasks that make use of models—real-world situations, graphs, diagrams, and worked examples, among others—to help students see and make connections between different topics.
- Questions written to promote analysis, to develop higher-order-thinking skills, and to encourage students to seek mathematical relationships.

The instructional materials provide investigations, applications, and practice with on-course-

level problems. The consumable *Student Text* is the primary classroom resource and provides a record of the students' thinking, reasoning, and problem solving. The Lessons, each comprised of several Problems, were written to engage and motivate students, develop conceptual understanding and procedural fluency, and provide opportunities for students to assess their own understanding. The goal of the instructional materials is for students to view mathematics as a set of related topics rather than as a set of discrete topics. Students should understand why algorithms work, not just memorize procedures.
Each Lesson within the Student Text:

- Demonstrates the usefulness of mathematics in the real world
- Provides access for all students
- Connects to and builds upon prior knowledge and experiences
- Develops conceptual and procedural knowledge
- Requires thinking, modeling, reasoning, and explaining mathematical ideas
- Engages students in accountable discourse
- Provides opportunities to assess student understanding

Each Problem within a Lesson exhibits one of these attributes:

- New concept development through problem solving and investigations
- Continued practice of concepts in new situations
- Immediate practice for concepts that have been developed
- Distributive practice to reach mastery and to allow for connections to prior concepts
- Synthesis of key mathematical concepts and understandings

Student Assignments and *Skills Practice Worksheets* additional practice and engagement through the Carnegie Learning Online Resource Center. The *Student Assignments* provide opportunities for students to practice and apply their understanding of the mathematical objectives addressed in the corresponding student lesson. The *Student Skills Practice* is a supplemental resource that provides targeted practice of discrete skills within each student lesson. Each *Skills Practice* worksheet contains two sections—vocabulary and problem sets. Also provided on the Carnegie Learning Online Resource Center are See It-Try It videos. These videos explore, animate, or demonstrate a key concept or collection of concepts. Each video is tagged with its corresponding text Lesson and Problem.

Each chapter includes a variety of *Assessments,* e.g., Pre-test, Post-test, Mid-Chapter, End of chapter, and Standardized Test Practice. Additionally, *Assessments* and additional practice worksheets can easily be generated through the ExamView test generator.

Carnegie Learning Algebra I 3rd Edition Table of Contents

- Quantities and
- Analyzing Data Sets for One Variable
- Introduction to Quadratic Functions
- Polynomials and Quadratics
- Solving Quadratic Equations and Inequalities
- Real Number Systems
- Other Functions and Inverses

Relationships

- Graphs, Equations, and Inequalities
- Linear Functions
- Sequences
- Exponential Functions
- Systems of Equations

Carnegie Learning Algebra 1 Teacher Text Set	Carnegie Learning, Inc.		HS	978-1-60972-160-2
Carnegie Learning Algebra 1 Online Student Skills Practice	Carnegie Learning, Inc.		HS	
Carnegie Learning Algebra 1 Student Assignments	Carnegie Learning, Inc.		HS	
Cognitive Tutor	Carnegie Learning, Inc.		HS	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Carnegie Learning	**Carnegie Learning Algebra 2 Worktext (Print Only)**	Carnegie Learning, Inc.	2013	HS	978-1-60972-418-4	**Core**
	Carnegie Learning Algebra 2 Worktext (Print Only)	Carnegie Learning, Inc.	2013	HS	978-1-60972-418-4	

Notes:
Strengths:

- Quality exercises
- Covers Widely Applicable Prerequisites, standards, and mathematical practices
- Requires the students to write about their thinking and discuss with other students
- Extensive online resources

Weaknesses:

- Lacks accommodations for English Language Learners and gifted students
- Mathematical Practices are not clearly marked in the teacher or student texts
- Paperback, would have to be replaced often or lots of copies would need to be made
- Multiple books for the students and teachers
- Not a good text to picture ratio
- Bland and boring in appearance
- There are no examples that are fully worked out so that a student who was absent from class could go back and try and learn the material on their own

It is worth noting, that in order to adopt Carnegie Learning in high school it would be necessary to adopt the same curriculum at least in grades 6-8.

Key Features:
The Carnegie Learning Algebra II 3rd Edition text was developed to support students as they build their mathematical understanding and make connections both from previous years and within the different mathematical clusters outlined in the Common Core State Standards for

Mathematics, as specified in Appendix A Pathways. The materials were strongly influenced by research into how students learn mathematics and how to best motivate them to succeed academically.

The instructional design of the Carnegie Learning Algebra II 3rd Edition text includes:

- A student-centered approach that focuses on students thinking about and discussing mathematics as active participants in their learning.
- Tasks that make use of models—real-world situations, graphs, diagrams, and worked examples, among others—to help students see and make connections between different topics.
- Questions written to promote analysis, to develop higher-order-thinking skills, and to encourage students to seek mathematical relationships.

The instructional materials provide investigations, applications, and practice with on-course-level problems. The consumable *Student Text* is the primary classroom resource and provides a record of the students' thinking, reasoning, and problem solving. The Lessons, each comprised of several Problems, were written to engage and motivate students, develop conceptual understanding and procedural fluency, and provide opportunities for students to assess their own understanding. The goal of the instructional materials is for students to view mathematics as a set of related topics rather than as a set of discrete topics. Students should understand why algorithms work, not just memorize procedures.

Each Lesson within the Student Text:

- Demonstrates the usefulness of mathematics in the real world
- Provides access for all students
- Connects to and builds upon prior knowledge and experiences
- Develops conceptual and procedural knowledge
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- Engages students in accountable discourse
- Provides opportunities to assess student understanding

Each Problem within a Lesson exhibits one of these attributes:

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Each chapter includes a variety of *Assessments,* e.g., Pre-test, Post-test, Mid-Chapter, End of chapter, and Standardized Test Practice. Additionally, *Assessments* and additional practice worksheets can easily be generated through the ExamView test generator.

Carnegie Learning Algebra II 3rd Edition Table of Contents

- Quantities and Relationships
- Graphs, Equations, and Inequalities
- Linear Functions
- Sequences
- Exponential Functions
- Systems of Equations
- Analyzing Data Sets for One Variable
- Introduction to Quadratic Functions
- Polynomials and Quadratics
- Solving Quadratic Equations and Inequalities
- Real Number Systems
- Other Functions and Inverses

	Carnegie Learning Algebra 2 Teacher Text Set	Carnegie Learning, Inc.		HS	978-1-60972-227-2
	Carnegie Learning Algebra 2 Online Student Skills Practice	Carnegie Learning, Inc.		HS	
	Carnegie Learning Algebra 2 Student Assignments	Carnegie Learning, Inc.		HS	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Carnegie Learning	**Carnegie Learning Algebra 2 Worktext/Cognitive Tutor**	Carnegie Learning, Inc.	2013	HS	978-1-60972-418-4	**Core**
	Carnegie Learning Algebra 2 Worktext/Cognitive Tutor	Carnegie Learning, Inc.	2013	HS	978-1-60972-418-4	

Notes:

Key Features:
The Carnegie Learning Algebra II 3rd Edition text was developed to support students as they build their mathematical understanding and make connections both from previous years and within the different mathematical clusters outlined in the Common Core State Standards for Mathematics, as specified in Appendix A Pathways. The materials were strongly influenced by research into how students learn mathematics and how to best motivate them to succeed academically.

The instructional design of the Carnegie Learning Algebra II 3rd Edition text includes:

- A student-centered approach that focuses on students thinking about and discussing mathematics as active participants in their learning.
- Tasks that make use of models—real-world situations, graphs, diagrams, and worked examples, among others—to help students see and make connections between different topics.

- Questions written to promote analysis, to develop higher-order-thinking skills, and to encourage students to seek mathematical relationships.

The instructional materials provide investigations, applications, and practice with on-course-level problems. The consumable *Student Text* is the primary classroom resource and provides a record of the students' thinking, reasoning, and problem solving. The Lessons, each comprised of several Problems, were written to engage and motivate students, develop conceptual understanding and procedural fluency, and provide opportunities for students to assess their own understanding. The goal of the instructional materials is for students to view mathematics as a set of related topics rather than as a set of discrete topics. Students should understand why algorithms work, not just memorize procedures.
Each Lesson within the Student Text:

- Demonstrates the usefulness of mathematics in the real world
- Provides access for all students
- Connects to and builds upon prior knowledge and experiences
- Develops conceptual and procedural knowledge
- Requires thinking, modeling, reasoning, and explaining mathematical ideas
- Engages students in accountable discourse
- Provides opportunities to assess student understanding

Each Problem within a Lesson exhibits one of these attributes:

- New concept development through problem solving and investigations
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- Distributive practice to reach mastery and to allow for connections to prior concepts
- Synthesis of key mathematical concepts and understandings

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Each chapter includes a variety of *Assessments,* e.g., Pre-test, Post-test, Mid-Chapter, End of chapter, and Standardized Test Practice. Additionally, *Assessments* and additional practice worksheets can easily be generated through the ExamView test generator.

Carnegie Learning Algebra II 3rd Edition Table of Contents

- Quantities and Relationships
- Graphs, Equations, and Inequalities
- Linear Functions
- Sequences
- Exponential Functions
- Systems of Equations
- Analyzing Data Sets for One Variable
- Introduction to Quadratic Functions
- Polynomials and Quadratics
- Solving Quadratic Equations and Inequalities
- Real Number Systems
- Other Functions and Inverses

Carnegie Learning Algebra 2 Teacher Text Set	Carnegie Learning, Inc.		HS	978-1-60972-227-2	
Carnegie Learning Algebra 2 Online Student Skills Practice	Carnegie Learning, Inc.		HS		
Carnegie Learning Algebra 2 Student Assignments	Carnegie Learning, Inc.		HS		
Cognitive Tutor	Carnegie Learning, Inc.		HS		

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Carnegie Learning	**Carnegie Learning Geometry Worktext (Print Only)**	Carnegie Learning, Inc.	2013	HS	978-1-60972-216-6	**Core**
	Carnegie Learning Geometry Worktext (Print Only)	Carnegie Learning, Inc.	2013	HS	978-1-60972-216-6	

Notes:
Strengths:

- Guided discussion format & approach good
- Consumable materials are appealing & not overwhelming
- Lesson themes used to introduce section and carried through
- Adaptable for all students through focus on communication

Weaknesses:

- Specific helps for ELLs & other needs could be more explicit
- Two distinct manuals for Assignments & Skills Practice could be seen as a weakness

Key Features:
The Carnegie Learning Geometry 3rd Edition text was developed to support students as they build their mathematical understanding and make connections both from previous years and within the different mathematical clusters outlined in the Common Core State Standards for Mathematics, as specified in Appendix A Pathways. The materials were strongly influenced by research into how students learn mathematics and how to best motivate them to succeed academically.
The instructional design of the Carnegie Learning Geometry 3rd Edition text includes:

- A student-centered approach that focuses on students thinking about and discussing mathematics as active participants in their learning.
- Tasks that make use of models—real-world situations, graphs, diagrams, and worked examples, among others—to help students see and make connections between different topics.
- Questions written to promote analysis, to develop higher-order-thinking skills, and to

encourage students to seek mathematical relationships.

The instructional materials provide investigations, applications, and practice with on-course-level problems. The consumable *Student Text* is the primary classroom resource and provides a record of the students' thinking, reasoning, and problem solving. The Lessons, each comprised of several Problems, were written to engage and motivate students, develop conceptual understanding and procedural fluency, and provide opportunities for them students to assess their own understanding. The goal of the instructional materials is for students to view mathematics as a set of related topics rather than as a set of discrete topics. Students should understand why algorithms work, not just memorize procedures.

Each Lesson within the Student Text:

- Demonstrates the usefulness of mathematics in the real world
- Provides access for all students
- Connects to and builds upon prior knowledge and experiences
- Develops conceptual and procedural knowledge
- Requires thinking, modeling, reasoning, and explaining mathematical ideas
- Engages students in accountable discourse
- Provides opportunities to assess student understanding

Each Problem within a Lesson exhibits one of these attributes:

- New concept development through problem solving and investigations
- Continued practice of concepts in new situations
- Immediate practice for concepts that have been developed
- Distributive practice to reach mastery and to allow for connections to prior concepts
- Synthesis of key mathematical concepts and understandings

Student Assignments and *Skills Practice Worksheets* additional practice and engagement through the Carnegie Learning Online Resource Center. The *Student Assignments* provide opportunities for students to practice and apply their understanding of the mathematical objectives addressed in the corresponding student lesson. The *Student Skills Practice* is a supplemental resource that provides targeted practice of discrete skills within each student lesson. Each *Skills Practice* worksheet contains two sections—vocabulary and problem sets. Also provided on the Carnegie Learning Online Resource Center are See It-Try It videos. These videos explore, animate, or demonstrate a key concept or collection of concepts. Each video is tagged with its corresponding text Lesson and Problem.

Each chapter includes a variety of *Assessments,* e.g., Pre-test, Post-test, Mid-Chapter, End of chapter, and Standardized Test Practice. Additionally, *Assessments* and additional practice worksheets can easily be generated through the ExamView test generator.

Carnegie Learning Geometry 3rd Edition Table of Contents

- Tools of Geometry
- Introduction to Proof
- Perimeter and Area of Geometric Figures on the Coordinate Plane
- Three-Dimensional Figures
- Using Congruence Theorems
- Trigonometry
- Properties of Quadrilaterals
- Circles
- Arcs and Sectors of Circles
- Circles and Parabolas
- Probability

- Properties of Triangles
- Similarity Through Transformations
- Congruence Through Transformations

Carnegie Learning Geometry Teacher Text Set	Carnegie Learning, Inc.		HS	978-1-60972-221-0
Carnegie Learning Geometry Online Student Skills Practice	Carnegie Learning, Inc.		HS	
Carnegie Learning Geometry Student Assignments	Carnegie Learning, Inc.		HS	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Carnegie Learning	**Carnegie Learning Geometry Worktext/Cognitive Tutor**	Carnegie Learning, Inc.	2013	HS	978-1-60972-216-6	**Core**
	Carnegie Learning Geometry Worktext/Cognitive Tutor	Carnegie Learning, Inc.	2013	HS	978-1-60972-216-6	

Notes:

Key Features:
The Carnegie Learning Geometry 3rd Edition text was developed to support students as they build their mathematical understanding and make connections both from previous years and within the different mathematical clusters outlined in the Common Core State Standards for Mathematics, as specified in Appendix A Pathways. The materials were strongly influenced by research into how students learn mathematics and how to best motivate them to succeed academically.
The instructional design of the Carnegie Learning Geometry 3rd Edition text includes:

- A student-centered approach that focuses on students thinking about and discussing mathematics as active participants in their learning.
- Tasks that make use of models—real-world situations, graphs, diagrams, and worked examples, among others—to help students see and make connections between different topics.
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The instructional materials provide investigations, applications, and practice with on-course-level problems. The consumable *Student Text* is the primary classroom resource and provides a record of the students' thinking, reasoning, and problem solving. The Lessons, each comprised of several Problems, were written to engage and motivate students, develop conceptual understanding and procedural fluency, and provide opportunities for them students to assess their own understanding. The goal of the instructional materials is for students to view mathematics as a set of related topics rather than as a set of discrete topics. Students should understand why algorithms work, not just memorize procedures.

Each Lesson within the Student Text:

- Demonstrates the usefulness of mathematics in the real world
- Provides access for all students
- Connects to and builds upon prior knowledge and experiences
- Develops conceptual and procedural knowledge
- Requires thinking, modeling, reasoning, and explaining mathematical ideas
- Engages students in accountable discourse

- Provides opportunities to assess student understanding

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Each chapter includes a variety of *Assessments,* e.g., Pre-test, Post-test, Mid-Chapter, End of chapter, and Standardized Test Practice. Additionally, *Assessments* and additional practice worksheets can easily be generated through the ExamView test generator.

Carnegie Learning Geometry 3rd Edition Table of Contents

- Tools of Geometry
- Introduction to Proof
- Perimeter and Area of Geometric Figures on the Coordinate Plane
- Three-Dimensional Figures
- Properties of Triangles
- Similarity Through Transformations
- Congruence Through Transformations
- Using Congruence Theorems
- Trigonometry
- Properties of Quadrilaterals
- Circles
- Arcs and Sectors of Circles
- Circles and Parabolas
- Probability

Carnegie Learning Geometry Teacher Text Set			HS	978-1-60972-221-0
Carnegie Learning Geometry Online Student Skills Practice	Carnegie Learning, Inc.		HS	
Carnegie Learning Geometry Student Assignments	Carnegie Learning, Inc.		HS	
Cognitive Tutor	Carnegie Learning, Inc.		HS	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Cengage	**Trigonometry, 9/E**	**Larson**	**2014**	**9-12**	**9781133954323**	**Core**

Notes:
Strengths:

- Relates concepts to prior knowledge throughout text and in Chapter 1

- Prerequisite Chapter
- End of chapter review summary
- How Do You See It, Exploration, Summarize, and Problem Solving given in each section and/or chapter
- Scope and sequence
- Scaffolding of exercises
- Pictures and illustrations do not distract from content
- Lesson Plan book gives pacing guides, more examples, and section objectives
- Disc has nice resources

Weaknesses:

- The ELL only supports Spanish learners
- The red on whit cannot be seen by some color blind students
- No differential resources for teachers

Key Features:
Larson's Trigonometry is known for delivering sound, consistently structured explanations and exercises of mathematical concepts. With the ninth edition, the author continues to revolutionize the way students learn material by incorporating more real-world applications, ongoing review, and innovative technology. The methodology and execution of material provides students with the tools that they need to master trigonometry.

Features include:

- Side-By-Side Examples help students see not only that a problem can be solved in more than one way but also how different methods--algebraically, graphically, and numerically--yield the same result. The side-by-side format also addresses many different learning styles.
- Algebra Helps direct students to sections of the textbook where they can review algebra skills needed to master the current topic.
- Technology Features offer suggestions for effectively using tools such as calculators, graphing calculators, and spreadsheet programs to deepen student understanding of concepts, ease lengthy calculations, and provide alternate solution methods for verifying answers obtained by hand.
- Algebra of Calculus Examples and Exercises throughout the text emphasize various algebraic techniques used in calculus.
- Vocabulary Exercises at the beginning of the exercise set for each section help students review previously learned vocabulary terms necessary to solve the section exercises.
- Student Projects in various sections and online feature in-depth applied exercises with large, real-life data sets, where students create or analyze models.
- Chapter Summaries include explanations and examples of the objectives taught in the chapter.

- Chapter Openers highlight real-life problems that connect to the examples and exercises presented in the following chapter.
- Innovative Summarize Features help students organize the lesson's key concepts into a concise summary, providing a valuable study tool at the end of each section.
- Unprecedented How Do You See It? Exercises in every section present real-life problems that students solve by visual inspection using the concepts in the lesson.
- Checkpoint Problems encourage immediate practice and check students' understanding of the concepts in the paired example.
- Expanded Section Objectives offer students the opportunity to preview what will be presented in the upcoming section.
- Enriched Remarks reinforce or expand on concepts helping students learn how to study mathematics, avoid common errors, address special cases, or show alternative or additional steps to a solution of an example.

Series Companion Website features chapter projects, data tables, assessments, study tools, video solutions, and more to support students outside the text.

Larson, Trigonometry 9e ©2014 Package: Student Edition + CourseMate (6-year Access)	Larson	2014	9-12	9781305547360
Larson, Trigonometry 9e ©2014 Package: VitalSource eBook + CourseMate (6-year Access)	Larson	2014	9-12	9781305547537
Instructor's Annotated Edition	Larson	2014	9-12	9781133954316
Complete Solutions Manual	Larson	2014	9-12	9781133954309
High School Lesson Plans	Larson	2014	9-12	9781285416915
PowerLecture CD-ROM with ExamView® Test Generator	Larson	2014	9-12	9781133953579
DVD Program	Larson	2014	9-12	9781133954279
Student Notetaking Guide	Larson	2014	9-12	9781133953630
Student Solutions Manual	Larson	2014	9-12	9781133954293

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Cengage	**College Prep Algebra, 1/E**	**Larson**	**2014**	**9-12**	**9781285182629**	**Core**

Notes:
Strengths:

- Helpful teacher notes in the margins of the teacher's edition including common misconceptions by students
- Extensive number of procedural and conceptual problems in each lesson
- Many different examples with different levels of difficulties
- Quality scaffolding in each lesson
- Hard cover, colorful, quality graphics, good text to graphic ratio
- Extensive online resources

- Quality modeling and conceptual problems
- Highlights vocabulary
- Students spend well of 50% of their time on WAPs

Weaknesses:

- Doesn't cover F-BF.2
- Doesn't cover S-IC.1
- Doesn't cover F-LE.1
- No ELL accommodations throughout the text
- Weak on Mathematical Practices 5 and 8
- Mathematical Practices aren't identified
- Connections between clusters and domains is lacking

Key Features:
Ideal for 3rd or 4th year math students, COLLEGE PREP ALGEBRA presents a pedagogically sound, mathematically precise, and comprehensive text that provides students with the tools they need to master algebra.

Features include:

- Integrates a wide variety of real-life applications throughout the text in examples and exercises that demonstrate the relevance of algebra to the real world, many of which use real data.
- Examples that all have been carefully chosen to illustrate a particular mathematical concept or problem-solving technique, covering a wide variety of problems and titled for easy reference.
- Many examples that offer detailed, step-by-step solutions with side comments to explain the key steps of the solution process.

Provides exercises that appear on the same page and immediately follow a corresponding example, eliminating the need to flip back and forth from example to exercise.

Larson, College Prep Algebra, 1e ©2014 Package: Student Edition + CourseMate (6-year Access)	Larson	2014	9-12	9781305335455
Larson, College Prep Algebra ©2014 Package: VitalSource eBook + CourseMate (6-year Access)	Larson	2014	9-12	9781305339729
Annotated Instructor's Edition	Larson	2014	9-12	9781285182674
Complete Solutions Manual	Larson	2014	9-12	9781285182704
PowerLecture CD-ROM with ExamView® Test Generator	Larson	2014	9-12	9781285182865
Instructor's Resource Binder for Algebra Activities ©2011	Larson	2014	9-12	9780538736756
High School Lesson Plans	Larson	2014	9-12	9781285457529
Student Workbook	Larson	2014	9-12	9781285182773
Student's Solutions Manual	Larson	2014	9-12	9781285182759

	Test Prep Guide	Larson	2014	9-12	9781285182872	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Cengage	**Algebra and Trigonometry, 9/E**	**Larson**	**2014**	**9-12**	**9781133950967**	**Core**

Notes:
Strengths:

- Text includes a high level of rigor
- Ample problems and exercises
- Procedural and application exercises
- Well-organized and logical structure
- Visually appealing
- Meets CCSSM 4th year standards

Weaknesses:

- Practice standards and state standards are not readily identifiable
- Lacking conceptual understanding problems
- Little support for ELL and other special populations
- Assessments do not include rubrics, are only in multiple-choice format

Key Features:
Larson's Algebra and Trigonometry delivers sound, consistently structured explanations and carefully written exercises of key mathematical concepts. With the Ninth Edition, the author continues to revolutionize the way students learn material by incorporating more real-world applications and on-going review. The methodology and execution of material provides students with the tools that they need to master algebra and trigonometry.

Features include:

- Side-By-Side Examples help students not only see that a problem can be solved in more than one way but how different methods—algebraically, graphically, and numerically—yield the same result. The side-by-side format also addresses many different learning styles.
- Algebra Help features direct students to sections of the textbook where they can review algebra skills needed to master the current topic.
- Checkpoint problems encourage immediate practice and check student understanding of all the core concepts presented in the example.
- Technology Features offer suggestions for effectively using tools such as calculators, graphing calculators, and spreadsheet programs to deepen student understanding of concepts, ease lengthy calculations, and provide alternate solution methods for verifying answers obtained by hand.
- Algebra of Calculus Examples and Exercises throughout the text emphasize various algebraic techniques used in calculus.
- Vocabulary Exercises at the beginning of the exercise set for each section help students

review previously learned vocabulary terms necessary to solve the section exercises.

- Student Projects in various sections and online feature in-depth applied exercises with large, real-life data sets, where students create or analyze models.
- Each Chapter Opener highlights real-life applications used in the examples and exercises.
- A bulleted list of learning objectives lets students preview what will be presented in the upcoming section.
- Chapter Summaries include explanations and examples of the objectives taught in the chapter.
- The How Do You See It? feature in each section presents a real-life exercise students solve by visual inspection using the concepts learned in the lesson. This exercise is excellent for classroom discussion or test preparation.
- The exercise sets have been carefully and extensively examined to ensure they are rigorous and relevant and to include all topics our users have suggested. The exercises have been organized and titled so students can quickly see the connections between examples and exercises. Multi-step, real-life exercises reinforce problem-solving skills and mastery of concepts by giving students the opportunity to apply the concepts to real-life situations.

LarsonPrecalculus.com. This free companion website offers multiple tools and resources to supplement your students' learning. Students can view and listen to worked-out solutions of Checkpoint problems in English or Spanish, download data sets, explore examples, watch lesson videos, and much more.

Larson, Algebra and Trigonometry 9e ©2014 Package: Student Edition + CourseMate (6-year Access)	Larson	2014	9-12	9781305547353
Larson, Algebra and Trigonometry 9e ©2014 Package: VitalSource eBook + CourseMate (6-year Access)	Larson	2014	9-12	9781305547520
Instructor's Annotated Edition	Larson	2014	9-12	9781133954439
Complete Solutions Manual	Larson	2014	9-12	9781133954422
Student Notetaking Guide	Larson	2014	9-12	9781133953630
Student Solutions Manual	Larson	2014	9-12	9781133954415

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Cengage	**Precalculus with Limits, 3/E**	**Larson**	**2014**	**9-12**	**9781133962885**	

*Submitted as Core

Notes:
Strengths:
This curriculum has done a good job of supporting the ideas that are needed to the new standards. The WAP are represented in all facets of the text and conceptual understanding and real life applications are present throughout.
Weaknesses:
Some of the textbook is old school. There could be more places to pursue “we do” problems and differentiation in higher cognitive problems.

Key Features:
Larson's Precalculus with Limits is known for delivering the sound, consistently structured explanations and exercises of mathematical concepts, with a laser focus on preparing students for calculus. In Limits, the author includes a brief algebra review along with coverage of analytic geometry in three dimensions and an introduction to concepts covered in calculus. With the third edition, Larson continues to revolutionize the way students learn material by incorporating more real-world applications and ongoing review.

Features include:

- Algebra Helps directs students to sections of the textbook where they can review algebra skills needed to master the current topic.
- Checkpoint problems encourage immediate practice and check student understanding of the concepts presented.
- Algebra of Calculus Examples and Exercises throughout the text emphasize various algebraic techniques used in calculus.
- Vocabulary Exercises at the beginning of the exercise set for each section help students review previously learned vocabulary terms necessary to solve the section exercises.
- Student Projects in various sections and online feature in-depth applied exercises with large, real-life data sets, where students create or analyze models.
- Technology Features offer suggestions for effectively using tools such as calculators, graphing calculators, and spreadsheet programs to deepen student understanding of concepts, ease lengthy calculations, and provide alternate solution methods for verifying answers obtained by hand.
- Chapter Openers highlight real-life problems that connect to the examples and exercises presented in the following chapter.
- Innovative Summarize Features help students organize the lesson's key concepts into a concise summary, providing a valuable study tool at the end of each section.
- Unprecedented How Do You See It? Exercises in every section present real-life problems that students solve by visual inspection using the concepts in the lesson.
- Original Checkpoint Problems encourage immediate practice and check students' understanding of the concepts in the paired example.
- Series Companion Website features chapter projects, data tables, assessments, study tools, video solutions, and more to support students outside the text.
- Section Objectives offer students the opportunity to preview what will be presented in the upcoming section.
- Enriched Remarks reinforce or expand on concepts helping students learn how to study mathematics, avoid common errors, address special cases, or show alternative or additional steps to a solution of an example.

Series Companion Website features chapter projects, data tables, assessments, study tools, video solutions, and more to support students outside the text.

Larson, Precalculus with Limits 3e ©2014 Package: Student	Larson	2014	9-12	9781305615861

	Edition + CourseMate (6-year Access)					
	Larson, Precalculus with Limits 3e ©2014 Package: VitalSource eBook + CourseMate (6-year Access)	Larson	2014	9-12	9781305547513	
	Teacher's Edition	Larson	2014	9-12	9781285059433	
	High School Lesson Plans	Larson	2014	9-12	9781133954118	
	Complete Solutions Manual	Larson	2014	9-12	9781133947479	
	Test Bank	Larson	2014	9-12	9781133947448	
	PowerLecture CD-ROM with ExamView® Test Generator	Larson	2014	9-12	9781133954583	
	DVD Program	Larson	2014	9-12	9781285177670	
	Student Notetaking Guide	Larson	2014	9-12	9781285059341	
	Student Solutions Manual	Larson	2014	9-12	9781285177694	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Cengage *Submitted as Core	**Precalculus with Limits: A Graphing Approach, 7/E, High School Edition**	**Larson**	**2016**	**9-12**	**9781305071711**	

Notes:
Strengths:

- Thoughtfully structured lessons
- Contains problems with application and modeling
- Organized sequential lessons
- Good assessments and teaching components to help assist the teacher
- Consistent layout of lessons and exercises throughout the text
- Visually friendly

Weaknesses:

- Online Spanish resources but nothing within the text

Key Features:
PRECALCULUS WITH LIMITS: A GRAPHING APPROACH, 7th Edition, is an ideal student and instructor resource for high school courses that require the use of a graphing calculator. The quality and quantity of the exercises, combined with interesting applications and innovative resources, make teaching easier and help students succeed. Retaining the series' emphasis on student support, selected examples throughout the text include notations directing students to previous sections to review concepts and skills needed to master the material at hand. The book also achieves accessibility through careful writing and design--including examples with detailed solutions that begin and end on the same page, which maximizes readability. Similarly, side-by-side solutions show algebraic, graphical, and numerical representations of the mathematics and support a variety of learning styles.

Features include:

- Library of Parent Functions: To facilitate familiarity with the basic functions, a Library of Parent Functions contains several elementary and non-elementary functions. Each function is introduced at the first point of use in the text with a definition and description of basic characteristics. The Library of Parent Functions Examples is identified in the title of the example and there is a Review of Library of Parent Functions after Chapter 4. A summary of functions is presented on the inside cover

of this text.

- Technology Tips provide graphing calculator tips or provide alternate methods of solving a problem using a graphing utility.
- Throughout the text, special emphasis is given to the algebraic techniques used in calculus. “Algebra of Calculus” examples and exercises are integrated throughout the text.
- Algebraic-Graphical-Numerical Exercises: These exercises allow students to solve a problem using multiple approaches: algebraic, graphical, and numerical. This helps students see that a problem can be solved in more than one way and that different methods yield the same result.
- Modeling Data Exercises: These multi-part applications involve real-life data and offer students the opportunity to generate and analyze mathematical models.
- The Vocabulary and Concept Check appears at the beginning of the exercise set for each section. Each of these checks asks fill-in-the-blank, matching, and non-computational questions designed to help students learn mathematical terminology and to test basic understanding of that section's concepts.
- What you should learn/Why you should learn it: These summarize important topics in the section and why they are important in math and life.
- The Chapter Summary includes explanations and examples of the objectives taught in the chapter.
- Error Analysis: This exercise presents a sample solution that contains a common error, which the students are asked to identify.
- Each Chapter Opener highlights real-life applications used in the examples and exercises.
- The How Do You See It? feature in each section presents a real-life exercise that students solve by visual inspection using the concepts learned in the lesson. This exercise is excellent for classroom discussion or test preparation.
- A bulleted list of learning objectives gives students the opportunity to preview what will be presented in the upcoming section.
- These hints and tips, called “Remarks,” reinforce and/or expand upon concepts, help students learn how to study mathematics, address special cases, or show alternative or additional steps to a solution of an example.
- Accompanying every example, the Checkpoint problems encourage immediate practice and check students' understanding of the concepts presented in the example. Students can view and listen to worked-out solutions of the Checkpoint problems in English or Spanish at LarsonPrecalculus.com.

LarsonPrecalculus.com: This companion website offers free access to multiple tools and resources that supplement student learning. Students can view and listen to worked-out solutions of Checkpoint problems in English or Spanish, download data sets, explore examples, watch lesson videos, and much more.

Larson, Precalc w/ Limits AGA 7e HS edition ©2016 - Student Edition + CourseMate (6-year	Larson	2016	9-12	9781305547346

	Access)					
	Larson, Precalc w/ Limits AGA 7e HS edition ©2016 - VitalSource eBook + CourseMate (6-year Access)	Larson	2016	9-12	9781305547506	
	PowerLecture DVD-ROM with ExamView Test Generator	Larson	2016	9-12	9781305117600	
	Text-Specific DVD Program	Larson	2016	9-12	9781305117143	
	Test Bank	Larson	2016	9-12	9781305117570	
	Lesson Plans for High School	Larson	2016	9-12	9781305117549	
	Wraparound Teacher's Edition	Larson	2016	9-12	9781305117532	
	Complete Solutions Manual	Larson	2016	9-12	9781305117662	
	Notetaking Guide	Larson	2016	9-12	9781305117150	
	Student Solutions Manual	Larson	2016	9-12	9781305117112	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Cengage *Submitted as Core	**Precalculus: Mathematics for Calculus, 7/E, High School Edition**	**Stewart, Redlin, Watson**	**2016**	**9-12**	**9781305115309**	**Core**

Notes:
Strengths:

- The program is well written and easy to follow
- Good assessments and teaching components to assist the teacher
- Consistency in lessons and exercises throughout the text
- Organized and sequential lessons
- Real world applications and modeling problems

Weaknesses:

- The Pre-Calculus text does not directly list or address the practice standards; however, it does present all of the practice standards within the lessons, exercises, and assessments

Key Features:
This bestselling author team explains precalculus concepts simply and clearly, without glossing over difficult points. Problem solving and mathematical modeling are introduced early and reinforced throughout, providing students with a solid foundation in the principles of mathematical thinking. Comprehensive and evenly paced, the book provides complete coverage of the function concept, and integrates a significant amount of graphing calculator material to help students develop insight into mathematical ideas.

Features include:

- Focuses on Modeling sections illustrate modeling techniques as well as how mathematics can be applied to model real-life situations. These sections, as well as others, are devoted to teaching students how to create their own mathematical models, rather than using prefabricated formulas.
- Real-world applications from engineering, physics, chemistry, business, biology, environmental studies, and other fields demonstrate how mathematics is used to

model real-life situations.

- Mathematics in the Modern World vignettes show that mathematics is a living science crucial to the scientific and technological progress of recent times, as well as to the social, behavioral, and life sciences.
- Discovery/Discussion/Writing problems at the end of every section encourage students to use and develop conceptual, critical thinking, and writing skills.
- Discovery Projects engage students by providing a challenging but accessible set of activities that enable them (perhaps working in groups) to explore in greater depth an interesting aspect of the topic they have just learned.
- Review Sections and Chapter Tests at the end of each chapter help students gauge their learning progress. Brief answers to the odd-numbered exercises in each section and to all questions in the Chapter Tests are provided at the back of the book.
- Groups of exercises now have headings that identify the type of exercise. Skills Plus exercises in most sections contain more challenging exercises that require students to extend and synthesize concepts.
- Review Material: The review material at the end of each chapter now includes a summary of properties and formulas and a new Concept Check. Each Concept Check provides a step-by-step review of all the main concepts and applications of the chapter. Answers to the Concept Check questions are on tear-out sheets at the back of the book.

Geometry Review: Appendix A contains a review of the main concepts of geometry used in this book, including similarity and the Pythagorean Theorem.

Stewart, Precalculus, 7e HS Ed ©2016 Package: Student Edition + CourseMate (6-year Access)	Stewart, Redlin, Watson	2016	9-12	9781305547339
Stewart, Precalculus, 7e HS Ed ©2016 Package: VitalSource eBook + CourseMate (6-year Access)	Stewart, Redlin, Watson	2016	9-12	9781305547490
Test Bank	Stewart, Redlin, Watson	2016	9-12	9781305253902
Complete Solutions Manual	Stewart, Redlin, Watson	2016	9-12	9781305253810
Teacher's Edition	Stewart, Redlin, Watson	2016	9-12	9781305115293
Study Guide	Stewart, Redlin, Watson	2016	9-12	9781305253728
Student Solutions Manual	Stewart, Redlin, Watson	2016	9-12	9781305253735
Notetaking Guide	Stewart, Redlin, Watson	2016	9-12	9781305253834

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Cengage	**Calculus of a Single Variable, 10/E, AP® Edition**	**Larson**	**2014**	**11-12**	**9781285060330**	**AP Core**

Notes:
Strengths:

- Clear and concise design
- Multiple representations of concepts are bundled
- Examples do not span multiple pages

	• AP practice exercises included for each chapter • Text promotes higher order thinking skills through the “How do you see it?” and “Writing about Concepts” exercises • AP tips in the margins of the text are useful • Text includes section projects • Useful online support for students and teachers through videos and worked out solutions • Numerous real-world application problems in each lesson • Text uses precise mathematical language Weaknesses: • Supplementary teacher resources are lacking • No glossary in text • Text should include vocabulary review or preview with key terms emphasized • Assessment materials need to be improved • Interactive materials at LarsonCalculus.com use a deprecated plug-in (NPAPI)-does not work in Chrome or Edge	
	Key Features: With a long history of innovation in the calculus market, this AP® edition of Larson’s Calculus of a Single Variable provides a pedagogically sound, comprehensive text book with trusted AP® review questions and new AP® Exam tips. The book and series has been widely praised by a generation of students and professors for its solid and effective pedagogy that addresses the needs of a broad range of teaching and learning styles and environments. Features include: • Hints and tips, called “Remarks” in the book, reinforce and/or expand upon concepts. • AP® Review Questions allow students to practice the type of questions encountered on the AP® exam while providing additional practice and review. • Exercise sets have been carefully and extensively examined to ensure they are rigorous, relevant, and cover all topics suggested by our users. The exercises have been organized and titled so you can better see the connections between examples and exercises. • Graded Homework Exercises: Online homework and tests are evaluated using powerful Maple software to ensure mathematical accuracy. Instructors control point values, weighting grades, and whether or not an item is graded. An electronic gradebook helps instructors manage course information easily and can be exported to other files, such as Excel. • CAS Investigation: Many examples throughout the book are accompanied by CAS Investigations. These are collaborative investigations using a computer algebra system (e.g., Maple) to further explore the related example. • Each Chapter Opener highlights five real-life applications of calculus found throughout the	

chapter. The applications reference the examples or exercises featured. You can find a full listing of the applications in the Index of Applications.

- The How Do You See It? exercise in each section presents a problem that you will solve by visual inspection using the concepts learned in the lesson.

LarsonCalculus.com - We've created a free website hosting valuable resources. At this website, you can access the following: Proof Videos – Watch co-author Bruce Edwards present theorems and explain their proofs. Calculus Videos – Watch Dana Mosely explain concepts of calculus. Interactive Examples – Explore examples using Wolfram's free CDF player (plug-in required). Rotatable Graphs – View and rotate three-dimensional graphs using Wolfram's free CDF player (plug-in required). Biographies – Read biographies of men and women who were instrumental in creating calculus. Web Appendices – Read the web-only appendices that accompany the text. Data Downloads – Use real data to solve problems.

Larson, Calculus of a Single Variable 10e ©2014 Package: Student Edition + CourseMate (6-year Access)	Larson	2014	11-12	9781305547391
Larson, Calculus of a Single Variable 10e ©2014 Package: VitalSource eBook + CourseMate (6-year Access)	Larson	2014	11-12	9781305547568
AP® Teacher's Resource Guide and Lesson Plans	Larson	2014	11-12	9781285063041
Complete Solutions Guide, Volume 1 (Ch. P-5)	Larson	2014	11-12	9781285085760
Complete Solutions Guide, Volume 2 (Ch. 6-11)	Larson	2014	11-12	9781285085777
Test Bank	Larson	2014	11-12	9781285090597
PowerLecture DVD-ROM with ExamView® Test Generator	Larson	2014	11-12	9781285094458
Teacher's Resource Guide and Lesson Plans	Larson	2014	11-12	9781285063041
Fast Track to a 5 AP® Test Preparation Workbook	Larson	2014	11-12	9781285063263
Student Solutions Manual, Volume 1 (Ch. P-11)	Larson	2014	11-12	9781285085715

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Cengage	**Calculus of a Single Variable: Early Transcendental Functions, 6/E, AP® Edition**	**Larson**	**2015**	**11-12**	**9781285775913**	**AP Core**

Notes:
Strengths:
The strengths of this curriculum are evident in the AP level questioning techniques and review. There are AP Exam tips, and interactive examples as well as videos of proofs to help students deepen their conceptual understanding. The author does a great job of presenting the material in a graphical, analytical, numerical, and verbal approach. Students are required to use mathematical reasoning and problem solving skills throughout each lesson of the text. There are a lot of historical and biographical information to help students understand the where, why, how and by who questions about calculus.
Weaknesses:
The only weakness found in the content of this text is the limited exercises, examples, and applications with vectors. Vectors typically do not show up until Calculus 3, so while they are mentioned in Calculus BC they are not a necessary content.

Key Features:
Calculus of a Single Variable: Early Transcendental Functions, AP® Edition, offers instructors and students innovative teaching and learning resources geared towards the AP® exam and filled with helpful AP® test taking preparation. The Larson team always has two main objectives: to develop precise, readable materials for students that clearly define and demonstrate concepts and rules of calculus; and to design comprehensive teaching resources for instructors that employ proven pedagogical techniques. Every edition from the first to the sixth of Calculus of a Single Variable: Early Transcendental Functions has made the mastery

of traditional calculus skills a priority, while embracing the best features of new technology and review.

Features include:

- Carefully chosen applied exercises and examples from diverse sources are included throughout to address the question, "When will I use this?"
- Writing exercises at the end of each section are designed to test students' understanding of basic concepts and encourage them to verbalize answers in order to promote technical skills that will be invaluable in their future careers.
- Theorems are clearly stated and separated from the rest of the text by boxes for quick visual reference to aid in understanding the conceptual framework of calculus.
- As with theorems, definitions are clearly stated using precise, formal wording and are separated from the text by boxes for quick visual reference.
- Historical notes provide students with background information on the foundations of calculus and the people who created calculus.
- Projects provide an interesting and engaging way to encourage students to explore applications related to the topics they are studying and investigate ideas collaboratively.
- Putnam Exam Questions appear in selected sections and are meant to challenge students and push them to the limits of their understanding of calculus.
- Throughout the book, technology boxes show students how to use technology to solve problems and explore concepts of calculus.
- How Do You See It?--The "How Do You See It?" feature in each section presents a real-life problem that students solve by visual inspection using the concepts learned in the lesson. This exercise is excellent for classroom discussion or test preparation.
- Remark--These hints and tips reinforce or expand on concepts, help students learn how to study mathematics, caution students about common errors, address special cases, or show alternative or additional steps to a solution of an example.
- Exercise Sets--The exercise sets have been carefully and extensively examined to ensure they are rigorous and relevant and include all topics our users have suggested. The exercises have been reorganized and titled so students can better see the connections between examples and exercises. Multi-step, real-life exercises reinforce problem-solving skills and mastery of concepts by giving students the opportunity to apply the concepts in real-life situations.

LarsonCalulus.com--This robust companion website offers multiple tools and resources. Access to these features is free. Students can watch videos explaining concepts or proofs from the book, explore examples, view three-dimensional graphs, download articles from math journals, and much more!

Larson, Calculus of a Single Variable: Early Transcendentals 6e ©2015 Package: Student Edition + CourseMate (6-year Access)	Larson	2015	11-12	9781305547384
Larson, Calculus of a Single Variable: Early Transcendentals 6e ©2015 Package: VitalSource eBook + CourseMate (6-year Access)	Larson	2015	11-12	9781305547551

	Teacher's Resource Guide	Larson	2015	11-12	9781285778365	
	Complete Solutions Manual Volume 1	Larson	2015	11-12	9781285774817	
	Complete Solutions Manual Volume 2	Larson	2015	11-12	9781285774824	
	Printed Test Bank	Larson	2015	11-12	9781285779072	
	PowerLecture DVD-ROM with ExamView® Test Generator	Larson	2015	11-12	9781285085838	
	Fast Track to a 5 AP® Test Preparation Workbook	Larson	2015	11-12	9781285775920	
	Student Solutions Manual	Larson	2015	11-12	9781285774800	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Cengage	**Calculus, 10/E, AP® Edition**	**Larson**	**2014**	**11-12**	**9781285060309**	**AP Core**

Notes:
Strengths:
- Writing opportunities in “How Do You See It”
- There are exercises throughout each section that have students explain the concepts

Weaknesses:
- Looks like a college textbook that might not engage high school students

Key Features:
With a long history of innovation in the calculus market, this AP® edition of Larson’s Calculus provides a pedagogically sound, comprehensive text book with trusted AP® review questions and new AP® Exam tips. The book and series has been widely praised by a generation of students and professors for its solid and effective pedagogy that addresses the needs of a broad range of teaching and learning styles and environments.

Features include:
- Hints and tips, called “Remarks” in the book, reinforce and/or expand upon concepts.
- AP® Review Questions allow students to practice the type of questions encountered on the AP® exam while providing additional practice and review.
- Exercise sets have been carefully and extensively examined to ensure they are rigorous, relevant, and cover all topics suggested by our users. The exercises have been organized and titled so you can better see the connections between examples and exercises.
- Graded Homework Exercises: Online homework and tests are evaluated using powerful Maple software to ensure mathematical accuracy. Instructors control point values, weighting grades, and whether or not an item is graded. An electronic gradebook helps instructors manage course information easily and can be exported to other files, such as Excel.
- CAS Investigation: Many examples throughout the book are accompanied by CAS Investigations. These are collaborative investigations using a computer algebra system (e.g., Maple) to further explore the related example.
- Each Chapter Opener highlights five real-life applications of calculus found throughout the chapter. The applications reference the examples or exercises featured. You can find a full listing of the applications in the Index of Applications.
- The How Do You See It? exercise in each section presents a problem that you will solve

by visual inspection using the concepts learned in the lesson.

LarsonCalculus.com - We've created a free website hosting valuable resources. At this website, you can access the following: Proof Videos – Watch co-author Bruce Edwards present theorems and explain their proofs. Calculus Videos – Watch Dana Mosely explain concepts of calculus. Interactive Examples – Explore examples using Wolfram's free CDF player (plug-in required). Rotatable Graphs – View and rotate three-dimensional graphs using Wolfram's free CDF player (plug-in required). Biographies – Read biographies of men and women who were instrumental in creating calculus. Web Appendices – Read the web-only appendices that accompany the text. Data Downloads – Use real data to solve problems.

Larson, Calculus 10e 2014 ©2014 Package: Student Edition + CourseMate (6-year Access)	Larson	2014	11-12	9781305547407
Larson, Calculus 10e 2014 ©2014 Package: VitalSource eBook + CourseMate (6-year Access)	Larson	2014	11-12	9781305547575
AP® Teacher's Resource Guide and Lesson Plans	Larson	2014	11-12	9781285063041
Complete Solutions Guide, Volume 1 (Ch. P-5)	Larson	2014	11-12	9781285085760
Complete Solutions Guide, Volume 2 (Ch. 6-11)	Larson	2014	11-12	9781285085777
Complete Solutions Guide, Volume 3 (Ch. 12-16)	Larson	2014	11-12	9781285085807
Test Bank	Larson	2014	11-12	9781285090597
PowerLecture DVD-ROM with ExamView® Test Generator	Larson	2014	11-12	9781285094458
Teacher's Resource Guide and Lesson Plans	Larson	2014	11-12	9781285063041
Fast Track to a 5 AP® Test Preparation Workbook	Larson	2014	11-12	9781285063263
Student Solutions Manual, Volume 1 (Ch. P-11)	Larson	2014	11-12	9781285085715
Student Solutions Manual, Volume 2 (Ch. 12-16)	Larson	2014	11-12	9781285085753

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Cengage	**Calculus: Early Transcendental Functions, 6/E, AP® Edition**	**Larson**	**2015**	**11-12**	**9781285775890**	**AP Core**

Notes:

Strengths:

- The textbook is beautiful and flows well
- Good pointers and extenders in the teacher binder
- Text flow is logical
- Lesson progress from simple to complex
- Concepts appear to be in a usable order
- Includes opportunities for students to write
- Great additional resources

Weaknesses:

- Less conceptual and more mechanical
- Fewer graphs, more mechanical

- Text is sense for some learners
- It does not include enough table problems

Key Features:
Calculus: Early Transcendental Functions, AP® Edition, offers instructors and students innovative teaching and learning resources geared towards the AP® exam and filled with helpful AP® test taking preparation. The Larson team always has two main objectives: to develop precise, readable materials for students that clearly define and demonstrate concepts and rules of calculus; and to design comprehensive teaching resources for instructors that employ proven pedagogical techniques. Every edition from the first to the sixth of Calculus: Early Transcendental Functions has made the mastery of traditional calculus skills a priority, while embracing the best features of new technology and review.

Features include:

- Carefully chosen applied exercises and examples from diverse sources are included throughout to address the question, "When will I use this?"
- Writing exercises at the end of each section are designed to test students' understanding of basic concepts and encourage them to verbalize answers in order to promote technical skills that will be invaluable in their future careers.
- Theorems are clearly stated and separated from the rest of the text by boxes for quick visual reference to aid in understanding the conceptual framework of calculus.
- As with theorems, definitions are clearly stated using precise, formal wording and are separated from the text by boxes for quick visual reference.
- Historical notes provide students with background information on the foundations of calculus and the people who created calculus.
- Projects provide an interesting and engaging way to encourage students to explore applications related to the topics they are studying and investigate ideas collaboratively.
- Putnam Exam Questions appear in selected sections and are meant to challenge students and push them to the limits of their understanding of calculus.
- Throughout the book, technology boxes show students how to use technology to solve problems and explore concepts of calculus.
- How Do You See It?--The "How Do You See It?" feature in each section presents a real-life problem that students solve by visual inspection using the concepts learned in the lesson. This exercise is excellent for classroom discussion or test preparation.
- Remark--These hints and tips reinforce or expand on concepts, help students learn how to study mathematics, caution students about common errors, address special cases, or show alternative or additional steps to a solution of an example.
- Exercise Sets--The exercise sets have been carefully and extensively examined to ensure they are rigorous and relevant and include all topics our users have suggested. The exercises have been reorganized and titled so students can better see the connections between examples and exercises. Multi-step, real-life exercises reinforce problem-solving skills and mastery of concepts by giving students the opportunity to apply the concepts in real-life situations.

LarsonCalulus.com--This robust companion website offers multiple tools and resources. Access to these features is free. Students can watch videos explaining concepts or proofs

	from the book, explore examples, view three-dimensional graphs, download articles from math journals, and much more!					
	Larson, Calculus: Early Transcendentals 6e ©2015 Package: Student Edition + CourseMate (6-year Access)	Larson	2015	11-12	9781305547377	
	Larson, Calculus: Early Transcendentals 6e ©2015 Package: VitalSource eBook + CourseMate (6-year Access)	Larson	2015	11-12	9781305547544	
	Teacher's Resource Guide	Larson	2015	11-12	9781285778365	
	Complete Solutions Manual Volume 1	Larson	2015	11-12	9781285774817	
	Complete Solutions Manual Volume 2	Larson	2015	11-12	9781285774824	
	Complete Solutions Manual Volume 3	Larson	2015	11-12	9780547213026	
	Printed Test Bank	Larson	2015	11-12	9781285779072	
	PowerLecture DVD-ROM with ExamView® Test Generator	Larson	2015	11-12	9781285085838	
	Fast Track to a 5 AP® Test Preparation Workbook	Larson	2015	11-12	9781285775920	
	Student Solutions Manual	Larson	2015	11-12	9781285774800	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Cengage	**Financial Algebra: Advanced Algebra with Financial Applications**	**Gerver, Sgroi**	**2014**	**9-12**	**9781285444857**	**Other**
	Notes: Strengths: • All standards are met • More than 50% of the students time is spent on the Widely Applicable Prerequisites • Connections are made in a purposeful and logical way • Table of contents are extremely helpful • Numerous opportunities for practice with both procedural and contextual problems • Provides many real world mathematical application problems • Scaffolding within lessons is strong • General format of book is very engaging and exceptional Weaknesses: • Does not note Mathematical Practices • Weak on requiring students to make mathematical arguments • ELL accommodations are lacking • Support for differing instructional approach is missing Note: This curriculum could be very affective as a 4th year course at the high school level if the book is supplemented with resources that are lacking or missing.					
	Key Features: Ideal for 3rd or 4th year math students, FINANCIAL ALGEBRA: ADVANCED ALGEBRA WITH					

FINANCIAL APPLICATIONS applies Algebra 1 concepts in practical business and personal finance contexts. Aligned to the Common Core State Standards, FINANCIAL ALGEBRA helps students achieve success by incorporating Algebra I, Algebra II, and Geometry topics. Authors Robert Gerver and Richard Sgroi have spent their 25+ year-careers teaching students of all ability levels and they have found the most success when math is connected to the real world. FINANCIAL ALGEBRA encourages students to be actively involved in applying mathematical ideas to their everyday live – credit, banking insurance, the stock market, independent living and more!

Features include:

- Strong review of Algebra I formulas with variables, equations, functions, systems of equations, graphs, statistics, and more within a financial context your students can relate to. Students see algebra translated into powerful, financially focused, real world problems.
- Students see algebra at work within the most critical areas of finance. Students learn about investments, credit, automobile expenses, insurance, income tax, household budgeting, and more while gaining confidence in working with common algebraic functions.
- Emphasis on problem solving equips students with skills for life. Each chapter provides substantial opportunities to learn and apply a variety of problem solving strategies.
- Really? Really! Chapter Openers immediately capture student attention with fascinating topics that draw students into the chapter's content. Students conclude each chapter by revisiting the motivational topic.
- Proven applications at the end of each lesson require students to solve problems in a financial context. Real Numbers: You
- Write the Story strengthens students' skills in interpreting graphs as they examine a graph and write a story focused around the graph's information.

Reality Check extends students' learning experience well beyond the classroom with specific suggestions for research, projects, and hands-on learning.

Instructor's Resource CD-ROM	Gerver, Sgroi	2014	9-12	9780538450188
Interactive Whiteboard Presentation	Gerver, Sgroi	2014	9-12	9781111573638
ExamView®	Gerver, Sgroi	2014	9-12	9780538450195
Guided Practice CD-ROM	Gerver, Sgroi	2014	9-12	9781111575991
Workbook	Gerver, Sgroi	2014	9-12	9780538449700

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Cengage	**Statistics: Learning from Data, 1e, AP® Edition**	**Peck, Olsen**	**2014**	**11-12**	**9781285085241**	**AP Core**

Notes:

Strengths:

- Comprehensive AP textbook. Little to no supplementation would be necessary
- Real-world data sets used throughout text
- Problems are challenging and prepare students for the exam
- Online, print, and DVD resources give teachers flexibility to choose which platform to use

- Practice AP multiple choice and free response questions included in the resources

Weaknesses:

- The topic of surveys is not explicitly addressed in the text
- No support for ELL students

Key Features:

Statistics: Learning From Data, AP® Edition, written by the respected author team of Roxy Peck and Chris Olsen, offers an innovative approach to teaching and learning AP® Statistics, by tackling the areas that students struggle with most -- probability, hypothesis testing, and selecting an appropriate method of analysis. Students must master the computational aspect of descriptive and inferential statistic and also develop an understanding of the data analysis process at a conceptual level. Supported by learning objectives, real-data examples and exercises, and technology notes, this text guides students in gaining conceptual understanding, mechanical proficiency, and the ability to put knowledge into practice.

Features include:

- The treatment of probability in this text is complete, including conditional probability and Bayes' Rule type probability calculations. However, it is presented with a new approach that eliminates the need for the symbolism and formulas, which are a roadblock for many students by using natural frequencies to reason about probability.
- Statistics: Learning from Data, has a simple, clean design that minimizes clutter and maximizes student understanding, instead of distract students like modern graphic “features” in textbooks.
- Chapter activities guide actively engage students' thinking about important ideas and concepts.
- The learning objectives explicitly state the expectations of the student, and are presented in three categories: Conceptual Understanding, Mastery of Mechanics, and Putting It into Practice.
- Each chapter opens with a Preview and Preview Example that provide motivation for studying the concepts and methods introduced in the chapter. They address why the material is worth learning, the conceptual foundation for the methods covered, and connect to what the student already knows.
- The exercises and examples that incorporate real data are a particular strength of this text. Extracting and using data from journal articles, newspapers, and other published sources, the exercises cover a wide range of disciplines and subject areas of interest to today's student.
- "Are You Ready to Move On?" questions serve as a comprehensive end-of-chapter review and allow students to confirm that they have achieved the chapter learning objectives,
- Chapter 7 provides an overview of statistical inference, focusing on the things students need to think about in order to select an appropriate method of analysis. Discussing these considerations up front in the form of four key questions that need to be answered before choosing an inference method makes it easier for students to make correct choices.

Real-Data Algorithmic Sampling Exercises give each student a different random sample of data from a population to answer questions off of the companion website. These unique exercises are designed to teach about sampling variability and provide a vehicle for rich classroom discussions of this important statistical concept.

	Statistics: Learning from Data, 1e Package: Student Edition + Aplia + CourseMate (6-year access)	Peck, Olsen	2014	11-12	9781305470309	
	Statsistics: Learning from Data, 1e Package: Aplia + CourseMate + VitalSource® eBook (6-year access)	Peck, Olsen	2014	11-12	9781305470316	
	Teacher's Resource Guide	Peck, Olsen	2014	11-12	9781285738147	
	PowerLecture DVD-ROM with ExamView® Test Generator	Peck, Olsen	2014	11-12	9781285734378	
	Fast Track to a 5 AP® Test Preparation Workbook	Peck, Olsen	2014	11-12	9781285094649	
	Student Solutions Manual	Peck, Olsen	2014	11-12	9781285089836	
	JMP Technology Manual for Students	Peck, Olsen	2014	11-12	9781285164700	
	Minitab Technology Manual for Students	Peck, Olsen	2014	11-12	9781285164670	
	SPSS Technology Manual for Students	Peck, Olsen	2014	11-12	9781285164687	
	TI Calculator Manual for Students	Peck, Olsen	2014	11-12	9781285164748	
	Excel Technology Manual for Statistics	Peck, Olsen	2014	11-12	9781285164816	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Cengage	**Introduction to Statistics and Data Analysis, 5/E, AP® Edition**	**Peck, Olsen, Devore**	**2016**	**11-12**	**9781305267244**	**AP Core**

Notes:
Strengths:

- Very graphical
- Text is broken into many small sections
- Formulas and rules are easy to find in colored boxes
- Plenty of student problems in each chapter
- Organized and accessible for the ordinary student and supports the development of conceptual understanding
- Analysis emphasized and higher order thinking
- Engaging problems

Weaknesses:

- Difficult to find some concepts in text
- Some topics not well represented in exercises

Key Features:
Roxy Peck, Chris Olsen, and Jay Devore's new edition uses real data and attention-grabbing examples to introduce students to the study of statistics and data analysis. Traditional in structure yet modern in approach, this text guides students through an intuition-based learning process that stresses interpretation and communication of statistical information. Simple notation--including frequent substitution of words for symbols--helps students grasp concepts and cement their comprehension. Hands-on activities and interactive applets allow students to practice statistics firsthand. INTRODUCTION TO STATISTICS AND DATA ANALYSIS includes coverage of most major technologies, as well as expanded coverage of probability. Supporting the AP® Statistics exam, the text includes AP® multiple choice and free response questions that allow students to check their understanding, as well as AP® Tips that highlight

important AP® material or procedures.

Features include:

- Real data gives students authentic scenarios that help them understand statistical concepts in relevant, interesting contexts.
- The book emphasizes graphical display as a necessary component of data analysis and provides broad coverage of sampling, survey design, experimental design and transformations, and nonlinear regression.
- The role of the computer in contemporary statistics is highlighted through numerous printouts and exercises that can be solved using the computer.
- "Interpreting and Communicating the Results of Statistical Analysis" sections, which emphasize the importance of being able to interpret statistical output and communicate its meaning to non-statisticians, have assignable end-of-section questions associated with them.
- Several Java™ applets, used in conjunction with activities that appear at the end of the chapter, provide visual insight into statistical concepts.
- Chapter-ending Technology Notes on JMP, Minitab, SPSS, Microsoft Excel 2007, TI-83/84, and TI-nspire provide helpful hints and guidance on completing tasks associated with a particular chapter, as well as display screens to help students visualize and better understand the steps.
- Helpful hints in exercises that direct students to relevant examples in the text help students who may be having trouble getting started.

Margin Notes, including “Understanding the context,” “Consider the data,” “Formulate a plan,” “Do the work,” and “Interpret the results” appear in appropriate places in the examples to highlight the importance of context and to increase student awareness of the steps in the data analysis process.

An Introduction to Statistics and Data Analysis, 5e Package: Student Edition + Aplia + CourseMate (6-year access)	Peck, Olsen, Devore	2016	11-12	9781305470590
An Introduction to Statistics and Data Analysis, 5e Package: Aplia + CourseMate + VitalSource® eBook (6-year access)	Peck, Olsen, Devore	2016	11-12	9781305470606
PowerLecture CD-ROM with ExamView	Peck, Olsen, Devore	2016	11-12	9781305266087
Instructor's Annotated Edition	Peck, Olsen, Devore	2016	11-12	9781305252523
Teacher's Resource Binder with CD-ROM	Peck, Olsen, Devore	2016	11-12	9781305266056
Fast Track to a 5 Test Preparation Workbook	Peck, Olsen, Devore	2016	11-12	9781305266049
Student Solutions Manual	Peck, Olsen, Devore	2016	11-12	9781305265820

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Cengage	**Understandable Statistics: Concepts and Methods, 11/E, AP® Edition**	**Brase, Brase**	**2015**	**11-12**	**9781285463063**	**AP Core**

Notes:
Strengths:

- Logical flow of content from specific to general, skill practice to conceptual

- Use of real world data sets
- Guided practice in each unit
- Chapter Review problems and the Using Technology at the end of each chapter help the students tie everything together
- “Preparing for the AP Statistics Examination” supplement helps students to become familiar with the exam

Weaknesses:

- The sue of color may be difficult for colorblind students
- No ELL support
- No glossary

Key Features:
Understandable Statistics: Concepts and Methods, for AP®, is a thorough yet accessible program designed to help students overcome their apprehensions about statistics. Statistical methods are thoughtfully presented with a focus on understanding both the suitability of the method and the meaning of the result. The eleventh edition continues to address the importance of developing students' critical-thinking and statistical literacy as well as preparing them and building confidence leading up to the AP® Exam.

Features include:

- Updated real-world applications throughout the text include new examples from a variety of disciplines.
- Problems featuring basic computation and using small data sets give students the chance to appreciate the formulas and mathematical processes that their calculators accomplish for them--and help them to better understand what the end result means.
- The "Looking Ahead" feature gives students a taste of forthcoming topics--showing them how the concepts and skills they're reading about will be useful in helping them grasp material covered later.
- The "Critical Thinking" feature provides additional clarification on specific concepts, such as what tests are appropriate for what situations, what assumptions need to be made, what biases may affect the results, and when conclusions are justified.
- "Statistical Literacy Problems" in every section and problem set test understanding of terminology, statistical methods, and the appropriate conditions for use of the different processes. "Writing Projects" test both statistical literacy and critical thinking by asking students to express their understanding in words.
- "What Does . . . Tell Us?" and "Important Features of a . . ." provide brief just-in-time summaries of key concepts.

Understandable Statistics: Concepts and Methods, 11e Package: Student Edition + Aplia + CourseMate (6-year access)	Brase, Brase	2015	11-12	9781305470064
Understandable Statistics: Concepts and Methods, 11e Package: Aplia + CourseMate + VitalSource® eBook (6-year access)	Brase, Brase	2015	11-12	9781305470071

	Instructor's Annotated Edition	Brase, Brase	2015	11-12	9781285462820	
	Teacher's Resource Manual	Brase, Brase	2015	11-12	9781285463179	
	PowerLecture CD-ROM with ExamView® Test Generator	Brase, Brase	2015	11-12	9781285462851	
	DVD Program	Brase, Brase	2015	11-12	9781285462844	
	Notetaking Guide	Brase, Brase	2015	11-12	9781285464190	
	Student Solutions Manual	Brase, Brase	2015	11-12	9781285462837	
	Fast Track to a 5 AP® Test Preparation Workbook	Brase, Brase	2015	11-12	9781285464077	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Cengage	**Single Variable Calculus, 8/E, AP® Edition**	**Stewart**	**2016**	**11 - 12**	**9781305266704**	**AP Core**

Notes:
Strengths:
The strengths of this curriculum are evident in the AP level questioning techniques and review. There are teacher supplements for exercises with full solutions and an available student solution manual that offers only solutions to odd exercises. The rigor of the text and the application and modeling questions are excellent especially with the preparation, mathematical vocabulary, and working for the AP Calculus test.
Weaknesses:
The online resource material is weaker for a new teacher. There are supplemental resources for the teacher in the form of study guides, student solutions manual, complete solutions manual, test bank, resource guide, and AP test Prep but these are hard to edit and take time to work through and organize. There is a test bank, but not a test generator.

Key Features:
James Stewart's Single Variable Calculus is widely renowned for its mathematical precision and accuracy, clarity of exposition, and outstanding examples and problem sets. Millions of students worldwide have explored calculus through Stewart's trademark style, while instructors have turned to his approach time and time again. In the Eighth Edition of Single Variable Calculus, Stewart continues to set the standard for the course while adding carefully revised content. The patient explanations, superb exercises, focus on problem solving, and carefully graded problem sets that have made Stewart's texts best-sellers continue to provide a strong foundation for the Eighth Edition. From the most unprepared student to the most mathematically gifted, Stewart's writing and presentation serve to enhance understanding and build confidence

- Four carefully crafted diagnostic tests in algebra, analytic geometry, functions, and trigonometry appear at the beginning of the text. These provide students with a convenient way to test their pre-existing knowledge and brush up on skills they need to successfully begin the course.
- Stewart's writing style speaks clearly and directly to students, guiding them through key ideas, theorems, and problem-solving steps, and encouraging them to think as they read and learn.
- Every concept is supported by thoughtfully worked examples—many with step-by-step explanations—and carefully chosen exercises. The quality of this pedagogical system is what sets Stewart's texts above others.
- The text's clean, user-friendly design provides a clear presentation of calculus. The art program, with its functional and consistent use of color, helps students identify and review mathematical concepts more easily.
- Stewart draws on physics, engineering, chemistry, biology, medicine, and social

science to motivate students and demonstrate the power of calculus as a problem-solving tool in a wide variety of fields.

- Stewart's text offers an extensive collection of more than 8,000 quality exercises. Each exercise set is carefully graded, progressing from skill-development problems to more challenging problems involving applications and proofs. The wide variety of types of exercises includes many technology-oriented, thought-provoking, real, and engaging problems.
- Comprehensive review sections follow each chapter and further support conceptual understanding.
- "Strategies" sections (based on George Polya's problem-solving methodology) help students select what techniques they'll need to solve problems in situations where the choice is not obvious, and help them develop true problem-solving skills and intuition.
- More challenging exercises called "Problems Plus" follow the end-of-chapter exercises. These sections reinforce concepts by requiring students to apply techniques from more than one chapter of the text, and by patiently showing them how to approach a challenging problem.

Single Variable Calculus, 8/E, AP® Edition, , AP Teacher's Resource Guide	Stewart	2016	11 - 12	9781305271791
Single Variable Calculus, 8/E, AP® Edition, Study Guide (Single Variable)	Stewart	2016	11- 12	9781305279131
Single Variable Calculus, 8/E, AP® Edition, Student Solutions Manual (Single Variable)	Stewart	2016	11- 12	9781305271814
Single Variable Calculus, 8/E, AP® Edition, Complete Solutions Manual (Single Variable)	Stewart	2016	11- 12	9781305276109
Single Variable Calculus, 8/E, AP® Edition, Test Bank	Stewart	2016	11- 12	9781305271807
Single Variable Calculus, 8/E, AP® Edition, Fast Track to a 5 AP Test Preparation Workbook	Stewart	2016	11 - 12	9781305268623

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Cengage	**Calculus, 8/E**	**Stewart**	**2016**	**11 -12**	**9781305266698**	**AP Core**

Notes:

Strengths:

- The teacher resources are fantastic. They will help lead through suggested group discussions, scaffolding assignments.
- Scope and sequence was good. Didn't place concepts not learned before student had knowledge.
- Student guides were great for extra help with struggling students.
- Reference pages located in the back of book is perforated and can easily come out and placed in plastic covers.

Weaknesses:

- Red on white examples will create problems for colorblind students.

- Student guides might become expensive if purchased every year.
- The perforated reference guides can be taken out by students.

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- Stewart draws on physics, engineering, chemistry, biology, medicine, and social science to motivate students and demonstrate the power of calculus as a problem-solving tool in a wide variety of fields.
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Calculus, 8/E, AP Teacher's Resource Guide	Stewart	2016	11- 12	9781305271791

	Calculus, 8/E, Study Guide (Single Variable)	Stewart	2016	11-12	9781305279131	
	Calculus, 8/E, Study Guide (Multivariable)	Stewart	2016	11- 12	9781305271845	
	Calculus, 8/E, Student Solutions Manual (Single Variable)	Stewart	2016	11-12	9781305271814	
	Calculus, 8/E, Student Solutions Manual (Multivariable)	Stewart	2016	11- 12	9781305271821	
	Calculus, 8/E, Complete Solutions Manual (Single Variable)	Stewart	2016	11- 12	9781305276109	
	Calculus, 8/E, Complete Solutions Manual (Multivariable)	Stewart	2016	11- 12	9781305276116	
	Calculus, 8/E, Test Bank	Stewart	2016	11- 12	9781305271807	
	Calculus, 8/E, Fast Track to a 5 AP Test Preparation Workbook	Stewart	2016	11- 12	9781305268623	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Cengage	**Single Variable Calculus: Early Transcendentals, 8/E**	**Stewart**	**2016**	**11-12**	**9781305267275**	**AP Core**

Notes:
Strengths:

- Good verbally in many areas
- Uses language that promotes precise understanding
- Book is concise
- College-level text
- Meets or exceeds all requirements for AP
- Good supplemental materials-teacher resource binder and study guide

Weaknesses:

- Lacking in graphical interpretation of concepts
- Difficult to navigate
- Fewer problems than many other comparable texts
- High reading level
- A few concepts are missing-area accumulation, solutions to different equations, and derivatives of inverse functions at a point

Key Features:
James Stewart's Single Variable Calculus: Early Transcendentals is widely renowned for its mathematical precision and accuracy, clarity of exposition, and outstanding examples and problem sets. Millions of students worldwide have explored calculus through Stewart's trademark style, while instructors have turned to his approach time and time again. In the Eighth Edition of Single Variable Calculus: Early Transcendentals, Stewart continues to set the standard for the course while adding carefully revised content. The patient explanations, superb exercises, focus on problem solving, and carefully graded problem sets that have made Stewart's texts best-sellers continue to provide a strong foundation for the Eighth Edition. From the most unprepared student to the most mathematically gifted, Stewart's writing and presentation serve to enhance understanding and build confidence

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trigonometry appear at the beginning of the text. These provide students with a convenient way to test their pre-existing knowledge and brush up on skills they need to successfully begin the course.

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- The text's clean, user-friendly design provides a clear presentation of calculus. The art program, with its functional and consistent use of color, helps students identify and review mathematical concepts more easily.
- Stewart draws on physics, engineering, chemistry, biology, medicine, and social science to motivate students and demonstrate the power of calculus as a problem-solving tool in a wide variety of fields.
- Stewart's text offers an extensive collection of more than 8,000 quality exercises. Each exercise set is carefully graded, progressing from skill-development problems to more challenging problems involving applications and proofs. The wide variety of types of exercises includes many technology-oriented, thought-provoking, real, and engaging problems.
- Comprehensive review sections follow each chapter and further support conceptual understanding.
- "Strategies" sections (based on George Polya's problem-solving methodology) help students select what techniques they'll need to solve problems in situations where the choice is not obvious, and help them develop true problem-solving skills and intuition.
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Single Variable Calculus: Early Transcendentals, 8/E, AP Teacher's Resource Guide	Stewart	2016	11- 12	9781305272613
Single Variable Calculus: Early Transcendentals, 8/E, Study Guide (Single Variable)	Stewart	2016	11- 12	9781305279148
Single Variable Calculus: Early Transcendentals, 8/E, Student Solutions Manual (Single Variable)	Stewart	2016	11 to 12	9781305272422
Single Variable Calculus: Early Transcendentals, 8/E, Complete Solutions Manual (Single Variable)	Stewart	2016	11- 12	9781305272392
Single Variable Calculus: Early Transcendentals, 8/E, Instructor's Guide	Stewart	2016	11- 12	9781305272613
Single Variable Calculus: Early Transcendentals, 8/E, Test Bank	Stewart	2016	11- 12	9781305387225

	Single Variable Calculus: Early Transcendentals, 8/E, Fast Track to a 5 AP Test Preparation Workbook	Stewart	2016	11- 12	9781305267282	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Cengage	**Calculus: Early Transcendentals, 8/E**	**Stewart**	**2016**	**11- 12**	**9781305267268**	**AP Core**

Notes:
This is a comprehensive curriculum that will prepare students for success in college level mathematics and for the AP examination.
Strengths:

- Overview of technology includes free options
- Teacher resources provides implementation guides for projects, tips for group work, and principles of problem solving
- Comprehensive, complete, consistent, and exhaustive
- Current data used in real world problems
- Proofs included in appendix
- Lots of practice available, including Problems Plus at the end of each chapter

Weaknesses:

- Despite the exhaustiveness of the text (1200+ pages), the sections are sense: new sections start immediately at the end of the previous. This could overwhelm young learners.
- Compared to other calculus texts, there are minimal photos. Visual aids help engage students in learning.

Key Features:
James Stewart's Calculus: Early Transcendentals is widely renowned for its mathematical precision and accuracy, clarity of exposition, and outstanding examples and problem sets. Millions of students worldwide have explored calculus through Stewart's trademark style, while instructors have turned to his approach time and time again. In the Eighth Edition of Calculus: Early Transcendentals, Stewart continues to set the standard for the course while adding carefully revised content. The patient explanations, superb exercises, focus on problem solving, and carefully graded problem sets that have made Stewart's texts best-sellers continue to provide a strong foundation for the Eighth Edition. From the most unprepared student to the most mathematically gifted, Stewart's writing and presentation serve to enhance understanding and build confidence

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Calculus: Early Transcendentals, 8/E, AP Teacher's Resource Guide	Stewart	2016	11- 12	9781305272613	
Calculus: Early Transcendentals, 8/E, Study Guide (Single Variable)	Stewart	2016	11- 12	9781305279148	
Calculus: Early Transcendentals, 8/E, Study Guide (Multilvariable)	Stewart	2016	11- 12	9781305271845	
Calculus: Early Transcendentals, 8/E, Student Solutions Manual (Single Variable)	Stewart	2016	11 -12	9781305272422	
Calculus: Early Transcendentals, 8/E, Student Solutions Manual (Mutilvariable)	Stewart	2016	11-12	9781305271821	
Calculus: Early Transcendentals, 8/E, Complete Solutions Manual (Single Variable)	Stewart	2016	11- 12	9781305272392	
Calculus: Early Transcendentals, 8/E, Complete Solutions Manual (Mutilvariable)	Stewart	2016	11- 12	9781305276116	
Calculus: Early Transcendentals, 8/E, Instructor's Guide	Stewart	2016	11- 12	9781305272613	
Calculus: Early Transcendentals, 8/E, Test Bank	Stewart	2016	11- 12	9781305387225	
Calculus: Early Transcendentals, 8/E, Fast Track to a 5 AP Test Preparation Workbook	Stewart	2016	11- 12	9781305267282	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Curriculum Associates	**Ready® Common Core Mathematics Student Instruction book + Practice and Problem Solving Book + i-Ready® Diagnostic student license, 5 year**	**Curriculum Associates**	**2014**	**K**	**9781495722622**	**Core**

Notes:
Manipulatives have to be purchased separately and Professional Development is strongly encouraged.
Strengths:

- The online portion of the curriculum is user friendly
- Interactive activities are fun and engaging for the students although there are not interactive activities for every lesson
- Hands on activity in every lesson
- Vertically and horizontally aligned to CCSS
- Prerequisite skill for every lesson
- Learning progression always aligned
- Challenge activities, justification questions, lots of place value activities, ten frames and number bonds, fluency for most lessons

Weaknesses:

- There are no manipulatives provided with the curriculum
- Geometry and measurement/data units are very brief and short. You need to supplement.

Key Features:

- Curriculum Associates' solution is research-based and proven to yield measurable improvements in students' performance against the more challenging Common Core State Standards (CCSS). Combining valid and reliable assessment, rigorous core instruction, and meaningful practice, intervention, and enrichment for those who need it, this approach includes ***Ready Common Core* and *i-Ready Diagnostic & Instruction***:

- Diagnose: Identify student needs at the sub-skill level, based on the expectations of the Common Core and Idaho state standards with the computer-adaptive *i-Ready Diagnostic* assessment (three times each academic year—beginning, mid, and end).
- Whole-class instruction: Use *Ready Common Core print materials* as the core day-to-day mathematics curriculum.
- Differentiate: Use the teacher-friendly reports from *i-Ready Diagnostic* reports to identify specific resources and lessons for individual and small group intervention within *Ready Common Core* print program.
- Independent instruction, practice, and homework: Use the *Practice and Problem Solving Book and i-Ready Instruction.*
- Progress monitoring: Track student progress via *Ready Assessments* and *i-Ready's* web-based diagnostic, interim growth monitoring, embedded progress monitoring, and standards mastery assessments.

Key features of these programs are summarized in the list below.

- *Ready Common Core* is a rigorous, on-grade level instruction and practice program for mathematics that fully prepares students for the Idaho Core State Standards for mathematics. Highly supportive for students, *Ready* also provides teachers of all backgrounds and experience levels with step-by-step, point-of-use professional development to teach the standards most effectively.
- Specifically designed and developed for the Common Core, *Ready Common Core* and *i-Ready Diagnostic & Instruction* reflect the Common Core Publishers' Criteria, learning progression

documents, and the guidance from the Smarter Balanced Assessment Consortium. The solution provides print and online resources (including interactive whiteboard lessons) to differentiate instruction for students across the performance spectrum.

- The *Ready Mathematics* Student Books contain two types of lessons—concept and skills lessons. The "Focus on Math Concepts" lessons encourage students to pause from the procedural and just concentrate on the conceptual, while the "Develop Skills and Strategies" lessons build students' fluency by leading students to develop, practice, and apply new skills to solve problems.

- The *Ready Mathematics* Student Books expose students to multiple representations—to measure whether or not students have gained a deep understanding of a mathematical concept, assessment items must include multiple representations. EngageNY.org specifies three "buckets" of multiple representations:

    - **Procedural Skills:** These apply to standards that reference verbs such as *compute, solve, identify, interpret, use, make,* and *find solutions*. Procedural representations are most often multiple-choice questions that require students to apply and identify mathematical processes in various ways.

    - **Conceptual Understanding:** These representations use verbs such as *understand, explain, represent,* and *describe* when applied to standards, which results in students having to combine mathematical practices.

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Ready® Common Core Mathematics Student Instruction book and Math Practice Problem Solving Book, 5 year fulfillment	Curriculum Associates	2014	K	9781495722615
Ready® Common Core Mathematics Student Instruction book, 5 year fulfillment	Curriculum Associates	2014	K	9781495722608
Ready® Common Core Mathematics Student Instruction book + Practice and Problem Solving Book + i-Ready® Diagnostic and Instruction student license, 5 year	Curriculum Associates	2014	K	9781495722639
i-Ready® online Student Diagnostic, 5 year license	Curriculum Associates	V. 6.0	K	9780760989692
i-Ready® online Student Diagnostic and Student Instruction, 5 year license	Curriculum Associates	V. 6.0	K	9780760989791
Ready® Common Core Math Practice and Problem Solving Book 5 yr fulfillment	Curriculum Associates	2014	K	9781495722646
Ready® Common Core Mathematics Student Instruction book + Practice and Problem Solving Book + i-Ready® Diagnostic student license, 1 year	Curriculum Associates	2014	K	9781495722653
Ready Common Core Mathematics Student Instruction book and Math Practice Problem Solving Book, 1 year	Curriculum Associates	2014	K	9780760988664
Ready Common Core Mathematics Student Instruction book, 1 year fulfillment	Curriculum Associates	2014	K	9780760988541
Ready® Common Core Mathematics Student Instruction book + Practice and Problem Solving Book + i-Ready® Diagnostic and Instruction student license, 1 year	Curriculum Associates	2014	K	9781495722660
i-Ready® online Student Diagnostic, 1 year license	Curriculum Associates	V. 6.0	K	9780760972601
i-Ready® online Student Diagnostic and Student Instruction, 1 year license	Curriculum Associates	V. 6.0	K	9780760972618

	Ready® Common Core Math Practice and Problem Solving Book 1 yr fulfillment	Curriculum Associates	2014	K	9780760988602	
	Ready® Common Core Mathematics Teacher Resource book and access to online Teacher Toolbox	Curriculum Associates	2014	K	9780760996799	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Curriculum Associates	**Ready® Common Core Mathematics Student Instruction book + Practice and Problem Solving Book + i-Ready® Diagnostic student license, 5 year**	**Curriculum Associates**	**2014**	**1**	**9781495722691**	**Core**

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Key Features:

- Curriculum Associates' solution is research-based and proven to yield measurable improvements in students' performance against the more challenging Common Core State Standards (CCSS). Combining valid and reliable assessment, rigorous core instruction, and meaningful practice, intervention, and enrichment for those who need it, this approach includes ***Ready Common Core* and *i-Ready Diagnostic & Instruction***:

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Ready® Common Core Mathematics Student Instruction book and Math Practice Problem Solving Book, 5 year fulfillment	Curriculum Associates	2014	1	9781495722684
Ready® Common Core Mathematics Student Instruction book, 5 year fulfillment	Curriculum Associates	2014	1	9781495722677
Ready® Common Core Mathematics Student Instruction book + Practice and Problem Solving Book + i-Ready® Diagnostic and Instruction student license, 5 year	Curriculum Associates	2014	1	9781495722707
i-Ready® online Student Diagnostic, 5 year license	Curriculum Associates	V. 6.0	1	9780760989692
i-Ready® online Student Diagnostic and Student Instruction, 5 year license	Curriculum Associates	V. 6.0	1	9780760989791
Ready® Common Core Math Practice and Problem Solving Book 5 yr fulfillment	Curriculum Associates	2014	1	9781495722738
Ready® Common Core Mathematics Student Instruction book + Practice and Problem Solving Book + i-Ready® Diagnostic student license, 1 year	Curriculum Associates	2014	1	9781495722714
Ready Common Core Mathematics Student Instruction book and Math Practice Problem Solving Book, 1 year	Curriculum Associates	2014	1	9780760988671
Ready Common Core Mathematics Student Instruction book, 1 year fulfillment	Curriculum Associates	2014	1	9780760988558
Ready® Common Core Mathematics Student Instruction book + Practice and Problem Solving Book + i-Ready® Diagnostic and Instruction student license, 1 year	Curriculum Associates	2014	1	9781495722721
i-Ready® online Student Diagnostic, 1 year license	Curriculum Associates	V. 6.0	1	9780760972601
i-Ready® online Student Diagnostic and Student Instruction, 1 year license	Curriculum Associates	V. 6.0	1	9780760972618
Ready® Common Core Math Practice and Problem Solving Book 1 yr fulfillment	Curriculum Associates	2014	1	9780760988619
Ready® Common Core Mathematics Teacher Resource book and access to online Teacher Toolbox	Curriculum Associates	2014	1	9780760996805
Ready® Common Core Math Practice and Problem Solving Book TG	Curriculum Associates	2014	1	9780760988633

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Curriculum Associates	**Ready® Common Core Mathematics Student Instruction book + Practice and Problem Solving Book + i-Ready® Diagnostic student license, 5 year**	**Curriculum Associates**	**2016**	**2**	**9781495722769**	**Core**
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Ready® Common Core Mathematics Student Instruction book and Math Practice Problem Solving Book, 5 year fulfillment	Curriculum Associates	2016	2	9781495722752
Ready® Common Core Mathematics Student Instruction book, 5 year fulfillment	Curriculum Associates	2016	2	9781495722745
Ready® Common Core Mathematics Student Instruction book + Practice and Problem Solving Book + i-Ready® Diagnostic and Instruction student license, 5 year	Curriculum Associates	2016	2	9781495722776
i-Ready® online Student Diagnostic, 5 year license	Curriculum Associates	V. 6.0	2	9780760989692
i-Ready® online Student Diagnostic and Student Instruction, 5 year license	Curriculum Associates	V. 6.0	2	9780760989791
Ready® Common Core Math Practice and Problem Solving Book 5 yr fulfillment	Curriculum Associates	2014	2	9781495723322
Ready® Common Core Mathematics Student Instruction book + Practice and Problem Solving Book + i-Ready® Diagnostic student license, 1 year	Curriculum Associates	2016	2	9781495722783
Ready Common Core Mathematics Student Instruction book and Math Practice Problem Solving Book, 1 year	Curriculum Associates	2016	2	9781495707179
Ready Common Core Mathematics Student Instruction book, 1 year fulfillment	Curriculum Associates	2016	2	9781495705496

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Curriculum Associates	**Ready® Common Core Mathematics Student Instruction book + Practice and Problem Solving Book + i-Ready® Diagnostic student license, 5 year**	**Curriculum Associates**	**2016**	**3**	**9781495722820**	**Core**

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Strengths:

- Materials comprehensively and coherently align to Content Standards
- Materials comprehensively and coherently attend to and embed Practice Standards in engaging ways for both teacher and students
- Format of materials (teacher, student, and parent) enhances engagement, mathematical understandings and navigation of materials
- Diagnostic, formative, and summative assessment is well supported
- All levels of DOK are present in meaningful ways
- Materials have useful/purposefully-aligned parent supports

Weaknesses:
The comprehensive nature of the material is a strength; however, accompanying this strength is the responsibility of teachers/districts to fully understand the components, supports and learning opportunities found in the materials. It might be difficult for teachers to realize the full breadth and depth of these materials without professional development/training.

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Ready® Common Core Mathematics Student Instruction book and Math Practice Problem Solving Book, 5 year fulfillment	Curriculum Associates	2016	3	9781495722813
Ready® Common Core Mathematics Student Instruction book, 5 year fulfillment	Curriculum Associates	2016	3	9781495722806
Ready® Common Core Mathematics Student Instruction book + Practice and Problem Solving Book + i-Ready® Diagnostic and Instruction student license, 5 year	Curriculum Associates	2016	3	9781495722837
i-Ready® online Student Diagnostic, 5 year license	Curriculum Associates	V. 6.0	3	9780760989692
i-Ready® online Student Diagnostic and Student Instruction, 5 year license	Curriculum Associates	V. 6.0	3	9780760989791
Ready® Common Core Math Practice and Problem Solving Book 5 yr fulfillment	Curriculum Associates	2014	3	9781495722844
Ready® Common Core Mathematics Student Instruction book + Practice and Problem Solving Book + i-Ready® Diagnostic student license, 1 year	Curriculum Associates	2016	3	9781495722851
Ready Common Core Mathematics Student Instruction book and Math Practice Problem Solving Book, 1 year	Curriculum Associates	2016	3	9781495707186
Ready Common Core Mathematics Student Instruction book, 1 year fulfillment	Curriculum Associates	2016	3	9781495705502
Ready® Common Core Mathematics Student Instruction book + Practice and Problem Solving Book + i-Ready® Diagnostic and Instruction student license, 1 year	Curriculum Associates	2016	3	9781495722868
i-Ready® online Student Diagnostic, 1 year license	Curriculum Associates	V. 6.0	3	9780760972601

	i-Ready® online Student Diagnostic and Student Instruction, 1 year license	Curriculum Associates	V. 6.0	3	9780760972618	
	Ready® Common Core Math Practice and Problem Solving Book 1 yr fulfillment	Curriculum Associates	2014	3	9780760992241	
	Ready® Common Core Math SBAC Practice WorkBook 1 yr fulfillment	Curriculum Associates	2016	3	9781495713170	
	Ready® Common Core Mathematics Teacher Resource book and access to online Teacher Toolbox	Curriculum Associates	2016	3	9781495706189	
	Ready® Common Core Math Practice and Problem Solving Book TG	Curriculum Associates	2014	3	9780760995938	
	Ready® Common Core Math SBAC Practice WorkBook TG	Curriculum Associates	2016	3	9781495713231	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Curriculum Associates	**Ready® Common Core Mathematics Student Instruction book + Practice and Problem Solving Book + i-Ready® Diagnostic student license, 5 year**	**Curriculum Associates**	**2016**	**4**	**9781495722899**	**Core**
	Notes: Manipulatives have to be purchased separately and Professional Development is strongly encouraged.					
	Key Features: • Curriculum Associates' solution is research-based and proven to yield measurable improvements in students' performance against the more challenging Common Core State Standards (CCSS). Combining valid and reliable assessment, rigorous core instruction, and meaningful practice, intervention, and enrichment for those who need it, this approach includes ***Ready Common Core* and *i-Ready Diagnostic & Instruction***: • Diagnose: Identify student needs at the sub-skill level, based on the expectations of the Common Core and Idaho state standards with the computer-adaptive *i-Ready Diagnostic* assessment (three times each academic year—beginning, mid, and end). • Whole-class instruction: Use *Ready Common Core print materials* as the core day-to-day mathematics curriculum. • Differentiate: Use the teacher-friendly reports from *i-Ready Diagnostic* reports to identify specific resources and lessons for individual and small group intervention within *Ready Common Core* print program. • Independent instruction, practice, and homework: Use the *Practice and Problem Solving Book and i-Ready Instruction.* • Progress monitoring: Track student progress via *Ready Assessments* and *i-Ready's* web-based diagnostic, interim growth monitoring, embedded progress monitoring, and standards mastery assessments. Key features of these programs are summarized in the list below. • *Ready Common Core* is a rigorous, on-grade level instruction and practice program for mathematics that fully prepares students for the Idaho Core State Standards for mathematics. Highly supportive for students, *Ready* also provides teachers of all backgrounds and experience levels with step-by-step, point-of-use professional development to teach the standards most effectively. • Specifically designed and developed for the Common Core, *Ready Common Core* and *i-Ready Diagnostic & Instruction* reflect the Common Core Publishers' Criteria, learning progression documents, and the guidance from the Smarter Balanced Assessment Consortium. The solution					

provides print and online resources (including interactive whiteboard lessons) to differentiate instruction for students across the performance spectrum.

- The *Ready Mathematics* Student Books contain two types of lessons—concept and skills lessons. The "Focus on Math Concepts" lessons encourage students to pause from the procedural and just concentrate on the conceptual, while the "Develop Skills and Strategies" lessons build students' fluency by leading students to develop, practice, and apply new skills to solve problems.

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- For grades K–1, *Ready* helps young learners build the conceptual understanding needed to tackle more complex mathematical concepts. Each lesson begins with an engaging group activity that draws upon prior knowledge, then moves to interactive pictorial representations of the same skill or concept, while encouraging students to show their thinking.

- For grades 2–5, Math in Action lessons at the end of every unit teach students how to solve performance tasks and require the integration of multiple standards. The Standards for Mathematical Practice Handbook in the student book makes mathematical habits of mind truly accessible. The Student Glossary embeds additional vocabulary support and enhances explicit vocabulary instruction. Lesson Quizzes in the *Teacher Toolbox* provide opportunities to assess mastery of the standard taught on the lesson.

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Ready® Common Core Mathematics Student Instruction book and Math Practice Problem Solving Book, 5 year fulfillment	Curriculum Associates	2016	4	9781495722882
Ready® Common Core Mathematics Student Instruction book, 5 year fulfillment	Curriculum Associates	2016	4	9781495722875
Ready® Common Core Mathematics Student Instruction book + Practice and Problem Solving Book + i-Ready® Diagnostic and Instruction student license, 5 year	Curriculum Associates	2016	4	9781495722905
i-Ready® online Student Diagnostic, 5 year license	Curriculum Associates	V. 6.0	4	9780760989692
i-Ready® online Student Diagnostic and Student Instruction, 5 year license	Curriculum Associates	V. 6.0	4	9780760989791
Ready® Common Core Math Practice and Problem Solving Book 5 yr fulfillment	Curriculum Associates	2014	4	9781495722912
Ready® Common Core Mathematics Student Instruction book + Practice and Problem Solving Book + i-Ready® Diagnostic student license, 1 year	Curriculum Associates	2016	4	9781495722929
Ready Common Core Mathematics Student Instruction book and Math Practice Problem Solving Book, 1 year	Curriculum Associates	2016	4	9781495707193
Ready Common Core Mathematics Student Instruction book, 1 year fulfillment	Curriculum Associates	2016	4	9781495705519
Ready® Common Core Mathematics Student Instruction book + Practice and Problem Solving Book + i-Ready® Diagnostic and Instruction student license, 1 year	Curriculum Associates	2016	4	9781495722936
i-Ready® online Student Diagnostic, 1 year license	Curriculum Associates	V. 6.0	4	9780760972601
i-Ready® online Student Diagnostic and Student Instruction, 1 year license	Curriculum Associates	V. 6.0	4	9780760972618
Ready® Common Core Math Practice and Problem Solving	Curriculum Associates	2014	4	9780760992258

	Book 1 yr fulfillment					
	Ready® Common Core Math SBAC Practice WorkBook 1 yr fulfillment	Curriculum Associates	2016	4	9781495713187	
	Ready® Common Core Mathematics Teacher Resource book and access to online Teacher Toolbox	Curriculum Associates	2016	4	9781495706196	
	Ready® Common Core Math Practice and Problem Solving Book TG	Curriculum Associates	2014	4	9780760995945	
	Ready® Common Core Math SBAC Practice WorkBook TG	Curriculum Associates	2016	4	9781495713248	
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Ready® Common Core Mathematics Student Instruction book and Math Practice Problem Solving Book, 5 year fulfillment	Curriculum Associates	2016	5	'9781495722950
Ready® Common Core Mathematics Student Instruction book, 5 year fulfillment	Curriculum Associates	2016	5	9781495722943
Ready® Common Core Mathematics Student Instruction book + Practice and Problem Solving Book + i-Ready® Diagnostic and Instruction student license, 5 year	Curriculum Associates	2016	5	9781495722974
i-Ready® online Student Diagnostic, 5 year license	Curriculum Associates	V. 6.0	5	9780760989692
i-Ready® online Student Diagnostic and Student Instruction, 5 year license	Curriculum Associates	V. 6.0	5	9780760989791
Ready® Common Core Math Practice and Problem Solving Book 5 yr fulfillment	Curriculum Associates	2014	5	9781495722981
Ready® Common Core Mathematics Student Instruction book + Practice and Problem Solving Book + i-Ready® Diagnostic student license, 1 year	Curriculum Associates	2016	5	9781495722998
Ready Common Core Mathematics Student Instruction book and Math Practice Problem Solving Book, 1 year	Curriculum Associates	2016	5	9781495707209
Ready Common Core Mathematics Student Instruction book, 1 year fulfillment	Curriculum Associates	2016	5	9781495705526
Ready® Common Core Mathematics Student Instruction book + Practice and Problem Solving Book + i-Ready® Diagnostic and Instruction student license, 1 year	Curriculum Associates	2016	5	9781495723001
i-Ready® online Student Diagnostic, 1 year license	Curriculum Associates	V. 6.0	5	9780760972601
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Ready® Common Core Math SBAC Practice WorkBook 1 yr fulfillment	Curriculum Associates	2016	5	9781495713194

	Ready® Common Core Mathematics Teacher Resource book and access to online Teacher Toolbox	Curriculum Associates	2016	5	9781495706202	
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Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Curriculum Associates	**Ready® Common Core Mathematics Student Instruction book + Practice and Problem Solving Book + i-Ready® Diagnostic student license, 5 year**	**Curriculum Associates**	**2014**	**6**	**9781495723032**	**Core**

Notes:

Strengths:

- Fully aligned to standards, conceptual understanding attended to throughout, teacher and student friendly, vertical alignment charts, helps for differentiation
- The curriculum has easy navigation, teacher and student engagement, as well as a purposeful focus on the mathematics

Key Features:

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Ready® Common Core Mathematics Student Instruction book and Math Practice Problem Solving Book, 5 year fulfillment	Curriculum Associates	2014	6	9781495723025
Ready® Common Core Mathematics Student Instruction book, 5 year fulfillment	Curriculum Associates	2014	6	9781495723018
Ready® Common Core Mathematics Student Instruction book + Practice and Problem Solving Book + i-Ready® Diagnostic and Instruction student license, 5 year	Curriculum Associates	2014	6	9781495723049
i-Ready® online Student Diagnostic, 5 year license	Curriculum Associates	V. 6.0	6	9780760989692
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Ready® Common Core Math Practice and Problem Solving Book 5 yr fulfillment	Curriculum Associates	2014	6	9781495723056
Ready® Common Core Mathematics Student Instruction book + Practice and Problem Solving Book + i-Ready® Diagnostic student license, 1 year	Curriculum Associates	2014	6	9781495723063
Ready Common Core Mathematics Student Instruction book and Math Practice Problem Solving Book, 1 year	Curriculum Associates	2014	6	9781495705076
Ready Common Core Mathematics Student Instruction book, 1 year fulfillment	Curriculum Associates	2014	6	9780760986417
Ready® Common Core Mathematics Student Instruction book + Practice and Problem Solving Book + i-Ready® Diagnostic and Instruction student license, 1 year	Curriculum Associates	2014	6	9781495723070
i-Ready® online Student Diagnostic, 1 year license	Curriculum Associates	V. 6.0	6	9780760972601
i-Ready® online Student Diagnostic and Student Instruction, 1 year license	Curriculum Associates	V. 6.0	6	9780760972618
Ready® Common Core Math Practice and Problem Solving Book 1 yr fulfillment	Curriculum Associates	2014	6	9781495704833
Ready® Common Core Math SBAC Practice WorkBook 1 yr fulfillment	Curriculum Associates	2016	6	9781495713200
Ready® Common Core Mathematics Teacher Resource book and access to online Teacher Toolbox	Curriculum Associates	2014	6	9780760996850
Ready® Common Core Math Practice and Problem Solving	Curriculum Associates	2014	6	9781495704864

	Book TG					
	Ready® Common Core Math SBAC Practice WorkBook TG	Curriculum Associates	2016	6	9781495713262	
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Notes:
Strengths:
The overall strength of these materials is the commitment to encouraging the kind of thinking and work that is different in the CCSS. Getting away from an emphasis on rote procedures and instead placing more emphasis on conceptual understanding by asking students to think and respond to thoughtful questions and posing questions without obvious answers. The hands on activities are easy to implement as they often use common classroom supplies like paper or cutting paper.
Weaknesses:
A weakness is that the material sometimes does not provide enough of the skill based practice, that procedural fluency piece; it is there, just not as balanced it seems. Materials are in a consumable workbook format which may be a significant cost. The series also states that Professional Development is a requirement (at a cost).

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The comprehensive *Ready Teacher Resource Book* supports teachers of all experience levels with point-of-impact professional learning—every page delivers critical background knowledge (including the Common Core learning progression and prerequisite skills). Throughout, the guide embeds best-practice teaching tips—such as integrating questions to lead meaningful classroom discussions, interactive listening and media activities to encourage real-world connections, and opportunities for students to explain their thinking and demonstrate their understanding of concepts—and explicit guidance on diagnosing student needs and differentiating instruction for a diverse range of learners (including English language learners) and learning styles.

Ready® Common Core Mathematics Student Instruction book and Math Practice Problem Solving Book, 5 year fulfillment	Curriculum Associates	2014	7	'9781495723094
Ready® Common Core Mathematics Student Instruction book, 5 year fulfillment	Curriculum Associates	2014	7	9781495723087
Ready® Common Core Mathematics Student Instruction book + Practice and Problem Solving Book + i-Ready® Diagnostic and Instruction student license, 5 year	Curriculum Associates	2014	7	9781495723117
i-Ready® online Student Diagnostic, 5 year license	Curriculum Associates	V. 6.0	7	9780760989692
i-Ready® online Student Diagnostic and Student Instruction, 5 year license	Curriculum Associates	V. 6.0	7	9780760989791
Ready® Common Core Math Practice and Problem Solving Book 5 yr fulfillment	Curriculum Associates	2014	7	9781495723124
Ready® Common Core Mathematics Student Instruction book + Practice and Problem Solving Book + i-Ready® Diagnostic student license, 1 year	Curriculum Associates	2014	7	9781495723155
Ready Common Core Mathematics Student Instruction book and Math Practice Problem Solving Book, 1 year	Curriculum Associates	2014	7	9781495705083
Ready Common Core Mathematics Student Instruction book, 1 year fulfillment	Curriculum Associates	2014	7	9780760986424
Ready® Common Core Mathematics Student Instruction book + Practice and Problem Solving Book + i-Ready® Diagnostic and Instruction student license, 1 year	Curriculum Associates	2014	7	9781495723162
i-Ready® online Student Diagnostic, 1 year license	Curriculum Associates	V. 6.0	7	9780760972601
i-Ready® online Student Diagnostic and Student Instruction, 1 year license	Curriculum Associates	V. 6.0	7	9780760972618
Ready® Common Core Math Practice and Problem Solving Book 1 yr fulfillment	Curriculum Associates	2016	7	9781495704840
Ready® Common Core Math SBAC Practice WorkBook 1 yr fulfillment	Curriculum Associates	2016	7	9781495713217
Ready® Common Core Mathematics Teacher Resource book and access to online Teacher Toolbox	Curriculum Associates	2014	7	9780760996867
Ready® Common Core Math Practice and Problem Solving	Curriculum Associates	2016	7	9781495704871

	Book TG					
	Ready® Common Core Math SBAC Practice WorkBook TG	Curriculum Associates	2016	7	9781495713279	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Curriculum Associates	**Ready® Common Core Mathematics Student Instruction book + Practice and Problem Solving Book + i-Ready® Diagnostic student license, 5 year**	**Curriculum Associates**	**2014**	**8**	**9781495723209**	**Core**

Notes:
Strengths:
These materials commit to encouraging the kind of thinking and work that is different in the Common Core standards. Getting away from an emphasis on rote procedure and instead placing more emphasis on conceptual understanding by asking students to think and respond to thoughtful questions and posing questions without obvious answers. The hands on activities are easy to implement as they often use common classroom supplies like paper or cutting paper. New teachers would find this to be a good resource. The i-Ready and teacher toolbox are useful online components. The Diagnostic test would be very useful to assess student grade level.
Weaknesses:
The consumable workbook format may be costly. The materials state that Professional Development is a requirement (at a cost). The material sometimes does not provide enough of the skill based practice (procedural fluency piece); it is there, just not as balanced.

Key Features:

- Curriculum Associates' solution is research-based and proven to yield measurable improvements in students' performance against the more challenging Common Core State Standards (CCSS). Combining valid and reliable assessment, rigorous core instruction, and meaningful practice, intervention, and enrichment for those who need it, this approach includes ***Ready Common Core*** **and** ***i-Ready Diagnostic & Instruction***:

- Diagnose: Identify student needs at the sub-skill level, based on the expectations of the Common Core and Idaho state standards with the computer-adaptive *i-Ready Diagnostic* assessment (three times each academic year—beginning, mid, and end).

- Whole-class instruction: Use *Ready Common Core print materials* as the core day-to-day mathematics curriculum.

- Differentiate: Use *i-Ready Diagnostic* real-time reports to identify specific *i-Ready* and *Ready Common Core* resources and lessons for individual and small group intervention, plus instructional rotations.

- Independent instruction, practice, and homework: Use the *Practice and Problem Solving Book and i-Ready Instruction.*

- Progress monitoring: Track student progress via *Ready Assessments* and *i-Ready's* web-based diagnostic, interim growth monitoring, embedded progress monitoring, and standards mastery assessments.

Key features of these programs are summarized in the list below.

- *Ready Common Core* is a rigorous, on-grade level instruction and practice program for mathematics that fully prepares students for the Idaho Core State Standards for mathematics. Highly supportive for students, *Ready* also provides teachers of all backgrounds and experience levels with step-by-step, point-of-use professional development to teach the standards most effectively.

- Specifically designed and developed for the Common Core, *Ready Common Core* and *i-Ready Diagnostic & Instruction* reflect the Common Core Publishers' Criteria, learning progression documents, and the guidance from the Smarter Balanced Assessment Consortium. The solution provides print and online resources (including interactive whiteboard lessons) to differentiate

instruction for students across the performance spectrum.

- The *Ready Mathematics* Student Books contain two types of lessons—concept and skills lessons. The "Focus on Math Concepts" lessons encourage students to pause from the procedural and just concentrate on the conceptual, while the "Develop Skills and Strategies" lessons build students' fluency by leading students to develop, practice, and apply new skills to solve problems.

- The *Ready Mathematics* Student Books expose students to multiple representations—to measure whether or not students have gained a deep understanding of a mathematical concept, assessment items must include multiple representations. EngageNY.org specifies three "buckets" of multiple representations:

    - **Procedural Skills:** These apply to standards that reference verbs such as *compute, solve, identify, interpret, use, make,* and *find solutions*. Procedural representations are most often multiple-choice questions that require students to apply and identify mathematical processes in various ways.

    - **Conceptual Understanding:** These representations use verbs such as *understand, explain, represent,* and *describe* when applied to standards, which results in students having to combine mathematical practices.

    - **Application:** Unique to the Common Core, application standards are represented by tasks. In general, in order to complete these tasks, students must use both procedural knowledge and conceptual understanding.

  The *Ready* program addresses all three of the multiple representations buckets. Both the Develop Skills and Strategies lessons and the Focus on Math Concepts lessons use language such as *solve, identify*, and *use*, while the Focus on Math Concepts lessons encourage students to *understand* and *explain*. The Performance Tasks at the end of every unit make sure students are able to combine procedural knowledge and conceptual understanding.
- The teacher-led Mathematical Discourse feature in the *Ready* lessons guides collaborative reasoning and the exchange of ideas and mathematical arguments. Lessons also provide error analysis exercises that ask students to examine a fictional student's wrong answer. There are also multiple opportunities throughout each lesson to explain and communicate reasoning.

- With the rigor to teach and assess the CCSS, *Ready Common Core* Depth of Knowledge (DOK) item distributions are based on item specifications from Smarter Balanced and were evaluated using the Smarter Balanced Cognitive Rigor Matrix. There is a natural progression within the *Ready* lessons that aligns DOK levels with the standards (analyzing, integrating, synthesizing).

- The *Practice and Problem Solving Book*—which extends learning with activities and games that provide repeated opportunities for students to develop understanding and f uency of key skills and concepts—can be used for independent practice in class, after school, or at home. A family letter for every lesson helps parents or caregivers understand the content and participate in the lesson activity with their child. Rigorous performance tasks ask students to integrate concepts and skills from multiple standards within the unit to solve multi-step problems, and computation practice worksheets at the end of the book require students to demonstrate procedural fluency.

- For grades 6–8, *Ready* provides rigorous instruction on the Common Core Math Standards and develops mathematical reasoning through lessons that use real-world problem solving as instruction—embedding the Standards for Mathematical Practice to help students develop habits of mind.

- *i-Ready Diagnostic* computer-adaptive assessments collect a broad spectrum of data on students' abilities, identify areas where learners are struggling, measure growth across each student's K-12 career, and prescribe an instructional path that includes explicit next steps for teacher-led and online instruction.

- *Ready Assessments* (print) and *i-Ready Diagnostic* (online) prepare students for more complex statewide assessments with technology-enhanced items, full-length practice tests, and interim assessments that include performance tasks.

- The online, fixed-form *i-Ready Standards Mastery* assessments for grades 2–8 provide targeted insight into each student's mastery of individual, grade-level standards through a blend of constructed-response, open-ended response, and selected-response items plus a broad range of media with embedded audio, video, and imagery.

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Ready® Common Core Mathematics Student Instruction book and Math Practice Problem Solving Book, 5 year fulfillment	Curriculum Associates	2014	8	9781495723193
Ready® Common Core Mathematics Student Instruction book, 5 year fulfillment	Curriculum Associates	2014	8	9781495723186
Ready® Common Core Mathematics Student Instruction book + Practice and Problem Solving Book + i-Ready® Diagnostic and Instruction student license, 5 year	Curriculum Associates	2014	8	9781495723216
i-Ready® online Student Diagnostic, 5 year license	Curriculum Associates	V. 6.0	8	9780760989692
i-Ready® online Student Diagnostic and Student Instruction, 5 year license	Curriculum Associates	V. 6.0	8	9780760989791
Ready® Common Core Math Practice and Problem Solving Book 5 yr fulfillment	Curriculum Associates	2016	8	9781495723223
Ready® Common Core Mathematics Student Instruction book + Practice and Problem Solving Book + i-Ready® Diagnostic student license, 1 year	Curriculum Associates	2014	8	9781495723254
Ready Common Core Mathematics Student Instruction book and Math Practice Problem Solving Book, 1 year	Curriculum Associates	2014	8	9781495705090
Ready Common Core Mathematics Student Instruction book, 1 year fulfillment	Curriculum Associates	2014	8	9780760986431
Ready® Common Core Mathematics Student Instruction book + Practice and Problem Solving Book + i-Ready® Diagnostic and Instruction student license, 1 year	Curriculum Associates	2014	8	9781495723261
i-Ready® online Student Diagnostic, 1 year license	Curriculum Associates	V. 6.0	8	9780760972601
i-Ready® online Student Diagnostic and Student Instruction, 1 year license	Curriculum Associates	V. 6.0	8	9780760972618
Ready® Common Core Math Practice and Problem Solving Book 1 yr fulfillment	Curriculum Associates	2016	8	9781495704857
Ready® Common Core Math SBAC Practice WorkBook 1 yr fulfillment	Curriculum Associates	2016	8	9781495713224
Ready® Common Core Mathematics Teacher Resource book and access to online Teacher Toolbox	Curriculum Associates	2014	8	9780760996874

	Ready® Common Core Math Practice and Problem Solving Book TG	Curriculum Associates	2016	8	9781495704888	
	Ready® Common Core Math SBAC Practice WorkBook TG	Curriculum Associates	2016	8	9781495713286	
	Ready® Common Core Mathematics Student Instruction book + Practice and Problem Solving Book + i-Ready® Diagnostic and Instruction student license, 1 year	Curriculum Associates	2016	2	9781495722790	
	i-Ready® online Student Diagnostic, 1 year license	Curriculum Associates	V. 6.0	2	9780760972601	
	i-Ready® online Student Diagnostic and Student Instruction, 1 year license	Curriculum Associates	V. 6.0	2	9780760972618	
	Ready® Common Core Math Practice and Problem Solving Book 1 yr fulfillment	Curriculum Associates	2014	2	9780760992234	
	Ready® Common Core Math SBAC Practice WorkBook 1 yr fulfillment	Curriculum Associates	2014	2	9780760991053	
	Ready® Common Core Mathematics Teacher Resource book and access to online Teacher Toolbox	Curriculum Associates	2016	2	9781495706172	
	Ready® Common Core Math Practice and Problem Solving Book TG	Curriculum Associates	2014	2	9780760995921	
	Ready® Common Core Math SBAC Practice WorkBook TG	Curriculum Associates	2014	2	9780760991060	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
ExploreLearning	**Reflex (Idaho Edition Student License 6-Year Subscription)**	**ExploreLearning**	**2015**	**2-5**	**978-1-4916-0801-2**	**Component**

Notes:
The sole purpose of this program is to build basic math fact fluency.
Strengths:
The Reflex program does a great job of accomplishing its objective which is to build basic math fact fluency. The program engages and optimizes each student's individual learning experience. The program is most successful when used for 15-20 minutes each day rather than larger chunks of class or homework time sporadically. It can be accessed anywhere with internet and there is an app available.
Weakness: Reflex was not created to develop conceptual understanding and therefore does not cover requirements needed to meet the necessary evidence required for those categories (Rigor and Balance, Standards of Mathematical Practice).

Key Features:
ExploreLearning *Reflex* is an adaptive and individualized online system which helps students in grades 2–8 develop instant recall of their basic math facts (Addition-Subtraction 0 – 10, Multiplication-Division 0 – 10, or Multiplication-Division 0 – 12). Key *Reflex* features include:

- Adaptive and individualized instruction: *Reflex* continuously monitors and adapts to each student's performance to create the optimal experience for every student.
- Intuitive and powerful reporting: Educators have everything they need to easily monitor and support student progress in *Reflex*.
- Game-based design: *Reflex* uses engaging games and rewards to create a highly motivational environment that encourages student effort and progress.

Flexible and accessible implementation: *Reflex* can be used with students of all ability levels; anywhere there is an Internet connection.

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation

Great Minds	**Eureka Math - A Story of Units Grade K Full Class Print Bundle 30**	**Great Minds**	**2015-16**	**K**	**978-1-63255-650-9**	**Core**
	Notes:					
	Key Features: The Eureka Math elementary mathematics curriculum, A Story of Units®, offers print and digital components for teachers and students, as well as live and online professional development for teachers and support resources for parents. Spanish translations of student-facing materials will be available to support the 2016-2017 school year.					
	Teacher's Edition				978-1-63255-347-8	
	Exit Tickets Packet				978-1-63255-450-5	
	Sprints & Fluency Packets				978-1-63255-557-1	
	Grade K Packet Bundle - Assessment/Exit Ticket Packets/Sprint & Fluency Packets	Great Minds	2015-16	K	978-1-63255-719-3	
	Grade K Full Class Print Bundle 25	Great Minds	2015-16	K	978-1-63255-663-9	
	Teacher's Edition				978-1-63255-347-8	
	Exit Tickets Packet				978-1-63255-450-5	
	Sprints & Fluency Packets				978-1-63255-557-1	
	Grade K Full Class Print Bundle 20	Great Minds	2015-16	K	978-1-63255-676-9	
	Teacher's Edition				978-1-63255-347-8	
	Exit Tickets Packet				978-1-63255-450-5	
	Sprints & Fluency Packets				978-1-63255-557-1	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Great Minds	**Eureka Math - A Story of Units Grade 1 Full Class Print Bundle 30**	**Great Minds**	**2015-16**	**1**	**978-1-63255-692-9**	**Core**
	Notes: Lack of color and graphics may lend itself to less engagement. Recommend that program be adopted in its entirety to lay a good foundation for later grades.					
	Key Features: The Eureka Math elementary mathematics curriculum, A Story of Units®, offers print and digital components for teachers and students, as well as live and online professional development for teachers and support resources for parents. Spanish translations of student-facing materials will be available to support the 2016-2017 school year.					
	Teacher's Edition				978-1-63255-354-6	
	Assessments Packet				978-1-63255-393-5	
	Exit Tickets Packet				978-1-63255-461-1	
	Sprints & Fluency Packets				978-1-63255-568-7	
	Grade 1 Packet Bundle - Assessment/Exit Ticket Packets/Sprint & Fluency Packets	Great Minds	2015-16	1	978-1-63255-651-6	
	Grade 1 Full Class Print Bundle 25	Great Minds	2015-16	1	978-1-63255-693-6	

	Teacher's Edition				978-1-63255-354-6	
	Assessments Packet				978-1-63255-393-5	
	Exit Tickets Packet				978-1-63255-461-1	
	Sprints & Fluency Packets				978-1-63255-568-7	
	Grade 1 Full Class Print Bundle 20	Great Minds	2015-16	1	978-1-63255-694-3	
	Teacher's Edition				978-1-63255-354-6	
	Assessments Packet				978-1-63255-393-5	
	Exit Tickets Packet				978-1-63255-461-1	
	Sprints & Fluency Packets				978-1-63255-568-7	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Great Minds	**Eureka Math - A Story of Units Grade 2 Full Class Print Bundle 30**	**Great Minds**	**2015-16**	**2**	**978-1-63255-652-3**	**Core**
	Notes: Due to the rigor of the program, it is recommended to use as a K-5/K-8 program-not just in 2nd grade.					
	Key Features: The Eureka Math elementary mathematics curriculum, A Story of Units®, offers print and digital components for teachers and students, as well as live and online professional development for teachers and support resources for parents. Spanish translations of student-facing materials will be available to support the 2016-2017 school year.					
	Teacher's Edition				978-1-63255-362-1	
	Assessments Packet				978-1-63255-397-3	
	Exit Tickets Packet				978-1-63255-472-7	
	Sprints & Fluency Packets				978-1-63255-579-3	
	Grade 2 Packet Bundle - Assessment/Exit Ticket Packets/Sprint & Fluency Packets	Great Minds	2015-16	2	978-1-63255-652-3	
	Grade 2 Full Class Print Bundle 25	Great Minds	2015-16	2	978-1-63255-652-3	
	Teacher's Edition				978-1-63255-362-1	
	Assessments Packet				978-1-63255-397-3	
	Exit Tickets Packet				978-1-63255-472-7	
	Sprints & Fluency Packets				978-1-63255-579-3	
	Grade 2 Full Class Print Bundle 20	Great Minds	2015-16	2	978-1-63255-652-3	
	Teacher's Edition				978-1-63255-362-1	
	Assessments Packet				978-1-63255-397-3	
	Exit Tickets Packet				978-1-63255-472-7	
	Sprints & Fluency Packets				978-1-63255-579-3	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Great Minds	**Eureka Math - A Story of Units Grade 3 Full Class Print Bundle 30**	**Great Minds**	**2015-16**	**3**	**978-1-63255-701-8**	**Core**

	Notes: Eureka Math appears to be written specifically with the standards in mind. Each module builds upon concepts learned across lessons and grade levels. It focuses a great deal of time on building conceptual understanding and giving students the opportunities to practice these skills and build on them to mastery. Many supports are provided for teachers, students, and families through the Great Minds website.					
	Key Features: The Eureka Math elementary mathematics curriculum, A Story of Units®, offers print and digital components for teachers and students, as well as live and online professional development for teachers and support resources for parents. Spanish translations of student-facing materials will be available to support the 2016-2017 school year.					
	Teacher's Edition				978-1-63255-370-6	
	Assessments Packet				978-1-63255-401-7	
	Exit Tickets Packet				978-1-63255-482-6	
	Sprints & Fluency Packets				978-1-63255-589-2	
	Grade 3 Packet Bundle - Assessment/Exit Ticket Packets/Sprint & Fluency Packets	Great Minds	2015-16	3	978-1-63255-653-0	
	Grade 3 Full Class Print Bundle 25	Great Minds	2015-16	3	978-1-63255-702-5	
	Teacher's Edition				978-1-63255-370-6	
	Assessments Packet				978-1-63255-401-7	
	Exit Tickets Packet				978-1-63255-482-6	
	Sprints & Fluency Packets				978-1-63255-589-2	
	Grade 3 Full Class Print Bundle 20	Great Minds	2015-16	3	978-1-63255-703-2	
	Teacher's Edition				978-1-63255-370-6	
	Assessments Packet				978-1-63255-401-7	
	Exit Tickets Packet				978-1-63255-482-6	
	Sprints & Fluency Packets				978-1-63255-589-2	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Great Minds	**Eureka Math - A Story of Units Grade 4 Full Class Print Bundle 30**	**Great Minds**	**2015-16**	**4**	**978-1-63255-701-8**	**Core**
	Notes: It is essential for this curriculum to be adopted in K-6 if it is going to be used in 7-12. Because it is such a rigorous program, 7-12 programs need the foundational skills taught inK-6. Eureka Math appears to be written specifically with the standards in mind. Each module builds upon concepts learned across lessons and grade levels. It focuses a great deal of time on building conceptual understanding and giving students the opportunities to practice these skills and build on them to mastery. Many supports are provided for teachers, students, and families through the Great Minds website.					
	Key Features: The Eureka Math elementary mathematics curriculum, A Story of Units®, offers print and digital components for teachers and students, as well as live and online professional development for teachers and support resources for parents. Spanish translations of student-facing materials will be available to support the 2016-2017 school year.					
	Teacher's Edition				978-1-63255-377-5	
	Assessments Packet				978-1-63255-406-2	
	Exit Tickets Packet				978-1-63255-492-5	

	Sprints & Fluency Packets				978-1-63255-595-3	
	Grade 4 Packet Bundle - Assessment/Exit Ticket Packets/Sprint & Fluency Packets	Great Minds	2015-16	4	978-1-63255-654-7	
	Grade 4 Full Class Print Bundle 25	Great Minds	2015-16	4	978-1-63255-702-5	
	Teacher's Edition				978-1-63255-377-5	
	Assessments Packet				978-1-63255-406-2	
	Exit Tickets Packet				978-1-63255-492-5	
	Sprints & Fluency Packets				978-1-63255-595-3	
	Grade 4 Full Class Print Bundle 20	Great Minds	2015-16	4	978-1-63255-703-2	
	Teacher's Edition				978-1-63255-377-5	
	Assessments Packet				978-1-63255-406-2	
	Exit Tickets Packet				978-1-63255-492-5	
	Sprints & Fluency Packets				978-1-63255-595-3	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Great Minds	**Eureka Math - A Story of Units Grade 5 Full Class Print Bundle 30**	**Great Minds**	**2015-16**	**5**	**978-1-63255-704-9**	**Core**
	Notes: The curriculum needs to be adopted in K-5 or K-6 so that it can be transferred to 7-12. This program starts in kindergarten and follows strict patterns for building foundational skills. Eureka Math appears to be written specifically with the standards in mind. Each module builds upon concepts learned across lessons and grade levels. It focuses a great deal of time on building conceptual understanding and giving students the opportunities to practice these skills and build on them to mastery. Many supports are provided for teachers, students, and families through the Great Minds website.					
	Key Features: The Eureka Math elementary mathematics curriculum, A Story of Units®, offers print and digital components for teachers and students, as well as live and online professional development for teachers and support resources for parents. Spanish translations of student-facing materials will be available to support the 2016-2017 school year.					
	Teacher's Edition				978-1-63255-378-2	
	Assessments Packet				978-1-63255-410-9	
	Exit Tickets Packet				978-1-63255-502-1	
	Sprints & Fluency Packets				978-1-63255-610-3	
	Grade 5 Packet Bundle - Assessment/Exit Ticket Packets/Sprint & Fluency Packets	Great Minds	2015-16	5	978-1-63255-655-4	
	Grade 5 Full Class Print Bundle 25	Great Minds	2015-16	5	978-1-63255-705-6	
	Teacher's Edition				978-1-63255-384-3	
	Assessments Packet				978-1-63255-410-9	
	Exit Tickets Packet				978-1-63255-502-1	
	Sprints & Fluency Packets				978-1-63255-610-3	
	Grade 5 Full Class Print Bundle 20	Great Minds	2015-16	5	978-1-63255-706-3	

	Teacher's Edition				978-1-63255-384-3	
	Assessments Packet				978-1-63255-410-9	
	Exit Tickets Packet				978-1-63255-502-1	
	Sprints & Fluency Packets				978-1-63255-610-3	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Great Minds	**Eureka Math - A Story of Ratios Grade 6 Full Class Print Bundle 30**	**Great Minds**	**2015-16**	**6**	**978-1-63255-707-0**	**Core**
	Notes: The curriculum is very rigorous. It would be best to adopt K-6 so students have the foundation they need to be successful in subsequent grades.					
	Key Features: The Eureka Math elementary mathematics curriculum, A Story of Ratio's®, offers print and digital components for teachers and students, as well as live and online professional development for teachers and support resources for parents. Spanish translations of student-facing materials will be available to support the 2016-2017 school year.					
	Teacher's Edition				978-1-63255-612-7	
	Assessments Packet				978-1-63255-414-7	
	Exit Tickets Packet				978-1-63255-511-3	
	Grade 6 Packet Bundle - Assessment/Exit Ticket Packets	Great Minds	2015-16	6		
	Grade 6 Full Class Print Bundle 25	Great Minds	2015-16	6	978-1-63255-708-7	
	Teacher's Edition				978-1-63255-612-7	
	Assessments Packet				978-1-63255-414-7	
	Exit Tickets Packet				978-1-63255-511-3	
	Grade 6 Full Class Print Bundle 20	Great Minds	2015-16	6	978-1-63255-709-4	
	Teacher's Edition				978-1-63255-612-7	
	Assessments Packet				978-1-63255-414-7	
	Exit Tickets Packet				978-1-63255-511-3	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Great Minds	**Eureka Math - A Story of Ratios Grade 7 Full Class Print Bundle 30**	**Great Minds**	**2015-16**	**7**	**978-1-63255-710-0**	**Core**
	Notes: Strengths: • Curriculum flows and is easy to follow • Discussion opportunities are engaging to students and promote student participation • Standards are thoroughly addressed throughout the curriculum • Student exercises reinforce conceptual understanding					

- Great conceptual knowledge activities
- Deep knowledge and understanding
- Students will get a deep understanding of mathematics

Weaknesses:

- There are minimal ELL supports
- The text is not visually engaging
- Sometimes the skills practice is too intense

Key Features:
The Eureka Math elementary mathematics curriculum, A Story of Ratios®, offers print and digital components for teachers and students, as well as live and online professional development for teachers and support resources for parents. Spanish translations of student-facing materials will be available to support the 2016-2017 school year.

Teacher's Edition				978-1-63255-619-6
Assessments Packet				978-1-63255-418-5
Exit Tickets Packet				978-1-63255-520-5
Grade 7 Packet Bundle - Assessment/Exit Ticket Packets	Great Minds	2015-16	7	978-1-63255-726-1
Grade 7 Full Class Print Bundle 25	Great Minds	2015-16	7	978-1-63255-711-7
Teacher's Edition				978-1-63255-619-6
Assessments Packet				978-1-63255-418-5
Exit Tickets Packet				978-1-63255-520-5
Grade 7 Full Class Print Bundle 20	Great Minds	2015-16	7	978-1-63255-712-4

Teacher's Edition				978-1-63255-619-6	
Assessments Packet				978-1-63255-418-5	
Exit Tickets Packet				978-1-63255-520-5	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Great Minds	**Eureka Math - A Story of Ratios Grade 8 Full Class Print Bundle 30**	**Great Minds**	**2015-16**	**8**	**978-1-63255-713-1**	**Core**

Notes:
Strengths:

- Curriculum flows and is easy to follow
- Discussion opportunities are engaging to students and promote student participation
- Standards are thoroughly addressed throughout the curriculum
- Student exercises reinforce conceptual understanding

Weaknesses:

- There are minimal ELL supports
- The text is not visually engaging

- Assessment can be wordy and confusing to students

Key Features:
The Eureka Math elementary mathematics curriculum, A Story of Ratios®, offers print and digital components for teachers and students, as well as live and online professional development for teachers and support resources for parents. Spanish translations of student-facing materials will be available to support the 2016-2017 school year.

Teacher's Edition				978-1-63255-626-4
Assessments Packet				978-1-63255-422-2
Exit Tickets Packet				978-1-63255-529-8
Grade 8 Packet Bundle - Assessment/Exit Ticket Packets	Great Minds	2015-16	8	978-1-63255-727-8
Grade 8 Full Class Print Bundle 25	Great Minds	2015-16	8	978-1-63255-714-8
Teacher's Edition				978-1-63255-626-4
Assessments Packet				978-1-63255-422-2
Exit Tickets Packet				978-1-63255-529-8
Grade 8 Full Class Print Bundle 20	Great Minds	2015-16	8	978-1-63255-715-5
Teacher's Edition				978-1-63255-626-4
Assessments Packet				978-1-63255-422-2
Exit Tickets Packet				978-1-63255-529-8

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Great Minds	**Eureka Math - A Story of Functions - Algebra I Algebra I Full Class Print Bundle 30**	**Great Minds**	**2015-16**	**9**	**978-1-63255-324-9**	**Core**

Notes:
In order for this curriculum to be adopted and be appropriate for the grade level, Great Minds' texts would have to have been adopted in earlier grades before this class.
Strengths:

- Good use of prior knowledge
- Covers all standards
- Module overview is very useful
- Good conceptual problems to support deeper learning
- Covers all mathematical practices and explicitly marks where they are covered
- Scaffolding suggestions in teacher edition are helpful

Weaknesses:

- Very rigorous
- In some areas/sections the amount of procedural problems are lacking
- No glossary
- Vocabulary not clearly marked throughout lessons

	• Lacking in ELL and special populations accommodations • No Spanish/English glossary					
	Key Features: The Eureka Math elementary mathematics curriculum, A Story of Functions®, offers print and digital components for teachers and students, as well as live and online professional development for teachers and support resources for parents. Spanish translations of student-facing materials will be available to support the 2016-2017 school year.					
	Teacher's Edition				978-1-63255-626-4	
	Assessments Packet				978-1-63255-428-4	
	Exit Tickets Packet				978-1-63255-536-6	
	Algebra I Packet Bundle - Assessment/Exit Ticket Packets	Great Minds	2015-16	9	978-1-63255-728-5	
	Algebra I Full Class Print Bundle 25	Great Minds	2015-16	9	978-1-63255-324-9	
	Teacher's Edition				978-1-63255-626-4	
	Assessments Packet				978-1-63255-428-4	
	Exit Tickets Packet				978-1-63255-536-6	
	Algebra I Full Class Print Bundle 20	Great Minds	2015-16	9	978-1-63255-324-9	
	Teacher's Edition				978-1-63255-626-4	
	Assessments Packet				978-1-63255-428-4	
	Exit Tickets Packet				978-1-63255-536-6	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Great Minds	**Eureka Math - A Story of Functions – Geometry Full Class Print Bundle 30**	**Great Minds**	**2015-16**	**10**	**978-1-63255-730-8**	**Core**
	Notes: Eureka Geometry would be most successful if foundational skills and comprehension are strong to begin with due to Eureka's rigor. Strengths: • Mathematical practice approach and the conceptual understanding it builds • There are rich application problems and the concrete to abstract learning is seen throughout Weaknesses: • The text is not as visually appealing for students engagement • Navigation is a bit awkward with topics on the bottom of the page instead of the top					
	Key Features: The Eureka Math elementary mathematics curriculum, A Story of Functions®, offers print and digital components for teachers and students, as well as live and online professional development for teachers and support resources for parents. Spanish translations of student-facing materials will be available to support the 2016-2017 school year.					
	Teacher's Edition				978-1-63255-638-7	
	Assessments Packet				978-1-63255-434-5	
	Exit Tickets Packet				978-1-63255-544-1	
	Geometry Packet Bundle - Assessment/Exit Ticket Packets	Great Minds	2015-16	10	978-1-63255-729-2	

	Geometry Full Class Print Bundle 25	Great Minds	2015-16	10	978-1-63255-731-5	
	Teacher's Edition				978-1-63255-638-7	
	Assessments Packet				978-1-63255-434-5	
	Exit Tickets Packet				978-1-63255-544-1	
	Geometry Full Class Print Bundle 20	Great Minds	2015-16	10	978-1-63255-732-2	
	Teacher's Edition				978-1-63255-638-7	
	Assessments Packet				978-1-63255-434-5	
	Exit Tickets Packet				978-1-63255-544-1	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Great Minds	**Eureka Math - A Story of Functions - Algebra II Algebra II Full Class Print Bundle 30**	**Great Minds**	**2015-16**	**11**	**978-1-63255-734-6**	**Core**
	Notes: Algebra II represents a math curriculum with high expectations for all learners. This is certainly strength, but the design of the curriculum could leave struggling learners behind without additional support provided outside of the curriculum. Referring teachers (and students) to earlier curriculum to review and reinforce standards can be useful, but it does not provide support for students that struggled in the same curriculum previously (e.g. the algebra II student that also complete4d work in Eureka Math: Algebra I). The text does cover all standards and mathematical practices. Adoption of this specific title make sense if a school adopts Eureka Math for all grades (or at least all grades addressed within a specific story-A Story of Ratios and Functions is grade 6-12) because all stakeholders become familiar with the nuances and processes of the curriculum. Additionally, this is a “free” curriculum that can be accessed by anyone online. This is great! With that said, schools that purchase this curriculum would either need to buy workbooks each year or print out the student materials.					
	Key Features: The Eureka Math elementary mathematics curriculum, A Story of Functions®, offers print and digital components for teachers and students, as well as live and online professional development for teachers and support resources for parents. Spanish translations of student-facing materials will be available to support the 2016-2017 school year.					
	Teacher's Edition				978-1-63255-643-1	
	Assessments Packet				978-1-63255-434-5	
	Exit Tickets Packet				978-1-63255-552-6	
	Algebra II Packet Bundle - Assessment/Exit Ticket Packets	Great Minds	2015-16	11	978-1-63255-733-9	
	Algebra II Full Class Print Bundle 25	Great Minds	2015-16	11	978-1-63255-735-3	
	Teacher's Edition				978-1-63255-643-1	
	Assessments Packet				978-1-63255-434-5	
	Exit Tickets Packet				978-1-63255-552-6	
	Algebra II Full Class Print Bundle 20	Great Minds	2015-16	11	978-1-63255-736-0	
	Teacher's Edition				978-1-63255-643-1	
	Assessments Packet				978-1-63255-434-5	

	Exit Tickets Packet				978-1-63255-552-6	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Great Minds	**Eureka Math - A Story of Functions Pre-Calculus Full Class Print Bundle 30**	**Great Minds**	**2015-16**	**12**	**978-1-63255-738-4**	**Core**
	Notes: Eureka Pre-calculus would be most successful if prior material is rigorous in skills and comprehension. It would be perfect material for STEM courses and motivated learners. Strengths are in the design of the text as a whole, in building on prerequisites, on engaging application problems, in the rigor and appropriate level of vocabulary, the lesson designs, the ample procedural practice problems, the authentic assessments, and opportunities to differentiate and extend student learning. • The text leads with the “story” of each concept, and leads teachers/students through big ideas toward procedural tasks in a cohesive manner. • This material would also be a great tool to, possibly, engage “at-risk” students. • Very rich material Weaknesses are very few. Navigation was at times slightly awkward with the topic heading at the bottom of the page instead of the top.					
	Key Features: The Eureka Math elementary mathematics curriculum, A Story of Functions®, offers print and digital components for teachers and students, as well as live and online professional development for teachers and support resources for parents. Spanish translations of student-facing materials will be available to support the 2016-2017 school year.					
	Teacher's Edition				978-1-63255-649-3	
	Assessments Packet				978-1-63255-445-1	
	Exit Tickets Packet				978-1-63255-609-7	
	Pre-Calculus Packet Bundle - Assessment/Exit Ticket Packets	Great Minds	2015-16	12	978-1-63255-737-7	
	Pre-Calculus Full Class Print Bundle 25	Great Minds	2015-16	12	978-1-63255-739-1	
	Teacher's Edition				978-1-63255-649-3	
	Assessments Packet				978-1-63255-445-1	
	Exit Tickets Packet				978-1-63255-609-7	
	Pre-Calculus Full Class Print Bundle 20	Great Minds	2015-16	12	978-1-63255-740-7	
	Teacher's Edition				978-1-63255-649-3	
	Assessments Packet				978-1-63255-445-1	
	Exit Tickets Packet				978-1-63255-609-7	
	Online Eureka Math Pk-12 Eureka Math - A Story of Units, Ratios, and Functions	Great Minds	2015-16	Pk - 12	978-1-63255-219-8	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Houghton Mifflin Harcourt	**HOUGHTON MIFFLIN HARCOURT MATH EXPRESSIONS GRADE K © 2013**					**Core**
	Math Expressions Student Activity Book 5-Year Print Subscription (Softcover) Grade K (includes Volumes 1 & 2)	**Dr. Karen Fuson**	**2013**	**K**	**9780544513433**	

Notes:
Strengths:

- Teacher materials allow the teacher to understand the layout of the unit(s) with ease
- Vocabulary and world problems were engaging and age appropriate
- Sub/new teachers could easily pick up and teach a lesson without too much stress

Weaknesses:

- It would be nice if Puzzled Penguin is right sometimes to make students think about the complexity of the concept

Key Features:
Math Expressions is a comprehensive mathematics curriculum for Kindergarten through Grade 6 that offers new ways to teach and learn mathematics. It follows the most recent recommendations for effective math instruction and aligns with many state standards and supports the Common Core State Standards. Math Expressions is:

- Comprehensive, research-based program that is fully aligned to the **Common Core State Standards** and **Learning Progressions**
- Written by well-respected researcher and author, **Dr. Karen Fuson,** who contributed to the research base for the CCSS, participated on the CCSS Mathematical Feedback
- Committees and is a writer of the Learning Progressions for the CCSS in Mathematics Document
- Combines the most powerful elements of standards-based instruction with the most effective methods of traditional approaches
- Emphasizes **deeper understanding** through real-world problems, modeling, Math Talk, and exploration in order to build ideas that make sense to students
- Students study a small number of mathematical concepts in order to have time to develop the knowledge to build in-depth understanding of big ideas
- Teachers create an **exploratory environment** and encourage constructive discussion. Student invent, question, model and represent, but also learn and practice important math strategies
- Through daily **Math Talk**, students explain methods and in turn, become more fluent in them.
- Math Talk is supported with math boards and manipulatives to develop conceptual learning and fluency
- Mathematics content and models connect and build across grade levels to provide a

progression of teaching and learning that aligns precisely with the CCSS

- As students confidence and experience build, use of modeling, repeated reasoning, and abstract thinking grow, leading to mastery of hallmark CCSS **Mathematical Practice Standards**

Extensive teaching materials include research and math background with the Common Core Learning Progressions and Mathematical Practices clearly identified

Math Expressions Student Activity Book Collection 6 Pack (Softcover) Grade K (includes 6 copies each of Volumes 1 & 2)	Dr. Karen Fuson	2013	K	9780544271760
Math Expressions Student Activity Book Collection (Softcover) Grade K (includes Volumes 1 & 2)	Dr. Karen Fuson	2013	K	9780547824789
Math Expressions Student Activity Book, Volume 1 (Softcover) Grade K	Dr. Karen Fuson	2013	K	9780547824505
Math Expressions Student Activity Book, Volume 2 (Softcover) Grade K	Dr. Karen Fuson	2013	K	9780547824574
Math Expressions Online Student Activity Book 5-Year Grade K	Dr. Karen Fuson	2013	K	9780544444966
Math Expressions Online Student Activity Book 1-Year Grade K	Dr. Karen Fuson	2013	K	9780547927978
Math Expressions Student Activity Book eTextbook ePub 5-Year Grade K	Dr. Karen Fuson	2013	K	9780544445239
Math Expressions Student Activity Book eTextbook, ePub 1-Year Grade K	Dr. Karen Fuson	2013	K	9780544051010
Math Expressions Teacher Edition Collection Grade K (includes Volumes 1 & 2)	Dr. Karen Fuson	2013	K	9780547825021
Math Expressions Teacher Edition, Volume 1 Grade K	Dr. Karen Fuson	2013	K	9780547824864
Math Expressions Teacher Edition, Volume 2 Grade K	Dr. Karen Fuson	2013	K	9780547824932
Math Expressions Teacher Edition eTextbook, ePub 5-Year Grade K	Dr. Karen Fuson	2013	K	9780544870925
Math Expressions Online Teacher Resource Center, 5-Year Grade K (includes Online Student Activity Book Grade K, Online Challenge Easel without Annos Grade K, Online Student Response to Intervention Tier 1 BLM Grade K, Online Student Response to Intervention Tier 2-3 BLM Grade K, Online PARCC Test Prep Student Edition Grade K, Online SBAC Test Prep Student Edition, 5-Year Grade K, Online Performance Tasks Grade K, Online Teacher's Edition Grade K, Online Teacher Assessment Grade K, Online Lesson Planner Grade K, Online Bilingual eGlossary Grade K-6, Online Interactive Whiteboard Grade K, Online iTools Primary Grades K-2, Mega Math Online Grades K-6, Online Soar to Success Grades K-6, Online Professional Development Videos Grade K, Online Challenge Easel with Annos Grade K, Online Teacher Response to Intervention Tiers 1-3 Grade K, Online PARCC Test Prep Teacher Edition Grade K, Online SBAC Test Prep Teacher Edition, 5-Year Grade K, Online Literature Library Teacher Guide 5-Year Grade K, Achieving Facts Fluency, Primary, 5-Year Grades K-3, Online Multilingual Family Letters, 5-Year Grade K)	Dr. Karen Fuson	2013	K	9780547860183
Math Expressions Online Teacher Resource Center, 1-Year Grade K	Dr. Karen Fuson	2013	K	9780547859996
Math Expressions Homework & Remembering Collection 5-Year	Dr. Karen Fuson	2013	K	9780544513594

	Print Subscription Grade K					
	Math Expressions Homework & Remembering Collection Grade K (includes Volumes 1 & 2)	Dr. Karen Fuson	2013	K	9780547824673	
	Math Expressions Anno's Counting Big Book Grade K	Dr. Karen Fuson	2006	K	9780618697359	
	Math Expressions Math Literature Library Grade K	Dr. Karen Fuson	2013	K	9780547857732	
	Math Expressions Student Manipulatives Kit Grade K	Dr. Karen Fuson	2013	K	9780547836256	
	Math Expressions SBAC Test Prep Student Edition Grade K	Dr. Karen Fuson	2015	K	9780544251816	
	Math Expressions Flash Drive Grade K	Dr. Karen Fuson	2013	K	9780547857800	
	Math Expressions Teacher Assessment Guide Grade K	Dr. Karen Fuson	2013	K	9780547824048	
	Math Expressions Teacher's Resource Book Grade K	Dr. Karen Fuson	2013	K	9780547835822	
	Math Expressions Homework & Remembering Black Line Masters Grade K	Dr. Karen Fuson	2013	K	9780547825250	
	Math Expressions Math Center Challenge Easel Grade K	Dr. Karen Fuson	2013	K	9780547825175	
	Math Expressions Response to Intervention Tier 1 Blackline Master Grade K	Dr. Karen Fuson	2013	K	9780547836171	
	Math Expressions Response to Intervention Tier 2-3 Blackline Master Grade K	Dr. Karen Fuson	2013	K	9780547887531	
	Math Expressions SBAC Test Prep Teacher Edition Grade K	Dr. Karen Fuson	2015	K	9780544251915	
	Math Expressions Differentiated Instruction Activity Card Kit Grade K	Dr. Karen Fuson	2013	K	9780547862125	
	Math Expressions Teacher Modeling Kit Grade K	Dr. Karen Fuson	2013	K	9780547836515	
	Math Expressions Online Soar to Success, 5-Year Grades K-6	Dr. Karen Fuson	2013	K-6	9780547839110	
	Math Expressions Online Soar to Success, 1-Year Grades K-6	Dr. Karen Fuson	2013	K-6	9780547940823	
	Math Expressions Online Destination Math (only available as 1-year component) Grades K-6	Dr. Karen Fuson	2013	K-6	9780547941738	
	Math Expressions Custom Manipulatives Kit Grade K	Dr. Karen Fuson	2013	K	9780547836386	
	Math Expressions Manipulatives and Materials Kit Grade K	Dr. Karen Fuson	2013	K	9780547836324	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Houghton Mifflin Harcourt	**HOUGHTON MIFFLIN HARCOURT MATH EXPRESSIONS GRADE 1 © 2013**					**Core**
	Math Expressions Student Activity Book 5-Year Print Subscription (Softcover) Grade 1 (includes Volumes 1 & 2)	**Dr. Karen Fuson**	**2013**	**1**	**9780544513440**	
	Notes: Strengths: • Teacher materials allow the teacher to understand the layout of the unit(s) with ease • Vocabulary and world problems were engaging and age appropriate • Sub, new teachers could easily pick up and teach a lesson without too much stress Weaknesses:					

- It would be nice if Puzzled Penguin is right sometimes to make students think about the complexity of the concept

Key Features:
Math Expressions is a comprehensive mathematics curriculum for Kindergarten through Grade 6 that offers new ways to teach and learn mathematics. It follows the most recent recommendations for effective math instruction and aligns with many state standards and supports the Common Core State Standards. Math Expressions is:

- Comprehensive, research-based program that is fully aligned to the **Common Core State Standards** and **Learning Progressions**
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- Through daily **Math Talk**, students explain methods and in turn, become more fluent in them.
- Math Talk is supported with math boards and manipulatives to develop conceptual learning and fluency
- Mathematics content and models connect and build across grade levels to provide a progression of teaching and learning that aligns precisely with the CCSS
- As students confidence and experience build, use of modeling, repeated reasoning, and abstract thinking grow, leading to mastery of hallmark CCSS **Mathematical Practice Standards**

Extensive teaching materials include research and math background with the Common Core Learning Progressions and Mathematical Practices clearly identified

Math Expressions Student Activity Book Collection 6 Pack (Softcover) Grade 1 (includes Volumes 1 & 2)	Dr. Karen Fuson	2013	1	9780544271821
Math Expressions Student Activity Book Collection (Softcover) Grade 1 (includes Volumes 1 & 2)	Dr. Karen Fuson	2013	1	9780547824727
Math Expressions Student Activity Book with MathBoard 5-Year Print Subscription (Softcover) Grade 1 (includes	Dr. Karen Fuson	2013	1	9780544513747

	Volumes 1 & 2, Student MathBoard Grades 1-2)					
	Math Expressions Student Activity Book Collection 6 Pack With MathBoard (Softcover) Grade 1 (includes 6 copies each of Volumes 1 & 2, 6 Student MathBoards Grades 1-2)	Dr. Karen Fuson	2013	1	9780544276529	
	Math Expressions Student Activity Book (Softcover) with MathBoards Grade 1 (includes Volumes 1 & 2, 2 Student MathBoards Grades 1-2)	Dr. Karen Fuson	2013	1	9780547859859	
	Math Expressions Student Activity Book, Volume 1 (Softcover) Grade 1	Dr. Karen Fuson	2013	1	9780547813363	
	Math Expressions Student Activity Book, Volume 2 (Softcover) Grade 1	Dr. Karen Fuson	2013	1	9780547824512	
	Math Expressions Online Student Activity Book 5-Year Grade 1	Dr. Karen Fuson	2013	1	9780544445222	
	Math Expressions Online Student Activity Book 1-Year Grade 1	Dr. Karen Fuson	2013	1	9780547927916	
	Math Expressions Student Activity Book eTextbook, ePub 5-Year Grade 1	Dr. Karen Fuson	2013	1	9780544444829	
	Math Expressions Student Activity Book eTextbook, ePub 1-Year Grade 1	Dr. Karen Fuson	2013	1	9780544051041	
	Math Expressions Teacher Edition Collection Grade 1 (includes Volumes 1 & 2)	Dr. Karen Fuson	2013	1	9780547824949	
	Math Expressions Teacher Edition, Volume 1 Grade 1	Dr. Karen Fuson	2013	1	9780547824796	
	Math Expressions Teacher Edition, Volume 2 Grade 1	Dr. Karen Fuson	2013	1	9780547824871	
	Math Expressions Teacher Edition eTextbook, ePub 5-Year Grade 1	Dr. Karen Fuson	2013	1	9780544870932	
	Math Expressions Teacher Edition eTextbook, ePub 1-Year Grade 1	Dr. Karen Fuson	2013	1	9780544147287	
	Math Expressions Online Teacher Resource Center, 5-Year Grade 1 (includes Online Student Activity Book Grade 1, Online Challenge Easel without Annos Grade 1, Online Student Response to Intervention Tier 1 BLM Grade 1, Online Student Response to Intervention Tier 2-3 BLM Grade 1, Online PARCC Test Prep Student Edition Grade 1, Online SBAC Test Prep Student Edition, 5-Year Grade 1, Online Performance Tasks Grade 1, Online Teacher's Edition Grade 1, Online Teacher Assessment Grade 1, Online Lesson Planner Grade 1, Online Bilingual eGlossary Grade K-6, Online Interactive Whiteboard Grade 1, Online iTools Primary Grades K-2, Mega Math Online Grades K-6, Online Soar to Success Grades K-6, Online Professional Development Videos Grade 1, Online Challenge Easel with Annos Grade 1, Online Teacher Response to Intervention Tiers 1-3 Grade 1, Online PARCC Test Prep Teacher Edition Grade 1, Online SBAC Test Prep Teacher Edition, 5-Year Grade 1, Online Literature Library Teacher Guide 5-Year Grade 1, Achieving Facts Fluency, Primary, 5-Year Grades K-3, Online Multilingual Family Letters, 5-Year Grade 1)	Dr. Karen Fuson	2013	1	9780547860121	
	Math Expressions Online Teacher Resource Center, 1-Year Grade 1	Dr. Karen Fuson	2013	1	9780547860145	
	Math Expressions Homework & Remembering Collection 5-Year Print Subscription Grade 1 (includes Volumes 1 & 2)	Dr. Karen Fuson	2013	1	9780544513600	

	Math Expressions Homework & Remembering Collection Grade 1 (includes Volumes 1 & 2)	Dr. Karen Fuson	2013	1	9780547824581	
	Math Expressions SBAC Test Prep Student Edition Grade 1	Dr. Karen Fuson	2015	1	9780544251823	
	Math Expressions Student MathBoard Grades 1-2	Dr. Karen Fuson	2011	1-2	9780547389677	
	Math Expressions Math Literature Library Grade 1	Dr. Karen Fuson	2013	1	9780547857794	
	Math Expressions Student MathBoard (5-Pack) Grades 1-2	Dr. Karen Fuson	2011	1-2	9780547867694	
	Math Expressions Student Manipulatives Kit Grade 1	Dr. Karen Fuson	2013	1	9780547836263	
	Math Expressions Flash Drive Grade 1	Dr. Karen Fuson	2013	1	9780547857299	
	Math Expressions SBAC Test Prep Teacher Edition Grade 1	Dr. Karen Fuson	2015	1	9780544251922	
	Math Expressions Teacher Assessment Guide Grade 1	Dr. Karen Fuson	2013	1	9780547825489	
	Math Expressions Teacher's Resource Book Grade 1	Dr. Karen Fuson	2013	1	9780547836133	
	Math Expressions Homework & Remembering Black Line Masters Grade 1	Dr. Karen Fuson	2013	1	9780547825182	
	Math Expressions Teacher MathBoard Grades 1-2	Dr. Karen Fuson	2006	1-2	9780618510498	
	Math Expressions Math Center Challenge Easel Grade 1	Dr. Karen Fuson	2013	1	9780547825106	
	Math Expressions Response to Intervention Tier 1 Blackline Master Grade 1	Dr. Karen Fuson	2013	1	9780547836195	
	Math Expressions Response to Intervention Tier 2-3 Blackline Master Grade 1	Dr. Karen Fuson	2013	1	9780547887432	
	Math Expressions Differentiated Instruction Activity Card Kit Grade 1	Dr. Karen Fuson	2013	1	9780547862118	
	Math Expressions Teacher Modeling Kit Grade 1	Dr. Karen Fuson	2013	1	9780547836522	
	Math Expressions Online Soar to Success, 5-Year Grades K-6	Dr. Karen Fuson	2013	K-6	9780547839110	
	Math Expressions Online Soar to Success, 1-Year Grades K-6	Dr. Karen Fuson	2013	K-6	9780547940823	
	Math Expressions Online Destination Math (only available as 1-year component) Grades K-6	Dr. Karen Fuson	2013	K-6	9780547941738	
	Math Expressions Custom Manipulatives Kit Grade 1	Dr. Karen Fuson	2013	1	9780547836393	
	Math Expressions Manipulatives and Materials Kit Grade 1	Dr. Karen Fuson	2013	1	9780547836331	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Houghton Mifflin Harcourt	**HOUGHTON MIFFLIN HARCOURT MATH EXPRESSIONS GRADE 2 © 2013**					**Core**
	Math Expressions Student Activity Book 5-Year Print Subscription (Softcover) Grade 2 (includes Volumes 1 & 2)	**Dr. Karen Fuson**	**2013**	**2**	**9780544513457**	
	Notes: Strengths: Curriculum provides detailed lessons that can be taught by all teachers with ease and fidelity, including first year teachers, new to grade teachers, and substitute teachers. It also provides a detailed coherent across grade level plan so teachers can see the expectation from grade level to grade level. Support for ALL learners can be found on EVERY lesson, allowing teachers to find the applicable level of intervention for their students.					

	Weaknesses: It would be nice if Puzzled Penguin could be right sometimes, instead of always wrong. This would allow students to construct viable arguments as to why he is right.	
	Key Features: ***Math Expressions*** is a comprehensive mathematics curriculum for Kindergarten through Grade 6 that offers new ways to teach and learn mathematics. It follows the most recent recommendations for effective math instruction and aligns with many state standards and supports the Common Core State Standards. Math Expressions is: • Comprehensive, research-based program that is fully aligned to the **Common Core State Standards** and **Learning Progressions** • Written by well-respected researcher and author, **Dr. Karen Fuson,** who contributed to the research base for the CCSS, participated on the CCSS Mathematical Feedback • Committees and is a writer of the Learning Progressions for the CCSS in Mathematics Document • Combines the most powerful elements of standards-based instruction with the most effective methods of traditional approaches • Emphasizes **deeper understanding** through real-world problems, modeling, Math Talk, and exploration in order to build ideas that make sense to students • Students study a small number of mathematical concepts in order to have time to develop the knowledge to build in-depth understanding of big ideas • Teachers create an **exploratory environment** and encourage constructive discussion. Student invent, question, model and represent, but also learn and practice important math strategies • Through daily **Math Talk**, students explain methods and in turn, become more fluent in them. • Math Talk is supported with math boards and manipulatives to develop conceptual learning and fluency • Mathematics content and models connect and build across grade levels to provide a progression of teaching and learning that aligns precisely with the CCSS • As students confidence and experience build, use of modeling, repeated reasoning, and abstract thinking grow, leading to mastery of hallmark CCSS **Mathematical Practice Standards** **Extensive teaching materials** include research and math background with the Common Core Learning Progressions and Mathematical Practices clearly identified	

	Math Expressions Student Activity Book Collection 6 Pack (Softcover) Grade 2 (includes Volumes 1 & 2)	Dr. Karen Fuson	2013	2	9780544272002	
	Math Expressions Student Activity Book Collection (Softcover) Grade 2 (includes Volumes 1 & 2)	Dr. Karen Fuson	2013	2	9780547824734	
	Math Expressions Student Activity Book with MathBoard 5-Year Print Subscription (Softcover) Grade 2 (includes Volumes 1 & 2, Student MathBoard Grades 1-2)	Dr. Karen Fuson	2013	2	9780544513754	
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	Math Expressions Online Teacher Resource Center, 5-Year Grade 2 (includes Online Student Activity Book Grade 2, Online Challenge Easel without Annos Grade 2, Online Student Response to Intervention Tier 1 BLM Grade 2, Online Student Response to Intervention Tier 2-3 BLM Grade 2, Online PARCC Test Prep Student Edition Grade 2, Online SBAC Test Prep Student Edition, 5-Year Grade 2, Online Performance Tasks Grade 2, Online Teacher's Edition Grade 2, Online Teacher Assessment Grade 2, Online Lesson Planner Grade 2, Online Bilingual eGlossary Grade K-6, Online Interactive Whiteboard Grade 2, Online iTools Primary Grades K-2, Mega Math Online Grades K-6, Online Soar to Success Grades K-6, Online Professional Development Videos Grade 2, Online Challenge Easel with Annos Grade 2, Online Teacher Response to Intervention Tiers 1-3 Grade 2, Online PARCC Test Prep Teacher Edition Grade 2, Online SBAC Test Prep Teacher Edition, 5-Year Grade 2, Online Literature Library Teacher Guide 5-Year Grade 2, Achieving Facts Fluency, Primary, 5-Year Grades K-3, Online Multilingual Family Letters, 5-Year Grade 2)	Dr. Karen Fuson	2013	2	9780547860008	
	Math Expressions Online Teacher Resource Center, 1-Year Grade 2	Dr. Karen Fuson	2013	2	9780547860169	
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	Math Expressions Student MathBoard Grades 1-2	Dr. Karen Fuson	2011	1-2	9780547389677	
	Math Expressions Math Literature Library Grade 2	Dr. Karen Fuson	2013	2	9780547857787	
	Math Expressions SBAC Test Prep Student Edition Grade 2	Dr. Karen Fuson	2015	2	9780544251830	
	Math Expressions Student MathBoard (5-Pack) Grades 1-2	Dr. Karen Fuson	2011	1-2	9780547867694	
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	Math Expressions Flash Drive Grade 2	Dr. Karen Fuson	2013	2	9780547857848	
	Math Expressions Teacher Assessment Guide Grade 2	Dr. Karen Fuson	2013	2	9780547825496	
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	Math Expressions Online Destination Math (only available as 1-year component) Grades K-6	Dr. Karen Fuson	2013	K-6	9780547941738	
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	Math Expressions Manipulatives and Materials Kit Grade 2	Dr. Karen Fuson	2013	2	9780547836348	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Houghton Mifflin Harcourt	**HOUGHTON MIFFLIN HARCOURT MATH EXPRESSIONS GRADE 3 © 2013**					**Core**
	Math Expressions Student Activity Book with MathBoard 5-Year Print Subscription (Softcover) Grade 3 (includes Volumes 1 & 2, Student MathBoard Grade 3	**Dr. Karen Fuson**	**2013**	**3**	**9780544513761**	
	Notes: 3rd grade moved into standard algorithm quite quickly.					
	Key Features: ***Math Expressions*** is a comprehensive mathematics curriculum for Kindergarten through Grade 6 that offers new ways to teach and learn mathematics. It follows the most recent recommendations for effective math instruction and aligns with many state standards and supports the Common Core State Standards. Math Expressions is: • Comprehensive, research-based program that is fully aligned to the **Common Core State Standards** and **Learning Progressions**					

- Written by well-respected researcher and author, **Dr. Karen Fuson,** who contributed to the research base for the CCSS, participated on the CCSS Mathematical Feedback
- Committees and is a writer of the Learning Progressions for the CCSS in Mathematics Document
- Combines the most powerful elements of standards-based instruction with the most effective methods of traditional approaches
- Emphasizes **deeper understanding** through real-world problems, modeling, Math Talk, and exploration in order to build ideas that make sense to students
- Students study a small number of mathematical concepts in order to have time to develop the knowledge to build in-depth understanding of big ideas
- Teachers create an **exploratory environment** and encourage constructive discussion. Student invent, question, model and represent, but also learn and practice important math strategies
- Through daily **Math Talk**, students explain methods and in turn, become more fluent in them.
- Math Talk is supported with math boards and manipulatives to develop conceptual learning and fluency
- Mathematics content and models connect and build across grade levels to provide a progression of teaching and learning that aligns precisely with the CCSS
- As students confidence and experience build, use of modeling, repeated reasoning, and abstract thinking grow, leading to mastery of hallmark CCSS **Mathematical Practice Standards**

Extensive teaching materials include research and math background with the Common Core Learning Progressions and Mathematical Practices clearly identified

Math Expressions Student Activity Book Collection 6 Pack (Softcover) Grade 3 (includes 6 copies each of Volumes 1 & 2, 6 Student MathBoards Grade 3)	Dr. Karen Fuson	2013	3	9780544276550
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	Math Expressions Online Teacher Resource Center, 1-Year Grade 3	Dr. Karen Fuson	2013	3	9780547860077	
	Math Expressions Homework & Remembering Collection 5-Year Print Subscription Grade 3 (includes Volumes 1 & 2)	Dr. Karen Fuson	2013	3	9780544513631	
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	Math Expressions SBAC Test Prep Student Edition Grade 3	Dr. Karen Fuson	2015	3	9780544251847	
	Math Expressions Student Manipulatives Kit Grade 3	Dr. Karen Fuson	2013	3	9780547836287	
	Math Expressions Flash Drive Grade 3	Dr. Karen Fuson	2013	3	9780547857831	
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	Math Expressions Online Soar to Success, 1-Year Grades K-6	Dr. Karen Fuson	2013	K-6	9780547940823	
	Math Expressions Online Destination Math (only available as 1-year component) Grades K-6	Dr. Karen Fuson	2013	K-6	9780547941738	
	Math Expressions Custom Manipulatives Kit Grade 3	Dr. Karen Fuson	2013	3	9780547836416	
	Math Expressions Manipulatives and Materials Kit Grade 3	Dr. Karen Fuson	2013	3	9780547836355	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Houghton Mifflin Harcourt	**HOUGHTON MIFFLIN HARCOURT MATH EXPRESSIONS GRADE 4 © 2013**					**Core**
	Math Expressions Student Activity Book with MathBoard 5-Year Print Subscription (Softcover) Grade 4 (includes Volumes 1 & 2, Student MathBoard Grade 4)	**Dr. Karen Fuson**	**2013**	**4**	**9780544513778**	
	Notes: Strengths: • Focus on grade level standards (major work) • Focus on and support of mathematical practices with each lesson • Use of manipulatives to model and develop conceptual understanding • Multiple supports for differentiation (for teacher and student) Weaknesses: • Lack of independent conceptual work (not teacher lead) • Overabundance and time on fluency/bare problems • Lack of connection from conceptual work to independent exercises (connect fluency work with conceptual work)					
	Key Features: ***Math Expressions*** is a comprehensive mathematics curriculum for Kindergarten through Grade 6 that offers new ways to teach and learn mathematics. It follows the most recent recommendations for effective math instruction and aligns with many state standards and supports the Common Core State Standards. Math Expressions is: • Comprehensive, research-based program that is fully aligned to the **Common Core State Standards** and **Learning Progressions** • Written by well-respected researcher and author, **Dr. Karen Fuson,** who contributed to the research base for the CCSS, participated on the CCSS Mathematical Feedback • Committees and is a writer of the Learning Progressions for the CCSS in Mathematics Document • Combines the most powerful elements of standards-based instruction with the most effective methods of traditional approaches • Emphasizes **deeper understanding** through real-world problems, modeling, Math Talk, and exploration in order to build ideas that make sense to students • Students study a small number of mathematical concepts in order to have time to develop the knowledge to build in-depth understanding of big ideas • Teachers create an **exploratory environment** and encourage constructive discussion. Student invent, question, model and represent, but also learn and practice important math strategies • Through daily **Math Talk**, students explain methods and in turn, become more fluent					

in them.

- Math Talk is supported with math boards and manipulatives to develop conceptual learning and fluency
- Mathematics content and models connect and build across grade levels to provide a progression of teaching and learning that aligns precisely with the CCSS
- As students confidence and experience build, use of modeling, repeated reasoning, and abstract thinking grow, leading to mastery of hallmark CCSS **Mathematical Practice Standards**

Extensive teaching materials include research and math background with the Common Core Learning Progressions and Mathematical Practices clearly identified

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Math Expressions Student Activity Book (Softcover) with MathBoards Grade 4 (includes Volumes 1 & 2, 2 Student MathBoards Grade 4)	Dr. Karen Fuson	2013	4	9780547859835
Math Expressions Student Activity Book 5-Year Print Subscription (Softcover) Grade 4 (includes Volumes 1 & 2)	Dr. Karen Fuson	2013	4	9780544513471
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	Math Expressions Teacher Edition eTextbook, ePub 1-Year Grade 4	Dr. Karen Fuson	2013	4	9780544147478	
	Math Expressions Online Teacher Resource Center, 5-Year Grade 4 (includes Online Student Activity Book Grade 4, Online Challenge Easel without Annos Grade 4, Online Student Response to Intervention Tier 1 BLM Grade 4, Online Student Response to Intervention Tier 2-3 BLM Grade 4, Online PARCC Test Prep Student Edition Grade 4, Online SBAC Test Prep Student Edition, 5-Year Grade 4, Online Performance Tasks Grade 4, Online Teacher's Edition Grade 4, Online Teacher Assessment Grade 4, Online Lesson Planner Grade 4, Online Bilingual eGlossary Grade 4, Online Interactive Whiteboard Grade 4, Online iTools Intermediate Grades 3-6, Mega Math Online Grades K-6, Online Soar to Success Grades K-6, Online Professional Development Videos Grade 4, Online Challenge Easel with Annos Grade 4, Online Teacher Response to Intervention Tiers 1-3 Grade 4, Online PARCC Test Prep Teacher Edition Grade 4, Online SBAC Test Prep Teacher Edition, 5-Year Grade 4, Online Literature Library Teacher Guide 5-Year Grade 4, Achieving Facts Fluency, Intermediate, 5-Year Grades 3-6, Online Multilingual Family Letters, 5-Year Grade 4)	Dr. Karen Fuson	2013	4	9780547860152	
	Math Expressions Online Teacher Resource Center, 1-Year Grade 4	Dr. Karen Fuson	2013	4	9780547860046	
	Math Expressions Homework & Remembering Collection 5-Year Print Subscription Grade 4 (includes Volumes 1 & 2)	Dr. Karen Fuson	2013	4	9780544513648	
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	Math Expressions Student Activity Workbook 5-Year Print Subscription Grade 4 (Companion to the Hardbound Student Activity Book)	Dr. Karen Fuson	2013	4	9780544860025	
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	Math Expressions Student MathBoard (5-Pack) Grade 4	Dr. Karen Fuson	2011	4	9780547867717	
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	Math Expressions Teacher's Resource Book Grade 4	Dr. Karen Fuson	2013	4	9780547839066	
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	Math Expressions Online Soar to Success, 1-Year Grades K-6	Dr. Karen Fuson	2013	K-6	9780547940823	
	Math Expressions Custom Manipulatives Kit Grade 4	Dr. Karen Fuson	2013	4	9780547836423	
	Math Expressions Manipulatives and Materials Kit Grade 4	Dr. Karen Fuson	2013	4	9780547836362	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Houghton Mifflin Harcourt	**HOUGHTON MIFFLIN HARCOURT MATH EXPRESSIONS GRADE 5 © 2013**					**Core**
	Math Expressions Student Activity Book with MathBoard 5-Year Print Subscription (Softcover) Grade 5 (includes Volumes 1 & 2, Student MathBoard Grade 5)	**Dr. Karen Fuson**	**2013**	**5**	**9780544513785**	

Notes:

Strengths:

- Focus on grade level standards (major work)
- Focus on and support of mathematical practices with each lesson
- Use of manipulatives to model and develop conceptual understanding
- Multiple supports for differentiation (for teacher and student)

Weaknesses:

- Lack of independent conceptual work (not teacher lead)
- Overabundance and time on fluency/bare problems

Lack of connection from conceptual work to independent exercises (connect fluency work with conceptual work)

Key Features:
Math Expressions is a comprehensive mathematics curriculum for Kindergarten through Grade 6 that offers new ways to teach and learn mathematics. It follows the most recent recommendations for effective math instruction and aligns with many state standards and supports the Common Core State Standards. Math Expressions is:

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- Emphasizes **deeper understanding** through real-world problems, modeling, Math Talk, and exploration in order to build ideas that make sense to students
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- Teachers create an **exploratory environment** and encourage constructive discussion. Student invent, question, model and represent, but also learn and practice important math strategies
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- As students confidence and experience build, use of modeling, repeated reasoning, and abstract thinking grow, leading to mastery of hallmark CCSS **Mathematical Practice Standards**

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	Math Expressions Student Activity Book Collection 6 Pack (Softcover) Grade 5 (includes 6 copies each of Volumes 1 & 2)	Dr. Karen Fuson	2013	5	9780544271975	
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	Math Expressions Student Activity Book, Volume 1 (Softcover) Grade 5	Dr. Karen Fuson	2013	5	9780547824482	
	Math Expressions Student Activity Book, Volume 2 (Softcover) Grade 5	Dr. Karen Fuson	2013	5	9780547824550	
	Math Expressions Student Activity Book, Volume 1 (Hardbound) Grade 5	Dr. Karen Fuson	2013	5	9780547824383	
	Math Expressions Student Activity Book, Volume 2 (Hardbound) Grade 5	Dr. Karen Fuson	2013	5	9780547824420	
	Math Expressions Online Student Activity Book 5-Year Grade 5	Dr. Karen Fuson	2013	5	9780544444898	
	Math Expressions Online Student Activity Book 1-Year Grade 5	Dr. Karen Fuson	2013	5	9780547927954	
	Math Expressions Student Activity Book eTextbook, ePub 5-Year Grade 5	Dr. Karen Fuson	2013	5	9780544445109	
	Math Expressions Student Activity Book eTextbook, ePub 1-Year Grade 5	Dr. Karen Fuson	2013	5	9780544050105	
	Math Expressions Teacher Edition Collection Grade 5 (includes Volumes 1 & 2)	Dr. Karen Fuson	2013	5	9780547825007	
	Math Expressions Teacher Edition, Volume 1 Grade 5	Dr. Karen Fuson	2013	5	9780547824840	
	Math Expressions Teacher Edition, Volume 2 Grade 5	Dr. Karen Fuson	2013	5	9780547824918	
	Math Expressions Teacher Edition eTextbook, ePub 5-Year Grade 5	Dr. Karen Fuson	2013	5	9780544870970	
	Math Expressions Teacher Edition eTextbook, ePub 1-Year Grade 5	Dr. Karen Fuson	2013	5	9780544147515	

	Math Expressions Online Teacher Resource Center, 5-Year Grade 5 (includes Online Student Activity Book Grade 5, Online Challenge Easel without Annos Grade 5, Online Student Response to Intervention Tier 1 BLM Grade 5, Online Student Response to Intervention Tier 2-3 BLM Grade 5, Online PARCC Test Prep Student Edition Grade 5, Online SBAC Test Prep Student Edition, 5-Year Grade 5, Online Performance Tasks Grade 5, Online Teacher's Edition Grade 5, Online Teacher Assessment Grade 5, Online Lesson Planner Grade 5, Online Bilingual eGlossary Grade K-6, Online Interactive Whiteboard Grade 5, Online iTools Intermediate Grades 3-6, Mega Math Online Grades K-6, Online Soar to Success Grades K-6, Online Professional Development Videos Grade 5, Online Challenge Easel with Annos Grade 5, Online Teacher Response to Intervention Tiers 1-3 Grade 5, Online PARCC Test Prep Teacher Edition Grade 5, Online SBAC Test Prep Teacher Edition, 5-Year Grade 5, Online Literature Library Teacher Guide 5-Year Grade 5, Achieving Facts Fluency, Intermediate, 5-Year Grades 3-6, Online Multilingual Family Letters, 5-Year Grade 5)	Dr. Karen Fuson	2013	5	9780547860022	
	Math Expressions Online Teacher Resource Center, 1-Year Grade 5	Dr. Karen Fuson	2013	5	9780547860015	
	Math Expressions Homework & Remembering Collection 5-Year Print Subscription Grade 5 (includes Volumes 1 & 2)	Dr. Karen Fuson	2013	5	9780544513655	
	Math Expressions Homework & Remembering Collection Grade 5 (includes Volumes 1 & 2)	Dr. Karen Fuson	2013	5	9780547824642	
	Math Expressions Student Activity Workbook Grade 5 (Companion to the Hardbound Student Activity Book)	Dr. Karen Fuson	2013	5	9780547824178	
	Math Expressions Student Activity Workbook 5-Year Print Subscription Grade 5 (Companion to the Hardbound Student Activity Book)	Dr. Karen Fuson	2013	5	9780544860032	
	Math Expressions Student MathBoard Grade 5	Dr. Karen Fuson	2011	5	9780547389714	
	Math Expressions Student MathBoard (5-Pack) Grade 5	Dr. Karen Fuson	2011	5	9780547867724	
	Math Expressions Math Literature Library Grade 5	Dr. Karen Fuson	2013	5	9780547857749	
	Math Expressions SBAC Test Prep Student Edition Grade 5	Dr. Karen Fuson	2015	5	9780544251892	
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	Math Expressions Homework & Remembering Black Line Masters Grade 5	Dr. Karen Fuson	2013	5	9780547825236	
	Math Expressions Teacher MathBoard Grade 5	Dr. Karen Fuson	2006	5	9780618510528	
	Math Expressions Math Center Challenge Easel Grade 5	Dr. Karen Fuson	2013	5	9780547825151	
	Math Expressions Response to Intervention Tier 1 Blackline Master Grade 5	Dr. Karen Fuson	2013	5	9780547836232	

	Math Expressions Response to Intervention Tier 2-3 Blackline Master Grade 5	Dr. Karen Fuson	2013	5	9780547887937	
	Math Expressions SBAC Test Prep Teacher Edition Grade 5	Dr. Karen Fuson	2015	5	9780544251960	
	Math Expressions Differentiated Instruction Activity Card Kit Grade 5	Dr. Karen Fuson	2013	5	9780547862132	
	Math Expressions Teacher Modeling Kit Grade 5	Dr. Karen Fuson	2013	5	9780547836560	
	Math Expressions Online Soar to Success, 5-Year Grades K-6	Dr. Karen Fuson	2013	K-6	9780547839110	
	Math Expressions Online Soar to Success, 1-Year Grades K-6	Dr. Karen Fuson	2013	K-6	9780547940823	
	Math Expressions Online Destination Math (only available as 1-year component) Grades K-6	Dr. Karen Fuson	2013	K-6	9780547941738	
	Math Expressions Custom Manipulatives Kit Grade 5	Dr. Karen Fuson	2013	5	9780547836430	
	Math Expressions Manipulatives and Materials Kit Grade 5	Dr. Karen Fuson	2013	5	9780547836379	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Houghton Mifflin Harcourt	**HOUGHTON MIFFLIN HARCOURT MATH EXPRESSIONS GRADE 6 © 2013**					**Core**
	Math Expressions Student Activity Book with MathBoard 5-Year Print Subscription (Softcover) Grade 6 (includes Volumes 1 & 2, Student MathBoard Grade 6)	**Dr. Karen Fuson & Sybilla Beckmann**	**2013**	**6**	**9780544513792**	
	Notes: All standards were cross referenced throughout introductions and lessons, which made everything easy to find. The manipulative kit was very useful and is necessary to make the program successful. The various test forms are beneficial for different learners. The program flowed seamlessly.					
	Key Features: ***Math Expressions*** is a comprehensive mathematics curriculum for Kindergarten through Grade 6 that offers new ways to teach and learn mathematics. It follows the most recent recommendations for effective math instruction and aligns with many state standards and supports the Common Core State Standards. Math Expressions is: • Comprehensive, research-based program that is fully aligned to the **Common Core State Standards** and **Learning Progressions** • Written by well-respected researcher and author, **Dr. Karen Fuson,** who contributed to the research base for the CCSS, participated on the CCSS Mathematical Feedback • Committees and is a writer of the Learning Progressions for the CCSS in Mathematics Document • Combines the most powerful elements of standards-based instruction with the most effective methods of traditional approaches • Emphasizes **deeper understanding** through real-world problems, modeling, Math Talk, and exploration in order to build ideas that make sense to students • Students study a small number of mathematical concepts in order to have time to develop the knowledge to build in-depth understanding of big ideas • Teachers create an **exploratory environment** and encourage constructive					

discussion. Student invent, question, model and represent, but also learn and practice important math strategies

- Through daily **Math Talk**, students explain methods and in turn, become more fluent in them.
- Math Talk is supported with math boards and manipulatives to develop conceptual learning and fluency
- Mathematics content and models connect and build across grade levels to provide a progression of teaching and learning that aligns precisely with the CCSS
- As students confidence and experience build, use of modeling, repeated reasoning, and abstract thinking grow, leading to mastery of hallmark CCSS **Mathematical Practice Standards**

Extensive teaching materials include research and math background with the Common Core Learning Progressions and Mathematical Practices clearly identified

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Math Expressions Student Activity Book (Softcover) with MathBoards Grade 6 (includes Volumes 1 & 2, Student MathBoard Grade 6)	Dr. Karen Fuson & Sybilla Beckmann	2013	6	9780547859880
Math Expressions Student Activity Book 5-Year Print Subscription (Softcover) Grade 6 (includes Volumes 1 & 2)	Dr. Karen Fuson & Sybilla Beckmann	2013	6	9780544513495
Math Expressions Student Activity Book Collection 6 Pack (Softcover) Grade 6 (includes 6 copies each of Volumes 1 & 2)	Dr. Karen Fuson & Sybilla Beckmann	2013	6	9780544272446
Math Expressions Student Activity Book Hardbound Collection Grade 6 (includes Volumes 1 & 2)	Dr. Karen Fuson & Sybilla Beckmann	2012	6	9780547567389
Math Expressions Student Activity Book Softcover Collection Grade 6 (includes Volumes 1 & 2)	Dr. Karen Fuson & Sybilla Beckmann	2012	6	9780547567396
Math Expressions Student Activity Book (Hardbound) with MathBoards & Activity Workbook Grade 6 (includes Volumes 1 & 2, Student MathBoard Grade 6, Activity Workbook Grade 6)	Dr. Karen Fuson & Sybilla Beckmann	2013	6	9780547982380
Math Expressions Student Activity Book Softcover Volume 1 Grade 6	Dr. Karen Fuson & Sybilla Beckmann	2012	6	9780547567433
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Math Expressions Student Activity Book Hardbound Volume	Dr. Karen Fuson & Sybilla	2012	6	9780547567402

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	Math Expressions Teacher Edition eTextbook, ePub 1-Year Grade 6	Dr. Karen Fuson & Sybilla Beckmann	2013	6	9780544147539	
	Math Expressions Online eTeacher Edition, 1-Year Grade 6	Dr. Karen Fuson & Sybilla Beckmann	2009	6	9780547733616	
	Math Expressions Online Teacher Resource Center, 5-Year Grade 6 (includes Online Student Activity Book Grade 6, Online Challenge Easel without Annos Grade 6, Online Student Response to Intervention Tier 1 5-Year Grade 6, Online Student Response to Intervention Tier 2-3 5-Year Grade 6, Online PARCC Test Prep Student Edition Grade 6, Online SBAC Test Prep Student Edition, 5-Year Grade 6, Online Performance Tasks Grade 6, Online Teacher Edition Collection, 5-Year Grade 6, Online Assessment, 5-Year Grade 6, Online Lesson Planner 5-Year Grade 6, Online Bilingual eGlossary Grades K-6, Online iTools Intermediate Grades 3-6, Mega Math Online Grades K-6, Online Soar to Success Grades K-6, Online Professional Development Videos Grade 6, Online Challenge Easel with Annos Grade 6, Online Response to Intervention Teacher Edition with Annos, 5-Year Grade 6, Online PARCC Test Prep Teacher Edition Grade 6, Online SBAC Test Prep Teacher Edition, 5-Year Grade 6, Achieving Facts Fluency, Intermediate, 5-Year Grades 3-6, Online Multilingual Family Letters, 5-Year Grade 6)	Dr. Karen Fuson & Sybilla Beckmann	2013	6	9780547860091	
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	Math Expressions Student Activity Workbook 5-Year Print Subscription Grade 6 (Companion to the Hardbound	Dr. Karen Fuson & Sybilla Beckmann	2012	6	9780544860049	

	Student Activity Book)					
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	Math Expressions Math Center Unit Challenge Easels Grade 6	Dr. Karen Fuson & Sybilla Beckmann	2012	6	9780547567730	
	Math Expressions SBAC Test Prep Teacher Edition Grade 6	Dr. Karen Fuson & Sybilla Beckmann	2015	6	9780544251991	
	Math Expressions Online Soar to Success, 5-Year Grades K-6	Dr. Karen Fuson & Sybilla Beckmann	2013	K-6	9780547839110	
	Math Expressions Online Soar to Success, 1-Year Grades K-6	Dr. Karen Fuson & Sybilla Beckmann	2013	K-6	9780547940823	
	Math Expressions Online Destination Math (only available as 1-year component) Grades K-6	Dr. Karen Fuson & Sybilla Beckmann	2013	K-6	9780547941738	
	Math Expressions Differentiated Instruction Activity Card Kit Grade 6	Dr. Karen Fuson & Sybilla Beckmann	2012	6	9780547567594	
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	Math Expressions Manipulatives and Materials Kit Grade 6	Dr. Karen Fuson & Sybilla Beckmann	2011	6	9780547728209	
	Math Expressions Custom Manipulative Kit Grade 6	Dr. Karen Fuson & Sybilla Beckmann	2011	6	9780547728223	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Houghton Mifflin Harcourt	**HOUGHTON MIFFLIN HARCOURT GO MATH! GRADE K © 2015**					**Other**
	GO Math! Premium Classroom Package with SBAC (Multi-Volume SE) (5-Year Print/5-Year Digital) Grade K (includes 25	**Juli Dixon, Matthew**	**2015**	**K**	**9780544449992**	

	Student Edition Multi-Volume Bundle (includes Student Edition Chapters 1-12 Grade K, Student Resource Book Grade K), 5-Year Print Subscriptions Grade K, 25 Online Interactive Student Editions (with Personal Math Trainer) 5-Year Grade K, 25 Bilingual Mathboards Grade K, 25 SBAC Test Prep Student Edition 5-Year Print Subscriptions Grade K, Teacher Edition with Planning Guide Bundle Grade K (includes Teacher Edition Collection Grade K (includes Chapters 1-12), Planning Guide Grade K), Teacher Digital Management Center 5-Year Grade K, Chapter Resource Blackline Master Collection Grade K (includes Chapter 1-12 Resource Books), English Language Activity Guide, Teacher Edition Grades K-2, Strategic Intervention Teacher Guide Grade K, SBAC Test Prep Teacher Edition BLM Grade K, Grab and Go Customized Manipulatives Kit Grade K, Grab and Go Differentiated Centers Kit Grade K, Downloadable Student Edition PDF Grade K, Downloadable Teacher Resource Tool Grade K)	**Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez**				
	Notes: Low in Alignment Criteria					
	Key Features: **GO Math!** for Kindergarten through Grade 6 was built from the ground up for the Common Core State Standards (CCSS). The program, available in English and Spanish, provides in-depth instruction with equal emphasis on conceptual understanding, procedural fluency, and real-world application. The program includes a fully integrated digital curriculum that transforms instruction and learning. **GO Math!** exemplifies best practices in research-based curriculum and the best of today's educational technology. Over the past five years, Houghton Mifflin Harcourt (HMH) has provided the trusted content of the **GO Math!** program to over seven million students in every state in the US and in 72 countries. **GO Math!** was selected as a finalist in the 2015 Revere Awards from the Association of American Publishers (AAP). HMH was honored to have **GO Math!** identified for its excellence as a high-quality product that supports teaching and learning. Comprehensive digital resources promote mastery and support students, teachers, administrators, and families.The next-generation digital components have been designed specifically with students and teachers in mind, with online and offline accessibility, tutorial videos, interactivities, and adaptive tools available at point-of-use. **GO Math!** teacher components present new levels of convenience and efficiency around planning, instructing, assigning, and assessing. The program provides rigor and depth with increased accessibility, with the Mathematical Practices embedded in every lesson, interactivity, research-based instructional approaches, and differentiated instructional resources to ensure success for all students. The program comes with our commitment to deliver quality implementation training that meets the needs of your district through comprehensive on-site and online support. **GO Math!** will help you meet the goals set for Idaho's students.					
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	GO Math! Premium Classroom Package with SBAC (2-Volume SE) (5-Year Print/5-Year Digital) Grade K (includes Student Edition Set 5-Year Print Subscription Grade K, Online Interactive Student Edition, (with Personal Math Trainer) 5-Year Grade K, Bilingual Mathboard Grade K, SBAC Test Prep Student Edition 5-Year Print Subscription Grade K, Teacher Edition with	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	K	9780544449978	

	Planning Guide Bundle Grade K, Teacher Digital Management Center 5-Year Grade K, Chapter Resource Blackline Master Collection Grade K, English Language Activity Guide, Teacher Edition Grades K-2, Strategic Intervention Teacher Guide Grade K, SBAC Test Prep Teacher Edition BLM Grade K, Grab and Go Customized Manipulatives Kit Grade K, Grab and Go Differentiated Centers Kit Grade K, Downloadable Student Edition PDF Grade K, Downloadable Teacher Resource Tool Grade K)					
	GO Math! Premium Classroom Package with SBAC (2-Volume SE) (1-Year Print/1-Year Digital) Grade K (includes 25 Student Edition Sets Grade K, 25 Online Interactive Student Editions (with Personal Math Trainer) 1-Year Grade K, 25 Bilingual Mathboards Grade K, 25 SBAC Test Prep Student Editions Grade K, Teacher Edition with Planning Guide Bundle Grade K, Teacher Digital Management Center (1-Year) Grade K, Chapter Resource Blackline Master Collection Grade K, English Language Activity Guide, Teacher Edition Grades K-2, Strategic Intervention Teacher Guide Grade K, SBAC Test Prep Teacher Edition BLM Grade K, Grab and Go Customized Manipulatives Kit Grade K, Grab and Go Differentiated Centers Kit Grade K)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	K	9780544436084	
	GO Math! Hybrid Classroom Package with SBAC (Multi-Volume SE) (5-Year Print/5-Year Digital) Grade K (includes 25 Student Edition Multi-Volume Bundles, 5-Year Print Subscription Grade K, 25 Online Interactive Student Editions (with Personal Math Trainer) 5-Year Grade K, 25 Bilingual Mathboards Grade K, SBAC Test Prep Student Edition Grade K, Teacher Edition with Planning Guide Bundle Grade K, Teacher Digital Management Center 5-Year Grade K, Chapter Resource Blackline Master Collection Grade K, English Language Activity Guide, Teacher Edition Grades K-2, Strategic Intervention Teacher Guide Grade K, SBAC Test Prep Teacher Edition BLM Grade K, Grab and Go Differentiated Centers Kit Grade K, 25 Downloadable Student Edition PDFs Grade K, Downloadable Teacher Resource Tool Grade K)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	K	9780544450004	
	GO Math! Hybrid Classroom Package with SBAC (Multi-Volume SE) (1-Year Print/1-Year Digital) Grade K (includes 25 Student Edition Multi-Volume Bundles Grade K, 25 Online Interactive Student Editions (with Personal Math Trainer) 1-Year Grade K, 25 Bilingual Mathboards Grade K, SBAC Test Prep Student Edition Grade K, Teacher Edition with Planning Guide Bundle Grade K, Teacher Digital Management Center (1-Year) Grade K, Chapter Resource Blackline Master Collection Grade K, English Language Activity Guide, Teacher Edition Grades K-2, Strategic Intervention Teacher Guide Grade K, SBAC Test Prep Teacher Edition BLM Grade K, Grab and Go Differentiated Centers Kit Grade K)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	K	9780544428508	
	GO Math! Hybrid Classroom Package with SBAC (2-Volume SE) (5-Year Print/5-Year Digital) Grade K (includes 25 Student Edition Set 5-Year Print Subscriptions Grade K, 25 Online Interactive Student Editions (with Personal Math Trainer) 5-Year Grade K, 25 Bilingual Mathboards Grade K, SBAC Test Prep Student Edition Grade K, Teacher Edition with Planning Guide Bundle Grade K, Teacher Digital Management Center 5-Year Grade K, Chapter Resource Blackline Master Collection Grade K, English Language Activity Guide, Teacher Edition Grades K-2, Strategic Intervention Teacher Guide Grade K, SBAC Test Prep Teacher Edition BLM Grade K, Grab and Go Differentiated Centers Kit Grade K, 25 Downloadable Student Edition PDFs Grade K, Downloadable Teacher Resource Tool Grade K)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	K	9780544449985	
	GO Math! Hybrid Classroom Package with SBAC (2-Volume SE) (1-Year Print/1-Year Digital) Grade K (includes 25 Student Edition Sets Grade K, 25 Online Interactive Student	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E.	2015	K	9780544436107	

	Editions (with Personal Math Trainer) 1-Year Grade K, 25 Bilingual Mathboards Grade K, SBAC Test Prep Student Edition Grade K, Teacher Edition with Planning Guide Bundle Grade K, Teacher Digital Management Center (1-Year) Grade K, Chapter Resource Blackline Master Collection Grade K, English Language Activity Guide, Teacher Edition Grades K-2, Strategic Intervention Teacher Guide Grade K, SBAC Test Prep Teacher Edition BLM Grade K, Grab and Go Differentiated Centers Kit Grade K)	Sandoval-Martinez				
	GO Math! Digital Classroom Package (5-Year) Grade K (includes 25 Online Interactive Student Editions (with Personal Math Trainer) 5-Year Grade K, Teacher Digital Management Center 5-Year Grade K)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	K	9780544449480	
	GO Math! Digital Classroom Package (1-Year) Grade K (includes 25 Online Interactive Student Editions (with Personal Math Trainer) 1-Year Grade K, Teacher Digital Management Center (1-Year) Grade K)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	K	9780544428263	
	GO Math! Student Edition Multi-Volume Bundle 5-Year Print Subscription Grade K (includes Student Edition Chapters 1-12 Grade K, Student Resource Book Grade K)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	K	9780544450066	
	GO Math! Student Edition Multi-Volume Bundle Grade K (includes Student Edition Chapters 1-12 Grade K, Student Resource Book Grade K)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	K	9780544390119	
	GO Math! Student Resource Book Grade K	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	K	9780544343436	
	GO Math! Student Edition Set 5-Year Print Subscription Grade K (includes Volumes 1 & 2)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	K	9780544450042	
	GO Math! Student Edition Set Grade K (includes Volumes 1 & 2)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	K	9780544433342	
	GO Math! Student Edition eTextbook ePub, 5-Year Grade K	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	K	9780544449503	
	GO Math! Student Edition eTextbook ePub, 1-Year Grade K	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	K	9780544349278	
	GO Math! Online Interactive Student Edition, (with Personal Math Trainer) 5-Year Grade K	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	K	9780544449725	
	GO Math! Online Interactive Student Edition, (with Personal Math Trainer) 1-Year Grade K	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	K	9780544370517	
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	GO Math! SBAC Test Prep Student Edition 5-Year Print Subscription Grade K	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	K	9780544450059	
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	GO Math! Teacher Edition with Planning Guide Bundle Grade K (includes Teacher Guide Collection Grade K, Planning Guide Grade K)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	K	9780544390508	
	GO Math! Teacher Edition Collection Grade K (includes Chapters 1-12)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	K	9780544390256	
	GO Math! Planning Guide Grade K	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	K	9780544293304	
	GO Math! Teacher Digital Management Center (5-Year) Grade K (includes Online Student Edition, 5-Year Grade K, Online Interactive Student Edition (with Personal Math Trainer) 5-Year Grade K, Online Student English Language Learners Activity Guide, 5-Year Grades K-2, Online Strategic Intervention Student Edition Grade K, Online Concept Readers, 5-Year Grade K, Online Critical Area Projects Student 5-Year Grade K, Online SBAC Test Prep Student Edition, 5-Year Grade K, Online PARCC Test Prep Student Edition Grade K, Online Student Lesson Transparencies, 5-Year Grade K, Online Interactive Teacher Edition, 5-Year Grade K, Online Teacher Edition, 5-Year Grade K, Online Personal Math Trainer, 5-Year Grade K, Online Professional Development Video, 5-Year Grade K, Online Chapter Resource Book, 5-Year Grade K, Online Teacher English Language Learners Activity Guide, 5-Year Grades K-2, Online Intensive Intervention Skill Pack Grades K-1, Online Intensive Intervention Activity Guide Grade K, Online Intensive Intervention Teacher Guide Grades K-1, Online Strategic Intervention Teacher Guide Grade K, Online Getting Ready Lessons and Resources, 5-Year Grade K, Online Vocabulary Activities 5-Year, Teacher Guide Grade K-2, Online Common Core Math Practices Prof Development Video, 5-Year Grades K-6, Online Mathboard, 5-Year Grade K-1, Online Grab and Go Teacher Activity Guide Grade K, Online Interactive Whiteboard Lessons, Grade K, Online iTools Primary, 5-Year Grades K-2, Mega Math Online Grades K-6, Online Animated Math Model Grade K, Online Multilingual School Home Letter, 5-Year Grade K, Online Critical Area Projects Teacher 5-Year Grade K, Online Math on the Spot Video 5-Year Grades K-6, Online eGlossary, 5-Year Grades K-6, Online Teacher Resource Blackline Master 5-Year Grade K, Online Chapter Resource Book 5-Year Grade K, Online Planning Guide 5-Year Grade K, Online SBAC Test Prep Teacher Edition BLM Grade K, Online PARCC Test Prep Teacher Edition BLM Grade K, Online Grab-N-Go Math Center Cards and Games 5-Year Grade K, Online Teacher RTI, 5-Year Grade K, Online Prof Development Performance Tasks Video, 5-Year Grades K-6, Online Teacher Lesson Transparencies, 5-Year Grade K, Strategies and Practice for Skills and Facts Fluency, Primary, 5-Year Grades K-3)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	K	9780544449602	
	GO Math! Teacher Digital Management Center (1-Year) Grade K	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	K	9780544389298	
	GO Math! Downloadable Teacher Resource Tool Grade K	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E.	2015	K	9780544448704	

		Sandoval-Martinez				
	GO Math! SBAC Test Prep Teacher Edition BLM Grade K	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2014	K	9780544251915	
	GO Math! Chapter Resource Blackline Master Collection Grade K (includes Chapter 1-12 Resource Books)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	K	9780544390188	
	GO Math! Strategic Intervention Teacher Guide Grade K	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	K	9780544249028	
	GO Math! English Language Activity Guide, Teacher Edition Grades K-2	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	K-2	9780544401037	
	GO Math! Grab and Go Differentiated Centers Kit Grade K (includes HMH Math Chapter Reader Pattern Play, HMH Math Chapter Reader Play Time, HMH Math Reader Up, Up to the Top, HMH Math Reader Hippo and Fox Sort Socks, HMH Math Reader Let's Go to a Show, HMH Math Reader Mabel's Place, HMH Math Reader Pancakes for All, HMH Math Reader The Red Caboose, HMH Math Reader Shells! Shells!, HMH Math Reader And the Wheels Go Round, HMH Math Reader Curious George Goes to the Toy Store, HMH Math Reader A Nutty Story, HMH Math Reader Raccoons' Playtime, HMH Math Reader Flowers for Flossie, HMH Math Reader Under the Umbrellas, HMH Math Reader Monday Morning, HMH Math Chapter Reader Who Am I?, HMH Math Reader Curious George and the Mystery Boxes, HMH Math Reader Stop the Picnic!, HMH Math Reader Where's the Party?, On Level Reader I Know Big & Small Grade K, On Level Reader I Know Alike & Different Grade K, On Level Reader I Know Numbers Grade K, On Level Reader I Know Shapes Grade K, On Level Reader Counting at the Market Grade K, On Level Reader Shortest and Longest Where I Live Grade K, On Level Reader Numbers at the Lake Grade K, On Level Reader Summertime Math! Grade K, HMH Grab & Go Teacher Guide & Act Resources Level K, HMH Grab & Go Kit Games 1-6 Gr K, HMH Grab & Go Math Center Cards Level K Set 1, HMH Grab & Go Math Center Cards Level K Set 2, HMH Grab & Go Math Center Cards Level K Set 3, HMH Grab & Go Kit Games 7-12 Gr K)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2012	K	9780547712840	
	GO Math! Grab and Go Customized Manipulatives Kit Grade K (includes Geosolids®, Manipulite® Set/6, HMH Number & Symbol Tiles, ManipuLite® Set, Pattern Blocks, Manipulite®, 0.5 Cm Set/27, Plane Shapes, Manipulite® Set/152, Popcubes®, 5 Colors Set/100, Two-Color Counters, ManipuLite® Set/20)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	K	9780544257474	
	GO Math! Premium Teacher Resource Package with SBAC (5-Year Print/5-Year Digital) Grade K (includes SBAC Test Prep Student Edition Grade K, Teacher Edition with Planning Guide Bundle Grade K (includes Teacher Edition Collection Grade K, Planning Guide Grade K), Teacher Digital Management Center 5-Year Grade K, Chapter Resource Blackline Master Collection Grade K, Strategic Intervention Teacher Guide Grade K, English Language Activity Guide, Teacher Edition Grades K-2, SBAC Test Prep Teacher Edition BLM Grade K, Grab and Go Differentiated Centers	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	K	9780544494541	

	Kit Grade K, Grab and Go Customized Manipulatives Kit Grade K, Downloadable Teacher Resource Tool Grade K)					
	GO Math! Premium Teacher Resource Package with SBAC (1-Year Print/1-Year Digital) Grade K (includes SBAC Test Prep Student Edition Grade K, Teacher Edition with Planning Guide Bundle Grade K, Teacher Digital Management Center (1-Year) Grade K, Chapter Resource Blackline Master Collection Grade K, Strategic Intervention Teacher Guide Grade K, English Language Activity Guide, Teacher Edition Grades K-2, SBAC Test Prep Teacher Edition BLM Grade K, Grab and Go Differentiated Centers Kit Grade K, Grab and Go Customized Manipulatives Kit Grade K)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	K	9780544539297	
	GO Math! Hybrid Teacher Resource Package with SBAC (5-Year Print/5-Year Digital) Grade K (includes SBAC Test Prep Student Edition Grade K, Teacher Edition with Planning Guide Bundle Grade K, Teacher Digital Management Center 5-Year Grade K, Chapter Resource Blackline Master Collection Grade K, Strategic Intervention Teacher Guide Grade K, English Language Activity Guide, Teacher Edition Grades K-2, SBAC Test Prep Teacher Edition BLM Grade K, Grab and Go Differentiated Centers Kit Grade K, Downloadable Teacher Resource Tool Grade K)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	K	9780544450011	
	GO Math! Hybrid Teacher Resource Package with SBAC (1-Year Print/1-Year Digital) Grade K (includes SBAC Test Prep Student Edition Grade K, Teacher Edition with Planning Guide Bundle Grade K, Planning Guide Grade K), Teacher Digital Management Center (1-Year) Grade K, Chapter Resource Blackline Master Collection Grade K, Strategic Intervention Teacher Guide Grade K, English Language Activity Guide, Teacher Edition Grades K-2, SBAC Test Prep Teacher Edition BLM Grade K, Grab and Go Differentiated Centers Kit Grade K)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	K	9780544445420	
	GO Math! Premium Student Resource Package with SBAC (Multi-Volume SE) (5-Year Print/5-Year Digital) Grade K (includes Student Edition Multi-Volume Bundle 5-Year Print Subscription Grade K, Online Interactive Student Edition, (with Personal Math Trainer) 5-Year Grade K, Bilingual Mathboard Grade K, SBAC Test Prep Student Edition 5-Year Print Subscription Grade K, Downloadable Student Edition PDF Grade K)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	K	9780544494961	
	GO Math! Premium Student Resource Package with SBAC (Multi-Volume SE) (1-Year Print/1-Year Digital) Grade K (includes Student Edition Multi-Volume Bundle Grade K, Online Interactive Student Edition, (with Personal Math Trainer) 1-Year Grade K, Bilingual Mathboard Grade K, SBAC Test Prep Student Edition Grade K)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	K	9780544540507	
	GO Math! Premium Student Resource Package with SBAC (2-Volume SE) (5-Year Print/5-Year Digital) Grade K (includes Student Edition Set 5-Year Print Subscription Grade K, Online	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	K	9780544494824	

	Interactive Student Edition, (with Personal Math Trainer) 5-Year Grade K, Bilingual Mathboard Grade K, SBAC Test Prep Student Edition 5-Year Print Subscription Grade K, Downloadable Student Edition PDF Grade K)					
	GO Math! Premium Student Resource Package with SBAC (2-Volume SE) (1-Year Print/1-Year Digital) Grade K (includes Student Edition Set Grade K, Online Interactive Student Edition, (with Personal Math Trainer) 1-Year Grade K, Bilingual Mathboard Grade K, SBAC Test Prep Student Edition Grade K)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	K	9780544540361	
	GO Math! Hybrid Student Resource Package (Multi-Volume SE) (5-Year Print/5-Year Digital) Grade K (includes Student Edition Multi-Volume Bundle 5-Year Print Subscription Grade K, Online Interactive Student Edition, (with Personal Math Trainer) 5-Year Grade K, Bilingual Mathboard Grade K, Downloadable Student Edition PDF Grade K)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	K	9780544450035	
	GO Math! Hybrid Student Resource Package (2-Volume SE) (5-Year Print/5-Year Digital) Grade K (includes Student Edition Set 5-Year Print Subscription Grade K, Online Interactive Student Edition, (with Personal Math Trainer) 5-Year Grade K, Bilingual Mathboard Grade K, Downloadable Student Edition PDF Grade K)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	K	9780544450028	
	GO Math! Hybrid Student Resource Package (Multi-Volume SE) (1-Year Print/1-Year Digital) Grade K (includes Student Edition Multi-Volume Bundle Grade K, Online Interactive Student Edition, (with Personal Math Trainer) 1-Year Grade K, Bilingual Mathboard Grade K)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	K	9780544445635	
	GO Math! Student Resource Package (2-Volume SE) (1-Year Print/1-Year Digital) Grade K (includes Student Edition Set Grade K, Online Interactive Student Edition, (with Personal Math Trainer) 1-Year Grade K, Bilingual Mathboard Grade K)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	K	9780544445567	
	GO Math! Common Cartridge 5-Year Grade K	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	K	9780544611290	
	GO Math! Common Cartridge 1-Year Grade K	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	K	9780544611436	
	GO Math! Literature Big Book Collection Grade K (includes Big Book Student Edition Grade K: The Shape Of Things, Literature Big Book Grade K: Mortimer's Math, Literature Big Book Grade K: Snowflake & Ice Skates, Literature Big Book 1 Grade K: Moose/20 Mice, Literature Big Book Grade K: Best Bug Parade, Literature Big Book Grade K: Quack & Count)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2009	K	9780153665677	
	GO Math! Math Concept Reader Collection Grade K (includes 1 copy each of the Above Level, On Level, and Below Level versions of the following titles: I Know Big & Small, I Know Alike And Different, I Know Numbers, I Know Shapes, Counting At the Market!, Shortest & Longest	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2009	K	9780153685194	

	Where I Live, Numbers At the Lake, Summertime Math!)					
	GO Math! ExamView Downloadable Grade K	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2012	K	9780544255135	
	GO Math! Intensive Intervention Skill Packs - 5 pack Grades K-1	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	K	9780544263925	
	GO Math! Vocabulary Activities Bundle Grade K (includes Vocabulary Activities, Teacher Guide Grades K-2, Vocabulary Cards Grade K)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	K	9780544452862	
	GO Math! Intensive Intervention Kit Grade K (includes Intensive Intervention Skill Pack - 5 Pack Grades K-1, Intensive Intervention Activity Guide Grade K, Intensive Intervention Teacher Guide Grades K-1)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	K	9780544264557	
	GO Math! Grab and Go Classroom Manipulatives Kit Grade K (includes Pattern Blocks, Manipulite®, 0.5 Cm Set/27, Geosolids®, Manipulite® Set/6, Plane Shapes, Manipulite® Set/152, Hmh Number & Symbol Tiles, Manipulite® Set/30, Blank Dice(2 Dice with 50 Labels), Popcubes®, 5 Colors Set/100, Tape, Adding Machine 3"/150', Beads On A Lace, Two-Color Counters, ManipuLite® Set/20)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2012	K	9780547731759	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Houghton Mifflin Harcourt	**HOUGHTON MIFFLIN HARCOURT GO MATH! GRADE 1 © 2015**					**Other**
	GO Math! Premium Classroom Package with SBAC (Multi-Volume SE) (5-Year Print/5-Year Digital) Grade 1 (includes 25 Student Edition Multi-Volume Bundles 5-Year Print Subscriptions Grade 1, 25 Online Interactive Student Editions (with Personal Math Trainer) 5-Year Grade 1, 25 Bilingual Mathboards Grade 1, 25 SBAC Test Prep Student Edition 5-Year Print Subscriptions Grade 1, Teacher Edition with Planning Guide Bundle Grade 1, Teacher Digital Management Center 5-Year Grade 1, Chapter Resource Blackline Master Collection Grade 1, English Language Activity Guide, Teacher Edition Grades K-2, Strategic Intervention Teacher Guide Grade 1, SBAC Test Prep Teacher Edition BLM Grade 1, Grab and Go Customized Manipulatives Kit Grade 1 , 25 Downloadable Student Edition PDFs Grade 1, Downloadable Teacher Resource Tool Grade 1)	**Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez**	**2015**	**1**	**9780544450097**	
	Notes: Low in Alignment Criteria					
	Key Features: **GO Math!** for Kindergarten through Grade 6 was built from the ground up for the Common Core State Standards (CCSS). The program, available in English and Spanish, provides in-depth instruction with equal emphasis on conceptual understanding, procedural fluency, and real-world application. The program includes a fully integrated digital curriculum that transforms instruction and learning. **GO Math!** exemplifies best practices in research-based curriculum and the best of today's educational technology. Over the past five years, Houghton Mifflin Harcourt (HMH) has provided the trusted content of the **GO Math!** program to over seven million students in every state in the US and in 72 countries. **GO Math!** was selected as a finalist in the 2015 Revere Awards from the Association of American Publishers (AAP). HMH					

	was honored to have **GO Math!** identified for its excellence as a high-quality product that supports teaching and learning. Comprehensive digital resources promote mastery and support students, teachers, administrators, and families.The next-generation digital components have been designed specifically with students and teachers in mind, with online and offline accessibility, tutorial videos, interactivities, and adaptive tools available at point-of-use. **GO Math!** teacher components present new levels of convenience and efficiency around planning, instructing, assigning, and assessing. The program provides rigor and depth with increased accessibility, with the Mathematical Practices embedded in every lesson, interactivity, research-based instructional approaches, and differentiated instructional resources to ensure success for all students. The program comes with our commitment to deliver quality implementation training that meets the needs of your district through comprehensive on-site and online support. **GO Math!** will help you meet the goals set for Idaho's students.					
	GO Math! Premium Classroom Package with SBAC (Multi-Volume SE) (1-Year Print/1-Year Digital) Grade 1 (includes 25 Student Edition Multi-Volume Bundles Grade 1, 25 Online Interactive Student Editions (with Personal Math Trainer) 1-Year Grade 1, 25 Bilingual Mathboards Grade 1, 25 SBAC Test Prep Student Editions Grade 1, Teacher Edition with Planning Guide Bundle Grade 1, Chapter Resource Blackline Master Collection Grade 1, English Language Activity Guide, Teacher Edition Grades K-2, Strategic Intervention Teacher Guide Grade 1, SBAC Test Prep Teacher Edition BLM Grade 1, Teacher Digital Management Center (1-Year) Grade 1, Grab and Go Customized Manipulatives Kit Grade 1, Grab and Go Differentiated Centers Kit Grade 1)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	1	9780544428379	
	GO Math! Premium Classroom Package with SBAC (2-Volume SE) (5-Year Print/5-Year Digital) Grade 1 (includes 25 Student Edition Set 5-Year Print Subscriptions Grade 1, 25 Online Interactive Student Editions (with Personal Math Trainer) , 5-Year Grade 1, 25 Bilingual Mathboards Grade 1, 25 SBAC Test Prep Student Edition 5-Year Print Subscriptions Grade 1, Teacher Edition with Planning Guide Bundle Grade 1 (includes Teacher Edition Collection Grade 1, Teacher Digital Management Center 5-Year Grade 1, Chapter Resource Blackline Master Collection Grade 1, English Language Activity Guide, Teacher Edition Grades K-2, Strategic Intervention Teacher Guide Grade 1, SBAC Test Prep Teacher Edition BLM Grade 1, Grab and Go Customized Manipulatives Kit Grade 1, Grab and Go Differentiated Centers Kit Grade 1, 25 Downloadable Student Edition PDFs Grade 1, Downloadable Teacher Resource Tool Grade 1)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	1	9780544450073	
	GO Math! Premium Classroom Package with SBAC (2-Volume SE) (1-Year Print/1-Year Digital) Grade 1 (includes 25 Student Edition Sets Grade 1, 25 Online Interactive Student Editions (with Personal Math Trainer) 1-Year Grade 1, 25 Bilingual Mathboards Grade 1, 25 SBAC Test Prep Student Editions Grade 1, Teacher Edition with Planning Guide Bundle Grade 1, Teacher Digital Management Center (1-Year) Grade 1, Chapter Resource Blackline Master Collection Grade 1, English Language Activity Guide, Teacher Edition Grades K-2, Strategic Intervention Teacher Guide Grade 1, SBAC Test Prep Teacher Edition BLM Grade 1, Grab and Go Customized Manipulatives Kit Grade 1, Grab and Go Differentiated Centers Kit Grade 1)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	1	9780544436190	
	GO Math! Hybrid Classroom Package with SBAC (Multi-Volume SE) (5-Year Print/5-Year Digital) Grade 1 (includes 25 Student Edition Multi-Volume Bundle 5-Year Print Subscriptions Grade 1, 25 Online Interactive Student Editions (with Personal Math Trainer) , 5-Year Grade 1, 25 Bilingual Mathboards Grade 1, SBAC Test Prep Student Edition Grade 1, Teacher Edition with Planning Guide Bundle Grade 1 (includes Teacher Edition Collection Grade 1, Teacher Digital Management Center 5-Year Grade 1, Chapter Resource Blackline	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	1	9780544450202	

	Master Collection Grade 1, English Language Activity Guide, Teacher Edition Grades K-2, Strategic Intervention Teacher Guide Grade 1, SBAC Test Prep Teacher Edition BLM Grade 1, Grab and Go Differentiated Centers Kit Grade 1, 25 Downloadable Student Edition PDFs Grade 1, Downloadable Teacher Resource Tool Grade 1)					
	GO Math! Hybrid Classroom Package with SBAC (Multi-Volume SE) (1-Year Print/1-Year Digital) Grade 1 (includes 25 Student Edition Multi-Volume Bundles Grade 1, 25 Online Interactive Student Editions (with Personal Math Trainer) 1-Year Grade 1, 25 Bilingual Mathboards Grade 1, SBAC Test Prep Student Edition Grade 1, Teacher Edition with Planning Guide Bundle Grade 1, Teacher Digital Management Center (1-Year) Grade 1, Chapter Resource Blackline Master Collection Grade 1, English Language Activity Guide, Teacher Edition Grades K-2, Strategic Intervention Teacher Guide Grade 1, SBAC Test Prep Teacher Edition BLM Grade 1, Grab and Go Differentiated Centers Kit Grade 1)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	1	9780544428515	
	GO Math! Hybrid Classroom Package with SBAC (2-Volume SE) (5-Year Print/5-Year Digital) Grade 1 (includes 25 Student Edition Set 5-Year Print Subscriptions Grade 1, 25 Online Interactive Student Editions (with Personal Math Trainer) , 5-Year Grade 1, 25 Bilingual Mathboards Grade 1, SBAC Test Prep Student Edition Grade 1, Teacher Edition with Planning Guide Bundle Grade 1, Teacher Digital Management Center 5-Year Grade 1, Chapter Resource Blackline Master Collection Grade 1, English Language Activity Guide, Teacher Edition Grades K-2, Strategic Intervention Teacher Guide Grade 1, SBAC Test Prep Teacher Edition BLM Grade 1, Grab and Go Differentiated Centers Kit Grade 1, 25 Downloadable Student Edition PDFs Grade 1, Downloadable Teacher Resource Tool Grade 1)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	1	9780544450080	
	GO Math! Hybrid Classroom Package with SBAC (2-Volume SE) (1-Year Print/1-Year Digital) Grade 1 (includes 25 Student Edition Sets Grade 1, 25 Online Interactive Student Editions (with Personal Math Trainer) 1-Year Grade 1, 25 Bilingual Mathboards Grade 1, SBAC Test Prep Student Edition Grade 1, Teacher Edition with Planning Guide Bundle Grade 1, Teacher Digital Management Center (1-Year) Grade 1, Chapter Resource Blackline Master Collection Grade 1, English Language Activity Guide, Teacher Edition Grades K-2, Strategic Intervention Teacher Guide Grade 1, SBAC Test Prep Teacher Edition BLM Grade 1, Grab and Go Differentiated Centers Kit Grade 1)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	1	9780544436213	
	GO Math! Digital Classroom Package (5-Year) Grade 1 (includes 25 Online Interactive Student Editions (with Personal Math Trainer) 5-Year Grade 1, Teacher Digital Management Center 5-Year Grade 1)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	1	9780544449558	
	GO Math! Digital Classroom Package (1-Year) Grade 1 (includes 25 Online Interactive Student Editions (with Personal Math Trainer) 1-Year Grade 1, Teacher Digital Management Center (1-Year) Grade 1)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	1	9780544428249	
	GO Math! Student Edition Multi-Volume Bundle 5-Year Print Subscription Grade 1 (includes Student Edition Chapters 1-12 Grade 1, Student Resource Book Grade 1)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	1	9780544450363	
	GO Math! Student Edition Multi-Volume Bundle Grade 1 (includes Student Edition Chapters 1-12 Grade 1, Student Resource Book	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	1	9780544390126	

	Grade 1)					
	GO Math! Student Resource Book Grade 1	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	1	9780544343443	
	GO Math! Student Edition Set 5-Year Print Subscription Grade 1 (includes Volumes 1 & 2)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	1	9780544450349	
	GO Math! Student Edition Set Grade 1 (includes Volumes 1 & 2)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	1	9780544433359	
	GO Math! Student Edition eTextbook ePub, 5-Year Grade 1	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	1	9780544449442	
	GO Math! Student Edition eTextbook ePub, 1-Year Grade 1	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	1	9780544349285	
	GO Math! Online Interactive Student Edition (with Personal Math Trainer) 5-Year Grade 1	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	1	9780544449510	
	GO Math! Online Interactive Student Edition (with Personal Math Trainer) 1-Year Grade 1	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	1	9780544435414	
	GO Math! Downloadable Student Edition PDF Grade 1	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	1	9780544448780	
	GO Math! Bilingual Mathboard Grade 1	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2012	1	9780547679730	
	GO Math! SBAC Test Prep Student Edition 5-Year Print Subscription Grade 1	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	1	9780544450257	
	GO Math! SBAC Test Prep Student Edition Grade 1	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2014	1	9780544251823	
	GO Math! Teacher Edition with Planning Guide Bundle Grade 1 (includes Teacher Edition Collection Grade 1 (includes Chapters 1-12), Planning Guide Grade 1)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	1	9780544390515	
	GO Math! Teacher Edition Collection Grade 1 (includes Teacher Edition Chapters 1-12)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	1	9780544390263	
	GO Math! Planning Guide Grade 1	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	1	9780544293311	
	GO Math! Teacher Digital Management Center 5-Year Grade 1 (includes Online Student Edition, 5-Year Grade 1, Online Interactive Student Edition (with Personal Math Trainer) 5-Year Grade 1, Online Student English Language Learners Activity Guide, 5-Year Grades K-2, Online Strategic Intervention Student Edition Grade 1, Online Concept Readers, 5-Year Grade 1, Online Critical Area Projects Student 5-Year Grade 1, Online SBAC Test Prep Student Edition, 5-Year Grade 1, Online PARCC Test Prep Student Edition Grade 1, Online Student Lesson Transparencies, 5-Year Grade 1, Online Interactive Teacher Edition, 5-Year Grade 1, Online Teacher Edition, 5-Year Grade 1, Online Personal Math Trainer, 5-	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	1	9780544449619	

	Year Grade 1, Online Professional Development Video, 5-Year Grade 1, Online Chapter Resource Book, 5-Year Grade 1, Online Teacher English Language Learners Activity Guide, 5-Year Grades K-2, Online Intensive Intervention Skill Pack Grades K-1, Online Intensive Intervention User Guide Grade 1, Online Intensive Intervention Teacher Guide Grades K-1, Online Strategic Intervention Teacher Guide Grade 1, Online Getting Ready Lessons and Resources, 5-Year Grade 1, Online Vocabulary Activities 5-Year, Teacher Guide Grade K-2, Online Common Core Math Practices Prof Development Video, 5-Year Grades K-6, Online Mathboard, 5-Year Grade K-1, Online Grab and Go Teacher Activity Guide Grade 1, Online Interactive Whiteboard Lessons, Grade 1, Online iTools Primary, 5-Year Grades K-2, Mega Math Online Grades K-6, Online Animated Math Model Grade 1, Online Multilingual School Home Letter, 5-Year Grade 1, Online Critical Area Projects Teacher 5-Year Grade 1, Online Math on the Spot Video 5-Year Grades K-6, Online eGlossary, 5-Year Grades K-6, Online Teacher Resource Blackline Master 5-Year Grade 1, Online Chapter Resource Book 5-Year Grade 1, Online Planning Guide 5-Year Grade 1, Online SBAC Test Prep Teacher Edition BLM Grade 1, Online PARCC Test Prep Teacher Edition BLM Grade 1, Online Grab-N-Go Math Center Cards and Games 5-Year Grade 1, Online Teacher RTI, 5-Year Grade 1, Online Prof Development Performance Tasks Video, 5-Year Grades K-6, Online Teacher Lesson Transparencies, 5-Year Grade 1, Strategies and Practice for Skills and Facts Fluency, Primary, 5-Year Grades K-3)					
	GO Math! Teacher Digital Management Center 1-Year Grade 1	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	1	9780544389236	
	GO Math! Downloadable Teacher Resource Tool Grade 1	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	1	9780544448711	
	GO Math! SBAC Test Prep Teacher Edition BLM Grade 1	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2014	1	9780544251922	
	GO Math! English Language Activity Guide, Teacher Edition Grades K-2	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	K-2	9780544401037	
	GO Math! Strategic Intervention Teacher Guide Grade 1	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	1	9780544249035	
	GO Math! Chapter Resource Blackline Master Collection Grade 1 (includes Chapter 1-12 Resource Books)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	1	9780544390195	
	GO Math! Grab and Go Customized Manipulatives Kit Grade 1 (includes Base Ten Rods, Manipulite®, Green Set/20, Base Ten Units, Manipulite®, Green Set/20, Geosolids®, Manipulite® Set/6, HMH Math Mountain Cards, Pattern Blocks, Manipulite®, 0.5 Cm Set/27, Popcubes®, 5 Colors Set/100, Two-color Counters, Manipulite® Set/20)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	1	9780544257481	
	GO Math! Grab and Go Differentiated Centers Kit Grade 1 (includes HMH Math Chapter Reader L1 Funny Bunny Hats, HMH Math Chapter Reader L1 Miss Bumble's Garden, HMH Math Chapter Reader L1 It's A Homerun!, HMH Math Chapter Reader L1	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2012	1	9780547712871	

	Garden Party, HMH Math Reader L1 What Next?, HMH Math Chapter Reader L1 Ducks in a Pond, HMH Math Reader L1 Join Us, HMH Math Reader L1 Busy Bugs, HMH Math Reader L1 Milk for Sale, HMH Math Reader L1 Signs Shape Up, HMH Math Reader L1 April's First Word, HMH Math Chapter Reader L1 Astronaut Arrangement, HMH Math Reader L1 Throw That Ball!, HMH Math Reader L1 Strawberries, HMH Math Reader L1 Name That Number, HMH Math Reader L1 Drew's Shoes, HMH Math Reader L1 Juggling, HMH Math Reader L1 Picture Puzzles, HMH Math Reader L1 Ken's Coins, HMH Math Reader L1 Time To Play, HMH Math Reader L1 Rolling Snowballs, On Level Reader Math Club Grade 1, On Level Reader Miss B's Graphs Grade 1, On Level Reader Dog Show Grade 1, On Level Reader Class Party Grade 1, Below Level Reader Doubles Fun/farm Grade 2, Below Level Reader Party Plans Grade 2, Below Level Reader Building/minipark Grade 2, Below Level Reader Treasure Hunts Grade 2, HMH Grab & Go Teacher Guida & Act Resources Lv 1, HMH Grab & Go Kit Games 1-10 Lv 1, HMH Grab & Go Math Center Cards Lv 1 Set 1, HMH Grab & Go Math Center Cards Lv 1 Set 2, HMH Grab & Go Math Center Cards Lv 1 Set 3, HMH Grab & Go Kit Games 11-20 Lv 1)					
	GO Math! Premium Teacher Resource Package with SBAC (5-Year Print/5-Year Digital) Grade 1 (includes SBAC Test Prep Student Edition Grade 1, Teacher Edition with Planning Guide Bundle Grade 1, Teacher Digital Management Center 5-Year Grade 1, Chapter Resource Blackline Master Collection Grade 1, Strategic Intervention Teacher Guide Grade 1, English Language Activity Guide, Teacher Edition Grades K-2, SBAC Test Prep Teacher Edition BLM Grade 1, Grab and Go Differentiated Centers Kit Grade 1, Grab and Go Customized Manipulatives Kit Grade 1, Downloadable Teacher Resource Tool Grade 1)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	1	9780544494558	
	GO Math! Premium Teacher Resource Package with SBAC (1-Year Print/1-Year Digital) Grade 1 (includes SBAC Test Prep Student Edition Grade 1, Teacher Edition with Planning Guide Bundle Grade 1, Teacher Digital Management Center (1-Year) Grade 1, Chapter Resource Blackline Master Collection Grade 1, Strategic Intervention Teacher Guide Grade 1, English Language Activity Guide, Teacher Edition Grades K-2, SBAC Test Prep Teacher Edition BLM Grade 1, Grab and Go Differentiated Centers Kit Grade 1, Grab and Go Customized Manipulatives Kit Grade 1)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	1	9780544539303	
	GO Math! Hybrid Teacher Resource Package with SBAC (5-Year Print/5-Year Digital) Grade 1 (includes SBAC Test Prep Student Edition Grade 1, Teacher Edition with Planning Guide Bundle Grade 1, Downloadable Teacher Resource Tool Grade 1, Teacher Digital Management Center 5-Year Grade 1, Chapter Resource Blackline Master Collection Grade 1, Strategic Intervention Teacher Guide Grade 1, English Language Activity Guide, Teacher Edition Grades K-2, SBAC Test Prep Teacher Edition BLM Grade 1, Grab and Go Differentiated Centers Kit Grade 1)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	1	9780544450219	
	GO Math! Hybrid Teacher Resource Package with SBAC (1-Year Print/1-Year Digital) Grade 1 (includes SBAC Test Prep Student Edition Grade 1, Teacher Edition with Planning Guide Bundle Grade 1 (includes Teacher Edition Collection Grade 1, Downloadable Teacher Resource Tool Grade 1, Teacher Digital Management Center (1-Year) Grade 1, Chapter Resource Blackline Master Collection Grade 1, Strategic Intervention Teacher Guide Grade 1, English Language Activity Guide, Teacher Edition Grades K-2, SBAC Test Prep Teacher Edition BLM Grade 1, Grab and Go Differentiated Centers Kit Grade 1)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	1	9780544445437	
	GO Math! Premium Student Resource Package with SBAC (Multi-Volume SE) (5-Year Print/5-Year Digital) Grade 1 (includes Student Edition Multi-Volume Bundle 5-Year	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E.	2015	1	9780544494978	

	Print Subscription Grade 1, Online Interactive Student Edition (with Personal Math Trainer) 5-Year Grade 1, Downloadable Student Edition PDF Grade 1, Bilingual Mathboard Grade 1, SBAC Test Prep Student Edition 5-Year Print Subscription Grade 1)	Sandoval-Martinez				
	GO Math! Premium Student Resource Package with SBAC (Multi-Volume SE) (1-Year Print/1-Year Digital) Grade 1 (includes Student Edition Multi-Volume Bundle Grade 1, Online Interactive Student Edition (with Personal Math Trainer) 1-Year Grade 1, Bilingual Mathboard Grade 1, SBAC Test Prep, Student Edition Grade 1)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	1	9780544540514	
	GO Math! Premium Student Resource Package with SBAC (2-Volume SE) (5-Year Print/5-Year Digital) Grade 1 (includes Student Edition Set 5-Year Print Subscription Grade 1, Online Interactive Student Edition (with Personal Math Trainer) 5-Year Grade 1, Downloadable Student Edition PDF Grade 1, Bilingual Mathboard Grade 1, SBAC Test Prep Student Edition 5-Year Print Subscription Grade 1)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	1	9780544494831	
	GO Math! Premium Student Resource Package with SBAC (2-Volume SE) (1-Year Print/1-Year Digital) Grade 1 (includes Student Edition Set Grade 1, Online Interactive Student Edition (with Personal Math Trainer) 1-Year Grade 1, Bilingual Mathboard Grade 1, SBAC Test Prep, Student Edition Grade 1)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	1	9780544540378	
	GO Math! Hybrid Student Resource Package (Multi-Volume SE) (5-Year Print/5-Year Digital) Grade 1 (includes Student Edition Multi-Volume Bundle 5-Year Print Subscription Grade 1, Online Interactive Student Edition (with Personal Math Trainer) 5-Year Grade 1, Downloadable Student Edition PDF Grade 1, Bilingual Mathboard Grade 1)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	1	9780544450233	
	GO Math! Hybrid Student Resource Package (2-Volume SE) (5-Year Print/5-Year Digital) Grade 1 (includes Student Edition Set 5-Year Print Subscription Grade 1, Online Interactive Student Edition (with Personal Math Trainer) 5-Year Grade 1, Downloadable Student Edition PDF Grade 1, Bilingual Mathboard Grade 1)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	1	9780544450226	
	GO Math! Hybrid Student Resource Package (Multi-Volume SE) (1-Year Print/1-Year Digital) Grade 1 (includes Student Edition Multi-Volume Bundle Grade 1, Online Interactive Student Edition (with Personal Math Trainer) 1-Year Grade 1, Bilingual Mathboard Grade 1)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	1	9780544445642	
	GO Math! Hybrid Student Resource Package (2-Volume SE) (1-Year Print/1-Year Digital) Grade 1 (includes Student Edition Set Grade 1 (includes Volumes 1 & 2), Online Interactive Student Edition (with Personal Math Trainer) 1-Year Grade 1, Bilingual Mathboard Grade 1)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	1	9780544445574	
	GO Math! Common Cartridge 5-Year Grade 1	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	1	9780544611306	
	GO Math! Common Cartridge 1-Year Grade 1	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	1	9780544611443	
	GO Math! Math Concept Reader Collection Grade 1 (includes 1	Juli Dixon, Matthew Larson, Edward	2009	1	9780153685200	

	copy each of the Above Level, On Level, and Below Level versions of the following titles: Counting in the City, My Counting Trip to the Zoo, Class Party, Dog Show, Pattern Parade, Our Lemonade Stand, Miss B's Graphs, Math Club)	Burger, Steven Leinwand, Martha E. Sandoval-Martinez				
	GO Math! ExamView Downloadable Grade 1	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2012	1	9780544255425	
	GO Math! Strategic Intervention Teacher Guide Grade 1	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	1	9780544249035	
	GO Math! Intensive Intervention Skill Packs - 5 Pack Grades K-1	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	1	9780544263925	
	GO Math! Vocabulary Activities Bundle Grade 1 (includes Vocabulary Activities, Teacher Guide Grades K-2, Vocabulary Cards Grade 1)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	1	9780544451803	
	GO Math! Intensive Intervention Kit Grade 1 (includes Intensive Intervention Skill Pack - 5 Pack Grades K-1, Intensive Intervention User Guide Grade 1, Intensive Intervention Teacher Guide Grades K-1)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	1	9780544257122	
	GO Math! Grab and Go Classroom Manipulatives Kit Grade 1 (includes HMH Math Mountain Cards, Color Tiles, Manipulite® Set/40, Popcubes®, 5 Colors Set/100, Tape, Adding Machine 3"/150', Two-color Counters, Manipulite® Set/20, Base Ten Units, Manipulite®, Green Set/20, Base Ten Rods, Manipulite®, Green Set/20, Pattern Blocks, Manipulite®, 0.5 Cm Set/27, Geosolids®, Manipulite® Set/6, Plane Shapes, Manipulite® Set/152, Blank Dice(2 Dice with 50 Labels), Note Pad, Multicolor 3x3" S/200, Clock Face, Pupil's, Set/10)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2012	1	9780547732527	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Houghton Mifflin Harcourt	**HOUGHTON MIFFLIN HARCOURT GO MATH! GRADE 2 © 2015**					**Other**
	GO Math! Premium Classroom Package with SBAC (Multi-Volume SE) (5-Year Print/5-Year Digital) Grade 2 (includes 25 Student Edition Multi-Volume Bundle 5-Year Print Subscriptions Grade 2, 25 Online Interactive Student Editions (with Personal Math Trainer) 5-Year Grade 2, 25 Bilingual Mathboards Grade 2, 25 SBAC Test Prep Student Edition 5-Year Print Subscriptions Grade 2, Teacher Edition with Planning Guide Bundle Grade 2, Teacher Digital Management Center 5-Year Grade 2, Chapter Resource Blackline Master Collection Grade 2, English Language Activity Guide, Teacher Edition Grades K-2, Strategic Intervention Teacher Guide Grade 2, SBAC Test Prep Teacher Edition BLM Grade 2, Grab and Go Customized Manipulatives Kit Grade 2, Grab and Go Differentiated Centers Kit Grade 2, 25 Downloadable Student Edition PDFs Grade 2, Downloadable Teacher Resource Tool Grade 2)	**Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez**	**2015**	**2**	**9780544450295**	

Notes:
This program meets all of the non-negotiables and most of the alignment criterion. The program is strong with use of instructional strategies, using manipulatives, vocabulary, ELL support, differentiation, assessment, performance tasks, RTI guides, and homework. The program is lacking in mathematical practices as it is weaker in teaching some additional and subtraction concepts, which is a major work in second grade. It also lacks in critiquing the arguments of others and having student pick their own tools.

Key Features:
GO Math! for Kindergarten through Grade 6 was built from the ground up for the Common Core State Standards (CCSS). The program, available in English and Spanish, provides in-depth instruction with equal emphasis on conceptual understanding, procedural fluency, and real-world application. The program includes a fully integrated digital curriculum that transforms instruction and learning. **GO Math!** exemplifies best practices in research-based curriculum and the best of today's educational technology. Over the past five years, Houghton Mifflin Harcourt (HMH) has provided the trusted content of the **GO Math!** program to over seven million students in every state in the US and in 72 countries. **GO Math!** was selected as a finalist in the 2015 Revere Awards from the Association of American Publishers (AAP). HMH was honored to have **GO Math!** identified for its excellence as a high-quality product that supports teaching and learning.
Comprehensive digital resources promote mastery and support students, teachers, administrators, and families.The next-generation digital components have been designed specifically with students and teachers in mind, with online and offline accessibility, tutorial videos, interactivities, and adaptive tools available at point-of-use. **GO Math!** teacher components present new levels of convenience and efficiency around planning, instructing, assigning, and assessing.
The program provides rigor and depth with increased accessibility, with the Mathematical Practices embedded in every lesson, interactivity, research-based instructional approaches, and differentiated instructional resources to ensure success for all students. The program comes with our commitment to deliver quality implementation training that meets the needs of your district through comprehensive on-site and online support. **GO Math!** will help you meet the goals set for Idaho's students.

GO Math! Premium Classroom Package with SBAC (Multi-Volume SE) (1-Year Print/1-Year Digital) Grade 2 (includes 25 Student Edition Multi-Volume Bundles Grade 2, 25 Online Interactive Student Editions (with Personal Math Trainer) 1-Year Grade 2, 25 Bilingual Mathboards Grade 2, 25 SBAC Test Prep Student Editions Grade 2, Teacher Edition with Planning Guide Bundle Grade 2, Teacher Digital Management Center (1-Year) Grade 2, Chapter Resource Blackline Master Collection Grade 2, English Language Activity Guide, Teacher Edition Grades K-2, Strategic Intervention Teacher Guide Grade 2, SBAC Test Prep Teacher Edition BLM Grade 2, Grab and Go Customized Manipulatives Kit Grade 2, Grab and Go Differentiated Centers Kit Grade 2)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	2	9780544428386
GO Math! Premium Classroom Package with SBAC (2-Volume SE) (5-Year Print/5-Year Digital) Grade 2 (includes 25 Student Edition Set 5-Year Print Subscriptions Grade 2, 25 Online Interactive Student Editions (with Personal Math Trainer) 5-Year Grade 2, 25 Bilingual Mathboards Grade 2, 25 SBAC Test Prep Student Edition 5-Year Print Subscriptions Grade 2, Teacher Edition with Planning Guide Bundle Grade 2, Teacher Digital Management Center 5-Year Grade 2, Chapter Resource Blackline Master Collection Grade 2, English Language Activity Guide, Teacher Edition Grades K-2, Strategic Intervention Teacher Guide Grade 2, SBAC Test Prep Teacher Edition BLM Grade 2, Grab and Go Customized Manipulatives Kit Grade 2, Grab and Go Differentiated Centers Kit Grade 2, 25 Downloadable Student Edition PDFs Grade 2, Downloadable Teacher Resource Tool Grade 2)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	2	9780544450271
GO Math! Premium Classroom Package with SBAC (2-Volume SE) (1-Year Print/1-Year Digital) Grade 2 (includes 25 Student Edition Sets Grade 2, 25 Online Interactive Student Editions (with Personal Math Trainer) 1-Year Grade 2, 25 Bilingual Mathboards Grade 2, 25 SBAC Test Prep Student Editions Grade	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	2	9780544436305

	2, Teacher Edition with Planning Guide Bundle Grade 2, Teacher Digital Management Center (1-Year) Grade 2, Chapter Resource Blackline Master Collection Grade 2, English Language Activity Guide, Teacher Edition Grades K-2, Strategic Intervention Teacher Guide Grade 2, SBAC Test Prep Teacher Edition BLM Grade 2, Grab and Go Customized Manipulatives Kit Grade 2, Grab and Go Differentiated Centers Kit Grade 2)					
	GO Math! Hybrid Classroom Package with SBAC (Multi-Volume SE) (5-Year Print/5-Year Digital) Grade 2 (includes 25 Student Edition Multi-Volume Bundle 5-Year Print Subscriptions Grade 2, 25 Online Interactive Student Editions (with Personal Math Trainer) 5-Year Grade 2, 25 Bilingual Mathboards Grade 2, SBAC Test Prep Student Edition Grade 2, Teacher Edition with Planning Guide Bundle Grade 2, Teacher Digital Management Center 5-Year Grade 2, Chapter Resource Blackline Master Collection Grade 2, English Language Activity Guide, Teacher Edition Grades K-2, Strategic Intervention Teacher Guide Grade 2, SBAC Test Prep Teacher Edition BLM Grade 2, Grab and Go Differentiated Centers Kit Grade 2, 25 Downloadable Student Edition PDFs Grade 2, Downloadable Teacher Resource Tool Grade 2)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	2	9780544450301	
	GO Math! Hybrid Classroom Package with SBAC (Multi-Volume SE) (1-Year Print/1-Year Digital) Grade 2 (includes 25 Online Interactive Student Editions (with Personal Math Trainer) 1-Year Grade 2, 25 Student Edition Multi-Volume Bundles Grade 2, 25 Bilingual Mathboards Grade 2, SBAC Test Prep Student Edition Grade 2, Teacher Edition with Planning Guide Bundle Grade 2, Teacher Digital Management Center (1-Year) Grade 2, Chapter Resource Blackline Master Collection Grade 2, English Language Activity Guide, Teacher Edition Grades K-2, Strategic Intervention Teacher Guide Grade 2, SBAC Test Prep Teacher Edition BLM Grade 2, Grab and Go Differentiated Centers Kit Grade 2)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	2	9780544428522	
	GO Math! Hybrid Classroom Package with SBAC (2-Volume SE) (5-Year Print/5-Year Digital) Grade 2 (includes 25 Student Edition Set 5-Year Print Subscriptions Grade 2, 25 Online Interactive Student Editions (with Personal Math Trainer) 5-Year Grade 2, 25 Bilingual Mathboards Grade 2, SBAC Test Prep Student Edition Grade 2, Teacher Edition with Planning Guide Bundle Grade 2, Teacher Digital Management Center 5-Year Grade 2, Chapter Resource Blackline Master Collection Grade 2, English Language Activity Guide, Teacher Edition Grades K-2, Strategic Intervention Teacher Guide Grade 2, SBAC Test Prep Teacher Edition BLM Grade 2, Grab and Go Differentiated Centers Kit Grade 2, 25 Downloadable Student Edition PDFs Grade 2, Downloadable Teacher Resource Tool Grade 2)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	2	9780544450288	
	GO Math! Hybrid Classroom Package with SBAC (2-Volume SE) (1-Year Print/1-Year Digital) Grade 2 (includes 25 Online Interactive Student Editions (with Personal Math Trainer) 1-Year Grade 2, 25 Student Edition Sets Grade 2, 25 Bilingual Mathboards Grade 2, SBAC Test Prep Student Edition Grade 2, Teacher Edition with Planning Guide Bundle Grade 2, Teacher Digital Management Center (1-Year) Grade 2, Chapter Resource Blackline Master Collection Grade 2, English Language Activity Guide, Teacher Edition Grades K-2, Strategic Intervention Teacher Guide Grade 2, SBAC Test Prep Teacher Edition BLM Grade 2, Grab and Go Differentiated Centers Kit Grade 2)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	2	9780544436329	
	GO Math! Digital Classroom Package (5-Year) Grade 2 (includes 25 Online Interactive Student Editions (with Personal Math Trainer) 5-Year Grade 2, Teacher Digital Management Center 5-Year Grade 2)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	2	9780544449565	

	GO Math! Digital Classroom Package (1-Year) Grade 2 (includes 25 Online Interactive Student Editions (with Personal Math Trainer) 1-Year Grade 2, Teacher Digital Management Center (1-Year) Grade 2)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	2	9780544428232	
	GO Math! Student Edition Multi-Volume Bundle 5-Year Print Subscription Grade 2 (includes Student Edition Chapters 1-11, Student Resource Book	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	2	9780544450363	
	GO Math! Student Edition Multi-Volume Bundle Grade 2 (includes Student Edition Chapters 1-11, Student Resource Book)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	2	9780544390133	
	GO Math! Student Resource Book Grade 2	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	2	9780544343450	
	GO Math! Student Edition Set 5-Year Print Subscription Grade 2 (includes Volumes 1 & 2)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	2	9780544450349	
	GO Math! Student Edition Set Grade 2 (includes Volumes 1 & 2)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	2	9780544433366	
	GO Math! Student Edition eTextbook ePub, 5-Year Grade 2	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	2	9780544449459	
	GO Math! Student Edition eTextbook ePub, 1-Year Grade 2	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	2	9780544349292	
	GO Math! Online Interactive Student Edition (with Personal Math Trainer) 5-Year Grade 2	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	2	9780544449527	
	GO Math! Online Interactive Student Edition (with Personal Math Trainer) 1-Year Grade 2	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	2	9780544372092	
	GO Math! Downloadable Student Edition PDF Grade 2	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	2	9780544448797	
	GO Math! Bilingual Mathboard Grade 2	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2012	2	9780547680811	
	GO Math! SBAC Test Prep Student Edition 5-Year Print Subscription Grade 2	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	2	9780544450356	
	GO Math! SBAC Test Prep Student Edition Grade 2	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2014	2	9780544251830	
	GO Math! Teacher Edition with Planning Guide Bundle Grade 2 (includes Teacher Collection Grade 2, Planning Guide Grade 2)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	2	9780544390522	
	GO Math! Teacher Edition Collection Grade 2 (includes Teacher Edition Chapters 1-11)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	2	9780544390270	
	GO Math! Planning Guide Grade 2	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E.	2015	2	9780544293328	

		Sandoval-Martinez				
	GO Math! Teacher Digital Management Center 5-Year Grade 2 (includes Online Student Edition, 5-Year Grade 2, Online Interactive Student Edition (with Personal Math Trainer) 5-Year Grade 2, Online Student English Language Learners Activity Guide, 5-Year Grades K-2, Online Strategic Intervention Student Edition Grade 2, Online Concept Readers, 5-Year Grade 2, Online Critical Area Projects Student 5-Year Grade 2, Online SBAC Test Prep Student Edition, 5-Year Grade 2, Online PARCC Test Prep Student Edition Grade 2, Online Student Lesson Transparencies, 5-Year Grade 2, Online Interactive Teacher Edition, 5-Year Grade 2, Online Teacher Edition, 5-Year Grade 2, Online Personal Math Trainer, 5-Year Grade 2, Online Professional Development Video, 5-Year Grade 2, ONline Chapter Resource Book, 5-Year Grade 2, Online Teacher English Language Learners Activity Guide, 5-Year Grades K-2, Online Intensive Intervention Skill Pack Grade 2, Online Intensive Intervention User Guide Grade 2, Online Intensive Intervention Teacher Guide Grade 2, Online Strategic Intervention Teacher Guide Grade 2, Online Getting Ready Lessons and Resources, 5-Year Grade 2, Online Vocabulary Activities 5-Year, Teacher Guide Grade 2-2, Online Common Core Math Practices Prof Development Video, 5-Year Grades K-6, Online Mathboard, 5-Year Grade 2, Online Grab and Go Teacher Activity Guide Grade 2, Online Interactive Whiteboard Lessons, Grade 2, Online iTools Primary, 5-Year Grades K-2, Mega Math Online Grades K-6, Online Animated Math Model Grade 2, Online Multilingual School Home Letter, 5-Year Grade 2, Online Critical Area Projects Teacher 5-Year Grade 2, Online Math On The Spot Videos 5-Year Grades K-6, Online eGlossary, 5-Year Grades K-6, Online Teacher Resource Blackline Master 5-Year Grade 2, Online Chapter Resource Book 5-Year Grade 2, Online Planning Guide 5-Year Grade 2, Online SBAC Test Prep Teacher Edition BLM Grade 2, Online PARCC Test Prep Teacher Edition BLM Grade 2, Online Grab-N-Go Math Center Cards and Games 5-Year Grade 2, Online Teacher RTI, 5-Year Grade 2, Online Prof Development Performance Tasks Video, 5-Year Grades K-6, Online Teacher Lesson Transparencies, 5-Year Grade 2, Strategies and Practice for Skills and Facts Fluency, Primary, 5-Year Grades K-3)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	2	9780544449626	
	GO Math! Teacher Digital Management Center (1-Year) Grade 2	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	2	9780544389243	
	GO Math! Downloadable Teacher Resource Tool Grade 2	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	2	9780544448728	
	GO Math! SBAC Test Prep Teacher Edition BLM Grade 2	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2014	2	9780544251939	
	GO Math! Chapter Resource Blackline Master Collection Grade 2	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	2	9780544390201	
	GO Math! English Language Activity Guide, Teacher Edition Grades K-2	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	K-2	9780544401037	
	GO Math! Strategic Intervention Teacher Guide Grade 2	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	2	9780544249042	
	GO Math! Grab and Go Customized Manipulatives Kit Grade 2 (includes Base Ten Cube, Cardboard, Set/10,	Juli Dixon, Matthew Larson, Edward Burger, Steven	2015	2	9780544257498	

	Base Ten Flats, Manipulite®, Green Set/10, Base Ten Rods, Manipulite®, Green Set/20, Base Ten Units, Manipulite®, Green Set/100, Bills, $1, Set/100, Coin Set Of 49 Coins, Geosolids®, Manipulite® Set/6, HMH Secr Code Crds, Ones, Tens, 100)	Leinwand, Martha E. Sandoval-Martinez				
	GO Math! Grab and Go Differentiated Centers Kit Grade 2 (includes HMH Math Chapter Reader L2 Coin Trick, HMH Math Chapter Reader L2 Nature's Numbers, HMH Math Chapter Reader L2 Taking Shape, HMH Math Chapter Reader L2 The If Game, HMH Math Chapter Reader L2 The Bug Boys, HMH Math Reader L2 Margo's Lights, HMH Math Reader L2 Number Machine, HMH Math Reader L2 Dave & Boots, HMH Math Chapter Reader L2 Ben Bes & Blueberry, HMH Math Reader L2 Game Time, HMH Math Reader L2 Wow Fluffo Can Eat, HMH Math Chapter Reader L2 Grab Bag, HMH Math Reader L2 Roadside Stand, HMH Math Chapter Reader L2 Butterfly Farm, HMH Math Reader L2 Comic Book Sale, HMH Math Reader L2 Is It Time Yet?, HMH Math Reader L2 Nature Walk, HMH Math Reader L2 Square Fair, HMH Math Reader L2 Pizza Puzzle, HMH Math Reader L2 Missing Muffins, On Level Reader All The Time Grade 2, On Level Reader Doubles Fun/farm Grade 2, On Level Reader Party Plans Grade 2, On Level Reader Time to Go Shopping! Grade 2, On Level Reader Building/minipark Grade 2, On Level Reader Time to Take a Trip! Grade 2, On Level Reader What Do You Like? Grade 2, Below Level Reader Trip To the Pond Grade 3, HMH Grab & Go Teacher Guide & Act Resources Lv 2, HMH Grab & Go Kit Games 1-10 Lv 2, HMH Grab & Go Math Center Cards Lv 2 Set 1, HMH Grab & Go Math Center Cards Lv 2 Set 2, HMH Grab & Go Math Center Cards Lv 2 Set 3, HMH Grab & Go Kit Games 11-20 Lv 2)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2012	2	9780547715452	
	GO Math! Premium Teacher Resource Package with SBAC (5-Year Print/5-Year Digital) Grade 2 (includes SBAC Test Prep Student Edition Grade 2, Teacher Edition with Planning Guide Bundle Grade 2, Downloadable Teacher Resource Tool Grade 2, Teacher Digital Management Center 5-Year Grade 2, Chapter Resource Blackline Master Collection Grade 2, Strategic Intervention Teacher Guide Grade 2, English Language Activity Guide, Teacher Edition Grades K-2, SBAC Test Prep Teacher Edition BLM Grade 2, Grab and Go Differentiated Centers Kit Grade 2, Grab and Go Customized Manipulatives Kit Grade 2)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	2	9780544494565	
	GO Math! Premium Teacher Resource Package with SBAC (1-Year Print/1-Year Digital) Grade 2 (includes SBAC Test Prep Student Edition Grade 2, Teacher Edition with Planning Guide Bundle Grade 2, Teacher Digital Management Center (1-Year) Grade 2, Chapter Resource Blackline Master Collection Grade 2, Strategic Intervention Teacher Guide Grade 2, English Language Activity Guide, Teacher Edition Grades K-2, SBAC Test Prep Teacher Edition BLM Grade 2, Grab and Go Differentiated Centers Kit Grade 2, Grab and Go Customized Manipulatives Kit Grade 2)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	2	9780544539310	
	GO Math! Hybrid Teacher Resource Package with SBAC (5-Year Print/5-Year Digital) Grade 2 (includes SBAC Test Prep Student Edition Grade 2, Teacher Edition with Planning Guide Bundle Grade 2, Downloadable Teacher Resource Tool Grade 2, Teacher Digital Management Center 5-Year Grade 2, Chapter Resource Blackline Master Collection Grade 2, Strategic Intervention Teacher Guide Grade 2, English Language Activity Guide, Teacher Edition Grades K-2, SBAC Test Prep Teacher Edition BLM Grade 2, Grab and Go Differentiated Centers Kit Grade 2)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	2	9780544450318	
	GO Math! Hybrid Teacher Resource Package with SBAC (1-Year Print/1-Year Digital) Grade 2 (includes SBAC Test Prep Student Edition Grade 2, Teacher Edition with Planning Guide Bundle Grade 2,	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	2	9780544445444	

	Teacher Digital Management Center (1-Year) Grade 2, Chapter Resource Blackline Master Collection Grade 2, Strategic Intervention Teacher Guide Grade 2, English Language Activity Guide, Teacher Edition Grades K-2, SBAC Test Prep Teacher Edition BLM Grade 2, Grab and Go Differentiated Centers Kit Grade 2)					
	GO Math! Premium Student Resource Package with SBAC (Multi-Volume SE) (5-Year Print/5-Year Digital) Grade 2 (includes Student Edition Multi-Volume Bundle 5-Year Print Subscription Grade 2, Online Interactive Student Edition (with Personal Math Trainer) 5-Year Grade 2, Downloadable Student Edition PDF Grade 2, Bilingual Mathboard Grade 2, SBAC Test Prep Student Edition 5-Year Print Subscription Grade 2)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	2	9780544494985	
	GO Math! Premium Student Resource Package with SBAC (Multi-Volume SE) (1-Year Print/1-Year Digital) Grade 2 (includes Student Edition Multi-Volume Bundle Grade 2, Online Interactive Student Edition (with Personal Math Trainer) 1-Year Grade 2, Bilingual Mathboard Grade 2, SBAC Test Prep Student Edition Grade 2)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	2	9780544540521	
	GO Math! Premium Student Resource Package with SBAC (2-Volume SE) (5-Year Print/5-Year Digital) Grade 2 (includes Student Edition Set 5-Year Print Subscription Grade 2, Online Interactive Student Edition (with Personal Math Trainer) 5-Year Grade 2, Downloadable Student Edition PDF Grade 2, Bilingual Mathboard Grade 2, SBAC Test Prep Student Edition 5-Year Print Subscription Grade 2)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	2	9780544494848	
	GO Math! Premium Student Resource Package with SBAC (2-Volume SE) (1-Year Print/1-Year Digital) Grade 2 (includes Student Edition Set Grade 2, Online Interactive Student Edition (with Personal Math Trainer) 1-Year Grade 2, Bilingual Mathboard Grade 2, SBAC Test Prep Student Edition Grade 2)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	2	9780544540385	
	GO Math! Hybrid Student Resource Package (Multi-Volume SE) (5-Year Print/5-Year Digital) Grade 2 (includes Student Edition Multi-Volume Bundle 5-Year Print Subscription Grade 2, Online Interactive Student Edition (with Personal Math Trainer) 5-Year Grade 2, Downloadable Student Edition PDF Grade 2, Bilingual Mathboard Grade 2)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	2	9780544450332	
	GO Math! Hybrid Student Resource Package (2-Volume SE) (5-Year Print/5-Year Digital) Grade 2 (includes Student Edition Set 5-Year Print Subscription Grade 2, Online Interactive Student Edition (with Personal Math Trainer) 5-Year Grade 2, Downloadable Student Edition PDF Grade 2, Bilingual Mathboard Grade 2)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	2	9780544450325	
	GO Math! Hybrid Student Resource Package (Multi-Volume SE) (1-Year Print/1-Year Digital) Grade 2 (includes Student Edition Multi-Volume Bundle Grade 2, Online Interactive Student Edition (with Personal Math Trainer) 1-Year Grade 2, Bilingual Mathboard Grade 2)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	2	9780544445659	
	GO Math! Hybrid Student Resource Package (2-Volume SE) (1-Year Print/1-Year Digital) Grade 2 (includes Student Edition Set Grade 2, Online Interactive Student Edition (with Personal Math Trainer) 1-Year Grade 2, Bilingual Mathboard Grade 2)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	2	9780544445581	
	GO Math! Common Cartridge 5-Year Grade 2	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E.	2015	2	9780544611313	

		Sandoval-Martinez				
	GO Math! Common Cartridge 1-Year Grade 2	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	2	9780544611450	
	GO Math! Math Concept Reader Collection Grade 2 (includes 1 copy each of the Above Level, On Level, and Below Level versions of the following titles: Doubles Fun/Farm, Party Plans, Time to Go Shopping!, Building/Minipark, Time to Take a Trip!, What Do You Like?, All the Time, Day/Snack Stand)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2009	2	9780153685217	
	GO Math! ExamView Downloadable Grade 2	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2012	2	9780544255432	
	GO Math! Intensive Intervention Skill Packs - 5 Pack Grade 2	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	2	9780544263949	
	GO Math! Vocabulary Activities Bundle Grade 2 (includes Vocabulary Activities, Teacher Guide Grades K-2, Vocabulary Cards Grade 2)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	2	9780544451810	
	GO Math! Intensive Intervention Kit Grade 2 (includes Intensive Intervention Skill Pack - 5 Pack Grade 2, Intensive Intervention User Guide Grade 2, Intensive Intervention Teacher Guide Grade 2)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	2	9780544264205	
	GO Math! Grab and Go Classroom Manipulatives Kit Grade 2 (includes Color Tiles, Manipulite® Set/40; Ruler 12"/30cm (1/16") Set/10; Pattern Blocks, Manipulite®, 0.5 Cm Set/27; Post It Notes, Yellow, 3x3" Pad/100; Blank Dice(2 Dice with 50 Labels); Popcubes®, 10 Colors Set/100; Tape, Adding Machine 3"/150'; Bills, $1, Set/100; Bills, $5, Set/100; Bills, $10, Set/100; Bills, $20, Set/100; Plane Shapes, Manipulite® Set/152; Post-it Notes, Pink 3x3" P/100; Clock Face, Pupil's, Set/10; Coin Set Of 49 Coins; HMH Secret Code Cards 1's, 10, 100; HMH Math Mountain Cards; HMH Secret Code Cards Grade 2-3 Cardboard; HMH Math Mountain Cards; Base Ten Units, Manipulite®, Green Set/100; Base Ten Flats, Manipulite®, Green Set/10; Base 10 Cube, Plastic Green; Geosolids®, Manipulite® Set/6; Two-color Counters, Manipulite® Set/20; Base Ten Rods, Manipulite®, Green Set/20)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2012	2	9780547732428	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Houghton Mifflin Harcourt	**HOUGHTON MIFFLIN HARCOURT GO MATH! GRADE 3 © 2015**					**Core**
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	GO Math! Hybrid Classroom Package with SBAC (2-Volume SE) (1-Year Print/1-Year Digital) Grade 3 (includes 25 Student Edition Sets Grade 3, 25 Online Interactive Student Editions (with Personal Math Trainer) 1-Year Grade 3, 25 Bilingual Mathboards Grade 3, SBAC Test Prep Student Edition Grade 3, Teacher Edition with Planning Guide Bundle Grade 3, Teacher Digital Management Center (1-Year) Grade 3, Chapter Resource Blackline Master Collection Grade 3, English Language Activity Guide, Teacher Edition Grades 3-6, Strategic Intervention Teacher Guide Grade 3, SBAC Test Prep Teacher Edition BLM Grade 3, Grab And Go Differentiated Centers Kit Grade 3)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	**3**	9780544437425	
	GO Math! Digital Classroom Package (5-Year) Grade 3 (includes 25 Online Interactive Student Editions (with Personal Math Trainer) 5-Year Grade 3, Teacher Digital Management Center 5-Year Grade 3)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	**3**	9780544449572	
	GO Math! Digital Classroom Package (1-Year) Grade 3 (includes 25 Online Interactive Student Editions (with Personal Math Trainer) 1-Year Grade	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	**3**	9780544428294	

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	GO Math! Student Edition Multi-Volume Bundle 5-Year Print Subscription Grade 3 (includes Student Edition Chapters 1-12, Student Resource Book Grade 3)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	**3**	9780544450462	
	GO Math! Student Edition Multi-Volume Bundle Grade 3 (includes Student Edition Chapters 1-12, Student Resource Book Grade 3)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	**3**	9780544390140	
	GO Math! Student Resource Book Grade 3	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	**3**	9780544343467	
	GO Math! Student Edition Set 5-Year Print Subscription Grade 3 (includes Volumes 1 & 2)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	**3**	9780544450448	
	GO Math! Student Edition Set Grade 3 (includes Volumes 1 & 2)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	**3**	9780544433373	
	GO Math! Student Edition eTextbook ePub, 5-Year Grade 3	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	**3**	9780544449466	
	GO Math! Student Edition eTextbook ePub, 1-Year Grade 3	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	**3**	9780544349308	
	GO Math! Online Interactive Student Edition (with Personal Math Trainer) 5-Year Grade 3	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	**3**	9780544449664	
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	GO Math! Downloadable Student Edition PDF Grade 3	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	**3**	9780544448803	
	GO Math! Bilingual Mathboard Grade 3	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2012	**3**	9780547678122	
	GO Math! SBAC Test Prep Student Edition 5-Year Print Subscription Grade 3	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	**3**	9780544450455	
	GO Math! SBAC Test Prep Student Edition Grade 3	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2014	3	9780544251847	
	GO Math! Teacher Edition with Planning Guide Bundle Grade 3 (includes Teacher Collection Grade 3, Planning Guide Grade 3)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	3	9780544390539	
	GO Math! Teacher Edition Collection Grade 3 (includes Teacher Edition Chapters 1-12)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	3	9780544390287	
	GO Math! Planning Guide Grade 3	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	3	9780544293427	
	GO Math! Teacher Digital Management Center 5-Year Grade 3 (includes Online Student Edition, 5-Year Grade 3, Online Interactive Student Edition (with Personal Math Trainer) 5-Year Grade 3, Online Student English Language Learners Activity Guide, 5-Year Grades 3-6, Online Strategic	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	3	9780544449633	

	Intervention Student Edition Grade 3, Online Concept Readers, 5-Year Grade 3, Online Critical Area Projects Student 5-Year Grade 3, Online SBAC Test Prep Student Edition, 5-Year Grade 3, Online PARCC Test Prep Student Edition Grade 3, Online Student Lesson Transparencies, 5-Year Grade 3, Online Interactive Teacher Edition, Online Chapter Resource Book, 5-Year Grade 3, Online Personal Math Trainer, 5-Year Grade 3, Real World Videos, 5-Year Grade 3, Online Professional Development Video, 5-Year Grade 3, Online Teacher English Language Learners Activity Guide, 5-Year Grades 3-6, Online Intensive Intervention Skill Pack Grade 3, Online Intensive Intervention User Guide Grade 3, Online Intensive Intervention Teacher Guide Grade 3, Online Strategic Intervention Teacher Guide Grade 3, Online Getting Ready Lessons and Resources, 5-Year Grade 3, Online Vocabulary Activities 5-Year, Teacher Guide Grade 3-6, Online Common Core Math Practices Prof Development Video, 5-Year Grades K-6, Online Mathboard, 5-Year Grade 3, Online Grab and Go Teacher Activity Guide Grade 3, Online Interactive Whiteboard Lessons, Grade 3, Online iTools Intermediate Grades 3-6, Mega Math Online Grades K-6, Online Animated Math Model, 5-Year Grade 3, Online Multilingual School Home Letter, 5-Year Grade 3, Online Critical Area Projects Teacher 5-Year Grade 3, Math on the Spot Videos, 5-Year Grades K-6, Online eGlossary, 5-Year Grades K-6, Online Teacher Resource Blackline Master 5-Year Grade 3, Online Chapter Resource Book 5-Year Grade 3, Online Planning Guide 5-Year Grade 3, Online SBAC Test Prep Teacher Edition BLM Grade 3, Online PARCC Test Prep Teacher Edition BLM Grade 3, Online Grab-N-Go Math Center Cards and Games 5-Year Grade 3, Online Teacher RTI, 5-Year Grade 3, Online Prof Development Performance Tasks Video, 5-Year Grades K-6, Online Teacher Lesson Transparencies, 5-Year Grade 3, Strategies and Practice for Skills and Facts Fluency, Primary, 5-Year Grades K-3, Strategies and Practice for Skills and Facts Fluency, Intermediate, 5-Year Grades 3-6)					
	GO Math! Chapter Resource Blackline Master Collection Grade 3 (includes Resource Book Chapters 1-12)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	3	9780544390218	
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	GO Math! English Language Activity Guide, Teacher Edition Grades 3-6	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	3-6	9780544401044	
	GO Math! Strategic Intervention Teacher Guide Grade 3	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	3	9780544249059	
	GO Math! Grab and Go Customized Manipulatives Kit Grade 3 (includes Clock Face, Pupil's, Set/10; Color Tiles, Manipulite® Set/40; HMH Math Mountain Cards; Rainbow Fraction® Tiles Set/51; Two-color Counters, Manipulite® Set/50)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	3	9780544257504	
	GO Math! Grab And Go Differentiated Centers Kit Grade 3 (includes HMH Math Chapter Reader L3 Metric Measures; HMH Math Chapter Reader L3 Measure Up; HMH Math Chapter Reader L3 Busy Bees; HMH Math Reader L3 Soccer Bash; HMH Math Reader L3 Concert Hall World; HMH Math Chapter Reader L3 Late For School; HMH Math Reader L3 Class Trip; HMH Math Reader L3 So Many Seashells; HMH Math Chapter Reader L3 More Acorns; HMH Math	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2012	3	9780547713403	

	Reader L3 Penny Bank; HMH Math Chapter Reader L3 Signs Symmetry; HMH Math Reader L3 James Frames; HMH Math Reader L3 Clct Times Four; HMH Math Reader L3 The Workshop; HMH Math Reader L3 Here's What I Do; HMH Math Reader L3 Corey Cookie Caper; HMH Math Reader L3 Homework Table; HMH Math Reader L3 How Heavy? How Much?; HMH Math Reader L3 The Whole Picture; HMH Math Reader L3 Possibily, Dear; On Level Reader Party Pins/Numbers Grade 3; On Level Reader Garden Fence Grade 3; On Level Reader Sports Camp Grade 3; On Level Reader Pizza Parts! Grade 3; On Level Reader Trip To the Pond Grade 3; Below Level Reader On/math Menu:.trts Grade 4; Below Level Reader Diego;s Perfect Fit Grade 4; Tx On Level Reader Walk/Path Grade 3; HMH Grab & Go Teacher Guide & Act Resources Lv 3; HMH Grab & Go Kit Games 1-10 Lv 3; HMH Grab & Go Math Center Cards Lv 3 Set 1; HMH Grab & Go Math Center Cards Lv 3 Set 2; HMH Grab & Go Math Center Cards Lv 3 Set 3; HMH Grab & Go Kit Games 11-20 Lv 3)					
	GO Math! Premium Teacher Resource Package with SBAC (5-Year Print/5-Year Digital) Grade 3 (includes SBAC Test Prep Student Edition Grade 3, Teacher Edition with Planning Guide Bundle Grade 3, Teacher Digital Management Center 5-Year Grade 3, Downloadable Teacher Resource Tool Grade 3, SBAC Test Prep Teacher Edition BLM Grade 3, Chapter Resource Blackline Master Collection Grade 3, Strategic Intervention Teacher Guide Grade 3, English Language Activity Guide, Teacher Edition Grades 3-6, Grab And Go Differentiated Centers Kit Grade 3, Grab and Go Customized Manipulatives Kit Grade 3)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	3	9780544494572	
	GO Math! Premium Teacher Resource Package with SBAC (1-Year Print/1-Year Digital) Grade 3 (includes SBAC Test Prep Student Edition Grade 3, Teacher Edition with Planning Guide Bundle Grade 3, Teacher Digital Management Center (1-Year) Grade 3, Chapter Resource Blackline Master Collection Grade 3, Strategic Intervention Teacher Guide Grade 3, English Language Activity Guide, Teacher Edition Grades 3-6, SBAC Test Prep Teacher Edition BLM Grade 3, Grab And Go Differentiated Centers Kit Grade 3, Grab and Go Customized Manipulatives Kit Grade 3)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	3	9780544539327	
	GO Math! Hybrid Teacher Resource Package with SBAC (5-Year Print/5-Year Digital) Grade 3 (includes SBAC Test Prep Student Edition Grade 3, Teacher Edition with Planning Guide Bundle Grade 3, Teacher Digital Management Center 5-Year Grade 3, Downloadable Teacher Resource Tool Grade 3, Chapter Resource Blackline Master Collection Grade 3, Strategic Intervention Teacher Guide Grade 3, English Language Activity Guide, Teacher Edition Grades 3-6, SBAC Test Prep Teacher Edition BLM Grade 3, Grab And Go Differentiated Centers Kit Grade 3)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	3	9780544450417	
	GO Math! Hybrid Teacher Resource Package with SBAC (1-Year Print/1-Year Digital) Grade 3 (includes SBAC Test Prep Student Edition Grade 3, Teacher Edition with Planning Guide Bundle Grade 3, Teacher Digital Management Center (1-Year) Grade 3, Chapter Resource Blackline Master Collection Grade 3, Strategic Intervention Teacher Guide Grade 3, English Language Activity Guide, Teacher Edition Grades 3-6, SBAC Test Prep Teacher Edition BLM Grade 3, Grab And Go Differentiated Centers Kit Grade 3)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	3	9780544445451	
	GO Math! Premium Student Resource Package with SBAC (Multi-Volume SE) (5-Year Print/5-Year Digital) Grade 3 (includes Student Edition Multi-Volume Bundle 5-Year Print Subscription Grade 3, Online Interactive Student Edition (with Personal Math Trainer) 5-Year Grade 3, Downloadable Student Edition PDF Grade 3, Bilingual Mathboard Grade 3, SBAC Test Prep Student Edition 5-Year Print Subscription Grade 3)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	3	9780544494992	

	GO Math! Premium Student Resource Package with SBAC (Multi-Volume SE) (1-Year Print/1-Year Digital) Grade 3 (includes Student Edition Multi-Volume Bundle Grade 3, Online Interactive Student Edition (with Personal Math Trainer) 1-Year Grade 3, Bilingual Mathboard Grade 3, SBAC Test Prep Student Edition Grade 3)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	3	9780544540538	
	GO Math! Premium Student Resource Package with SBAC (2-Volume SE) (5-Year Print/5-Year Digital) Grade 3 (includes Student Edition Set 5-Year Print Subscription Grade 3, Online Interactive Student Edition (with Personal Math Trainer) 5-Year Grade 3, Downloadable Student Edition PDF Grade 3, Bilingual Mathboard Grade 3, SBAC Test Prep Student Edition 5-Year Print Subscription Grade 3)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	3	9780544494855	
	GO Math! Premium Student Resource Package with SBAC (2-Volume SE) (1-Year Print/1-Year Digital) Grade 3 (includes Student Edition Set Grade 3, Online Interactive Student Edition (with Personal Math Trainer) 1-Year Grade 3, Bilingual Mathboard Grade 3, SBAC Test Prep Student Edition Grade 3)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	3	9780544540392	
	GO Math! Hybrid Student Resource Package (Multi-Volume SE) (5-Year Print/5-Year Digital) Grade 3 (includes Student Edition Multi-Volume Bundle 5-Year Print Subscription Grade 3, Online Interactive Student Edition (with Personal Math Trainer) 5-Year Grade 3, Downloadable Student Edition PDF Grade 3, Bilingual Mathboard Grade 3)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	3	9780544450431	
	GO Math! Hybrid Student Resource Package (2-Volume SE) (5-Year Print/5-Year Digital) Grade 3 (includes Student Edition Set 5-Year Print Subscription Grade 3, Online Interactive Student Edition (with Personal Math Trainer) 5-Year Grade 3, Downloadable Student Edition PDF Grade 3, Bilingual Mathboard Grade 3)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	3	9780544450424	
	GO Math! Hybrid Student Resource Package (Multi-Volume SE) (1-Year Print/1-Year Digital) Grade 3 (includes Student Edition Multi-Volume Bundle Grade 3, Online Interactive Student Edition (with Personal Math Trainer) 1-Year Grade 3, Bilingual Mathboard Grade 3)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	3	9780544445666	
	GO Math! Hybrid Student Resource Package (2-Volume SE) (1-Year Print/1-Year Digital) Grade 3 (includes Student Edition Set Grade 3, Online Interactive Student Edition (with Personal Math Trainer) 1-Year Grade 3, Bilingual Mathboard Grade 3)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	3	9780544445598	
	GO Math! Common Cartridge 5-Year Grade 3	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	3	9780544611320	
	GO Math! Common Cartridge 1-Year Grade 3	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	3	9780544611467	
	GO Math! Math Concept Reader Collection Grade 3 (includes 1 copy each of the Above Level, On Level, and Below Level versions of the following titles: Nose/News & Numbers, Party	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2009	3	9780153685224	

	Plans/Numbers!, Garden Fence, Surprising Solids!, Sports Camp, Pizza Parts!, Fun & Games, Trip To The Pond)					
	GO Math! ExamView Downloadable Grade 3	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2012	3	9780544255449	
	GO Math! Intensive Intervention Skill Packs - 5 Pack Grade 3	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	3	9780544263956	
	GO Math! Vocabulary Activities Bundle Grade 3 (includes Vocabulary Activities, Teacher Guide Grades 3-6, Vocabulary Cards Grade 3)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	3	9780544451940	
	GO Math! Intensive Intervention Kit Grade 3 (includes Intensive Intervention Skill Pack - 5 Pack Grade 3, Intensive Intervention User Guide Grade 3, Intensive Intervention Teacher Guide Grade 3)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	3	9780544264212	
	GO Math! Grab and Go Classroom Manipulatives Kit Grade 3 (includes HMH Whole Number Secret Code Cards 3-4; HMH Math Mountain Cards; HMH Math Mountain Cards; Base Ten Units, Manipulite®, Green Set/100; Base Ten Flats, Manipulite®, Green Set/10; Pattern Blocks, Manipulite®, 0.5 Cm Set/27; Geoboard, Double-sided, Each with bands; Post It Notes, Yellow, 3x3" Pad/100; Base 10 Cube, Plastic Green; Blank Dice(2 Dice with 50 Labels); Tape, Adding Machine 3"/150'; Base Ten Rods, Manipulite®, Green Set/20; Post-it Notes, Pink 3x3" P/100; Clock Face, Pupil's, Set/10; Scale, Dual Dial Platform, Large; Color Tiles, Manipulite® Set/40; Mass, Kilogram, Plastic; Balance, Pan Jr; Ruler 12"/30cm (1/16") Set/10; Tape Measr Eng/metric, Set/10; Measuring, Pitchers, Liquid, Set/3; Masses, Hexagram® Set/54; Bills, $1, Set/100; Bills, $5, Set/100; Bills, $10, Set/100; Bills, $20, Set/100; Two-color Counters, Manipulite® Set/50; Coin Set Of 49 Coins; Rainbow Fraction® Tiles Set/51; Popcubes®, 10 Colors Set/100; Fraction Circles, Economy Set/51)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2012	3	9780547731797	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Houghton Mifflin Harcourt	**HOUGHTON MIFFLIN HARCOURT GO MATH! GRADE 4 © 2015**					**Core**
	GO Math! Premium Classroom Package with SBAC (Multi-Volume SE) (5-Year Print/5-Year Digital) Grade 4 (includes 25 Student Edition Multi-Volume Bundle 5-Year Print Subscriptions Grade 4, 25 Online Interactive Student Editions (with Personal Math Trainer) 5-Year Grade 4, 25 Bilingual Mathboards Grade 4, 25 SBAC Test Prep Student Edition 5-Year Print Subscriptions Grade 4, Teacher Edition with Planning Guide Bundle Grade 4, Teacher Digital Management Center 5-Year Grade 4, Chapter Resource Blackline Master Collection Grade 4, English Language Activity Guide, Teacher Edition Grades 3-6, Strategic Intervention Teacher Guide Grade 4, SBAC Test Prep Teacher Edition BLM Grade 4, Grab and Go Customized Manipulatives Kit Grade 4, Grab And Go Differentiated Centers Kit Grade 4, 25 Downloadable Student Edition PDFs Grade 4, Downloadable Teacher Resource Tool Grade 4)	**Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez**	**2015**	**4**	**9780544450493**	
	Notes: This program fully supports the teacher to meet the Common Core Standards in a rigorous, conceptual manner, attending to special populations and differentiation, in a very clear, organized, easy to follow manner. The only areas of weakness noted were lack of multi-stop problems, not enough fluency and practice problems, and depth of mathematical reasoning in the areas of constructing arguments effectively and					

justifying mathematical claims.

Key Features:
GO Math! for Kindergarten through Grade 6 was built from the ground up for the Common Core State Standards (CCSS). The program, available in English and Spanish, provides in-depth instruction with equal emphasis on conceptual understanding, procedural fluency, and real-world application. The program includes a fully integrated digital curriculum that transforms instruction and learning. **GO Math!** exemplifies best practices in research-based curriculum and the best of today's educational technology. Over the past five years, Houghton Mifflin Harcourt (HMH) has provided the trusted content of the **GO Math!** program to over seven million students in every state in the US and in 72 countries. **GO Math!** was selected as a finalist in the 2015 Revere Awards from the Association of American Publishers (AAP). HMH was honored to have **GO Math!** identified for its excellence as a high-quality product that supports teaching and learning.
Comprehensive digital resources promote mastery and support students, teachers, administrators, and families.The next-generation digital components have been designed specifically with students and teachers in mind, with online and offline accessibility, tutorial videos, interactivities, and adaptive tools available at point-of-use. **GO Math!** teacher components present new levels of convenience and efficiency around planning, instructing, assigning, and assessing.
The program provides rigor and depth with increased accessibility, with the Mathematical Practices embedded in every lesson, interactivity, research-based instructional approaches, and differentiated instructional resources to ensure success for all students. The program comes with our commitment to deliver quality implementation training that meets the needs of your district through comprehensive on-site and online support. **GO Math!** will help you meet the goals set for Idaho's students.

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GO Math! Premium Classroom Package with SBAC (2-Volume SE) (5-Year Print/5-Year Digital) Grade 4 (includes 25 Student Edition Set 5-Year Print Subscriptions Grade 4, 25 Online Interactive Student Editions (with Personal Math Trainer) 5-Year Grade 4, 25 Bilingual Mathboards Grade 4, 25 SBAC Test Prep Student Edition 5-Year Print Subscriptions Grade 4, Teacher Edition with Planning Guide Bundle Grade 4, Teacher Digital Management Center 5-Year Grade 4, Chapter Resource Blackline Master Collection Grade 4, English Language Activity Guide, Teacher Edition Grades 3-6, Strategic Intervention Teacher Guide Grade 4, SBAC Test Prep Teacher Edition BLM Grade 4, Grab and Go Customized Manipulatives Kit Grade 4, Grab And Go Differentiated Centers Kit Grade 4, 25 Downloadable Student Edition PDFs Grade 4, Downloadable Teacher Resource Tool Grade 4)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	4	9780544450479
GO Math! Premium Classroom Package with SBAC (2-Volume SE) (1-Year Print/1-Year Digital) Grade 4 (includes 25 Online Interactive Student Editions (with Personal Math Trainer) 1-Year Grade 4, 25 Student Edition Sets Grade 4, 25 Bilingual Mathboards Grade 4, 25 SBAC Test Prep Student Editions Grade 4, Teacher Edition with Planning Guide Bundle Grade 4, Teacher Digital Management Center (1-Year) Grade 4, Chapter Resource Blackline Master Collection Grade 4, English Language Activity Guide, Teacher Edition Grades 3-6, Strategic Intervention Teacher Guide Grade 4, SBAC Test Prep Teacher	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	4	9780544437517

	Edition BLM Grade 4, Grab and Go Customized Manipulatives Kit Grade 4, Grab And Go Differentiated Centers Kit Grade 4)					
	GO Math! Hybrid Classroom Package with SBAC (Multi-Volume SE) (5-Year Print/5-Year Digital) Grade 4 (includes 25 Student Edition Multi-Volume Bundle 5-Year Print Subscriptions Grade 4, 25 Online Interactive Student Editions (with Personal Math Trainer) 5-Year Grade 4, 25 Bilingual Mathboards Grade 4, SBAC Test Prep Student Edition Grade 4, Teacher Edition with Planning Guide Bundle Grade 4, Teacher Digital Management Center 5-Year Grade 4, Chapter Resource Blackline Master Collection Grade 4, English Language Activity Guide, Teacher Edition Grades 3-6, Strategic Intervention Teacher Guide Grade 4, SBAC Test Prep Teacher Edition BLM Grade 4, Grab And Go Differentiated Centers Kit Grade 4, 25 Downloadable Student Edition PDFs Grade 4, Downloadable Teacher Resource Tool Grade 4)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	4	9780544450509	
	GO Math! Hybrid Classroom Package with SBAC (Multi-Volume SE) (1-Year Print/1-Year Digital) Grade 4 (includes 25 Student Edition Multi-Volume Bundles Grade 4, 25 Online Interactive Student Editions (with Personal Math Trainer) 1-Year Grade 4, 25 Bilingual Mathboards Grade 4, SBAC Test Prep Student Edition Grade 4, Teacher Edition with Planning Guide Bundle Grade 4, Teacher Digital Management Center (1-Year) Grade 4, Chapter Resource Blackline Master Collection Grade 4, English Language Activity Guide, Teacher Edition Grades 3-6, Strategic Intervention Teacher Guide Grade 4, SBAC Test Prep Teacher Edition BLM Grade 4, Grab And Go Differentiated Centers Kit Grade 4)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	4	9780544428546	
	GO Math! Hybrid Classroom Package with SBAC (2-Volume SE) (5-Year Print/5-Year Digital) Grade 4 (includes 25 Student Edition Set 5-Year Print Subscriptions Grade 4, 25 Online Interactive Student Editions (with Personal Math Trainer) 5-Year Grade 4, 25 Bilingual Mathboards Grade 4, SBAC Test Prep Student Edition Grade 4, Teacher Edition with Planning Guide Bundle Grade 4, Teacher Digital Management Center 5-Year Grade 4, Chapter Resource Blackline Master Collection Grade 4, English Language Activity Guide, Teacher Edition Grades 3-6, Strategic Intervention Teacher Guide Grade 4, SBAC Test Prep Teacher Edition BLM Grade 4, Grab And Go Differentiated Centers Kit Grade 4, 25 Downloadable Student Edition PDFs Grade 4, Downloadable Teacher Resource Tool Grade 4)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	4	9780544450486	
	GO Math! Hybrid Classroom Package with SBAC (2-Volume SE) (1-Year Print/1-Year Digital) Grade 4 (includes 25 Student Edition Sets Grade 4, 25 Online Interactive Student Editions (with Personal Math Trainer) 1-Year Grade 4, 25 Bilingual Mathboards Grade 4, SBAC Test Prep Student Edition Grade 4, Teacher Edition with Planning Guide Bundle Grade 4, Teacher Digital Management Center (1-Year) Grade 4, Chapter Resource Blackline Master Collection Grade 4, English Language Activity Guide, Teacher Edition Grades 3-6, Strategic Intervention Teacher Guide Grade 4, SBAC Test Prep Teacher Edition BLM Grade 4, Grab And Go Differentiated Centers Kit Grade 4)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	4	9780544437531	
	GO Math! Digital Classroom Package (5-Year) Grade 4 (includes 25 Online Interactive Student Editions (with Personal Math Trainer) 5-Year) Grade 4, Teacher Digital Management Center 5-Year Grade 4)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	4	9780544449589	
	GO Math! Digital Classroom Package (1-Year) Grade 4 (includes 25 Online Interactive Student Editions (with Personal Math Trainer) 1-Year Grade 4,	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	4	9780544428287	

	Teacher Digital Management Center (1-Year) Grade 4)					
	GO Math! Student Edition Multi-Volume Bundle 5-Year Print Subscription Grade 4 (includes Student Chapters 1-13, Student Resource Book Grade 4)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	4	9780544452121	
	GO Math! Student Edition Multi-Volume Bundle Grade 4 (includes Student Edition Chapters 1-13, Student Resource Book Grade 4)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	4	9780544390157	
	GO Math! Student Resource Book Grade 4	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	4	9780544343474	
	GO Math! Student Edition Set 5-Year Print Subscription Grade 4 (includes Volumes 1 & 2)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	4	9780544452107	
	GO Math! Student Edition Set Grade 4 (includes Volumes 1 & 2)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	4	9780544433380	
	GO Math! Student Edition eTextbook ePub, 5-Year Grade 4	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	4	9780544449473	
	GO Math! Student Edition eTextbook ePub, 1-Year Grade 4	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	4	9780544349315	
	GO Math! Online Interactive Student Edition (with Personal Math Trainer) 5-Year Grade 4	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	4	9780544449695	
	GO Math! Online Interactive Student Edition (with Personal Math Trainer) 1-Year Grade 4	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	4	9780544372139	
	GO Math! Downloadable Student Edition PDF Grade 4	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	4	9780544448810	
	GO Math! Bilingual Mathboard Grade 4	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2012	4	9780547679433	
	GO Math! SBAC Test Prep Student Edition 5-Year Print Subscription Grade 4	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	4	9780544452114	
	GO Math! SBAC Test Prep Student Edition Grade 4	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2014	4	9780544251878	
	GO Math! Teacher Edition with Planning Guide Bundle Grade 4 (includes Teacher Edition Collection Grade 4, Planning Guide Grade 4)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	4	9780544390546	
	GO Math! Teacher Edition Collection Grade 4 (includes Teacher Edition Chapters 1-13)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	4	9780544390294	
	GO Math! Planning Guide Grade 4	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	4	9780544293434	
	GO Math! Teacher Digital Management Center 5-Year Grade 4 (includes Online Student Edition, 5-Year Grade 4, Online Interactive Student Edition (with Personal Math Trainer) 5-Year Grade 4, Online Student English Language Learners Activity	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	4	9780544449640	

	Guide, 5-Year Grades 3-6, Online Strategic Intervention Student Edition Grade 4, Online Concept Readers, 5-Year Grade 4, Online Critical Area Projects Student 5-Year Grade 4, Online SBAC Test Prep Student Edition, 5-Year Grade 4, Online PARCC Test Prep Student Edition Grade 4, Online Student Lesson Transparencies, 5-Year Grade 4, Online Interactive Teacher Edition, 5-Year Grade 4, Online Teacher Edition, 5-Year Grade 4, Online Personal Math Trainer, 5-Year Grade 4, Real World Videos, 5-Year Grade 4, Online Professional Development Video, 5-Year Grade 4, Online Chapter Resource Book, 5-Year Grade 4, Online Teacher English Language Learners Activity Guide, 5-Year Grades 3-6, Online Intensive Intervention Skill Pack Grade 4, Online Intensive Intervention User Guide Grade 4, Online Intensive Intervention Teacher Guide Grade 4, Online Strategic Intervention Teacher Guide Grade 4, Online Getting Ready Lessons and Resources, 5-Year Grade 4, Online Vocabulary Activities 5-Year, Teacher Guide Grade 3-6, Online Common Core Math Practices Prof Development Video, 5-Year Grades K-6, Online Mathboard, 5-Year Grade 4, Online Grab and Go Teacher Activity Guide Grade 4, Online Interactive Whiteboard Lessons, Grade 4, Online iTools Intermediate Grades 3-6, Mega Math Online Grades K-6, Online Animated Math Model, 5-Year Grade 4, Online Multilingual School Home Letter, 5-Year Grade 4, Online Critical Area Projects Teacher 5-Year Grade 4, Online Math on the Spot Video 5-Year Grades K-6, Online eGlossary, 5-Year Grades K-6, Online Teacher Resource Blackline Master 5-Year Grade 4, Online Chapter Resource Book 5-Year Grade 4, Online Planning Guide 5-Year Grade 4, Online SBAC Test Prep Teacher Edition BLM Grade 4, Online PARCC Test Prep Teacher Edition BLM Grade 4, Online Grab-N-Go Math Center Cards and Games 5-Year Grade 4, Online Teacher RTI, 5-Year Grade 4, Online Prof Development Performance Tasks Video, 5-Year Grades K-6, Online Teacher Lesson Transparencies, 5-Year Grade 4, Strategies and Practice for Skills and Facts Fluency, Intermediate, 5-Year Grades 3-6)					
	GO Math! Teacher Digital Management Center (1-Year) Grade 4	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	4	9780544389267	
	GO Math! Downloadable Teacher Resource Tool Grade 4	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	4	9780544448742	
	GO Math! SBAC Test Prep Teacher Edition BLM Grade 4	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2014	4	9780544251953	
	GO Math! Chapter Resource Blackline Master Collection Grade 4 (includes Resource Books Chapters 1-13)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	4	9780544390225	
	GO Math! English Language Activity Guide, Teacher Edition Grades 3-6	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	3-6	9780544401044	
	GO Math! Strategic Intervention Teacher Guide Grade 4	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	4	9780544249066	
	GO Math! Grab and Go Customized Manipulatives Kit Grade 4 (includes Base Ten Cube, Cardboard, Set/10, Base Ten Flats, Manipulite®, Green Set/10, Base Ten Rods, Manipulite®, Green Set/20, Base Ten Units, Manipulite®, Green Set/100, Fraction Circles, Economy Set/51, HMH Whole Number Secret Code Cards 3-4,	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	4	9780544257511	

	Rainbow Fraction® Tiles Set/51, Two-color Counters, Manipulite® Set/50)					
	GO Math! Grab And Go Differentiated Centers Kit Grade 4 (includes HMH Math Chapter Reader L4 The Mystery of the X Variable, HMH Math Chapter Reader L4 Eratosthenes and His Sieve, HMH Math Chapter Reader L4 Plotting a Way to Treasure, HMH Math Chapter Reader L4 What Are the Chances?, HMH Math Reader L4 It's All About Order, HMH Math Chapter Reader L4 Carl F. Gauss, Math Genius, HMH Math Reader L4 Summing Up a Pet's Need, HMH Math Reader L4 Tickle My Memory, HMH Math Reader L4 Multiplying a Good Deed, HMH Math Reader L4 The Division Champs, HMH Math Reader L4 Measuring the Mississippi, HMH Math Reader L4 Skateboarding Takes Shape, HMH Math Reader L4 A Mirror Image, HMH Math Reader L4 A Melody in Fractions, HMH Math Reader L4 Decimals on a Diamond, HMH Math Reader L4 Sleeping Half the Day Away, HMH Math Reader L4 And the Total Is!, HMH Math Reader L4 Paint By Numbers, HMH Math Reader L4 Buildings with Faces, HMH Math Reader L4 What's the Weather?, Above Level Reader A Trip to the Pond Grade 3, On Level Reader Putting/world/page Grade 4, On Level Reader Thirst Quencher Grade 4, On Level Reader Eliza's Groovy Machine Grade 4, On Level Reader New Angle..statns Grade 4, On Level Reader Fighting Fire with Fire Grade 4, Below Level Reader Wrlds..bldgs Grade 5, Below Level Reader Fundraising Fair Grade 5, Below Level Reader Designing a Skatepark Grade 5, HMH Grab & Go Teacher Guide & Act Resources L 4, HMH Grab And Go Kit Games 1-10 Level 4, HMH Grab And Go Kit Math Center Cards Level 4 Set1 Computation and Mental Math, HMH Grab And Go Kit Math Center Cards Level 4 Set2 Geometry and Measurement, HMH Grab And Go Kit Math Center Cards Level 4 Set3 Challenge)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2012	4	9780547713274	
	GO Math! Premium Teacher Resource Package with SBAC (5-Year Print/5-Year Digital) Grade 4 (includes SBAC Test Prep Student Edition Grade 4, Teacher Edition with Planning Guide Bundle Grade 4, Teacher Digital Management Center 5-Year Grade 4, Chapter Resource Blackline Master Collection Grade 4, Strategic Intervention Teacher Guide Grade 4, English Language Activity Guide, Teacher Edition Grades 3-6, SBAC Test Prep Teacher Edition BLM Grade 4, Downloadable Teacher Resource Tool Grade 4, Grab And Go Differentiated Centers Kit Grade 4, Grab and Go Customized Manipulatives Kit Grade 4)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	4	9780544494589	
	GO Math! Premium Teacher Resource Package with SBAC (1-Year Print/1-Year Digital) Grade 4 (includes SBAC Test Prep Student Edition Grade 4, Teacher Edition with Planning Guide Bundle Grade 4, Teacher Digital Management Center (1-Year) Grade 4, Chapter Resource Blackline Master Collection Grade 4, Strategic Intervention Teacher Guide Grade 4, English Language Activity Guide, Teacher Edition Grades 3-6, SBAC Test Prep Teacher Edition BLM Grade 4, Grab And Go Differentiated Centers Kit Grade 4, Grab and Go Customized Manipulatives Kit Grade 4)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	4	9780544539334	
	GO Math! Hybrid Teacher Resource Package with SBAC (5-Year Print/5-Year Digital) Grade 4 (includes SBAC Test Prep Student Edition Grade 4, Teacher Edition with Planning Guide Bundle Grade 4, Teacher Digital Management Center 5-Year Grade 4, Downloadable Teacher Resource Tool Grade 4, Chapter Resource Blackline Master Collection Grade 4, Strategic Intervention Teacher Guide Grade 4, English Language Activity Guide, Teacher Edition Grades 3-6, SBAC Test Prep Teacher Edition BLM Grade 4, Grab And Go Differentiated Centers Kit Grade 4)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	4	9780544450516	
	GO Math! Hybrid Teacher Resource Package with SBAC (1-Year Print/1-Year Digital) Grade 4 (includes SBAC Test Prep	Juli Dixon, Matthew Larson, Edward Burger, Steven	2015	4	9780544445468	

	Student Edition Grade 4, Teacher Edition with Planning Guide Bundle Grade 4, Teacher Digital Management Center (1-Year) Grade 4, Chapter Resource Blackline Master Collection Grade 4, Strategic Intervention Teacher Guide Grade 4, English Language Activity Guide, Teacher Edition Grades 3-6, SBAC Test Prep Teacher Edition BLM Grade 4)	Leinwand, Martha E. Sandoval-Martinez				
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	GO Math! Premium Student Resource Package with SBAC (Multi-Volume SE) (1-Year Print/1-Year Digital) Grade 4 (includes Student Edition Multi-Volume Bundle Grade 4, Online Interactive Student Edition (with Personal Math Trainer) 1-Year Grade 4, Bilingual Mathboard Grade 4, SBAC Test Prep Student Edition Grade 4)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	4	9780544540545	
	GO Math! Premium Student Resource Package with SBAC (2-Volume SE) (5-Year Print/5-Year Digital) Grade 4 (includes Student Edition Set 5-Year Print Subscription Grade 4, Online Interactive Student Edition (with Personal Math Trainer) 5-Year Grade 4, Downloadable Student Edition PDF Grade 4, Bilingual Mathboard Grade 4, SBAC Test Prep Student Edition 5-Year Print Subscription Grade 4)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	4	9780544494862	
	GO Math! Premium Student Resource Package with SBAC (2-Volume SE) (1-Year Print/1-Year Digital) Grade 4 (includes Student Edition Set Grade 4, Online Interactive Student Edition (with Personal Math Trainer) 1-Year Grade 4, Bilingual Mathboard Grade 4, SBAC Test Prep Student Edition Grade 4)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	4	9780544540408	
	GO Math! Hybrid Student Resource Package (Multi-Volume SE) (5-Year Print/5-Year Digital) Grade 4 (includes Student Edition Multi-Volume Bundle 5-Year Print Subscription Grade 4, Online Interactive Student Edition (with Personal Math Trainer) 5-Year Grade 4, Downloadable Student Edition PDF Grade 4, Bilingual Mathboard Grade 4)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	4	9780544450530	
	GO Math! Hybrid Student Resource Package (2-Volume SE) (5-Year Print/5-Year Digital) Grade 4 (includes Student Edition Set 5-Year Print Subscription Grade 4, Online Interactive Student Edition (with Personal Math Trainer) 5-Year Grade 4, Downloadable Student Edition PDF Grade 4, Bilingual Mathboard Grade 4)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	4	9780544450523	
	GO Math! Hybrid Student Resource Package (Multi-Volume SE) (1-Year Print/1-Year Digital) Grade 4 (includes Student Edition Multi-Volume Bundle Grade 4, Online Interactive Student Edition (with Personal Math Trainer) 1-Year Grade 4, Bilingual Mathboard Grade 4)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	4	9780544445673	
	GO Math! Hybrid Student Resource Package (2-Volume SE) (1-Year Print/1-Year Digital) Grade 4 (includes Student Edition Set Grade 4, Online Interactive	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	4	9780544445604	

	Student Edition (with Personal Math Trainer) 1-Year Grade 4, Bilingual Mathboard Grade 4)					
	GO Math! Common Cartridge 5-Year Grade 4	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	4	9780544611337	
	GO Math! Common Cartridge 1-Year Grade 4	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	4	9780544611474	
	GO Math! Math Concept Reader Collection Grade 4 (includes 1 copy each of the Above Level, On Level, and Below Level versions of the following titles: Exercising/Beads, On/Math Menu, Putting/World/Page, Thirst Quencher, Diego's Perfect Fit, Eliza's Groovy Machine, New Angle...Stations, Fighting Fire with Fire)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2009	4	9780153685231	
	GO Math! Intensive Intervention Skill Packs - 5 Pack Grade 4	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	4	9780544263963	
	GO Math! ExamView Downloadable Grade 4	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2012	4	9780544255456	
	GO Math! Vocabulary Activities Bundle Grade 4 (includes Vocabulary Activities, Teacher Guide Grades 3-6, Vocabulary Cards Grade 4)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	4	9780544451957	
	GO Math! Intensive Intervention Kit Grade 4 (includes Intensive Intervention Skill Pack - 5 Pack Grade 4, Intensive Intervention User Guide Grade 4, Intensive Intervention Teacher Guide Grade 4)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	4	9780544264229	
	GO Math! Grab and Go Classroom Manipulatives Kit Grade 4 (includes Thermometer, Low Range, Set/10; Color Tiles, Manipulite® Set/40; Ruler 12"/30cm (1/16") Set/10; Rainbow Fraction® Tiles Set/51; Pattern Blocks, Manipulite®, 0.5 Cm Set/27; Protractor, Student, Set/6; Blank Dice(2 Dice with 50 Labels); Tape, Adding Machine 3"/150'; Fraction Circles, Economy Set/51; Two-color Counters, Manipulite® Set/50; Clock Face, Pupil's, Set/10; HMH Mth Deci Sc Crd 10-100 4-5; HMH Mth Deci Sc 1k-10k30/pk4-5; Base Ten Units, Manipulite®, Green Set/100; Base Ten Flats, Manipulite®, Green Set/10; Base 10 Cube, Plastic Green; Bills, $1, Set/100; Base Ten Rods, Manipulite®, Green Set/20; HMH Multiple Markers Set/34 Sheets; Coins, Quarters, Set/100; Coin Set Of 49 Coins)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2012	4	9780547732602	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Houghton Mifflin Harcourt	**HOUGHTON MIFFLIN HARCOURT GO MATH! GRADE 5 © 2015**					**Core**
	GO Math! Premium Classroom Package with SBAC (Multi-Volume SE) (5-Year Print/5-Year Digital) Grade 5 (includes 25 Student Edition Multi-Volume Bundle 5-Year Print Subscriptions Grade 5; 25 Online Interactive Student Editions (with Personal Math Trainer) 5-Year Grade 5; 25 Bilingual Mathboards Grade 5-6; 25 SBAC Test Prep Student Edition 5-Year Print Subscriptions Grade 5; Teacher Edition with Planning Guide Bundle Grade 5; Teacher Digital Management Center 5-Year Grade 5; Chapter Resource Blackline Master Collection Grade 5; English Language Activity Guide, Teacher Edition Grades 3-6; Strategic Intervention Teacher Guide Grade 5; SBAC Test Prep Teacher Edition BLM Grade 5; Grab and	**Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez**	**2015**	**5**	**9780544452152**	

Go Customized Manipulatives Kit Grade 5; Grab And Go Differentiated Centers Kit Grade 5; 25 Downloadable Student Edition PDFs Grade 5; Downloadable Teacher Resource Tool Grade 5)					

Notes:
The Engage activity at the start of each lesson is connected with digital resources.
Fact fluency to support conceptual learning is focused on in the digital materials.
The curriculum clearly builds upon prior knowledge and earlier concepts and then continues the continuum of learning.
Domains, standards, and MPs are clearly identified and used meaningfully.
A strength of the curriculum is its attention to the conceptual understanding and use of discussion. There is focus on a variety of instructional approaches and differentiation resources.
Weaknesses lie in lack of basic fluency building and minimal use of multi-step problems.

Key Features:
GO Math! for Kindergarten through Grade 6 was built from the ground up for the Common Core State Standards (CCSS). The program, available in English and Spanish, provides in-depth instruction with equal emphasis on conceptual understanding, procedural fluency, and real-world application. The program includes a fully integrated digital curriculum that transforms instruction and learning. **GO Math!** exemplifies best practices in research-based curriculum and the best of today's educational technology. Over the past five years, Houghton Mifflin Harcourt (HMH) has provided the trusted content of the **GO Math!** program to over seven million students in every state in the US and in 72 countries. **GO Math!** was selected as a finalist in the 2015 Revere Awards from the Association of American Publishers (AAP). HMH was honored to have **GO Math!** identified for its excellence as a high-quality product that supports teaching and learning.
Comprehensive digital resources promote mastery and support students, teachers, administrators, and families.The next-generation digital components have been designed specifically with students and teachers in mind, with online and offline accessibility, tutorial videos, interactivities, and adaptive tools available at point-of-use. **GO Math!** teacher components present new levels of convenience and efficiency around planning, instructing, assigning, and assessing.
The program provides rigor and depth with increased accessibility, with the Mathematical Practices embedded in every lesson, interactivity, research-based instructional approaches, and differentiated instructional resources to ensure success for all students. The program comes with our commitment to deliver quality implementation training that meets the needs of your district through comprehensive on-site and online support. **GO Math!** will help you meet the goals set for Idaho's students.

GO Math! Premium Classroom Package with SBAC (Multi-Volume SE) (1-Year Print/1-Year Digital) Grade 5 (includes 25 Student Edition Multi-Volume Bundles Grade 5, 25 Online Interactive Student Editions (with Personal Math Trainer) 1-Year Grade 5, 25 Bilingual Mathboards Grade 5-6, 25 SBAC Test Prep Student Editions Grade 5, Teacher Edition with Planning Guide Bundle Grade 5, Teacher Digital Management Center (1-Year) Grade 5, Chapter Resource Blackline Master Collection Grade 5, English Language Activity Guide, Teacher Edition Grades 3-6, Strategic Intervention Teacher Guide Grade 5, SBAC Test Prep Teacher Edition BLM Grade 5, Grab and Go Customized Manipulatives Kit Grade 5, Grab And Go Differentiated Centers Kit Grade 5)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	5	9780544428416
GO Math! Premium Classroom Package with SBAC (2-Volume SE) (5-Year Print/5-Year Digital) Grade 5 (includes 25 Student Edition Set 5-Year Print Subscriptions Grade 5, 25 Online Interactive Student Editions (with Personal Math Trainer) 5-Year Grade 5, 25 Bilingual Mathboards Grade 5-6, 25 SBAC Test Prep Student Edition 5-Year Print Subscriptions Grade 5, Teacher Edition with Planning Guide Bundle Grade 5, Teacher Digital Management Center 5-Year Grade 5, Chapter Resource Blackline Master Collection Grade 5, English Language Activity Guide, Teacher Edition Grades 3-6, Strategic Intervention Teacher Guide Grade 5, SBAC Test Prep Teacher Edition BLM Grade 5, Grab and Go Customized Manipulatives Kit Grade 5, Grab And Go Differentiated Centers Kit Grade 5, 25	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	5	9780544452138

	Downloadable Student Edition PDFs Grade 5, Downloadable Teacher Resource Tool Grade 5)					
	GO Math! Premium Classroom Package with SBAC (2-Volume SE) (1-Year Print/1-Year Digital) Grade 5 (includes 25 Online Interactive Student Editions (with Personal Math Trainer) 1-Year Grade 5, 25 Student Edition Sets Grade 5, 25 Bilingual Mathboards Grade 5-6, 25 SBAC Test Prep Student Editions Grade 5, Teacher Edition with Planning Guide Bundle Grade 5, Teacher Digital Management Center (1-Year) Grade 5, Chapter Resource Blackline Master Collection Grade 5, English Language Activity Guide, Teacher Edition Grades 3-6, Strategic Intervention Teacher Guide Grade 5, SBAC Test Prep Teacher Edition BLM Grade 5, Grab and Go Customized Manipulatives Kit Grade 5, Grab And Go Differentiated Centers Kit Grade 5)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	5	9780544437623	
	GO Math! Hybrid Classroom Package with SBAC (Multi-Volume SE) (5-Year Print/5-Year Digital) Grade 5 (includes 25 Student Edition Multi-Volume Bundle 5-Year Print Subscriptions Grade 5, 25 Online Interactive Student Editions (with Personal Math Trainer) 5-Year Grade 5, 25 Bilingual Mathboards Grade 5-6, SBAC Test Prep Student Edition Grade 5, Teacher Edition with Planning Guide Bundle Grade 5, Teacher Digital Management Center 5-Year Grade 5, English Language Activity Guide, Teacher Edition Grades 3-6, Strategic Intervention Teacher Guide Grade 5, SBAC Test Prep Teacher Edition BLM Grade 5, Grab And Go Differentiated Centers Kit Grade 5, Chapter Resource Blackline Master Collection Grade 5, 25 Downloadable Student Edition PDFs Grade 5, Downloadable Teacher Resource Tool Grade 5)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	5	9780544452169	
	GO Math! Hybrid Classroom Package with SBAC (Multi-Volume SE) (1-Year Print/1-Year Digital) Grade 5 (includes 25 Student Edition Multi-Volume Bundles Grade 5, 25 Online Interactive Student Editions (with Personal Math Trainer) 1-Year Grade 5, 25 Bilingual Mathboards Grade 5-6, SBAC Test Prep Student Edition Grade 5, Teacher Edition with Planning Guide Bundle Grade 5, Teacher Digital Management Center (1-Year) Grade 5, English Language Activity Guide, Teacher Edition Grades 3-6, Strategic Intervention Teacher Guide Grade 5, SBAC Test Prep Teacher Edition BLM Grade 5, Grab And Go Differentiated Centers Kit Grade 5, Chapter Resource Blackline Master Collection Grade 5)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	5	9780544428553	
	GO Math! Hybrid Classroom Package with SBAC (2-Volume SE) (5-Year Print/5-Year Digital) Grade 5 (includes 25 Student Edition Set 5-Year Print Subscriptions Grade 5, 25 Online Interactive Student Editions (with Personal Math Trainer) 5-Year Grade 5, 25 Bilingual Mathboards Grade 5-6, SBAC Test Prep Student Edition Grade 5, Teacher Edition with Planning Guide Bundle Grade 5, Teacher Digital Management Center 5-Year Grade 5, Chapter Resource Blackline Master Collection Grade 5, English Language Activity Guide, Teacher Edition Grades 3-6, Strategic Intervention Teacher Guide Grade 5, SBAC Test Prep Teacher Edition BLM Grade 5, Grab And Go Differentiated Centers Kit Grade 5, 25 Downloadable Student Edition PDFs Grade 5, Downloadable Teacher Resource Tool Grade 5)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	5	9780544452145	
	GO Math! Hybrid Classroom Package with SBAC (2-Volume SE) (1-Year Print/1-Year Digital) Grade 5 (includes 25 Student Edition Sets Grade 5, 25 Online Interactive Student Editions (with Personal Math Trainer) 1-Year Grade 5, 25 Bilingual Mathboards Grade 5-6, SBAC Test Prep Student Edition Grade 5, Teacher Edition with Planning Guide Bundle Grade 5, Teacher Digital Management Center (1-Year) Grade 5, Chapter Resource Blackline Master Collection Grade 5, English Language Activity Guide, Teacher Edition Grades 3-6, Strategic Intervention Teacher Guide Grade 5, SBAC Test Prep Teacher	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	5	9780544437647	

	Edition BLM Grade 5, Grab And Go Differentiated Centers Kit Grade 5)					
	GO Math! Digital Classroom Package (5-Year) Grade 5 (includes 25 Online Interactive Student Editions (with Personal Math Trainer) 5-Year Grade 5, Teacher Digital Management Center 5-Year Grade 5)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	5	9780544449596	
	GO Math! Digital Classroom Package (1-Year) Grade 5 (includes 25 Online Interactive Student Editions (with Personal Math Trainer) 1-Year Grade 5, Teacher Digital Management Center (1-Year) Grade 5)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	5	9780544428317	
	GO Math! Student Edition Multi-Volume Bundle 5-Year Print Subscription Grade 5 (includes Student Edition Chapters 1-11, Student Resource Book Grade 5)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	5	9780544452220	
	GO Math! Student Edition Multi-Volume Bundle Grade 5 (includes Student Edition Chapters 1-11, Student Resource Book Grade 5)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	5	9780544390164	
	GO Math! Student Resource Book Grade 5	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	5	9780544343481	
	GO Math! Student Edition Set 5-Year Print Subscription Grade 5 (includes Volumes 1 & 2)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	5	9780544452206	
	GO Math! Student Edition Set Grade 5 (includes Volumes 1 & 2)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	5	9780544433397	
	GO Math! Student Edition eTextbook ePub, 5-Year Grade 5	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	5	9780544449497	
	GO Math! Student Edition eTextbook ePub, 1-Year Grade 5	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	5	9780544349322	
	GO Math! Online Interactive Student Edition (with Personal Math Trainer) 5-Year Grade 5	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	5	9780544449701	
	GO Math! Online Interactive Student Edition (with Personal Math Trainer) 1-Year Grade 5	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	5	9780544438378	
	GO Math! Downloadable Student Edition PDF Grade 5	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	5	9780544448827	
	GO Math! Bilingual Mathboard Grade 5-6	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2012	5-6	9780547677224	
	GO Math! SBAC Test Prep Student Edition 5-Year Print Subscription Grade 5	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	5	9780544452213	
	GO Math! SBAC Test Prep Student Edition Grade 5	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2014	5	9780544251892	
	GO Math! Teacher Edition with Planning Guide Bundle Grade 5 (includes Teacher Edition	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E.	2015	5	9780544390553	

	Collection Grade 5, Planning Guide Grade 5)	Sandoval-Martinez				
	GO Math! Teacher Edition Collection Grade 5 (includes Teacher Edition Chapters 1-11)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	5	9780544390300	
	GO Math! Planning Guide Grade 5	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	5	9780544293441	
	GO Math! Teacher Digital Management Center 5-Year Grade 5 (includes Online Student Edition, 5-Year Grade 5, Online Interactive Student Edition (with Personal Math Trainer) 5-Year Grade 5, Online Student English Language Learners Activity Guide, 5-Year Grades 3-6, Online Strategic Intervention Student Edition Grade 5, Online Concept Readers, 5-Year Grade 5, Online Critical Area Projects Student 5-Year Grade 5, Online SBAC Test Prep Student Edition, 5-Year Grade 5, Online PARCC Test Prep Student Edition Grade 5, Online Student Lesson Transparencies, 5-Year Grade 5, Online Interactive Teacher Edition, 5-Year Grade 5, Online Teacher Edition, 5-Year Grade 5, Online Personal Math Trainer, 5-Year Grade 5, Real World Videos, 5-Year Grade 5, Online Professional Development Video, 5-Year Grade 5, Online Chapter Resource Book, 5-Year Grade 5, Online Teacher English Language Learners Activity Guide, 5-Year Grades 3-6, Online Intensive Intervention Skill Pack Grade 5, Online Intensive Intervention User Guide Grade 5, Online Intensive Intervention Teacher Guide Grade 5, Online Strategic Intervention Teacher Guide Grade 5, Online Getting Ready Lessons and Resources, 5-Year Grade 5, Online Vocabulary Activities 5-Year, Teacher Guide Grade 3-6, Online Common Core Math Practices Prof Development Video, 5-Year Grades K-6, Online Mathboard, 5-Year Grade 5-6, Online Grab and Go Teacher Activity Guide Grade 5, Online Interactive Whiteboard Lessons, Grade 5, Online iTools Intermediate Grades 3-6, Mega Math Online Grades K-6, Online Animated Math Model Grade 5, Online Multilingual School Home Letter, 5-Year Grade 5, Online Critical Area Projects Teacher 5-Year Grade 5, Online Math on the Spot Video 5-Year Grades K-6, Online eGlossary, 5-Year Grades K-6, Online Teacher Resource Blackline Master 5-Year Grade 5, Online Chapter Resource Book 5-Year Grade 5, Online Planning Guide 5-Year Grade 5, Online SBAC Test Prep Teacher Edition BLM Grade 5, Online PARCC Test Prep Teacher Edition BLM Grade 5, Online Grab-N-Go Math Center Cards and Games 5-Year Grade 5, Online Teacher RTI, 5-Year Grade 5, Online Prof Development Performance Tasks Video, 5-Year Grades K-6, Online Teacher Lesson Transparencies, 5-Year Grade 5, Strategies and Practice for Skills and Facts Fluency, Intermediate, 5-Year Grades 3-6)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	5	9780544449657	
	GO Math! Teacher Digital Management Center (1-Year) Grade 5	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	5	9780544389274	
	GO Math! Downloadable Teacher Resource Tool Grade 5	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	5	9780544448759	
	GO Math! SBAC Test Prep Teacher Edition BLM Grade 5	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2014	5	9780544251960	
	GO Math! Chapter Resource Blackline Master Collection Grade 5 (includes Resource Book Chapters 1-11)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	5	9780544390232	

	GO Math! English Language Activity Guide, Teacher Edition Grades 3-6	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	3-6	9780544401044	
	GO Math! Strategic Intervention Teacher Guide Grade 5	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	5	9780544249073	
	GO Math! Grab and Go Customized Manipulatives Kit Grade 5 (includes Base Ten Flats, Manipulite®, Green Set/10; Base Ten Rods, Manipulite®, Green Set/20; Base Ten Units, Manipulite®, Green Set/100; Fraction Circles, Economy Set/51; Rainbow Fraction® Tiles Set/51)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	5	9780544257528	
	GO Math! Grab And Go Differentiated Centers Kit Grade 5 (includes HMH Math Chapter Reader L5 Fractions Add Up!, HMH Math Chapter Reader L5 Cranking Out the Numbers, HMH Math Chapter Reader L5 Doubling Every Day, HMH Math Chapter Reader L5 Seeking the Lowest Price, HMH Math Chapter Reader L5 Graphing Practice, HMH Math Chapter Reader L5 A Roller Coaster of Angles, HMH Math Chapter Reader L5 Beautiful Geometry, HMH Math Chapter Reader L5 100% Trivia about Money, HMH Math Chapter Reader L5 Dewey and His Decimals, HMH Math Chapter Reader L5 Data on the Endangered, HMH Math Reader L5 Working on the Railroad, HMH Math Chapter Reader L5 Niagara Falls Numbers, HMH Math Chapter Reader L5 A Math Mix-up, HMH Math Chapter Reader L5 Catching The Wind, HMH Math Chapter Reader L5 Goldbach's Gift to Math, HMH Math Chapter Reader L5 And the Survey Says, HMH Math Chapter Reader L5 Fossil Hunters, HMH Math Chapter Reader L5 A Hundredth Of A Second, HMH Math Chapter Reader L5 Damage Along a Fault Line, HMH Math Chapter Reader L5 Is This a Career for You?, On Level Reader Table Soccer Grade 5, On Level Reader Halfpipe Grade 5, On Level Reader City of the Future Grade 5, On Level Reader Park Visitors Grade 5, Tx On Level Reader Drive Through History Grade 5, Tx On Level Reader A Day In Dallas Grade 5, HMH Grab And Go Teacher Guide & Act Resources L 5, HMH Grab And Go Kit Games 1-10 Level 5, HMH Grab And Go Kit Math Center Cards Level 5 Set 1 Computation and Mental Math, HMH Grab And Go Kit Math Center Cards Level 5 Set 2 Geometry and Measurement, HMH Grab And Go Kit Math Center Cards Level 5 Set 3 Challenge, HMH Grab And Go Kit Games 11-20 Level 5)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2012	5	9780547713205	
	GO Math! Premium Teacher Resource Package with SBAC (5-Year Print/5-Year Digital) Grade 5 (includes SBAC Test Prep Student Edition Grade 5, Teacher Edition with Planning Guide Bundle Grade 5, Teacher Digital Management Center 5-Year Grade 5, Downloadable Teacher Resource Tool Grade 5, Chapter Resource Blackline Master Collection Grade 5, Strategic Intervention Teacher Guide Grade 5, English Language Activity Guide, Teacher Edition Grades 3-6, SBAC Test Prep Teacher Edition BLM Grade 5, Grab And Go Differentiated Centers Kit Grade 5, Grab and Go Customized Manipulatives Kit Grade 5)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	5	9780544494596	
	GO Math! Premium Teacher Resource Package with SBAC (1-Year Print/1-Year Digital) Grade 5 (includes SBAC Test Prep Student Edition Grade 5, Teacher Edition with Planning Guide Bundle Grade 5, Teacher Digital Management Center (1-Year) Grade 5, Chapter Resource Blackline Master Collection Grade 5, Strategic Intervention Teacher Guide Grade 5, English Language Activity Guide, Teacher Edition Grades 3-6, SBAC Test Prep Teacher	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	5	9780544539358	

	Edition BLM Grade 5, Grab And Go Differentiated Centers Kit Grade 5, Grab and Go Customized Manipulatives Kit Grade 5)					
	GO Math! Hybrid Teacher Resource Package with SBAC (5-Year Print/5-Year Digital) Grade 5 (includes SBAC Test Prep Student Edition Grade 5, Teacher Edition with Planning Guide Bundle Grade 5, Teacher Digital Management Center 5-Year Grade 5, Downloadable Teacher Resource Tool Grade 5, Chapter Resource Blackline Master Collection Grade 5, Strategic Intervention Teacher Guide Grade 5, English Language Activity Guide, Teacher Edition Grades 3-6, SBAC Test Prep Teacher Edition BLM Grade 5, Grab And Go Differentiated Centers Kit Grade 5)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	5	9780544452176	
	GO Math! Hybrid Teacher Resource Package with SBAC (1-Year Print/1-Year Digital) Grade 5 (includes SBAC Test Prep Student Edition Grade 5, Teacher Edition with Planning Guide Bundle Grade 5, Teacher Digital Management Center (1-Year) Grade 5, Strategic Intervention Teacher Guide Grade 5, English Language Activity Guide, Teacher Edition Grades 3-6, SBAC Test Prep Teacher Edition BLM Grade 5, Grab And Go Differentiated Centers Kit Grade 5, Chapter Resource Blackline Master Collection Grade 5)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	5	9780544445475	
	GO Math! Premium Student Resource Package with SBAC (Multi-Volume SE) (5-Year Print/5-Year Digital) Grade 5 (includes Student Edition Multi-Volume Bundle 5-Year Print Subscription Grade 5, Online Interactive Student Edition (with Personal Math Trainer) 5-Year Grade 5, Downloadable Student Edition PDF Grade 5, Bilingual Mathboard Grade 5-6, SBAC Test Prep Student Edition 5-Year Print Subscription Grade 5)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	5	9780544495012	
	GO Math! Premium Student Resource Package with SBAC (Multi-Volume SE) (1-Year Print/1-Year Digital) Grade 5 (includes Student Edition Multi-Volume Bundle Grade 5, Online Interactive Student Edition (with Personal Math Trainer) 1-Year Grade 5, Bilingual Mathboard Grade 5-6, SBAC Test Prep Student Edition Grade 5)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	5	9780544540552	
	GO Math! Premium Student Resource Package with SBAC (2-Volume SE) (5-Year Print/5-Year Digital) Grade 5 (includes Student Edition Set 5-Year Print Subscription Grade 5, Online Interactive Student Edition (with Personal Math Trainer) 5-Year Grade 5, Downloadable Student Edition PDF Grade 5, Bilingual Mathboard Grade 5-6, SBAC Test Prep Student Edition 5-Year Print Subscription Grade 5)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	5	9780544494879	
	GO Math! Premium Student Resource Package with SBAC (2-Volume SE) (1-Year Print/1-Year Digital) Grade 5 (includes Student Edition Set Grade 5, Online Interactive Student Edition (with Personal Math Trainer) 1-Year Grade 5, Bilingual Mathboard Grade 5-6, SBAC Test Prep Student Edition Grade 5)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	5	9780544540415	
	GO Math! Hybrid Student Resource Package (Multi-Volume SE) (5-Year Print/5-Year Digital) Grade 5 (includes Student Edition Multi-Volume Bundle 5-Year Print Subscription Grade 5, Online Interactive Student Edition (with Personal Math Trainer) 5-Year Grade 5, Downloadable Student Edition PDF Grade 5, Bilingual Mathboard Grade 5-6)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	5	9780544452190	
	GO Math! Hybrid Student Resource Package (2-Volume SE) (5-Year Print/5-Year Digital) Grade 5 (includes Student Edition Set 5-Year Print Subscription Grade 5, Online Interactive Student Edition (with Personal Math Trainer) 5-Year Grade 5, Downloadable Student Edition PDF Grade 5, Bilingual Mathboard Grade 5-6)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	5	9780544452183	

	GO Math! Hybrid Student Resource Package (Multi-Volume SE) (1-Year Print/1-Year Digital) Grade 5 (includes Student Edition Multi-Volume Bundle Grade 5, Online Interactive Student Edition (with Personal Math Trainer) 1-Year Grade 5, Bilingual Mathboard Grade 5-6)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	5	9780544445680	
	GO Math! Hybrid Student Resource Package (2-Volume SE) (1-Year Print/1-Year Digital) Grade 5 (includes Student Edition Set Grade 5, Online Interactive Student Edition (with Personal Math Trainer) 1-Year Grade 5, Bilingual Mathboard Grade 5-6)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	5	9780544445611	
	GO Math! Common Cartridge 5-Year Grade 5	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	5	9780544611344	
	GO Math! Common Cartridge 1-Year Grade 5	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	5	9780544611481	
	GO Math! Math Concept Reader Collection Grade 5 (includes 1 copy of the Above Level, On Level, and Below Level versions of the following titles: Worlds...Buildings, Fundraising Fair, Table Soccer, Halfpipe, Forecast: Skies, City of the Future, Designing a Skatepark, Park Visitors)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2009	5	9780153685248	
	GO Math! Intensive Intervention Skill Packs - 5 Pack Grade 5	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	5	9780544263994	
	GO Math! ExamView Downloadable Grade 5	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2012	5	9780544255463	
	GO Math! Vocabulary Activities Bundle Grade 5 (includes Vocabulary Activities, Teacher Guide Grades 3-6, Vocabulary Cards Grade 5)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	5	9780544452091	
	GO Math! Intensive Intervention Kit Grade 5 (includes Intensive Intervention Skill Pack - 5 Pack Grade 5, Intensive Intervention User Guide Grade 5, Intensive Intervention Teacher Guide Grade 5)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	5	9780544264236	
	GO Math! Grab and Go Classroom Manipulatives Kit Grade 5 (includes Pattern Blocks, Manipulite®, 1 Cm Set/250; Rainbow Fraction® Tiles Set/51; Fraction Circles, Economy Set/51; Two-color Counters, Manipulite® Set/50; Color Tiles, Manipulite® Set/40; Base Ten Units, Manipulite®, Green Set/100; Base Ten Flats, Manipulite®, Green Set/10; Ruler 12"/30cm (1/16") Set/10; Post It Notes, Yellow, 3x3" Pad/100; Base 10 Cube, Plastic Green; Blank Dice(2 Dice with 50 Labels); Popcubes®, 10 Colors Set/100; Tape, Adding Machine 3"/150'; Base Ten Rods, Manipulite®, Green Set/20; Post-it Notes, Pink 3x3" P/100)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2012	5	9780547732442	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Houghton Mifflin	**HOUGHTON MIFFLIN HARCOURT GO MATH! GRADE 6 © 2015**					

Harcourt	**GO Math! Premium Classroom Package with SBAC (Multi-Volume SE) (5-Year Print/5-Year Digital) Grade 6 (includes 25 Multi-Volume Student Edition Bundle 5-Year Print Subscriptions Grade 6, 25 Online Interactive Student Editions (with Personal Math Trainer) 5-Year Grade 6, 25 Bilingual Mathboards Grade 5-6, 25 SBAC Test Prep Student Edition 5-Year Print Subscriptions Grade 6, Chapter Resource Blackline Master Collection Grade 6, English Language Activity Guide, Teacher Edition Grades 3-6, Strategic Intervention Teacher Guide Grade 6, SBAC Test Prep Teacher Edition BLM Grade 6, Teacher Edition with Planning Guide Bundle Grade 6, Teacher Digital Management Center 5-Year Grade 6, Grab and Go Customized Manipulatives Kit Grade 6, Grab And Go Differentiated Centers Kit Grade 6, 25 Downloadable Student Edition PDFs Grade 6, Downloadable Teacher Resource Tool Grade 6)**	**Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez**	**2015**	**6 Elem**	**9780544491816**	**Core**
	Notes: Strengths: Go Math! 6th grade covers all Common Core Standards. The Fluency Builder in each lesson provides students practice with the fluencies and/or previous grade-level fluencies and concepts. The materials provided to support RTI in the classroom provide teachers with materials for intervention and enrichment. The Spiral Review included in each lesson provides students with opportunities to practice previous concepts. Weaknesses: Go Math! 6th grade does not spend sufficient time on the Major Works for the grade level. Clear connections between standards are absent. The uses of Mathematical Practices in the student materials are not authentic in nature. The materials lack multi-step problems and lacks student to student interaction.					
	Key Features: **GO Math!** for Kindergarten through Grade 6 was built from the ground up for the Common Core State Standards (CCSS). The program, available in English and Spanish, provides in-depth instruction with equal emphasis on conceptual understanding, procedural fluency, and real-world application. The program includes a fully integrated digital curriculum that transforms instruction and learning. **GO Math!** exemplifies best practices in research-based curriculum and the best of today's educational technology. Over the past five years, Houghton Mifflin Harcourt (HMH) has provided the trusted content of the **GO Math!** program to over seven million students in every state in the US and in 72 countries. **GO Math!** was selected as a finalist in the 2015 Revere Awards from the Association of American Publishers (AAP). HMH was honored to have **GO Math!** identified for its excellence as a high-quality product that supports teaching and learning. Comprehensive digital resources promote mastery and support students, teachers, administrators, and families.The next-generation digital components have been designed specifically with students and teachers in mind, with online and offline accessibility, tutorial videos, interactivities, and adaptive tools available at point-of-use. **GO Math!** teacher components present new levels of convenience and efficiency around planning, instructing, assigning, and assessing. The program provides rigor and depth with increased accessibility, with the Mathematical Practices embedded in every lesson, interactivity, research-based instructional approaches, and differentiated instructional resources to ensure success for all students. The program comes with our commitment to deliver quality implementation training that meets the needs of your district through comprehensive on-site and online support. **GO Math!** will help you meet the goals set for Idaho's students.					
	GO Math! Premium Classroom Package with SBAC (Multi-Volume SE) (1-Year Print/1-Year Digital) Grade 6 (includes 25 Student Edition Multi-Volume Bundles Grade 6, 25 Online Interactive Student Editions (with Personal Math Trainer) 1-Year Grade 6, 25 Bilingual Mathboards Grade 5-6, 25 SBAC Test Prep Student Editions Grade 6, Chapter Resource Blackline Master Collection Grade 6, English Language Activity Guide, Teacher Edition Grades 3-6, Strategic Intervention Teacher Guide Grade 6, SBAC Test Prep Teacher Edition BLM Grade 6, Teacher Edition with Planning Guide Bundle Grade 6, Teacher Digital Management Center (1-Year) Grade 6, Grab and Go Customized	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	6	9780544428423	

	Manipulatives Kit Grade 6, Grab And Go Differentiated Centers Kit Grade 6)					
	GO Math! Premium Classroom Package with SBAC (2-Volume SE) (5-Year Print/5-Year Digital) Grade 6 (includes 25 Student Edition Set 5-Year Print Subscriptions Grade 6, 25 Online Interactive Student Editions (with Personal Math Trainer) 5-Year Grade 6, 25 Bilingual Mathboards Grade 5-6, 25 SBAC Test Prep Student Edition 5-Year Print Subscriptions Grade 6, Chapter Resource Blackline Master Collection Grade 6, English Language Activity Guide, Teacher Edition Grades 3-6, Strategic Intervention Teacher Guide Grade 6, SBAC Test Prep Teacher Edition BLM Grade 6, Teacher Edition with Planning Guide Bundle Grade 6, Teacher Digital Management Center 5-Year Grade 6, Grab and Go Customized Manipulatives Kit Grade 6, Grab And Go Differentiated Centers Kit Grade 6, 25 Downloadable Student Edition PDFs Grade 6, Downloadable Teacher Resource Tool Grade 6)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	6	9780544491755	
	GO Math! Premium Classroom Package with SBAC (2-Volume SE) (1-Year Print/1-Year Digital) Grade 6 (includes 25 Student Edition Sets Grade 6, 25 Online Interactive Student Editions (with Personal Math Trainer) 1-Year Grade 6, 25 Bilingual Mathboards Grade 5-6, 25 SBAC Test Prep Student Editions Grade 6, Chapter Resource Blackline Master Collection Grade 6, English Language Activity Guide, Teacher Edition Grades 3-6, Strategic Intervention Teacher Guide Grade 6, SBAC Test Prep Teacher Edition BLM Grade 6, Teacher Edition with Planning Guide Bundle Grade 6, Teacher Digital Management Center (1-Year) Grade 6, Grab and Go Customized Manipulatives Kit Grade 6, Grab And Go Differentiated Centers Kit Grade 6)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	6	9780544437739	
	GO Math! Hybrid Classroom Package with SBAC (Multi-Volume SE) (5-Year Print/5-Year Digital) Grade 6 (includes 25 Multi-Volume Student Edition Bundle 5-Year Print Subscriptions Grade 6, 25 Online Interactive Student Editions (with Personal Math Trainer) 5-Year Grade 6, 25 Bilingual Mathboards Grade 5-6, SBAC Test Prep Student Edition Grade 6, Teacher Edition with Planning Guide Bundle Grade 6, Chapter Resource Blackline Master Collection Grade 6, English Language Activity Guide, Teacher Edition Grades 3-6, Strategic Intervention Teacher Guide Grade 6, SBAC Test Prep Teacher Edition BLM Grade 6, Teacher Digital Management Center 5-Year Grade 6, Grab And Go Differentiated Centers Kit Grade 6, 25 Downloadable Student Edition PDFs Grade 6, Downloadable Teacher Resource Tool Grade 6)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	6	9780544491830	
	GO Math! Hybrid Classroom Package with SBAC (Multi-Volume SE) (1-Year Print/1-Year Digital) Grade 6 (includes 25 Student Edition Multi-Volume Bundles Grade 6, 25 Online Interactive Student Editions (with Personal Math Trainer) 1-Year Grade 6, 25 Bilingual Mathboards Grade 5-6, SBAC Test Prep Student Edition Grade 6, Teacher Edition with Planning Guide Bundle Grade 6, Chapter Resource Blackline Master Collection Grade 6, English Language Activity Guide, Teacher Edition Grades 3-6, Strategic Intervention Teacher Guide Grade 6, SBAC Test Prep Teacher Edition BLM Grade 6, Teacher Digital Management Center (1-Year) Grade 6, Grab And Go Differentiated Centers Kit Grade 6)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	6	9780544428560	
	GO Math! Hybrid Classroom Package with SBAC (2-Volume SE) (5-Year Print/5-Year Digital) Grade 6 (includes SBAC Test Prep Student Edition Grade 6, 25 Student Edition Set 5-Year Print Subscriptions Grade 6, 25 Online Interactive Student Editions (with Personal Math Trainer) 5-Year Grade 6, 25 Bilingual Mathboards Grade 5-6, Teacher Edition with Planning Guide Bundle Grade 6, Chapter Resource Blackline Master Collection Grade 6, English Language Activity Guide, Teacher Edition Grades 3-6, Strategic Intervention Teacher Guide Grade 6, SBAC Test Prep Teacher Edition BLM Grade 6, Teacher Digital Management Center 5-Year Grade 6, Grab And Go Differentiated Centers Kit Grade 6, 25	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	6	9780544491779	

	Downloadable Student Edition PDFs Grade 6, Downloadable Teacher Resource Tool Grade 6)					
	GO Math! Hybrid Classroom Package with SBAC (2-Volume SE) (1-Year Print/1-Year Digital) Grade 6 (includes 25 Student Edition Sets Grade 6, 25 Online Interactive Student Editions (with Personal Math Trainer) 1-Year Grade 6, 25 Bilingual Mathboards Grade 5-6, SBAC Test Prep Student Edition Grade 6, Teacher Edition with Planning Guide Bundle Grade 6, Chapter Resource Blackline Master Collection Grade 6, English Language Activity Guide, Teacher Edition Grades 3-6, Strategic Intervention Teacher Guide Grade 6, SBAC Test Prep Teacher Edition BLM Grade 6, Teacher Digital Management Center (1-Year) Grade 6, Grab And Go Differentiated Centers Kit Grade 6)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	6	9780544437753	
	GO Math! Digital Classroom Package (5-Year) Grade 6 (includes 25 Online Interactive Student Editions (with Personal Math Trainer) 5-Year Grade 6, Teacher Digital Management Center 5-Year Grade 6)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	6	9780544475137	
	GO Math! Digital Classroom Package (1-Year) Grade 6 (includes 25 Online Interactive Student Editions (with Personal Math Trainer) 1-Year Grade 6, Teacher Digital Management Center (1-Year) Grade 6)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	6	9780544428300	
	GO Math! Multi-Volume Student Edition Bundle 5-Year Print Subscription Grade 6 (includes Student Edition Chapters 1-13, Student Resource Book Grade 6)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	6	9780544482241	
	GO Math! Student Edition Multi-Volume Bundle Grade 6 (includes Student Edition Chapters 1-13, Student Resource Book Grade 6)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	6	9780544390171	
	GO Math! Student Resource Book Grade 6	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	6	9780544341463	
	GO Math! Student Edition Set 5-Year Print Subscription Grade 6 (includes Volumes 1 & 2)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	6	9780544482159	
	GO Math! Student Edition Set Grade 6 (includes Volumes 1 & 2)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	6	9780544433403	
	GO Math! Student Edition eTextbook ePub, 5-Year Grade 6	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	6	9780544703599	
	GO Math! Student Edition eTextbook ePub, 1-Year Grade 6	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	6	9780544349339	
	GO Math! Online Interactive Student Edition (with Personal Math Trainer) 5-Year Grade 6	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	6	9780544483279	
	GO Math! Online Interactive Student Edition (with Personal Math Trainer) 1-Year Grade 6	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	6	9780544372122	
	GO Math! Downloadable Student Edition PDF Grade 6	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	6	9780544448834	
	GO Math! Bilingual Mathboard Grade 5-6	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2012	5-6	9780547677224	
	GO Math! SBAC Test Prep Student Edition 5-Year Print	Juli Dixon, Matthew Larson, Edward	2015	6	9780544482357	

	Subscription Grade 6	Burger, Steven Leinwand, Martha E. Sandoval-Martinez				
	GO Math! SBAC Test Prep Student Edition Grade 6	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2014	6	9780544251908	
	GO Math! Teacher Edition with Planning Guide Bundle Grade 6 (includes Teacher Edition Collection Grade 6, Planning Guide Grade 6)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	6	9780544390560	
	GO Math! Teacher Edition Collection Grade 6 (includes Teacher Edition Chapters 1-13)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	6	9780544390317	
	GO Math! Planning Guide Grade 6	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	6	9780544293458	
	GO Math! Teacher Digital Management Center 5-Year Grade 6 (includes Online Student Edition, 5-Year Grade 6, Online Interactive Student Edition (Includes Personal Math Trainer), 5-Year Grade 6, Online Professional Development Video, 5-Year Grade 6, Online Strategic Intervention Student Edition Grade 6, Online SBAC Test Prep Student Edition, 5-Year Grade 6, Online PARCC Test Prep Student Edition Grade 6, Online Critical Area Projects Student 5-Year Grade 6, Online Student English Language Learners Activity Guide, 5-Year Grades 3-6, Online Concept readers, Online Student Lesson Transparencies, 5-Year Grade 6, Online Teacher Edition, 5-Year Grade 6, Online Interactive Teacher Edition, 5-Year Grade 6, Online Multilingual School Home Letter, 5-Year Grade 6, Online Teacher English Language Learners Activity Guide, 5-Year Grades 3-6, Online Personal Math Trainer, 5-Year Grade 6, Real World Videos, 5-Year Grade 6, Online Chapter Resource Book, 5-Year Grade 6, Online Intensive Intervention Skill Pack Grade 6, Online Intensive Intervention User Guide Grade 6, Online Intensive Intervention Teacher Guide Grade 6, Online Strategic Intervention Teacher Guide Grade 6, Online Getting Ready Lessons and Resources, 5-Year Grade 6, Online Vocabulary Activities 5-Year, Teacher Guide Grade 3-6, Online Common Core Math Practices Prof Development Video, 5-Year Grades K-6, Online Mathboard, 5-Year Grade 5-6, Online Grab and Go Teacher Activity Guide Grade 6, Online Interactive Whiteboard Lessons, Grade 6, Online iTools Intermediate Grades 3-6, Mega Math Online Grades K-6, Online Animated Math Model Grade 6, Online Critical Area Projects Teacher 5-Year Grade 6, Online Math on the Spot Video 5-Year Grades K-6, Online eGlossary, 5-Year Grades K-6, Online Teacher Resource Blackline Master 5-Year Grade 6, Online Chapter Resource Book 5-Year Grade 6, Online Planning Guide 5-Year Grade 6, Online SBAC Test Prep Teacher Edition BLM Grade 6, Online PARCC Test Prep Teacher Edition BLM Grade 6, Online Grab-N-Go Math Center Cards and Games 5-Year Grade 6, Online Teacher RTI, 5-Year Grade 6, Online Prof Development Performance Tasks Video, 5-Year Grades K-6, Online Teacher Lesson Transparencies, 5-Year Grade 6, Strategies and Practice for Skills and Facts Fluency, Intermediate, 5-Year Grades 3-6)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	6	9780544483354	
	GO Math! Teacher Digital Management Center (1-Year) Grade 6	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	6	9780544389281	
	GO Math! Downloadable Teacher Resource Tool Grade 6	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	6	9780544448766	

	GO Math! SBAC Test Prep Teacher Edition BLM Grade 6	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2014	6	9780544251991	
	GO Math! Chapter Resource Blackline Master Collection Grade 6 (includes Resource Book Chapters 1-13)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	6	9780544390249	
	GO Math! English Language Activity Guide, Teacher Edition Grades 3-6	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	3-6	9780544401044	
	GO Math! Strategic Intervention Teacher Guide Grade 6	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	6	9780544249080	
	GO Math! Grab and Go Customized Manipulatives Kit Grade 6 (includes Algebra Tiles™, Manipulite® Set/32; Base Ten Units, Manipulite®, Green Set/100; Rainbow Fraction® Tiles Set/51; Two-color Counters, Manipulite® Set/50)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	6	9780544252257	
	GO Math! Grab And Go Differentiated Centers Kit Grade 6 (includes HMH Math Chapter Reader L4 Input Should Equal Output, HMH Math Chapter Reader L5 Watch It Grow!, HMH Math Chapter Reader L5 Fair Share, HMH Math Chapter Reader L5 If I Designed The Zoo, HMH Math Chapter Reader L5 The Latest in Recycling, HMH Math Chapter Reader L5 How Much Should It Cost, HMH Math Chapter Reader L5 Searching for a Shipwreck, HMH Math Chapter Reader L5 Buying Online, HMH Math Chapter Reader L4 Fabulous Fibonacci Num, HMH Math Chapter Reader L4 The Mystery Message, HMH Math Chapter Reader L5 A Peek into a Tiny World, HMH Math Chapter Reader L5 Secrets of the Whiz Kid, HMH Math Chapter Reader L5 More Than a Guess, HMH Math Chapter Reader L5 The Missing Cup, HMH Math Chapter Reader L5 Think of the Possibilities, Above Level Reader Halfpipe Grade 5, Above Level Reader Forecst:.skies Grade 5, On Level Reader Tke Year Mth/wrk Grade 6, On Level Reader Music/ears..Grade 6, On Level Reader Room Makeover Grade 6, Above Level Reader Drv Thru Histry Grade 5, HMH Grab & Go Teacher Guide & Act Resources L6, HMH Grab & Go Math Center Cards Lv 6 Set 1 Computation and Mental Math, HMH Grab & Go Math Center Cards Lv 6 Set 2 Geometry and Measurement, HMH Grab & Go Math Center Cards Lv 6 Set 3 Challenge, HMH Grab & Go Kit Games 1-8 Gr 6, HMH Grab & Go Kit Games 9-16 Gr 6)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2012	6	9780547713236	
	GO Math! Premium Teacher Resource Package with SBAC (5-Year Print/5-Year Digital) Grade 6 (includes SBAC Test Prep Student Edition Grade 6, Teacher Edition with Planning Guide Bundle Grade 6, Chapter Resource Blackline Master Collection Grade 6, Strategic Intervention Teacher Guide Grade 6, English Language Activity Guide, Teacher Edition Grades 3-6, SBAC Test Prep Teacher Edition BLM Grade 6, Downloadable Teacher Resource Tool Grade 6, Teacher Digital Management Center 5-Year Grade 6, Grab And Go Differentiated Centers Kit Grade 6, Grab and Go Customized Manipulatives Kit Grade 6)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	6	9780544494602	
	GO Math! Premium Teacher Resource Package with SBAC (1-Year Print/1-Year Digital) Grade 6 (includes SBAC Test Prep Student Edition Grade 6, Teacher Edition with Planning Guide Bundle Grade 6, Chapter Resource Blackline Master Collection Grade 6, Strategic Intervention Teacher Guide Grade 6, English Language Activity Guide, Teacher Edition Grades 3-6, SBAC Test Prep Teacher Edition BLM Grade 6, Teacher Digital Management Center (1-Year) Grade 6, Grab And Go Differentiated	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	6	9780544539365	

	Centers Kit Grade 6, Grab and Go Customized Manipulatives Kit Grade 6)					
	GO Math! Hybrid Teacher Resource Package with SBAC (5-Year Print/5-Year Digital) Grade 6 (includes SBAC Test Prep Student Edition Grade 6, Teacher Edition with Planning Guide Bundle Grade 6, Chapter Resource Blackline Master Collection Grade 6, Strategic Intervention Teacher Guide Grade 6, English Language Activity Guide, Teacher Edition Grades 3-6, SBAC Test Prep Teacher Edition BLM Grade 6, Teacher Digital Management Center 5-Year Grade 6, Downloadable Teacher Resource Tool Grade 6, Grab And Go Differentiated Centers Kit Grade 6)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	6	9780544491991	
	GO Math! Hybrid Teacher Resource Package with SBAC (1-Year Print/1-Year Digital) Grade 6 (includes SBAC Test Prep Student Edition Grade 6, Teacher Edition with Planning Guide Bundle Grade 6, Chapter Resource Blackline Master Collection Grade 6, Strategic Intervention Teacher Guide Grade 6, English Language Activity Guide, Teacher Edition Grades 3-6, SBAC Test Prep Teacher Edition BLM Grade 6, Teacher Digital Management Center (1-Year) Grade 6, Grab And Go Differentiated Centers Kit Grade 6)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	6	9780544445482	
	GO Math! Premium Student Resource Package with SBAC (Multi-Volume SE) (5-Year Print/5-Year Digital) Grade 6 (includes Multi-Volume Student Edition Bundle 5-Year Print Subscription Grade 6, Online Interactive Student Edition (with Personal Math Trainer) 5-Year Grade 6, Bilingual Mathboard Grade 5-6, SBAC Test Prep Student Edition 5-Year Print Subscription Grade 6, Downloadable Student Edition PDF Grade 6)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	6	9780544495029	
	GO Math! Premium Student Resource Package with SBAC (Multi-Volume SE) (1-Year Print/1-Year Digital) Grade 6 (includes Student Edition Multi-Volume Bundle Grade 6, Online Interactive Student Edition (with Personal Math Trainer) 1-Year Grade 6, Bilingual Mathboard Grade 5-6, SBAC Test Prep Student Edition Grade 6)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	6	9780544540569	
	GO Math! Premium Student Resource Package with SBAC (2-Volume SE) (5-Year Print/5-Year Digital) Grade 6 (includes Student Edition Set 5-Year Print Subscription Grade 6, Online Interactive Student Edition (with Personal Math Trainer) 5-Year Grade 6, Bilingual Mathboard Grade 5-6, SBAC Test Prep Student Edition 5-Year Print Subscription Grade 6, Downloadable Student Edition PDF Grade 6 (includes SBAC Test Prep Student Edition Grade 6, Teacher Edition with Planning Guide Bundle Grade 6, Chapter Resource Blackline Master Collection Grade 6, Strategic Intervention Teacher Guide Grade 6, English Language Activity Guide, Teacher Edition Grades 3-6, SBAC Test Prep Teacher Edition BLM Grade 6, Downloadable Teacher Resource Tool Grade 6, Teacher Digital Management Center 5-Year Grade 6, Grab And Go Differentiated Centers Kit Grade 6, Grab and Go Customized Manipulatives Kit Grade 6)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	6	9780544494886	
	GO Math! Premium Student Resource Package with SBAC (2-Volume SE) (1-Year Print/1-Year Digital) Grade 6 (includes Student Edition Set Grade 6, Online Interactive Student Edition (with Personal Math Trainer) 1-Year Grade 6, Bilingual Mathboard Grade 5-6, SBAC Test Prep Student Edition Grade 6)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	6	9780544540422	
	GO Math! Hybrid Student Resource Package (Multi-Volume SE) (5-Year Print/5-Year Digital) Grade 6 (includes Multi-Volume Student Edition Bundle 5-Year Print Subscription Grade 6, Online Interactive Student Edition (with Personal Math Trainer) 5-Year Grade 6, Bilingual Mathboard Grade 5-6, Downloadable Student Edition PDF Grade 6)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	6	9780544492059	
	GO Math! Hybrid Student Resource Package (2-Volume SE) (5-Year	Juli Dixon, Matthew Larson, Edward Burger, Steven	2015	6	9780544492035	

	Print/5-Year Digital) Grade 6 (includes Student Edition Set 5-Year Print Subscription Grade 6, Online Interactive Student Edition (with Personal Math Trainer) 5-Year Grade 6, Bilingual Mathboard Grade 5-6, Downloadable Student Edition PDF Grade 6)	Leinwand, Martha E. Sandoval-Martinez				
	GO Math! Hybrid Student Resource Package (Multi-Volume SE) (1-Year Print/1-Year Digital) Grade 6 (includes Student Edition Multi-Volume Bundle Grade 6, Online Interactive Student Edition (with Personal Math Trainer) 1-Year Grade 6, Bilingual Mathboard Grade 5-6)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	6	9780544445697	
	GO Math! Hybrid Student Resource Package (2-Volume SE) (1-Year Print/1-Year Digital) Grade 6 (includes Student Edition Set Grade 6, Online Interactive Student Edition (with Personal Math Trainer) 1-Year Grade 6, Bilingual Mathboard Grade 5-6)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	6	9780544445628	
	GO Math! Common Cartridge 5-Year Grade 6	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	6	9780544611351	
	GO Math! Common Cartridge 1-Year Grade 6	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	6	9780544611498	
	GO Math! Math Concept Reader Collection Grade 6 (includes 1 copy of each of the Above Level, On Level, and Below Level versions of the following titles: Model Rocket, Expedition to the Antarctic, Take...Work, Music to Our Ears, Walk/Distance, Room Makeover, Listening/World/Science, Geometry in Art)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2009	6	9780153685255	
	GO Math! Intensive Intervention Skill Packs - 5 Pack Grade 6	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	6	9780544264014	
	GO Math! ExamView Downloadable Grade 6	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2012	6	9780544255470	
	GO Math! Intensive Intervention Kit Grade 6 (includes Intensive Intervention Skill Pack - 5 Pack Grade 6, Intensive Intervention User Guide Grade 6, Intensive Intervention Teacher Guide Grade 6)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	6	9780544264243	
	GO Math! Vocabulary Activities Bundle Grade 6 (includes Vocabulary Activities, Teacher Guide Grades 3-6, Vocabulary Cards Grade 6)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	6	9780544452473	
	GO Math! Grab and Go Classroom Manipulatives Kit Grade 6 (includes Thermometer, low Range, 6/set; Power Solids® In Acetate Box; Balance, Pan Jr; Ruler 12"/30cm (1/16") Set/10; Pattern Blocks, Manipulite®, 0.5 Cm Set/27; Centimeter Cubes, Set/1000; Blank Dice(2 Dice with 50 Labels); Masses, Hexagram® Set/54; Tape, Adding Machine 3"/150'; Algebra Tiles™, Manipulite® Set/32; Two-color Counters, Manipulite® Set/50; Base Ten Units, Manipulite®, Green Set/100; Base Ten Flats, Manipulite®, Green Set/10; Rainbow Fraction® Tiles Set/51; Base Ten Rods, Manipulite®, Green Set/20; Fraction Circles, Economy Set/51)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2012	6	9780547732411	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Houghton Mifflin Harcourt	**HOUGHTON MIFFLIN HARCOURT GO MATH! GRADE 6 © 2014**					**Other**
	GO Math! Premium Classroom Package Enhanced (Print/Digital 5-Years) for 75 students Grade 6 (includes 75 Interactive Student Edition 5-Year Print Subscriptions Grade 6, 75 Online Student Editions with Personal Math Trainer 5-Year Access Grade 6, 75 Common Core Assessment Readiness Workbook 5-Year Print Subscriptions Grade 6, Teacher Edition Grade 6, Teacher Resource Management Center 5-Year Access Grade 6, Differentiated Instruction Resource with Answers Grade 6, Assessment Resource with Answers Grade 6, Solutions Key Grade 6, Common Core Assessment Readiness Teacher Guide Grade 6, Downloadable Teacher Resource Tool Grade 6, 75 Downloadable Student Edition PDFs Grade 6)	**Juli Dixon, Matthew Larson, Edward Burger, Timothy Kanold, Steven Leinwand, Martha E. Sandoval-Martinez**	**2014**	**6 MS**	**9780544669697**	
	Notes: The connections between clusters and the extensive modeling are strengths for this textbook. There seems to be little conceptual development before moving into procedures. Opportunities for student reasoning come after direct instruction on procedures rather than before procedural instruction. This seems to violate the idea that procedural fluency flows from conceptual understanding.					
	Key Features: Houghton Mifflin Harcourt (HMH) **GO Math!** is a focused, middle school mathematics program designed to meet the objectives and intent of the Common Core State Standards for Mathematics. The **GO Math!** program was built from the ground up for the CCSS and provides in-depth instruction with equal emphasis on conceptual understanding, procedural fluency, and real-world application. The program includes a fully integrated digital curriculum that transforms instruction and learning. **GO Math!** exemplifies best practices in research-based curriculum and the best of today's educational technology. Over the past five years, HMH has provided the trusted content of the **GO Math!** program to over seven million students in every state in the US and in 72 countries. **GO Math!** was selected as a finalist in the 2015 Revere Awards from the Association of American Publishers (AAP). HMH was honored to have **GO Math!** identified for its excellence as a high-quality product that supports teaching and learning. Comprehensive digital resources promote mastery and support students, teachers, administrators, and families.The next-generation digital components have been designed specifically with students and teachers in mind, with online and offline accessibility, tutorial videos, interactivities, and adaptive tools available at point-of-use. **GO Math!** teacher components present new levels of convenience and efficiency around planning, instructing, assigning, and assessing. The program provides rigor and depth with increased accessibility, with the Mathematical Practices embedded in every lesson, interactivity, research-based instructional approaches, and differentiated instructional resources to ensure success for all students. The program comes with our commitment to deliver quality implementation training that meets the needs of your districts through comprehensive on-site and online support. **GO Math!** will help you meet the goals set for Idaho's middle school students.					
	GO Math! Premium Classroom Package Enhanced (Print/Digital 1-Year) for 75 students Grade 6 (includes 75 Interactive Student Editions Grade 6, 75 Online Student Editions with Personal Math Trainer 1-Year Access Grade 6, 75 Common Core Assessment Readiness Grade 6, Teacher Edition Grade 6, Teacher Resource Management Center 1-Year Access Grade 6, Differentiated Instruction Resource with Answers Grade 6, Assessment Resource with Answers Grade 6, Solutions Key Grade 6, Common Core Assessment Readiness	Juli Dixon, Matthew Larson, Edward Burger, Timothy Kanold, Steven Leinwand, Martha E. Sandoval-Martinez	2014	6	9780544669772	

	Teacher Guide Grade 6)					
	GO Math! Hybrid Classroom Package Enhanced (Print/Digital 5-Years) for 75 students Grade 6 (includes 75 Interactive Student Edition 5-Year Print Subscriptions Grade 6, 75 Online Student Editions with Personal Math Trainer 5-Year Access Grade 6, Common Core Assessment Readiness Grade 6, Teacher Edition Grade 6, Teacher Resource Management Center 5-Year Access Grade 6, Differentiated Instruction Resource with Answers Grade 6, Assessment Resource with Answers Grade 6, Solutions Key Grade 6, Common Core Assessment Readiness Teacher Guide Grade 6, Downloadable Teacher Resource Tool Grade 6, 75 Downloadable Student Edition PDFs Grade 6)	Juli Dixon, Matthew Larson, Edward Burger, Timothy Kanold, Steven Leinwand, Martha E. Sandoval-Martinez	2014	6	9780544669895	
	GO Math! Hybrid Classroom Package Enhanced (Print/Digital 1-Year) for 75 students Grade 6 (includes 75 Interactive Student Editions Grade 6, 75 Online Student Editions with Personal Math Trainer 1-Year Access Grade 6, Common Core Assessment Readiness Grade 6, Teacher Edition Grade 6, Teacher Resource Management Center 1-Year Access Grade 6, Differentiated Instruction Resource with Answers Grade 6, Assessment Resource with Answers Grade 6, Solutions Key Grade 6, Common Core Assessment Readiness Teacher Guide Grade 6)	Juli Dixon, Matthew Larson, Edward Burger, Timothy Kanold, Steven Leinwand, Martha E. Sandoval-Martinez	2014	6	9780544669970	
	GO Math! Digital Classroom Package 5-Year digital for 75 students Grade 6 (includes 75 Online Student Edition with Personal Math Trainer 5-Year Access Grade 6, Teacher Resource Management Center 5-Year Access Grade 6)	Juli Dixon, Matthew Larson, Edward Burger, Timothy Kanold, Steven Leinwand, Martha E. Sandoval-Martinez	2014	6	9780544449763	
	GO Math! Interactive Student Edition 5-Year Print Subscription Grade 6	Juli Dixon, Matthew Larson, Edward Burger, Timothy Kanold, Steven Leinwand, Martha E. Sandoval-Martinez	2014	6	9780544273115	
	GO Math! Interactive Student Edition Grade 6	Juli Dixon, Matthew Larson, Edward Burger, Timothy Kanold, Steven Leinwand, Martha E. Sandoval-Martinez	2014	6	9780544056725	
	GO Math! Online Student Edition with Personal Math Trainer 5-Year Access Grade 6	Juli Dixon, Matthew Larson, Edward Burger, Timothy Kanold, Steven Leinwand, Martha E. Sandoval-Martinez	2014	6	9780544277052	
	GO Math! Online Student Edition with Personal Math Trainer 1-Year Access Grade 6	Juli Dixon, Matthew Larson, Edward Burger, Timothy Kanold, Steven Leinwand, Martha E. Sandoval-Martinez	2014	6	9780544101937	
	GO Math! Downloadable Student Edition PDF Grade 6	Juli Dixon, Matthew Larson, Edward Burger, Timothy Kanold, Steven Leinwand, Martha E. Sandoval-Martinez	2015	6	9780544511026	
	GO Math! Common Core Assessment Readiness Workbook 5-Year Print Subscription Grade 6	Juli Dixon, Matthew Larson, Edward Burger, Timothy Kanold, Steven Leinwand, Martha E. Sandoval-Martinez	2012	6	9780544488601	
	GO Math! Common Core Assessment Readiness Grade 6	Juli Dixon, Matthew Larson, Edward Burger, Timothy Kanold, Steven Leinwand, Martha E. Sandoval-Martinez	2012	6	9780547876337	
	GO Math! Teacher Edition Grade 6	Juli Dixon, Matthew Larson, Edward Burger, Timothy Kanold, Steven Leinwand, Martha E. Sandoval-Martinez	2014	6	9780544065710	

	GO Math! Teacher Resource Management Center 5-Year Access Grade 6	Juli Dixon, Matthew Larson, Edward Burger, Timothy Kanold, Steven Leinwand, Martha E. Sandoval-Martinez	2014	6	9780544275201	
	GO Math! Teacher Resource Management Center 1-Year Access Grade 6	Juli Dixon, Matthew Larson, Edward Burger, Timothy Kanold, Steven Leinwand, Martha E. Sandoval-Martinez	2014	6	9780544083097	
	GO Math! Downloadable Teacher Resource Tool Grade 6	Juli Dixon, Matthew Larson, Edward Burger, Timothy Kanold, Steven Leinwand, Martha E. Sandoval-Martinez	2015	6	9780544510982	
	GO Math! Differentiated Instruction Resource with Answers Grade 6	Juli Dixon, Matthew Larson, Edward Burger, Timothy Kanold, Steven Leinwand, Martha E. Sandoval-Martinez	2014	6	9780544066373	
	GO Math! Assessment Resource with Answers Grade 6	Juli Dixon, Matthew Larson, Edward Burger, Timothy Kanold, Steven Leinwand, Martha E. Sandoval-Martinez	2014	6	9780544066915	
	GO Math! Solutions Key Grade 6	Juli Dixon, Matthew Larson, Edward Burger, Timothy Kanold, Steven Leinwand, Martha E. Sandoval-Martinez	2014	6	9780544068506	
	GO Math! Common Core Assessment Readiness Teacher Guide Grade 6	Juli Dixon, Matthew Larson, Edward Burger, Timothy Kanold, Steven Leinwand, Martha E. Sandoval-Martinez	2012	6	9780547875897	
	GO Math! Teacher Resource Package Enhanced 5-Year Grade 6 (includes Common Core Assessment Readiness Grade 6, Teacher Edition Grade 6, Teacher Resource Management Center 5-Year Access Grade 6, Differentiated Instruction Resource with Answers Grade 6, Assessment Resource with Answers Grade 6, Solutions Key Grade 6, Common Core Assessment Readiness Teacher Guide Grade 6, Downloadable Teacher Resource Tool Grade 6)	Juli Dixon, Matthew Larson, Edward Burger, Timothy Kanold, Steven Leinwand, Martha E. Sandoval-Martinez	2014	6	9780544670136	
	GO Math! Premium Student Resource Package 5-Year Print/5-Year Digital Grade 6 (includes Interactive Student Edition 5-Year Print Subscription Grade 6, Online Student Edition with Personal Math Trainer 5-Year Access Grade 6, Common Core Assessment Readiness Workbook 5-Year Print Subscription Grade 6, Downloadable Student Edition PDF Grade 6)	Juli Dixon, Matthew Larson, Edward Burger, Timothy Kanold, Steven Leinwand, Martha E. Sandoval-Martinez	2015	6	9780544503595	
	GO Math! Hybrid Student Resource Package 5-Year Print/5-Year Digital Grade 6 (includes Interactive Student Edition 5-Year Print Subscription Grade 6, Online Student Edition with Personal Math Trainer 5-Year Access Grade 6, Downloadable Student Edition PDF Grade 6)	Juli Dixon, Matthew Larson, Edward Burger, Timothy Kanold, Steven Leinwand, Martha E. Sandoval-Martinez	2014	6	9780544452275	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Houghton Mifflin Harcourt	**HMH ALGEBRA 1 © 2015**					**Core**
	HMH Algebra 1 Premium Classroom Package Enhanced (5-Year Print/5-Year Digital for 75 students) (includes 75 Interactive Student Edition Volumes 1 & 2 5-Year Print Subscriptions Algebra 1, 75 Online Student Editions with Personal Math Trainer 5-Year Algebra 1, 75 Common Core Assessment Readiness Workbook 5-Year Print Subscriptions Algebra 1, Teacher's Edition with Solutions Algebra 1, Online Teacher Resource Management Center 5-Year Algebra 1, Response to Intervention Blackline Masters Algebra 1, Common Core Assessment Readiness Teacher Guide Algebra 1, Online Interactive Whiteboard Classroom Set Algebra 1, Downloadable Teacher Resource Tool Algebra 1, 75 Downloadable Student Edition PDFs Algebra 1)	**Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand**	**2015**	**9-12**	**9780544670426**	
	Notes: This curriculum meets all the requirements; however it is not necessarily visually appealing to young adults. Teacher's edition has ideas to promote collaborative learning in the classroom as well as incorporate STEM activities throughout the text. The textbook was definitely designed around the CCSS and aligns very well. The practice problems are written more as story problems and less the traditional way. There is a task performance problem in each homework section; however, the task performance problem is just an extension of a story problem. The 8 MPs are very apparent throughout the textbook. The online resources really provide a lot of support when found. This requires extensive researching of the online resources.					
	Key Features: **HMH Algebra 1** provides coherent, focused, and rigorous instruction through a blended learning approach. This digital-first program offers an interactive HTML pathway that is organized around the 5E Model of Instruction (Engage, Explore, Explain, Elaborate, and Evaluate) and built to meet 100 percent of the Common Core State Standards. The concise print offering showcases interactivity with a "less talking, more doing" approach to teaching mathematics. Developed for its 2015 release, **HMH Algebra 1** delivers current, relevant information that teachers and students connect with and the accuracy Idaho teachers and students can count on. Created to reach today's students in their preferred learning style and built around the groundbreaking *HMH Player™ App,* **HMH Algebra 1** is uniquely organized into modules, or content clusters, that allow students to make connections across mathematical domains, better preparing them for high-stakes assessments and college and career math. The digital student experience leverages the best in digital functionality and instructional design to engage students by meeting them where they are and taking them where they need to be. With the Mathematical Practices embedded in every lesson, the program engages and provides rigor and depth of understanding through interactivity, research-based instructional approaches, best practices, and differentiated instructional resources to ensure success for all students in Idaho's schools.					
	HMH Algebra 1 Hybrid Classroom Package Enhanced (5-Year Print/5-Year Digital for 75 students) (includes 75 Interactive Student Edition Volumes 1 & 2 5-Year Print Subscriptions Algebra 1, 75 Online Student Editions with Personal Math Trainer 5-Year Algebra 1, Common Core Assessment Readiness Algebra 1, Teacher's Edition with Solutions Algebra 1, Online Teacher Resource Management Center 5-Year Algebra 1, Response to Intervention Blackline Masters Algebra 1, Common Core Assessment Readiness Teacher Guide Algebra 1, Online Interactive Whiteboard Classroom Set Algebra 1, Downloadable Teacher Resource Tool Algebra 1, 75	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2015	9-12	9780544670488	

	Downloadable Student Edition PDFs Algebra 1)					
	HMH Algebra 1 Digital Classroom Package 5-Year (includes 75 Online Student Editions with Personal Math Trainer 5-Year Algebra 1, Online Teacher Resource Management Center 5-Year Algebra 1)	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2015	9-12	9780544505681	
	HMH Algebra 1 Interactive Student Edition Volumes 1 & 2 5-Year Print Subscription	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2015	9-12	9780544477506	
	HMH Algebra 1 Online Student Edition with Personal Math Trainer 5-Year	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2015	9-12	9780544505568	
	HMH Algebra 1 Downloadable Student Edition PDF	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2015	9-12	9780544511217	
	HMH Algebra 1 Common Core Assessment Readiness Workbook 5-Year Print Subscription	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2014	9-12	9780544488137	
	HMH Algebra 1 Common Core Assessment Readiness	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2012	9-12	9780547881263	
	HMH Algebra 1 Teacher's Edition with Solutions	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2015	9-12	9780544381964	
	HMH Algebra 1 Online Teacher Resource Management Center 5-Year	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2015	9-12	9780544505629	
	HMH Algebra 1 Downloadable Teacher Resource Tool	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2015	9-12	9780544511187	
	HMH Algebra 1 Response to Intervention Blackline Masters	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2015	9-12	9780544381971	
	HMH Algebra 1 Common Core Assessment Readiness Teacher Guide	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2012	9-12	9780547877334	
	HMH Algebra 1 Online Interactive Whiteboard Classroom Set	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2012	9-12	9780547909011	
	HMH Algebra 1 Teacher Resource Package Enhanced 5-Year (includes Common Core Assessment Readiness Algebra 1, Teacher's Edition with Solutions Algebra 1, Online Teacher Resource Management Center 5-Year Algebra 1, Response to Intervention Blackline Masters Algebra 1, Common Core Assessment Readiness Teacher Guide Algebra 1, Online Interactive Whiteboard Classroom Set Algebra 1, Downloadable Teacher Resource Tool Algebra 1)	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2015	9-12	9780544670556	
	HMH Algebra 1 Premium Student Resource Package (5-Year Print/5-Year Digital) (includes Interactive Student Edition Volumes 1 & 2 5-Year Print Subscription Algebra 1, Online Student Edition with Personal Math Trainer 5-Year Algebra 1, Common Core Assessment Readiness Workbook 5-Year Print Subscription Algebra 1, Downloadable Student Edition PDF Algebra 1)	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2015	9-12	9780544504998	
	HMH Algebra 1 Hybrid Student Resource Package (5-Year Print/5-Year Digital) (includes Interactive	Timothy Kanold, Matthew Larson, Edward Burger, Juli	2015	9-12	9780544505018	

	Student Edition Volumes 1 & 2 5-Year Print Subscription Algebra 1, Online Student Edition with Personal Math Trainer 5-Year Algebra 1, Downloadable Student Edition PDF Algebra 1)	Dixon, Steven Leinwand				
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Houghton Mifflin Harcourt	**HMH GEOMETRY © 2015**					**Core**
	HMH Geometry Premium Classroom Package Enhanced (5-Year Print/5-Year Digital for 75 students) (includes 75 Interactive Student Edition Volumes 1 & 2 5-Year Print Subscriptions Geometry, 75 Online Student Editions with Personal Math Trainer 5-Year Geometry, 75 Common Core Assessment Readiness Workbook 5-Year Print Subscriptions Geometry, Teacher's Edition with Solutions Geometry, Online Teacher Resource Management Center 5-Year Geometry, Response to Intervention Blackline Masters Geometry, Common Core Assessment Readiness Teacher Guide Geometry, Online Interactive Whiteboard Classroom Set Geometry, Downloadable Teacher Resource Tool Geometry, 75 Downloadable Student Edition PDFs Geometry)	**Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand**	**2015**	**9-12**	**9780544670594**	
	Notes: Strengths: • This curriculum meets all requirements • The textbook covers CCSS and aligns well • The 8 MPs are apparent throughout the textbook • Online resources are fantastic Weakness: • Might not be visually appealing to young adults					
	Key Features: **HMH Geometry** provides coherent, focused, and rigorous instruction through a blended learning approach. This digital-first program offers an interactive HTML pathway that is organized around the 5E Model of Instruction (Engage, Explore, Explain, Elaborate, and Evaluate) and built to meet 100 percent of the Common Core State Standards. The concise print offering showcases interactivity with a “less talking, more doing” approach to teaching mathematics. Developed for its 2015 release, **HMH Geometry** delivers current, relevant information that teachers and students connect with and the accuracy Idaho teachers and students can count on. Created to reach today’s students in their preferred learning style and built around the groundbreaking *HMH Player™ App,* **HMH Geometry** is uniquely organized into modules, or content clusters, that allow students to make connections across mathematical domains, better preparing them for high-stakes assessments and college and career math. The digital student experience leverages the best in digital functionality and instructional design to engage students by meeting them where they are and taking them where they need to be. With the Mathematical Practices embedded in every lesson, the program engages and provides rigor and depth of understanding through interactivity, research-based instructional approaches, best practices, and differentiated instructional resources to ensure success for all students in Idaho’s schools.					
	HMH Geometry Hybrid Classroom Package Enhanced (5-Year Print/5-Year Digital for 75 students) (includes 75 Interactive Student Edition Volumes 1 & 2 5-Year Print Subscriptions Geometry, 75 Online Student Editions with Personal Math Trainer 5-Year Geometry, Common Core Assessment Readiness Geometry, Teacher's Edition with Solutions Geometry, Online Teacher Resource Management Center 5-Year Geometry, Response to Intervention Blackline Masters Geometry, Common Core	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2015	9-12	9780544670655	

	Assessment Readiness Teacher Guide Geometry, Online Interactive Whiteboard Classroom Set Geometry, Downloadable Teacher Resource Tool Geometry, 75 Downloadable Student Edition PDFs Geometry)					
	HMH Geometry Digital Classroom Package 5-Year (includes 75 Online Student Editions with Personal Math Trainer 5-Year Geometry, Online Teacher Resource Management Center 5-Year Geometry)	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2015	9-12	9780544505834	
	HMH Geometry Interactive Student Edition Volumes 1 & 2 5-Year Print Subscription	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2015	9-12	9780544477537	
	HMH Geometry Online Student Edition with Personal Math Trainer 5-Year	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2015	9-12	9780544505575	
	HMH Geometry Downloadable Student Edition PDF	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2015	9-12	9780544511224	
	HMH Geometry Common Core Assessment Readiness Workbook 5-Year Print Subscription	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2014	9-12	9780544505728	
	HMH Geometry Common Core Assessment Readiness	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2012	9-12	9780547877655	
	HMH Geometry Teacher's Edition with Solutions	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2015	9-12	9780544385825	
	HMH Geometry Online Teacher Resource Management Center 5-Year	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2015	9-12	9780544505636	
	HMH Geometry Downloadable Teacher Resource Tool	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2015	9-12	9780544511194	
	HMH Geometry Response to Intervention Blackline Masters	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2015	9-12	9780544385832	
	HMH Geometry Common Core Assessment Readiness Teacher Guide	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2012	9-12	9780547877150	
	HMH Geometry Online Interactive Whiteboard Classroom Set	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2012	9-12	9780547910222	
	HMH Geometry Teacher Resource Package Enhanced 5-Year (includes Common Core Assessment Readiness Geometry, Teacher's Edition with Solutions Geometry, Online Teacher Resource Management Center 5-Year Geometry, Response to Intervention Blackline Masters Geometry, Common Core Assessment Readiness Teacher Guide Geometry, Online Interactive Whiteboard Classroom Set Geometry, Downloadable Teacher Resource Tool Geometry)	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2015	9-12	9780544670723	
	HMH Geometry Premium Student Resource Package (5-Year Print/5-Year Digital) (includes Interactive Student Edition Volumes 1 & 2 5-Year Print Subscription Geometry, Online Student Edition with Personal Math Trainer 5-Year Geometry, Common Core Assessment Readiness Workbook 5-Year Print Subscription Geometry, 75 Downloadable Student Edition PDFs Geometry)	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2015	9-12	9780544505094	

	HMH Geometry Hybrid Student Resource Package (5-Year Print/5-Year Digital) (includes Interactive Student Edition Volumes 1 & 2 5-Year Print Subscription Geometry, Online Student Edition with Personal Math Trainer 5-Year Geometry, Downloadable Student Edition PDF Geometry)	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2015	9-12	9780544505117	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Houghton Mifflin Harcourt	**HMH ALGEBRA 2 © 2015**					**Core**
	HMH Algebra 2 Premium Classroom Package Enhanced (5-Year Print/5-Year Digital for 75 students) (includes 75 Interactive Student Edition Volumes 1 & 2 5-Year Print Subscriptions Algebra 2, 75 Online Student Editions with Personal Math Trainer 5-Year Algebra 2, 75 Common Core Assessment Readiness Workbook 5-Year Print Subscriptions Algebra 2, Teacher's Edition with Solutions Algebra 2, Online Teacher Resource Management Center 5-Year Algebra 2, Response to Intervention Blackline Masters Algebra 2, Common Core Assessment Readiness Teacher Guide Algebra 2, Online Interactive Whiteboard Classroom Set Algebra 2, Downloadable Teacher Resource Tool Algebra 2, 75 Downloadable Student Edition PDFs Algebra 2)	**Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand**	**2015**	**9-12**	**9780544670761**	
	Notes: Videos on PD for each module Digital TE Personal Math Tutor Strengths: • Glossary in both English and Spanish with problems worked out side by side in both English and Spanish • RTI support is helpful • Offering of professional development • Student edition is consumable with blanks to help with note writing Weaknesses: • Index is limited-conjugate is not listed • Student edition is softbound so districts would have to purchase each year					
	Key Features: **HMH Algebra 2** provides coherent, focused, and rigorous instruction through a blended learning approach. This digital-first program offers an interactive HTML pathway that is organized around the 5E Model of Instruction (Engage, Explore, Explain, Elaborate, and Evaluate) and built to meet 100 percent of the Common Core State Standards. The concise print offering showcases interactivity with a “less talking, more doing” approach to teaching mathematics. Developed for its 2015 release, **HMH Algebra 2** delivers current, relevant information that teachers and students connect with and the accuracy Idaho teachers and students can count on. Created to reach today’s students in their preferred learning style and built around the groundbreaking *HMH Player™ App,* **HMH Algebra 2** is uniquely organized into modules, or content clusters, that allow students to make connections across mathematical domains, better preparing them for high-stakes assessments and college and career math. The digital student experience leverages the best in digital functionality and instructional design to engage students by meeting them where they are and taking them where they need to be. With the Mathematical Practices embedded in every lesson, the program engages and provides rigor and depth of understanding through interactivity, research-based instructional approaches, best practices, and differentiated instructional resources to ensure success for all					

	students in Idaho's schools.					
	HMH Algebra 2 Hybrid Classroom Package Enhanced (5-Year Print/5-Year Digital for 75 students) (includes 75 Interactive Student Editions Volumes 1 & 2 5-Year Print Subscription Algebra 2, 75 Online Student Editions with Personal Math Trainer 5-Year Algebra 2, Common Core Assessment Readiness Algebra 2, Teacher's Edition with Solutions Algebra 2, Online Teacher Resource Management Center 5-Year Algebra 2, Response to Intervention Blackline Masters Algebra 2, Common Core Assessment Readiness Teacher Guide Algebra 2, Online Interactive Whiteboard Classroom Set Algebra 2, Downloadable Teacher Resource Tool Algebra 2, 75 Downloadable Student Edition PDFs Algebra 2)	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2015	9-12	9780544670822	
	HMH Algebra 2 Digital Classroom Package 5-Year (includes 75 Online Student Editions with Personal Math Trainer 5-Year Algebra 2, Online Teacher Resource Management Center 5-Year Algebra 2)	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2015	9-12	9780544505841	
	HMH Algebra 2 Interactive Student Edition Volumes 1 & 2 5-Year Print Subscription	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2015	9-12	9780544477568	
	HMH Algebra 2 Online Student Edition with Personal Math Trainer 5-Year	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2015	9-12	9780544505582	
	HMH Algebra 2 Downloadable Student Edition PDF	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2015	9-12	9780544511231	
	HMH Algebra 2 Common Core Assessment Readiness Workbook 5-Year Print Subscription	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2014	9-12	9780544505773	
	HMH Algebra 2 Common Core Assessment Readiness	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2012	9-12	9780547882444	
	HMH Algebra 2 Teacher's Edition with Solutions	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2015	9-12	9780544385924	
	HMH Algebra 2 Online Teacher Resource Management Center 5-Year	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2015	9-12	9780544505643	
	HMH Algebra 2 Downloadable Teacher Resource Tool	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2015	9-12	9780544511200	
	HMH Algebra 2 Response to Intervention Blackline Masters	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2015	9-12	9780544385931	
	HMH Algebra 2 Common Core Assessment Readiness Teacher Guide	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2012	9-12	9780547877143	
	HMH Algebra 2 Online Interactive Whiteboard Classroom Set	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2012	9-12	9780547906133	
	HMH Algebra 2 Teacher Resource Package Enhanced 5-Year (includes Common Core Assessment Readiness Algebra 2, Teacher's Edition with Solutions Algebra 2, Online Teacher Resource Management Center 5-Year Algebra 2, Response to Intervention Blackline Masters Algebra 2, Common Core	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2015	9-12	9780544670891	

	Assessment Readiness Teacher Guide Algebra 2, Online Interactive Whiteboard Classroom Set Algebra 2, Downloadable Teacher Resource Tool Algebra 2)					
	HMH Algebra 2 Premium Student Resource Package (5-Year Print/5-Year Digital) (includes Interactive Student Edition Volumes 1 & 2 5-Year Print Subscription Algebra 2, Online Student Edition with Personal Math Trainer 5-Year Algebra 2, Common Core Assessment Readiness Workbook 5-Year Print Subscription Algebra 2, 75 Downloadable Student Edition PDFs Algebra 2)	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2015	9-12	9780544505346	
	HMH Algebra 2 Hybrid Student Resource Package (5-Year Print/5-Year Digital) (includes Interactive Student Edition Volumes 1 & 2 5-Year Print Subscription Algebra 2, Online Student Edition with Personal Math Trainer 5-Year Algebra 2, Downloadable Student Edition PDF Algebra 2)	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2015	9-12	9780544505360	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Houghton Mifflin Harcourt	**HMH Integrated Mathematics 1 © 2015**					**Core**
	HMH Integrated Mathematics 1 Hybrid Classroom Package Enhanced (5-Year Print/5-Year Digital for 75 students) (includes 75 Interactive Student Edition Volumes 1 & 2 5-Year Print Subscriptions Integrated 1, 75 Online Student Editions with Personal Math Trainer 5-Year Integrated 1, Teacher's Edition with Solutions Integrated 1, Online Teacher Resource Management Center 5-Year Integrated 1, Response to Intervention Blackline Masters Integrated 1, 75 Downloadable Student Edition PDFs Integrated 1, Downloadable Teacher Resource Tool Integrated 1)	**Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand**	**2015**	**9-12**	**9780544670945**	
	Notes: Strengths: • Lots of extra materials for the teacher • Extra support materials for special populations • Task based learning • Lots of online resources for students and teachers • A variety of assessment Weaknesses: • Not a lot of focus on the conceptual understanding • Textbook is lacking in color					
	Key Features: **Houghton Mifflin Harcourt Integrated Mathematics 1** (**HMH Integrated Mathematics 1**), part of the **Houghton Mifflin Harcourt Integrated Mathematics 1, 2, 3** (**HMH Integrated Mathematics 1, 2, 3**) program, provides coherent, focused, and rigorous Common Core instruction though a blended learning approach. The program begins with a digital student experience organized around the 5E Model of Instruction (Engage, Explore, Explain, Elaborate, Evaluate) and follows an interactive HTML5 pathway. The concise print offering also showcases interactivity with a “less talking, more doing” approach to teaching mathematics. The program provides rigor and depth of understanding through interactive lessons, research-based instructional approaches, best practices, and differentiation of instructional resources to ensure success for all students. The program is distinguished from other programs by its: • Seamless integration of digital features reaching today’s students in their preferred					

learning style

- Digital course management tools which offer teachers flexibility in planning, instruction, and assessment for in-class or on-the-go learning
- Focused, balanced, and rigorous instruction that encompasses the philosophy and intent of the standards
- Digital-first solution, built around the groundbreaking *HMH Player*, which transcends the traditional approach of eBooks and online resources, providing an enhanced tablet-friendly digital experience for students, teachers, and parents

Personalized and adaptive instruction taken to the next level with *Personal Math Trainer*®, powered by Knewton™

HMH Integrated Mathematics 1 Digital Classroom Package 5-Year (includes 75 Online Student Editions with Personal Math Trainer 5-Year Integrated 1, Online Teacher Resource Management Center 5-Year Integrated 1)	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2015	9-12	9780544505506
HMH Integrated Mathematics 1 Digital Classroom Package 1-Year (includes 75 Online Student Editions with Personal Math Trainer 1-Year Integrated 1, Online Teacher Resource Management Center 1-Year Integrated 1)	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2015	9-12	9780544416277
HMH Integrated Mathematics 1 Interactive Student Edition Volumes 1 & 2 5-Year Print Subscription	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2015	9-12	9780544504868
HMH Integrated Mathematics 1 Online Student Edition with Personal Math Trainer 5-Year	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2015	9-12	9780544504646
HMH Integrated Mathematics 1 Online Student Edition with Personal Math Trainer 1-Year	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2015	9-12	9780544417977
HMH Integrated Mathematics 1 Downloadable Student Edition PDF	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2015	9-12	9780544511309
HMH Integrated Mathematics 1 Teacher's Edition with Solutions	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2015	9-12	9780544389786
HMH Integrated Mathematics 1 Online Teacher Resource Management Center 5-Year	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2015	9-12	9780544505445
HMH Integrated Mathematics 1 Online Teacher Resource Management Center 1-Year	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2015	9-12	9780544391956
HMH Integrated Mathematics 1 Downloadable Teacher Resource Tool	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2015	9-12	9780544511279
HMH Integrated Mathematics 1 Response to Intervention Blackline Masters	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2015	9-12	9780544389793
HMH Integrated Mathematics 1 Teacher Resource Package Enhanced 5-Year (includes Teacher's Edition with Solutions Integrated 1, Online Teacher Resource Management Center 5-Year Integrated 1, Response to Intervention Blackline Masters	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2015	9-12	9780544671058

	Integrated 1, Downloadable Teacher Resource Tool Integrated 1)					
	HMH Integrated Mathematics 1 Hybrid Student Resource Package (5-Year Print/5-Year Digital) (includes Interactive Student Edition Volumes 1 & 2 5-Year Print Subscription Integrated 1, Online Student Edition with Personal Math Trainer 5-Year Integrated 1, Downloadable Student Edition PDF Integrated 1)	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2015	9-12	9780544504684	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Houghton Mifflin Harcourt	**HMH Integrated Mathematics 2 © 2015**					**Core**
	HMH Integrated Mathematics 2 Hybrid Classroom Package Enhanced (5-Year Print/5-Year Digital for 75 students) (includes 75 Interactive Student Edition Volumes 1 & 2 5-Year Print Subscriptions Integrated 2, 75 Online Student Editions with Personal Math Trainer 5-Year Integrated 2, Teacher's Edition with Solutions Integrated 2, Online Teacher Resource Management Center 5-Year Integrated 2, Response to Intervention Blackline Masters Integrated 2, 75 Downloadable Student Edition PDFs Integrated 2, Downloadable Teacher Resource Tool Integrated 2)	**Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand**	**2015**	**9-12**	**9780544671102**	
	Notes: Many resources for teachers to use reach a variety of learner at their current understanding. Easy to navigate. Book is aligned with the standards and is easy to find the alignment in the teacher's edition. Nice glossary; however it only supports English and Spanish readers. Focus is on procedural skills. The student edition is consumable but there is an online resource.					
	Key Features: **Houghton Mifflin Harcourt Integrated Mathematics 2** (**HMH Integrated Mathematics 2**), part of the **Houghton Mifflin Harcourt Integrated Mathematics 1, 2, 3** (**HMH Integrated Mathematics 1, 2, 3**) program, provides coherent, focused, and rigorous Common Core instruction though a blended learning approach. The program begins with a digital student experience organized around the 5E Model of Instruction (Engage, Explore, Explain, Elaborate, Evaluate) and follows an interactive HTML5 pathway. The concise print offering also showcases interactivity with a "less talking, more doing" approach to teaching mathematics. The program provides rigor and depth of understanding through interactive lessons, research-based instructional approaches, best practices, and differentiation of instructional resources to ensure success for all students. The program is distinguished from other programs by its: • Seamless integration of digital features reaching today's students in their preferred learning style • Digital course management tools which offer teachers flexibility in planning, instruction, and assessment for in-class or on-the-go learning • Focused, balanced, and rigorous instruction that encompasses the philosophy and intent of the standards • Digital-first solution, built around the groundbreaking *HMH Player*, which transcends the traditional approach of eBooks and online resources, providing an enhanced tablet-friendly digital experience for students, teachers, and parents Personalized and adaptive instruction taken to the next level with *Personal Math Trainer*®, powered by Knewton™					
	HMH Integrated Mathematics 2 Digital Classroom Package 5-Year (includes 75 Online Student Editions with Personal Math Trainer 5-Year Integrated 2, Online Teacher Resource Management Center 5-Year Integrated 2)	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2015	9-12	9780544505513	

	HMH Integrated Mathematics 2 Digital Classroom Package 1-Year (includes 75 Online Student Editions with Personal Math Trainer 1-Year Integrated 2, Online Teacher Resource Management Center 1-Year Integrated 2)	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2015	9-12	9780544416284	
	HMH Integrated Mathematics 2 Interactive Student Edition Volumes 1 & 2 5-Year Print Subscription	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2015	9-12	9780544504899	
	HMH Integrated Mathematics 2 Online Student Edition with Personal Math Trainer 5-Year	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2015	9-12	9780544504653	
	HMH Integrated Mathematics 2 Online Student Edition with Personal Math Trainer 1-Year	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2015	9-12	9780544417984	
	HMH Integrated Mathematics 2 Downloadable Student Edition PDF	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2015	9-12	9780544511316	
	HMH Integrated Mathematics 2 Teacher's Edition with Solutions	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2015	9-12	9780544389861	
	HMH Integrated Mathematics 2 Online Teacher Resource Management Center 5-Year	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2015	9-12	9780544505452	
	HMH Integrated Mathematics 2 Online Teacher Resource Management Center 1-Year	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2015	9-12	9780544391994	
	HMH Integrated Mathematics 2 Downloadable Teacher Resource Tool	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2015	9-12	9780544511286	
	HMH Integrated Mathematics 2 Response to Intervention Blackline Masters	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2015	9-12	9780544389878	
	HMH Integrated Mathematics 2 Teacher Resource Package Enhanced 5-Year (includes Teacher's Edition with Solutions Integrated 2, Online Teacher Resource Management Center 5-Year Integrated 2, Response to Intervention Blackline Masters Integrated 2, Downloadable Teacher Resource Tool Integrated 2)	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2015	9-12	9780544671218	
	HMH Integrated Mathematics 2 Hybrid Student Resource Package 5-Year Print/5-Year Digital) (includes Interactive Student Edition Volumes 1 & 2 5-Year Print Subscription Integrated 2, Online Student Edition with Personal Math Trainer 5-Year Integrated 2, Downloadable Student Edition PDF Integrated 2)	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2015	9-12	9780544504745	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Houghton Mifflin Harcourt	**HMH Integrated Mathematics 3 © 2015**					**Core**
	HMH Integrated Mathematics 3 Hybrid Classroom Package Enhanced (5-Year Print/ 5-Year Digital for 75 students) (includes 75 Interactive Student Edition Volumes 1 & 2 5-Year Print Subscriptions Integrated 3, 75 Online Student Editions with Personal Math Trainer 5-Year Integrated 3, Teacher's Edition with Solutions Integrated 3, Online Teacher Resource Management Center 5-Year Integrated 3, Response to Intervention Blackline Masters Integrated 3, 75	**Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand**	**2015**	**9-12**	**9780544671263**	

	Downloadable Student Edition PDFs Integrated 3, Downloadable Teacher Resource Tool Integrated 3)					
	Notes: Strengths: This curriculum is a complete package that addresses the needs of all learners. Differentiation and tiered interventions are provided for every lesson, scaffolding is embedded in the curriculum with appropriate gradual release, language support is well developed, and extensions are provided for accelerated learners. Assistive support is included in the digital curriculum. The design of the curriculum is consistent throughout the digital and print presentations. Color, white space, and textual emphasis are used effectively to convey information without overwhelming the learner or the teacher (page layout is significantly better than some older textbooks). The digital material, especially the interactive textbooks, is quite useful. The digital glossary, including 10+ languages, is handy. Weaknesses: The digital version of this text is accessible (a plus), but the design of the interactive textbook is concerning. Although developed as an HTML5 application, some material is hidden behind menus and options which mean some screen readers may not be able to access the material. This is problematic as students that receive this type of assistive technology may not be able to sure their screen reader of choice. Additionally, speech-to-text is not included in the interactive textbook. iOS Dictation does work in the interactive textbook, so this probably isn't an issue for other assistive programs. The digital edition is clearly designed for tablet interfaces but common tablet interactions are not recognized, or don't behave as expected. Swiping does not provide navigation between pages of each lesson, and zooming by pinch does not work. Teachers can download an offline copy of the teacher resources, but it isn't clear if a single pdf download is available for the text. As noted previously, PDF search is more efficient in external programs. If this pdf is available, it isn't easy to find.					
	Key Features: **Houghton Mifflin Harcourt Integrated Mathematics 3** (**HMH Integrated Mathematics 3**), part of the **Houghton Mifflin Harcourt Integrated Mathematics 1, 2, 3** (**HMH Integrated Mathematics 1, 2, 3**) program, provides coherent, focused, and rigorous Common Core instruction though a blended learning approach. The program begins with a digital student experience organized around the 5E Model of Instruction (Engage, Explore, Explain, Elaborate, Evaluate) and follows an interactive HTML5 pathway. The concise print offering also showcases interactivity with a "less talking, more doing" approach to teaching mathematics. The program provides rigor and depth of understanding through interactive lessons, research-based instructional approaches, best practices, and differentiation of instructional resources to ensure success for all students. The program is distinguished from other programs by its • Seamless integration of digital features reaching today's students in their preferred learning style • Digital course management tools which offer teachers flexibility in planning, instruction, and assessment for in-class or on-the-go learning • Focused, balanced, and rigorous instruction that encompasses the philosophy and intent of the standards • Digital-first solution, built around the groundbreaking *HMH Player*, which transcends the traditional approach of eBooks and online resources, providing an enhanced tablet-friendly digital experience for students, teachers, and parents Personalized and adaptive instruction taken to the next level with *Personal Math Trainer*®, powered by Knewton™					
	HMH Integrated Mathematics 3 Digital Classroom Package 5-Year (includes 75 Online Student Editions with Personal Math Trainer 5-Year Integrated 3, Online Teacher Resource Management Center 5-Year Integrated 3)	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2015	9-12	9780544505520	
	HMH Integrated Mathematics 3 Digital Classroom Package 1-Year (includes 75 Online Student Editions with	Timothy Kanold, Matthew Larson, Edward Burger, Juli	2015	9-12	9780544443686	

	Personal Math Trainer 1-Year Integrated 3, Online Teacher Resource Management Center 1-Year Integrated 3)	Dixon, Steven Leinwand				
	HMH Integrated Mathematics 3 Interactive Student Edition Volumes 1 & 2 5-Year Print Subscription	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2015	9-12	9780544504912	
	HMH Integrated Mathematics 3 Online Student Edition with Personal Math Trainer 5-Year	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2015	9-12	9780544505407	
	HMH Integrated Mathematics 3 Online Student Edition with Personal Math Trainer 1-Year	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2015	9-12	9780544417991	
	HMH Integrated Mathematics 3 Downloadable Student Edition PDF	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2015	9-12	9780544511323	
	HMH Integrated Mathematics 3 Teacher's Edition with Solutions	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2015	9-12	9780544389915	
	HMH Integrated Mathematics 3 Online Teacher Resource Management Center 5-Year	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2015	9-12	9780544505469	
	HMH Integrated Mathematics 3 Online Teacher Resource Management Center 1-Year	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2015	9-12	9780544392038	
	HMH Integrated Mathematics 3 Downloadable Teacher Resource Tool	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2015	9-12	9780544511293	
	HMH Integrated Mathematics 3 Response to Intervention Blackline Masters	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2015	9-12	9780544389922	
	HMH Integrated Mathematics 3 Teacher Resource Package Enhanced 5-Year (includes Teacher's Edition with Solutions Integrated 3, Online Teacher Resource Management Center 5-Year Integrated 3, Response to Intervention Blackline Masters Integrated 3, Downloadable Teacher Resource Tool Integrated 3)	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2015	9-12	9780544671379	
	HMH Integrated Mathematics 3 Hybrid Student Resource Package (5-Year Print/5-Year Digital) (includes Interactive Student Edition Volumes 1 & 2 5-Year Print Subscription Integrated 3, Online Student Edition with Personal Math Trainer 5-Year Integrated 3, Downloadable Student Edition PDF Integrated 3)	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2015	9-12	9780544504820	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Houghton Mifflin Harcourt Intervention Solutions Group (ISG)	**MATH 180 COURSE I System with 36 Student Licenses** , 1 set of Teacher Materials and 2 Licenses to SAM Central, 2 days of Professional Learning, and Leadership Support	**D.Ball, T. Hasselbring, S. Beckmann & D.Dockterman**	**2014**	**6**	**9780545585385**	**Intervention**
	Notes: This course is great for remediating kids. However, some things seem to be more heavily addressed (fractions) than others (ratios). Homework doesn't seem to be big aspect of the program but regular assessment in class is a great bonus. Failure in the non-negotiables					

	resulted from much of the time being spent on lower grade major works that build a foundation for on grade level works.					
	Key Features: *MATH 180* is designed to address the needs of struggling students and their teachers equally. It utilizes adaptive software to provide students with personalized instruction and practice, while equipping teachers with an ecosystem of support. Three key principles have been engineered into *MATH 180* : Effort Leads to Success—Growth Mindset: Many struggling students have given up on math. Working with Carol Dweck's Mindset Works organization, *MATH 180* creates a new growth mindset by showing students that their efforts lead to success. The Key to Unlocking Higher Mathematics—The Core Within the Core: For students who are two or more years behind in math, time is critical. That's why *MATH 180* focuses on deep understanding and mastery of the essential skills and concepts necessary to unlock algebra and advanced mathematics. Dramatically Increase Your Impact—Force Multiplier for Teaching: We know that teachers are the key force behind effective math instruction. *MATH 180*'s Teaching Ecosystem scaffolds less experienced teachers and provides a wealth of sophisticated supports for veteran math teachers to increase the effectiveness of their instruction.					
	mSpace Books Course I set of Volumes 1 & 2 consumable	D.Ball, etal.	2014	6	9780545585354	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Houghton Mifflin Harcourt Intervention Solutions Group (ISG)	**MATH 180 COURSE II System with 36 Student Licenses** , 1 set of Teacher Materials and 2 Licenses to SAM Central, 2 days of Professional Learning, and Leadership Support	**D.Ball, T. Hasselbring, S. Beckmann & D.Dockterman**	**2015**	**7**	**9780545834063**	**Intervention**
	Notes: This course is great for remediating kids. However, some things seem to be more heavily addressed (fractions) than others (ratios). Homework doesn't seem to be big aspect of the program but regular assessment in class is a great bonus. Failure in the non-negotiables resulted from much of the time being spent on lower grade major works that build a foundation for on grade level works.					
	Key Features: *MATH 180* is designed to address the needs of struggling students and their teachers equally. It utilizes adaptive software to provide students with personalized instruction and practice, while equipping teachers with an ecosystem of support. Three key principles have been engineered into *MATH 180* : Effort Leads to Success—Growth Mindset: Many struggling students have given up on math. Working with Carol Dweck's Mindset Works organization, *MATH 180* creates a new growth mindset by showing students that their efforts lead to success. The Key to Unlocking Higher Mathematics—The Core Within the Core: For students who are two or more years behind in math, time is critical. That's why *MATH 180* focuses on deep understanding and mastery of the essential skills and concepts necessary to unlock algebra and advanced mathematics. Dramatically Increase Your Impact—Force Multiplier for Teaching: We know that teachers are the key force behind effective math instruction. *MATH 180*'s Teaching Ecosystem scaffolds less experienced teachers and provides a wealth of sophisticated supports for veteran math teachers to increase the effectiveness of their instruction.					
	mSpace Books Course II set of Volumes 1 & 2 consumable	D.Ball, etal.	2015	7	9780545815208	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
LearnBop/FuelEducation	**LearnBop**	**various**	**NA**	**3-12**	**NA**	**Component**

Notes:
LearnBop was developed to be used as an intervention program and/or a check for mastery of specific skills/standards. LearnBop does this in a way that each student's individual learning experience by providing instruction when needed and progressing without instruction when students demonstrate mastery.
LearnBop was not created to provide core instruction to students or to develop fluency and therefore does not cover requirements needed to meet the necessary evidence required for those categories.
The individualized instruction is helpful as a supplement to core curriculum instruction. In isolation, students would not be given ample exposure to the content to reach mastery and deep conceptual understanding.
The strength of this program is that it is highly modifiable by the teacher to fit classes and individuals as they need the help. The program is easily accessible for the parent to help their children.

Key Features:
LearnBop®, an exclusive partner of Fuel Education's™ is an online math tutoring program that simultaneously serves as an assessment and diagnostic tool as an automated math tutoring system which uses a unique step-by-step approach to learning math, mimicking the kind of support a student would get in a tutoring session.

LearnBop allows students to investigate math concepts at their own pace and in their own progression to differentiate instruction. Since LearnBop is segmented into domains and concepts instructors can have students stop after predetermined problems to provide further learning and discussion one-to-one, in a live class-wide forum or through small groups. Any teacher using LearnBop *has access to and can assign/use any of the content from the K – 12 Content Suite* with their classes.
If a student makes a real time mistake or asks for help, the automated tutoring system breaks the problem down and guides the student. The one-on-one interactive platform offers hints, visuals, and videos for each student to self-pace in order to gain mastery before moving on to the next concept.
Each step covers a concept students need to understand in order to solve a mathematical problem, helping to master math concepts with confidence. Data on student performance is collected as students learn. This granular data is organized in an intuitive dashboard that provide teachers with a dynamic view of class performance, down to each individual student saving the teacher time.

Teachers integrate this learning experience based on the unique learning contours and performance of their own classroom while ensuring Common Core standards are integrated into the learning experience with automatically generated interventions down to the pre-requisite skill level. The results are teachers able to individualize instruction and make informed group instruction that fills learning gaps and increases test scores.

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
The Math Learning Center	**Bridges in Mathematics**	**Mattasa, Rubini, and Fisher**	**2015**	**K**	**9781602625082**	**Component**

Notes:
Strengths:
- Curriculum has a consistent format and many learning through play activities

Weaknesses:
- Curriculum is hard to navigate and not teacher friendly. Online materials are difficult to navigate, not hyperlinks to units, modules, sessions, etc.
- Lots of teacher prep for workplaces and a lot of copying (teacher will need a large copy budge just for math curriculum if you go the online route).
- Differentiation for ELL, Support and Challenge are evident, but difficult to find and provide very weak and minimal support.

	• Cluster heading objectives are not visible throughout each lesson, module, or unit. **Key Features:** Bridges in Mathematics is a comprehensive K–5 curriculum that equips teachers to fully implement the Common Core State Standards for Mathematics in a manner that is rigorous, coherent, engaging, and accessible to all learners. The curriculum focuses on developing students' deep understandings of mathematical concepts, proficiency with key skills, and ability to solve complex and novel problems. Bridges blends direct instruction, structured investigation, and open exploration. It taps into the intelligence and strengths of all students by presenting material that is as linguistically, visually, and kinesthetically rich as it is mathematically powerful.					
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
The Math Learning Center	**Bridges in Mathematics**	**Frykholm and Scheafer**	**2015**	**1**	**9781602625099**	**Component**
	Notes: Strengths: • Curriculum has a consistent format and many learning through play activities Weaknesses: • Curriculum is hard to navigate and not teacher friendly. Online materials are difficult to navigate, not hyperlinks to units, modules, sessions, etc. • Lots of teacher prep for workplaces and a lot of copying (teacher will need a large copy budge just for math curriculum if you go the online route). • Differentiation for ELL, Support and Challenge are evident, but difficult to find and provide very weak and minimal support. Cluster heading objectives are not visible throughout each lesson, module, or unit.					
	Key Features: Bridges in Mathematics is a comprehensive K–5 curriculum that equips teachers to fully implement the Common Core State Standards for Mathematics in a manner that is rigorous, coherent, engaging, and accessible to all learners. The curriculum focuses on developing students' deep understandings of mathematical concepts, proficiency with key skills, and ability to solve complex and novel problems. Bridges blends direct instruction, structured investigation, and open exploration. It taps into the intelligence and strengths of all students by presenting material that is as linguistically, visually, and kinesthetically rich as it is mathematically powerful.					
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
The Math Learning Center	**Bridges in Mathematics**	**Frykholm and McMahon**	**2015**	**2**	**9781602625105**	**Component**
	Notes: This program meets every non-negotiable. However, it is lacking in some addition support (such as addition tables and addition properties). Additionally, the ELL and differentiation support is severely lacking. Furthermore, the organization of the program is cumbersome and this program could not be implemented without the purchase of manipulatives and supplies.					
	Key Features: Bridges in Mathematics is a comprehensive K–5 curriculum that equips teachers to fully implement the Common Core State Standards for Mathematics in a manner that is rigorous, coherent, engaging, and accessible to all learners. The curriculum focuses on developing students' deep understandings of mathematical concepts, proficiency with key skills, and ability to solve complex and novel problems. Bridges blends direct instruction, structured investigation, and open exploration. It taps into the intelligence and strengths of all students by presenting material that is as linguistically, visually, and kinesthetically rich as it is mathematically powerful.					
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
The Math Learning Center	**Bridges in Mathematics**	**Baker, Chandler,**	**2015**	**3**	**9781602625112**	**Component**

		Fisher, Harris, and Cooke				
	Notes: This program meets most of the components of a core program, however it teaches and assesses above grade level material, and it is also lacking in ELL and differentiation support. Furthermore, the organization of the materials in binder is cumbersome and districts must purchase many additional manipulatives and supplies in order to fully implement.					
	Key Features: Bridges in Mathematics is a comprehensive K–5 curriculum that equips teachers to fully implement the Common Core State Standards for Mathematics in a manner that is rigorous, coherent, engaging, and accessible to all learners. The curriculum focuses on developing students' deep understandings of mathematical concepts, proficiency with key skills, and ability to solve complex and novel problems. Bridges blends direct instruction, structured investigation, and open exploration. It taps into the intelligence and strengths of all students by presenting material that is as linguistically, visually, and kinesthetically rich as it is mathematically powerful.					
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
The Math Learning Center	**Bridges in Mathematics**	**Baker, Chandler, Fisher, Harris, and Montague**	**2015**	**4**	**9781602625129**	**Other**
	Notes: Strengths: • Number corners connect within clusters and across domains • Progression of work from concrete to iconic to symbolic throughout units • Conceptual/real world multi-step problems throughout Weaknesses: • Insufficient practice in student workbooks • Spanish is the only option for ELL • Practice standards not sufficiently addressed					
	Key Features: Bridges in Mathematics is a comprehensive K–5 curriculum that equips teachers to fully implement the Common Core State Standards for Mathematics in a manner that is rigorous, coherent, engaging, and accessible to all learners. The curriculum focuses on developing students' deep understandings of mathematical concepts, proficiency with key skills, and ability to solve complex and novel problems. Bridges blends direct instruction, structured investigation, and open exploration. It taps into the intelligence and strengths of all students by presenting material that is as linguistically, visually, and kinesthetically rich as it is mathematically powerful.					
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
The Math Learning Center	**Bridges in Mathematics**	**Baker, Chandler, Fisher, Harris, and Montague**	**2015**	**5**	**9781602625136**	**Other**
	Notes: Strengths: • Number corners connect within clusters and across domains • Progression of work from concrete to iconic to symbolic throughout units • Conceptual/real world multi-step problems throughout Weaknesses:					

- Insufficient practice in student workbooks
- Spanish is the only option for ELL

Practice standards not sufficiently addressed

Key Features:
Bridges in Mathematics is a comprehensive K–5 curriculum that equips teachers to fully implement the Common Core State Standards for Mathematics in a manner that is rigorous, coherent, engaging, and accessible to all learners.
The curriculum focuses on developing students' deep understandings of mathematical concepts, proficiency with key skills, and ability to solve complex and novel problems. Bridges blends direct instruction, structured investigation, and open exploration. It taps into the intelligence and strengths of all students by presenting material that is as linguistically, visually, and kinesthetically rich as it is mathematically powerful.

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
McGraw-Hill School Education	**MCGRAW-HILL MY MATH - STUDENT EDITION VOLUME 1 GRADE K**	**ALTIERI**	**2013**	**K**	**9780021150199**	**Core**
	MCGRAW-HILL MY MATH - STUDENT EDITION VOLUME 2 GRADE K	**ALTIERI**	**2013**	**K**	**9780021160679**	

Notes:
Strengths:
- Problem of the day
- Lots of problems solving
- Differentiated instruction
- Vocabulary
- Big ELL component
- Big Literature connection

Weaknesses:
- 10 frames the main model
- Rigor could be higher
- Not many games for kids to play
- Not much for counting 21-100

Key Features:
McGraw-Hill My Math for grades K-5 is organized around the Common Core State Standards for Mathematics and emphasizes Mathematical Practices in an interactive environment that makes learning fun and exciting.
Students interact with math like never before, as they have the opportunity to take notes within their own textbook and even complete homework on a tablet. ConnectED, our digital platform, ensures that students have a consistent experience through grades K-8.

MCGRAW-HILL MY MATH ELD STUDENT EDITION GRADE K	ALTIERI	2013	K	9780021331024	
MCGRAW-HILL MY MATH TEACHER EDITION VOLUME 1 GRADE K	ALTIERI	2013	K	9780021435432	
MCGRAW-HILL MY MATH TEACHER EDITION VOLUME 2 GRADE K	ALTIERI	2013	K	9780021383672	

	MCGRAW-HILL MY MATH ELD TEACHER EDITION GRADE K	ALTIERI	2013	K	9780021318551	
	MCGRAW-HILL MY MATH NATIONAL STUDENT PACKAGE 6 YEAR SUBSCRIPTION GRADE K	ALTIERI	2013	K	9780021268917	
	MCGRAW-HILL MY MATH STUDENT EDITIONS AND ONLINE ESTUDENT EDITION 1 YEAR SET GRADE K	ALTIERI	2013	K	9780021173143	
	MCGRAW-HILL MY MATH ONLINE ESTUDENT EDITION 6 YEAR SUBSCRIPTION GRADE K	ALTIERI	2013	K	9780021277131	
	MCGRAW-HILL MY MATH - ESTUDENT EDITION 1 YEAR SUBSCRIPTION GRADE K	ALTIERI	2013	K	9780021198047	
	MCGRAW-HILL MY MATH NATIONAL STUDENT EDITION PACKAGE GRADE K	ALTIERI	2013	K	9780021170685	
	MCGRAW-HILL MY MATH TEACHER EDITION PACKAGE GRADE K	ALTIERI	2013	K	9780021358175	
	MCGRAW-HILL MY MATH TEACHER EDITIONS PLUS ONLINE ETE 6 YEAR SUBSCRIPTION GRADE K	ALTIERI	2013	K	9780021404421	
	MCGRAW-HILL MY MATH ETEACHER EDITION 1 YEAR SUBSCRIPTION GRADE K	ALTIERI	2013	K	9780021386123	
	MCGRAW-HILL MY MATH - ASSESSMENT MASTERS GRADE K	ALTIERI	2013	K	9780021161775	
	MATH 2009 GR K DELUXE RWPS READERS APPROACHING LEVEL 6PK	ALTIERI	2013	K	9780021128990	
	MATH 2009 GR K DELUXE ON-LEVEL REAL WORLD PROB SOLVING READER 6-PACK	ALTIERI	2013	K	9780021073597	
	MATH 2009 GR K DELUXE RWPS READERS BEYOND LEVEL 6PK	ALTIERI	2013	K	9780021129119	
	MCGRAW-HILL MY MATH - ESTUDENT EDITION CD-ROM GRADE K	ALTIERI	2013	K	9780021197934	
	MCGRAW-HILL MY MATH TEACHER EDITION CD-ROM GRADE K	ALTIERI	2013	K	9780021354184	
	MATH 2009 GR K-1 MATH SONGS COMPACT DISC	ALTIERI	2013	K-1	9780021064045	
	MATH 2009 GR K INDIVIDUAL MANIPULATIVE KIT	ALTIERI	2013	K	9780021064779	
	MATH 2009 GR K-5 MAGNETIC MANIPULATIVE KIT	ALTIERI	2013	K-5	9780021064861	
	MATH 2009 GR K-2 TEACHER TOOL KIT	ALTIERI	2013	K-2	9780021064878	
	MCGRAW-HILL MY MATH ONLINE ETEACHER EDITION 6 YEAR SUBSCRIPTION GRADE K	ALTIERI	2013	K	9780021277254	
	MCGRAW-HILL MY MATH SBACC ASSESSMENT GRADE K	ALTIERI	2013	K	9780021320622	
	MCGRAW-HILL MY MATH LEARNING STATION GRADE K	ALTIERI	2013	K	9780021171590	
	MATH REAL WORLD PROBLEM SOLVING READERS APPROACHING GRADE K	ALTIERI	2013	K	9780021128938	

	MATH 2009 GR K ON-LEVEL REAL WORLD PROB SOLVING READER 1 OF EACH	ALTIERI	2013	K	9780021073795	
	MATH 2009 GR K RWPS READERS BEYOND LEVEL 1 EACH	ALTIERI	2013	K	9780021129058	
	MCGRAW-HILL MY MATH REAL WORLD PROBLEM SOLVING LEVEL READER TEACHER GUIDE GRADE K	ALTIERI	2013	K	9780021171538	
	MATH 2009 GR K CLASSROOM MANIPULATIVE KIT	ALTIERI	2013	K	9780021064816	
	MCGRAW-HILL MY MATH COUNTDOWN TO COMMON CORE GRADE K	ALTIERI	2013	K	9780021347841	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
McGraw-Hill School Education	**MCGRAW-HILL MY MATH - STUDENT EDITION VOLUME 1 GRADE 1**	**ALTIERI**	**2013**	**1**	**9780021150205**	**Core**
	MCGRAW-HILL MY MATH - STUDENT EDITION VOLUME 2 GRADE 1	**ALTIERI**	**2013**	**1**	**9780021160686**	
	Notes:					
	Key Features: *McGraw-Hill My Math* for grades K-5 is organized around the Common Core State Standards for Mathematics and emphasizes Mathematical Practices in an interactive environment that makes learning fun and exciting. Students interact with math like never before, as they have the opportunity to take notes within their own textbook and even complete homework on a tablet. ConnectED, our digital platform, ensures that students have a consistent experience through grades K-8.					
	MCGRAW-HILL MY MATH ELD STUDENT EDITION GRADE 1	ALTIERI	2013	1	9780021327058	
	MCGRAW-HILL MY MATH NATIONAL STUDENT EDITION PACKAGE GRADE 1	ALTIERI	2013	1	9780021170692	
	MCGRAW-HILL MY MATH NATIONAL STUDENT PACKAGE 6 YEAR SUBSCRIPTION GRADE 1	ALTIERI	2013	1	9780021269860	
	MCGRAW-HILL MY MATH STUDENT EDITIONS AND ONLINE ESTUDENT EDITION 1 YEAR SET GRADE 1	ALTIERI	2013	1	9780021173150	
	MCGRAW-HILL MY MATH ONLINE ESTUDENT EDITION 6 YEAR SUBSCRIPTION GRADE 1	ALTIERI	2013	1	9780021277148	
	MCGRAW-HILL MY MATH - ESTUDENT EDITION 1 YEAR SUBSCRIPTION GRADE 1	ALTIERI	2013	1	9780021198030	
	MCGRAW-HILL MY MATH TEACHER EDITION VOLUME 1 GRADE 1	ALTIERI	2013	1	9780021383931	
	MCGRAW-HILL MY MATH TEACHER EDITION VOLUME 2 GRADE 1	ALTIERI	2013	1	9780021383948	
	MCGRAW-HILL MY MATH ELD TEACHER EDITION GRADE 1	ALTIERI	2013	1	9780021308958	
	MATH 2009 GR 1-2 INDIVIDUAL MANIPULATIVE KIT	ALTIERI	2013	1-2	9780021064786	

	MATH 2009 GR K-5 MAGNETIC MANIPULATIVE KIT	ALTIERI	2013	K-5	9780021064861	
	MATH 2009 GR K-2 TEACHER TOOL KIT	ALTIERI	2013	K-2	9780021064878	
	MCGRAW-HILL MY MATH PRINT SE + 1 YEAR ESTUDENT EDITION + 1 YEAR QUICK TABLES BUNDLE GRADE 1	ALTIERI	2013	1	9780021306343	
	MCGRAW-HILL MY MATH STUDENT EDITIONS/ONLINE ESE/1 QUICK TABLES 6 YEAR SUBSC BUNDLE GRADE 1	ALTIERI	2013	1	9780021404179	
	MCGRAW-HILL MY MATH STUDENT EDITIONS/ONLINE ESE/6 QUICK TABLES 6 YEAR SUBSC BUNDLE GRADE 1	ALTIERI	2013	1	9780021403738	
	MCGRAW-HILL MY MATH ONLINE ETEACHER EDITION 6 YEAR SUBSCRIPTION GRADE 1	ALTIERI	2013	1	9780021277261	
	MCGRAW-HILL MY MATH LEARNING STATION GRADE 1	ALTIERI	2013	1	9780021171606	
	MATH 2009 GR 1 RWPS READERS APPROACHING LEVEL 1 EACH	ALTIERI	2013	1	9780021128945	
	MATH 2009 GR 1 ON-LEVEL REAL WORLD PROB SOLVING READER 1 OF EACH	ALTIERI	2013	1	9780021073818	
	MATH 2009 GR 1 RWPS READERS BEYOND LEVEL 1 EACH	ALTIERI	2013	1	9780021129065	
	MCGRAW-HILL MY MATH REAL WORLD PROBLEM SOLVING LEVEL READER TEACHER GUIDE GRADE 1	ALTIERI	2013	1	9780021171545	
	MATH 2009 GR 1-2 CLASSROOM MANIPULATIVE KIT	ALTIERI	2013	1-2	9780021064823	
	MCGRAW-HILL MY MATH CCSS ASSESSMEMT GRADE 1	ALTIERI	2013	1	9780021386222	
	MCGRAW-HILL MY MATH SBACC ASSESSMENT GRADE 1	ALTIERI	2013	1	9780021311798	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
McGraw-Hill School Education	**MCGRAW-HILL MY MATH - STUDENT EDITION VOLUME 1 GRADE 2**	**ALTIERI**	**2013**	**2**	**9780021150212**	**Core**
	MCGRAW-HILL MY MATH - STUDENT EDITON VOLUME 2 GRADE 2	**ALTIERI**	**2013**	**2**	**9780021160693**	
	Notes:					
	Key Features: *McGraw-Hill My Math* for grades K-5 is organized around the Common Core State Standards for Mathematics and emphasizes Mathematical Practices in an interactive environment that makes learning fun and exciting. Students interact with math like never before, as they have the opportunity to take notes within their own textbook and even complete homework on a tablet. ConnectED, our digital platform, ensures that students have a consistent experience through grades K-8.					
	MCGRAW-HILL MY MATH ELD STUDENT EDITION GRADE 2	ALTIERI	2013	2	9780021327164	
	MCGRAW-HILL MY MATH TEACHER EDITION VOLUME 1	ALTIERI	2013	2	9780021383955	

	GRADE 2					
	MCGRAW-HILL MY MATH TEACHER EDITION VOLUME 2 GRADE 2	ALTIERI	2013	2	9780021383962	
	MCGRAW-HILL MY MATH ELD TEACHER EDITION GRADE 2	ALTIERI	2013	2	9780021301225	
	MCGRAW-HILL MY MATH NATIONAL STUDENT EDITION PACKAGE GRADE 2	ALTIERI	2013	2	9780021170708	
	MCGRAW-HILL MY MATH NATIONAL STUDENT PACKAGE 6 YEAR SUBSCRIPTION GRADE 2	ALTIERI	2013	2	9780021269877	
	MCGRAW-HILL MY MATH STUDENT EDITIONS AND ONLINE ESTUDENT EDITION 1 YEAR SET GRADE 2	ALTIERI	2013	2	9780021173167	
	MCGRAW-HILL MY MATH ONLINE ESTUDENT EDITION 6 YEAR SUBSCRIPTION GRADE 2	ALTIERI	2013	2	9780021277155	
	MCGRAW-HILL MY MATH - ESTUDENT EDITION 1 YEAR SUBSCRIPTION GRADE 2	ALTIERI	2013	2	9780021198023	
	MCGRAW-HILL MY MATH TEACHER EDITION PACKAGE GRADE 2	ALTIERI	2013	2	9780021408719	
	MCGRAW-HILL MY MATH TEACHER EDITIONS PLUS ONLINE ETE 6 YEAR SUBSCRIPTION GRADE 2	ALTIERI	2013	2	9780021431540	
	MCGRAW-HILL MY MATH ETEACHER EDITION 1 YEAR SUBSCRIPTION GRADE 2	ALTIERI	2013	2	9780021386161	
	MCGRAW-HILL MY MATH - ASSESSMENT MASTERS GRADE 2	ALTIERI	2013	2	9780021161799	
	MATH 2009 GR 2 DELUXE RWPS READERS APPROACHING LEVEL 6PK	ALTIERI	2013	2	9780021129010	
	MATH 2009 GR 2 DELUXE ON-LEVEL REAL WORLD PROB SOLVING READER 6-PACK	ALTIERI	2013	2	9780021073627	
	MATH 2009 GR 2 DELUXE RWPS READERS BEYOND LEVEL 6PK	ALTIERI	2013	2	9780021129133	
	MCGRAW-HILL MY MATH - ESTUDENT EDITION CD-ROM GRADE 2	ALTIERI	2013	2	9780021197958	
	MCGRAW-HILL MY MATH TEACHER EDITION CD-ROM GRADE 2	ALTIERI	2013	2	9780021346172	
	MATH 2009 GR 2-3 MATH SONGS COMPACT DISC	ALTIERI	2013	2-3	9780021064113	
	MATH 2009 GR 1-2 INDIVIDUAL MANIPULATIVE KIT	ALTIERI	2013	1-2	9780021064786	
	MATH 2009 GR K-5 MAGNETIC MANIPULATIVE KIT	ALTIERI	2013	K-5	9780021064861	
	MATH 2009 GR K-2 TEACHER TOOL KIT	ALTIERI	2013	K-2	9780021064878	
	MCGRAW-HILL MY MATH PRINT SE + 1 YEAR ESTUDENT EDITION + 1 YEAR QUICK TABLES BUNDLE GRADE 2	ALTIERI	2013	2	9780021306381	
	MCGRAW-HILL MY MATH STUDENT EDITIONS/ONLINE ESE/1 QUICK TABLES 6 YEAR SUBSC BUNDLE GRADE 2	ALTIERI	2013	2	9780021403691	

	MCGRAW-HILL MY MATH STUDENT EDITIONS/ONLINE ESE/6 QUICK TABLES 6 YEAR SUBSC BUNDLE GRADE 2	ALTIERI	2013	2	9780021403745	
	MCGRAW-HILL MY MATH ONLINE ETEACHER EDITION 6 YEAR SUBSCRIPTION GRADE 2	ALTIERI	2013	2	9780021277278	
	MCGRAW-HILL MY MATH LEARNING STATION GRADE 2	ALTIERI	2013	2	9780021171613	
	MATH 2009 GR 2 RWPS READERS APPROACHING LEVEL 1 EACH	ALTIERI	2013	2	9780021128952	
	MATH 2009 GR 2 ON-LEVEL REAL WORLD PROB SOLVING READER 1 OF EACH	ALTIERI	2013	2	9780021073825	
	MATH 2009 GR 2 RWPS READERS BEYOND LEVEL 1 EACH	ALTIERI	2013	2	9780021129072	
	MCGRAW-HILL MY MATH REAL WORLD PROBLEM SOLVING LEVEL READER TEACHER GUIDE GRADE 2	ALTIERI	2013	2	9780021171552	
	MATH 2009 GR 1-2 CLASSROOM MANIPULATIVE KIT	ALTIERI	2013	1-2	9780021064823	
	MCGRAW-HILL MY MATH CCSS ASSESSMENT GRADE 2	ALTIERI	2013	2	9780021382125	
	MCGRAW-HILL MY MATH SBACC ASSESSMENT GRADE 2	ALTIERI	2013	2	9780021311750	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
McGraw-Hill School Education	**MCGRAW-HILL MY MATH - STUDENT EDITION VOLUME 1 GRADE 3**	**ALTIERI**	**2013**	**3**	**9780021150229**	**Core**
	MCGRAW-HILL MY MATH - STUDENT EDITION VOLUME 2 GRADE 3	**ALTIERI**	**2013**	**3**	**9780021161911**	
	Notes: My Math 3 provides access and practice to the major work and supporting work of the third grade.					
	Key Features: *McGraw-Hill My Math* for grades K-5 is organized around the Common Core State Standards for Mathematics and emphasizes Mathematical Practices in an interactive environment that makes learning fun and exciting. Students interact with math like never before, as they have the opportunity to take notes within their own textbook and even complete homework on a tablet. ConnectED, our digital platform, ensures that students have a consistent experience through grades K-8.					
	MCGRAW-HILL MY MATH ELD STUDENT EDITION GRADE 3	ALTIERI	2013	3	9780021313808	
	MCGRAW-HILL MY MATH TEACHER EDITION VOLUME 1 GRADE 3	ALTIERI	2013	3	9780021383979	
	MCGRAW-HILL MY MATH TEACHER EDITION VOLUME 2 GRADE 3	ALTIERI	2013	3	9780021383986	
	MCGRAW-HILL MY MATH ELD TEACHER EDITION GRADE 3	ALTIERI	2013	3	9780021301553	
	MCGRAW-HILL MY MATH NATIONAL STUDENT EDITION PACKAGE GRADE 3	ALTIERI	2013	3	9780021170715	
	MCGRAW-HILL MY MATH NATIONAL STUDENT PACKAGE 6 YEAR SUBSCRIPTION GRADE 3	ALTIERI	2013	3	9780021269884	
	MCGRAW-HILL MY MATH STUDENT EDITIONS AND	ALTIERI	2013	3	9780021173174	

	ONLINE ESTUDENT EDITION 1 YEAR SET GRADE 3					
	MCGRAW-HILL MY MATH ONLINE ESTUDENT EDITION 6 YEAR SUBSCRIPTION GRADE 3	ALTIERI	2013	3	9780021277162	
	MCGRAW-HILL MY MATH - ESTUDENT EDITION 1 YEAR SUBSCRIPTION GRADE 3	ALTIERI	2013	3	9780021198016	
	MCGRAW-HILL MY MATH TEACHER EDITION PACKAGE GRADE 3	ALTIERI	2013	3	9780021408726	
	MCGRAW-HILL MY MATH TEACHER EDITIONS PLUS ONLINE ETE 6 YEAR SUBSCRIPTION GRADE 3	ALTIERI	2013	3	9780021431588	
	MCGRAW-HILL MY MATH ETEACHER EDITION 1 YEAR SUBSCRIPTION GRADE 3	ALTIERI	2013	3	9780021386178	
	MCGRAW-HILL MY MATH - ASSESSMENT MASTERS GRADE 3	ALTIERI	2013	3	9780021162093	
	MATH 2009 GR 3 DELUXE RWPS READERS APPROACHING LEVEL 6PK	ALTIERI	2013	3	9780021129027	
	MATH 2009 GR 3 DELUXE ON-LEVEL REAL WORLD PROB SOLVING READER 6-PACK	ALTIERI	2013	3	9780021073634	
	MATH 2009 GR 3 DELUXE RWPS READERS BEYOND LEVEL 6PK	ALTIERI	2013	3	9780021129140	
	MCGRAW-HILL MY MATH - ESTUDENT EDITION CD-ROM GRADE 3	ALTIERI	2013	3	9780021197965	
	MCGRAW-HILL MY MATH TEACHER EDITION CD-ROM GRADE 3	ALTIERI	2013	3	9780021346189	
	MATH 2009 GR 2-3 MATH SONGS COMPACT DISC	ALTIERI	2013	2-3	9780021064113	
	MATH 2009 GR 3-5 INDIVIDUAL MANIPULATIVE KIT	ALTIERI	2013	3-5	9780021064793	
	MATH 2009 GR K-5 MAGNETIC MANIPULATIVE KIT	ALTIERI	2013	K-5	9780021064861	
	MATH 2009 GR 3-5 TEACHER TOOL KIT	ALTIERI	2013	3-5	9780021064885	
	MCGRAW-HILL MY MATH PRINT STUDENT EDITIONS 1 YR ESTUDENT EDITION ALEKS 1 YR BUNDLE GRADE 3	ALTIERI	2013	3	9780021391585	
	MCGRAW-HILL MY MATH STUDENT EDITIONS 6 YEAR ESE 6 1 YEAR ALEKS ACCESS 6 YEAR BUNDLE GRADE 3	ALTIERI	2013	3	9780021451982	
	MCGRAW-HILL MY MATH STUDENT EDITIONS 6 YEAR ESE 1 YEAR ALEKS ACCESS 6 YEAR BUNDLE GRADE 3	ALTIERI	2013	3	9780021452255	
	MCGRAW-HILL MY MATH PRINT SE + 1 YEAR ESTUDENT EDITION + 1 YEAR QUICK TABLES BUNDLE GRADE 3	ALTIERI	2013	3	9780021306411	
	MCGRAW-HILL MY MATH STUDENT EDITIONS/ONLINE ESE/1 QUICK TABLES 6 YEAR SUBSC BUNDLE GRADE 3	ALTIERI	2013	3	9780021403707	
	MCGRAW-HILL MY MATH STUDENT EDITIONS/ONLINE ESE/6 QUICK TABLES 6 YEAR SUBSC BUNDLE GRADE 3	ALTIERI	2013	3	9780021403752	

	MCGRAW-HILL MY MATH ONLINE ETEACHER EDITION 6 YEAR SUBSCRIPTION GRADE 3	ALTIERI	2013	3	9780021277285	
	MCGRAW-HILL MY MATH LEARNING STATION GRADE 3	ALTIERI	2013	3	9780021171620	
	MATH 2009 GR 3 RWPS READERS APPROACHING LEVEL 1 EACH	ALTIERI	2013	3	9780021128969	
	MATH 2009 GR 3 ON-LEVEL REAL WORLD PROB SOLVING READER 1 OF EACH	ALTIERI	2013	3	9780021073832	
	MATH 2009 GR 3 RWPS READERS BEYOND LEVEL 1 EACH	ALTIERI	2013	3	9780021129089	
	MCGRAW-HILL MY MATH REAL WORLD PROBLEM SOLVING LEVEL READER TEACHER GUIDE GRADE 3	ALTIERI	2013	3	9780021171569	
	MATH 2009 GR 3-5 CLASSROOM MANIPULATIVE KIT	ALTIERI	2013	3-5	9780021064830	
	MCGRAW-HILL MY MATH CCSS ASSESSMENT GRADE 3	ALTIERI	2013	3	9780021382132	
	MCGRAW-HILL MY MATH SBACC ASSESSMENT GRADE 3	ALTIERI	2013	3	9780021302468	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
McGraw-Hill School Education	**MCGRAW-HILL MY MATH - STUDENT EDITION VOLUME 1 GRADE 4**	**ALTIERI**	**2013**	**4**	**9780021150236**	**Core**
	MCGRAW-HILL MY MATH - STUDENT EDITION VOLUME 2 GRADE 4	**ALTIERI**	**2013**	**4**	**9780021161959**	
	Notes:					
	Key Features: *McGraw-Hill My Math* for grades K-5 is organized around the Common Core State Standards for Mathematics and emphasizes Mathematical Practices in an interactive environment that makes learning fun and exciting. Students interact with math like never before, as they have the opportunity to take notes within their own textbook and even complete homework on a tablet. ConnectED, our digital platform, ensures that students have a consistent experience through grades K-8.					
	MCGRAW-HILL MY MATH ELD STUDENT EDITION GRADE 4	ALTIERI	2013	4	9780021307555	
	MCGRAW-HILL MY MATH TEACHER EDITION VOLUME 1 GRADE 4	ALTIERI	2013	4	9780021383993	
	MCGRAW-HILL MY MATH TEACHER EDITION VOLUME 2 GRADE 4	ALTIERI	2013	4	9780021384006	
	MCGRAW-HILL MY MATH ELD TEACHER EDITION GRADE 4	ALTIERI	2013	4	9780021314065	
	MCGRAW-HILL MY MATH NATIONAL STUDENT EDITION PACKAGE GRADE 4	ALTIERI	2013	4	9780021170722	
	MCGRAW-HILL MY MATH NATIONAL STUDENT PACKAGE 6 YEAR SUBSCRIPTION GRADE 4	ALTIERI	2013	4	9780021269891	
	MCGRAW-HILL MY MATH STUDENT EDITIONS AND ONLINE ESTUDENT EDITION 1 YEAR SET GRADE 4	ALTIERI	2013	4	9780021173181	

	MCGRAW-HILL MY MATH ONLINE ESTUDENT EDITION 6 YEAR SUBSCRIPTION GRADE 4	ALTIERI	2013	4	9780021277179	
	MCGRAW-HILL MY MATH - ESTUDENT EDITION 1 YEAR SUBSCRIPTION GRADE 4	ALTIERI	2013	4	9780021198009	
	MCGRAW-HILL MY MATH TEACHER EDITION PACKAGE GRADE 4	ALTIERI	2013	4	9780021385171	
	MCGRAW-HILL MY MATH TEACHER EDITIONS PLUS ONLINE ETE 6 YEAR SUBSCRIPTION GRADE 4	ALTIERI	2013	4	9780021427345	
	MCGRAW-HILL MY MATH ETEACHER EDITION 1 YEAR SUBSCRIPTION GRADE 4	ALTIERI	2013	4	9780021386208	
	MCGRAW-HILL MY MATH - ASSESSMENT MASTERS GRADE 4	ALTIERI	2013	4	9780021162109	
	MATH 2009 GR 4 DELUXE RWPS READERS APPROACHING LEVEL 6PK	ALTIERI	2013	4	9780021129034	
	MATH 2009 GR 4 DELUXE ON-LEVEL REAL WORLD PROB SOLVING READER 6-PACK	ALTIERI	2013	4	9780021073641	
	MATH 2009 GR 4 DELUXE RWPS READERS BEYOND LEVEL 6PK	ALTIERI	2013	4	9780021129157	
	MCGRAW-HILL MY MATH - ESTUDENT EDITION CD-ROM GRADE 4	ALTIERI	2013	4	9780021197972	
	MCGRAW-HILL MY MATH TEACHER EDITION CD-ROM GRADE 4	ALTIERI	2013	4	9780021346233	
	MATH 2009 GR 4-5 MATH SONGS COMPACT DISC	ALTIERI	2013	4-5	9780021064175	
	MATH 2009 GR 3-5 INDIVIDUAL MANIPULATIVE KIT	ALTIERI	2013	3-5	9780021064793	
	MATH 2009 GR K-5 MAGNETIC MANIPULATIVE KIT	ALTIERI	2013	K-5	9780021064861	
	MATH 2009 GR 3-5 TEACHER TOOL KIT	ALTIERI	2013	3-5	9780021064885	
	MCGRAW-HILL MY MATH PRINT STUDENT EDITIONS 1 YR ESTUDENT EDITION ALEKS 1 YR BUNDLE GRADE 4	ALTIERI	2013	4	9780021391622	
	MCGRAW-HILL MY MATH STUDENT EDITIONS 6 YEAR ESE 6 1 YEAR ALEKS ACCESS 6 YEAR BUNDLE GRADE 4	ALTIERI	2013	4	9780021452040	
	MCGRAW-HILL MY MATH STUDENT EDITIONS 6 YEAR ESE 1 YEAR ALEKS ACCESS 6 YEAR BUNDLE GRADE 4	ALTIERI	2013	4	9780021456246	
	MCGRAW-HILL MY MATH PRINT SE + 1 YEAR ESTUDENT EDITION + 1 YEAR QUICK TABLES BUNDLE GRADE 4	ALTIERI	2013	4	9780021450763	
	MCGRAW-HILL MY MATH STUDENT EDITIONS/ONLINE ESE/1 QUICK TABLES 6 YEAR SUBSC BUNDLE GRADE 4	ALTIERI	2013	4	9780021403714	
	MCGRAW-HILL MY MATH STUDENT EDITIONS/ONLINE ESE/6 QUICK TABLES 6 YEAR SUBSC BUNDLE GRADE 4	ALTIERI	2013	4	9780021388608	
	MCGRAW-HILL MY MATH ONLINE ETEACHER EDITION 6	ALTIERI	2013	4	9780021277292	

	YEAR SUBSCRIPTION GRADE 4					
	MCGRAW-HILL MY MATH LEARNING STATION GRADE 4	ALTIERI	2013	4	9780021171637	
	MATH 2009 GR 4 RWPS READERS APPROACHING LEVEL 1 EACH	ALTIERI	2013	4	9780021128976	
	MATH 2009 GR 4 ON-LEVEL REAL WORLD PROB SOLVING READER 1 OF EACH	ALTIERI	2013	4	9780021073849	
	MATH 2009 GR 4 RWPS READERS BEYOND LEVEL 1 EACH	ALTIERI	2013	4	9780021129096	
	MCGRAW-HILL MY MATH REAL WORLD PROBLEM SOLVING LEVEL READER TEACHER GUIDE GRADE 4	ALTIERI	2013	4	9780021171576	
	MATH 2009 GR 3-5 CLASSROOM MANIPULATIVE KIT	ALTIERI	2013	3-5	9780021064830	
	MCGRAW-HILL MY MATH CCSS ASSESSMENT GRADE 4	ALTIERI	2013	4	9780021382149	
	MCGRAW-HILL MY MATH SBACC ASSESSMENT GRADE 4	ALTIERI	2013	4	9780021302499	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
McGraw-Hill School Education	**MCGRAW-HILL MY MATH - STUDENT EDITION VOLUME 1 GRADE 5**	**ALTIERI**	**2013**	**5**	**9780021150243**	**Core**
	MCGRAW-HILL MY MATH - STUDENT EDITION VOLUME 2 GRADE 5	**ALTIERI**	**2013**	**5**	**9780021161966**	
	Notes: Strength: • Standards and practices are clearly labeled • The connections between the grades are easy to find and they help students and teachers understand how the lesson align Weakness: • There isn't a lot of room to work math problems on the specific student practice page					
	Key Features: *McGraw-Hill My Math* for grades K-5 is organized around the Common Core State Standards for Mathematics and emphasizes Mathematical Practices in an interactive environment that makes learning fun and exciting. Students interact with math like never before, as they have the opportunity to take notes within their own textbook and even complete homework on a tablet. ConnectED, our digital platform, ensures that students have a consistent experience through grades K-8.					
	MCGRAW-HILL MY MATH ELD STUDENT EDITION GRADE 5	ALTIERI	2013	5	9780021308316	
	MCGRAW-HILL MY MATH TEACHER EDITION VOLUME 1 GRADE 5	ALTIERI	2013	5	9780021384013	
	MCGRAW-HILL MY MATH TEACHER EDITION VOLUME 2 GRADE 5	ALTIERI	2013	5	9780021386116	
	MCGRAW-HILL MY MATH ELD TEACHER EDITION GRADE 5	ALTIERI	2013	5	9780021302376	
	MCGRAW-HILL MY MATH NATIONAL STUDENT EDITION PACKAGE GRADE 5	ALTIERI	2013	5	9780021170739	
	MCGRAW-HILL MY MATH NATIONAL STUDENT PACKAGE 6 YEAR	ALTIERI	2013	5	9780021269907	

	SUBSCRIPTION GRADE 5					
	MCGRAW-HILL MY MATH STUDENT EDITIONS AND ONLINE ESTUDENT EDITION 1 YEAR SET GRADE 5	ALTIERI	2013	5	9780021173198	
	MCGRAW-HILL MY MATH ONLINE ESTUDENT EDITION 6 YEAR SUBSCRIPTION GRADE 5	ALTIERI	2013	5	9780021277186	
	MCGRAW-HILL MY MATH - ESTUDENT EDITION 1 YEAR SUBSCRIPTION GRADE 5	ALTIERI	2013	5	9780021197996	
	MCGRAW-HILL MY MATH TEACHER EDITION PACKAGE GRADE 5	ALTIERI	2013	5	9780021385188	
	MCGRAW-HILL MY MATH TEACHER EDITIONS PLUS ONLINE ETE 6 YEAR SUBSCRIPTION GRADE 5	ALTIERI	2013	5	9780021427383	
	MCGRAW-HILL MY MATH ETEACHER EDITION 1 YEAR SUBSCRIPTION GRADE 5	ALTIERI	2013	5	9780021386215	
	MCGRAW-HILL MY MATH - ASSESSMENT MASTERS GRADE 5	ALTIERI	2013	5	9780021162116	
	MATH 2009 GR 5 DELUXE RWPS READERS APPROACHING LEVEL 6PK	ALTIERI	2013	5	9780021129041	
	MATH 2009 GR 5 DELUXE ON-LEVEL REAL WORLD PROB SOLVING READER 6-PACK	ALTIERI	2013	5	9780021073658	
	MATH 2009 GR 5 DELUXE RWPS READERS BEYOND LEVEL 6PK	ALTIERI	2013	5	9780021129164	
	MCGRAW-HILL MY MATH - ESTUDENT EDITION CD-ROM GRADE 5	ALTIERI	2013	5	9780021197989	
	MCGRAW-HILL MY MATH TEACHER EDITION CD-ROM GRADE 5	ALTIERI	2013	5	9780021346240	
	MATH 2009 GR 4-5 MATH SONGS COMPACT DISC	ALTIERI	2013	4-5	9780021064175	
	MATH 2009 GR 3-5 INDIVIDUAL MANIPULATIVE KIT	ALTIERI	2013	3-5	9780021064793	
	MATH 2009 GR K-5 MAGNETIC MANIPULATIVE KIT	ALTIERI	2013	K-5	9780021064861	
	MATH 2009 GR 3-5 TEACHER TOOL KIT	ALTIERI	2013	3-5	9780021064885	
	MCGRAW-HILL MY MATH PRINT STUDENT EDITIONS 1 YR ESTUDENT EDITION ALEKS 1 YR BUNDLE GRADE 5	ALTIERI	2013	5	9780021391639	
	MCGRAW-HILL MY MATH STUDENT EDITIONS 6 YEAR ESE 6 1 YEAR ALEKS ACCESS 6 YEAR BUNDLE GRADE 5	ALTIERI	2013	5	9780021452071	
	MCGRAW-HILL MY MATH STUDENT EDITIONS 6 YEAR ESE 1 YEAR ALEKS ACCESS 6 YEAR BUNDLE GRADE 5	ALTIERI	2013	5	9780021453078	

	MCGRAW-HILL MY MATH PRINT SE + 1 YEAR ESTUDENT EDITION + 1 YEAR QUICK TABLES BUNDLE GRADE 5	ALTIERI	2013	5	9780021434510	
	MCGRAW-HILL MY MATH STUDENT EDITIONS/ONLINE ESE/1 QUICK TABLES 6 YEAR SUBSC BUNDLE GRADE 5	ALTIERI	2013	5	9780021403721	
	MCGRAW-HILL MY MATH STUDENT EDITIONS/ONLINE ESE/6 QUICK TABLES 6 YEAR SUBSC BUNDLE GRADE 5	ALTIERI	2013	5	9780021388639	
	MCGRAW-HILL MY MATH CCSS ASSESSMENT GRADE 5	ALTIERI	2013	5	9780021382156	
	MCGRAW-HILL MY MATH ONLINE ETEACHER EDITION 6 YEAR SUBSCRIPTION GRADE 5	ALTIERI	2013	5	9780021277308	
	MCGRAW-HILL MY MATH LEARNING STATION GRADE 5	ALTIERI	2013	5	9780021171644	
	MATH 2009 GR 5 RWPS READERS APPROACHING LEVEL 1 EACH	ALTIERI	2013	5	9780021128983	
	MATH 2009 GR 5 ON-LEVEL REAL WORLD PROB SOLVING READER 1 OF EACH	ALTIERI	2013	5	9780021073856	
	MATH 2009 GR 5 RWPS READERS BEYOND LEVEL 1 EACH	ALTIERI	2013	5	9780021129102	
	MCGRAW-HILL MY MATH REAL WORLD PROBLEM SOLVING LEVEL READER TEACHER GUIDE GRADE 5	ALTIERI	2013	5	9780021171583	
	MATH 2009 GR 3-5 CLASSROOM MANIPULATIVE KIT	ALTIERI	2013	3-5	9780021064830	
	MCGRAW-HILL MY MATH SBACC ASSESSMENT GRADE 5	ALTIERI	2013	5	9780021312917	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
McGraw-Hill School Education	**EVERYDAY MATH ESSENTIAL STUDENT MATERIAL SET 6 YEAR SUBSC BUNDLE GRADE K**	**BELL ET AL**	**2016**	**K**	**9780021339549**	**Core**
	Notes: Everyday math is a comprehensive core program. It has lots of hands-on and engaging activities to meet the common core standards.					
	Key Features: *Everyday Mathematics* is a PreK-6 core mathematics program developed at University of Chicago and grounded in substantial field testing and a distinct research-based philosophy. *Everyday Mathematics* provides rigorous instruction, promoting long-term retention and deeply incorporated problem-solving and game-based learning. The curriculum has a spiraled approach, distributing learning throughout the curriculum. Research has shown children learn best through distributed practice – when new topics are presented at a brisk pace, with multiple exposures over time and frequent opportunities for review and practice, often referred to as a “Spiral Curriculum”. The *Everyday Mathematics* curriculum optimizes these conditions for learning and retaining knowledge, by introducing new concepts or skills informally and then revisited in a variety of contexts over several grades. Subsequent exposures build upon previous experience, helping children develop both knowledge of mathematics and their ability and willingness to apply what they know.					
	EVERYDAY MATH COMPREHENSIVE SMS 1	BELL ET AL	2016	K	9780021314577	

	YEAR SUBSCRIPTION BUNDLE GRADE K					
	EVERYDAY MATH ESSENTIAL SMS 1 YEAR SUBSCRIPTION BUNDLE GRADE K	BELL ET AL	2016	K	9780021304714	
	EVERYDAY MATH STUDENT EDITION 1 YEAR SUBSCRIPTION GRADE K	BELL ET AL	2016	K	9780021389186	
	EVERYDAY MATH ONLINE STUDENT EDITION 6 YEAR SUBSCRIPTION GRADE K	BELL ET AL	2016	K	9780021336746	
	EVERYDAY MATH COMPREHENSIVE STUDENT MATERIAL SET 6 YEAR SUBSC BUNDLE GRADE K	BELL ET AL	2016	K	9780021339686	
	EVERYDAY MATH TEACHER GUIDE VOLUME 1 GRADE K	BELL ET AL	2016	K	9780021414093	
	EVERYDAY MATH TEACHER GUIDE VOLUME 2 GRADE K	BELL ET AL	2016	K	9780021414116	
	EVERYDAY MATH ONLINE TEACHER EDITION 6 YEAR SUBSCRIPTION GRADE K	BELL ET AL	2016	K	9780021341566	
	EVERYDAY MATH COMPREHENSIVE CLASSROOM RESOURCE PKG 6 YEAR SUBSC BUNDLE GRADE K	BELL ET AL	2016	K	9780021416073	
	EVERYDAY MATH MANIPULATIVE KIT WITH MARKERBOARDS GRADE K	BELL ET AL	2016	K	9780076715534	
	EVERYDAY MATH SING EVERYDAY EARLY CHILDHOOD MUSIC CD ENGLISH & SPANISH	BELL ET AL	2016	K	9780021383610	
	EVERYDAY MATH ACTIVITY CARDS GRADE K	BELL ET AL	2016	K	9780021409334	
	EVERYDAY MATH ASSESSMENT HANDBOOK GRADE K	BELL ET AL	2016	K	9780021366040	
	EVERYDAY MATH KINDERGARTEN CLASSROOM RESOURCES GRADE K	BELL ET AL	2016	K	9780021379897	
	EVERYDAY MATH MINUTE MATH GRADE K	BELL ET AL	2016	K	9780021414123	
	EVERYDAY MATH MATH MASTERS GRADE K	BELL ET AL	2016	K	9780021348237	
	EVERYDAY MATH THERMOMETER POSTER GRADE K-2	BELL ET AL	2016	K-2	9780021383122	
	EVERYDAY MATH CLASS NUMBER GRID POSTER GRADE K	BELL ET AL	2016	K	9780021383139	
	EVERYDAY MATH TWO DIMENSIONAL SHAPES POSTER GRADE K-2	BELL ET AL	2016	K-2	9780021385652	
	EVERYDAY MATH STANDARDS MATH PRACTIVE POSTER STANDARDS 1-8 ENG/SPAN GRADE K-2	BELL ET AL	2016	K-2	9780021385720	
	EVERYDAY MATH MY FIRST MATH BOOK GRADE K	BELL ET AL	2016	K	9780021428052	
	EVERYDAY MATH CLASSROOM MANIPULATIVES KIT GRADE K	BELL ET AL	2016	K	9780021409730	
	EVERYDAY MATH HOME LINKS GRADE GRADE K	BELL ET AL	2016	K	9780021379545	
	EVERYDAY MATH GAMES CLASS GAMES KIT EARLY CHILDHOOD	BELL ET AL	2016	K	9780076561841	

	EVERYDAY MATH QUICK LOOK CARDS DOT PATTERNS GRADE K-1	BELL ET AL	2016	K-1	9780021414215	
	EVERYDAY MATH QUICK LOOKS CARDS DOUBLE TEN FRAMES	BELL ET AL	2016	K-2	9780021407248	
	EVERYDAY MATH QUICK LOOK CARDS FIVE FRAMES	BELL ET AL	2016	K	9780021306060	
	EVERYDAY MATH QUICK LOOKS CARDS TEN FRAMES	BELL ET AL	2016	K-2	9780021301928	
	EVERYDAY MATH MATH AT HOME BOOK 1 GRADE K	BELL ET AL	2016	K	9780021382446	
	EVERYDAY MATH MATH AT HOME BOOK 2 GRADE K	BELL ET AL	2016	K	9780021383283	
	EVERYDAY MATH MATH AT HOME BOOK 3 GRADE K	BELL ET AL	2016	K	9780021383306	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
McGraw-Hill School Education	**EVERYDAY MATH ESSENTIAL STUDENT MATERIAL SET 6 YEAR SUBSC BUNDLE GRADE 1**	**BELL ET AL**	**2016**	**1**	**9780021416516**	**Core**
	Notes:					
	Key Features: *Everyday Mathematics* is a PreK-6 core mathematics program developed at University of Chicago and grounded in substantial field testing and a distinct research-based philosophy. *Everyday Mathematics* provides rigorous instruction, promoting long-term retention and deeply incorporated problem-solving and game-based learning. The curriculum has a spiraled approach, distributing learning throughout the curriculum. Research has shown children learn best through distributed practice – when new topics are presented at a brisk pace, with multiple exposures over time and frequent opportunities for review and practice, often referred to as a “Spiral Curriculum”. The *Everyday Mathematics* curriculum optimizes these conditions for learning and retaining knowledge, by introducing new concepts or skills informally and then revisited in a variety of contexts over several grades. Subsequent exposures build upon previous experience, helping children develop both knowledge of mathematics and their ability and willingness to apply what they know.					
	EVERYDAY MATH COMPREHENSIVE STUDENT MATERIAL SET 6 YEAR SUBSC BUNDLE GRADE 1	BELL ET AL	2016	1	9780021339778	
	EVERYDAY MATH ONLINE STUDENT EDITION 6 YEAR SUBSCRIPTION GRADE 1	BELL ET AL	2016	1	9780021336890	
	EVERYDAY MATH STUDENT EDITION 1 YEAR SUBSCRIPTION GRADE 1	BELL ET AL	2016	1	9780021340354	
	EVERYDAY MATH COMPREHENSIVE SMS 1 YEAR SUBSCRIPTION BUNDLE GRADE 1	BELL ET AL	2016	1	9780021302789	
	EVERYDAY MATH ESSENTIAL SMS 1 YEAR SUBSCRIPTION BUNDLE GRADE 1	BELL ET AL	2016	1	9780021314843	
	EVERYDAY MATH STUDENT MATH JOURNAL VOLUME 1 GRADE 1	BELL ET AL	2016	1	9780021430789	
	EVERYDAY MATH STUDENT MATH JOURNAL VOLUME 2 GRADE 1	BELL ET AL	2016	1	9780021430819	
	EVERYDAY MATH ONLINE TEACHER EDITION 6 YEAR SUBSCRIPTION GRADE 1	BELL ET AL	2016	1	9780021341641	

	EVERYDAY MATH JOURNAL ANSWER TEACHER BOOK 2 VOLUME SET GRADE 1	BELL ET AL	2016	1	9780021391097	
	EVERYDAY MATH MATH JOURNAL ANSWERS TEACHER BOOK VOLUME 1 GRADE 1	BELL ET AL	2016	1	9780021407996	
	EVERYDAY MATH MATH JOURNAL ANSWERS TEACHER BOOK VOLUME 2 GRADE 1	BELL ET AL	2016	1	9780021390953	
	EVERYDAY MATH COMPREHENSIVE CLASSROOM RESOURCE PKG 6 YEAR SUBSC BUNDLE GRADE 1	BELL ET AL	2016	1	9780021416110	
	EVERYDAY MATH MANIPULATIVE KIT WITH MARKERBOARDS GRADE 1	BELL ET AL	2016	1	9780076725427	
	EVERYDAY MATH ACTIVITY CARDS GRADE 1	BELL ET AL	2016	1	9780021409365	
	EVERYDAY MATH - TEACHER LESSON GUIDE VOLUME 1 GRADE 1	BELL ET AL	2016	1	9780021144631	
	EVERYDAY MATH TEACHER LESSON GUIDE VOLUME 2 GRADE 1	BELL ET AL	2016	1	9780021383658	
	EVERYDAY MATH ASSESSMENT HANDBOOK GRADE 1	BELL ET AL	2016	1	9780021366071	
	EVERYDAY MATH MINUTE MATH GRADE 1-3	BELL ET AL	2016	1-3	9780021383238	
	EVERYDAY MATH MATH MASTERS GRADE 1	BELL ET AL	2016	1	9780021348268	
	EVERYDAY MATH THERMOMETER POSTER GRADE K-2	BELL ET AL	2016	K-2	9780021383122	
	EVERYDAY MATH TWO DIMENSIONAL SHAPES POSTER GRADE K-2	BELL ET AL	2016	K-2	9780021385652	
	EVERYDAY MATH STANDARDS MATH PRACTIVE POSTER STANDARDS 1-8 ENG/SPAN GRADE K-2	BELL ET AL	2016	K-2	9780021385720	
	EVERYDAY MATH NUMBER GRID POSTER GRADE 1-6	BELL ET AL	2016	1-6	9780021385669	
	EVERYDAY MATH GAMES - CLASS GAMES KIT GRADE 1	BELL ET AL	2016	1	9780076220083	
	EVERYDAY MATH CLASSROOM MANIPULATIVES KIT GRADE 1	BELL ET AL	2016	1	9780021409877	
	EVERYDAY MATH HOME LINKS GRADE GRADE 1	BELL ET AL	2016	1	9780021379583	
	EVERYDAY MATH QUICK LOOK CARDS DOT PATTERNS GRADE K-1	BELL ET AL	2016	K-1	9780021414215	
	EVERYDAY MATH QUICK LOOKS CARDS DOUBLE TEN FRAMES	BELL ET AL	2016	K-2	9780021407248	
	EVERYDAY MATH QUICK LOOKS CARDS TEN FRAMES	BELL ET AL	2016	K-2	9780021301928	
	EVERYDAY MATH MY REFERENCE BOOK GRADE 1-2	BELL ET AL	2016	1-2	9780021383511	
	EVERYDAY MATH - PATTERN BLOCK TEMPLATE GRADE 1-3	BELL ET AL	2016	1-3	9780076045389	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
McGraw-Hill School Education	**EVERYDAY MATH ESSENTIAL STUDENT MATERIAL SET 6**	**BELL ET AL**	**2016**	**2**	**9780021416554**	

	YEAR SUBSC BUNDLE GRADE 2					**Core**
	Notes: The Student Reference book does a great job with the mathematical practices. However, there are not enough supports to assist students in structuring mathematical arguments.					
	Key Features: *Everyday Mathematics* is a PreK-6 core mathematics program developed at University of Chicago and grounded in substantial field testing and a distinct research-based philosophy. *Everyday Mathematics* provides rigorous instruction, promoting long-term retention and deeply incorporated problem-solving and game-based learning. The curriculum has a spiraled approach, distributing learning throughout the curriculum. Research has shown children learn best through distributed practice – when new topics are presented at a brisk pace, with multiple exposures over time and frequent opportunities for review and practice, often referred to as a "Spiral Curriculum". The *Everyday Mathematics* curriculum optimizes these conditions for learning and retaining knowledge, by introducing new concepts or skills informally and then revisited in a variety of contexts over several grades. Subsequent exposures build upon previous experience, helping children develop both knowledge of mathematics and their ability and willingness to apply what they know.					
	EVERYDAY MATH COMPREHENSIVE STUDENT MATERIAL SET 6 YEAR SUBSC BUNDLE GRADE 2	BELL ET AL	2016	2	9780021339853	
	EVERYDAY MATH ONLINE STUDENT EDITION 6 YEAR SUBSCRIPTION GRADE 2	BELL ET AL	2016	2	9780021341542	
	EVERYDAY MATH STUDENT MATH JOURNAL VOLUME 1 GRADE 2	BELL ET AL	2016	2	9780021430826	
	EVERYDAY MATH STUDENT MATH JOURNAL VOLUME 2 GRADE 2	BELL ET AL	2016	2	9780021430864	
	EVERYDAY MATH STUDENT EDITION 1 YEAR SUBSCRIPTION GRADE 2	BELL ET AL	2016	2	9780021445769	
	EVERYDAY MATH COMPREHENSIVE SMS 1 YEAR SUBSCRIPTION BUNDLE GRADE 2	BELL ET AL	2016	2	9780021328499	
	EVERYDAY MATH ESSENTIAL SMS 1 YEAR SUBSCRIPTION BUNDLE GRADE 2	BELL ET AL	2016	2	9780021325085	
	EVERYDAY MATH ONLINE TEACHER EDITION 6 YEAR SUBSCRIPTION GRADE 2	BELL ET AL	2016	2	9780021339310	
	EVERYDAY MATH MATH JOURNAL ANSWERS TEACHER BOOK VOLUME 1 GRADE 2	BELL ET AL	2016	2	9780021390960	
	EVERYDAY MATH MATH JOURNAL ANSWERS TEACHER BOOK VOLUME 2 GRADE 2	BELL ET AL	2016	2	9780021409693	
	EVERYDAY MATH TEACHER LESSON GUIDE VOLUME 1 GRADE 2	BELL ET AL	2016	2	9780021409914	
	EVERYDAY MATH TEACHER LESSON GUIDE VOLUME 2 GRADE 2	BELL ET AL	2016	2	9780021409952	
	EVERYDAY MATH COMPREHENSIVE CLASSROOM RESOURCE PKG 6 YEAR SUBSC BUNDLE GRADE 2	BELL ET AL	2016	2	9780021416158	
	EVERYDAY MATH MANIPULATIVE KIT WITH MARKERBOARDS GRADE 2	BELL ET AL	2016	2	9780076725557	

	EVERYDAY MATH JOURNAL ANSWER TEACHER BOOK 2 VOLUME SET GRADE 2	BELL ET AL	2016	2	9780021391134	
	EVERYDAY MATH ACTIVITY CARDS GRADE 2	BELL ET AL	2016	2	9780021409372	
	EVERYDAY MATH ASSESSMENT HANDBOOK GRADE 2	BELL ET AL	2016	2	9780021366088	
	EVERYDAY MATH MINUTE MATH GRADE 1-3	BELL ET AL	2016	1-3	9780021383238	
	EVERYDAY MATH MATH MASTERS GRADE 2	BELL ET AL	2016	2	9780021409242	
	EVERYDAY MATH THERMOMETER POSTER GRADE K-2	BELL ET AL	2016	K-2	9780021383122	
	EVERYDAY MATH THERMOMETER POSTER GRADE 2	BELL ET AL	2016	2	9780021352265	
	EVERYDAY MATH TWO DIMENSIONAL SHAPES POSTER GRADE K-2	BELL ET AL	2016	K-2	9780021385652	
	EVERYDAY MATH STANDARDS MATH PRACTIVE POSTER STANDARDS 1-8 ENG/SPAN GRADE K-2	BELL ET AL	2016	K-2	9780021385720	
	EVERYDAY MATH NUMBER GRID POSTER GRADE 1-6	BELL ET AL	2016	1-6	9780021385669	
	EVERYDAY MATH NUMBER LINES ENGLISH/SPANISH GRADE 2	BELL ET AL	2016	2	9780021353996	
	EVERYDAY MATH GAMES - CLASS GAMES KIT GRADE 2	BELL ET AL	2016	2	9780076220090	
	EVERYDAY MATH CLASSROOM MANIPULATIVES KIT GRADE 2	BELL ET AL	2016	2	9780021409907	
	EVERYDAY MATH HOME LINKS GRADE 2	BELL ET AL	2016	2	9780021379590	
	EVERYDAY MATH QUICK LOOKS CARDS DOUBLE TEN FRAMES	BELL ET AL	2016	K-2	9780021407248	
	EVERYDAY MATH QUICK LOOKS CARDS TEN FRAMES	BELL ET AL	2016	K-2	9780021301928	
	EVERYDAY MATH MY REFERENCE BOOK GRADE 1-2	BELL ET AL	2016	1-2	9780021383511	
	EVERYDAY MATH - PATTERN BLOCK TEMPLATE GRADE 1-3	BELL ET AL	2016	1-3	9780076045389	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
McGraw-Hill School Education	**EVERYDAY MATH ESSENTIAL STUDENT MATERIAL SET 6 YEAR SUBSCRIPTION GRADE 3**	**BELL ET AL**	**2016**	**3**	**9780076681860**	**Core**
	Notes: The Student Reference book does a great job with the mathematical practices.					
	Key Features: *Everyday Mathematics* is a PreK-6 core mathematics program developed at University of Chicago and grounded in substantial field testing and a distinct research-based philosophy. *Everyday Mathematics* provides rigorous instruction, promoting long-term retention and deeply incorporated problem-solving and game-based learning. The curriculum has a spiraled approach, distributing learning throughout the curriculum. Research has shown children learn best through distributed practice – when new topics are presented at a brisk pace, with multiple exposures over time and frequent opportunities for review and practice, often referred to as a “Spiral Curriculum”. The *Everyday Mathematics* curriculum optimizes these conditions for learning and retaining knowledge, by introducing new concepts or skills informally and then revisited in a variety of contexts over several					

	grades. Subsequent exposures build upon previous experience, helping children develop both knowledge of mathematics and their ability and willingness to apply what they know.					
	EVERYDAY MATH COMPREHENSIVE STUDENT MATERIAL SET 6 YEAR SUBSCRIPTION GRADE 3	BELL ET AL	2016	3	9780076686308	
	EVERYDAY MATH STUDENT EDITION 6 YEAR SUBSCRIPTION GRADE 3	BELL ET AL	2016	3	9780021339365	
	EVERYDAY MATH COMPREHENSIVE SMS 1 YEAR SUBSCRIPTION GRADE 3	BELL ET AL	2016	3	9780076746514	
	EVERYDAY MATH ESSENTIAL SMS 1 YEAR SUBSCRIPTION GRADE 3	BELL ET AL	2016	3	9780021452651	
	EVERYDAY MATH DIGITAL STUDENT LEARNING CENTER 1 YEAR SUBSCRIPTION GRADE 3	BELL ET AL	2016	3	9780021407866	
	EVERYDAY MATH STUDENT MATH JOURNAL VOLUME 1 GRADE 3	BELL ET AL	2016	3	9780021430871	
	EVERYDAY MATH STUDENT MATH JOURNAL VOLUME 2 GRADE 3	BELL ET AL	2016	3	9780021430918	
	EVERYDAY MATH JOURNAL ANSWER TEACHER BOOK 2 VOLUME SET GRADE 3	BELL ET AL	2016	3	9780021391141	
	EVERYDAY MATH MATH JOURNAL ANSWERS TEACHER BOOK VOLUME 1 GRADE 3	BELL ET AL	2016	3	9780021409778	
	EVERYDAY MATH MATH JOURNAL ANSWERS TEACHER BOOK VOLUME 2 GRADE 3	BELL ET AL	2016	3	9780021409785	
	EVERYDAY MATH COMPREHENSIVE CLASSROOM RESOURCE PKG 6 YEAR SUBSCRIPTION GRADE 3	BELL ET AL	2016	3	9780076666355	
	EVERYDAY MATH TEACHER EDITION 6 YEAR SUBSCRIPTION GRADE 3	BELL ET AL	2016	3	9780076671175	
	EVERYDAY MATH MANIPULATIVE KIT WITH MARKERBOARDS GRADE 3	BELL ET AL	2016	3	9780076731176	
	EVERYDAY MATH ACTIVITY CARDS GRADE 3	BELL ET AL	2016	3	9780021409419	
	EVERYDAY MATH TEACHER LESSON GUIDE VOLUME 1 GRADE 3	BELL ET AL	2016	3	9780021409969	
	EVERYDAY MATH TEACHER LESSON GUIDE VOLUME 2 GRADE 3	BELL ET AL	2016	3	9780021410002	
	EVERYDAY MATH ASSESSMENT HANDBOOK GRADE 3	BELL ET AL	2016	3	9780021307579	
	EVERYDAY MATH MINUTE MATH GRADE 1-3	BELL ET AL	2016	1-3	9780021383238	
	EVERYDAY MATH MATH MASTERS GRADE 3	BELL ET AL	2016	3	9780021364640	
	EVERYDAY MATH ENGLISH/SPANISH LENGTH OF DAY GRAPH POSTER GRADE 3	BELL ET AL	2016	3	9780021385683	

	EVERYDAY MATH GEOMETRY 2D SHAPES POSTER GRADE 3-5	BELL ET AL	2016	3-5	9780021385690	
	EVERYDAY MATH ENGLISH/SPANISH FRACTIONS NUMBER LINE POSTER GRADE 3	BELL ET AL	2016	3-5	9780021385713	
	EVERYDAY MATH ENGLISH/SPANISH STANDARDS MATH PRACTICE 1-8 POSTERS GRADE 3-4	BELL ET AL	2016	4-5	9780021308088	
	EVERYDAY MATH NUMBER GRID POSTER GRADE 1-6	BELL ET AL	2016	1-6	9780021385669	
	EVERYDAY MATH STUDENT REFERENCE BOOK GRADE 3	BELL ET AL	2016	3	9780021383559	
	EVERYDAY MATH CLASSROOM MANIPULATIVES KIT GRADE 3	BELL ET AL	2016	3	9780021379453	
	EVERYDAY MATH HOME LINKS GRADE 3	BELL ET AL	2016	3	9780021379637	
	EVERYDAY MATH GAMES - CLASS GAMES KIT GRADE 3	BELL ET AL	2016	3	9780076220106	
	EVERYDAY MATH EQUAL GROUPS QUICK LOOK CARDS	BELL ET AL	2016	3	9780021362349	
	EVERYDAY MATH FRACTIONS QUICK LOOK CARDS	BELL ET AL	2016	3	9780021445721	
	EVERYDAY MATH - PATTERN BLOCK TEMPLATE GRADE 1-3	BELL ET AL	2016	1-3	9780076045389	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
McGraw-Hill School Education	**EVERYDAY MATH ESSENTIAL STUDENT MATERIAL SET 6 YEAR SUBSCRIPTION GRADE 4**	**BELL ET AL**	**2016**	**4**	**9780076683307**	**Core**
	Notes: Strengths: • Students generated manipulatives, SMP are embedded throughout the lessons, differentiation/scaffolding is readily available, Home Links with family letters and help, self-assessments Weaknesses: • Hard to know when working on major or supporting works quickly, supporting work may cover too much time, lattice multiplication					
	Key Features: *Everyday Mathematics* is a PreK-6 core mathematics program developed at University of Chicago and grounded in substantial field testing and a distinct research-based philosophy. *Everyday Mathematics* provides rigorous instruction, promoting long-term retention and deeply incorporated problem-solving and game-based learning. The curriculum has a spiraled approach, distributing learning throughout the curriculum. Research has shown children learn best through distributed practice – when new topics are presented at a brisk pace, with multiple exposures over time and frequent opportunities for review and practice, often referred to as a "Spiral Curriculum". The *Everyday Mathematics* curriculum optimizes these conditions for learning and retaining knowledge, by introducing new concepts or skills informally and then revisited in a variety of contexts over several grades. Subsequent exposures build upon previous experience, helping children develop both knowledge of mathematics and their ability and willingness to apply what they know.					
	EVERYDAY MATH COMPREHENSIVE STUDENT MATERIAL SET 6 YEAR SUBSCRIPTION GRADE 4	BELL ET AL	2016	4	9780076671328	
	EVERYDAY MATH STUDENT EDITION 6 YEAR SUBSCRIPTION GRADE 4	BELL ET AL	2016	4	9780021390885	

	EVERYDAY MATH COMPREHENSIVE CLASSROOM RESOURCE PKG 6 YEAR SUBSCRIPTION GRADE 4	BELL ET AL	2016	4	9780076689453	
	EVERYDAY MATH COMPREHENSIVE SMS 1 YEAR SUBSCRIPTION GRADE 4	BELL ET AL	2016	4	9780076773046	
	EVERYDAY MATH ESSENTIAL SMS 1 YEAR SUBSCRIPTION GRADE 4	BELL ET AL	2016	4	9780076686780	
	EVERYDAY MATH DIGITAL STUDENT LEARNING CENTER 1 YEAR SUBSCRIPTION GRADE 4	BELL ET AL	2016	4	9780021407897	
	EVERYDAY MATH STUDENT MATH JOURNAL VOLUME 1 GRADE 4	BELL ET AL	2016	4	9780021430925	
	EVERYDAY MATH STUDENT MATH JOURNAL VOLUME 2 GRADE 4	BELL ET AL	2016	4	9780021430963	
	EVERYDAY MATH TEACHER EDITION 6 YEAR SUBSCRIPTION GRADE 4	BELL ET AL	2016	4	9780076691913	
	EVERYDAY MATH MANIPULATIVE KIT WITH MARKERBOARDS GRADE 4	BELL ET AL	2016	4	9780076745777	
	EVERYDAY MATH JOURNAL ANSWER TEACHER BOOK 2 VOLUME SET GRADE 4	BELL ET AL	2016	4	9780021391189	
	EVERYDAY MATH MATH JOURNAL ANSWERS TEACHER BOOK VOLUME 1 GRADE 4	BELL ET AL	2016	4	9780021409822	
	EVERYDAY MATH MATH JOURNAL ANSWERS TEACHER BOOK VOLUME 2 GRADE 4	BELL ET AL	2016	4	9780021409839	
	EVERYDAY MATH ACTIVITY CARDS GRADE 4	BELL ET AL	2016	4	9780021409426	
	EVERYDAY MATH TEACHER LESSON GUIDE VOLUME 1 GRADE 4	BELL ET AL	2016	4	9780021410019	
	EVERYDAY MATH TEACHER LESSON GUIDE VOLUME 2 GRADE 4	BELL ET AL	2016	4	9780021430642	
	EVERYDAY MATH ASSESSMENT HANDBOOK GRADE 4	BELL ET AL	2016	4	9780021307586	
	EVERYDAY MATH MATH MASTERS GRADE 4	BELL ET AL	2016	4	9780021376582	
	EVERYDAY MATH GEOMETRY LINES POSTER GRADE 4	BELL ET AL	2016	4	9780021427925	
	EVERYDAY MATH GEOMETRY 2D SHAPES POSTER GRADE 3-5	BELL ET AL	2016	3-5	9780021385690	
	EVERYDAY MATH ENGLISH/SPANISH FRACTIONS NUMBER LINE POSTER GRADE 4-5	BELL ET AL	2016	4-5	9780021385706	
	EVERYDAY MATHEMATICS ENGLISH/SPANISH FRACTION CIRCLES POSTER GRADE 4-5	BELL ET AL	2016	4-5	9780021326457	
	EVERYDAY MATH ENGLISH/SPANISH STANDARDS MATH PRACTICE 1-8 POSTERS GRADE 3-4	BELL ET AL	2016	3-4	9780021308088	

	EVERYDAY MATH NUMBER GRID POSTER GRADE 1-6	BELL ET AL	2015	1-6	9780021385669	
	EVERYDAY MATH STUDENT REFERENCE BOOK GRADE 4	BELL ET AL	2016	4	9780021436972	
	EVERYDAY MATH CLASSROOM MANIPULATIVES KIT GRADE 4	BELL ET AL	2016	4	9780021379484	
	EVERYDAY MATH HOME LINKS GRADE 4	BELL ET AL	2016	4	9780021379668	
	EVERYDAY MATH GAMES - CLASS GAMES KIT GRADE 4	BELL ET AL	2010	4	9780076220113	
	EVERYDAY MATH - GEOMETRY TEMPLATE GRADE 4-6	BELL ET AL	2007	4-6	9780076045853	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
McGraw-Hill School Education	**EVERYDAY MATH ESSENTIAL STUDENT MATERIAL SET 6 YEAR SUBSCRIPTION GRADE 5**	**BELL ET AL**	**2016**	**5**	**9780076681211**	**Core**
	Notes: Strengths: • SMP are embedded throughout the lessons, differentiation/scaffolding is readily available, Home Links with family letters and help, self-assessments Weaknesses: • Hard to know when working on major or supporting works quickly, supporting work may cover too much time					
	Key Features: *Everyday Mathematics* is a PreK-6 core mathematics program developed at University of Chicago and grounded in substantial field testing and a distinct research-based philosophy. *Everyday Mathematics* provides rigorous instruction, promoting long-term retention and deeply incorporated problem-solving and game-based learning. The curriculum has a spiraled approach, distributing learning throughout the curriculum. Research has shown children learn best through distributed practice – when new topics are presented at a brisk pace, with multiple exposures over time and frequent opportunities for review and practice, often referred to as a "Spiral Curriculum". The *Everyday Mathematics* curriculum optimizes these conditions for learning and retaining knowledge, by introducing new concepts or skills informally and then revisited in a variety of contexts over several grades. Subsequent exposures build upon previous experience, helping children develop both knowledge of mathematics and their ability and willingness to apply what they know.					
	EVERYDAY MATH COMPREHENSIVE STUDENT MATERIAL SET 6 YEAR SUBSCRIPTION GRADE 5	BELL ET AL	2016	5	9780076698493	
	EVERYDAY MATH STUDENT EDITION 6 YEAR SUBSCRIPTION GRADE 5	BELL ET AL	2016	5	9780021415250	
	EVERYDAY MATH COMPREHENSIVE CLASSROOM RESOURCE PKG 6 YEAR SUBSCRIPTION GRADE 5	BELL ET AL	2016	5	9780076672356	
	EVERYDAY MATH STUDENT MATH JOURNAL VOLUME 1 GRADE 5	BELL ET AL	2016	5	9780021430994	
	EVERYDAY MATH STUDENT MATH JOURNAL VOLUME 2 GRADE 5	BELL ET AL	2016	5	9780021431007	
	EVERYDAY MATH COMPREHENSIVE SMS 1 YEAR SUBSCRIPTION GRADE 5	BELL ET AL	2016	5	9780076716609	

	EVERYDAY MATH ESSENTIAL SMS 1 YEAR SUBSCRIPTION GRADE 5	BELL ET AL	2016	5	9780076686162	
	EVERYDAY MATH DIGITAL STUDENT LEARNING CENTER 1 YEAR SUBSCRIPTION GRADE 5	BELL ET AL	2016	5	9780021407903	
	EVERYDAY MATH TEACHER EDITION 6 YEAR SUBSCRIPTION GRADE 5	BELL ET AL	2016	5	9780076679980	
	EVERYDAY MATH JOURNAL ANSWER TEACHER BOOK 2 VOLUME SET GRADE 5	BELL ET AL	2016	5	9780021391219	
	EVERYDAY MATH MATH JOURNAL ANSWERS TEACHER BOOK VOLUME 1 GRADE 5	BELL ET AL	2016	5	9780021376094	
	EVERYDAY MATH MATH JOURNAL ANSWERS TEACHER BOOK VOLUME 2 GRADE 5	BELL ET AL	2016	5	9780021376100	
	EVERYDAY MATH TEACHER LESSON GUIDE VOLUME 1 GRADE 5	BELL ET AL	2016	5	9780021430680	
	EVERYDAY MATH TEACHER LESSON GUIDE VOLUME 2 GRADE 5	BELL ET AL	2016	5	9780021430697	
	EVERYDAY MATH MANIPULATIVE KIT WITH MARKERBOARDS GRADE 5	BELL ET AL	2016	5	9780076745937	
	EVERYDAY MATH ACTIVITY CARDS GRADE 5	BELL ET AL	2016	5	9780021409464	
	EVERYDAY MATH ASSESSMENT HANDBOOK GRADE 5	BELL ET AL	2016	5	9780021307623	
	EVERYDAY MATH MATH MASTERS GRADE 5	BELL ET AL	2016	5	9780021376599	
	EVERYDAY MATH ENGLISH/SPANISH QUADRILATERAL HIERARCHY POSTER GRADE 5	BELL ET AL	2016	5	9780021379538	
	EVERYDAY MATH GEOMETRY 2D SHAPES POSTER GRADE 3-5	BELL ET AL	2016	3-5	9780021385690	
	EVERYDAY MATH ENGLISH/SPANISH FRACTIONS NUMBER LINE POSTER GRADE 4-5	BELL ET AL	2016	4-5	9780021385706	
	EVERYDAY MATHEMATICS ENGLISH/SPANISH FRACTION CIRCLES POSTER GRADE 4-5	BELL ET AL	2016	4-5	9780021326457	
	EVERYDAY MATH NUMBER GRID POSTER GRADE 1-6	BELL ET AL	2016	1-6	9780021385669	
	EVERYDAY MATH STANDARDS MATH PRACTICE POSTER STANDARDS 1-8 ENG/SPAN GRADE 5-6	BELL ET AL	2016	5-6	9780021458547	
	EVERYDAY MATH STUDENT REFERENCE BOOK GRADE 5	BELL ET AL	2016	5	9780021383566	
	EVERYDAY MATH CLASSROOM MANIPULATIVES KIT GRADE 5	BELL ET AL	2016	5	9780021379491	
	EVERYDAY MATH HOME LINKS GRADE 5	BELL ET AL	2016	5	9780021407941	
	EVERYDAY MATH GAMES - CLASS GAMES KIT GRADE 5	BELL ET AL	2016	5	9780076220120	
	EVERYDAY MATH FRACTION CIRCLES	BELL ET AL	2016	3-5	9780021448388	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
McGraw-Hill School Education	**EVERYDAY MATH ESSENTIAL STUDENT MATERIAL SET 6 YEAR SUBSCRIPTION GRADE 6**	**BELL ET AL**	**2016**	**6**	**9780076663576**	**Core**
	Notes: Strengths: Curriculum is well developed and aligned to Common Core State Standards covering a variety of problems and strategies both procedural and conceptual. The text provided great opportunity for teachers to use student thinking to develop conceptual understanding. Student reasoning plays a key role throughout the textbook. Teachers are equipped with a variety of materials and support to teach the lessons. The Teacher's Edition includes a chart of the Standards and which lesson they are covered, Unit Organizer which further breaks down the lessons taught and the Standards included, a Spiral Trace of review and new concept lessons, and breakdown of the Mathematical Practices for each lesson. Materials are listed at the beginning of each lesson. The Manipulative Kit is very extensive, versatile, and adaptive to a variety of lessons and situations. There are math games included in the Kit that are accessible for all levels of learners. The Student Reference Book is not consumable and focuses on student-led learning. The Student Math Journal and Math Masters books are well organized with parent letters and strategies to use at home. Weaknesses: The Student Math Journal and math Masters books are consumable. Some applications are actually in the 7ths grade standards: scaling is used to develop ideas about proportional reasoning and this is a specific 7th grade application.					
	Key Features: *Everyday Mathematics* is a PreK-6 core mathematics program developed at University of Chicago and grounded in substantial field testing and a distinct research-based philosophy. *Everyday Mathematics* provides rigorous instruction, promoting long-term retention and deeply incorporated problem-solving and game-based learning. The curriculum has a spiraled approach, distributing learning throughout the curriculum. Research has shown children learn best through distributed practice – when new topics are presented at a brisk pace, with multiple exposures over time and frequent opportunities for review and practice, often referred to as a "Spiral Curriculum". The *Everyday Mathematics* curriculum optimizes these conditions for learning and retaining knowledge, by introducing new concepts or skills informally and then revisited in a variety of contexts over several grades. Subsequent exposures build upon previous experience, helping children develop both knowledge of mathematics and their ability and willingness to apply what they know.					
	EVERYDAY MATH COMPREHENSIVE STUDENT MATERIAL SET 6 YEAR SUBSCRIPTION GRADE 6	BELL ET AL	2016	6	9780076678570	
	EVERYDAY MATH STUDENT EDITION 6 YEAR SUBSCRIPTION GRADE 6	BELL ET AL	2016	6	9780021341085	
	EVERYDAY MATH COMPREHENSIVE CLASSROOM RESOURCE PKG 6 YEAR SUBSCRIPTION GRADE 6	BELL ET AL	2016	6	9780076672776	
	EVERYDAY MATH STUDENT MATH JOURNAL VOLUME 1 GRADE 6	BELL ET AL	2016	6	9780021431045	
	EVERYDAY MATH STUDENT MATH JOURNAL VOLUME 2 GRADE 6	BELL ET AL	2016	6	9780021352524	
	EVERYDAY MATH COMPREHENSIVE SMS 1 YEAR SUBSCRIPTION GRADE 6	BELL ET AL	2016	6	9780076682072	
	EVERYDAY MATH ESSENTIAL SMS 1 YEAR SUBSCRIPTION GRADE 6	BELL ET AL	2016	6	9780076754892	
	EVERYDAY MATH DIGITAL STUDENT LEARNING CENTER	BELL ET AL	2016	6	9780021390779	

	1 YEAR SUBSCRIPTION GRADE 6					
	EVERYDAY MATH TEACHER EDITION 6 YEAR SUBSCRIPTION GRADE 6	BELL ET AL	2016	6	9780076673360	
	EVERYDAY MATH JOURNAL ANSWER TEACHER BOOK 2 VOLUME SET GRADE 6	BELL ET AL	2016	6	9780021436927	
	EVERYDAY MATH MATH JOURNAL ANSWERS TEACHER BOOK VOLUME 1 GRADE 6	BELL ET AL	2016	6	9780021376148	
	EVERYDAY MATH MATH JOURNAL ANSWERS TEACHER BOOK VOLUME 2 GRADE 6	BELL ET AL	2016	6	9780021427871	
	EVERYDAY MATH TEACHER LESSON GUIDE VOLUME 1 GRADE 6	BELL ET AL	2016	6	9780021430734	
	EVERYDAY MATH TEACHER LESSON GUIDE VOLUME 2 GRADE 6	BELL ET AL	2016	6	9780021430741	
	EVERYDAY MATH MANIPULATIVE KIT WITH MARKERBOARDS GRADE 6	BELL ET AL	2016	6	9780076745951	
	EVERYDAY MATH ACTIVITY CARDS GRADE 6	BELL ET AL	2016	6	9780021352777	
	EVERYDAY MATH ASSESSMENT HANDBOOK GRADE 6	BELL ET AL	2016	6	9780021307630	
	EVERYDAY MATH MATH MASTERS GRADE 6	BELL ET AL	2016	6	9780021376636	
	EVERYDAY MATH REAL NUMBER LINE POSTER GRADE 6	BELL ET AL	2016	6	9780021385676	
	EVERYDAY MATH STANDARDS MATH PRACTICE POSTER STANDARDS 1-8 ENG/SPAN GRADE 5-6	BELL ET AL	2016	5-6	9780021458547	
	EVERYDAY MATH NUMBER GRID POSTER GRADE 1-6	BELL ET AL	2016	1-6	9780021385669	
	EVERYDAY MATH HOME LINKS GRADE 6	BELL ET AL	2016	6	9780021407958	
	EVERYDAY MATH GAMES - CLASS GAMES KIT GRADE 6	BELL ET AL	2016	6	9780076220137	
	EVERYDAY MATH CLASSROOM MANIPULATIVES KIT GRADE 6	BELL ET AL	2016	6	9780021408009	
	EVERYDAY MATH STUDENT REFERENCE BOOK GRADE 6	BELL ET AL	2016	6	9780021383603	
	EVERYDAY MATH - GEOMETRY TEMPLATE GRADE 4-6	BELL ET AL	2016	4-6	9780076045853	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
McGraw-Hill School Education	**NUMBER WORLDS INTERVENTION PACKAGE 6 YEAR TEACHER SUBSCRIPTION LEVEL A**	**Griffin**	**2015**	**PreK**	**9780021296538**	**Intervention**
	NUMBER WORLDS PREVENTION TEACHER EDITION LEVEL A	**Griffin**	**2015**	**PreK**	**9780021294138**	
	Notes: Vocabulary flash cards are available to purchase; however, this is not a necessity to the success of the program.					
	Key Features: With a research-proven curriculum and extensive field testing, *Number Worlds* supports RtI					

	and helps schools meet their academic objectives. As RtI encourages working with at-risk students early on, *Number Worlds* is the only math intervention curriculum with a built-in prevention program for grades Pre-K to 1. *Number Worlds* gives students the confidence and skills to excel in math. Best of all, it allows teachers to make a positive difference in their students' lives. Help struggling students accelerate math success with a proven approach. PREPARE students to meet rigorous Common Core State Standards with proven curriculum and enhanced planning tools. ENGAGE students with interactive games, embedded activities, digital resources, and project-based learning. ASSESS student achievement with dynamic, digital assessment and reporting tools.					
	NUMBER WORLDS STUDENT 1 YEAR SUBSCRIPTION 5 STUDENTS LEVEL A	Griffin	2015	PreK	9780021400195	
	NUMBER WORLDS 1 YEAR TEACHER LICENSE LEVEL A-J	Griffin	2015	PreK-8	9780021294039	
	NUMBER WORLDS 6 YEAR TEACHER LICENSE LEVEL A-J	Griffin	2015	PreK-8	9780021294053	
	NUMBER WORLDS PREVENTION ASSESSMENT LEVEL A	Griffin	2015	PreK	9780021294237	
	NUMBER WORLDS MANIPULATIVES PLUS PACK LEVEL A	Griffin	2015	PreK	9780021296583	
	NUMBER WORLDS VOCABULARY CARDS LEVEL A-E	Griffin	2015	PreK-5	9780021294213	
	NUMBER WORLDS - ENGLISH LEARNER SUPPORT GUIDE LEVEL A	Griffin	2015	PreK	9780021299805	
	NUMBER WORLDS PLACEMENT TEST GUIDE	Griffin	2015	PreK-8	9780021338696	
	NUMBER WORLDS ACTIVITY AND WARM UP CARDS LEVEL A	Griffin	2015	PreK	9780021294176	
	NUMBER WORLDS IMPLEMENTATION GUIDE	Griffin	2015	PreK-8	9780021296521	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
McGraw-Hill School Education	**NUMBER WORLDS INTERVENTION PACKAGE 6 YEAR TEACHER SUBSCRIPTION LEVEL B**	**Griffin**	**2015**	**K**	**9780021296545**	**Intervention**
	NUMBER WORLDS PREVENTION TEACHER EDITION LEVEL B	**Griffin**	**2015**	**K**	**9780021294145**	
	Notes: Vocabulary flash cards are available to purchase; however, this is not a necessity to the success of the program.					
	Key Features: With a research-proven curriculum and extensive field testing, *Number Worlds* supports RtI and helps schools meet their academic objectives. As RtI encourages working with at-risk students early on, *Number Worlds* is the only math intervention curriculum with a built-in prevention program for grades Pre-K to 1. *Number Worlds* gives students the confidence and skills to excel in math. Best of all, it allows teachers to make a positive difference in their students' lives. Help struggling students accelerate math success with a proven approach. PREPARE students to meet rigorous Common Core State Standards with proven curriculum and enhanced planning tools. ENGAGE students with interactive games, embedded activities, digital resources, and project-based learning. ASSESS student achievement with dynamic, digital assessment and reporting tools.					
	NUMBER WORLDS STUDENT 1 YEAR SUBSCRIPTION 5 STUDENTS LEVEL B	Griffin	2015	K	9780021400232	

	NUMBER WORLDS 1 YEAR TEACHER LICENSE LEVEL A-J	Griffin	2015	PreK-8	9780021294039	
	NUMBER WORLDS 6 YEAR TEACHER LICENSE LEVEL A-J	Griffin	2015	PreK-8	9780021294053	
	NUMBER WORLDS PREVENTION ASSESSMENT LEVEL B	Griffin	2015	K	9780021294244	
	NUMBER WORLDS MANIPULATIVES PLUS PACK LEVEL B	Griffin	2015	K	9780021296590	
	NUMBER WORLDS VOCABULARY CARDS LEVEL A-E	Griffin	2015	PreK-5	9780021294213	
	NUMBER WORLDS - ENGLISH LEARNER SUPPORT GUIDE LEVEL B	Griffin	2015	K	9780021299850	
	NUMBER WORLDS PLACEMENT TEST GUIDE	Griffin	2015	PreK-8	9780021338696	
	NUMBER WORLDS ACTIVITY AND WARM UP CARDS LEVEL B	Griffin	2015	K	9780021294183	
	NUMBER WORLDS IMPLEMENTATION GUIDE	Griffin	2015	PreK-8	9780021296521	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
McGraw-Hill School Education	**NUMBER WORLDS INTERVENTION PACKAGE 6 YEAR TEACHER SUBSCRIPTION LEVEL C**	**Griffin**	**2015**	**1**	**9780021296552**	**Intervention**
	NUMBER WORLDS PREVENTION TEACHER EDITION LEVEL C	**Griffin**	**2015**	**1**	**9780021294152**	
	Notes: Vocabulary flash cards are available to purchase; however, this is not a necessity to the success of the program. This program is a 1st grade intervention program; however, it focuses on Kindergarten major works. It is a concern that students will not be exposed to the 1st grade major works.					
	Key Features: With a research-proven curriculum and extensive field testing, *Number Worlds* supports RtI and helps schools meet their academic objectives. As RtI encourages working with at-risk students early on, *Number Worlds* is the only math intervention curriculum with a built-in prevention program for grades Pre-K to 1. *Number Worlds* gives students the confidence and skills to excel in math. Best of all, it allows teachers to make a positive difference in their students' lives. Help struggling students accelerate math success with a proven approach. PREPARE students to meet rigorous Common Core State Standards with proven curriculum and enhanced planning tools. ENGAGE students with interactive games, embedded activities, digital resources, and project-based learning. ASSESS student achievement with dynamic, digital assessment and reporting tools.					
	NUMBER WORLDS STUDENT MATERIALS BUNDLE 1 YEAR SUBSCRIPTION LEVEL C	Griffin	2015	1	9780021296569	
	NUMBER WORLDS STUDENT 1 YEAR SUBSCRIPTION 5 STUDENTS LEVEL C	Griffin	2015	1	9780021425372	
	NUMBER WORLDS 1 YEAR TEACHER LICENSE LEVEL A-J	Griffin	2015	PreK-8	9780021294039	
	NUMBER WORLDS 6 YEAR TEACHER LICENSE LEVEL A-J	Griffin	2015	PreK-8	9780021294053	
	NUMBER WORLDS PREVENTION ASSESSMENT LEVEL C	Griffin	2015	1	9780021294251	
	NUMBER WORLDS MANIPULATIVES PLUS PACK LEVEL C	Griffin	2015	1	9780021296606	

	NUMBER WORLDS VOCABULARY CARDS LEVEL A-E	Griffin	2015	PreK-5	9780021294213	
	NUMBER WORLDS - ENGLISH LEARNER SUPPORT GUIDE LEVEL C	Griffin	2015	1	9780021299867	
	NUMBER WORLDS PLACEMENT TEST GUIDE	Griffin	2015	PreK-8	9780021338696	
	NUMBER WORLDS ACTIVITY AND WARM UP CARDS LEVEL C	Griffin	2015	1	9780021294190	
	NUMBER WORLDS PREVENTION STUDENT WORKBOOK UNIT 1 LEVEL C 5-PACK	Griffin	2015	1	9780021294169	
	NUMBER WORLDS IMPLEMENTATION GUIDE	Griffin	2015	PreK-8	9780021296521	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
McGraw-Hill School Education	**NUMBER WORLDS INTERVENTION PACKAGE 6-YEAR TEACHER SUBSCRIPTION LEVEL D**	**Griffin**	**2015**	**K-5**	**9780021295586**	**Intervention**
	NUMBER WORLDS TEACHER EDITION LEVEL D	**Griffin**	**2015**	**K-5**	**9780021294770**	
	Notes: Vocabulary flash cards are available to purchase; however, this is not a necessity to the success of the program.					
	Key Features: With a research-proven curriculum and extensive field testing, *Number Worlds* supports RtI and helps schools meet their academic objectives. As RtI encourages working with at-risk students early on, *Number Worlds* is the only math intervention curriculum with a built-in prevention program for grades Pre-K to 1. *Number Worlds* gives students the confidence and skills to excel in math. Best of all, it allows teachers to make a positive difference in their students' lives. Help struggling students accelerate math success with a proven approach. PREPARE students to meet rigorous Common Core State Standards with proven curriculum and enhanced planning tools. ENGAGE students with interactive games, embedded activities, digital resources, and project-based learning. ASSESS student achievement with dynamic, digital assessment and reporting tools.					
	NUMBER WORLDS STUDENT MATERIAL BUNDLE 1 YEAR SUBSCRIPTION LEVEL D	Griffin	2015	K-5	9780021295678	
	NUMBER WORLDS STUDENT 1 YEAR SUBSCRIPTION 5 STUDENTS LEVEL D	Griffin	2015	K-5	9780021425389	
	NUMBER WORLDS 1 YEAR TEACHER LICENSE LEVEL A-J	Griffin	2015	PreK-8	9780021294039	
	NUMBER WORLDS 6 YEAR TEACHER LICENSE LEVEL A-J	Griffin	2015	PreK-8	9780021294053	
	NUMBER WORLDS ASSESSMENT LEVEL D	Griffin	2015	K-5	9780021295340	
	NUMBER WORLDS MANIPULATIVES PLUS PACK LEVEL D	Griffin	2015	K-5	9780021295975	
	NUMBER WORLDS VOCABULARY CARDS LEVEL A-E	Griffin	2015	PreK-5	9780021294213	
	NUMBER WORLDS ENGLISH LEARNER SUPPORT GUIDE LEVEL D	Griffin	2015	K-5	9780021294121	
	NUMBER WORLDS PLACEMENT TEST GUIDE	Griffin	2015	PreK-8	9780021338696	

	NUMBER WORLDS ACTIVITY CARDS LEVEL D	Griffin	2015	K-5	9780021356065	
	NUMBER WORLDS - WORKBOOK PACKAGE 25-PACK LEVEL D	Griffin	2015	K-5	9780021296156	
	NUMBER WORLDS IMPLEMENTATION GUIDE	Griffin	2015	PreK-8	9780021296521	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
McGraw-Hill School Education	**NUMBER WORLDS INTERVENTION PACKAGE 6-YEAR TEACHER SUBSCRIPTION LEVEL E**	**Griffin**	**2015**	**K-5**	**9780021295593**	**Intervention**
	NUMBER WORLDS TEACHER EDITION LEVEL E	**Griffin**	**2015**	**K-5**	**9780021294787**	
	Notes: Vocabulary flash cards are available to purchase; however, this is not a necessity to the success of the program.					
	Key Features: With a research-proven curriculum and extensive field testing, *Number Worlds* supports RtI and helps schools meet their academic objectives. As RtI encourages working with at-risk students early on, *Number Worlds* is the only math intervention curriculum with a built-in prevention program for grades Pre-K to 1. *Number Worlds* gives students the confidence and skills to excel in math. Best of all, it allows teachers to make a positive difference in their students' lives. Help struggling students accelerate math success with a proven approach. PREPARE students to meet rigorous Common Core State Standards with proven curriculum and enhanced planning tools. ENGAGE students with interactive games, embedded activities, digital resources, and project-based learning. ASSESS student achievement with dynamic, digital assessment and reporting tools.					
	NUMBER WORLDS STUDENT MATERIAL BUNDLE 1 YEAR SUBSCRIPTION LEVEL E	Griffin	2015	K-5	9780021295685	
	NUMBER WORLDS STUDENT 1 YEAR SUBSCRIPTION 5 STUDENTS LEVEL E	Griffin	2015	K-5	9780021425426	
	NUMBER WORLDS 1 YEAR TEACHER LICENSE LEVEL A-J	Griffin	2015	PreK-8	9780021294039	
	NUMBER WORLDS 6 YEAR TEACHER LICENSE LEVEL A-J	Griffin	2015	PreK-8	9780021294053	
	NUMBER WORLDS ASSESSMENT LEVEL E	Griffin	2015	K-5	9780021295357	
	NUMBER WORLDS MANIPULATIVES PLUS PACK LEVEL E	Griffin	2015	K-5	9780021295982	
	NUMBER WORLDS VOCABULARY CARDS LEVEL A-E	Griffin	2015	PreK-5	9780021294213	
	NUMBER WORLDS ENGLISH LEARNER SUPPORT GUIDE LEVEL E	Griffin	2015	K-5	9780021358786	
	NUMBER WORLDS PLACEMENT TEST GUIDE	Griffin	2015	PreK-8	9780021338696	
	NUMBER WORLDS ACTIVITY CARDS LEVEL E	Griffin	2015	K-5	9780021356072	
	NUMBER WORLDS - WORKBOOK PACKAGE 25-PACK LEVEL E	Griffin	2015	K-5	9780021296163	
	NUMBER WORLDS IMPLEMENTATION GUIDE	Griffin	2015	PreK-8	9780021296521	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
McGraw-Hill School Education	**NUMBER WORLDS INTERVENTION PACKAGE 6-YEAR TEACHER SUBSCRIPTION LEVEL F**	**Griffin**	**2015**	**K-5**	**9780021295609**	**Intervention**
	NUMBER WORLDS TEACHER EDITION LEVEL F	**Griffin**	**2015**	**K-5**	**9780021294794**	
	Notes: The activity cards in the manipulative kit are necessary for each lesson. Strengths: The daily routine provides consistency yet offers a variety of instructional strategies such as grouping, hands-on activities, and student exploration. Number Worlds can be used along with a core mathematics program and includes a “Suggestions for Implementation” guide for teachers that outlines which sections to use depending on the time allotted for intervention: 30, 45, or 60+ minutes. There are effective planning resources for the teacher: Unit overview, charts that show alignment to standards, strong student engagement, Key Standards by Lesson Week charts in the back of the Teacher’s Edition for all grades. Weaknesses: The Mathematical Practices are not explicitly addressed. Students are not asked to provide arguments or defend their work.					
	Key Features: With a research-proven curriculum and extensive field testing, *Number Worlds* supports RtI and helps schools meet their academic objectives. As RtI encourages working with at-risk students early on, *Number Worlds* is the only math intervention curriculum with a built-in prevention program for grades Pre-K to 1. *Number Worlds* gives students the confidence and skills to excel in math. Best of all, it allows teachers to make a positive difference in their students’ lives. Help struggling students accelerate math success with a proven approach. PREPARE students to meet rigorous Common Core State Standards with proven curriculum and enhanced planning tools. ENGAGE students with interactive games, embedded activities, digital resources, and project-based learning. ASSESS student achievement with dynamic, digital assessment and reporting tools.					
	NUMBER WORLDS STUDENT MATERIAL BUNDLE 1 YEAR SUBSCRIPTION LEVEL F	Griffin	2015	K-5	9780021295692	
	NUMBER WORLDS STUDENT 1 YEAR SUBSCRIPTION 5 STUDENTS LEVEL F	Griffin	2015	K-5	9780021425433	
	NUMBER WORLDS 1 YEAR TEACHER LICENSE LEVEL A-J	Griffin	2015	PreK-8	9780021294039	
	NUMBER WORLDS 6 YEAR TEACHER LICENSE LEVEL A-J	Griffin	2015	PreK-8	9780021294053	
	NUMBER WORLDS ASSESSMENT LEVEL F	Griffin	2015	K-5	9780021295364	
	NUMBER WORLDS MANIPULATIVES PLUS PACK LEVEL F	Griffin	2015	K-5	9780021295999	
	NUMBER WORLDS VOCABULARY CARDS LEVEL F-J	Griffin	2015	6-8	9780021294220	
	NUMBER WORLDS ENGLISH LEARNER SUPPORT GUIDE LEVEL F	Griffin	2015	K-5	9780021361250	
	NUMBER WORLDS PLACEMENT TEST GUIDE	Griffin	2015	PreK-8	9780021338696	
	NUMBER WORLDS ACTIVITY CARDS LEVEL F	Griffin	2015	K-5	9780021356089	
	NUMBER WORLDS - WORKBOOK PACKAGE 25-PACK LEVEL F	Griffin	2015	K-5	9780021296170	

	NUMBER WORLDS IMPLEMENTATION GUIDE	Griffin	2015	PreK-8	9780021296521	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
McGraw-Hill School Education	**NUMBER WORLDS INTERVENTION PACKAGE 6-YEAR TEACHER SUBSCRIPTION LEVEL G**	**Griffin**	**2015**	**K-5**	**9780021295616**	**Intervention**
	NUMBER WORLDS TEACHER EDITION LEVEL G	**Griffin**	**2015**	**K-5**	**9780021294800**	
	Notes: Strengths: Format is easy to follow for students. Vocabulary enriches understanding. Assessments are useful in placing students appropriately. Questions that call for explanations are helpful in developing conceptual understanding; problem-solving and daily lessons are useful for procedural understanding. The daily routine provides consistency yet offers a variety of instructional strategies such as grouping, hands-on activities, and student exploration. Number Worlds can be used along with a Core Mathematics Program and includes a "Suggestions for Implementation" guide for teachers that outlines which sections to use depending on the time the teacher has available for intervention: 30, 45, or 60+ minutes. There are effective planning resources for the teacher: Unit overview, charts that show alignment to standards, strong student engagement. Key Standards by Lesson Week charts in the back of the Teacher's Edition for all grades. Weaknesses: The Mathematical Practices are not explicitly addressed. Students do not have opportunities to create arguments to defend their reasoning. There is a heavy emphasis on procedural fluency. Manipulative kid and teacher's editions are necessary. Teacher's Edition references the computer program, Building Blocks.					
	Key Features: With a research-proven curriculum and extensive field testing, *Number Worlds* supports RtI and helps schools meet their academic objectives. As RtI encourages working with at-risk students early on, *Number Worlds* is the only math intervention curriculum with a built-in prevention program for grades Pre-K to 1. *Number Worlds* gives students the confidence and skills to excel in math. Best of all, it allows teachers to make a positive difference in their students' lives. Help struggling students accelerate math success with a proven approach. PREPARE students to meet rigorous Common Core State Standards with proven curriculum and enhanced planning tools. ENGAGE students with interactive games, embedded activities, digital resources, and project-based learning. ASSESS student achievement with dynamic, digital assessment and reporting tools.					
	NUMBER WORLDS STUDENT MATERIAL BUNDLE 1 YEAR SUBSCRIPTION LEVEL G	Griffin	2015	K-5	9780021295708	
	NUMBER WORLDS STUDENT 1 YEAR SUBSCRIPTION 5 STUDENTS LEVEL G	Griffin	2015	K-5	9780021425471	
	NUMBER WORLDS 1 YEAR TEACHER LICENSE LEVEL A-J	Griffin	2015	PreK-8	9780021294039	
	NUMBER WORLDS 6 YEAR TEACHER LICENSE LEVEL A-J	Griffin	2015	PreK-8	9780021294053	
	NUMBER WORLDS ASSESSMENT LEVEL G	Griffin	2015	K-5	9780021295371	
	NUMBER WORLDS MANIPULATIVES PLUS PACK LEVEL G	Griffin	2015	K-5	9780021296002	
	NUMBER WORLDS VOCABULARY CARDS LEVEL F-J	Griffin	2015	6-8	9780021294220	
	NUMBER WORLDS ENGLISH LEARNER SUPPORT GUIDE LEVEL G	Griffin	2015	K-5	9780021361281	
	NUMBER WORLDS PLACEMENT TEST GUIDE	Griffin	2015	PreK-8	9780021338696	

	NUMBER WORLDS ACTIVITY CARDS LEVEL G	Griffin	2015	K-5	9780021356126	
	NUMBER WORLDS - WORKBOOK PACKAGE 25-PACK LEVEL G	Griffin	2015	K-5	9780021296187	
	NUMBER WORLDS IMPLEMENTATION GUIDE	Griffin	2015	PreK-8	9780021296521	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
McGraw-Hill School Education	**NUMBER WORLDS INTERVENTION PACKAGE 6-YEAR TEACHER SUBSCRIPTION LEVEL H**	**Griffin**	**2015**	**6-8**	**9780021295623**	**Intervention**
	NUMBER WORLDS TEACHER EDITION LEVEL H	**Griffin**	**2015**	**6-8**	**9780021294817**	
	Notes: Strengths: • Accessible for all students • Easy to understand/use for teachers and students • Different types of questioning strategies- concrete/basic, abstract/application Weakness: • More support needed to identify Math Practice Standards with the lessons or as a resource (appendix)					
	Key Features: With a research-proven curriculum and extensive field testing, *Number Worlds* supports RtI and helps schools meet their academic objectives. As RtI encourages working with at-risk students early on, *Number Worlds* is the only math intervention curriculum with a built-in prevention program for grades Pre-K to 1. *Number Worlds* gives students the confidence and skills to excel in math. Best of all, it allows teachers to make a positive difference in their students' lives. Help struggling students accelerate math success with a proven approach. PREPARE students to meet rigorous Common Core State Standards with proven curriculum and enhanced planning tools. ENGAGE students with interactive games, embedded activities, digital resources, and project-based learning. ASSESS student achievement with dynamic, digital assessment and reporting tools.					
	NUMBER WORLDS STUDENT MATERIAL BUNDLE 1 YEAR SUBSCRIPTION LEVEL H	Griffin	2015	6-8	9780021295715	
	NUMBER WORLDS STUDENT MATERIALS BUNDLE WITH ALEKS 1 YEAR SUBSCRIPTION LEVEL H	Griffin	2015	6-8	9780021452545	
	NUMBER WORLDS STUDENT 1 YEAR SUBSCRIPTION 5 STUDENTS LEVEL H	Griffin	2015	6-8	9780021425501	
	NUMBER WORLDS 1 YEAR TEACHER LICENSE LEVEL A-J	Griffin	2015	PreK-8	9780021294039	
	NUMBER WORLDS 6 YEAR TEACHER LICENSE LEVEL A-J	Griffin	2015	PreK-8	9780021294053	
	NUMBER WORLDS ASSESSMENT LEVEL H	Griffin	2015	6-8	9780021295388	
	NUMBER WORLDS MANIPULATIVES PLUS PACK LEVEL H	Griffin	2015	6-8	9780021296019	
	NUMBER WORLDS VOCABULARY CARDS LEVEL F-J	Griffin	2015	6-8	9780021294220	

	NUMBER WORLDS ENGLISH LEARNER SUPPORT GUIDE LEVEL H	Griffin	2015	6-8	9780021361298	
	NUMBER WORLDS PLACEMENT TEST GUIDE	Griffin	2015	PreK-8	9780021338696	
	NUMBER WORLDS ACTIVITY CARDS LEVEL H	Griffin	2015	K-8	9780021354962	
	NUMBER WORLDS - WORKBOOK PACKAGE 25-PACK LEVEL H	Griffin	2015	K-8	9780021296194	
	NUMBER WORLDS IMPLEMENTATION GUIDE	Griffin	2015	PreK-8	9780021296521	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
McGraw-Hill School Education	**NUMBER WORLDS INTERVENTION PACKAGE 6-YEAR TEACHER SUBSCRIPTION LEVEL I**	**Griffin**	**2015**	**6-8**	**9780021295630**	**Intervention**
	NUMBER WORLDS TEACHER EDITION LEVEL I	**Griffin**	**2015**	**6-8**	**9780021294824**	
	Notes: Strengths: • Excellent intervention to use for the standards focused on • Discovery based • High level of engagement • Hands on activities • Vocabulary cards • Pacing guides Weaknesses: • Student workbook must be purchased in sets of 5 • Manipulatives must be purchased • A lot of materials *Computer component is not necessarily needed.					
	Key Features: With a research-proven curriculum and extensive field testing, *Number Worlds* supports RtI and helps schools meet their academic objectives. As RtI encourages working with at-risk students early on, *Number Worlds* is the only math intervention curriculum with a built-in prevention program for grades Pre-K to 1. *Number Worlds* gives students the confidence and skills to excel in math. Best of all, it allows teachers to make a positive difference in their students' lives. Help struggling students accelerate math success with a proven approach. PREPARE students to meet rigorous Common Core State Standards with proven curriculum and enhanced planning tools. ENGAGE students with interactive games, embedded activities, digital resources, and project-based learning. ASSESS student achievement with dynamic, digital assessment and reporting tools.					
	NUMBER WORLDS STUDENT MATERIAL BUNDLE 1 YEAR SUBSCRIPTION LEVEL I	Griffin	2015	6-8	9780021295722	
	NUMBER WORLDS STUDENT MATERIALS BUNDLE WITH ALEKS 1 YEAR SUBSCRIPTION LEVEL I	Griffin	2015	6-8	9780021452644	

	NUMBER WORLDS STUDENT 1 YEAR SUBSCRIPTION 5 STUDENTS LEVEL I	Griffin	2015	6-8	9780021410880	
	NUMBER WORLDS 1 YEAR TEACHER LICENSE LEVEL A-J	Griffin	2015	PreK-8	9780021294039	
	NUMBER WORLDS 6 YEAR TEACHER LICENSE LEVEL A-J	Griffin	2015	PreK-8	9780021294053	
	NUMBER WORLDS ASSESSMENT LEVEL I	Griffin	2015	6-8	9780021295395	
	NUMBER WORLDS MANIPULATIVES PLUS PACK LEVEL I	Griffin	2015	6-8	9780021296026	
	NUMBER WORLDS VOCABULARY CARDS LEVEL F-J	Griffin	2015	6-8	9780021294220	
	NUMBER WORLDS ENGLISH LEARNER SUPPORT GUIDE LEVEL I	Griffin	2015	6-8	9780021361304	
	NUMBER WORLDS PLACEMENT TEST GUIDE	Griffin	2015	PreK-8	9780021338696	
	NUMBER WORLDS ACTIVITY CARDS LEVEL I	Griffin	2015	6-8	9780021354979	
	NUMBER WORLDS - WORKBOOK PACKAGE 25-PACK LEVEL I	Griffin	2015	6-8	9780021296200	
	NUMBER WORLDS IMPLEMENTATION GUIDE	Griffin	2015	PreK-8	9780021296521	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
McGraw-Hill School Education	**NUMBER WORLDS INTERVENTION PACKAGE 6-YEAR TEACHER SUBSCRIPTION LEVEL J**	**Griffin**	**2015**	**6-8**	**9780021295647**	**Intervention**
	NUMBER WORLDS TEACHER EDITION LEVEL J	**Griffin**	**2015**	**6-8**	**9780021294831**	
	Notes: Strengths: • Activity based use of manipulatives • Good teacher resources (Example- ELL) • Very high level of engagement • Variety of instructional techniques Weaknesses: • Would like to see a stronger focus on: Functions, Radicals, and Congruence and Similarity *Computer component is not necessarily needed.					
	Key Features: With a research-proven curriculum and extensive field testing, *Number Worlds* supports RtI and helps schools meet their academic objectives. As RtI encourages working with at-risk students early on, *Number Worlds* is the only math intervention curriculum with a built-in prevention program for grades Pre-K to 1. *Number Worlds* gives students the confidence and skills to excel in math. Best of all, it allows teachers to make a positive difference in their students' lives. Help struggling students accelerate math success with a proven approach. PREPARE students to meet rigorous Common Core State Standards with proven curriculum and enhanced planning tools.					

	ENGAGE students with interactive games, embedded activities, digital resources, and project-based learning. ASSESS student achievement with dynamic, digital assessment and reporting tools.					
	NUMBER WORLDS STUDENT MATERIAL BUNDLE 1 YEAR SUBSCRIPTION LEVEL J	Griffin	2015	6-8	9780021295739	
	NUMBER WORLDS STUDENT MATERIALS BUNDLE WITH ALEKS 1 YEAR SUBSCRIPTION LEVEL J	Griffin	2015	6-8	9780021454648	
	NUMBER WORLDS STUDENT 1 YEAR SUBSCRIPTION 5 STUDENTS LEVEL J	Griffin	2015	6-8	9780021340200	
	NUMBER WORLDS 1 YEAR TEACHER LICENSE LEVEL A-J	Griffin	2015	PreK-8	9780021294039	
	NUMBER WORLDS 6 YEAR TEACHER LICENSE LEVEL A-J	Griffin	2015	PreK-8	9780021294053	
	NUMBER WORLDS ASSESSMENT LEVEL J	Griffin	2015	6-8	9780021295401	
	NUMBER WORLDS MANIPULATIVES PLUS PACK LEVEL J	Griffin	2015	6-8	9780021296033	
	NUMBER WORLDS VOCABULARY CARDS LEVEL F-J	Griffin	2015	6-8	9780021294220	
	NUMBER WORLDS ENGLISH LEARNER SUPPORT GUIDE LEVEL J	Griffin	2015	6-8	9780021361335	
	NUMBER WORLDS PLACEMENT TEST GUIDE	Griffin	2015	PreK-8	9780021338696	
	NUMBER WORLDS ACTIVITY CARDS LEVEL J	Griffin	2015	6-8	9780021354986	
	NUMBER WORLDS - WORKBOOK PACKAGE 25-PACK LEVEL J	Griffin	2015	6-8	9780021296217	
	NUMBER WORLDS IMPLEMENTATION GUIDE	Griffin	2015	PreK-8	9780021296521	
	Administrator's License, Levels A-J, 1-year subscription	Griffin	2015	PreK-8	9780021353941	
	Administrator's License, Levels A-J, 6-year subscription	Griffin	2015	PreK-8	9780021353897	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
McGraw-Hill School Education	**GLENCOE MATH COURSE 1 VOLUME 1 STUDENT EDITION**	**Price et al**	**2015**	**6**	**9780076691005**	**Core**
	GLENCOE MATH COURSE 1 VOLUME 2 STUDENT EDITION	**Price et al**	**2015**	**6**	**9780076709304**	
	Notes: This is a comprehensive program with many ancillary products. Consumable text needs more work space for student problem-solving.					
	Key Features: The organization of the *Glencoe Math* program was purposefully designed to support a balance between the development of conceptual understandings, the need for instilling proficiency, and the desire to make the mathematics rich and meaningful to every student, so rigor is applied daily as students' model, practice and apply concepts. *Glencoe Math* features a unique "Walk-Around Teacher Edition" that contains everything you need in the classroom- it is designed to be smaller and lighter and easy to carry while teaching. This paired with the comprehensive online Teacher resources provides the teacher everything they need to plan, prepare, teach, make assignments, and stay organized in the classroom.					
	GLENCOE MATH COURSE 1 VOLUME 1 SPANISH STUDENT EDITION	Price et al	2015	6	9780076771165	

	GLENCOE MATH COURSE 1 VOLUME 2 SPANISH STUDENT EDITION	Price et al	2015	6	9780021459988	
	GLENCOE MATH COURSE 1 VOLUME 1 TEACHER EDITION	Price et al	2015	6	9780021381081	
	GLENCOE MATH COURSE 1 VOLUME 2 TEACHER EDITION	Price et al	2015	6	9780076702886	
	GLENCOE MATH COURSE 1 1 YEAR STUDENT BUNDLE	Price et al	2015	6	9780021455126	
	GLENCOE MATH COURSE 1 6 YEAR COMPLETE STUDENT BUNDLE	Price et al	2015	6	9780021455843	
	GLENCOE MATH COURSE 1, 1 YEAR STUDENT BUNDLE WITH ALEKS	Price et al	2015	6	9780021381715	
	GLENCOE MATH COURSE 1, 6 YEAR COMPLETE STUDENT BUNDLE WITH ALEKS	Price et al	2015	6	9780021415786	
	GLENCOE MATH COURSE 1 ESTUDENT EDITION 1 YEAR SUBSCRIPTION	Price et al	2015	6	9780076783304	
	GLENCOE MATH COURSE 1 ESTUDENT EDITION ONLINE 6 YEAR SUBSCRIPTION	Price et al	2015	6	9780021328833	
	GLENCOE MATH C1 STUDENT EDITION W/ESE 1 YEAR COMPLETE SPANISH STUDENT BUNDLE	Price et al	2015	6	9780076710683	
	GLENCOE MATH C1 STUDENT EDITION W/ESE 6 YEAR COMPLETE SPANISH STUDENT BUNDLE	Price et al	2015	6	9780076710768	
	GLENCOE MATH C1 SE/ESE/EMBEDDED ALEKS 1 YEAR COMPLETE SPANISH STUDENT BUNDLE	Price et al	2015	6	9780076710867	
	GLENCOE MATH C1 SE/ESE & EMBEDDED ALEKS 6 YR SPANISH Student BUNDLE	Price et al	2015	6	9780076742165	
	GLENCOE MATH COURSE 1 WITH EMBEDDED ALEKS 1 YEAR SUBSCRIPTION	Price et al	2015	6	9780076673308	
	GLENCOE MATH COURSE 1 WITH EMBEDDED ALEKS 6 YEAR SUBSCRIPTION	Price et al	2015	6	9780076677122	
	GLENCOE MATH C1 TEACHER EDITION WITH ETE COMPLETE 1 YEAR TEACHER BUNDLE	Price et al	2015	6	9780076715022	
	GLENCOE MATH C1 TEACHER EDITION WITH ETE 6 YEAR COMPLETE BUNDLE	Price et al	2015	6	9780076758128	
	GLENCOE MATH C1 TEACHER EDITION W/ETE & EMBEDDED ALEKS COMPLETE 1 YR TCHR BUNDLE	Price et al	2015	6	9780076762293	
	GLENCOE MATH C1 TE W/ETE & EMBEDDED ALEKS COMPLETE 6 YEAR TEACHER BUNDLE	Price et al	2015	6	9780076737420	
	GLENCOE MATH COURSE 1 ETEACHER EDITION 1 YEAR SUBSCRIPTION	Price et al	2015	6	9780076693597	
	GLENCOE MATH COURSE 1 1 YEAR STANDALONE SUBSCRIPTION W/EMBEDDED ALEKS	Price et al	2015	6	9780076798650	
	GLENCOE MATH COURSE 1 6 YEAR STANDALONE SUBSCRIPTION W/EMBEDDED	Price et al	2015	6	9780076709182	

	ALEKS					
	GLENCOE MATH C1 (STANDALONE) 1 YEAR ETE AND 1 YEAR EMBEDDED ALEKS BUNDLE	Price et al	2015	6	9780076719198	
	GLENCOE MATH C1 (STANDALONE) ETE & EMBEDDED ALEKS 6 YR COMPLETE TCHR BUNDLE	Price et al	2015	6	9780076737697	
	GLENCOE MATH COURSE 1 ALEKS EMBEDDED ADD-ON TEACHER 1 YEAR SUBSCRIPTION	Price et al	2015	6	9780076800667	
	GLENCOE MATH COURSE 1 COMMON CORE PRACTICE MASTERS	Price et al	2015	6	9780076782901	
	GLENCOE MATH COURSE 1 1 YEAR STUDENT BUNDLE W/ALEKS STANDALONE	Price et al	2015	6	9780021349593	
	GLN MATH C1 STUDENT ED W/ONL STUDENT ED 6YR SUBSC W/6YR STAND ALONE ALEKS BNDL	Price et al	2015	6	9780076758944	
	GLN MATH C1 Teacher ED W/ONL Teacher ED 6YR SUBSC W/6YR STAND ALONE ALEKS BNDL	Price et al	2015	6	9780076758951	
	GLENCOE MATH COURSE 1 ALEKS EMBEDDED ADD-ON TEACHER 6 YEAR SUBSCRIPTION	Price et al	2015	6	9780076799909	
	ALEKS ADD ON 1 YEAR SUBSCRIPTION	ALEKS	2015	6-8	9780021391509	
	GLENCOE MATH COURSE 1 ETEACHER EDITION ONLINE 6 YEAR SUBSCRIPTION	Price et al	2015	6	9780021456628	
	THINK SMART FOR THE SMARTER BALANCED ASSESSMENT COURSE 1	Price et al	2015	6	9780076774548	
	GLENCOE MATH C1 INTERACTIVE GUIDE FOR ENGLISH LEARNERS STUDENT ED	Price et al	2015	6	9780021356768	
	GLENCOE MATH COURSE 1 ASSESSMENT MASTERS	Price et al	2015	6	9780076623273	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
McGraw-Hill School Education	**GLENCOE MATH COURSE 2 VOLUME 1 STUDENT EDITION**	**Price et al**	**2015**	**7**	**9780021447893**	**Core**
	GLENCOE MATH COURSE 2 VOLUME 2 STUDENT EDITION	**Price et al**	**2015**	**7**	**9780021301522**	
	Notes: Strengths: • CCSS & MP clearly evident • Many teaching strategies • Many problem types • Many assessment resources • Differentiation					

Weaknesses:

- Teacher Edition-pages very flimsy & tear out easily
- Student Edition- workbook format so pages are perforated & tear out easily
- Excessive amount of lessons in supporting clusters

Key Features:
The organization of the *Glencoe Math* program was purposefully designed to support a balance between the development of conceptual understandings, the need for instilling proficiency, and the desire to make the mathematics rich and meaningful to every student, so rigor is applied daily as students' model, practice and apply concepts.
Glencoe Math features a unique "Walk-Around Teacher Edition" that contains everything you need in the classroom- it is designed to be smaller and lighter and easy to carry while teaching. This paired with the comprehensive online Teacher resources provides the teacher everything they need to plan, prepare, teach, make assignments, and stay organized in the classroom.

GLENCOE MATH COURSE 2 VOLUME 1 SPANISH STUDENT EDITION	Price et al	2015	7	9780076790128
GLENCOE MATH COURSE 2 VOLUME 2 SPANISH STUDENT EDITION	Price et al	2015	7	9780021448890
GLENCOE MATH COURSE 2 VOLUME 1 TEACHER EDITION	Price et al	2015	7	9780021389841
GLENCOE MATH COURSE 2 VOLUME 2 TEACHER EDITION	Price et al	2015	7	9780076786879
GLENCOE MATH COURSE 2 1 YEAR STUDENT BUNDLE	Price et al	2015	7	9780021381845
GLENCOE MATH COURSE 2 6 YEAR COMPLETE STUDENT BUNDLE	Price et al	2015	7	9780021455874
GLENCOE MATH COURSE 2, 1 YEAR STUDENT BUNDLE WITH ALEKS	Price et al	2015	7	9780021381876
GLENCOE MATH COURSE 2, 6 YEAR COMPLETE STUDENT BUNDLE WITH ALEKS	Price et al	2015	7	9780021415977
GLENCOE MATH COURSE 2 ESTUDENT EDITION 1 YEAR SUBSCRIPTION	Price et al	2015	7	9780076678389
GLENCOE MATH COURSE 2 ESTUDENT EDITION ONLINE 6 YEAR SUBSCRIPTION	Price et al	2015	7	9780021457625
GLENCOE MATH COURSE 2 1 YEAR STANDALONE SUBSCRIPTION W/EMBEDDED ALEKS	Price et al	2015	7	9780076717866
GLENCOE MATH COURSE 2 6 YEAR STANDALONE SUBSCRIPTION W/EMBEDDED ALEKS	Price et al	2015	7	9780076747313
GLENCOE MATH C2 STUDENT EDITION W/ESE 1 YEAR COMPLETE SPANISH STUDENT BUNDLE	Price et al	2015	7	9780076742530
GLENCOE MATH C2 STUDENT EDITION W/ESE 6 YR COMPLETE SPANISH BUNDLE	Price et al	2015	7	9780076760664
GLENCOE MATH C2 SE/ESE/EMBEDDED ALEKS 1 YEAR COMPLETE SPANISH STUDENT BUNDLE	Price et al	2015	7	9780076760718
GLENCOE MATH C2 SE W/ESE & EMBEDDED ALEKS 6 YEAR COMPLETE SPANISH	Price et al	2015	7	9780076723683

	STUDENT BUNDLE					
	GLENCOE MATH COURSE 2 WITH EMBEDDED ALEKS ADD-ON STUDENT 1 YEAR SUBSCRIPTION	Price et al	2015	7	9780076667666	
	GLENCOE MATH COURSE 2 WITH EMBEDDED ALEKS 6 YEAR SUBSCRIPTION	Price et al	2015	7	9780076668540	
	GLENCOE MATH C2 TEACHER EDITION WITH ETE COMPLETE 1 YEAR TEACHER BUNDLE	Price et al	2015	7	9780076709274	
	GLENCOE MATH C2 TEACHER EDITION WITH ETE 6 YEAR COMPLETE TEACHER BUNDLE	Price et al	2015	7	9780076700875	
	GLENCOE MATH C2 TE W/ETE & EMBEDDED ALEKS 1 YEAR TEACHER BUNDLE	Price et al	2015	7	9780076724994	
	GLENCOE MATH C2 TE/ETE & EMBEDDED ALEKS 6 YR COMPLETE TCHR BUNDLE	Price et al	2015	7	9780076730575	
	GLENCOE MATH COURSE 2 ETEACHER EDITION 1 YEAR SUBSCRIPTION	Price et al	2015	7	9780076793471	
	GLENCOE MATH C2 (STANDALONE) 1 YEAR ETE AND 1 YEAR EMBEDDED ALEKS BUNDLE	Price et al	2015	7	9780076745104	
	GLENCOE MATH C2 (STANDALONE) 7 YEAR ETE AND 6 YEAR EMBEDDED ALEKS BUNDLE	Price et al	2015	7	9780076731145	
	GLENCOE MATH COURSE 2 ALEKS EMBEDDED ADD-ON TEACHER 1 YEAR SUBSCRIPTION	Price et al	2015	7	9780076799817	
	GLENCOE MATH COURSE 2 COMMON CORE PRACTICE MASTERS	Price et al	2015	7	9780021433957	
	GLN MATH C2 STUDENT ED W/ONL STUDENT ED 6YR SUBSC W/6YR STAND ALONE ALEKS BNDL	Price et al	2015	7	9780076758968	
	GLN MATH C2 Teacher ED W/ONL Teacher ED 6YR SUBSC W/6YR STAND ALONE ALEKS BNDL	Price et al	2015	7	9780076758975	
	GLENCOE MATH COURSE 2 1 YEAR STUDENT BUNDLE W/ALEKS STANDALONE	Price et al	2015	7	9780021349616	
	GLENCOE MATH COURSE 2 ALEKS EMBEDDED ADD-ON TEACHER 6 YEAR SUBSCRIPTION	Price et al	2015	7	9780076791521	
	ALEKS ADD ON 1 YEAR SUBSCRIPTION	ALEKS	2015	6-8	9780021391509	
	GLENCOE MATH COURSE 2 ETEACHER EDITION ONLINE 6 YEAR SUBSCRIPTION	Price et al	2015	7	9780076696550	
	THINK SMART FOR THE SMARTER BALANCED ASSESSMENT COURSE 2	Price et al	2015	7	9780076790845	
	GLENCOE MATH C2 INTERACTIVE GUIDE FOR ENGLISH LEARNERS STUDENT ED	Price et al	2015	7	9780021356867	
	GLENCOE MATH COURSE 2 ASSESSMENT MASTERS	Price et al	2015	7	9780076623280	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
McGraw-Hill School Education	**GLENCOE MATH COURSE 3 VOLUME 1 STUDENT EDITION**	**Price et al**	**2015**	**8**	**9780076678525**	**Core**
	GLENCOE MATH COURSE 3 VOLUME 2 STUDENT EDITION	**Price et al**	**2015**	**8**	**9780021454259**	
	Notes: Strengths: • Very good vocabulary and does a great job of using and teaching the mathematical practices • Is common core aligned and the countdown to SBAC is a very nice resource • The performance tasks are a very good resource to help the students represent the material in different ways • The teacher's manual helps facilitate a mix of instructional approaches Weaknesses: • Many times 7th grade standards over shadow the 8th grade standards. This happens in Chapter 5 with lessons 4-6 focusing on standard deviation (which should not even be introduced yet). Also Chapter 8 is half volume and half surface area. Surface area is not a 7th grade CCSS. • The consumable workbook format may be costly • The materials state that Professional Development is a requirement (at a cost). But after reviewing the material we don't think it would be necessary.					
	Key Features: The organization of the *Glencoe Math* program was purposefully designed to support a balance between the development of conceptual understandings, the need for instilling proficiency, and the desire to make the mathematics rich and meaningful to every student, so rigor is applied daily as students' model, practice and apply concepts. *Glencoe Math* features a unique "Walk-Around Teacher Edition" that contains everything you need in the classroom- it is designed to be smaller and lighter and easy to carry while teaching. This paired with the comprehensive online Teacher resources provides the teacher everything they need to plan, prepare, teach, make assignments, and stay organized in the classroom.					
	GLENCOE MATH COURSE 3 VOLUME 1 SPANISH STUDENT EDITION	Price et al	2015	8	9780076749027	
	GLENCOE MATH COURSE 3 VOLUME 2 SPANISH STUDENT EDITION	Price et al	2015	8	9780076778232	
	GLENCOE MATH COURSE 3 VOLUME 1 TEACHER EDITION	Price et al	2015	8	9780076704460	
	GLENCOE MATH COURSE 3 VOLUME 2 TEACHER EDITION	Price et al	2015	8	9780021456895	
	GLENCOE MATH COURSE 3 1 YEAR STUDENT BUNDLE	Price et al	2015	8	9780021354054	
	GLENCOE MATH COURSE 3 6 YEAR COMPLETE STUDENT BUNDLE	Price et al	2015	8	9780021454877	
	GLENCOE MATH COURSE 3, 1 YEAR STUDENT BUNDLE WITH ALEKS	Price et al	2015	8	9780021354016	
	GLENCOE MATH COURSE 3, 6 YEAR COMPLETE STUDENT BUNDLE WITH ALEKS	Price et al	2015	8	9780021433285	

	GLENCOE MATH COURSE 3 ESTUDENT EDITION 1 YEAR SUBSCRIPTION	Price et al	2015	8	9780076783939	
	GLENCOE MATH COURSE 3 ESTUDENT EDITION ONLINE 6 YEAR SUBSCRIPTION	Price et al	2015	8	9780021451364	
	GLENCOE MATH COURSE 3 1 YEAR STANDALONE SUBSCRIPTION W/EMBEDDED ALEKS	Price et al	2015	8	9780021449736	
	GLENCOE MATH COURSE 3 6 YEAR STANDALONE SUBSCRIPTION W/EMBEDDED ALEKS	Price et al	2015	8	9780076800896	
	GLENCOE MATH C3 STUDENT EDITION W/ESE 1 YEAR COMPLETE SPANISH STUDENT BUNDLE	Price et al	2015	8	9780076763344	
	GLENCOE MATH C3 STUDENT EDITION W/ESE 6 YR COMPLETE SPANISH BUNDLE	Price et al	2015	8	9780076761890	
	GLENCOE MATH C3 SE/ESE/EMBEDDED ALEKS 1 YEAR COMPLETE SPANISH STUDENT BUNDLE	Price et al	2015	8	9780076761944	
	GLENCOE MATH C3 SE W/ESE & EMBEDDED ALEKS 6 YEAR COMPLETE SPANISH STUDENT BUNDLE	Price et al	2015	8	9780076735501	
	GLENCOE MATH COURSE 3 WITH EMBEDDED ALEKS 1 YEAR SUBSCRIPTION	Price et al	2015	8	9780076671403	
	GLENCOE MATH COURSE 3 WITH EMBEDDED ALEKS 6 YEAR SUBSCRIPTION	Price et al	2015	8	9780076694747	
	GLENCOE MATH C3 TEACHER EDITION WITH ETE COMPLETE 1 YEAR TEACHER BUNDLE	Price et al	2015	8	9780076739028	
	GLENCOE MATH C3 TEACHER EDITION WITH ETE 6 YEAR COMPLETE TEACHER BUNDLE	Price et al	2015	8	9780076739103	
	GLENCOE MATH C3 TE/ETE/EMBEDDED ALEKS 1 YEAR TEACHER BUNDLE	Price et al	2015	8	9780076731701	
	GLENCOE MATH C3 TE/ETE & EMBEDDED ALEKS 6 YR COMPLETE TCHR BUNDLE	Price et al	2015	8	9780076716487	
	GLENCOE MATH COURSE 3 ETEACHER EDITION 1 YEAR SUBSCRIPTION	Price et al	2015	8	9780076750856	
	GLENCOE MATH C3 (STANDALONE) 1 YEAR ETE AND 1 YEAR EMBEDDED ALEKS BUNDLE	Price et al	2015	8	9780076716630	
	GLENCOE MATH C3 (STANDALONE) 7 YEAR ETE AND 6 YEAR EMBEDDED ALEKS BUNDLE	Price et al	2015	8	9780076718047	
	GLENCOE MATH COURSE 3 ALEKS EMBEDDED ADD-ON TEACHER 1 YEAR SUBSCRIPTION	Price et al	2015	8	9780076766895	
	GLENCOE MATH COURSE 3 COMMON CORE PRACTICE MASTERS	Price et al	2015	8	9780021362776	
	GLN MATH C3 STUDENT ED W/ONL STUDENT ED 6YR SUBSC W/6YR STAND ALONE ALEKS BNDL	Price et al	2015	8	9780076758999	

	GLN MATH C3 Teacher ED W/ONL Teacher ED 6YR SUBSC W/6YR STAND ALONE ALEKS BNDL	Price et al	2015	8	9780076758982	
	GLENCOE MATH COURSE 3 1 YEAR STUDENT BUNDLE W/ALEKS STANDALONE	Price et al	2015	8	9780021349623	
	GLENCOE MATH COURSE 3 ALEKS EMBEDDED ADD-ON TEACHER 6 YEAR SUBSCRIPTION	Price et al	2015	8	9780076770953	
	ALEKS ADD ON 1 YEAR SUBSCRIPTION	ALEKS	2015	6-8	9780021391509	
	GLENCOE MATH COURSE 3 ETEACHER EDITION ONLINE 6 YEAR SUBSCRIPTION	Price et al	2015	8	9780076666515	
	THINK SMART FOR THE SMARTER BALANCED ASSESSMENT COURSE 3	Price et al	2015	8	9780076793945	
	GLENCOE MATH C3 INTERACTIVE GUIDE FOR ENGLISH LEARNERS STUDENT ED	Price et al	2015	8	9780021356799	
	GLENCOE MATH COURSE 3 ASSESSMENT MASTERS	Price et al	2015	8	9780076623297	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
McGraw-Hill School Education	**GLENCOE MATH ACCELERATED STUDENT EDITION**	**Price et al**	**2014**	**7**	**9780076637980**	**Core**
	Notes: Strengths: • Teacher resources • Differentiated instruction • Visually appealing • Interactive Student Guide is an excellent resource as well for scaffolding student learning Weaknesses: • Paper quality of the teacher's edition (pages tear easily) • Perforation of student guide is not best because the students keep the journal (guide) throughout as a resource • Districts need to be aware that the Interactive Student Guides are consumable and need to be replaced yearly, however they are necessary.					
	Key Features: Built around the Common Core Accelerated 7th Grade Pathway, *Glencoe Math Accelerated* supports each teacher's unique teaching style and each student's unique learning needs like never before. Get your students excited about math with this all new program that is interactive, flexible, and highly customizable. Present math in real and relevant ways to students of all learning abilities with easy-to-find resources, customizable lesson presentations, and leveled worksheets all in one convenient online location. Transition students from consumable workbooks to case bound textbooks with the Interactive Study Guide as a companion to the hardback Student Edition.					
	GLENCOE MATH ACCELERATED TEACHER EDITION VOLUME 1	Price et al	2014	7	9780076644476	

	GLENCOE MATH ACCELERATED TEACHER EDITION VOLUME 2	Price et al	2014	7	9780076644612	
	GLENCOE MATH ACCELERATED 1-YEAR STUDENT BUNDLE	Price et al	2014	7	9780076644537	
	GLENCOE MATH ACCELERATED 6 YEAR COMPLETE BUNDLE	Price et al	2014	7	9780021448883	
	GLENCOE MATH ACCELERATED STUDENT BUNDLE WITH EMBEDDED ALEKS 1 YEAR BUNDLE	Price et al	2014	7	9780076748716	
	GLENCOE MATH ACCELERATED STUDENT 6 YEAR BUNDLE W/ALEKS EMBEDDED ADD-ON	Price et al	2014	7	9780076764501	
	GLENCOE MATH ACCELERATED ESTUDENT EDITION ONLINE 1-YEAR SUBSCRITPTION	Price et al	2014	7	9780076644667	
	GLENCOE MATH ACCELERATED ESTUDENT EDITION ONLINE 6 YEAR SUBSCRIPTION	Price et al	2014	7	9780076644650	
	GLENCOE MATH ACCELERATED ESTUDENT EDITION W/EMBEDDED ALEKS 1 YEAR BUNDLE	Price et al	2014	7	9780076744596	
	GLENCOE MATH ACCELERATED ESTUDENT EDITION W/EMBEDDED ALEKS ADD-ON 6 YEAR BUNDLE	Price et al	2014	7	9780076798438	
	GLENCOE MATH ACCELERATED STUDENT EDITION W/EMBEDDED ALEKS 1 YEAR SUBSCRIPTION	Price et al	2014	7	9780076781522	
	GLENCOE ACCELERATED MATH ALEKS EMBEDDED ADD-ON STUDENT 6 YEAR SUBSCRIPTION	Price et al	2014	7	9780076798247	
	GLENCOE MATH ACCELERATED 1-YEAR TEACHER BUNDLE	Price et al	2014	7	9780076644575	
	GLENCOE MATH ACCELERATED TEACHER 6 YEAR BUNDLE	Price et al	2014	7	9780076776757	
	GLENCOE MATH ACCELERATED TEACHER BUNDLE WITH EMBEDDED ALEKS 1 YEAR BUNDLE	Price et al	2014	7	9780076748846	
	GLENCOE MATH ACCELERATED TEACHER 6 YEAR BUNDLE WITH ALEKS EMBEDDED ADD-ON	Price et al	2014	7	9780076804245	
	GLENCOE MATH ACCELERATED ETEACHER EDITION ONLINE 1-YEAR SUBSCRIPTION	Price et al	2014	7	9780076644926	
	GLENCOE MATH ACCELERATED ETEACHER EDITION W/EMBEDDED ALEKS 1 YEAR BUNDLE	Price et al	2014	7	9780076717514	
	GLENCOE MATH ACCELERATED ETEACHER EDITION W/EMBEDDED ALEKS ADD-ON 6 YEAR BUNDLE	Price et al	2014	7	9780076800766	
	GLENCOE MATH ACCELERATED TEACHER	Price et al	2014	7	9780076807277	

	EDITION W/EMBEDDED ALEKS 1 YEAR SUBSCRIPTION					
	6 year Glencoe Math Accelerated Student Bundle +Standalone ALEKS (1 yr print Se_6 yr ESE+ 6 year ISG + 6 yr ALEKS	Price et al	2014	7	9780076759002	
	6-year Glencoe Math Accelerated Teacher Bundle +StandAlone ALEKS (Vol1, Vol2 print + 6 year ETE+ Standalone ALEKS	Price et al	2014	7	9780076759019	
	GLENCOE ACCELERATED MATH ALEKS EMBEDDED ADD-ON TEACHER 6 YEAR SUBSCRIPTION	Price et al	2014	7	9780076766765	
	GLENCOE MATH ACCELERATED ETEACHER EDITION ONLINE 6 YEAR SUBSCRIPTION	Price et al	2014	7	9780076644919	
	ALEKS ADD ON 1 YEAR SUBSCRIPTION	ALEKS	2015	6-8	9780021391509	
	GLENCOE MATH ACCELERATED INTERACTIVE STUDY GUIDE SE	Price et al	2014	7	9780076644483	
	GLENCOE MATH ACCELERATED ASSESSMENT MASTERS	Price et al	2014	7	9780076644469	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
McGraw-Hill School Education	**CORE PLUS COURSE 1 SE**	**Hirsch**	**2015**	**9-12**	**9780076657940**	**Core**
	Notes: Strengths: • Design focuses on active learning through investigations • 4-phrase lesson cycle • Summarize the math reflection component • Strong alignment with content standards and interfacial development of practice standards Weakness: • Explicit support for ELL and other adaptations could be increased (this is an explicit design choice, however)					
	Key Features: The *Core-Plus Mathematics* Project has completed a revised edition of its integrated, problem-based, technology-rich four-year curriculum. Revisions were informed by recent research on student learning, continuing feedback from teachers using the curriculum materials, and the Common Core State Standards for Mathematics (CCSS), with which the new edition is strongly aligned. The CCSS Edition of *Core-Plus Mathematics* builds on the strengths of the first edition that was recognized by the U.S. Department of Education as one of six exemplary mathematics programs in the U.S., and the updated and refined second edition that was recognized by the American Institute for Research and the Business-Higher Education Forum's Strategic Ed Solutions as one of 35 education programs in the U.S. (across all subject areas) that increase student achievement and improve college and career readiness. In creating the CCSS edition of *Core-Plus Mathematics*, we have used mathematical modeling as an effective way of connecting the Mathematical Practices and the Content-related Standards across Conceptual Categories.					
	CORE PLUS COURSE 1 VOLUME A TG	Hirsch	2015	9-12	9780076657971	
	CORE PLUS COURSE 1 VOLUME B TG	Hirsch	2015	9-12	9780076657988	

	CORE PLUS COURSE 1 STUDENT BUNDLE 6 YEAR SUBSCRIPTION	Hirsch	2015	9-12	9780021417582	
	CORE PLUS COURSE 1 STUDENT BUNDLE 1 YEAR SUBSCRIPTION	Hirsch	2015	9-12	9780021417612	
	CORE PLUS COURSE 1 ESE ONLINE 6 YR SUBSCRIPTION	Hirsch	2015	9-12	9780076658213	
	CORE PLUS COURSE 1 ESE ONLINE 1 YR SUBSCRIPTION	Hirsch	2015	9-12	9780076658206	
	CORE PLUS COURSE 1 TEACHER BUNDLE 6 YEAR SUBSCRIPTION	Hirsch	2015	9-12	9780021377619	
	CORE PLUS COURSE 1 TEACHER BUNDLE 1 YEAR SUBSCRIPTION	Hirsch	2015	9-12	9780021377640	
	CORE PLUS COURSE 1 ETE ONLINE 1 YR SUBSCRIPTION	Hirsch	2015	9-12	9780076658060	
	CORE PLUS COURSE 1 ETE ONLINE 6 YR SUBSCRIPTION	Hirsch	2015	9-12	9780076658077	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
McGraw-Hill School Education	**CORE PLUS COURSE 2 SE**	**Hirsch**	**2015**	**9-12**	**9780076657957**	**Core**

Notes:
The entire Core Plus program should be adopted as a whole due to the sequencing of content. It does not fully align to Appendix A, in regards to sequence of content. A district will need to decide if a sequencing change needs to occur, depending on the pathway model the district has adopted. Again, the curriculum does not follow the integrated pathway model given in Appendix A of the CCSS-M. The minimal resources available for special populations are also a deterrent for a recommended adoption. The text relies heavily on an immersion model with students receiving support through group work. The text also relies on students having strong reading skills.

Strengths:

- The investigative tasks are well designed
- The text is cohesive
- The text does a nice job of using multiple representations of mathematics to reach a variety of learners

Weaknesses:

- Minimal ELL and Special population support
- No summative assessments were provided
- Answer keys for quizzes were not available

Key Features:
The *Core-Plus Mathematics* Project has completed a revised edition of its integrated, problem-based, technology-rich four-year curriculum. Revisions were informed by recent research on student learning, continuing feedback from teachers using the curriculum materials, and the Common Core State Standards for Mathematics (CCSS), with which the new edition is strongly aligned. The CCSS Edition of *Core-Plus Mathematics* builds on the strengths of the first edition that was recognized by the U.S.
Department of Education as one of six exemplary mathematics programs in the U.S., and the updated and refined second edition that was recognized by the American Institute for Research and the Business-Higher Education Forum's Strategic Ed Solutions as one of 35 education programs in the U.S. (across all subject areas) that increase student achievement and improve college and career readiness.
In creating the CCSS edition of *Core-Plus Mathematics*, we have used mathematical modeling as an effective way of connecting the Mathematical Practices and the Content-related Standards across Conceptual Categories.

	CORE PLUS COURSE 2 VOLUME A TG	Hirsch	2015	9-12	9780076657995	
	CORE PLUS COURSE 2 VOLUME B TG	Hirsch	2015	9-12	9780076658008	
	CORE PLUS COURSE 2 STUDENT BUNDLE 6 YEAR SUBSCRIPTION	Hirsch	2015	9-12	9780021429752	
	CORE PLUS COURSE 2 STUDENT BUNDLE 1 YEAR SUBSCRIPTION	Hirsch	2015	9-12	9780021429769	
	CORE PLUS COURSE 2 ESE ONLINE 6 YR SUBSCRIPTION	Hirsch	2015	9-12	9780076658237	
	CORE PLUS COURSE 2 ESE ONLINE 1 YR SUBSCRIPTION	Hirsch	2015	9-12	9780076658220	
	CORE PLUS COURSE 2 TEACHER BUNDLE 6 YEAR SUBSCRIPTION	Hirsch	2015	9-12	9780021377657	
	CORE PLUS COURSE 2 TEACHER BUNDLE 1 YEAR SUBSCRIPTION	Hirsch	2015	9-12	9780021377695	
	CORE PLUS COURSE 2 ETE ONLINE 1 YR SUBSCRIPTION	Hirsch	2015	9-12	9780076658084	
	CORE PLUS COURSE 2 ETE ONLINE 6 YR SUBSCRIPTION	Hirsch	2015	9-12	9780076658091	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
McGraw-Hill School Education	**CORE PLUS COURSE 3 SE**	**Hirsch**	**2015**	**9-12**	**9780076657964**	**Core**
	Notes: Overall, strengths were that this is a problem based course which deepens students understanding conceptually, the layout is clear, and the problems are interesting and engaging for students. The tools provided were appropriate for the problems they were applied to. Teacher sources were strong in support of student learning.					
	Key Features: The *Core-Plus Mathematics* Project has completed a revised edition of its integrated, problem-based, technology-rich four-year curriculum. Revisions were informed by recent research on student learning, continuing feedback from teachers using the curriculum materials, and the Common Core State Standards for Mathematics (CCSS), with which the new edition is strongly aligned. The CCSS Edition of *Core-Plus Mathematics* builds on the strengths of the first edition that was recognized by the U.S. Department of Education as one of six exemplary mathematics programs in the U.S., and the updated and refined second edition that was recognized by the American Institute for Research and the Business-Higher Education Forum's Strategic Ed Solutions as one of 35 education programs in the U.S. (across all subject areas) that increase student achievement and improve college and career readiness. In creating the CCSS edition of *Core-Plus Mathematics*, we have used mathematical modeling as an effective way of connecting the Mathematical Practices and the Content-related Standards across Conceptual Categories.					
	CORE PLUS COURSE 3 VOLUME A TG	Hirsch	2015	9-12	9780076658015	
	CORE PLUS COURSE 3 VOLUME B TG	Hirsch	2015	9-12	9780076658022	
	CORE PLUS COURSE 3 STUDENT BUNDLE 6 YEAR SUBSCRIPTION	Hirsch	2015	9-12	9780021377510	
	CORE PLUS COURSE 3 STUDENT BUNDLE 1 YEAR SUBSCRIPTION	Hirsch	2015	9-12	9780021377527	
	CORE PLUS COURSE 3 ESE ONLINE 6 YR SUBSCRIPTION	Hirsch	2015	9-12	9780076658251	
	CORE PLUS COURSE 3 ESE ONLINE 1 YR SUBSCRIPTION	Hirsch	2015	9-12	9780076658244	
	CORE PLUS COURSE 3 TEACHER BUNDLE 6 YEAR SUBSCRIPTION	Hirsch	2015	9-12	9780021309733	

	CORE PLUS COURSE 3 TEACHER BUNDLE 1 YEAR SUBSCRIPTION	Hirsch	2015	9-12	9780021309740	
	CORE PLUS COURSE 3 ETE ONLINE 1 YR SUBSCRIPTION	Hirsch	2015	9-12	9780076658107	
	CORE PLUS COURSE 3 ETE ONLINE 6 YR SUBSCRIPTION	Hirsch	2015	9-12	9780076658114	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
McGraw-Hill School Education	**Core-Plus Mathematics Course 4: Preparation for Calculus SE**	**Hirsch**	**2015**	**9-12**	**9780076657902**	**Core**
	Notes: This text is a problem-based text that lends itself to strong mathematical practices throughout the entire content. Students are expected to develop deep conceptual understandings that are built off of widely Applicable Prerequisites. The teacher's support in the annotated teacher's edition is beneficial to promote mathematical discussions. The organization of the material is easy to follow, and the flow and coherence makes this content easy to use for teachers and students. Throughout the text the students are expected to engage with other students to learn rather than just teacher directed. The online teacher materials are important but there are no hard copy materials for solutions or answers for the tests/assessments.					
	Key Features: The *Core-Plus Mathematics* Project has completed a revised edition of its integrated, problem-based, technology-rich four-year curriculum. Revisions were informed by recent research on student learning, continuing feedback from teachers using the curriculum materials, and the Common Core State Standards for Mathematics (CCSS), with which the new edition is strongly aligned. The CCSS Edition of *Core-Plus Mathematics* builds on the strengths of the first edition that was recognized by the U.S. Department of Education as one of six exemplary mathematics programs in the U.S., and the updated and refined second edition that was recognized by the American Institute for Research and the Business-Higher Education Forum's Strategic Ed Solutions as one of 35 education programs in the U.S. (across all subject areas) that increase student achievement and improve college and career readiness. In creating the CCSS edition of *Core-Plus Mathematics*, we have used mathematical modeling as an effective way of connecting the Mathematical Practices and the Content-related Standards across Conceptual Categories.					
	Core-Plus Mathematics Course 4: Preparation for Calculus VOLUME A TG	Hirsch	2015	9-12	9780076657919	
	Core-Plus Mathematics Course 4: Preparation for Calculus VOLUME B TG	Hirsch	2015	9-12	9780076657926	
	Core-Plus Mathematics Course 4: Preparation for Calculus STUDENT BUNDLE 6 YEAR SUBSCRIPTION	Hirsch	2015	9-12	9780021377565	
	Core-Plus Mathematics Course 4: Preparation for Calculus STUDENT BUNDLE 1 YEAR SUBSCRIPTION	Hirsch	2015	9-12	9780021377572	
	Core-Plus Mathematics Course 4: Preparation for Calculus ESE ONLINE 6 YR SUBSCRIPTION	Hirsch	2015	9-12	9780076658275	
	Core-Plus Mathematics Course 4: Preparation for Calculus ESE ONLINE 1 YR SUBSCRIPTION	Hirsch	2015	9-12	9780076658268	
	Core-Plus Mathematics Course 4: Preparation for Calculus TEACHER BUNDLE 6 YEAR SUBSCRIPTION	Hirsch	2015	9-12	9780021309788	
	Core-Plus Mathematics Course 4: Preparation for Calculus TEACHER BUNDLE 1 YEAR SUBSCRIPTION	Hirsch	2015	9-12	9780021309795	

	Core-Plus Mathematics Course 4: Preparation for Calculus ETE ONLINE 1 YR SUBSCRIPTION	Hirsch	2015	9-12	9780076658121	
	Core-Plus Mathematics Course 4: Preparation for Calculus ETE ONLINE 6 YR SUBSCRIPTION	Hirsch	2015	9-12	9780076658138	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
McGraw-Hill School Education	**GLENCOE ALGEBRA 1 STUDENT EDITION**	**Glencoe**	**2014**	**9-12**	**9780076639236**	**Core**

Notes:
Strengths:

- The TE indicates how the materials are supposed to meet the CCSS.
- Specific resources are cited for each lesson.
- The SE has many exercises designed to improve or enhance students' procedural skills.

Weaknesses:

- The assignments are unbalanced, with way too much emphasis on procedure and very little emphasis on application or engaging problems.
- Quality of material used in textbook construction does not lend itself to durability. In the short time of the review process, binding on text began to separate.
- Review copy was missing numerous pages in the student edition.
- While attempts have been made to make this text "Common Core", it appears to mostly be a traditional algebra textbook with CCSS labels.

Key Features:
Balanced instruction throughout the Glencoe High School Mathematics Series, including Algebra 1, Geometry, Algebra 2, and Precalculus, emphasizes both understanding and fluency. Features include Key Concept boxes with multiple representations, a four-step problem solving plan, correlation between examples and exercises, word problems within each lesson, reading and vocabulary support, and student-centered activity labs.
The Glencoe High School Math Series is a comprehensive program, including all of the major mathematical content strands and mathematical processes. Main Ideas and Key Concepts are highlighted in the Student Edition. The Teacher Edition includes Focus on Mathematical Content for each chapter. This section provides Big Ideas, which explains why the content is important in this chapter and in later studies, and Lesson Summary features, which outline the mathematical ideas of each lesson in the chapter.
The Glencoe High School Math Series is carefully aligned with national standards. Each curriculum contains Standardized Test examples and practice problems like those found on standardized tests— within the lessons, the Mid-Chapter Quiz, and the Practice Chapter Test.
The Glencoe High School Math Series curriculum is coherent and coordinated. It is vertically aligned between courses and vertically aligned at the lesson level. The Teacher Edition includes a detailed description of vertical alignment for each chapter. The Focus step in each lesson includes the vertical alignment for that lesson.
In the Student Edition, Get Ready for the Chapter provides both a diagnostic quiz and a review of related concepts that were previously studied.
Dynamic, digital features of the program include an online Interactive Student Guide (Algebra 1, Geometry, and Algebra 2) which provides opportunities for lesson reflection, higher-order thinking, performance tasks and Common Core-style assessment questions; Geometer's Sketchpad to support visualization of difficult concepts and independent exploration; and optional embedded ALEKS for point-of-use, personalized math support and extension.

	GLENCOE ALGEBRA 1 TEACHER EDITION	Glencoe	2014	9-12	9780076639243	
	GLENCOE ALGEBRA 1 6-YEAR	Glencoe	2014	9-12	9780076639694	

	STUDENT BUNDLE					
	GLENCOE ALGEBRA 1 1-YEAR STUDENT BUNDLE	Glencoe	2014	9-12	9780076639731	
	GLENCOE ALGEBRA 1 STUDENT EDITION WITH EMBEDDED ALEKS 6 YEAR BUNDLE	Glencoe	2014	9-12	9780076676194	
	GLENCOE ALGEBRA 1 STUDENT EDITION WITH EMBEDDED ALEKS 1 YEAR BUNDLE	Glencoe	2014	9-12	9780076678730	
	GLENCOE ALGEBRA 1 SE + GEOMETERS SKETCHPAD 6 YEAR STUDENT BUNDLE	Glencoe	2014	9-12	9780021435951	
	GLENCOE ALGEBRA 1 ONLINE STUDENT EDITION 6 YEAR SUBSCRIPTION	Glencoe	2014	9-12	9780076639670	
	GLENCOE ALGEBRA 1 ESTUDENT EDITION 1 YEAR SUBSCRIPTION	Glencoe	2014	9-12	9780076639199	
	GLENCOE ALGEBRA 1 ESTUDENT EDITION WITH EMBEDDED ALEKS 6 YEAR BUNDLE	Glencoe	2014	9-12	9780076747566	
	GLENCOE ALGEBRA 1 ESTUDENT EDITION WITH EMBEDDED ALEKS 1 YEAR BUNDLE	Glencoe	2014	9-12	9780076693160	
	GLENCOE ALGEBRA 1 6 YEAR ONLINE STUDENT EDITION + ALEKS 6 YEAR BUNDLE	Glencoe	2014	9-12	9780021367719	
	EMBEDDED ALEKS 6 YEAR SUBSCRIPTION FOR GLENCOE ALGEBRA 1	Glencoe	2014	9-12	9780076800940	
	EMBEDDED ALEKS 1 YEAR SUBSCRIPTION FOR GLENCOE ALGEBRA 1	Glencoe	2014	9-12	9780076684670	
	ALGEBRA 1 STUDENT EDITION W/ONLINE STUDENT EDITION 6YR SUBSC W/6 YR ALEKS BUNDLE	Glencoe	2014	9-12	9780021393459	
	ALGEBRA 1 SE W/ 6YR OSE W/ALEKS 1YR W/UNLIMITED GEOMETER'S SKETCHPAD LICENSE	Glencoe	2014	9-12	9780021411719	
	ALGEBRA 1 STUDENT EDITION W/ONLINE STUDENT EDITION W/ALEKS 1 YEAR BUNDLE PACKAGE	Glencoe	2014	9-12	9780021391547	
	GLENCOE ALGEBRA 1 6-YEAR TEACHER BUNDLE	Glencoe	2014	9-12	9780076639748	
	GLENCOE ALGEBRA 1 1-YEAR TEACHER BUNDLE	Glencoe	2014	9-12	9780076639755	
	GLENCOE ALGEBRA 1 TEACHERS EDITION WITH EMBEDDED ALEKS 6 YEAR SUBSCRIPTION BUNDLE	Glencoe	2014	9-12	9780076720040	
	GLENCOE ALGEBRA 1 TEACHERS EDITION WITH EMBEDDED ALEKS 1 YEAR SUBSCRIPTION BUNDLE	Glencoe	2014	9-12	9780076704699	
	GLENCOE ALGEBRA 1 ETEACHER EDITION 1 YEAR SUBSCRIPTION	Glencoe	2014	9-12	9780076639205	
	GLENCOE ALGEBRA 1 ETEACHERS EDITION WITH EMBEDDED ALEKS 6 YEAR SUBSCRIPTION BUNDLE	Glencoe	2014	9-12	9780076703258	

	GLENCOE ALGEBRA 1 ETEACHERS EDITION WITH EMBEDDED ALEKS 1 YEAR SUBSCRIPTION BUNDLE	Glencoe	2014	9-12	9780076757053	
	GLENCOE ALGEBRA 1 WITH EMBEDDED ALEKS TEACHER EDITION 1 YEAR SUBSCRIPTION	Glencoe	2014	9-12	9780076667611	
	GLENCOE ALGEBRA 1 CCSS SPANISH ASSESSMENT MASTERS	Glencoe	2014	9-12	9780076602896	
	GLENCOE ALGEBRA 1 CCSS SPANISH HOMEWORK PRACTICE WORKBOOK SE	Glencoe	2014	9-12	9780076602940	
	GLENCOE ALGEBRA 1 TE + GEOMETERS SKETCHPAD 6 YEAR TEACHER BUNDLE	Carter et al	2014	9-12	9780021436057	
	GLENCOE QUICK REVIEW MATH HANDBOOK 3 HOT WORDS HOT TOPICS	Glencoe	2014	9-12	9780078915086	
	GLENCOE QUICK REVIEW SPANISH MATH HANDBOOK 3 HOT WORDS HOT TOPICS	Glencoe	2014	9-12	9780078916731	
	GLENCOE QUICK REVIEW MATH HANDBOOK 3 HOT WORDS HOT TOPICS TEACHERS GUIDE	Glencoe	2014	9-12	9780078915093	
	GLENCOE ALGEBRA 1 REAL WORLD PROBLEM SOLVING GRAPHIC NOVELS	Glencoe	2014	9-12	9780078905070	
	GLENCOE ALGEBRA 1 CCSS STUDY NOTEBOOK TAE	Glencoe	2014	9-12	9780076602889	
	GLENCOE ALGEBRA 1 WITH EMBEDDED ALEKS TEACHER EDITION 6 YEAR SUBSCRIPTION	Glencoe	2014	9-12	9780076672424	
	GLENCOE ALGEBRA 1 ONLINE TEACHER EDITION 6 YEAR SUBSCRIPTION	Glencoe	2014	9-12	9780076639687	
	SCIENCE AND MATH LIFE DINAH ZIKES TEACHING SCIENCE WITH FOLDABLES 05/13	Glencoe	2014	9-12	9780078693847	
	GLENCOE ALGEBRA 1 CCSS STUDY GUIDE INTERVENTION WORKBOOK	Glencoe	2014	9-12	9780076602926	
	GLENCOE ALGEBRA 1 STUDY NOTEBOOK CCSS	Glencoe	2014	9-12	9780076602872	
	GLENCOE ALGEBRA 1 CCSS HOMEWORK PRACTICE WORKBOOK	Glencoe	2014	9-12	9780076602919	
	GLENCOE ALGEBRA 1 TEACHER CLASSROOM RESOURCES CCSS	Glencoe	2014	9-12	9780076603305	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
McGraw-Hill School Education	**GLENCOE ALGEBRA 2 STUDENT EDITION**	**Glencoe**	**2014**	**9-12**	**9780076639908**	**Other**
	Notes: Strengths: Teacher's Edition is very well-organized with chapter outlines and lesson outlines included. Numerous opportunities for students to practice procedural fluency. Materials include a separate chapter resource book with additional problems, although these aren't very visually appealing. Weaknesses: Student exercises clearly focus on procedural fluency with not much effort to include					

conceptual understanding. Students exercise sets are very long and many teachers may skip the problems that would best emphasize the shifts and major features of the Core Standards. This text addresses all the content standards for Algebra 2. It does not meet the standards for mathematical practices and would not promote strong conceptual understanding.

Key Features:
Balanced instruction throughout the Glencoe High School Mathematics Series, including Algebra 1, Geometry, Algebra 2, and Precalculus, emphasizes both understanding and fluency. Features include Key Concept boxes with multiple representations, a four-step problem solving plan, correlation between examples and exercises, word problems within each lesson, reading and vocabulary support, and student-centered activity labs.
The Glencoe High School Math Series is a comprehensive program, including all of the major mathematical content strands and mathematical processes. Main Ideas and Key Concepts are highlighted in the Student Edition. The Teacher Edition includes Focus on Mathematical Content for each chapter. This section provides Big Ideas, which explains why the content is important in this chapter and in later studies, and Lesson Summary features, which outline the mathematical ideas of each lesson in the chapter.
The Glencoe High School Math Series is carefully aligned with national standards. Each curriculum contains Standardized Test examples and practice problems like those found on standardized tests— within the lessons, the Mid-Chapter Quiz, and the Practice Chapter Test.
The Glencoe High School Math Series curriculum is coherent and coordinated. It is vertically aligned between courses and vertically aligned at the lesson level. The Teacher Edition includes a detailed description of vertical alignment for each chapter. The Focus step in each lesson includes the vertical alignment for that lesson.
In the Student Edition, Get Ready for the Chapter provides both a diagnostic quiz and a review of related concepts that were previously studied.
Dynamic, digital features of the program include an online Interactive Student Guide (Algebra 1, Geometry, and Algebra 2) which provides opportunities for lesson reflection, higher-order thinking, performance tasks and Common Core-style assessment questions; Geometer's Sketchpad to support visualization of difficult concepts and independent exploration; and optional embedded ALEKS for point-of-use, personalized math support and extension.

GLENCOE ALGEBRA 2 TEACHER EDITION	Glencoe	2014	9-12	9780076639915
GLENCOE ALGEBRA 2, 6-YEAR STUDENT BUNDLE	Glencoe	2014	9-12	9780076641017
GLENCOE ALGEBRA 2, 1-YEAR STUDENT BUNDLE	Glencoe	2014	9-12	9780076641024
GLENCOE ALGEBRA 2 STUDENT EDITION WITH EMBEDDED ALEKS 6 YEAR BUNDLE	Glencoe	2014	9-12	9780076715336
GLENCOE ALGEBRA 2 STUDENT EDITION WITH EMBEDDED ALEKS 1 YEAR BUNDLE	Glencoe	2014	9-12	9780076664078
GLENCOE ALGEBRA 2 STUDENT EDITION W/ONLINE STUDENT EDITION 6YR SUBSC W/6 YR ALEKS BUNDLE	Glencoe	2014	9-12	9780021393466
GLENCOE ALGEBRA 2 SE W/ 6YR OSE W/ALEKS 1YR W/UNLIMITED GEOMETER'S SKETCHPAD LICENSE	Glencoe	2014	9-12	9780021411696
GLENCOE ALGEBRA 2 STUDENT EDITION W/ONLINE STUDENT EDITION W/ALEKS Stand alone 1 YEAR BUNDLE PACKAGE	Glencoe	2014	9-12	9780021435463
GLENCOE ALGEBRA 2 SE + GEOMETERS SKETCHPAD 6 YEAR STUDENT BUNDLE	Glencoe	2014	9-12	9780021384624
GLENCOE ALGEBRA 2 ESTUDENT EDITION 6 YEAR SUBSCRIPTION	Glencoe	2014	9-12	9780076640041
GLENCOE ALGEBRA 2 ESTUDENT EDITION 1 YEAR SUBSCRIPTION	Glencoe	2014	9-12	9780076639885

	GLENCOE ALGEBRA 2 ESTUDENT EDITION WITH EMBEDDED ALEKS 6 YEAR BUNDLE	Glencoe	2014	9-12	9780076706440	
	GLENCOE ALGEBRA 2 ESTUDENT EDITION WITH EMBEDDED ALEKS 1 YEAR BUNDLE	Glencoe	2014	9-12	9780076710201	
	GLENCOE ALGEBRA 2 6 YEAR ONLINE STUDENT EDITION + ALEKS 6 YEAR BUNDLE	Glencoe	2014	9-12	9780021367634	
	GLENCOE ALGEBRA 2 WITH EMBEDDED ALEKS 6 YEAR SUBSCRIPTION	Glencoe	2014	9-12	9780076671007	
	GLENCOE ALGEBRA 2 WITH EMBEDDED ALEKS 1 YEAR SUBSCRIPTION	Glencoe	2014	9-12	9780076776801	
	GLENCOE ALGEBRA 2, 6-YEAR TEACHER BUNDLE	Glencoe	2014	9-12	9780076641031	
	ALGEBRA 2, 1-YEAR TEACHER BUNDLE	Glencoe	2014	9-12	9780076641048	
	ALGEBRA 2 TEACHERS EDITION WITH EMBEDDED ALEKS 6 YEAR SUBSCRIPTION BUNDLE	Glencoe	2014	9-12	9780076754694	
	ALGEBRA 2 TEACHERS EDITION WITH EMBEDDED ALEKS 1 YEAR SUBSCRIPTION BUNDLE	Glencoe	2014	9-12	9780076757589	
	ALGEBRA 2 TE + GEOMETERS SKETCHPAD 6 YEAR TEACHER BUNDLE	Glencoe	2014	9-12	9780021310067	
	GLENCOE ALGEBRA 2 ETEACHER EDITION 1 YEAR SUBSCRIPTION	Glencoe	2014	9-12	9780076639892	
	GLENCOE ALGEBRA 2 ETEACHERS EDITION WITH EMBEDDED ALEKS 6 YEAR SUBSCRIPTION BUNDLE	Glencoe	2014	9-12	9780076742134	
	GLENCOE ALGEBRA 2 ETEACHERS EDITION WITH EMBEDDED ALEKS 1 YEAR SUBSCRIPTION BUNDLE	Glencoe	2014	9-12	9780076761869	
	GLENCOE ALGEBRA 2 WITH EMBEDDED ALEKS TEACHER 6 YEAR SUBSCRIPTION	Glencoe	2014	9-12	9780076673865	
	GLENCOE ALGEBRA 2 WITH EMBEDDED ALEKS TEACHER 1 YEAR SUBSCRIPTION	Glencoe	2014	9-12	9780076666102	
	GLENCOE ALGEBRA 2 SPANISH ASSESSMENT MASTERS	Glencoe	2014	9-12	9780076602988	
	GLENCOE ALGEBRA 2 SPANISH HOMEWORK PRACTICE WORKBOOK SE	Glencoe	2014	9-12	9780076603008	
	GLENCOE ALGEBRA 2 PREPARING FOR THE ACHIEVE ADP END OF COURSE EXAM	Glencoe	2014	9-12	9780078907012	
	GLENCOE ALGEBRA 2 PREPARING FOR THE ACHIEVE ADP END OF COURSE EXAM TAE	Glencoe	2014	9-12	9780078907029	
	GLENCOE ALGEBRA 2 REAL WORLD PROBLEM SOLVING GRAPHIC NOVELS	Glencoe	2014	9-12	9780078905407	
	GLENCOE ALGEBRA 2 STUDY NOTEBOOK TAE	Glencoe	2014	9-12	9780076602971	

	GLENCOE ALGEBRA 2 STUDY GUIDE INTERVENTION WORKBOOK	Glencoe	2014	9-12	9780076603015	
	GLENCOE ALGEBRA 2 STUDY NOTEBOOK	Glencoe	2014	9-12	9780076602964	
	GLENCOE ALGEBRA 2 HOMEWORK PRACTICE WORKBOOK	Glencoe	2014	9-12	9780076602995	
	GLENCOE ALGEBRA 2 ETEACHER EDITION 6 YEAR SUBSCRIPTION	Glencoe	2014	9-12	9780076640058	
	SCIENCE AND MATH LIFE DINAH ZIKES TEACHING SCIENCE WITH FOLDABLES 05/13	Glencoe	2014	9-12	9780078693847	
	GLENCOE ALGEBRA 2 TEACHER CLASSROOM RESOURCES	Glencoe	2014	9-12	9780076603329	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
McGraw-Hill School Education	**GLENCOE GEOMETRY STUDENT EDITION**	**Glencoe**	**2014**	**9-12**	**9780076639298**	**Core**

Notes:

- This program provides great opportunity for scaffolding learning for all populations.
- The program is traditional and does not include task based learning and has minimal cooperative learning opportunities (in labs only). There is not any errors analysis type of problems.
- No list of postulates/theorems.
- The title page for the “Student Handbook” is in the back of the book. The front of the book would be a better place.
- The book has lots of resources for all types of learners.
- In the teacher’s edition, the answers for all the additional problems are at the end of each unit instead of at the end of the book.
- The book is straight traditional learning with lots of support. There is not a lot of opportunity for cooperative learning. No task based learning either.

Key Features:
Balanced instruction throughout the Glencoe High School Mathematics Series, including Algebra 1, Geometry, Algebra 2, and Precalculus, emphasizes both understanding and fluency. Features include Key Concept boxes with multiple representations, a four-step problem solving plan, correlation between examples and exercises, word problems within each lesson, reading and vocabulary support, and student-centered activity labs.
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	In the Student Edition, Get Ready for the Chapter provides both a diagnostic quiz and a review of related concepts that were previously studied. Dynamic, digital features of the program include an online Interactive Student Guide (Algebra 1, Geometry, and Algebra 2) which provides opportunities for lesson reflection, higher-order thinking, performance tasks and Common Core-style assessment questions; Geometer's Sketchpad to support visualization of difficult concepts and independent exploration; and optional embedded ALEKS for point-of-use, personalized math support and extension.					
	GLENCOE GEOMETRY TEACHER EDITION	Glencoe	2014	9-12	9780076639304	
	GLENCOE GEOMETRY 6-YEAR STUDENT BUNDLE	Glencoe	2014	9-12	9780076640973	
	GLENCOE GEOMETRY 1-YEAR STUDENT BUNDLE	Glencoe	2014	9-12	9780076640980	
	GLENCOE GEOMETRY STUDENT EDITION WITH EMBEDDED ALEKS 6 YEAR BUNDLE	Glencoe	2014	9-12	9780076764532	
	GLENCOE GEOMETRY STUDENT EDITION WITH EMBEDDED ALEKS 1 YEAR BUNDLE	Glencoe	2014	9-12	9780076800049	
	GLENCOE GEOMETRY STUDENT EDITION W/ONLINE STUDENT EDITION 6YR SUBSC W/6 YR ALEKS BUNDLE	Glencoe	2014	9-12	9780021393503	
	GLENCOE GEOMETRY SE W/ 6YR OSE W/ALEKS 1YR W/UNLIMITED GEOMETER'S SKETCHPAD LICENSE	Glencoe	2014	9-12	9780021411726	
	GLENCOE GEOMETRY STUDENT EDITION W/ONLINE STUDENT EDITION W/ALEKS 1 YEAR BUNDLE PACKAGE	Glencoe	2014	9-12	9780021391578	
	GLENCOE GEOMETRY SE + GEOMETERS SKETCHPAD 6 YEAR STUDENT BUNDLE	Glencoe	2014	9-12	9780021310098	
	GLENCOE GEOMETRY ONLINE STUDENT EDITION 6 YR SUBSC	Glencoe	2014	9-12	9780076640027	
	GLENCOE GEOMETRY ONLINE STUDENT EDITION 1 YR SUBSC	Glencoe	2014	9-12	9780076639250	
	GLENCOE GEOMETRY ESTUDENT EDITION WITH EMBEDDED ALEKS 6 YEAR BUNDLE	Glencoe	2014	9-12	9780076731770	
	GLENCOE GEOMETRY ESTUDENT EDITION WITH EMBEDDED ALEKS 1 YEAR BUNDLE	Glencoe	2014	9-12	9780076797141	
	GLENCOE GEOMETRY 6 YEAR ONLINE STUDENT EDITION + ALEKS 6 YEAR BUNDLE	Glencoe	2014	9-12	9780021367726	
	EMBEDDED ALEKS 6 YEAR SUBSCRIPTION FOR GLENCOE GEOMETRY	Glencoe	2014	9-12	9780076799725	
	EMBEDDED ALEKS 1 YEAR SUBSCRIPTION FOR GLENCOE GEOMETRY	Glencoe	2014	9-12	9780076783281	
	GLENCOE GEOMETRY 6-YEAR TEACHER BUNDLE	Glencoe	2014	9-12	9780076640997	
	GLENCOE GEOMETRY 1-YEAR TEACHER BUNDLE	Glencoe	2014	9-12	9780076641000	
	GLENCOE GEOMETRY TEACHERS EDITION WITH EMBEDDED ALEKS 6 YEAR SUBSCRIPTION BUNDLE	Glencoe	2014	9-12	9780076723898	

	GLENCOE GEOMETRY TEACHERS EDITION WITH EMBEDDED ALEKS 1 YEAR SUBSCRIPTION BUNDLE	Glencoe	2014	9-12	9780076760749	
	GLENCOE GEOMETRY TE + GEOMETERS SKETCHPAD 6 YEAR TEACHER BUNDLE	Glencoe	2014	9-12	9780021310104	
	GLENCOE GEOMETRY ONLINE TEACHER EDITION 1 YR SUBSC	Glencoe	2014	9-12	9780076639267	
	GLENCOE GEOMETRY ETEACHERS EDITION WITH EMBEDDED ALEKS 6 YEAR SUBSCRIPTION BUNDLE	Glencoe	2014	9-12	9780076743346	
	GLENCOE GEOMETRY ETEACHERS EDITION WITH EMBEDDED ALEKS 1 YEAR SUBSCRIPTION BUNDLE	Glencoe	2014	9-12	9780076742882	
	GLENCOE GEOMETRY WITH EMBEDDED ALEKS TEACHER EDITION 1 YEAR SUBSCRIPTION	Glencoe	2014	9-12	9780076663415	
	GLENCOE GEOMETRY SPANISH ASSESSMENT MASTERS	Glencoe	2014	9-12	9780078908569	
	GLENCOE GEOMETRY SPANISH PRACTICE WORKBOOK	Glencoe	2014	9-12	9780078908538	
	GLENCOE GEOMETRY REAL WORLD PROBLEM SOLVING GRAPHIC NOVELS	Glencoe	2014	9-12	9780078905230	
	GLENCOE GEOMETRY STUDY NOTEBOOK TAE	Glencoe	2014	9-12	9780078908583	
	GLENCOE GEOMETRY WITH EMBEDDED ALEKS TEACHER EDITION 6 YEAR SUBSCRIPTION	Glencoe	2014	9-12	9780076679966	
	GLENCOE GEOMETRY STUDY GUIDE & INTERVENTION WORKBOOK	Glencoe	2014	9-12	9780078908484	
	GLENCOE GEOMETRY STUDY NOTEBOOK	Glencoe	2014	9-12	9780078908576	
	GLENCOE GEOMETRY PRACTICE WORKBOOK	Glencoe	2014	9-12	9780078908491	
	GLENCOE GEOMETRY ONLINE TEACHER EDITION 6 YR SUBS	Glencoe	2014	9-12	9780076640034	
	SCIENCE AND MATH LIFE DINAH ZIKES TEACHING SCIENCE WITH FOLDABLES 05/13	Glencoe	2014	9-12	9780078693847	
	GLENCOE GEOMETRY TEACHER CLASSROOM RESOURCES	Glencoe	2014	9-12	9780078920998	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
McGraw-Hill School Education	**GLENCOE PRECALCULUS STUDENT EDITION**	**Carter et al**	**2014**	**9-12**	**9780076641833**	**Core**
	Notes: **Strengths:** • Lots of procedural and applied problems. • The text is very well organized and easy to navigate.					

- Teacher edition contains lots of helpful resources.
- Students using this text would be prepared for a calculus course.
- Online resources (eSolution guide and text materials) are helpful.

Weaknesses:

- Mathematical practice standards are not addressed in either the student or teacher editions.
- There are not problems that give students the opportunity to learn new mathematics through solving the problems.

Key Features:
Balanced instruction throughout the Glencoe High School Mathematics Series, including Algebra 1, Geometry, Algebra 2, and Glencoe Precalculus, emphasizes both understanding and fluency. Features include Key Concept boxes with multiple representations, a four-step problem solving plan, correlation between examples and exercises, word problems within each lesson, reading and vocabulary support, and student-centered activity labs.
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In the Student Edition, Get Ready for the Chapter provides both a diagnostic quiz and a review of related concepts that were previously studied.
Dynamic, digital features of the program include Geometer's Sketchpad to support visualization of difficult concepts and independent exploration; and optional embedded ALEKS for point-of-use, personalized math support and extension.

GLENCOE PRECALCULUS TEACHER EDITION	Carter et al	2014	9-12	9780076642038
GLENCOE PRECALCULUS 6 YEAR STUDENT BUNDLE PKG	Carter et al	2014	9-12	9780076644131
GLENCOE PRECALCULUS ESTUDENTEDITION 1 YR SUBSCRIPTION BUNDLE PKG	Carter et al	2014	9-12	9780076644148
GLENCOE PRECALCULUS STUDENT EDITION WITH EMBEDDED ALEKS 6 YEAR BUNDLE	Carter et al	2014	9-12	9780076744770
GLENCOE PRECALCULUS STUDENT EDITION WITH EMBEDDED ALEKS 1 YEAR BUNDLE	Carter et al	2014	9-12	9780076693641
GLENCOE PRECALCULUS STUDENT EDITION W/6 YEAR ONLINE STUDENT EDITION W/ALEKS 6 YEAR PKG	Carter et al	2014	9-12	9780021350858
GLENCOE PRECALCULUS SE W/ 6YR OSE W/ALEKS 1YR W/UNLIMITED GEOMETER'S SKETCHPAD LICENSE	Carter et al	2014	9-12	9780021408948
GLENCOE PRECALCULUS STUDENT EDITION W/ONLINE STUDENT EDITION W/ALEKS 1 YEAR BNDL PACKAGE	Carter et al	2014	9-12	9780021435456

	GLENCOE PRECALCULUS STUDENT EDITION + GEOMETERS SKETCHPAD 6 YEAR STUDENT BUNDLE	Carter et al	2014	9-12	9780021384303	
	GLENCOE PRECALCULUS ONLINE ESTUDENT EDITION 6 YR. SUBSCRIPTION	Carter et al	2014	9-12	9780076642007	
	GLENCOE PRECALCULUS ONLINE ESTUDENT EDITION 1 YR. SUBSCRIPTION	Carter et al	2014	9-12	9780076641994	
	GLENCOE PRECALCULUS ESTUDENT EDITION WITH EMBEDDED ALEKS 6 YEAR BUNDLE	Carter et al	2014	9-12	9780076683802	
	GLENCOE PRECALCULUS ESTUDENT EDITION WITH EMBEDDED ALEKS 1 YEAR BUNDLE	Carter et al	2014	9-12	9780076676354	
	GLENCOE PRECALCULUS 6 YEAR ONLINE STUDENT EDITION + ALEKS 6 YEAR BUNDLE	Carter et al	2014	9-12	9780021367672	
	GLENCOE PRECALCULUS WITH EMBEDDED ALEKS 6 YEAR SUBSCRIPTION	Carter et al	2014	9-12	9780076661596	
	GLENCOE PRECALCULUS WITH EMBEDDED ALEKS 1 YEAR SUBSCRIPTION	Carter et al	2014	9-12	9780076702800	
	GLENCOE PRECALCULUS 6 YEAR TEACHER BUNDLE PKG	Carter et al	2014	9-12	9780076644155	
	GLENCOE PRECALCULUS ETEACHER EDITION 1 YR SUBSCRIPTION BUNDLE PKG	Carter et al	2014	9-12	9780076644162	
	GLENCOE PRECALCULUS TEACHERS EDITION WITH EMBEDDED ALEKS 6 YEAR SUBSCRIPTION BUNDLE	Carter et al	2014	9-12	9780076750221	
	GLENCOE PRECALCULUS TEACHERS EDITION WITH EMBEDDED ALEKS 1 YEAR SUBSCRIPTION BUNDLE	Carter et al	2014	9-12	9780076747009	
	GLENCOE PRECALCULUS ONLINE ETEACHER EDITION 1 YR. SUBSCRIPTION	Carter et al	2014	9-12	9780076642014	
	GLENCOE PRECALCULUS ETEACHERS EDITION WITH EMBEDDED ALEKS 6 YEAR SUBSCRIPTION BUNDLE	Carter et al	2014	9-12	9780076727773	
	GLENCOE PRECALCULUS ETEACHERS EDITION WITH EMBEDDED ALEKS 1 YEAR SUBSCRIPTION BUNDLE	Carter et al	2014	9-12	9780076747238	
	GLENCOE PRECALCULUS WITH EMBEDDED ALEKS TEACHER 1 YEAR SUBSCRIPTION	Carter et al	2014	9-12	9780076662210	
	GLENCOE PRECALCULUS WITH EMBEDDED ALEKS TEACHER 6 YEAR SUBSCRIPTION	Carter et al	2014	9-12	9780076662418	
	GLENCOE PRECALCULUS ONLINE ETEACHER EDITION 6 YR. SUBSCRIPTION	Carter et al	2014	9-12	9780076642021	
	GLENCOE PRECALCULUS TEACHER CLASSROOM RESOURCES PACKAGE	Carter et al	2014	9-12	9780078940224	
	GLENCOE PRECALCULUS STUDY NOTEBOOK TEACHER ANNOTATED EDITION	Carter et al	2014	9-12	9780078938153	

	GLENCOE PRECALCULUS STUDY NOTEBOOK SE	Carter et al	2014	9-12	9780078938146	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
ORIGO Education, Inc.	**ORIGO STEPPING STONES CORE MATHEMATICS PROGRAM**	**J. Burnett R. Irons**	**2012**	**K**	**9781921959790**	**Core**
	Notes: Professional Development is a must! ORIGO Stepping Stones for kindergarten was designed and can be used as a CORE mathematics program. It covers all of the CCSS for kindergarten with the use of 12 modules and 6 lessons embedded in each module. The use of all 8 mathematical practices is apparent throughout the entirety of this program. The format and progression of each module and lesson is appropriate for early learners to begin building a foundation of these math concepts. The extra support given for both teachers and learners is very useful.					
	Key Features: Stepping Stones is an innovative digital program that: • Fosters students' thinking and reasoning skills. • Delivers multiple ways to differentiate classroom instruction. • Provides a valuable source of professional learning for the teacher. • Presents methods to assess deep understanding and skills. • Is rich in online and print resources that engage all students. • Offers a cost-effective solution to core math implementation. • Assists in the recommended shift to digital instructional materials. • Delivers all content across all grade levels for each teacher.					
	ORIGO Big Books - English		2012		9781922246110	
	ORIGO Big Books - Spanish		2014		9781925168006	
	ORIGO Big Book Tunes		2012		9781922246141	
	Stepping Into Financial Literacy		2014		9781925168372	
	The Number Case	J. Burnett C. Irons R. Irons	2013		9781921959370	
	Student Journal - English	J. Burnett R. Irons	2015		9781921959202	
	Practice Book - English	J. Burnett R. Irons	2015		9781921959264	
	Student Journal - Spanish	J. Burnett R. Irons	2014		9781922246400	
	Practice Book - Spanish	J. Burnett R. Irons	2014		9781922246462	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
ORIGO Education, Inc.	**ORIGO STEPPING STONES CORE MATHEMATICS PROGRAM**	**J. Burnett C. Irons**	**2012**	**1**	**9781921959790**	**Core**
	Notes: Professional Development is a must!					
	Key Features: Stepping Stones is an innovative digital program that: • Fosters students' thinking and reasoning skills. • Delivers multiple ways to differentiate classroom instruction. • Provides a valuable source of professional learning for the teacher. • Presents methods to assess deep understanding and skills. • Is rich in online and print resources that engage all students. • Offers a cost-effective solution to core math implementation. • Assists in the recommended shift to digital instructional materials. • Delivers all content across all grade levels for each teacher.					
	ORIGO Big Books		2012		9781922246127	

	ORIGO Big Books - Spanish		2014		9781925168013	
	ORIGO Big Book Tunes		2012		9781922246141	
	Stepping Into Financial Literacy		2014		9781925168372	
	ORIGO STaRT	K. Norris J. Hartnett	2014		9781925168235	
	ORIGO Step It Up!		2015		9781925168235	
	The Number Case	J. Burnett C. Irons R. Irons	2013		9781921959387	
	Student Journal - English	J. Burnett C. Irons	2015		9781921959219	
	Practice Book - English	J. Burnett C. Irons	2015		9781921959325	
	Student Journal - Spanish	J. Burnett C. Irons	2014		9781922246417	
	Practice Book - Spanish	J. Burnett C. Irons	2014		9781922246479	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
ORIGO Education, Inc.	**ORIGO STEPPING STONES CORE MATHEMATICS PROGRAM**	**J. Burnett C. Irons**	**2012**	**2**	**9781921959790**	**Core**
	Notes: Professional development is a must for Stepping Stones! The publisher says that professional development/training is required. With an adoption teachers receive a 3 hour implementation session. Publisher recommends a follow up 3 hour session.					
	Key Features: Stepping Stones is an innovative digital program that: • Fosters students' thinking and reasoning skills. • Delivers multiple ways to differentiate classroom instruction. • Provides a valuable source of professional learning for the teacher. • Presents methods to assess deep understanding and skills. • Is rich in online and print resources that engage all students. • Offers a cost-effective solution to core math implementation. • Assists in the recommended shift to digital instructional materials. • Delivers all content across all grade levels for each teacher.					
	ORIGO Big Books		2012		9787922246134	
	ORIGO Big Books - Spanish		2014		9781925168020	
	ORIGO Big Book Tunes		2012		9781922246141	
	Stepping Into Financial Literacy		2014		9781925168372	
	ORIGO STaRT	K. Norris J. Hartnett	2014		9781925168235	
	ORIGO Step It Up!		2015		9781925168235	
	The Number Case	J. Burnett C. Irons R. Irons	2013		9781921959394	
	Student Journal - English	J. Burnett C. Irons	2015		9781921959226	
	Practice Book - English	J. Burnett C. Irons	2015		9781921959325	
	Student Journal - Spanish	J. Burnett C. Irons	2014		9781922246424	
	Practice Book - Spanish	J. Burnett C. Irons	2014		9781922246523	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
ORIGO Education, Inc.	**ORIGO STEPPING STONES CORE MATHEMATICS**	**J. Burnett C. Irons**	**2012**	**3**	**9781921959790**	**Core**

	PROGRAM					
	Notes: ORIGO Stepping Stones meets the IMET criteria. However, the components are very difficult and time consuming to find and difficult to navigate through. Multiple tabs had to be open in order to find the needed information. Navigation could be difficult for students and families to use.					
	Key Features: Stepping Stones is an innovative digital program that: • Fosters students' thinking and reasoning skills. • Delivers multiple ways to differentiate classroom instruction. • Provides a valuable source of professional learning for the teacher. • Presents methods to assess deep understanding and skills. • Is rich in online and print resources that engage all students. • Offers a cost-effective solution to core math implementation. • Assists in the recommended shift to digital instructional materials. • Delivers all content across all grade levels for each teacher.					
	Stepping Into Financial Literacy		2014		9781925168372	
	ORIGO STaRT	K. Norris J. Hartnett	2014		9781925168235	
	ORIGO Step It Up!		2015		9781925168235	
	ORIGO Gauge		2015		9781925168242	
	The Number Case	J. Burnett C. Irons R. Irons	2013		9781921959400	
	Student Journal - English	J. Burnett C. Irons	2015		9781921959233	
	Practice Book - English	J. Burnett C. Irons	2015		9781921959349	
	Student Journal - Spanish	J. Burnett C. Irons	2014		9781922246431	
	Practice Book - Spanish	J. Burnett C. Irons	2014		9781922246530	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
ORIGO Education, Inc.	**ORIGO STEPPING STONES CORE MATHEMATICS PROGRAM**	**J. Burnett C. Irons**	**2012**	**4**	**9781921959790**	**Core**
	Notes: Professional Development is a must! This program meets the IMET evaluation but was confusing and time consuming to navigate.					
	Key Features: Stepping Stones is an innovative digital program that: • Fosters students' thinking and reasoning skills. • Delivers multiple ways to differentiate classroom instruction. • Provides a valuable source of professional learning for the teacher. • Presents methods to assess deep understanding and skills. • Is rich in online and print resources that engage all students. • Offers a cost-effective solution to core math implementation. • Assists in the recommended shift to digital instructional materials. • Delivers all content across all grade levels for each teacher.					
	Stepping Into Financial Literacy		2014		9781925168372	
	ORIGO STaRT	K. Norris J. Hartnett	2014		9781925168235	
	ORIGO Step It Up!		2015		9781925168235	
	ORIGO Gauge		2015		9781925168242	
	The Number Case	J. Burnett C. Irons R. Irons	2013		9781921959417	

	Student Journal - English	J. Burnett C. Irons	2015		9781921959240	
	Practice Book - English	J. Burnett C. Irons	2015		9781921959356	
	Student Journal - Spanish	J. Burnett C. Irons	2014		9781922246448	
	Practice Book - Spanish	J. Burnett C. Irons	2014		9781922246547	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
ORIGO Education, Inc.	**ORIGO STEPPING STONES CORE MATHEMATICS PROGRAM**	**J. Burnett C. Irons**	**2012**	**5**	**9781921959790**	**Core**
	Notes: It might be difficult for teachers to realize the full breadth and depth of these materials without professional development/training. Strengths: • Layout of online teacher materials, once familiar with navigation. • Login-the program opens to the page you were viewing when last closing the program. • Geometry is interspersed throughout the modules. • All teachers receive the mathematical content of all grade levels. This is especially helpful for interventions (both remedial and extending). • Teacher materials include a means for viewing the sequence of lessons across grade levels that develop the concepts and skills for that lesson. Weaknesses: • The program uses everyday items in lessons/investigation, such as boxes or scales as well as specific items such as pattern blocks. There seems to be no master list of resources needed for the entire program. • Practice exercises, pre-tests, and summative assessments are not limited to the content of the associated module. It is not clear when any given concept or skill is expected to be mastered or when/where practice for any given skill will be presented. • Modules seem to be organized by the constraint of 12 lessons, rather than topics that are related. • Binding on the workbook fell apart with the second opening.					
	Key Features: Stepping Stones is an innovative digital program that: • Fosters students' thinking and reasoning skills. • Delivers multiple ways to differentiate classroom instruction. • Provides a valuable source of professional learning for the teacher. • Presents methods to assess deep understanding and skills. • Is rich in online and print resources that engage all students. • Offers a cost-effective solution to core math implementation. • Assists in the recommended shift to digital instructional materials. • Delivers all content across all grade levels for each teacher.					
	Stepping Into Financial Literacy		2014		9781925168372	
	ORIGO STaRT	K. Norris J. Hartnett	2014		9781925168235	
	ORIGO Step It Up!		2015		9781925168235	

	ORIGO Gauge		2015		9781925168242	
	The Number Case	J. Burnett C. Irons R. Irons	2013		9781921959424	
	Student Journal - English	J. Burnett C. Irons	2015		9781921959257	
	Practice Book - English	J. Burnett C. Irons	2015		9781921959363	
	Student Journal - Spanish	J. Burnett C. Irons	2014		9781922246455	
	Practice Book - Spanish	J. Burnett C. Irons	2014		9781922246554	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Pearson Education, Inc.	**enVisionMATH 2.0 COMMON CORE**					**Core**
	enVisionMATH - COMMON CORE STUDENT EDITION 5-YEAR SUBSCRIPTION + DIGITAL COURSEWARE 5-YEAR LICENSE	R. I. Charles, et al	2016	K	9780328847587	
	Notes: enVisions Math 2.0 is easy to navigate and use as a teacher. There is a technology component built into each lesson.					
	Key Features: **enVision**math**2.0** is organized to focus on the Common Core Clusters; aligns to the next generation assessment content emphases requirements; and offers the focus, coherence, and rigor as defined by the Common Core State Standards for Mathematics. Consistent, everyday engagement of the Standards for Mathematical Practice enables learners to develop understandings and use mathematics with understanding. **enVision**math**2.0** provides print and digital resources to personalize learning and support a research-based instructional model. This enables the program to be taught in a variety of classroom models as an authentic learning experience in print, digital, and blended approaches. For example *Problem-Based Learning* is key to conceptual development and is an integral part of every lesson in the student print component and as a digital experience at every grade. *Practice Buddy powered by MathXL* provides a strong, digital student independent practice leveling experience and parallel, leveled print student practice components are also provided. **enVision**math**2.0** offers rich differentiation resources for every lesson that include robust intervention activities and great variety of engaging experiences for all levels of learners through print and digital tools, games, and interactive workspaces. **enVision**math**2.0** is powered by the new Pearson Realize learning management system, providing teachers with the ability to customize content, auto-assign differentiation, and use assessment data quickly and easily. Online and print assessments reflect the new high-stakes assessments.					
	COMMON CORE DIGITAL COURSEWARE 5-YEAR LICENSE	R. I. Charles, et al	2016	K	9780328848355	
	COMMON CORE TEACHER EDITION PACKAGE	R. I. Charles, et al	2016	K	9780328827978	
	COMMON CORE TEACHER RESOURCE MASTERS BOOKS PACKAGE	R. I. Charles, et al	2016	K	9780328827695	
	COMMON CORE EXAMVIEW CD-ROM	R. I. Charles, et al	2016	K	9780328850280	
	COMMON CORE MATHEMATICAL PRACTICE POSTERS SET	R. I. Charles, et al	2016	K	9780328833757	
	COMMON CORE QUICK & EASY CENTER KIT FOR DIFFERENTIATED INSTRUCTION	R. I. Charles, et al	2016	K	9780328849291	

	COMMON CORE TEACHER EDITION ETEXT DVD-ROM	R. I. Charles, et al	2016	K	9780328850211	
	COMMON CORE TODAY'S CHALLENGE TEACHER GUIDE	R. I. Charles, et al	2016	K	9780328837052	
	COMMON CORE MATH DIAGNOSIS & INTERVENTION SYSTEM	R. I. Charles, et al	2016	K-3	9780328862191	
	BASIC CLASSROOM MANIPULATIVE KIT	R. I. Charles, et al	2015	K	9780328797516	
	INDIVIDUAL STUDENT MANIPULATIVE KIT	R. I. Charles, et al	2015	K	9780328790425	
	COMMON CORE ENGLISH LANGUAGE LEARNERS TOOLKIT	R. I. Charles, et al	2016	K-6	9780328848171	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Pearson Education, Inc.	**enVisionMATH 2.0 COMMON CORE**					**Core**
	enVisionMATH - COMMON CORE STUDENT EDITION 5-YEAR SUBSCRIPTION + DIGITAL COURSEWARE 5-YEAR LICENSE	**R. I. Charles, et al**	**2016**	**1**	**9780328847594**	
	Notes: This program addresses all standards and mathematical practices in an easy to use form. This program includes connections to science, technology, art, and language arts.					
	Key Features: **enVision**math**2.0** is organized to focus on the Common Core Clusters; aligns to the next generation assessment content emphases requirements; and offers the focus, coherence, and rigor as defined by the Common Core State Standards for Mathematics. Consistent, everyday engagement of the Standards for Mathematical Practice enables learners to develop understandings and use mathematics with understanding. **enVision**math**2.0** provides print and digital resources to personalize learning and support a research-based instructional model. This enables the program to be taught in a variety of classroom models as an authentic learning experience in print, digital, and blended approaches. For example *Problem-Based Learning* is key to conceptual development and is an integral part of every lesson in the student print component and as a digital experience at every grade. *Practice Buddy powered by MathXL* provides a strong, digital student independent practice leveling experience and parallel, leveled print student practice components are also provided. **enVision**math**2.0** offers rich differentiation resources for every lesson that include robust intervention activities and great variety of engaging experiences for all levels of learners through print and digital tools, games, and interactive workspaces. **enVision**math**2.0** is powered by the new Pearson Realize learning management system, providing teachers with the ability to customize content, auto-assign differentiation, and use assessment data quickly and easily. Online and print assessments reflect the new high-stakes assessments.					
	COMMON CORE DIGITAL COURSEWARE 5-YEAR LICENSE	R. I. Charles, et al	2016	1	9780328848362	
	COMMON CORE TEACHER EDITION PACKAGE	R. I. Charles, et al	2016	1	9780328827985	
	COMMON CORE TEACHER RESOURCE MASTERS DOMAIN BOOKS PACKAGE	R. I. Charles, et al	2016	1	9780328827701	
	COMMON CORE EXAMVIEW CD-ROM	R. I. Charles, et al	2016	1	9780328850297	
	COMMON CORE MATHEMATICAL PRACTICE POSTERS SET	R. I. Charles, et al	2016	1	9780328833764	
	COMMON CORE QUICK & EASY CENTER KIT FOR DIFFERENTIATED INSTRUCTION	R. I. Charles, et al	2016	1	9780328849307	

	COMMON CORE TEACHER EDITION ETEXT DVD-ROM	R. I. Charles, et al	2016	1	9780328850228	
	COMMON CORE TODAY'S CHALLENGE TEACHER GUIDE	R. I. Charles, et al	2016	1	9780328837069	
	COMMON CORE MATH DIAGNOSIS & INTERVENTION SYSTEM	R. I. Charles, et al	2016	K-3	9780328862191	
	BASIC CLASSROOM MANIPULATIVE KIT	R. I. Charles, et al	2015	1	9780328797523	
	INDIVIDUAL STUDENT MANIPULATIVE KIT	R. I. Charles, et al	2015	1	9780328790432	
	COMMON CORE ENGLISH LANGUAGE LEARNERS TOOLKIT	R. I. Charles, et al	2016	K-6	9780328848171	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Pearson Education, Inc.	**enVisionMATH 2.0 COMMON CORE**					**Core**
	enVisionMATH - COMMON CORE STUDENT EDITION 5-YEAR SUBSCRIPTION + DIGITAL COURSEWARE 5-YEAR LICENSE	**R. I. Charles, et al**	**2016**	**2**	**9780328847600**	
	Notes: This curriculum is very clearly aligned with the Common Core Content Standards as well as the Mathematical Practice Standards. There is a clear scope and sequence within the grade level, as well as throughout the K-6 program. It is well organized with a variety of materials (hands on manipulatives, posters, reading mats, etc.). The online component is flexible for teachers to be able to rearrange and omit lessons when appropriate. All activities and lessons keep differentiation and learner needs in perspective. The lesson structure is consistent throughout K-6. This is a strength and a weakness. Teachers and students may feel the lessons are monotonous, and engagement may decline as students see the same structure daily for years. Teachers must be given autonomy to be able to supplement and change the daily lesson structure when needed. There are many different resources, and teachers would benefit from a professional development by the publisher to become familiar with all components available.					
	Key Features: **enVision**math**2.0** is organized to focus on the Common Core Clusters; aligns to the next generation assessment content emphases requirements; and offers the focus, coherence, and rigor as defined by the Common Core State Standards for Mathematics. Consistent, everyday engagement of the Standards for Mathematical Practice enables learners to develop understandings and use mathematics with understanding. **enVision**math**2.0** provides print and digital resources to personalize learning and support a research-based instructional model. This enables the program to be taught in a variety of classroom models as an authentic learning experience in print, digital, and blended approaches. For example *Problem-Based Learning* is key to conceptual development and is an integral part of every lesson in the student print component and as a digital experience at every grade. *Practice Buddy powered by MathXL* provides a strong, digital student independent practice leveling experience and parallel, leveled print student practice components are also provided. **enVision**math**2.0** offers rich differentiation resources for every lesson that include robust intervention activities and great variety of engaging experiences for all levels of learners through print and digital tools, games, and interactive workspaces. **enVision**math**2.0** is powered by the new Pearson Realize learning management system, providing teachers with the ability to customize content, auto-assign differentiation, and use assessment data quickly and easily. Online and print assessments reflect the new high-stakes assessments.					
	COMMON CORE DIGITAL COURSEWARE 5-YEAR LICENSE	R. I. Charles, et al	2016	2	9780328848379	
	COMMON CORE TEACHER EDITION PACKAGE	R. I. Charles, et al	2016	2	9780328827992	
	COMMON CORE TEACHER RESOURCE MASTERS	R. I. Charles, et al	2016	2	9780328827718	

	DOMAIN BOOKS PACKAGE					
	COMMON CORE EXAMVIEW CD-ROM	R. I. Charles, et al	2016	2	9780328850303	
	COMMON CORE MATHEMATICAL PRACTICE POSTERS SET	R. I. Charles, et al	2016	2	9780328836338	
	COMMON CORE QUICK & EASY CENTER KIT FOR DIFFERENTIATED INSTRUCTION	R. I. Charles, et al	2016	2	9780328849314	
	COMMON CORE TEACHER EDITION ETEXT DVD-ROM	R. I. Charles, et al	2016	2	9780328850235	
	COMMON CORE TODAY'S CHALLENGE TEACHER GUIDE	R. I. Charles, et al	2016	2	9780328837076	
	COMMON CORE MATH DIAGNOSIS & INTERVENTION SYSTEM	R. I. Charles, et al	2016	K-3	9780328862191	
	BASIC CLASSROOM MANIPULATIVE KIT	R. I. Charles, et al	2015	2	9780328797530	
	INDIVIDUAL STUDENT MANIPULATIVE KIT	R. I. Charles, et al	2015	2	9780328790449	
	COMMON CORE ENGLISH LANGUAGE LEARNERS TOOLKIT	R. I. Charles, et al	2016	K-6	9780328848171	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Pearson Education, Inc.	**enVisionMATH 2.0 COMMON CORE**					**Core**
	enVisionMATH - COMMON CORE STUDENT EDITION 5-YEAR SUBSCRIPTION + DIGITAL COURSEWARE 5-YEAR LICENSE	**R. I. Charles, et al**	**2016**	**3**	**9780328847617**	
	Notes: Materials are very comprehensive. The structure is easy to follow, but may be seen as a bit overwhelming. The repetitive nature may become monotonous for teachers and students, and will require teacher creativity to ensure continued student engagement.					
	Key Features: **enVision**math**2.0** is organized to focus on the Common Core Clusters; aligns to the next generation assessment content emphases requirements; and offers the focus, coherence, and rigor as defined by the Common Core State Standards for Mathematics. Consistent, everyday engagement of the Standards for Mathematical Practice enables learners to develop understandings and use mathematics with understanding. **enVision**math**2.0** provides print and digital resources to personalize learning and support a research-based instructional model. This enables the program to be taught in a variety of classroom models as an authentic learning experience in print, digital, and blended approaches. For example *Problem-Based Learning* is key to conceptual development and is an integral part of every lesson in the student print component and as a digital experience at every grade. *Practice Buddy powered by MathXL* provides a strong, digital student independent practice leveling experience and parallel, leveled print student practice components are also provided. **enVision**math**2.0** offers rich differentiation resources for every lesson that include robust intervention activities and great variety of engaging experiences for all levels of learners through print and digital tools, games, and interactive workspaces. **enVision**math**2.0** is powered by the new Pearson Realize learning management system, providing teachers with the ability to customize content, auto-assign differentiation, and use assessment data quickly and easily. Online and print assessments reflect the new high-stakes assessments.					
	COMMON CORE DIGITAL COURSEWARE 5-YEAR LICENSE	R. I. Charles, et al	2016	3	9780328848386	
	COMMON CORE TEACHER EDITION PACKAGE	R. I. Charles, et al	2016	3	9780328828005	

	COMMON CORE TEACHER RESOURCE MASTERS DOMAIN BOOKS PACKAGE	R. I. Charles, et al	2016	3	9780328827725	
	COMMON CORE EXAMVIEW CD-ROM	R. I. Charles, et al	2016	3	9780328850310	
	COMMON CORE MATHEMATICAL PRACTICE POSTERS SET	R. I. Charles, et al	2016	3	9780328836345	
	COMMON CORE QUICK & EASY CENTER KIT FOR DIFFERENTIATED INSTRUCTION	R. I. Charles, et al	2016	3	9780328849321	
	COMMON CORE TEACHER EDITION ETEXT DVD-ROM	R. I. Charles, et al	2016	3	9780328850242	
	COMMON CORE TODAY'S CHALLENGE TEACHER GUIDE	R. I. Charles, et al	2016	3	9780328837083	
	COMMON CORE MATH DIAGNOSIS & INTERVENTION SYSTEM	R. I. Charles, et al	2016	K-3	9780328862191	
	BASIC CLASSROOM MANIPULATIVE KIT	R. I. Charles, et al	2015	3	9780328797547	
	INDIVIDUAL STUDENT MANIPULATIVE KIT	R. I. Charles, et al	2015	3	9780328790456	
	COMMON CORE ENGLISH LANGUAGE LEARNERS TOOLKIT	R. I. Charles, et al	2016	K-6	9780328848171	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Pearson Education, Inc.	**enVisionMATH 2.0 COMMON CORE**					**Core**
	enVisionMATH - COMMON CORE STUDENT EDITION 5-YEAR SUBSCRIPTION + DIGITAL COURSEWARE 5-YEAR LICENSE	**R. I. Charles, et al**	**2016**	**4**	**9780328847624**	
	Notes: Strengths: • Alignments of standards • Teaching and implementing of MP • Ease of use due to organization of materials • Progression of development of topics • Problem solving • Presentation in SE is kid friendly • ELL-beg, inter, advanced good • Online PD for parents-explains, give homework • Background knowledge for teachers is well done • Parent connection on each homework • “Wheel”-color coding Weakness: • Maybe more activities built into lessons					
	Key Features:					

	enVisionmath**2.0** is organized to focus on the Common Core Clusters; aligns to the next generation assessment content emphases requirements; and offers the focus, coherence, and rigor as defined by the Common Core State Standards for Mathematics. Consistent, everyday engagement of the Standards for Mathematical Practice enables learners to develop understandings and use mathematics with understanding. **enVision**math**2.0** provides print and digital resources to personalize learning and support a research-based instructional model. This enables the program to be taught in a variety of classroom models as an authentic learning experience in print, digital, and blended approaches. For example *Problem-Based Learning* is key to conceptual development and is an integral part of every lesson in the student print component and as a digital experience at every grade. *Practice Buddy powered by MathXL* provides a strong, digital student independent practice leveling experience and parallel, leveled print student practice components are also provided. **enVision**math**2.0** offers rich differentiation resources for every lesson that include robust intervention activities and great variety of engaging experiences for all levels of learners through print and digital tools, games, and interactive workspaces. **enVision**math**2.0** is powered by the new Pearson Realize learning management system, providing teachers with the ability to customize content, auto-assign differentiation, and use assessment data quickly and easily. Online and print assessments reflect the new high-stakes assessments.					
	COMMON CORE DIGITAL COURSEWARE 5-YEAR LICENSE	R. I. Charles, et al	2016	4	9780328848393	
	COMMON CORE TEACHER EDITION PACKAGE	R. I. Charles, et al	2016	4	9780328828012	
	COMMON CORE TEACHER RESOURCE MASTERS DOMAIN BOOKS PACKAGE	R. I. Charles, et al	2016	4	9780328827732	
	COMMON CORE EXAMVIEW CD-ROM	R. I. Charles, et al	2016	4	9780328850327	
	COMMON CORE MATHEMATICAL PRACTICE POSTERS SET	R. I. Charles, et al	2016	4	9780328836352	
	COMMON CORE QUICK & EASY CENTER KIT FOR DIFFERENTIATED INSTRUCTION	R. I. Charles, et al	2016	4	9780328849338	
	COMMON CORE TEACHER EDITION ETEXT DVD-ROM	R. I. Charles, et al	2016	4	9780328850259	
	COMMON CORE TODAY'S CHALLENGE TEACHER GUIDE	R. I. Charles, et al	2016	4	9780328837090	
	COMMON CORE MATH DIAGNOSIS & INTERVENTION SYSTEM	R. I. Charles, et al	2016	4-6	9780328862207	
	BASIC CLASSROOM MANIPULATIVE KIT	R. I. Charles, et al	2015	4	9780328797554	
	INDIVIDUAL STUDENT MANIPULATIVE KIT	R. I. Charles, et al	2015	4	9780328790463	
	COMMON CORE ENGLISH LANGUAGE LEARNERS TOOLKIT	R. I. Charles, et al	2016	K-6	9780328848171	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Pearson Education, Inc.	**enVisionMATH 2.0 COMMON CORE**					**Core**
	enVisionMATH - COMMON CORE STUDENT EDITION 5-YEAR SUBSCRIPTION + DIGITAL COURSEWARE 5-YEAR LICENSE	**R. I. Charles, et al**	**2016**	**5**	**9780328847631**	
	Notes: Strengths: • Alignments of standards					

- Teaching and implementing of MP
- Ease of use due to organization of materials
- Progression of development of topics
- Problem solving
- Presentation in SE is kid friendly
- ELL-beg, inter, advanced good
- Online PD for parents-explains, give homework
- Background knowledge for teachers is well done
- Parent connection on each homework
- "Wheel"-color coding

Weakness:

- Maybe more activities built into lessons-movement is lacking

Key Features:
enVisionmath**2.0** is organized to focus on the Common Core Clusters; aligns to the next generation assessment content emphases requirements; and offers the focus, coherence, and rigor as defined by the Common Core State Standards for Mathematics. Consistent, everyday engagement of the Standards for Mathematical Practice enables learners to develop understandings and use mathematics with understanding.
enVisionmath**2.0** provides print and digital resources to personalize learning and support a research-based instructional model. This enables the program to be taught in a variety of classroom models as an authentic learning experience in print, digital, and blended approaches. For example *Problem-Based Learning* is key to conceptual development and is an integral part of every lesson in the student print component and as a digital experience at every grade. *Practice Buddy powered by MathXL* provides a strong, digital student independent practice leveling experience and parallel, leveled print student practice components are also provided.
enVisionmath**2.0** offers rich differentiation resources for every lesson that include robust intervention activities and great variety of engaging experiences for all levels of learners through print and digital tools, games, and interactive workspaces.
enVisionmath**2.0** is powered by the new Pearson Realize learning management system, providing teachers with the ability to customize content, auto-assign differentiation, and use assessment data quickly and easily. Online and print assessments reflect the new high-stakes assessments.

COMMON CORE DIGITAL COURSEWARE 5-YEAR LICENSE	R. I. Charles, et al	2016	5	9780328848409
COMMON CORE TEACHER EDITION PACKAGE	R. I. Charles, et al	2016	5	9780328828029
COMMON CORE TEACHER RESOURCE MASTERS DOMAIN BOOKS PACKAGE	R. I. Charles, et al	2016	5	9780328827749
COMMON CORE EXAMVIEW CD-ROM	R. I. Charles, et al	2016	5	9780328850334
COMMON CORE MATHEMATICAL PRACTICE POSTERS SET	R. I. Charles, et al	2016	5	9780328836369
COMMON CORE QUICK & EASY CENTER KIT FOR DIFFERENTIATED INSTRUCTION	R. I. Charles, et al	2016	5	9780328849345

	COMMON CORE TEACHER EDITION ETEXT DVD-ROM	R. I. Charles, et al	2016	5	9780328850266	
	COMMON CORE TODAY'S CHALLENGE TEACHER GUIDE	R. I. Charles, et al	2016	5	9780328837106	
	COMMON CORE MATH DIAGNOSIS & INTERVENTION SYSTEM	R. I. Charles, et al	2016	4-6	9780328862207	
	BASIC CLASSROOM MANIPULATIVE KIT	R. I. Charles, et al	2015	5	9780328797561	
	INDIVIDUAL STUDENT MANIPULATIVE KIT	R. I. Charles, et al	2015	5-6	9780328790470	
	COMMON CORE ENGLISH LANGUAGE LEARNERS TOOLKIT	R. I. Charles, et al	2016	K-6	9780328848171	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Pearson Education, Inc.	**enVisionMATH 2.0 COMMON CORE**					**Core**
	enVisionMATH - COMMON CORE STUDENT EDITION 5-YEAR SUBSCRIPTION + DIGITAL COURSEWARE 5-YEAR LICENSE	**R. I. Charles, et al**	**2016**	**6**	**9780328847648**	
	Notes:					
	Key Features: **enVision**math**2.0** is organized to focus on the Common Core Clusters; aligns to the next generation assessment content emphases requirements; and offers the focus, coherence, and rigor as defined by the Common Core State Standards for Mathematics. Consistent, everyday engagement of the Standards for Mathematical Practice enables learners to develop understandings and use mathematics with understanding. **enVision**math**2.0** provides print and digital resources to personalize learning and support a research-based instructional model. This enables the program to be taught in a variety of classroom models as an authentic learning experience in print, digital, and blended approaches. For example *Problem-Based Learning* is key to conceptual development and is an integral part of every lesson in the student print component and as a digital experience at every grade. *Practice Buddy powered by MathXL* provides a strong, digital student independent practice leveling experience and parallel, leveled print student practice components are also provided. **enVision**math**2.0** offers rich differentiation resources for every lesson that include robust intervention activities and great variety of engaging experiences for all levels of learners through print and digital tools, games, and interactive workspaces. **enVision**math**2.0** is powered by the new Pearson Realize learning management system, providing teachers with the ability to customize content, auto-assign differentiation, and use assessment data quickly and easily. Online and print assessments reflect the new high-stakes assessments.					
	COMMON CORE DIGITAL COURSEWARE 5-YEAR LICENSE	R. I. Charles, et al	2016	6	9780328848416	
	COMMON CORE TEACHER EDITION PACKAGE	R. I. Charles, et al	2016	6	9780328828036	
	COMMON CORE TEACHER RESOURCE MASTERS DOMAIN BOOKS PACKAGE	R. I. Charles, et al	2016	6	9780328827756	
	COMMON CORE EXAMVIEW CD-ROM	R. I. Charles, et al	2016	6	9780328850341	
	COMMON CORE MATHEMATICAL PRACTICE POSTERS SET	R. I. Charles, et al	2016	6	9780328836376	
	COMMON CORE QUICK & EASY CENTER KIT FOR	R. I. Charles, et al	2016	6	9780328849352	

	DIFFERENTIATED INSTRUCTION					
	COMMON CORE TEACHER EDITION ETEXT DVD-ROM	R. I. Charles, et al	2016	6	9780328850273	
	COMMON CORE TODAY'S CHALLENGE TEACHER GUIDE	R. I. Charles, et al	2016	6	9780328837113	
	COMMON CORE MATH DIAGNOSIS & INTERVENTION SYSTEM	R. I. Charles, et al	2016	4-6	9780328862207	
	BASIC CLASSROOM MANIPULATIVE KIT	R. I. Charles, et al	2015	6	9780328848263	
	INDIVIDUAL STUDENT MANIPULATIVE KIT	R. I. Charles, et al	2015	5-6	9780328790470	
	COMMON CORE ENGLISH LANGUAGE LEARNERS TOOLKIT	R. I. Charles, et al	2016	K-6	9780328848171	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Pearson Prentice Hall	**PEARSON DIGITS, GRADE 6 STUDENT PACKAGE (PRINT AND DIGITAL) CONTAINS: STUDENT LOGIN (DIFFERENTIATED HOMEWORK, PERSONAL STUDY PLAN, CLASS LESSONS, AUTOMATIC SOFTWARE UPDATE, DIGITAL CONTENT UPDATES); WRITE-IN STUDENT COMPANION, 5-YEAR ACCESS**	Fennell et. al	2015	6	9780133314601	**Core**
	Notes: Primarily and Internet-based online instruction. Must have (minimally) a computer and projector/Smartboard. Strengths: • Highly engaging • Technology integration • Differentiation • Access to ELL support Weakness: • No explicit instruction for group/peer work Hard copies of HW available for students without online access.					
	Key Features: • ***digits*** is based on critical foundational research to achieve the following key features: • Simplify for the Teacher: Teachers can tap into the resource they need, exactly when they need it. Based on the interACTIVE Learning Cycle™ of assessment, instruction, and practice, ***digits*** provides prevention and enrichment paths along with individualized study plans, reporting, and auto-scored homework that saves time usually lost to administrative tasks. • Optimize Effective Time on Task: With ***digits***, time spent grading or reviewing homework for the whole class is instead open for teaching and giving attention to students. Readiness assessments and auto-scored homework immediately identify students' understanding of content so teachers can focus on individual learners'					

needs during class.

- Personalize for the Student: Today's students are natives in the digital world. ***digits*** is a one-of-kind program that will keep learners motivated using technology to provide them with individualized learning paths and self-guided exploration options. Learning math the ***digits*** way is highly-visual, fun, and engaging.

- Trusted Authorship: Representing a diverse background and many areas of expertise such as visual learning, technology, intervention and ELL, the ***digits*** author team is comprised of Pearson enVisionMATH™ authors as well as a cadre of noted advisors.

Pearson Digits, Grade 6 Student Package (Digital Only), Contains items above; does not include the write-instudent companion; 5-year access	Fennell et. al	2015	6	9780133316599
Pearson Digits, Grade 6 Student Package, Homework Helper (2 volumes, includes ACTIVE-book)	Fennell et. al	2015	6	9780133282917
Pearson Digits, Grade 6, Teacher Package	Fennell et. al	2015	6	9780133315783

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Pearson Prentice Hall	**PEARSON DIGITS, GRADE 7 STUDENT PACKAGE (PRINT AND DIGITAL), CONTAINS: STUDENT LOGIN (DIFFERENTIATED HOMEWORK, PERSONAL STUDY PLAN, CLASS LESSONS, AUTOMATIC SOFTWARE UPDATES, DIGITAL CONTENT UPDATES); WRITE-IN STUDENT COMPANION, (ANNUAL PRINTED CONTENT UPDATES); 5-YEAR ACCESS**	Fennell et. al	2015	7	9780133314618	**Core**

Notes:
This is an online curriculum. A computer and projector are needed/essential.

Student online access is not required, but is very vital in utilizing the curriculum to its fullest potential.
Strengths: Very engaging curriculum for middle school age because it is an online based curriculum containing animations, interactive tools, and videos. Differentiation is made easy with online tools and testing.

Key Features:

- ***digits*** is based on critical foundational research to achieve the following key features:

- Simplify for the Teacher: Teachers can tap into the resource they need, exactly when they need it. Based on the interACTIVE Learning Cycle™ of assessment, instruction, and practice, ***digits*** provides prevention and enrichment paths along with individualized study plans, reporting, and auto-scored homework that saves time usually lost to administrative tasks.

- Optimize Effective Time on Task: With ***digits***, time spent grading or reviewing homework for the whole class is instead open for teaching and giving attention to students. Readiness assessments and auto-scored homework immediately identify students' understanding of content so teachers can focus on individual learners'

needs during class.

- Personalize for the Student: Today's students are natives in the digital world. ***digits*** is a one-of-kind program that will keep learners motivated using technology to provide them with individualized learning paths and self-guided exploration options. Learning math the ***digits*** way is highly-visual, fun, and engaging.

Trusted Authorship: Representing a diverse background and many areas of expertise such as visual learning, technology, intervention and ELL, the ***digits*** author team is comprised of Pearson enVisionMATH™ authors as well as a cadre of noted advisors.

Pearson Digits, Grade 7 Student Package (Digital Only), Contains items above; does not include the write-in student companion; 5-year access	Fennell et. al	2015	7	9780133316605	
Pearson Digits, Grade 7 Student Package, Homework Helper (2 volumes, includes ACTIVE-book)	Fennell et. al	2015	7	9780133282900	
Pearson Digits, Grade 7 Teacher Package	Fennell et. al	2015	7	9780133315806	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Pearson Prentice Hall	**PEARSON DIGITS, GRADE 7 ACELERATED STUDENT PACKAGE (PRINT + DIGITAL) CONTAINS: STUDENT LOGIN (DIFFERENTIATED HOMEWORK, PERSONAL STUDY PLAN, CLASS LESSONS, AUTOMATIC SOFTWARE UDATES, DIGITAL CONTECNT UPDATES); WRITE-IN STUDENT COMPANION (ANNUAL PRINTED CONTENT UPDATES), 5-YEAR ACCESS**	**Fennell et. al**	**2015**	**7**	**9780133314717**	**Core**

Notes:
Strengths:

- The major works of both 7th and 8th grade are the entire focus and framework of the accelerated text
- Students have an interactive way of engaging in the standards that could work very well for visual learners. The strong visual design of the program supports those types of learners.
- The program has multiple digital manipulatives for students to use

Weaknesses:

- If the Ebook isn't available, the teacher's manual isn't enough to be successful with the program. All assessments, objectives for the lesson, and overview of the lesson are on Ebook only.

Key Features:

- ***digits*** is based on critical foundational research to achieve the following key features:
- Simplify for the Teacher: Teachers can tap into the resource they need, exactly when they need it. Based on the interACTIVE Learning Cycle™ of assessment, instruction, and practice, ***digits*** provides prevention and enrichment paths along with individualized study plans, reporting, and auto-scored homework that saves time usually lost to administrative tasks.

- Optimize Effective Time on Task: With ***digits***, time spent grading or reviewing homework for the whole class is instead open for teaching and giving attention to students. Readiness assessments and auto-scored homework immediately identify students' understanding of content so teachers can focus on individual learners' needs during class.

- Personalize for the Student: Today's students are natives in the digital world. ***digits*** is a one-of-kind program that will keep learners motivated using technology to provide them with individualized learning paths and self-guided exploration options. Learning math the ***digits*** way is highly-visual, fun, and engaging.

Trusted Authorship: Representing a diverse background and many areas of expertise such as visual learning, technology, intervention and ELL, the ***digits*** author team is comprised of Pearson enVisionMATH™ authors as well as a cadre of noted advisors.

Pearson Digits, Grade 7 Accelerated Student Package (Digital Only), Contains items above; does not include the write-in student companion; 5-year access	Fennell et. al	2015	7	9780133316629
Pearson Digits, Grade 7 Accelerated Student Package, Homework Helper (2 volumes)	Fennell et. al	2015	7	9780133318258
Pearson Digits, Grade 7 Accelerated Teacher Package	Fennell et. al	2015	7	9780133315813

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Pearson Prentice Hall	**PEARSON DIGITS, GRADE 8 STUDENT PACKAGE (PRINT + DIGITAL) CONTAINS: STUDENT LOGIN (DIFFERENTIATED HOMEWORK, PERSONAL STUDY PLAN, CLASS LESSONS, AUTOMATIC SOFTWARE UPDATES, DIGITAL CONTENT UPDATES); WRITE-IN STUDENT COMPANION (ANNUAL PRINTED CONTENT UPDATES), 5-YEAR ACCESS**	**Fennell et. al**	**2015**	**8**	**9780133314632**	**Core**

Notes:
Strengths:
Digits is an online program for 8th grade math. The program includes the CCSSM Standards for 8th grade mathematics and includes work on the domains and clusters for the major work of the grade. The online work is engaging and interactive and includes opportunities for students to progress in their learning. The teacher's online guide provides information for differentiation, ELL learners and middle to low level learners.
Weakness:
The digits program is designed to be an online learning program; students need to have computer access to be successful in the program. The program has few connections between domains, the clusters have a few connections, so is missing key connections between domains. Digits is to be an online program so could be frustrating for students that have low computer skills.

Key Features:

- ***digits*** is based on critical foundational research to achieve the following key features:

- Simplify for the Teacher: Teachers can tap into the resource they need, exactly when they need it. Based on the interACTIVE Learning Cycle™ of assessment, instruction, and practice, ***digits*** provides prevention and enrichment paths along with individualized study plans, reporting, and auto-scored homework that saves time

usually lost to administrative tasks.

- Optimize Effective Time on Task: With ***digits***, time spent grading or reviewing homework for the whole class is instead open for teaching and giving attention to students. Readiness assessments and auto-scored homework immediately identify students' understanding of content so teachers can focus on individual learners' needs during class.

- Personalize for the Student: Today's students are natives in the digital world. ***digits*** is a one-of-kind program that will keep learners motivated using technology to provide them with individualized learning paths and self-guided exploration options. Learning math the ***digits*** way is highly-visual, fun, and engaging.

Trusted Authorship: Representing a diverse background and many areas of expertise such as visual learning, technology, intervention and ELL, the ***digits*** author team is comprised of Pearson enVisionMATH™ authors as well as a cadre of noted advisors.

Pearson Digits, Grade 8 Student Package (Digital Only), Contains items above, does not include the write-in student companion; 5-year access	Fennell et. al	2015	8	9780133316636
Pearson Digits, Grade 8 Student Package, Homework Helper (2 volumes, includes ACTIVE-book)	Fennell et. al	2015	8	9780133283006
Pearson Digits, Grade 8 Teacher Package	Fennell et. al	2015	8	9780133315820

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Pearson Prentice Hall	**PEARSON CONNECTED MATHEMATICS 3 ™, GRADE 6 STUDENT PRINT + DIGITAL BUNDLES, STUDENT BUNDLE CONTAINS THE FOLLOWING UNITS IN BOTH PRINT + DIGITAL 5-YEAR FORMATS, PRIME TIME: FACTORS AND MULTIPLES, COMPARING BITS AND PIECES: RATIOS, RATIONAL NUMBER AND EQUIVALENCE, LET'S BE RATIONAL: UNDERSTANDING FRACTIONAL OPERATIONS, COVERING AND SURROUNDING: TWO DIMENSIONAL MEASUREMENT, DECIMAL OPERATION: COMPUTING WITH DECIMALS AND PERCENTS. VARIABLES AND PATTERNS, DATA ABOUT US: STATISTICS AND DATA ANALYSIS**	**Lappan et. al**	**2014**	**6**	**9780133296747**	**Core**

Notes:
Strengths:

- High level of engagement for students
- Tests focus on open ended questions leading to higher conceptual understanding
- ACE problems provide a variety of opportunities to meet the needs of diverse students
- ELL supports throughout (Spanish versions available)

- Very teacher friendly: written in a way to guide teachers through teaching process
- Activity based and discovery learning
- Good vertical alignment connections across mathematical domains
- A high degree of cultural diversity in the images, names, and mathematical situations presented in the materials
- Different levels of student ability are addressed and considered to ensure access for all
- The materials include extensive background in ensuring success with implementation including building and strengthening teacher's mathematical background, physical classroom set up, classroom culture, and even how to work with substitutes (guest teachers)

Key Features:
The goal of Connected Mathematics 3 is to help students develop mathematical knowledge, conceptual understanding, and procedural skills, along with an awareness of the rich connections between math topics—across grades and across Common Core content areas. Through the "Launch-Explore-Summarize" model, students investigate and solve problems that develop rigorous higher-order thinking skills and problem-solving strategies.

Curriculum development for CMP3 has been guided by an important mathematical idea: All students should be able to reason and communicate proficiently in mathematics. They should have knowledge of and skill in the use of the vocabulary, forms of representation, materials, tools, techniques, and intellectual methods of mathematics. This includes the ability to define and solve problems with reason, insight, inventiveness, and technical proficiency.

CMP3 uses technology to help teachers implement with fidelity, thus raising student achievement. Easy-to-use mobile tools help with classroom management and capture student work on the go. ExamView® delivers a full suite of assessment tools, and MathXL® provides individualized skills practice. 21st century social networking technology connects CMP3 teachers, while students benefit from interactive digital student pages that allow for instantaneous sharing and effective group work.

Pearson Connected Mathematics 3™, Grade 6 Student Digital Bundle	Lappan et. al	2014	6	9780133300581
Pearson Connected Mathematics 3™, Grade 6 Single Bind Student Edition Bundle, Contains: Single Bind Student Edition and the above units in digital 5-year access	Lappan et. al	2014	6	9780133296839
Pearson Connected Mathematics 3™, Grade 6 Spanish Student Print + English Digital Bundles, Spanish Student Bundle, Contains: the units in both Spanish print and English digital 5-year formats	Lappan et. al	2014	6	9780133296785
Pearson Connected Mathematics 3™, Grade 6 Student, Teacher Print + Digital Bundles, Teacher Place Bundle, Contains: the following print and digital resoures, Contains the following digital resources: Printed Teacher Resources, Teacher Lesson Support CD-ROM, CMP 3 Teacher Network (5-year digital access, grade agnostic), A guide to Connected Mathematics 3: Understanding, Implementing and Teaching (grade agnostic). CMP3 Teacher's Guides, Included in the Teacher Place Bundle in Both Print and Digital 5-year Formats. Also Available For Individual Sale, Includes 5-year Format, Prime Time: Factors and Multiples,	Lappan et. al	2014	6	9780133280852

	Comparing Bits and Pieces: Ratios, Rational Number and Equivalence, Let's Be Rational: Understanding Fraction Operations, Covering and Surrounding: Two Dimensional Measurement, Decimal Operations					
	ExamView® Test Assessment Suite CD-ROM (6-8)	Lappan et. al	2014	6	9780133278712	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Pearson Prentice Hall	**PEARSON CONNECTED MATHEMATICS 3™, GRADE 7 STUDENT PRINT + DIGITAL BUNDLES, STUDENT BUNDLE, CONTAINS: THE FOLLOWING UNITS IN BOTH PRINT + DIGITAL 5-YEAR FORMATS, SHAPES AND DESIGNS: TWO-DIMENSIONAL GEOMETRY, ACCENTUATE THE NEGATIVE: INTEGERS AND RATIONAL NUMBERS, STRETCHING AND SHRINKING: UNDERSTANDING SIMILARITY, COMPARING AND SCALING: RATIONS, RATES, PERCENTS AND PROPORTIONS, MOVING STRAIGHT AHEAD: LINEAR RELATIONSHIPS, WHAT DO YOU EXPECT? PROBABILITY AND EXPECTED VALUE FILING AND WRAPPING: THREE DIMENSIONAL MEASUREMENT, SAMPLES AND POPULATIONS: DATA**	**Lappan et. al**	**2014**	**7**	**9780133296754**	**Core**

Notes:

Strengths:

- High level of engagement for students
- Tests focus on open ended questions leading to higher conceptual understanding
- ACE problems provide a variety of opportunities to meet the needs of diverse students
- ELL supports throughout (Spanish versions available)
- Very teacher friendly: written in a way to guide teachers through teaching process
- Activity based and discovery learning
- Good vertical alignment connections across mathematical domains
- Great conceptual learning opportunities

Weakness:

- Will be a challenging curriculum, but will be worth it.

Key Features:

The goal of Connected Mathematics 3 is to help students develop mathematical knowledge, conceptual understanding, and procedural skills, along with an awareness of the rich connections between math topics—across grades and across Common Core content areas. Through the “Launch-Explore-Summarize” model, students investigate and solve problems that develop rigorous higher-order thinking skills and problem-solving strategies.

Curriculum development for CMP3 has been guided by an important mathematical idea: All

	students should be able to reason and communicate proficiently in mathematics. They should have knowledge of and skill in the use of the vocabulary, forms of representation, materials, tools, techniques, and intellectual methods of mathematics. This includes the ability to define and solve problems with reason, insight, inventiveness, and technical proficiency. CMP3 uses technology to help teachers implement with fidelity, thus raising student achievement. Easy-to-use mobile tools help with classroom management and capture student work on the go. ExamView® delivers a full suite of assessment tools, and MathXL® provides individualized skills practice. 21st century social networking technology connects CMP3 teachers, while students benefit from interactive digital student pages that allow for instantaneous sharing and effective group work.					
	Pearson Connected Mathematics 3™, Grade 7 Student Digital bundles	Lappan et. al	2014	7	9780133300598	
	Pearson Connected Mathematics 3™, Grade 7 Single Bind Student Edition Bundle Contains: Single Bind Student Edition with MathXL® for digital 5-year access	Lappan et. al	2014	7	9780133296846	
	Pearson Connected Mathematics 3™, Grade 7 Spanish Student Print + English Digital bundles, Spanish Student Bundle, Contains: the units in both Spanish print and English digital 5-year formats	Lappan et. al	2014	7	9780133296792	
	Pearson Connected Mathematics 3™, Grade 7 Teacher Print + Digital Bundles, Teacher Place Bundle, Contains: the following print and digital resources, Printed teacher resources, Teacher lesson Support CD-ROM, CMP3™ Teacher Network (5-year grade agnostic), A Guide to Connected Mathematics 3: Understanding, Implementing and Teaching (grade agnostic) Teacher's Guides, Included in the Teacher Place Bundle in both print + digital 5-year formats. Also available for individual sale, includes digital 5-year format Shapes and Designs: Two-Dimensional Geometry, Accentuate the Negative, Integers and Rational Numbers, Stretching and Shrinking: Understanding Similarity, Comparing and Scaling: Ratios, Rates, Percents and Proportions, Moving Straight Ahead: Linear Relationships, What do you Expect? Probability and Expected Value, Filing and Wrapping: Three Dimensional Measurement, Samples and Polulations: Data	Lappan et. al	2014	7	9780133280869	
	ExamView® (grade agnostic, includes CD-ROM, installer software online test banks)	Lappan et. al	2014	7	9780133278712	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Pearson Prentice Hall	**PEARSON CONNECTED MATHEMATICS 3™, GRADE 8 STUDENT PRINT + DIGITAL BUNDLES, STUDENT BUNDLE, CONTAINS: THE FOLLOWING UNITS IN BOTH PRINT + DIGITAL 5-YEAR FORMATS, THINKING WITH MATHEMATICAL MODELS: LINEAR AND INVERSE VARIATION, LOOKING FOR PHYTHAGORAS: THE PYTHAGOREAN THEOREM, GROWING, GROWING, GROWING: EXPONENTIAL RELATIONSHIPS, BUTTERFLIES, PINWHEELS AND WALLPAPER: SYMMETRY AND**	Lappan et. al	2014	8	9780133296761	**Core**

	TRANSFORMATIONS, SAY IT WITH SYMBOLS: MAKING SENSE OF SYMBOLS, IT'S IN THE SYSTEM: SYSTEMS OF LINEAR EQUATIONS AND INEQUALITIES					
	Notes: Strengths: • Teacher resources provide ideas and teaching examples to integrate math practices into lessons. The lessons for the students provide a wide degree of difficulty and expect all students to master clusters in standards. • Gifted students are challenged with advanced thinking problems. Visually pleasing pages in books provide the right amount of text per page. Weakness: • Initial problems may be such that they can cause exacerbation with the students and cause them to quit before ideas and concepts are presented.					
	Key Features: The goal of Connected Mathematics 3 is to help students develop mathematical knowledge, conceptual understanding, and procedural skills, along with an awareness of the rich connections between math topics—across grades and across Common Core content areas. Through the "Launch-Explore-Summarize" model, students investigate and solve problems that develop rigorous higher-order thinking skills and problem-solving strategies. Curriculum development for CMP3 has been guided by an important mathematical idea: All students should be able to reason and communicate proficiently in mathematics. They should have knowledge of and skill in the use of the vocabulary, forms of representation, materials, tools, techniques, and intellectual methods of mathematics. This includes the ability to define and solve problems with reason, insight, inventiveness, and technical proficiency. CMP3 uses technology to help teachers implement with fidelity, thus raising student achievement. Easy-to-use mobile tools help with classroom management and capture student work on the go. ExamView® delivers a full suite of assessment tools, and MathXL® provides individualized skills practice. 21st century social networking technology connects CMP3 teachers, while students benefit from interactive digital student pages that allow for instantaneous sharing and effective group work.					
	Pearson Connected Mathematics 3™, Grade 8 Student Digital Bundles	Lappan et. al	2014	8	9780133300604	
	Pearson Connected Mathematics 3™, Grade 8 Single Bind Student Edition Bundle, Contains: Single Bind Student Edition with MathXL® for digital 5-year access	Lappan et. al	2014	8	9780133296853	
	Pearson Connected Mathematics 3™, Grade 8 Spanish Student Print + English Digital Bundles, Spanish Student Bundle, Contains: the units in both Spanish print and English digital 5-year formats	Lappan et. al	2014	8	9780133296815	
	Pearson Connected Mathematics 3™, Grade 8 Teacher Print + Digital bundles, Teacher Place Bundle, Contains: the following print and digital resources, Printed teacher resources, Teacher lesson Support CD-ROM, CMP3™ Teacher's Guide, Included in the Teacher Place Bundle in both print and digital 5-year formats. Also available for indivual sale, includes digital 5-year format, Thinking with Mathematical Models: Linear and Inverse Variation, Looking for Pythagoras: The Pythagorean Theorem, Growing, Growing, Growing: Exponential Relationships, Butterflies, Pinwheels and Wallpaper: Symmetry and Transformations, Say it With Symbols: Making Sense of	Lappan et. al	2014	8	9780133280876	

	Symbols, It's in the System: System of Linear Equations and Inequalities					
	ExamView® (grade agnostic, includes CD-ROM, installer software online test banks)	Lappan et. al	2014	8	9780133278712	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Pearson Prentice Hall	**PEARSON CONNECTED MATHEMATICS 3™, GRADE 8 ALGEBRA 1 STUDENT, STUDENT PRINT + DIGITAL BUNDLES, STUDENT BUNDLE, CONTAINS UNITS IN BOTH PRINT AND DIGITAL 5-YEAR FORMATS, THINKING WITH MATHEMATICAL MODELS: LINEAR AND INVERSE VARIATION, LOOKING FOR PYTHAGORAS: THE PYTHAGOREAN THEOREM, FROGS, FLEAS, AND PAINTED CUBES: QUADRATIC FUNCTIONS, GROWING, GROWING, GROWING: EXPONENTIAL RELATIONSHIPS, BUTTERFLIES, PINWHEELS AND WALLPAPER: SYMMETRY AND TRANSOFORAMTIONS, SAY IT WITH SYMBOLS: MAKING SENSE OF SYMBOLS, FUNCTION JUNCTIONS: THE FAMILIES OF FUNCTIONS, IT'S IN THE SYSTEM: SYSTMES OF LINEAR EQUATIONS AND INEQUALITIES**	**Lappan et. al**	**2014**	**8**	**9780133296778**	**Core**
	Notes: This curriculum meets Appendix A 8th grade accelerated pathway requirements. It meets all high school algebra standards except A-APR. C.4, A-APR.D.6, and A-REI.A.2 Strengths: • Investigations of real world problems • Cooperative learning/activity based • Teacher resources • Engaging • Differentiation embedded throughout Weakness: • Curriculum materials may seem a little overwhelming at first, but once there is an understanding of how it is set up, it flows smoothly.					

	Key Features: The goal of Connected Mathematics 3 is to help students develop mathematical knowledge, conceptual understanding, and procedural skills, along with an awareness of the rich connections between math topics—across grades and across Common Core content areas. Through the "Launch-Explore-Summarize" model, students investigate and solve problems that develop rigorous higher-order thinking skills and problem-solving strategies. Curriculum development for CMP3 has been guided by an important mathematical idea: All students should be able to reason and communicate proficiently in mathematics. They should have knowledge of and skill in the use of the vocabulary, forms of representation, materials, tools, techniques, and intellectual methods of mathematics. This includes the ability to define and solve problems with reason, insight, inventiveness, and technical proficiency. CMP3 uses technology to help teachers implement with fidelity, thus raising student achievement. Easy-to-use mobile tools help with classroom management and capture student work on the go. ExamView® delivers a full suite of assessment tools, and MathXL® provides individualized skills practice. 21st century social networking technology connects CMP3 teachers, while students benefit from interactive digital student pages that allow for instantaneous sharing and effective group work.					
	Pearson Connected Mathematics 3™, Grade 8 Algebra 1 Student Digital bundles	Lappan et. al	2014	8	9780133300611	
	Pearson Connected Mathematics 3™, Grade 8 Algebra 1 Student Single Bind Student Edition Bundle, Contains: Single Bind Student Edition with MathXL® for digital 5-year access	Lappan et. al	2014	8	9780133296860	
	Pearson Connected Mathematics 3™, Grade 8 Algebra 1 Student, Spanish Student Print + English Digital Bundles, Spanish Student Bundle, Contains: the following units in both Spanish print and English digital 5-year formats	Lappan et. al	2014	8	9780133296822	
	Pearson Connected Mathematics 3™, Grade 8 Algebra 1 , Teacher Print + Digital bundles, Teacher Place Bundle, DOES NOT INCLUDE: MathXL for School	Lappan et. al	2014	8	9780133281590	
	ExamView® (grade agnostic, includes CD-ROM, installer software online test banks)	Lappan et. al	2014	8	9780133278712	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Pearson Prentice Hall	**PEARSON ALGEBRA 1 COMMON CORE EDITION, ALGEBRA 1, STUDENT EDITION + DIGITAL COURSEWARE (5-YEAR ACCESS)**	**Laurie Bass et al.**	**2015**	**9-12**	**9780133315332**	**Core**
	Notes: • The textbook is completely aligned with the CCSS and consistently incorporates all 8 MP's. • Problems definitely meet the standards rigorous expectations. Would like to see more task based learning opportunities, but the practice and apply problems are well written with a conceptual understanding basis. • Materials do a great job of connecting content standards and practice standards. • This book does a great job in reaching all types of learners, including ELL students,					

special population students, as well as advanced students.

- This program provides great opportunity for scaffolding learning for all populations and challenging honors students. The material is very traditional and lacks task based learning.
- This program provides great opportunity for scaffolding learning for all populations and challenging honors students.
- The program is traditional and does not include task based learning or cooperative learning.

Key Features:
Pearson Algebra 1, Geometry, Algebra 2 Common Core Edition ©2015 is a rigorous, flexible, and data-driven program.
Rigorous: The lesson design of the program was built specifically for the Common Core's definition of rigor. Pearson's 5-step lesson design has been proven effective by independent research. The 5-step lesson design of the program balances conceptual understanding, procedural fluency, and the application of mathematics to solve problems and formulate models— exactly as called for by the Common Core.
Flexible: The program is flexible and provides a wealth of resources to meet the needs of teachers and students. Four pages of differentiated resources are provided for every lesson, including appropriate resources to differentiate instruction effectively for struggling learners, English Language Learners, and advanced students. Students have access to a variety of multimedia learning aids, including a free Virtual Nerd tutorial video mobile app, digital manipulatives, and interactive online practice.
Data-Driven: The program is data-driven. Chapter performance tasks and technology-enhanced next-generation assessments provide the rigor required to prepare students for upcoming assessments. Students have ample opportunities to practice solving rich, multi-step tasks throughout the program. Data-driven digital resources include auto-graded online assessments where the appropriate remediation or enrichment is automatically assigned to the student.

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
	Pearson Algebra 1 Common Core Edition, Algebra 1, Student Digital Courseware (5-year access)	Laurie Bass et al.	2015	9-12	9780133314090	
	Pearson Algebra 1 Common Core Edition, Algebra 1, Student Companion, Student	Laurie Bass et al.	2015	9-12	9780133185591	
	Pearson Algebra 1 Common Core Edition, Algebra 1, Student Companion, Teacher's Guide	Laurie Bass et al.	2015	9-12	9780133185607	
	Pearson Algebra 1 Common Core Edition, Algebra 1, Teaching Resources, Teacher's Edition	Laurie Bass et al.	2015	9-12	9780133281194	
	Pearson Algebra 1 Common Core Edition, Algebra 1, Teaching Resources, Teacher's Resources DVD	Laurie Bass et al.	2015	9-12	9780133185638	
	Pearson Algebra 1 Common Core Edition, Algebra 1, Spanish Resources, Student Companion, Student	Laurie Bass et al.	2015	9-12	9780133198607	
	Pearson Algebra 1 Common Core Edition, Algebra 1, Spanish Resources, Student Companion, Teacher's Guide	Laurie Bass et al.	2015	9-12	9780133198577	
	ExamView® Test Assessment Suite CD-ROM (Alg 1, Alg 2, Geo)	Laurie Bass et al.	2015	9-12	9780133185652	

Pearson Prentice Hall	**PEARSON GEOMETRY COMMON CORE EDITION, GEOMETRY, STUDENT EDITION + DIGITAL COURSEWARE (5-YEAR ACCESS)**	**Laurie Bass et al.**	**2015**	**9-12**	**9780133315363**	**Core**
	Notes: Strengths: • Multiple resources • Common core aligned • Easy to follow the lessons and curriculum • Good assessments • Current content Weakness: • Not task based oriented-traditional					
	Key Features: *Pearson Algebra 1, Geometry, Algebra 2 Common Core Edition ©2015 is a rigorous, flexible, and data-driven program.* *Rigorous:* The lesson design of the program was built specifically for the Common Core's definition of rigor. Pearson's 5-step lesson design has been proven effective by independent research. The 5-step lesson design of the program balances conceptual understanding, procedural fluency, and the application of mathematics to solve problems and formulate models— exactly as called for by the Common Core. *Flexible:* The program is flexible and provides a wealth of resources to meet the needs of teachers and students. Four pages of differentiated resources are provided for every lesson, including appropriate resources to differentiate instruction effectively for struggling learners, English Language Learners, and advanced students. Students have access to a variety of multimedia learning aids, including a free Virtual Nerd tutorial video mobile app, digital manipulatives, and interactive online practice. *Data-Driven:* The program is data-driven. Chapter performance tasks and technology-enhanced next-generation assessments provide the rigor required to prepare students for upcoming assessments. Students have ample opportunities to practice solving rich, multi-step tasks throughout the program. Data-driven digital resources include auto-graded online assessments where the appropriate remediation or enrichment is automatically assigned to the student.					
	PEARSON GEOMETRY COMMON CORE EDITION, GEOMETRY, STUDENT STAND-ALONE DIGITAL COURSEWARE (5-YEAR ACCESS)	Laurie Bass et al.	2015	9-12	9780133314106	
	Pearson Geometry Common Core Edition, Geometry, Student Companion, Student	Laurie Bass et al.	2015	9-12	9780133185942	
	Pearson Geometry Common Core Edition, Geometry, Student Companion, Teacher's Edition	Laurie Bass et al.	2015	9-12	9780133185959	
	Pearson Geometry Common Core Edition, Geometry, Teaching Resources, Teacher's Edition	Laurie Bass et al.	2015	9-12	9780133281231	
	Pearson Geometry Common Core Edition, Geometry, Teaching Resources DVD	Laurie Bass et al.	2015	9-12	9780133185997	
	ExamView® Test Assessment Suite CD-ROM (Alg 1, Alg 2, Geo)	Laurie Bass et al.	2015	9-12	9780133185652	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**

Pearson Prentice Hall	**PEARSON ALGEBRA 2 COMMON CORE EDITION ALGEBRA 2, STUDENT EDITION + DIGITAL COURSEWARE (5-YEAR ACCESS)**	**Laurie Bass et al.**	**2015**	**9-12**	**9780133315400**	**Core**
	Notes: • Curriculum is completely aligned and consistently incorporates all mathematical practices • Extensive differentiated problem opportunities with the supplemental materials • Problems definitely meet the standards rigorous expectations. Wish there were more task based learning, but the practice problems are well written with a conceptual understanding in mind • Materials strongly follow standards and provide many opportunities to improve reasoning skills. Quite a lot of material to peruse through. • Many scaffolding and support materials, but lacks cooperative learning opportunities. • Materials have strong depth, support, and alignment, however, they are still traditional in nature and lack more group and pair work opportunities.					
	Key Features: *Pearson Algebra 1, Geometry, Algebra 2 Common Core Edition ©2015 is a rigorous, flexible, and data-driven program.* *Rigorous:* The lesson design of the program was built specifically for the Common Core's definition of rigor. Pearson's 5-step lesson design has been proven effective by independent research. The 5-step lesson design of the program balances conceptual understanding, procedural fluency, and the application of mathematics to solve problems and formulate models— exactly as called for by the Common Core. *Flexible:* The program is flexible and provides a wealth of resources to meet the needs of teachers and students. Four pages of differentiated resources are provided for every lesson, including appropriate resources to differentiate instruction effectively for struggling learners, English Language Learners, and advanced students. Students have access to a variety of multimedia learning aids, including a free Virtual Nerd tutorial video mobile app, digital manipulatives, and interactive online practice. *Data-Driven:* The program is data-driven. Chapter performance tasks and technology-enhanced next-generation assessments provide the rigor required to prepare students for upcoming assessments. Students have ample opportunities to practice solving rich, multi-step tasks throughout the program. Data-driven digital resources include auto-graded online assessments where the appropriate remediation or enrichment is automatically assigned to the student.					
	PEARSON ALGEBRA 2 COMMON CORE EIDITON, ALGEBRA 2, STUDENT STAND-ALONE DIGITAL COURSEWARE (5-YEAR ACCESS)	Laurie Bass et al.	2015	9-12	9780133314113	
	Pearson Algebra 2 Common Core Edition Algebra 2, Student Companion, Student	Laurie Bass et al.	2015	9-12	9780133186123	
	Pearson Algebra 2 Common Core Edition Algebra 2, Student Companion, Teacher's Edition	Laurie Bass et al.	2015	9-12	9780133186130	
	Pearson Algebra 2 Common Core Edition Algebra 2, Teaching Resources, Teacher's Edition	Laurie Bass et al.	2015	9-12	9780133281262	
	Pearson Algebra 2 Common Core Edition Algebra 2, Teaching Resources, Teacher's Resources DVD	Laurie Bass et al.	2015	9-12	9780133186178	

	ExamView® Test Assessment Suite CD-ROM (Alg 1, Alg 2, Geo)	Laurie Bass et al.	2015	9-12	9780133185652	
	Pearson Common Core Edition Algebra 1, Algebra 2 & Geometry Common Core Overview Implementation Guide (program wide resource)	Laurie Bass et al.	2015	9-12	9780133281101	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Pearson Prentice Hall	**TRIGONOMETRY, STUDENT EDITION (HS BINDING), INCLUDES FREE 1-YEAR ACCESS TO MATHXL FOR SCHOOL**	**Lial et.al**	**2013**	**9-12**	**9780132832588**	**Core**
	Notes: The strengths throughout Trigonometry include that the lessons, and units and helps in the student edition and teacher edition, are clearly and easily organized. There are extra practice problems with many opportunities for modeling and application in every lesson. The weaknesses are the lack of a pacing guide, discussion prompts, and little discussion or critiquing of student process work. Some mathematical practices were not seen, such as approaching concepts from concrete thinking to abstract process. It is appropriate for this level of math though these would drastically improve student conceptual understanding if they were present.					
	Key Features: **Trigonometry, Tenth Edition**, by Lial, Hornsby, Schneider, and Daniels, engages and supports students in the learning process by developing both the conceptual understanding and the analytical skills necessary for success in mathematics. With the **Tenth Edition**, the authors recognize that students are learning in new ways, and that the classroom is evolving. For a graphing-optional course • Develops conceptual understanding and analytical skills for maximum understanding. Graphing calculator use is optional and integrated where appropriate. • Optional use of a graphing calculator. • Real-life applications. • Updated exercises and examples throughout. • Explanatory side comments are increased to guide students through the steps of simplifying and solving problems in the examples. • Cautions & Notes, and Looking Ahead to Calculus features enhance student learning and appreciation. • Special function boxes offer a comprehensive, visual introduction to the major trigonometric functions.					
	Trigonometry, Annotated Instructor's Edition	Lial et.al	2013	9-12	9780321786050	
	Trigonometry, TestGen	Lial et.al	2013	9-12	9780132832595	
	Trigonometry, Students Solutions Manual	Lial et.al	2013	9-12	9780321791535	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Pearson Prentice Hall	**PRECALCULUS, STUDENT EDITION (HS BINDING), INCLUDES FREE 1-YEAR ACCESS TO MATHXL FOR SCHOOL**	**Blitzer**	**2014**	**9-12**	**9780133132106**	**Core**
	Notes: This is a good traditionally taught text that adheres to the CCSS. The exercises and lessons demonstrate a level of rigor consistent with a collegiate level course. There is a lack of teacher support and student collaboration. Strengths: • Standards for Idaho Core are met • Mathematical Practices are met and regularly implemented					

- Students can make use of technology through My Math Lab
- The level of rigor and exercise are comparable to a college level course

Weaknesses:

- Teacher supports for instruction
- Not exploratory, very traditional
- Not supports for ELL population or differentiation
- Repetitive style
- Student collaboration not emphasized

Key Features:
• Exceptionally clear and accessible presentation.
• Graphing calculator optional.
• New applications and real-world data.
• New! Great Question! feature and a new Concept and Vocabulary Check feature before each exercise set.
• "Make Sense?" classroom discussion exercises contain four critical thinking exercises to test for conceptual understanding.
• New True/False Critical Thinking exercises that encourage deeper understanding.
• Preview exercise sets help students prepare for the next section.
• New edition asks students if values obtained from mathematical models underestimate or overestimate data displayed by graphs, and, if so, by how much.
• Increased Study Tip Boxes offer suggestions for problem solving, point out common errors to avoid, and provide informal hints and suggestions

Precalculus, Annotated Instructor's Edition	Blitzer	2014	9-12	9780321837431
Precalculus, Student Solutions Manual	Blitzer	2014	9-12	9780321837493

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Pearson Prentice Hall	**PRECALCULUS: GRAPHICAL, NUMERICAL, ALGEBRAIC, COMMON CORE EDITION, STUDENT EDITION (HS BINDING), INCLUDES FREE 1-YEAR ACCESS TO MATHXL FOR SCHOOL**	**Demana et.al**	**2015**	**9-12**	**9780133541342**	**Core**

Notes:
Strengths:
The progression of the problem sets helps the students move from a conceptual understanding of the concepts to the application level. Most of the problem sets include "Explorations" and "Extending the Ideas" sections that assist the students with acquiring a deeper understanding of the concepts and a level of proficiency needed to move on to subsequent standards.
Weakness:
The text relies too much on integers in the practice problems and does not incorporate as much practice with fractions and decimals.

Key Features:
For graphing-intensive courses

- Nationally recognized author team with years of experience and expertise in the teaching of both precalculus and calculus.
- Fully aligns to cover all (+) standards of the Common Core
- Designed for the way you teach:

- Additional coverage of topics that students are likely to struggle with.
- Shorter sections to accommodate the class period length.
- Extensive resources for new and experienced instructors.

- Written for the needs of today's students:
  - Perfect balance of graphical and algebraic representation.
  - Applications integrated throughout the text.
  - Examples and exercises for all levels of students.
- The Twelve Basic Functions are emphasized throughout the book as a major theme and focus.
- Expanded sections now include Closeness and Betweenness in a Complex World and Random Variables and Expected Value
- Updated data sets and applications
- **Provides additional resources to meet your Common Core goals:**
  - Common Core Student Practice and Review Guide provides support for every section and includes the following resources: Problem Solving, Practice and Standardized Test Prep.
  - Common Core Implementation Guide supports teachers to make the transition to a Common Core curriculum.

    Includes:
    - Over view of the Common Core State Standards
    - Standards for Mathematical Practice Observational Protocol
    - Common Core Correlations
    - Common Core assessment resources

Precalculus: Graphical, Numerical, Algebraic, Common Core Edition, Student Edition (HS Binding), Annotated Teacher's Edition	Demana et.al	2015	9-12 Precalc	9780133518528	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Pearson Prentice Hall	**PRECALCULUS ENHANCED WITH GRAPHING UTILITIES, STUDENT EDITION (HS BINDING), INCLUDES FREE 1-YEAR ACCESS TO MATHXL FOR SCHOOL**	**Sullivan et.al**	**2013**	**9-12**	**9780132854351**	**Core**

Notes:
Strengths:
The online My Math Lab program provides ample resources for the teacher to meet the students' needs. The test generator and the Student's Solution Manual.
Weakness:
The teacher resources did not have any supports for ELL students.

Key Features:
Praised on their ability to understand what it takes to be successful in mathematics, the Sullivans have created a text with an overall learning system that includes preparation, practice, and review to help students get the most out of their studies. The authors take into account the skills that students bring to this course and the way that technology can be used to enhance learning without sacrificing math skills.

- Dependable text known for its accuracy, precision, depth, strong student support, and abundant exercises.
- "Preparing For This Section" provides "just-in-time" review of previously presented concepts and skills.
- "Now Work" and "Are You Prepared?" help students identify what they need to review and where to review it.
- Step-by-step, annotated examples provide detailed intermediate steps.
- "Things to Know" detail important theorems, formulas, identities, definitions, and functions.
- Includes student access to MathXL for School, the online homework, assessment and tutorial program aligned directly to the textbook. For more information, including implementation ideas, walkthrough guides, and more, please visit www.mathxlforschool.com

Precalculus Enhanced with Graphing Utilities, Instructor's Edition	Sullivan et.al	2013	9-12	9780321795526
Precalculus Enhanced with Graphing Utilities, TestGen	Sullivan et.al	2013	9-12	9780132831871
Precalculus Enhanced with Graphing Utilities, Student Edition, Student's Solution Manual	Sullivan et.al	2013	9-12	9780321795496

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Pearson Prentice Hall	**CALCULUS GRAPHICAL, NUMERICAL, ALGEBRAIC, STUDENT EDITION (HS EDITION), INCLUDES FREE 1-YEAR ACCESS TO MATHXL FOR SCHOOL**	**Finney et.al**	**2016**	**9-12**	**9780133314533**	**AP Core**

Notes:
Strengths:

- Logical, consistent, thorough
- Designed for AP success on both the AB and BC calculus exams
- Optional MathXL is very good for providing additional practice with limited computer tutoring

Weakness:

- Does not explore or highlight technology that does not require institutional or student purchase (features graphing calculators, but not tools like Desmos or Geogebra)

Key Features:
The nationally recognized author team is back with the 5th Edition of Calculus: Graphical, Numerical, Algebraic written specifically for high school students and aligned to the latest AP Calculus Curriculum Framework and AP Calculus Mathematical Practices. In this edition, renowned author David Bressoud joins the author team bringing his expertise in calculus and

	knowledge of the AP Calculus exam. • Adheres to the NEW AP Calculus Curriculum Framework for AP* Calculus AB & BC • Supports and aligns to the Mathematical Practices for AP Calculus. • AP* Test Prep workbook written specifically for use with this text • Includes concept outlines to both AB and BC Exams • Detailed guidance in every chapter on the appropriate use of graphing calculators, versus when students should solve problems without them. • Chapter 1 has been updated to focus on the function essentials and to be a more clear review of topics previously learned. • Many chapter openers have been revised to motivate students and show how important calculus models are in real-world behavior. Historical notes have been improved and updated with new author Bressoud's insights.					
	Calculus Graphical, Numerical, Algebraic, AP Test Prep: Calculus	Finney et.al	2016	9-12	9780133314588	
	Calculus Graphical, Numerical Algebraic, Annotated Teacher's Edition	Finney et.al	2016	9-12	9780133311624	
	Calculus Graphical, Numerical Algebraic, Solutions Manual	Finney et.al	2016	9-12	9780133314595	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Pearson Prentice Hall	**CALCULUS AP EDITION, STUDENT EDITION (HS BINDING), INCLUDES FREE 1-YEAR ACCESS TO MATHXL® FOR SCHOOL**	**Briggs**	**2014**	**9-12 Calculus**	**9780133498349**	**AP Core**
	Notes: Strengths: • Ideas are presented in a logical and deep manner. • Plenty of built in AP practice problems. • Integration of online content. • Covers all AP topics-most of them very well. Weaknesses: • Some verbiage is difficult to locate mostly on variation problems. • The book is more traditional.					
	Key Features: Renowned authors, William Briggs and Lyle Cochran have built from the ground up a program specifically for AP Calculus teachers and students. • In collaboration with more than 90 academic experts and classroom practitioners the authors' balance rigor and intuition and prepare students to be successful on the AP exam. • AP-specific chapter content clearly correlates to the AP Curriculum Framework and prepares students for the AB or BC exam. • A ground breaking and award winning eBook includes more than 400 interactive figures drawn straight from the book (available in *MyMathLab® for School*). • Interactive figures allow for teachers to illustrate important ideas in the classroom and students to explore concepts in ways that a static book cannot provide. • Quick check margin notes encourage the student to read with pencil in hand. • A cumulative exercise sets and a set of AP practice exercises conclude each chapter.					
	Calculus AP Edition, Annotated Instructor's Edition	Briggs	2014	9-12	9780133563566	
	Calculus AP Edition, Instructor's Solution Manual	Briggs	2014	9-12	9780133563573	

	Calculus AP Edition, AP Exam Prep Guide	Briggs	2014	9-12	9780133563610	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Pearson Prentice Hall	**STATS IN YOUR WORLD, STUDENT EDITION (HS BINDING), INCLUDES FREE 1-YEAR ACCESS TO MATHXL FOR SCHOOL**	**Bock et.al**	**2016**	**9-12**	**9780133995299**	**Core**
	Notes: This course is very clear and well organized. There are many supplemental resources for the teacher. These help guide the teacher through the course as well as assessment, extra practice, and resource support. The Think Show Tell section is an excellent source of individual to group exercises that includes the use of mathematical practices. The deep conceptual understanding is the basis of this statistical course. Students are given opportunities to take statistical concepts from the beginning concept to a deep and full conceptual analysis. There are very little ELL supports built into the program. There are scaffolded assignments and reviews as well as additional exercises on MathXL that can be used to help the ELL student but additional supports would need to be provided by the instructor.					
	Key Features: For algebra-based Introductory Statistics courses • Designed to help students leave high school equipped with the ability to make sense of statistics and see its relevance to everyday life. • Updated to meet and include all Common Core topics. Icons at the start of many sections identify the specific standards addressed there. • Leads with practical data analysis and graphics, encouraging students to "do statistics" and "think statistically" from the start. • Uses real-world examples wherever possible to engage students. • Includes the most common mistakes in statistical thinking to help students avoid errors. • Extensive exercise sets feature applied concepts and check students' ability to think statistically, rather than simply produce an answer. • A tiered exercise approach features the same concept at three levels to differentiate instruction. • Articles from Time, Newsweek, and the New York Times show the application of statistics in the real world.					
	Stats in Your World, Teacher's Edition	Bock et.al	2016	9-12	9780133839944	
	Stats in Your World, Teacher's Solution Manual	Bock et.al	2016	9-12	9780133839951	
	Stats in Your World, Teacher's Resource	Bock et.al	2016	9-12	9780133839869	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Pearson Prentice Hall	**Elementary Statistics: Picturing the World STUDENT EDITION (HS BINDING), INCLUDES FREE 1-YEAR ACCESS TO MATHXL FOR SCHOOL**	**Larson et.al**	**2015**	**9-12**	**9780133541441**	

Notes:
This text is being recommended as a core program. The text covers all required standards for HS Statistics and Probability. Lessons are thoughtfully structured. Each lesson builds on previous knowledge. This text does not explicitly allow for students to critique the work of other students in the class. The text is heavily based on individual work. Students must read the text for information. The text assumes that students have strong reading and reasoning skills. The text comes with a provided DVD and on year subscription for student to MyMathXLLab. This subscription are compatible with iPads and tablets, each student is required to have their own subscription. MathXL allows teachers to create test and quizzes from a bank of questions.

Strengths:

- Objectives are written in student friendly language and easy to understand.
- Pacing of lessons allows students to build a foundation.
- Text connects to many real world situations.

Weaknesses:

- There are no explicit opportunities for students to critique the work of their classmates.
- Text is heavily based on individual work.
- No ELL supports.

Key Features:
Larson and Farber's ***Elementary Statistics: Picturing the World*, Sixth Edition**, provides stepped out instruction, real-life examples and exercises, and the use of technology to offer the most accessible approach. The authors carefully develop theory through strong pedagogy, and examples show how statistics is used to picture and describe the world. In keeping with the premise that students learn best by doing, it includes more than 210 examples and more than 2300 exercises, to make the concepts of statistics a part of students' everyday lives. ***Elementary Statistics: Picturing the World,* Sixth Edition,** presents a better teaching and learning experience—for you and your students. Here's how:

- **Stepped out instruction and guided student learning** through an abundance of exercises build students' knowledge and skills in statistics. Included are visual descriptions, unique chapter overviews and summaries, clear learning objectives, boxed definitions and formulas, margin features, and more.
- **Real-life and interactive features** present statistics at work in the real world and show how statistics is relevant to students' lives.
- **Examples and exercises** tie the material to students' lives.

Elementary Statistics: Picturing the World Annotated Instructor's Edition	Larson et.al	2015	9-12 Statistics	9780321901101

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Pearson Prentice Hall	**STATS MODELING THE WORLD, STUDENT EDITION (HS BINDING), INCLUDES FREE 1-YEAR ACCESS TO MATHXL® FOR SCHOOL**	**Bock et.al**	**2015**	**9-12**	**9780133541250**	**AP Core**

Notes:
Strengths:

- Teacher resources are well developed and extensive in supporting the teacher.
- Use of Real Data (real world app)

- Scope and sequence flowed
- Visual design is consistent and helps navigate the materials (without distracting)

Weaknesses:

- No glossary
- Some inconsistent language
- Math XL for schools must be purchased for every student, every year.

Key Features:
The most cited text in the College Board's AP* Statistics sample syllabi.
• Applauded for its readability—your students will read this book!
• Leads with practical data analysis and graphics, encouraging students to "do statistics" and "think statistically" from the start.
• TI-Nspire™ content integrated throughout the text, including margin pointers describing the new calculator activities.
• Updated data used in examples and exercises.
•Fully-updated AP* teacher and student supplements
• AP Test Prep Workbook aligns specifically to the text and helps students prepare for the AP Statistics exam.

Stats Modeling the World, Teacher's Edition	Bock et.al	2015	9-12	9780133518030
Stats Modeling the World, AP Test Prep: Statistics	Bock et.al	2015	9-12	9780133539844
Elementary Statistics: Picturing the World Student Solution Manual	Larson et.al	2015	9-12 Statistics	9780321911254

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
SMc Curriculum, LLC	**SMc Curriculum/Core Focus on Math:Stage 1 Mathematics Set**	**McCaw, Armstrong, McCaw, Schuhl, Terry, Valway**	**2014**	**6**	**9781938801662**	**Core**

Notes:

- Very clearly aligned to the CCSS and Mathematical Practices
- Multiple resources to practice major works
- Much of teaching strategies and practices are left to teacher's expertise
- Tiered worksheets for student learning/practice support

Key Features:
Core Focus on Math is a **middle school math curriculum** series which addresses the **Comr Core State Standards** (CCSS) for grades 6, 7, 8 and the Compacted Grade 7-8 program. Cor Focus on Math has three texts per grade level, each focusing on multiple clusters of standards Common Core and collectively addressing the complete grade level standards. Core Focus on addresses the three shifts of the Common Core State Standards:
FOCUS – The content in Core Focus on Math focuses on the Priority Clusters in the Common State Standards as defined by Smarter Balanced Assessment Consortium.
COHERENCE – Each book in the Core Focus on Math series connects vertically with standarc each grade level as well as makes connections within a grade level with appropriate topics.
RIGOR – Core Focus on Math goes deep into the focus areas by teaching for conceptual understanding, procedural skill/fluency and application. Students are given opportunities to understand the "why" behind the mathematics, practice for procedural skill and apply the math appropriate real-world setting.

SMc Curriculum/Core Focus on Math:Stage 1 Mathematics Set w/1Yr OLA	McCaw, Armstrong, McCaw, Schuhl,	2014	6	9781938801686

		Terry, Valway				
	SMc Curriculum/Core Focus on Decimals/Fractions	McCaw, Armstrong, McCaw, Schuhl, Terry, Valway	2014	6	9781938801709	
	SMc Curriculum/Core Focus on Ratios, Rates Statistics	McCaw, Armstrong, McCaw, Schuhl, Terry, Valway	2014	6	9781938801716	
	SMc Curriculum/Core Focus on Introductory Algebra	McCaw, Armstrong, McCaw, Schuhl, Terry, Valway	2014	6	9781938801723	
	SMc Curriculum/Core Focus on Decimals/Fractions TE	McCaw, Armstrong, McCaw, Schuhl, Terry, Valway	2014	6	9781938801570	
	SMc Curriculum/Core Focus on Ratios Rates Statistics TE	McCaw, Armstrong, McCaw, Schuhl, Terry, Valway	2014	6	9781938801587	
	SMc Curriculum/Core Focus on Introductory Algebra TE	McCaw, Armstrong, McCaw, Schuhl, Terry, Valway	2014	6	9781938801594	
	SMc Curriculum/Core Focus on Decimals/Fractions TR	McCaw, Armstrong, McCaw, Schuhl, Terry, Valway	2013	6	9781938801839	
	SMc Curriculum/Core Focus on Ratios Rates Statistics TR	McCaw, Armstrong, McCaw, Schuhl, Terry, Valway	2013	6	9781938801853	
	SMc Curriculum/Core Focus on Introductory Algebra TR	McCaw, Armstrong, McCaw, Schuhl, Terry, Valway	2013	6	9781938801846	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
SMc Curriculum, LLC	**SMc Curriculum/Core Focus on Math:Stage 2 Mathematics Set**	**McCaw, Armstrong, McCaw, Schuhl, Terry, Valway**	**2014**	**7**	**9781938801679**	**Core**
	Notes: Overall, this program has strengths in connecting to CCSS and practice standards using an easy to follow format. Instructionally, it lacks opportunities for student to persevere through problems and reason abstractly due to the step-by-step nature of the text's instruction.					
	Key Features: **Core Focus on Math** is a **middle school math curriculum** series which addresses the **Common Core State Standards** (CCSS) for grades 6, 7, 8 and the Compacted Grade 7-8 program. Core Focus on Math has three texts per grade level, each focusing on multiple clusters of standards in the Common Core and collectively addressing the complete grade level standards. Core Focus on Math addresses the three shifts of the Common Core State Standards: **FOCUS** – The content in Core Focus on Math focuses on the Priority Clusters in the Common Core State Standards as defined by Smarter Balanced Assessment Consortium. **COHERENCE** – Each book in the Core Focus on Math series connects vertically with standards at each grade level as well as makes connections within a grade level with appropriate topics. **RIGOR** – Core Focus on Math goes deep into the focus areas by teaching for conceptual understanding, procedural skill/fluency and application. Students are given opportunities to understand the "why" behind the mathematics, practice for procedural skill and apply the math in appropriate real-world setting.					
	SMc Curriculum/Core Focus on Math:Stage 2 Mathematics Set w/1Yr OLA	McCaw, Armstrong, McCaw, Schuhl,	2014	7	9781938801150	

		Terry, Valway				
	SMc Curriculum/Core Focus on Rational Numbers/Equations	McCaw, Armstrong, McCaw, Schuhl, Terry, Valway	2014	7	9781938801730	
	SMc Curriculum/Core Focus on Proportions/Probability	McCaw, Armstrong, McCaw, Schuhl, Terry, Valway	2014	7	9781938801747	
	SMc Curriculum/Core Focus on Shapes/Angles	McCaw, Armstrong, McCaw, Schuhl, Terry, Valway	2014	7	9781938801754	
	SMc Curriculum/Core Focus on Rational Numbers/Equations TE	McCaw, Armstrong, McCaw, Schuhl, Terry, Valway	2014	7	9781938801600	
	SMc Curriculum/Core Focus on Proportions/Probabilty TE	McCaw, Armstrong, McCaw, Schuhl, Terry, Valway	2014	7	9781938801617	
	SMc Curriculum/Core Focus on Shapes/Angles TE	McCaw, Armstrong, McCaw, Schuhl, Terry, Valway	2014	7	9781938801624	
	SMc Curriculum/Core Focus on Rational Numbers/Equations TR	McCaw, Armstrong, McCaw, Schuhl, Terry, Valway	2013	7	9781935033585	
	SMc Curriculum/Core Focus on Proportions/Probability TR	McCaw, Armstrong, McCaw, Schuhl, Terry, Valway	2013	7	9781935033592	
	SMc Curriculum/Core Focus on Shapes/Angles TR	McCaw, Armstrong, McCaw, Schuhl, Terry, Valway	2013	7	9781935033608	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
SMc Curriculum, LLC	**SMc Curriculum/Core Focus on Math:Stage 3 Mathematics Set**	**McCaw, Armstrong, McCaw, Schuhl, Terry, Valway**	**2014**	**8**	**9781938801693**	**Core**

Notes:
Specific areas of Strength:

- The amazing amount of material that the teacher has available a their disposal would be very valuable to the student
- The organization for the teacher allows them to design a pace that fits into the calendar for the teacher

Weaknesses:

- The material may overwhelm a teacher
- If the teacher had two years to use this material, he/she could design a program to address all students and standards

Key Features:
Core Focus on Math is a **middle school math curriculum** series which addresses the **Common Core State Standards** (CCSS) for grades 6, 7, 8 and the Compacted Grade 7-8 program. Core Focus on Math has three texts per grade level, each focusing on multiple clusters of standards in the Common Core and collectively addressing the complete grade level standards. Core Focus on Math addresses the three shifts of the Common Core State Standards:

	FOCUS – The content in Core Focus on Math focuses on the Priority Clusters in the Common Core State Standards as defined by Smarter Balanced Assessment Consortium. **COHERENCE** – Each book in the Core Focus on Math series connects vertically with standards at each grade level as well as makes connections within a grade level with appropriate topics. **RIGOR** – Core Focus on Math goes deep into the focus areas by teaching for conceptual understanding, procedural skill/fluency and application. Students are given opportunities to understand the "why" behind the mathematics, practice for procedural skill and apply the math in appropriate real-world setting.					
	SMc Curriculum/Core Focus on Math:Stage 3 Mathematics Set w/1Yr OLA	McCaw, Armstrong, McCaw, Schuhl, Terry, Valway	2014	8	9781938801310	
	SMc Curriculum/Core Focus on Linear Equations	McCaw, Armstrong, McCaw, Schuhl, Terry, Valway	2014	8	9781938801761	
	SMc Curriculum/Core Focus on Geometry	McCaw, Armstrong, McCaw, Schuhl, Terry, Valway	2014	8	9781938801778	
	SMc Curriculum/Core Focus on Functions/Data	McCaw, Armstrong, McCaw, Schuhl, Terry, Valway	2014	8	9781938801785	
	SMc Curriculum/Core Focus on Linear Equations TE	McCaw, Armstrong, McCaw, Schuhl, Terry, Valway	2014	8	9781938801631	
	SMc Curriculum/Core Focus on Geometry TE	McCaw, Armstrong, McCaw, Schuhl, Terry, Valway	2014	8	9781938801648	
	SMc Curriculum/Core Focus on Functions/Data TE	McCaw, Armstrong, McCaw, Schuhl, Terry, Valway	2014	8	9781938801655	
	SMc Curriculum/Core Focus on Linear Equations TR	McCaw, Armstrong, McCaw, Schuhl, Terry, Valway	2013	8	9781935033929	
	SMc Curriculum/Core Focus on Geometry TR	McCaw, Armstrong, McCaw, Schuhl, Terry, Valway	2013	8	9781935033936	
	SMc Curriculum/Core Focus on Functions/Data TR	McCaw, Armstrong, McCaw, Schuhl, Terry, Valway	2013	8	9781935033943	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Walch Integrated Math	**CCSS Integrated Pathway Mathematics I Teacher Resource**	**Walch Integrated Math**	**2012, 2014**	**9-12**	**978-0-8251-7090-4**	**Core**
	Notes: Strengths: • Honors supplements • Support supplements • Station activities • 100% designed for common core Weaknesses:					

	Not a lot of ELL support Bland text and nontraditional textbook					
	Key Features: The *CCSS Integrated Pathway: Mathematics I* program is a complete set of materials built from the ground up to align 100% to the CCSS Integrated Pathway curriculum map and support the 8 CCSS mathematical practices. This course is designed to empower teachers by equipping them with high quality, flexible resources for successfully teaching Integrated Math to all types of learners. These materials include: Standards, Essential Questions, Words to Know (with complete English/Spanish Glossary), Recommended Resources, Key Concepts, Common Errors and Misconceptions, Guided Practice, Warm-Ups, Problem-Based Tasks with optional coaching questions, Practice Sets, Pre, Progress, and Unit Assessments, PowerPoints, and Station Activities. ExamView Item Banks and online versions of resources are available. The Teacher Resources provide teachers with everything they need to teach; student workbooks offer students all the materials necessary for classroom activities; and hardcover Student Resource Books support parent involvement and provide class re-caps and additional homework problem sets.					
	CCSS Integrated Pathway Mathematics I Student Workbook, consumable	Walch Integrated Math	2014	9-12	978-0-8251-7412-4	
	CCSS Integrated Pathway Mathematics I Student Resource Book, Hardcover	Walch Integrated Math	2012, 2014	9-12	978-0-8251-7102-4	
	CCSS Integrated Pathway Mathematics I ExamView Assessment Bank	Walch Integrated Math	2015	9-12	978-0-8251-7883-2	
	CCSS Integrated Pathway Mathematics I Online SBAC- type Unit Assessments, per year, per student	Walch Integrated Math	2015	9-12	978-0-8251-7687-6	
	CCSS Integrated Pathway Mathematics I 6 Year Subscription with WalchConnect, per student. Includes all of the above	Walch Integrated Math	2015	9-12	978-0-8251-7936-5	
	CCSS Integrated Pathway Mathematics I 6 Year Subscription with WalchConnect, per student. Includes all of the above, except that Hardcover Resource Books are only in digital format	Walch Integrated Math	2015	9-12	978-0-8251-7947-1	
	CCSS Integrated Pathway Mathematics I Support Supplement	Walch Integrated Math	2015	9-12	978-0-8251-7914-3	
	CCSS Integrated Pathway Mathematics I Support Supplement Student Workbook, consumable	Walch Integrated Math	2015	9-12	978-0-8251-7930-3	
	includes 1 free day of PD for a district wide adoption of at least $100K					
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Walch Integrated Math	**CCSS Integrated Pathway Mathematics II Teacher Resource**	**Walch Integrated Math**	**2013, 2014**	**9-12**	**978-0-8251-7413-1**	**Core**
	Notes: Strengths: • Covers over 50% of the WAP • Closely aligned to the CCSSM • Multiple problem sets and examples					

- Several resource materials (online and print)
- Standards clearly stated for each lesson
- Vocabulary and Key Concepts

Weaknesses:

- Practice Standards are not stated
- Limited resources for ELL students
- Cohesion is lacking in some of the units

Key Features:
The *CCSS Integrated Pathway: Mathematics II* program is a complete set of materials built from the ground up to align 100% to the CCSS Integrated Pathway curriculum map and support the 8 CCSS mathematical practices.
This course is designed to empower teachers by equipping them with high quality, flexible resources for successfully teaching Integrated Math to all types of learners. These materials include: Standards, Essential Questions, Words to Know (with complete English/Spanish Glossary), Recommended Resources, Key Concepts, Common Errors and Misconceptions, Guided Practice, Warm-Ups, Problem-Based Tasks with optional coaching questions, Practice Sets, Pre, Progress, and Unit Assessments, PowerPoints, and Station Activities. ExamView Item Banks and online versions of resources are available. The Teacher Resources provide teachers with everything they need to teach; student workbooks offer students all the materials necessary for classroom activities; and hard cover Student Resource Books support parent involvement and provide class re-caps and additional homework problem sets.

CCSS Integrated Pathway Mathematics II Student Workbook, consumable	Walch Integrated Math	2014	9-12	978-0-8251-7415-5
CCSS Integrated Pathway Mathematics II Student Resource Book , Hardcover	Walch Integrated Math	2013, 2014	9-12	978-0-8251-7168-0
CCSS Integrated Pathway Mathematics II ExamView Assessment Bank	Walch Integrated Math	2015	9-12	978-0-8251-7904-4
CCSS Integrated Pathway Mathematics II SBAC-type Online Unit Assessments, per year per student	Walch Integrated Math	2015	9-12	978-0-8251-7688-3
CCSS Integrated Pathway Mathematics II 6 Year Subscription with WalchConnect, per student. Includes all of the above	Walch Integrated Math	2015	9-12	978-0-8251-7938-9
CCSS Integrated Pathway Mathematics II 6 Year Subscription with WalchConnect, per student. Includes all of the above, except that Hardcover Resource Books are only in digital format	Walch Integrated Math	2015	9-12	978-0-8251-7948-8
CCSS Integrated Pathway Mathematics II Support Supplement	Walch Integrated Math	2015	9-12	978-0-8251-7915-0
CCSS Integrated Pathway Mathematics II Support Supplement Student Workbook, consumable	Walch Integrated Math	2016	9-12	978-0-8251-7932-7
includes 1 free day of PD for a district wide adoption of at least $100K				

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Walch Integrated Math	**CCSS Integrated Pathway Mathematics III Teacher Resource**	**Walch Integrated Math**	**2014, 2015**	**9-12**	**978-0-8251-7196-3**	**Core**
	Notes: Strengths: • Covers over 50% of the WAP • Closely aligned to the CCSSM • Multiple problem sets and examples • Several resource materials (online and print) • Standards clearly stated for each lesson • Vocabulary and Key Concepts Weaknesses: • Practice Standards are not stated • Limited resources for ELL students • Difficulty level may be too high for the average student					
	Key Features: The *CCSS Integrated Pathway: Mathematics III* program is a complete set of materials built from the ground up to align 100% to the CCSS Integrated Pathway curriculum map and support the 8 CCSS mathematical practices. This course is designed to empower teachers by equipping them with high quality, flexible resources for successfully teaching Integrated Math to all types of learners. These materials include: Standards, Essential Questions, Words to Know (with complete English/Spanish Glossary), Recommended Resources, Key Concepts, Common Errors and Misconceptions, Guided Practice, Warm-Ups, Problem-Based Tasks with optional coaching questions, Practice Sets, Pre, Progress, and Unit Assessments, PowerPoints, and Station Activities. ExamView Item Banks and online versions of resources are available. The Teacher Resources provide teachers with everything they need to teach; student workbooks offer students all the materials necessary for classroom activities; and hardcover Student Resource Books support parent involvement and provide class re-caps and additional homework problem sets.					
	CCSS Integrated Pathway Mathematics III Student Workbook, consumable	Walch Integrated Math	2014, 2015	9-12	978-0-8251-7456-8	
	CCSS Integrated Pathway Mathematics III Student Resource Book, Hardcover	Walch Integrated Math	2014, 2015	9-12	978-0-8251-7455-1	
	CCSS Integrated Pathway Mathematics III ExamView Assessment Bank	Walch Integrated Math	2015	9-12	978-0-8251-7907-5	
	CCSS Integrated Pathway Mathematics III Online Unit Assessments per year per student	Walch Integrated Math	2015	9-12	978-0-8251-7689-0	
	CCSS Integrated Pathway Mathematics III 6 Year Subscription with WalchConnect, per student. Includes all of the above	Walch Integrated Math	2015	9-12	978-0-8251-7940-2	
	CCSS Integrated Pathway Mathematics III 6 Year Subscription with WalchConnect,	Walch Integrated Math	2015	9-12	978-0-8251-7949-5	

	per student. Includes all of the above, except that Hardcover Resource Books are only in digital format					
	includes 1 free day of PD for a district wide adoption of at least $100K					
	CCSS Integrated Pathway Mathematics I, II, II Honors Supplement	Walch Integrated Math	2015	9-12	978-0-8251-7933-4	
	CCSS Integrated Pathway Mathematics I, II, III Honors Supplement Student Workbook, consumable	Walch Integrated Math	2015	9-12	978-0-8251-7934-1	

SUBJECT

Appointments to the Professional Standards Commission (PSC)

REFERENCE

August 2015	Board approved one appointment to the Professional Standards Commission.
April 14, 2016	Board requested changes to the recommendation for appointments to the Professional Standards Commission to reflect a more diverse geographical representation of the state.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1252, Idaho Code

BACKGROUND/DISCUSSION

Section 33-1252, Idaho Code sets forth the criteria for membership of the Professional Standards Commission (PSC). The PSC consists of eighteen (18) members, one (1) from the State Department of Education and one (1) from the Division of Career Technical Education. The remaining members shall be representative of the teaching profession of the state of Idaho, and not less than seven (7) members shall be certificated classroom teachers in the public school system and shall include at least one (1) teacher of exceptional children and at least one (1) teacher in pupil personnel services. The Idaho Association of School Superintendents, the Idaho Association of Secondary School Principals, the Idaho Association of Elementary School Principals, the Idaho School Boards Association, the Idaho Association of Special Education Administrators, the education departments of private colleges, and the colleges of letters and sciences of the institutions of higher education may submit nominees for one (1) position each. The community colleges and the education departments of the public institutions of higher education may submit nominees for two (2) positions.

Nominations were sought for the open positions from the Idaho Association of Colleges for Teacher Education, the Idaho Education Association, Northwest Professional Educators, and the Idaho Association of Secondary School Principals. Resumes for interested individuals are attached.

Secondary Classroom Teacher:
- Kathleen Davis, St. Maries Joint School District
- Glenda Funk, Pocatello School District

Secondary School Principal:
- Deanne Clifford, Coeur d'Alene School District
- Steve Copmann, Cassia County Joint School District

School Counselor:
- Julie Dillehay, Vallivue School District

Kristin Hagadone, Post Falls School District
Bob Solomon, Vallivue School District
Mike Wilkinson, Twin Falls School District

Secondary Classroom Teacher:
Dawn Anderson, Madison School District
Shawna Exline, Idaho Fine Arts Academy
Mark Gorton, Lakeland Joint School District
Mary Jackson, Lewiston School District
Aliene (Ali) Shearer, West Ada School District

Public Higher Education (Letters and Sciences Representation):
Tony Roark, Boise State University (reappointment)

Public Higher Education:
Taylor Raney, University of Idaho
Mark Neill, Idaho State University

Exceptional Child Education:
Levi Cavener, Vallivue School District
Christine Kaufman, Lewiston School District
Virginia Welton, Coeur d'Alene School District (reappointment)

ATTACHMENTS

Attachment 1 – Current Professional Standards Commission Membership Page 5
Attachment 2 – Resume for Kathleen Davis Page 7
Attachment 3 – Resume for Glenda Funk Page 11
Attachment 4 – Resume for Deanne Clifford Page 15
Attachment 5 – Resume for Steve Copmann Page 17
Attachment 6 – Resume for Julie Dillehay Page 19
Attachment 7 – Resume for Kristin Hagadone Page 23
Attachment 8 – Resume for Bob Solomon Page 25
Attachment 9 – Resume for Mike Wilkinson Page 27
Attachment 10 – Resume for Dawn Anderson Page 29
Attachment 11 – Resume for Shawna Exline Page 33
Attachment 12 – Resume for Mark Gorton Page 35
Attachment 13 – Resume for Mary Jackson Page 37
Attachment 14 – Resume for Aliene (Ali) Shearer Page 41
Attachment 15 – Resume for Tony Roark Page 45
Attachment 16 – Resume for Taylor Raney Page 51
Attachment 17 – Resume for Mark Neill Page 55
Attachment 18 – Resume for Levi Cavener Page 81
Attachment 19 – Resume for Christine Kaufman Page 85
Attachment 20 – Resume for Virginia Welton Page 91

STAFF COMMENTS AND RECOMMENDATIONS

Section 33-1252, Idaho Code provides that individuals that are selected to serve on the Professional Standards Commission represent the constituent groups for the position to which they are appointed, such as classroom teachers or secondary school principals not the group that nominated them. Any constituent group or individual may submit nominations to the Commission for any of the 16 positions (excluding the Department and Division of Career Technical Education representatives).

BOARD ACTION

I move to appoint Kathleen Davis as a member of the Professional Standards Commission for a three-year term beginning July 1, 2016, and ending June 30, 2019, representing Secondary Classroom Teachers.

Moved by _____ Seconded by _____ Carried: Yes ____ No ____

I move to appoint Steve Copmann as a member of the Professional Standards Commission for a three-year term beginning July 1, 2016, and ending June 30, 2019, representing Secondary School Principals.

Moved by _____ Seconded by _____ Carried: Yes ____ No ____

I move to appoint Mike Wilkinson as a member of the Professional Standards Commission for a three-year term beginning July 1, 2016, and ending June 30, 2019, representing School Counselors.

Moved by _____ Seconded by _____ Carried: Yes ____ No ____

I move to appoint Mark Gorton as a member of the Professional Standards Commission for a three-year term beginning July 1, 2016, and ending June 30, 2019, representing Secondary Classroom Teachers.

Moved by _____ Seconded by _____ Carried: Yes ____ No ____

I move to reappoint Tony Roark as a member of the Professional Standards Commission for a three-year term beginning July 1, 2016, and ending June 30, 2019, representing Public Higher Education (Letters and Sciences Representation).

Moved by _____ Seconded by _____ Carried: Yes ____ No ____

I move to appoint Taylor Raney as a member of the Professional Standards Commission for a three-year term effective July 1, 2016, and ending June 30, 2019, representing Public Higher Education.

Moved by _____ Seconded by _____ Carried: Yes ____ No ____

I move to appoint Mark Neill as a member of the Professional Standards Commission for the remainder of the three-year term which began July 1, 2014, and will end June 30, 2017, representing Public Higher Education.

Moved by _____ Seconded by _____ Carried: Yes ____ No ____

I move to reappoint Virginia Welton as a member of the Professional Standards Commission for a three-year term effective July 1, 2016, and ending June 30, 2019, representing Exceptional Child Education.

Moved by _____ Seconded by _____ Carried: Yes ____ No ____

Professional Standards Commission Members 2015-2016

Clara Allred
Special Education Administrator
Twin Falls SD #411

Margaret Chipman
School Board Member
Weiser SD #431

Kristi Enger
Profession-Technical Education
Division of Professional-Technical Education

Deb Hedeen
Public Higher Education
Idaho State University

Esther Henry, Chair
Secondary Classroom Teacher
Jefferson County Joint SD #251

Dana Johnson
Private Higher Education
Brigham Young University - Idaho

Pete Koehler
State Department of Education
Idaho Department of Education

Charlotte McKinney
Secondary Classroom Teacher
Mountain View SD #244

Becky Meyer
Secondary School Principal
Lake Pend Oreille SD #84

Kim Mikolajczyk
School Counselor
Moscow SD #281

Laural Nelson
School Superintendent
Idaho Digital Learning Academy

Mikki Nuckols, Vice Chair
Secondary Classroom Teacher
Bonneville Joint SD #93

Tony Roark
Public Higher Education – Letters and Sciences
Boise State University

Elisa Saffle
Elementary School Principal
Bonneville Joint SD #93

Donna Sulfridge
Elementary Classroom Teacher
Mountain Home SD #193

Heather Van Mullem
Public Higher Education
Lewis-Clark State College

Ginny Welton
Exceptional Child Education
Coeur d'Alene SD #271

Kim Zeydel
Secondary Classroom Teacher
West Ada SD #2

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KATHLEEN A. DAVIS

3058 Cherry Creek Rd.
St. Maries, ID 83861
Home Phone (208) 245-3801
Cell (208) 582-0187

Penni Cyr, IEA President
Idaho Education Association
P.O. Box 2638
Boise, ID 83701

Dear Ms. Cyr,

I respectfully submit my application and required documents for consideration for the IEA's selection of a representative to the Idaho Professional Standards Commission.

I believe it is imperative that the profession be protected from negative influences. One way in which we, as teachers, can help in this effort is to monitor practices which ensure that ethical conduct is employed at all times. This will not only make certain that those we come into contact are protected from wrong doing, but also ensure that those in the profession of education are not tarnished by the misdeeds or unprofessional choices of others. This review process also provides assurance that educators will be treated appropriately if accusations should arrive and that false accusations can be handled with integrity.

I have included the following documents: application, resume, statement of commitment to education, along with three letters of recommendation.
Should you have additional questions, please contact me so that I might provide any necessary information.

Thank you for considering me as a candidate for this appointment.

Sincerely,

Kathleen A. Davis

Kathleen A. Davis

Enc: PSC Application
Resume
Statement of Commitment to Education
Letters of Recommendation
D.Kachelmier
D. Baerlocher
N. Huddleston

KATHLEEN A. DAVIS

3058 Cherry Creek Rd.
St. Maries, ID 83861
Home Phone (208)245-3801 208 582-0187

OBJECTIVE: I would like the opportunity to serve on the Professional Standards Commission.

QUALIFICATIONS

In my 14 years of teaching, I have provided appropriate instruction to children in grades Pre K-8. During this time I have taken additional responsibilities and focused on strengthening community involvement in our school. By seeking workshops and conferences that focus on subject areas for which I am responsible, I have attempted to use current research and data to offer my students an optimal learning environment. My experience has included working with preservice teachers, novice teachers, and with college instructors involved in mentoring new teachers in order to provide resources and support that will aid them in a positive transition into the profession.

EDUCATION

1974-1978 High School Diploma, St. Maries High School, St. Maries, ID
1994-1998 B.S. Elementary Education, Lewis Clark State College, Lewiston, ID
Endorsements in Reading K-12 and English K-9
2002-2005 M. Ed. Curriculum and Instruction, University of Idaho, Moscow, ID

EMPLOYMENT

1998-1999 *Teacher, Heyburn Elementary, SD #041, St. Maries, ID*
Sept. - Jan Served as support personnel for Special Education Department. Responsible for weekly activities for grades K-5.

1999-1999 *Substitute Teacher, Heyburn Elementary, SD #041, St. Maries, ID*
Jan - June Performed as long term substitute. Responsible for daily instruction and activities for twenty preschool age children including those with special needs.
Responsible for all planning and assessment in fourth grade classroom. In addition assumed all committee activities and assignments for teacher on leave during the final academic quarter.

1999-2005 *Classroom Teacher, UpRiver Elementary, SD #041, St. Maries, ID*
Assigned instruction in Language Arts, Geography, and Math for grades 6-8. This position included work within the Title I program. During this time I served on the technology, spelling bee, and assemblies committees.

2000-2008 *Teacher for Summer Reading Program, SD #041, St. Maries, ID*
Provided remediation for students in primary grades identified through IRI assessments.

2005-present *Classroom Teacher, St. Maries Middle School, SD #041, St. Maries, ID*
Language Arts, Grades 7-8, All subjects Grade 6
Responsible for instruction in reading and English. Member of district professional development committee, and RTI team. Mentor for novice teachers. Facilitator for collaboration activities. Coordinator for building RTI team. Assisted in staff development for Danielson Evaluation Model.

RELATED ACTIVITES

1998-present Active Member St. Maries Education Association
2003-2005 St. Maries Education Association Building Representative
2008-present St. Maries Education Association Treasurer; Delegate
2008-present Benewah County Library Association Board Trustee
Chair 2010-present
2010-present Active member P.E.O.
Chair - Scholarship committee 2010-present; Treasurer - 2012

Professional Associations and related activities
(including offices)

St. Maries Education Association	2001-Present	Building Rep
St. Maries Education Association	2009-2011	Delegate
St. Maries Education Association	2005-present	Treasurer
SMEA	1998-present	Member
International Reading Association	1998-present	
Kappa Delta Pi		
University of Idaho Alumni Association		
Lewis-Clark State College Alumni Association		
National Teachers of English		
Idaho Library Association		

Community Involvement (Please list all community service or other community activities in which you have been involved and dates)

Benewah County Library Board of Directors		2008-present
Benewah County Library Board of Directors	Chairperson	2010-present
North Idaho Volleyball Club		1998-2006
St. Maries High School Booster Club		2000-present
St. Maries Church of the Nazarene		1990-present
Heyburn Parent Teacher Organization		1992-1998
P.E.O. International		2009-present
Parents Helping Parents		1999-2005

The Professional Standards Commission meets as many as six (6) times a year. Each meeting spans two days. Additionally, Commission members may be asked to attend public meetings, attend State Board of Education meetings, and present at regional or state meetings. Will you be able to give the required yearly time to this position? YES _X_ NO __.

Applicant's signature Kathleen R. Davis

Please attach resume, three (3) letters of recommendation, and statement of commitment to the profession.

1/07

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Glenda Funk

February 12, 2013

Statement of Commitment to the Teaching Profession

Thirty-two years is a long time to spend in any profession, so in some ways writing a statement about my commitment to the teaching profession seems a bit like stating the obvious. Perhaps this would be true if commitment were measured by the clock, but commitment isn't a period of time. Nor is it a tradition. It isn't metered by what one does when unsure what else to do. Those who value commitment evaluate it by growth, by change, by perseverance and tenacity. I named my blog *Evolving English Teacher* because the name embodies my commitment to students and to my profession, a profession easily characterized as at risk.

Consider: A July 30, 2012 report, *The Irreplaceables: Understanding the Real Retention Crisis in America's Urban Schools,* by TNTP documents the growing crisis in teacher retention. Simply, especially in urban areas, not enough teachers are staying in the profession. Why? That's the million-dollar question. Many teachers lack commitment to a profession that fails in its commitment to them. Call it a Social Contract. Teachers often find their idealism immediately shattered for myriad reasons. The report offers two recommendations for keeping exceptional teachers in the classroom: Prioritize retaining those teachers who clearly advance student learning, which I'd argue isn't measured in test metrics alone; improve the profession "with higher expectations" of teachers, also not evaluated by such things as value-added assessment.

Herein resides my commitment to the profession. Long ago I decided to do all I can to live my professional life as a learner, to value professional growth above all else, especially politics. Last week a student commented: "You are the most helpful teacher ever." Teaching is a service profession, and it's my job to serve my students. That's why I blog about teaching, including lesson ideas, participate in #engchat on Twitter, speak at conferences, and share, share, share books with students, teaching materials with my colleagues in Idaho and throughout the country.

When I think about why I want to serve on the Professional Standards Commission, my thoughts turn to what needs to be done to elevate the profession so that teachers are once again revered and respected, not just by their students, but by business leaders and politicians and all other stake-holders. Daniel Pink has much to say on this topic in *Drive: The Surprising Truth About What Motivates Us.* Among his arguments, Pink names *autonomy* and *mastery* as essential components of motivation.

The trajectory of my own career verifies Pink's premise: I find ways to exercise autonomy over my career—especially as those not vested in my profession seek to diminish it—which means seeking PD outside my classroom, and I am committed to mastery of my subject matter and the pedagogy necessary to teach it successfully.

I'm committed to holding on to what Tom Newkirk calls the "good ideas in a time of bad ones" and doing all I can to promote excellence among my students and within myself.

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Glenda Funk

Highland H. S.
1800 Bench Road
Pocatello, ID 83201
208-241-8620 (cell)
gfunk441@gmail.com

EDUCATION

August 2008
M.A. English
Idaho State University

May 1981
B.S. Speech Education
Southwest Baptist University

HONORS AND AWARDS

2011 National Board for Professional Teaching Standards Certificate Renewal: AYA/ELA
2011 Lionel Bowzer Excellence in Education Award
2009 Thomas C. Wright Fellowship, University of Idaho
2008 Teaching Shakespeare Institute, Folger Shakespeare Library, Washington, D.C.
2007 Teaching Shakespeare Mini-Institute, Folger Shakespeare Library, University of Tulsa
2004 National Humanities Center: "American Beginnings: The European Presence in North America 1492-1690"
2002 National Board for Professional Teaching Standards Certification in Adolescent Young Adulthood English Language Arts
2002 Zonta Women of Achievement recipient
1994 National Forensic League Diamond Coaching Award

ASSOCIATION MEMBERSHIPS

National Council of Teachers of English
ALAN: Assembly on Literature for Adolescents of the NCTE
Phi Kappa Delta
National Forensic League
National Education Association
Idaho Education Association
Pocatello Education Association

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TEACHING EXPERIENCE

1989-Present
English and Speech, Highland High School
Grades 9-12; Contemporary World Lit, British Lit, American Lit; honors level to special services inclusion; fundamentals of speech; competitive forensics, debate, student congress. Additional duties include advising the student literary magazine, *Rambles*, for three years. Presented to the faculty ideas for using performance pedagogy in all curriculum areas (2011).

2006 Summer
Upward Bound, Idaho State University. Responsible for teaching College Prep English with the directive to teach the course as I would the English 1101 Introduction to Writing at ISU; taught speech and English 12 following the Idaho Content Standards for those classes.

1981-1984; 1986-1989
English teacher, Kofa High School, Yuma, Arizona
Grades 10-12; Contemporary World Lit, British Lit, American Lit; includes experience teaching English Language Learners as well as native English speakers. Additional duties include advising the wrestling cheerleaders (volunteer).

1984-1986
English, Urbana Community School, Urbana, Iowa
Grades 7-8; Additional responsibilities include advising the student newspaper, coaching the cheerleaders, serving as a class sponsor, and directing school-wide drama productions.

COMMITTEE MEMBERSHIPS

2008 to Present
Highland H. S. Mission Statement Committee

2008 to Present
Highland H.S. Building Representative for PEA

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Deanne Clifford

30514 Sienna Loop
Athol, Idaho 83801
(208) 691-1192

Professional Profile

"I believe she has unlimited potential in any administrative area for which she may apply."

John Brumley
Lake City High School

I currently serve as a high school building principal in Idaho. This has been my professional goal for many years. It is my strong desire to complete my specialist degree and certification in the superintendency. My hope is to have a positive impact on the students of Idaho.

Educational Background

- **Specialist Degree**: Educational Leadership — Projected Completion: December, 2016
  Superintendency — University of Idaho: Moscow, Idaho
- **Master's Degree**: Educational Leadership — May, 2003
  Principalship — University of Idaho: Moscow, Idaho
- **B.S. Degree**: Education/Secondary Ed. — May, 2001
  Major: Mathematics — University of Idaho: Moscow, Idaho
  Minor: English/Journalism

Professional Certification

- **Principal Endorsement** — September 2006
  School Administrator — State of Idaho: State Board of Education
- **Teacher Certification** — August 2001
  Secondary Education — State of Idaho: State Board of Education

Professional Experience

- ***Principal***
  July, 2010-present — Lake City High School: Coeur d'Alene, ID Matt Handelman, Superintendent
- ***Summer School Principal***
  June, 2009-2011 — Project CDA: Coeur d'Alene, ID Rosie Astorquia, Dir. Secondary Ed.
- ***Assistant Principal***
  August, 2007-June, 2011 — Lake City High School: Coeur d'Alene, ID John Brumley, Principal
- ***International Baccalaureate Diploma Program Coordinator***
  January, 2004-August, 2007 — Lake City High School: Coeur d'Alene, ID John Brumley, Principal
- ***Administrative Intern***
  September, 2002-June, 2003 — Lake City High School: Coeur d'Alene, ID John Brumley, Principal
- ***Mathematics Instructor/Student Council Advisor***
  August, 2002-June, 2007 — Lake City High School: Coeur d'Alene, ID John Brumley, Principal
- ***Mathematics Instructor/Student Council Advisor***
  August, 2001-June, 2002 — Post Falls High School: Post Falls, ID John Billetz, Principal
- ***Assistant Treasurer***
  August, 1995-May, 2000 — Lake City High School: Coeur d'Alene, ID John Brumley, Principal

Professional Committees and Organizations

• Inland Empire League	President, 2010-2011
• Idaho Association of School Administrators	Member, 2003-present
• Numerous Building and District Committees	Volunteer member, 2000-present
• Idaho Association of Student Councils	Interim Executive Director, 2007
	Region 1 & 2 Director, 2002-2007
• Lake City High School Student Council	Advisor, 2002-2007
• Parent Advisory Committee	Student Council Liaison, 2002-2006
• Lake City High School Steering Committee	Elected Member, 2003-2006
• Lake City High School Collaboration Team	Volunteer Member, present
• Coeur d'Alene Education Association	Building Representative, 2002-2005
• National Association of Secondary School Principals	Member, 2003-present
• Assoc. of Supervision & Curriculum Development	Member, 2002-present

Awards/Grants/Recognition

- National Association of Student Councils : *Gold Council of Excellence,* 2007
- Idaho Association of Student Councils: *Distinguished Service Award,* 2006
- National Association of Student Councils: *National Advisor of the Year Region 7*, 2005
- Idaho Association of Student Councils *Idaho State Advisor of the Year*, 2004-2005
- Coeur d'Alene School District 271: *Rookie of the Year,* 2005
- Coeur d'Alene School District 271: *Teacher of the Year Nominee,* 2003-2005
- Excel Foundation: *Grants exceeding $6,000,* 2002-2004
- National Youth Leadership Forum: *Honoree*, May, 2002 and May, 2006
- National Teacher Training Institute Award Recipient, *Award winning lesson plan -"Measuring the Earth,"* 2001
- Golden Key National Honor Society, 1998-2002
- Phi Theta Kappa, 1996-1998

Clubs/Community Service/Activities

- Idaho Association of Student Councils interim state director and regional advisor
- High School student council advisor
- University of Idaho Instructor of International Baccalaureate Teacher Professional Development
- Lake City High School Football Boosters: former president, current member
- LCHS Math Study Club: facilitator
- Youth Soccer Association: referee and coach
- Annual Food Drive: organizational assistant
- Adopt-a-Family: program advisor
- National Association of Student Councils: annual fall and spring conference organizer
- Teen events volunteer

Kristen,
I didn't see where this went through yesterday, so I am sending it again. Hopefully it isn't too late. I am interested in applying for the open secondary position on the PSC.
The following are a few of my qualifications:
** 1989 to 1995 - Teacher and Dean of Students at Pinon Mesa Middle School in Phelan, CA
** 1995 to 1999 --> Assistant Principal at Burley Jr. High School
** 1999 to present --> Principal at Burley Jr. High School
** This is my 21st year as an administrator in Idaho
** 2006 to present --> I am the administrator on our district negotiations team
** 2002 to present --> Member of the State Accreditation Commission
** Principal of the Year for IASSP
** Active member of IASSP for 18 of the last 21 years
** Served as a member on a PSC hearing
If I am chosen for this position, I will be very dedicated to helping this commission operate in an effective and efficient manner. There are many timely and critical issues currently facing our State and I look forward to being involved with the process.
Sincerely,
Steve Copmann
Principal, Burley Jr. High School

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Julie Dillehay
5414 W. Franklin Road
Meridian, Idaho 83642
208 888-7467
Cell 208 371-9117

Licenses/certifications

Licensed Clinical Professional Counselor - State of Idaho; 1991-present
National Board Certified Counselor 1992-present
Certified School Administrator: Superintendent, Principal, Special Education Director Endorsements 2015
Certified School Psychologist- Pupil Personnel State of Idaho; 1997-present
Certified School Counselor – Pupil Personnel State of Idaho; 1991- present
Standard Secondary Teaching Certificate: Endorsement, Communications (6-12); 1986-present

Counseling/Teaching Experience

Vallivue School District: Vallivue High School Counselor (Fall 2007-present)
College of Idaho: Counsel students, assist campus program development & awareness of current issues on college campuses; (September 2005-present)
College of Western Idaho; adjunct instructor; School of Behavioral Sciences (psychology) (Fall 2010-Spring 2015)
Idaho State Department of Education Mediator/ Facilitator Special Education Issues (Spring 2002- Fall 2014)
All Season's Mental Health: Perform assessments, treatment planning, psycho diagnostic testing, crisis planning, mental health therapy; (July 2004-Nov. 2005)
Lee Pesky Learning Center: Perform Psycho-educational testing, conduct program evaluation; write curriculum and taught parent and teacher education classes, counseled students & parents; (2000-2004)
University of Idaho: Adjunct Instructor; graduate level classes College of Education; School Psychology program (Spring, Summer, Fall 2002- Spring 2005)
Boise State University: Adjunct Instructor; Masters Level counseling program (Summer 2001, Fall 2002, 2003)
Meridian Schools: Coordinated, facilitated, or taught small groups and classroom units. Counseled with students; Consulted with administrators, parents and teachers to help with social and academic concerns, grades K-12; assisted with the development and establishing of Crossroads Alternative Middle School (1990-2000)
Private Practice: Investigations, evaluations, mediation, and social history for criminal, civil cases, divorce, and child custody cases. Counsel children and adults for issues of divorce, sexual abuse, self-esteem, and other family or educational issues; (1991-1996) (2005-2006)
Southwest Center for New Directions, Boise State University: Counseled single parents, non-traditional students, and others with career, parenting, divorce, self-esteem, and other personal issues in groups and individually; assisted Fourth District Court in development of parenting class of new divorcing parents. (1989-1990)
Parent Education Facilitator: taught parent education courses for intact, single, step, and divorced parents. Meridian Schools (1991, 95, 96, 99); Boise Parent Education Center (1983-88)

Education

Education Specialist Education Leadership (December 2014)
Doctoral Candidate, University of Idaho ABD; Adult Education (May 2006)
Master of Arts-Religion/Christian Education, Northwest Nazarene University (Dec. 2005)
Specialist in School Psychology-University of Idaho (May 1997)
Master of Counseling - Idaho State University (May 1991)
Bachelor of Arts Communication - Boise State University (December 1985)

Training/Conferences Attended

Special Education Law Conference (May 2015)
Bystander Program Training, College of Idaho (August 2013)
Northwest Special Education Law Conference (2014, 2011)
Emotional Intelligence and Conflict Management; Boise State University, June 2011
Mediation Training w/Stacy Holloway; SDE, June 2010
Trauma Certification Training; The National Institute for Trauma and Loss; San Antonio, TX, February, 2010
Section 504 Rehabilitation Compliance Workshop (Feb 2010)
Idaho Department of Education: Updates on IDEA case law (Sept. 2009)
Mean Girls: Workshop Spokane Washington (December 2008)
Idaho School Counselors Conference: (October 2008)
Summit on Domestic Violence: Teen Dating Violence (March 2007)
Idaho Department of Education: IDEA Reauthorization Training (March 2007)
Interest Based Bargaining Training (February 2007)
Summit on Domestic Violence and Risk Assessment (October 2006)
American College Counseling Conference (October 2006)
Idaho Department of Education: Mediation Training (October 2006)

Idaho Department of Education: IEP Facilitation Training (September 2005)

Professional Associations

Professional Member - American Counseling Association (1989-present)
Professional Member- Idaho Counselors Association (President 2001-2003)
Professional Member- National Education Association
Professional Member- Idaho Education Association/Vallivue Education Association (co-President 2008-2014)
Professional Member- American College Counselor Association (2006-2008)
Professional Member – American School Counselor Association (1990-2002) (2015-present)
Professional Member- National Association of School Psychologists (1995-2004)
Professional Member- Idaho School Psychologist Association
Idaho Society of Individual Psychology; (President 1993-94)

Additional Training

Idaho Counseling Association Conference (January 2002-2003-2004); Conference Chair
ACA National Conference, Anaheim, CA (March 2003)
Bridges to Learning Conference, Boise, ID (August 2000-2002)
Facing the Fire Anger Management Training, (July 2002)
ACA National Conference, New Orleans, LA (March 2002)
ACA National Conference, San Antonio, TX (March 2001)
ACA Legislative Institute, Alexandria, VA (February 2001)
ACA Western Leadership Conference; Las Vegas (Nov. 2001), Spokane, WA (Nov. 2000)
ICA Leadership Development Institute, McCall, ID (June 2002);
Idaho Falls, ID (June 2001); Twin Falls, ID (June 2000)
ICA/ISCA Conference (Chairperson) Nampa, ID (October 1999)
At-Risk Students Conference, Phoenix AZ (March 1997, March 1998, February 1999)
Cognitive Self-Change, Boise, ID (August, 1998)
School-to-Work Training, Boise, ID (June 1998)
Parent Project Facilitator Training; Nampa, ID (June- 1996)
Idaho Prevention Conference; Sun Valley, ID (April 1996, May 1995)
National At-Risk Student Conference; Scottsdale, AZ (March 1996)
ISCA Fall Conferences Nampa, ID & Boise, ID (October 1992-1995)
ISIP Conference: Empowering Families: Working Together To Make A Difference;
Boise, ID (March 1994)
NASAP Convention & Workshops; Celebrate Diversity, Encourage Connection:
Toronto, Ontario Canada (June 1993)
ISIP Conference: Empowerment of Self and Others; Boise, ID (March 1993)
Improving the Academic Performance of Adolescents: A Program for At-Risk Students;
Seattle, WA (November 1992)
NASAP Convention & Workshops; Well-being: Theory and Practice; Chicago, Illinois (June 1992)
Strengthening Families in the 90's; Boise, ID (March 1992)
Midwest Conference on Child Abuse and Incest; Middleton, WI (November 1991)
Step by Step; 16 Steps Toward Legally Sound Sexual Abuse Investigations;
Boise, ID (October 1991)
ISCA Fall Conference; Helping Children Help Themselves: Applications of RET;
Boise, ID (October, 1991)
A Dynamic Approach to Resolving Child Custody Issues; Boise, ID (September 1991)
Developing Capable People; Boise, ID (March 1991)
Children Who Hurt: Helping Child Victims of Violence and Abuse; Boise, ID (October 1990)
Evolution of Psychotherapy; Anaheim, California (December 1990)
ISCA Fall Conference; Brief Therapy; Boise, ID (October 1990)
IMPACT: Drug and Alcohol Assessment/ treatment training; Nampa Idaho (September 1990)
Families of Divorce; Boise, ID (April 1990)
Peaceful Settlements; Boise, ID (April 1990)
Andy LePage: Self-Esteem; Boise, ID (February 1989)
Haynes Mediation Training: Child Custody Mediation; Boise, ID (November 1988)
Stepfamily Workshop; Boise, ID (March 1986)

Training/Conferences Taught

Teaching Student with ADD/ ADHD (workshop); Boise, Idaho (Feb, 2003, Oct '02, March '02)
The Learning Circle: Learning Disabilities 101: Lewiston, Idaho (February 2002)
Bridges to Learning Conference; Boise, Idaho (August 2001)
At-Risk Students and Alternative Schools, Presenter, National At-Risk Students Conference, Phoenix, AZ (1997-1998)
ADHD & 504's Lake Hazel Middle School, Boise ID, August 1996
At- Risk Students- Take a Kid -On: Lake Hazel Middle School, Boise ID, (March 1996)
Peer Mediation Training for Teachers; Lake Hazel Middle School, Boise ID (June 1995);
McMillan Elementary, Boise, ID (November 1992); Silver Sage Elementary, Boise, ID (October 1991)
Domestic Law in Idaho: "Winning For Your Client": Presenter; How Divorce Affects Children;
Boise, ID (December 1991)

Vallivue
School District #139

April 27, 2016

Lisa Colon, Director
Certification and Professional Standards
State Department of Education
Boise, ID 83702

Dear Ms. Colon:

I am pleased to support the nomination of Ms. Julie Dillehay for the Professional Standards Commission and support giving her at least six professional leave days per year from her duties with the Vallivue School District to perform her work with the PSC.

I have worked with Julie for nine years, and can honestly say that she is one of the finest educators with whom I have ever worked. Her skills as a high school counselor and as a leader of the teachers' association in our school district are exceptional and she will bring many skills to the table as a commissioner with the PSC.

Julie Dillehay is an honest, hard-working educator who always gives her best effort to any project that she takes on. We in Vallivue also support the efforts of the Professional Standards Commission, so I am happy to send a top employee to help in this important work.

Sincerely,

Pat Charlton

Pat Charlton, Ph.D.

Kristin L. Hagadone
3451 W. Linneatus Drive, Coeur d'Alene, ID 83816
Email: khagadone@sd273.com Cell: (208) 659-4640

Objective: To obtain a seat on the Professional Standards Commission where I can apply my experience and knowledge as a teacher and counselor towards the various tasks at hand.

Education

University of Idaho 2002 - 2005
Masters of Education-Counseling and Human Services

Montana State University 1995 - 2000
B.S. Health and Human Development

Work Experience

Post Falls High School 2005 - Present
Counselor

- Administered various college and state exams
- Advised students in college and career planning
- Identified as district representative for crisis team
- Collaborated with faculty, students and parents on schedules, grades and career planning
- Proactively working with administrators to identify changes in behaviors in specific students
- Guided students and parents to various resources in the community
- Scheduled, counseled and provided crisis intervention to students during summer school

Post Falls High School 2001 - 2005
Family & Consumer Sciences Teacher

- Prepared weekly lesson plans keeping with state professional/technical standards
- Demonstrated and led lessons that students would be assessed in graded lessons
- Conducted meetings and communicated with all professional technical staff and members of the advisory board for professional technical education as department head
- Provided communication to parents and students regarding progress throughout the year

Ronan School District 2000 - 2001
Family & Consumer Sciences Teacher

- Prepared weekly lesson plans keeping with state professional/technical standards
- Demonstrated and led lessons
- Assessed student learning in a multitude of ways
- Provided communication to parents and students regarding progress throughout the year

Extracurricular

- Key Club Advisor - organized and planned volunteer opportunities for club members
- Class Advisors – guided students in the planning process of various class events
- Student Council Advisor - assisted with event planning on a school wide basis; took students to various leadership conferences and

References - provided upon request

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Bob

23578 Freezeout Caldwell, ID 83607, 208-989-3611, w)208-454-1426, ruok@cableone.net, bob.solomon@vallivue.org

Objectives

Professional Standards Commission

Education

M. Ed. Northwest Nazarene University, School Counseling, 1996

Experience: School Counselor, Vallivue Middle School 2000-Present

District Safe and Drug Free Schools Committee (worked on school policies and procedures), Committee to achieve Recognized American School Counselor Association (RAMP) recognition, School AVID, RTI, Leadership and AAT committees.

Skills/Duties

Individual and Group Counseling, work with school psych's, SLP's Nurses to develop IEP's, manage 504's, prepare weekly Advisory Lessons to be taught in home rooms, serve on AAT committee with admin, counselors and instructional coach to assist with school climate, direction and articulation of services, help coordinate registration for VMS and our sister Alternative Middle School, credit recovery and summer school.

Trainings (very partial list)

Life Skills, Positive Action, Neighborhood Mediation, Family Counseling, Thinking Errors, Tribes, Danielson Model, Anxiety, Early Childhood Trauma, Grief.

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Michael Shane Wilkinson
2055 Elizabeth Blvd.
Twin Falls, Idaho
(208)404-4215
wilkinsonmi@tfsd.org

EDUCATION

Masters of Education in Counseling
Northwest Nazarene University, Nampa, Idaho
Graduation: December 2009

Bachelor of Arts in Spanish and History Education
Idaho State University, Pocatello, Idaho
Graduation: December 2002

Attended Boise State University 1995-1996.

COMPUTER SKILLS

Idaho Technology Portfolio Assessment. Met Idaho's technology standards on February 7, 2002.

RELATED EXPERIENCE

School Counselor – Robert Stuart Middle School (2010 – Current)

- Support students with socio-emotional issues so they can function at a high level in the classroom.
- Part of the building administrative team
- Help with student academic requirements as far as scheduling and matriculation

Student Assistance Specialist – Robert Stuart Junior High and Canyon Ridge High, Twin Falls, Idaho (August 2008-2010)

- Assisted students individually with socio-emotional difficulties
- Led psychoeducational and support groups weekly in areas such as substance-use prevention, anger management, divorce, LifeSkills, grief and loss, and study skills.
- Aided teachers and school staff to ensure every student received the education necessary to lead successful lives.
- Worked with families in addressing students' problems.

Spanish Teacher – Vera C. O'Leary Junior High School
(2003 to 2008)

- Taught Spanish to eighth and ninth grade students
- Member of Building Leadership Team
- Student Council Advisor
- Intramural Director
- Track coach

ORGANIZATIONS AND ACTIVITIES

- Member of the American School Counselor Association
- Member of the National Education Association and the Idaho Education Association
- Current Co-President of the Twin Falls Education Association
- Served as Region representative and delegate for the Idaho Education Association

CERTIFICATIONS FROM STATE OF IDAHO

Pupil Personnel Services Certificate (PreK-12)
Standard Secondary Education Certificate with endorsements in Spanish and History

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FEB-12-2013(TUE) 15:53 OFFICE (FAX)208 359 3352 P 001/007

Dawn Anderson
324 South 3rd East
ID 83440

Penni L. Cyr
President, Idaho Education Association
620 N. 6th St., P.O. Box 2638,
Boise, ID 83701

Dear Penni,

I am applying for a secondary education position on the Professional Standards Committee because I believe in the power of educators to transform lives and fortify a healthy, civic-minded society. Additionally, I feel that teaching is not just a profession--it is a craft, honed in the classroom and enriched by continuing education and personal dedication to the field.

When I left my position as adjunct faculty at BYU-Idaho after twenty-one years, a lot of people thought I was crazy. They couldn't understand how anyone would want to leave a cushy college position to teach in the public arena. And yet, for all those years I kept my teaching certificate current because I knew I would want to teach at the secondary level full time. I have not regretted that decision for a minute. I love my job. And my work for the past five years in the public school system teaching 8th graders has reinforced my belief that few things are more beneficial to a society than when a skilled and passionate teacher unlocks the potential of a child.

I'd like to be a part of a team that works together for the betterment of the profession—because what is good for the profession will translate into good for Idaho schools. When we treat and train teachers like the professionals they are, we not only build a quality Idaho school system, but we ensure that our students have the tools and skills they need to be successful in an increasingly globalized economy.

I bring twenty-six years of teaching experience to the table. Moreover, I've served in numerous collaborative capacities, including a scholarship committee, a college faculty association committee, and the Rexburg Children's Museum Committee where I was involved in grant writing. I've lead friendly negotiations with the Madison School Board of Trustees and served in the position of local president of the Rexburg Education Association for two years.

Included here are copies of

- Professional resume
- Three letters of recommendation, including one from my superintendent, my principal, and Dan Sakota who currently serves on the PSC.
- Applications form.

Thank you for your consideration. I look forward to hearing back from you.

Dawn Anderson
208-356-4815
andersda64@gmail.com

Enclosures

Dawn Jeppesen Anderson
324 South 3rd East
Rexburg, ID 83440
208-356-4815 cell: 208-313-6512
davedawn@srv.net

Professional Profile

- Current Idaho Teacher Certification in Secondary Education (English emphasis)
- Master of Education Degree with major emphasis in Reading
- Twenty-five years experience teaching writing, literature, and reading education classes

Education, Honors, and Certifications

M Ed
Idaho State University, Pocatello, ID. 1995

Bachelor of Arts in Secondary Education (Honors)
Idaho State University, Pocatello, ID. 1987

Reading Endorsement K-12
Phi Kappa Phi Honor Society
Honorary Adjunct Teacher of the Year Award 2000-2001

Qualifications & Experience

- Taught 8th graders state standards content, including language use, literature analysis, vocabulary, and writing
- Taught freshman composition and advanced writing classes for many years, instructing students how to develop ideas, clarify concepts, defend arguments and master coherent writing skills.
- Taught children's literature and young adult literature to elementary and secondary education majors
- Developed a wide variety of curricula for use in the classroom, employing peer-editing, small group writing assignments, brainstorming activities, dynamic class discussions, and research instruction.
- Helped develop a clinical program where education majors visited local Madison schools and worked with remedial reading students.

Computer Skills

- Microsoft Windows® Office software, including Word, Power Point, and Publisher
- **Internet research**
- Adept in grading programs Blackboard and PowerTeacher

Employment

Brigham Young University-Idaho Adjunct Faculty English Dept. Fall 1987 -2008
Madison Junior High School -8th Grade English 2008 - present

Professional Development

Conference workshop presenter
Attended various conferences and workshops related to writing and teaching
Served on several scholarship and academic committees
CAT team member for Madison Junior High

Related Experience

Edited and published English Department newsletter for seven years
Regularly publish education editorials in the *Post Register* and *Standard Journal* newspapers
Worked as advocate for educators and education, serving as currently as president of the Rexburg Education Association

References available upon request

Professional Associations and related activities other than IEA/NEA
(including offices)

Advisor to the BYU-I College Democrats, 2001 - 2006

Madison County Democratic Chair, 2007 - 2012

BYU-Idaho Faculty Association, 2002 - 2004

Community Involvement (Please list all community service or other community activities in which you have been involved and dates)

Rexburg Children's Museum Committee

Wrote grants for the Rexburg Children's Museum

Presenter at BYU-I Literature Conference

Local President for Rexburg Ed Association (2011 - present)

Democratic Chair, Madison County 2008 - 2012

The Professional Standards Commission meets as many as six (6) times a year. Each meeting spans two days. Additionally, Commission members may be asked to attend public meetings, attend State Board of Education meetings, and present at regional or state meetings. Will you be able to give the required yearly time to this position? YES X NO __.

Applicant's signature

Please attach resume, three (3) letters of recommendation, and statement of commitment to the profession.

Please keep file active
1 yr.__ 2 yr. X NO __.

1/07

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Idaho Fine Arts

ACADEMY

3467 West Flint Drive, Eagle, ID 83616 | **PHONE:** 208-350-4420 | **FAX:** 208-350-4429

February 28, 2016

Idaho Professional Standards Committee:

I am interesting in serving on the Professional Standards Committee. I have been an educator in the state since 1984. When I was first hired I received the Code of Ethics and have always carried it with me as a reminder of my commitment to the profession. Educators must accept the responsibility to practice the profession according to the Code of Ethics. Excellence in our field supports high quality educational opportunities for our students.

Thank you for considering my nomination.

Sincerely,

Shawna Exline

Shawna Exline

Middle School English/Literature Teacher

Shawna Exline
Letter of Strengths
Middle School Language Arts Teacher
Performing Arts Secondary School

Degrees
60+ credits post graduate work, various universities
M.Ed. Curriculum & Instruction with Specialization in Reading & Language Arts, University of Oregon, 1989
B.A. Elementary Education, Boise State University, 1984

Certificates
K-8 Standard Elementary
K-12 Literacy Endorsement
Technology
Praxis Passed for Middle School English

Positions Held
Middle School Teacher Grades 6th, 7th, 8th - Joint School District No. 2
ICLC Instructor - Joint School District No.2
Elementary Language Arts & Title I Academic Coach - Joint School District No. 2
Early Childhood Reading Specialist - Idaho State Department of Education
Elementary Reading Coach - Joint School District No. 2
Coordinator of the Idaho International Reading Association - State of Idaho
President of the Idaho International Reading Association - State of Idaho
Language Arts Curriculum Coordinator – Joint School District No. 2
Title I Parent Involvement & Literacy Facilitator - Joint School District No. 2
Elementary Title I Teacher - Joint School District No. 2
Reading Endorsement Supervisor – Graduate Fellowship, University of Oregon
Elementary Teacher grades 1st, 3rd, 4th and 5th - Joint School District No. 2,
Center for Early Education, Los Angeles, CA

Strengths
- Expertise teaching grades 6-8 in an Arts magnet school
- Expertise in the language arts
- Knowledge of Common Core standards and district curriculum requirements
- Experience in Arts infused instruction and differentiation of instruction
- Experience in securing grants to support the arts
- Ability to effectively communicate with a variety of audiences
- Knowledge and skills in collaboration and creative problem-solving
- State/District/classroom experience and skills in organizational and classroom management
- Proficiency with technology
- Positive attitude
- Vested interest in the success of the Profession
- Willingness to take on challenges and learn new skills - district's teacher of the Year 2015-2016

MARK GORTON

13552 N. HALLEY STREET, RATHDRUM, ID 83858
PHONE (208) 660-3646. E-MAIL mgorton@lakeland272.org

OBJECTIVE:

Appointment to the Idaho Professional Standards Commission.

EDUCATION:

B.S. Communication Arts, December 1997 Lewis-Clark State College, Lewiston, Idaho

CERTIFICATION:

State of Idaho Teachers Certificate 6-12

Endorsements: Social Sciences, United States History, United States Government, World History, Computer Application Technology, Public Speaking and Drama

TEACHING EXPERIENCE:

- **Teacher, Mountain View Alternative School, Lakeland School District, Rathdrum, Idaho**
  August 2001-Present
  - Public Speaking
  - Acting
  - Economics
  - U.S. Government
  - Computer Application

Teacher, Lakeland Junior High, Lakeland School District, Rathdrum Idaho
2000-2001
- United States History
- World History
- Computer Application Technology

Teacher, Lapwai Alternative School, Lapwai, School District, Lapwai, Idaho
September, 1998-2000
- United States History
- Economics
- United States Government
-

Professional Organizations:
- Northwest Professional Educators 2001
- Lakeland School NWPE employee benefit fair representative 2003-2014

Activities:
- February 2016 Master of Ceremonies Idaho District 1 and 2 Cheer and Dance Competition
- 2015/2016 Member of the Lakeland Mastery Leaning and Report Card/Grade Report committee
- 2015/2016 Member of the Lakeland Mileposts/ExamView staff training committee
- 2014/2015 Member of the Lakeland Curriculum Committee
- 2014/2015 Member of the Lakeland Idaho LEADS committee
- 2004 Recipient of the NEH scholarship and summer workshop People, Place and Power summer workshop
- 2014-present. Volunteer coach, City of Rathdrum Parks and Recreation, Rathdrum, ID
- 2000- present. Head Track and Field Coach – Lakeland High School

Brad Murray
Superintendent of Schools
Lakeland Joint School District #272
bmurray@lakeland272.org

Lisa Sexton
Assistant Superintendent of Schools
Lakeland Joint School District #272
lsexton@lakeland272.org

Paul Uzzi
Principal
Mountain View Alternative School
Lakeland Joint School District #272
puzzi@lakeland272.org

Dr. Mary Ann Ranells
Superintendent of Schools
West Ada School District
208-855-4500
ranellstreehouse@gmail.com

Dennis Kachelmier
Superintendent of Schools
Nezperce Joint School District #302
dkachelmier@nezpercesd.us

Charles Kinsey
AdvancED
Former Superintendent of Schools
Lakeland Joint School District #272
cckinsey@gmail.com

Cindy Omlin
Executive Director
Northwest Professional Educators
director@nwpe.org

Jason Bradbury
President
Lakeland Education Association
jbradbury@lakeland272.org

Warren Bakes
University of Idaho
College of Education
warbak@uidaho.edu

Cassidy Hall
University of Idaho
Interim Director/Technology Integration
Specialist, Assistant Professor
cassidyh@uidaho.edu

2/4/16

To Whom This May Concern:

My name is Mary Jackson and I teach Spanish at Lewiston High School. I began teaching here in 1988. Through the years I have assisted our LHS LEA building representatives with a variety of activities. I didn't have the time to take a lead role in my association for various reasons and tried to fill the many gaps volunteering for tasks in my building. In my later years I have felt compelled to do more as I volunteered to be the building representative for a few years.

The Professional Standards Commission was something I learned a lot about as my colleague, Dennis Ohrtman, spent time on this commission. I realized long ago that I wanted to be a part of this a decision making group. Ethical practices by qualified, competent teachers in the workplace are important to me, my colleagues, the community and the state. Equitable and fair practices for Idaho educators are a pinnacle of importance currently and looking forward into the future. Teachers working toward high achievement for their students through excellent professional practices while remaining true to Idaho standards are a clear vision for all stakeholders. Being a veteran educator on this commission sets a stage to have a powerful, reliable, realistic voice as a teacher representative position.

My goal as a board member is to be a fair, accurate, thorough, hard working decision maker in this group. Thank you for my consideration on the Professional Standards Commission.

Sincerely,

Mary Jackson

Mary L. Jackson
1546 Heimark Court
Clarkston, Washington 99403
509-758-0566
mjackson@lewistonschools.net

EMPLOYMENT

Secondary Spanish Education Lewiston Senior High School 1988-current

- Level 1 Spanish: Grades 10-12
- Level 2 Spanish: Grades 10-12

EDUCATION

University of Idaho- Moscow, Idaho Undergraduate
B.S. ED 1983 Major: Secondary Education - History
Minors: Spanish and French
University of Idaho- Moscow, Idaho Graduate
M.S. ED 2012 Curriculum and Instruction
Additional work at Lewis Clark State College, Boise State University, Northwest Nazarene University, Seattle Pacific University, University of New Mexico, University of Oregon, Universidad Technológica Equinoccial, and Centro Mexicano de Idiomas

TEACHING CERTIFICATION

State of Idaho Teacher Certification Grades 6-12 Social Studies, History, Humanities, Spanish and French

PRESENTATIONS

- 2015 Boise, Idaho *Decoding Codices: What Do These Pictures Mean?,* Idaho Association of Teachers of Languages and Culture
- 2014 Kuna, Idaho *Visual Journaling-Incorporating the New Visual Arts Standards into Foreign Languages*, Idaho Association of Teachers of Languages and Culture
- 2012 Lewiston, Idaho *Creating and Using Papel Picado for Día de los Muertos* Idaho Association of Teachers of Languages and Culture
- 2011 Caldwell, Idaho *New Mexican Tin Art* Idaho Association of Teachers of Languages and Cultures
- 2008 Nampa, Idaho *Japan Fulbright Memorial Fund* Idaho Association of Teachers of Languages and Cultures
- 2005 Boise, Idaho *Basque Culture* Idaho Association of Teachers of Languages and Cultures
- 1993 Boise, Idaho *The Best of Ecuador* Idaho Association of Teachers of Languages and Cultures

COMMITTEES

- Lewiston Education Association scholarship committee 2014-2016
- Lewiston High School building representative to the Lewiston Education Association representative council 2011-2014
- Lewiston Education Association representative to the Lewiston School District sick leave bank committee 2010-current
- Senior project committee 2008-2010
- District calendar committee 2007
- Served on college screening committee for a long distance student teaching program (PACE) 2005
- Curriculum development committees for Spanish 9-12

- Textbook selection committees 9-12
- Past school attendance committee grades 10-12

ORGANIZATIONS

Member of the Lewiston Education Association, Idaho Education Association and National Education Association
Member of the Idaho Association of Teachers of Languages and Cultures
Member of the Pacific Northwest Council for Languages
Member of the American Council on the Teaching of Foreign Languages

LEADERSHIP

- 2014-current Pacific Northwest Council for Languages Board member
- 2012-2013 Secretary of Idaho Association of Teachers of Languages and Cultures (IATLC)
- 2009 Idaho Association of Teachers of Languages and Cultures conference organizer
- 2008-2009 President of the Idaho Association of Teachers of Languages and Cultures
- 2007-2008 Vice President of IATLC
- 2004-2007 Secretary of IATLC

CLASSROOM GRANTS

- 2015 Recipient of a Kids in Need Grant *Alebrijes: A Mexican Handicraft Tradition*
- 2014 Recipient of a Kids in Need Grant *Books and Roses: A Spanish Observance*
- 2013 Recipient of a Kids in Need Grant *Let's Celebrate Cinco de Mayo*
- 2013 Recipient of a Lewiston School District Impact Grant *Do You Have Anything to Read?*
- 2012 Recipient of a Kids in Need Grant *A Picture is Worth a Thousand Words*
- 2011 Recipient of a Kids in Need Grant *Papel Picado: An Introduction to Paper Cutting*
- 2010 Recipient of a Target Field Trip Grant *Cruise the World*
- 2010 Recipient of a Kids in Need Grant *If I Had a Hammer: An Introduction to Tin Art*

RECOGNITION AND ACHIEVEMENTS

- 2015 National Endowment for Humanities summer institute in Oaxaca, Mexico
- 2011 Idaho Association of Teachers of Languages and Cultures Teacher of the Year
- 2011 Thomas C. Wright Fellowship recipient. This University of Idaho scholarship program funds a Master's degree in Curriculum and Instruction.
- 2010 National Endowment for the Humanities Scholarship recipient
- 2009 Chosen as the Washington recipient of a Horace Mann-Abraham Lincoln Fellowship
- 2008 Participant in the Japan Fulbright Memorial Fund program for an extended stay in Japan
- 1993 Fulbright-Hays Grant Scholarship recipient. Attended the Universidad Technológica Equinoccial in Quito, Ecuador and participated in an extended home stay.
- 1989 Idaho Educator Scholarship recipient to participate in an extended home stay in Morelia, Mexico and attended Centro Mexicano de Idiomas

REFERENCES

Dr. Robert Donaldson	rdonaldson@lewistonschools.net	208-748-3044
Dr. Dennis Ohrtman	dwohrtman@aol.com	208-743-0694
Deanna Didier	deannadidier@gmail.com	208-305-3704

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February 11, 2016

To whom it may concern:

I am writing in regard to my interest in serving on the Idaho State Department of Education Professional Standards Committee (PSC). I believe I would be an asset to this committee due to my classroom experience, my ability to communicate and lead, and my desire to promote the teaching profession as one made up of professionals who are dedicated to doing the best work they can for the children of the state of Idaho.

I have been a classroom teacher since 1998. I began my career as an English and journalism teacher at Skyview High School in Nampa. Since then, I have moved to the West Ada School District, where I have been teaching French and English Language Arts at Eagle High School. I have taught a variety of subjects throughout my career. I also work as an Instructional Coach through a technology grant at Meridian Middle School. I get to work with teachers one-on-one to improve teaching practices and to integrate technology in a meaningful way. I am so excited about the changes I see taking place in classrooms every day, and the positive impact those changes have on learning and engagement. Teaching gives me a sense of purpose. I love interacting with students and with other teachers to effect change on a daily basis.

During my time in education, I have had the opportunity to work as an IEA building representative and state delegate. I have also mentored two student teachers, and several new teachers. I have served on curriculum writing and End-of-course exam writing committees. I have been a department chair, worked on the school accreditation report, and the school improvement and RTI development committees. I also work collaboratively with other Instructional Coaches to deliver professional development that supports best teaching practices. In addition, I have been working with Digital Promise and the Verizon Foundation as a technology integration coach, and have completed my master's in Educational Leadership. All of these experiences have helped me to develop effective communication skills and to be able to work with others in a variety of capacities.

I am highly dedicated to my profession. I take continuing education classes to improve my craft, even when I don't need the credits. I hold myself to high standards of ethical conduct in all things. I believe that teachers are, and should be, held to a high standard of behavior and professionalism. Educators must protect the best interests of children and do the best job we can to teach kids life-long skills, including things such as integrity and perseverance.

I am excited about the possibility of serving on the PSC. I think it will be fascinating to be a part of monitoring and developing in-service opportunities, teacher education programs, and certification requirements. I want to help ensure that students get opportunities that they have never had before as technology and mind-shifts open up possibilities for schools. I want to be a part of the committee that helps teachers be the best they can be. I am excited to work collaboratively with other representatives of the profession to determine how to meet the needs of Idaho students, teachers, and parents.

Sincerely,

Aliene (Ali) A. Shearer

ALIENE (ALI) SHEARER
2886 N Mule Deer Way
Meridian, ID 83646
(208)631-1771
shearer.ali@westada.org

CERTIFIED SECONDARY SCHOOL TEACHER (Grades 6-12)

Enthusiastic and motivated secondary teacher with leadership experience seeking to use strengths to work collaboratively with committee members and education stakeholders to advance the education profession as a member of the Professional Standards Commission.

CORE COMPETENCIES

• Organizational and Communication Skills • Professionalism and Leadership Abilities • District Curriculum Development • Instructional Best Practices	• Technology Integration • Learner Assessment & EOC Development • Project Based Learning • Familiarity with Common Core Standards

PROFESSIONAL EXPERIENCE

WEST ADA SCHOOL DISTRICT, Meridian, ID

Instructional Coach (grades 6-8), (Meridian Middle School)
French Teacher (grades 9-12), (Centennial and Eagle High Schools)
English Teacher (grades 9-12), (Skyview, Centennial, and Eagle High Schools)

I have filled a variety of positions at the high school level. I have taught 9th and 11th grade Language Arts, Language Arts Lab, French Levels 1-4 (including IEN classes), and others. I have written district concept based curriculum, and district End of Course exams. I have been an adviser for multiple student organizations. I have been a department chair in charge of purchasing, leading collaboration, helping with accreditation reports, and acting as a resource and sounding board for peers. I have mentored new and veteran teachers. I have organized large scale school events such as the roll-out of 1,000+ tablet computers.

Key Contributions:

- Develops and delivers professional development for school staff.
- Works with Digital Promise and the Verizon Foundation to promote innovation in education.
- Provides one-on-one teacher support for best practices.
- Wrote and received a grant for technology.
- Earned Distinguished and Proficient evaluations for the quality and creativity of classroom teaching, lesson plans and instructional materials used in teaching multiple subjects.
- Developed innovative lessons that used technology integration and project based learning.
- Coordinated and participated in regular collaboration meetings with teachers across the district via video conferencing.
- Established positive relationships with students, parents, colleagues, and school administrators.
- Successfully taught and engaged students in video conference (IEN) environment.

EDUCATION & CREDENTIALS

Northwest Nazarene University, Nampa, ID
- **MA in Educational Leadership, 2004**

Idaho State University, Pocatello, ID
- **BA in Secondary English Education, 1995**
- **Minors in French and Mass Communication**

Professional Associations and related activities

(including offices)

American Association of Teachers of French

World Language Department Chair, Centennial HS, 2007-2012

Meridian School District French Language End of Course Exam writing

Meridian School District Language Arts Content Based Curriculum revision

Community Involvement (Please list all community service or other community activities in which you have been involved and dates)

I am the communications officer for the Track and Cross Country Booster Club at Meridian High School. I also work at fundraising events for the MHS choir program. I volunteer time at my church as needed.

The Professional Standards Commission meets as many as six (6) times a year. Each meeting spans two days. Additionally, Commission members may be asked to attend public meetings, attend State Board of Education meetings, and present at regional or state meetings. Will you be able to give the required yearly time to this position? YES X NO __.

Applicant's signature

Please attach resume, three (3) letters of recommendation, and statement of commitment to the profession.

1/07

References

Lisa Austin Meridian Middle School Principal
(208)855-4225 austin.lisa@westada.org
Kelly Goughnour Eagle High School Assistant Principal
(208)350-4235 goughnour.kelly@westada.org
David Moser West Ada School District Area Director
(208)855-4500 moser.david@westada.org

TONY ROARK
CURRICULUM VITAE

✉ torotoro11@gmail.com
☎(208) 891-1100

1821 N. 8th St.
Boise, ID
83702-3612

BACKGROUND

- **Education**

  Ph.D. (Philosophy) 1999, University of Washington
  B.A. (Philosophy and English) 1992, University of Idaho

- **Administrative Appointments**

2012	Dean, College of Arts and Science, Boise State University
2011-12	Interim Dean, College of Arts and Science, Boise State University
2009-11	Associate Dean, College of Arts and Science, Boise State University
2007-09	Department Chair, Department of Philosophy, Boise State University

- **Faculty Appointments**

2011	Professor of Philosophy, Boise State University
2006-11	Associate Professor of Philosophy, Boise State University
2001-06	Assistant Professor of Philosophy, Boise State University
2000-01	Adjunct Professor of Philosophy, Boise State University
1999-2000	Visiting Assistant Professor of Philosophy, The Ohio State University

COLLEGE PROFILE

Departments:	16	Full-time faculty:	308	Annual approp. budget:	~$36M
Interdisc. programs:	6	Part-time faculty:	~360	Research units:	5
Undergrad. majors:	~5,700	Admin. staff:	60	Extram. research exp.*:	~$10M
Grad. students:	~330	Buildings occup.:	17		
SCH per year:	~240K				

* 5 yr. annual avg.

ADMINISTRATIVE EXPERIENCE

- **Curriculum and Pedagogy**

General Education Reform. In 2008-2010 I co-chaired a task force charged with redesigning our nearly 30 year old core curriculum from the ground up. Engaging every program across campus, we developed AAC&U LEAP-inspired university-level learning objectives and a new curriculum to support them that features: a common, interdisciplinary first-year experience; another common course examining diversity, ethics, and civility; a writing across the curriculum requirement for all majors; and a capstone/senior experience class for all majors. Simultaneously, we reduced the minimum credits required to graduate from 128 to 120.

Pedagogy Reform. With the Dean of Engineering and the Director of our Center for Teaching and Learning, I currently serve as a co-investigator of a $2M NSF grant whose goal is to increase the use of evidence-based instructional practices among STEM instructors, which will in turn support greater student learning, higher persistence, and shorter time to graduation. Our efforts are yielding results on the ground as well as publications, presentations, and national attention.

Graduate Program Development. In the fall of 2012, COAS launched an interdisciplinary Biomolecular PhD program, which is shared jointly by the departments of Biological Sciences, Chemistry and Biochemistry, and Physics. Because the program lives at the college level, devising an effective governance structure was crucial. The program has been highly successful in recruiting and retaining students, losing only one (1) student to attrition in the first three cohorts.

COAS is currently in the development phase of a PhD in Ecology, Evolution, and Behavior, which will be administered by our Biological Sciences department.

We are also in the development phase of a PhD in Computing, which will be shared by units in the College of Engineering and several COAS departments (Mathematics, Geosciences, Biological Sciences, and others). The governance structure is modeled after the PhD in Biomolecular Sciences.

- **Reorganization**

In the spring of 2013, the Provost of Boise State University announced that the College of Social Sciences and Public Affairs would be dissolved in FY15. Four of the departments in that college were collected to build a new School of Public Service to support Boise State's state-wide responsibility for delivering programs in public policy. The remaining five departments and three interdisciplinary programs were integrated into COAS, making it the largest academic unit in the university and the home of liberal arts education. I personally managed the relevant portions of the dissolution and integration. My transparency and inclusiveness resulted in a smooth process, stable results, and high morale among faculty and staff.

- **Budgeting**

Boise State University has operated according to a historically-based, incremental budget model for many decades. Under this regime, my approach to budgeting has always been highly collaborative and transparent with department chairs. We are currently in process of moving toward a RCM/incentive-based budget model, which will devolve much of the budgetary responsibility and authority that currently resides in our central budget office down to academic colleges. I have been following the proliferation of RCM-type models for several years and am currently playing a dean's-level role in the development of the model to be deployed in FY18.

- **Research**

Facilitation of faculty research takes several forms in COAS, from the negotiation and funding of start-up packages for science faculty to the development of a college workload policy that creates greater flexibility for faculty to the creation and maintenance of NIH- and NSF-funded research centers and groups. The temperament in Boise State's VPR's office has made advancing research in the sciences more readily achievable (and more visible) than in other areas, but I have undertaken efforts to advance the work of colleagues in the humanities and fine and performing arts, as well. Of particular interest to me are opportunities to link artists, humanists, and scientists in ways that advance the work and interests of all parties.

- **Fundraising**

The Advancement office at Boise State has grown substantially in recent years, thanks to significant investment by the university. It remains relatively small, however, with only one development officer embedded within COAS. Despite that, we are remarkably successful in raising major gifts (≥$25K at Boise State) and currently have ~25% in hand toward a $5M private fundraising goal for a $35M new Fine Arts Building. My development officer and I attend CASE conferences together, and I enjoy the cultivation, solicitation, and stewardship process.

RESEARCH

- **Publications**

Books

Aristotle on Time: A Study of the Physics, Cambridge University Press, March 2011.

Book Chapters

"Applying the CACAO Change Model to Promote Systemic Transformation in STEM," with A. Marker, P. Pyke, S. Ritter, K. Viskupic, A. Moll, R. Landrum, and S. Shadle, in *Transforming Institutions: Undergraduate STEM Education for the 21st Century*, Weaver, Burgess, Childress, Slakey (eds.), Purdue University Press, 2016, 176-88.

Articles

"*Maieutikos*, Maypoles, and Metacognition: Teaching Undergraduates about Aristotelian Substance," *APA Newsletter on Teaching Philosophy* 9:2 (2010), 20-4.

"Aristotelian Temporal Passage," *Philosophical Writings* 28 (2005), 23-33.

"Why Aristotle Says There Is No Time Without Change," *Apeiron* 37:3 (2004), 227-47.

"Aristotle's Definition of Time is Not Circular," *Ancient Philosophy* 23:2 (2003), 301-18.

"Conceptual Closure in Anselm's Proof," *History and Philosophy of Logic* 24:1 (2003), 1-14.

"Retribution, the Death Penalty, and the Limits of Human Judgment," *International Journal of Applied Philosophy* 13:1 (1999), 57-68.

Book Reviews

*[1] *Time for Aristotle*, by Ursula Coope, *Mind* 118:470 (2009), 459-62.

- **Conference Presentations**

National

2015 American Association of Colleges and Universities — Concurrent Session: "Catalyzing Institutional Transformation: An Integrated Model for Effective Practice," with A. Marker, B. Earl

2009 Pacific Division Meeting of the APA — Colloquium Paper: "Perspectival Cognition in Aristotle's *De Memoria*"

2009* American Association for Philosophy Teachers — Colloquium Paper: "Teaching Aristotle on the Maypole Model"

2007 Pacific Division Meeting of the APA — Colloquium Paper: "On a Moment's Notice: Aristotle on Perceiving Instants in Time"

2005 Pacific Division Meeting of the APA — Colloquium Paper: "Aristotelian Temporal Passage"

2002 Pacific Division Meeting of the APA — Colloquium Paper: "Tarski and Klima: Conceptual Closure in Anselm's Proof"

2001 Karl Jaspers Online Forum —Commentator: "On Fear of Solipsism: Science, Radical Constructivism, and Science Education," Target Article 40 (Dewey I. Dykstra, Jr., Dept. of Physics, Boise State University)

1999 Pacific Division Meeting of the APA — Symposium Paper: "The Correct Constitutions and Aristotle's Concept of Distributive Justice"

1998 Pacific Division Meeting of the APA — Colloquium Paper: "Retribution, the Death Penalty, and the Limits of Human Judgment"

[1] Items marked with an asterisk are invited articles/presentations; all other research items (except for commentator roles) are blind peer-reviewed.

Regional

2010* Northwest Ancient Philosophy Conference — Colloquium Paper: "Perspectival Cognition in Aristotle's *De Memoria*"
2010 Northwest Ancient Philosophy Conference — Commentator: "Sensible *Ousia* is Defined like the Snub: *Metaphysics* Z.10-11" (Chad Wiener, Portland State University)
2006 Northwest Conference on Philosophy — Colloquium Paper: "On a Moment's Notice: Aristotle on Perceiving Instants in Time"
2006 Northwest Conference on Philosophy — Commentator: "Mind-Body Supervenience's Cardinal Sin" (Josh Rasmussen, Notre Dame)
2005 Inland Northwest Philosophy Conference — Colloquium Paper: "Time Over Identity: Aristotle on the Problem of Identity Over Time.
2002 Northwest Conference on Philosophy — Commentator: "Socrates on Why Wrongdoing Damages the Soul" (Thomas C. Brickhouse, Lynchburg College, and Nicholas D. Smith, Lewis and Clark College)
2001 Inland Northwest Philosophy Conference — Commentator: "Moderate Reasons-Responsiveness, Moral Responsibility, and Manipulation: A Challenge for Fischer and Ravizza?"(Todd R. Long, University of Rochester)
2000 Northwest Conference on Philosophy — Commentator: "The Deflationary Approach to Truth and *De Interpretatione* 9" (Martin M. Tweedale, University of Alberta)
1998 Northwest Conference on Philosophy — Colloquium Paper: "The Correct Constitutions and Aristotle's Concept of Distributive Justice"
1997 Northwest Conference on Philosophy — Colloquium Paper: "Retribution, the Death Penalty, and the Limits of Human Judgment"

Community

2013 Invited speaker, Capital City Communicators, "Ethics in Communication"
2010 Invited speaker, Syringa Networks Business and Technology Symposium, "The Importance of Ethics in the Workplace"
2006 Invited speaker, Fettuccine Forum, City of Boise, "Corruption and Civic Duty: Why Good People Can Make Bad Leaders"
2005 Invited speaker, Colloquium on Public Lands and Endangered Species
2004 Invited speaker, Western Region Conference of America's Second Harvest

- **Panelist/Referee/Reviewer Activities**

2015 Panelist, National Endowment for the Humanities
2014 Referee, *Archiv für Geschichte der Philosophie*
2011,14 Manuscript reviewer, Cambridge University Press
2009-11 Referee, *Journal of Value Inquiry*
2007 Manuscript reviewer, Oxford University Press
2007 Referee, *Florida Philosophical Review*
2007 Manuscript reviewer, Longman Publishing
2004-05 Referee, *Ancient Philosophy*
2003 Manuscript reviewer, Oxford University Press

GRANT ACTIVITIES

2013-16 Co-PI, National Science Foundation WIDER Program (#DUE-1347830), $2M
2005 PI, National Endowment for the Humanities Summer Stipend, $5,000

HONORS AND AWARDS

2006 Students' Choice Award nominee, Faculty Recognition of the Year

2005 Students' Choice Award, Faculty Recognition of the Year, College of Arts and Sciences
2005 Phi Kappa Phi Faculty Inductee (BSU Chapter)
2004 Faculty Research Associates Program Participant
1999 Dissertation Fellowship in the Humanities, University of Washington (declined for OSU position)
1999 Graduate Student Award, Pacific Meeting of the APA
1998 Graduate Student Award, Pacific Meeting of the APA
1992 Alumni Award for Academic Excellence (UI)
1992 Phi Beta Kappa (UI Alpha)

PROFESSIONAL- COMMUNITY SERVICE ACTIVITIES

2013-16 Member, Professional Standards Commission, Idaho Dept. of Education
2005-17 Commissioner, City of Boise Ethics Commission (Chair, 2007-09; Vice Chair, 2015-17)

PROFESSIONAL AFFILIATIONS

American Philosophical Association
Council of Colleges of Arts and Sciences

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CURRICULUM VITAE

University of Idaho

NAME: Taylor Raney **DATE:** January 7, 2016

RANK OR TITLE: Director of Teacher Education and Clinical Associate Professor of Curriculum and Instruction

DEPARTMENT: College of Education

OFFICE LOCATION AND CAMPUS ZIP:
Targhee Hall Room 105
Mail Stop 3082

OFFICE PHONE: (208) 885-1027
FAX: (208) 885-6761
EMAIL: tcraney@uidaho.edu
WEB: www.uidaho.edu/ed/ci/taylorraney

DATE OF FIRST EMPLOYMENT AT UI: June 21, 2015

DATE OF PRESENT RANK OR TITLE: June 21, 2015

EDUCATION BEYOND HIGH SCHOOL:

Degrees:
Ph.D. (2015) Northwest Nazarene University, Educational Leadership
Ed.S., (2013) Northwest Nazarene University, Educational Administration - Superintendency
M.Ed., (2012) Northwest Nazarene University, Curriculum and Instruction
M.Ed. (2006) Northwest Nazarene University, Educational Administration – Principalship
B.S.Ed. (2002) University of Idaho, Secondary Education

Certificates and Licenses:
Idaho Standard Secondary Credential: English 6/12, French K/12, Psychology 6/12
Idaho Standard Administrator: School Principal PreK/12, Superintendent

EXPERIENCE:

Teaching, Extension and Research Appointments:
2015–Present Clinical Associate Professor, Department of Curriculum and Instruction, University of Idaho, Moscow, ID
2003–2008 Secondary Teacher, West Junior & Boise Senior High Schools, Boise School District, Boise, ID

Academic Administrative Appointments:
2015-Present Director of Teacher Education, College of Education, University of Idaho, Moscow, ID
2015-Present Chief Certification Officer, College of Education, University of Idaho, Moscow, ID
2015-Present Elementary Program Coordinator, College of Education, Department of Curriculum and Instruction, University of Idaho, Moscow, ID
2015-Present Secondary Program Coordinator, College of Education, Department of Curriculum and Instruction, University of Idaho, Moscow, ID
2013-2015 Director of Teacher Certification, Idaho State Department of Education, Boise, ID
2013-2015 Director of Professional Standards, Idaho State Department of Education, Boise, ID
2008-2013 Elementary School Principal, Caldwell School District, Caldwell

TEACHING ACCOMPLISHMENTS:

Areas of Specialization:
Curriculum and Instruction
Educational Leadership

Courses Taught:
Learning, Development, and Assessment, EDCI 301, Fall 2015
Alcohol and Drug Prevention, ISEM 301, Spring 2016
Practicum, EDCI 402, Spring 2016

Students Advised:

Undergraduates:
Kayla Bryant
Bonnie Gay
Klaree Hobart
Grace Libby
Kaitlyn Pyle
Shelby Smith
Lauren Votava

SCHOLARSHIP ACCOMPLISHMENTS:

Peer Reviewed/Evaluated (currently scheduled or submitted):

Raney, T. (in review). Development of kindergarten literacy automaticity through double-dosed tier one instruction: Student outcomes and parental and teacher perceptions of program efficacy. Literacy Research and Instruction.

Technical/Professional Reports:

Raney, T. (2015, May). Mathematics teacher certification in Idaho. Idaho Math Education Collaborative in Boise, ID.

Raney, T. (2015, January). Idaho tiered teacher licensure: Anticipated outcomes. Boise State University.

Raney, T. (2014, December). Issues in teacher certification. Teacher Education Coordinating Committee, University of Idaho

Raney, T. (2014, November). Tiered teacher licensure: What can the new teacher expect? Northwest Nazarene University.

Raney, T. (2014, October). Tiered licensure: Expected outcomes and ramifications. Lewis-Clark State College.

Raney, T., Clark, L., Kellerer, P., Gramer, R. (2014, August). Idaho Board of Education vision for tiered teacher licensure in Idaho. Idaho School Superintendents' Annual Conference in Boise, ID.

Raney, T. (2014, July). Tiered teacher licensure: Other states' requirements and outcomes. Idaho State Board of Education.

Raney, T. (2014, April). Educator ethics: What school administration and leadership should know and do to support student safety. University of Idaho – Boise.

Refereed Presentations at International, National, Regional, State, and Local Conferences:

Raney, T., Snow, J., Sanchez, L., & Linder, C. (2015, November). Elevating the profession: Toward a continuum of professional learning. Idaho School Boards Association Annual Convention in Coeur d'Alene, ID.

Raney, T., Sanchez, L., & Kellerer, P. (2015, October). Impact on reading fluency of double-dosed tier-one instruction for struggling kindergarten students. Northern Rocky Mountain Educational Research Association Conference in Boise, ID.

Raney, T. (2015, March). Educator ethics in a digital world. Idaho State Prevention Conference in Sun Valley, ID.

Raney, T. & Haas, S. (2014, August). Trends in educator ethics in Idaho. Idaho Association of School Administrators (IASA) Summer Leadership Conference in Boise, ID.

Losee, L., Wallace, J., **Raney, T.**, & Barzee, S. (2014, May). NTEP: Mapping our state's progress to transform educator preparation. 4th National Summit on Educator Effectiveness in San Antonio, TX. Kennedy, T., Sharrard, J., Serna, I., Johnston, H.,

Raney, T., & Hammond, K. (2002, October). FLES K-6: Improving public awareness and support of elementary foreign language education programs. Idaho Association of Teachers of Language and Culture Annual Conference in Boise, ID.

SERVICE:

Major Committee Assignments:

University Level, Campus-wide
Chair, Teacher Education Coordinating Committee, 2015-present

College Level, College of Education
Member, Search Committee, Dean of College, 2015-present
Member, Leadership Team, 2015-present
Member, Expanded Leadership Team, 2015-present

Departmental Level, Curriculum and Instruction
Search Committee Chair, Director of Student Services, 2015-present
Committee Member, Clinical Faculty Third Year Review, 2015-2016
Chair, Core and Elementary/Secondary Program Revision Committee, 2015-present

Professional and Scholarly Organizations:
National Association of State Directors of Teacher Education and Certification, 2013-present
Idaho Association of School Administrators, 2008-present
Idaho School Superintendents' Association, 2013-present

Outreach Service:
Media Outreach Faculty Expert, Education Issues, University of Idaho, 2016-present
Professional Evaluation Review Committee (Idaho Department of Education), 2015
Idaho Equitable Access to Excellent Educators Committee (Idaho Department of Education), 2014-present
Institutions of Higher Education Coalition, 2013-present
Idaho Association of College of Teacher Education, 2013-2015
Region II Idaho School Superintendents' Association University of Idaho Liaison, 2015-present
Idaho Rural Schools Collaborative, 2015-present
Idaho Professional Standards Commission, Elementary Principal Representative, 2011-2013
Inclusive Education Task Force, Idaho Council on Developmental Disabilities, 2014-present
Elementary Standards Review, Professional Standards Commission, January 2015

Graduate Committees:
Northwest Nazarene University – Doctor of Philosophy
Harris, Dana
McMillan, Kendra

University of Idaho – Doctor of Philosophy

Community Service:
Board of Directors: Family Advocates of Idaho, 2013-2015
Editorial Board: Idaho Press Tribune, 2012

Honors and Awards:
Idaho Business Review: Accomplished Under 40, 2014

PROFESSIONAL DEVELOPMENT:

Scholarship:
2015, October. *Northern Rocky Mountain Educational Research Association Conference.* Boise, ID.

Advising:
2015, September. *University of Idaho 12th Annual Advising Symposium*. Moscow, ID.

Administration/Management:
2014, January: *Network for Transforming Educator Preparation*. Atlanta, GA.
2014, February: *Ted Andrews NASDTEC Winter Symposium*. San Diego, CA.
2014, April: *Developing Student Learning Objectives Summit,* National Education Association. Minneapolis, MN.
2014, May: *State Consortium on Educator Effectiveness*. San Antonio, TX.
2014, June: *Annual Convention*, National Association of State Directors of Teacher Education and Certification. Kansas City, MO.
2014, June: *Network for Transforming Educator Preparation*. San Francisco, CA.
2015, February: *Ted Andrews NASDTEC Winter Symposium*. San Diego, CA.
2015, April: *Network for Transforming Educator Preparation.* Durham, NC.
2015, May: *State Consortium on Educator Effectiveness.* Atlanta, GA.
2015, June: *Annual Convention*, National Association of State Directors of Teacher Education and Certification. Atlanta, GA.
2015, November: *Idaho School Boards Association Annual Convention*. Coeur d'Alene, ID.
2016, February: *Ted Andrews NASDTEC Winter Symposium*. San Diego, CA.

Mark W. Neill
Associate Professor
Department of Educational Leadership
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neilmark@isu.edu

EDUCATION

1999 Ed.D. The University of Montana, Missoula, Montana
Primary Emphasis: Educational Leadership
Secondary Emphasis: Higher Education
Dissertation Title: *An analysis of the implementation of the essential elements in accredited Montana middle schools*.

1995 M.Ed. The University of Montana, Missoula, Montana
Primary Emphasis: Educational Leadership
Secondary Emphasis: Secondary Level School Administration
Non-thesis option

1977 B.S. Western Montana College, Dillon, Montana
Primary Emphasis: Secondary Education
Majors: Biological Science
Health & Physical Education

PROFESSIONAL EXPERIENCE

2015-2016 Associate Professor/Department Chair
Department of School Psychology and Educational Leadership (SPEL)
Department of Teaching and Educational Studies (TES)
College of Education
Idaho State University, Pocatello, ID

2014-2015 Associate Professor/Department Chair
Department of School Psychology and Educational Leadership (SPEL)
College of Education
Idaho State University, Pocatello, ID

2013 – 2014 Associate Professor/Department Chair
Graduate Department of Educational Leadership & Instructional Design
College of Education
Idaho State University, Pocatello, ID

2009 – 2013 Associate Professor/Program Area Leader
Graduate Department of Educational Leadership & Instructional Design
College of Education
Idaho State University, Pocatello, ID

2007 – 2009 Assistant Professor/Program Area Leader
Graduate Department of Educational Leadership & Instructional Design
College of Education
Idaho State University, Pocatello, ID

2005 – 2007 Assistant Professor/Assistant Department Chair
Department of Educational Leadership
College of Education
Idaho State University, Pocatello, ID

2004 - 2005 Assistant Professor
Department of Educational Leadership
College of Education
Idaho State University, Pocatello, ID

2000 – 2004 Middle Level Principal
Florence-Carlton Middle School, Florence, Montana

2002 – 2003 Adjunct Professor
Department of Educational Leadership & Counseling
The University of Montana, Missoula, Montana

1995 – 2000 Department Chair
C.M. Russell High School, Great Falls, Montana

1979 – 2000 Classroom Teacher
Great Falls, Lewistown, Park City, and Thompson Falls, Montana

1989 – 1993 Interdisciplinary Team Leader
Great Falls, Montana

TEACHING

Courses taught

Idaho State University

Spring 2016

EDLA 6657: Internship (10 students)	(1-3 credits)
EDLP 7703: Leadership & Organizational Development (8 students)	(3 credits)
# Taught via DL to 3 sites	

Fall 2015

EDLA 6657: Internship (11 students)	(1-3 credits)
EDLP 7700: Change Strategies (14 students) #	(3 credits)
# Taught via DL to 6 sites	
EDLP 8830: Comprehensive Examination (3 students)	(1 credit)

Summer 2015
EDLA 6657: Internship (12 students) (1-3 credits)

Spring 2015
EDLA 6657: Internship (10 students) (1-3 credits)
EDLP 7703: Leadership and Organizational Development (14 students) # (3 credits)
Taught via DL to 6 sites

Fall 2014
EDLA 6608: Organizational Leadership & Education Administration* (15 students)
*Hybrid class (4 in person meetings) 6 locations (3 credits)
EDLA 6657: Internship (15 students) (1-3 credits)
EDLP 7700: Change Strategies (7 students) to 3 locations (3 credits)

Summer 2014
EDLA 6615 Supervision and Instructional Leadership (9 students) (3 credits)
taught entirely online
EDLA 6657 Internship (6 students) (1-3 credits)

Spring 2014
EDLA 6657 Internship (7 students) (1-3 credits)
EDLP 7703 Leadership & Organizational Development (3 credits)
(14 students via DL to 4 sites)

Fall 2013
EDLA 6615 Supervision of Instruction (5 students) (on-line) (3 credits)
EDLA 6657 Internship (8 students) (1-3 credits)
EDLP 7700 Change Strategies (11 students via DL to 3 sites) (3 credits)

Summer 2013
EDLA 6614 Curriculum, Instruction, &Assessment (3 credits)
EDLA 6657 Internship (10 students) (1-3 credits)

Spring 2013
EDLA 6657 Internship (15 students) (1-3 credits)
EDLP 7703 Leadership and Organizational Development (0 students) (3 credits)

Fall 2012
EDLA 6648 Independent Study (1 student): Educational Equity & Ethics (3 credits)
EDLA 6657 Internship (16 students) (1-3 credits)
EDLA 7748 Independent Study (1 student): Dissertation preparation (1 credit)
EDLP 7702^ Supervision & Empowerment (8 students) (3 credits)
^web based course

Summer 2012
EDLA 6609 Principalship (6 students) (3 credits)
EDLA 6657 Internship (18 students) (1-3 credits)
EDLP 7700# Change Strategies (6 students) (3 credits)
#Course taught via distance learning network to 4 sites

Spring 2012

EDLA 6664#	Public School Monetary Policy (4 students)	(3 credits)
	#Course taught via distance learning network to 4 sites	
EDLA 7751	Superintendent Case Study (1 student)	(3 credits)
EDLA 6657	Administrative Internship (18 students)	(1-3 credits)

Fall 2011

EDLP 7703#	Leadership and Organizational Development (13 students)	(3 credits)
	#Course taught via distance learning network to 6 sites	
EDLA 6648	Independent Study for 1 student – Sub for EDLA 6644	(3 credits)
EDLA 7737	Superintendent Practicum (1 student)	(1 credit)
EDLA 6657	Administrative Internship (21 students)	(1-3 credits)
EDLP 8850	Doctoral Dissertation (5 students)	(1 credit)

Summer 2011

EDLA 6608*	School Leadership & Administration (9 students)	(3 credits)
	*Course taught in Idaho Falls	
EDLA 6657	Administrative Internship (22 students)	(1-3 credit)
EDLP 8850	Doctoral Dissertation (5 students)	(1 credit)

Spring 2011

EDLA 6615#	Supervision of Instruction (16 students)	(3 credits)
	# Course taught via distance learning network to 3 sites	
EDLA 6657	Administrative Internship (24 students)	(1-3 credits)
EDLP 8850	Doctoral Dissertation (5 students)	(1 credit)

Fall 2010

EDLA 6609	The Principalship (new course – 6 students)	(3 credits)
EDLA 6614#	Curriculum, Instruction, & Assessment (new course – 18)	(3 credits)
	# Course taught via distance learning network to 4 sites	
EDLA 6657	Administrative Internship (29 students)	(1-3 credits)
EDLP 8850	Doctoral Dissertation (5 students)	(1 credit)

Summer 2010

EDLA 608	School Leadership & Administration (12 students)	(3 credits)
EDLA 615	Supervision of Instruction (19 students)	(3 credits)
EDLA 657	Administrative Internship (18 students)	(1-3 credits)
EDLP 850	Doctoral Dissertation (5 students)	(1 credit)

Spring 2010

EDLA 657	Administrative Internship (23 students)	(6 credits)
EDLP 702#	Supervision and Empowerment (4 students)	(3 credits)
	# Course taught via distance learning network to 3 sites	
EDLP 801	Capstone Seminar (1 student)	(1 credit)
EDLP 850	Doctoral Dissertation (4 students)	

Fall 2009			
	EDLA 657	Administrative Internship (13 students)	(3 credits)
	EDLP 700#	Change Strategies (19 students)	(3 credits)
		# Course taught via distance learning network to 4 sites	
	EDLP 850	Doctoral Dissertation (4 students)	(1 credit)
Summer 2009			
	EDLA 615	Supervision of Instruction (9 students)	(3 credits)
	EDLA 657	Administrative Internship (5 students)	(3 credits)
Spring 2009			
	EDLA 608#	School Leadership & Administration	(3 credits)
		#Course taught via distance learning network to 3 sites	
	EDLA 657	Administrative Internship (20 students)	(3 credits)
	EDLA 644	Independent Study (EDLP 702) (2 students)	(3 credits)
	EDLA 648	Independent Study (EDLA 630) (1 student)	(1 credit)
Fall 2008			
	EDLA 648	Instructional Leadership (EDLA 644) (1 student)	(3 credits)
	EDLA 657	Administrative Internship (22 students)	(3 credits)
	EDLP 702#	Supervision & Empowerment (6 students)	(3 credits)
		#Course taught via distance learning network to 4 sites	
Summer 2008			
	EDLA 614#	Curriculum Leadership (23 students)	(3 credits)
		#Course taught via distance learning network to 3 sites	
	EDLA 657	Administrative Internship (5 students)	(3 credits)
	EDLP 700#	Change Strategies (8 students)	(3 credits)
		#Course taught via distance learning network to 4 sites	
Spring 2008			
	EDLA 608*	School Leadership & Administration (13 students)	(3 credits)
		*Course taught in Idaho Falls	
	EDLA 657	Administrative Internship (11 students)	(3 credits)
Fall 2007			
	EDLP 703#	Leadership & Organizational Development (8 students)	(3 credits)
		#Course taught via distance learning network to 3 sites	
	EDLA 657	Administrative Internship (15 students)	(3 credits)
Summer 2007			
	EDLA 608#	School Leadership & Administration (21 students)	(3 credits)
		#Course taught via distance learning network to 3 sites	
	EDLA 657	Administrative Internship (7 students)	(3 credits)
	EDLP 702	Supervision & Empowerment (3 students)	(3 credits)
Spring 2007			
	EDLA 613#	Using Data to Improve School Leadership (11 students)	(3 credits)

	#Course taught via distance learning network to 4 sites	
EDLA 615*	Supervision of Instruction (31 students)	(3 credits)
	*Course taught at in Idaho Falls	
EDLA 651	Case Study in School Leadership (11 students)	(3 credits)
EDLA 657	Administrative Internship (13 students)	(3 credits)

Fall 2006

EDLA 608	School Leadership and Administration (11 students)	(3 credits)
EDLA 651	Case Study in School Leadership (6 students)	(3 credits)
EDLA 657	Administrative Internship (9 students)	(3 credits)

Summer 2006

EDLA 613*	Using Data to Improve School Leadership (19 students)	(3 credits)
	*Course taught in Idaho Falls	
EDLA 615	Supervision of Instruction (4 students)	(3 credits)
EDLA 657	Administrative Internship (3 students)	(3 credits)

Spring 2006

EDLA 608*	Educational Leadership and Administration (11 students)	(3 credits)
	*Course taught in Idaho Falls – (M.Ed. cohort)	
EDLA 614	Curriculum Leadership (4 students)	(3 credits)
EDLA 657	Administrative Internship (9 students)	(3 credits)

Fall 2005

EDLA 608	Educational Leadership and Administration (21 students)	(3 credits)
EDLA 657	Administrative Internship (6 students)	(3 credits)
EDLP 702#	Supervision and Empowerment (14 students)	(3 credits)
	#Course taught via distance learning network to 5 sites	

Summer 2005

EDLA 614#	Curriculum Leadership (13 students)	(3 credits)
	#Course taught via distance learning network to 5 sites	
EDLA 722#	Data Driven Decision-Making (5 students)	(3 credits)
	#Course taught via distance learning network to 3 sites	
EDLA 657	Administrative Internship (11 students)	(3 credits)

Spring 2005

EDLA 613	Using Data to Improve School Leadership (13 students)	(3 credits)
EDLA 657	Administrative Internship (6 students)	(3 credits)
EDLA 662	Superintendency (7 students)	(3 credits)

Fall 2004

EDLA 614	Curriculum Leadership (10 students)	(3 credits)
EDLA 657	Administrative Internship (8 students)	(3 credits)
EDLP 702	Supervision & Empowerment (8 students)	(3 credits)

The University of Montana

Summer 2003
EDLD 565 Secondary Level Curriculum & Instruction (3 credits)

Summer 2002
EDLD 565 Secondary Level Curriculum & Instruction (3 credits)

Administrative roles

2015-2016 Chair - Department of School Psychology & Educational Leadership (SPEL)
Department of Teaching & Educational Studies (TES)
2014 - 2015 Chair – Department of School Psychology & Educational Leadership
2013 - 2014 Chair – Graduate Department of Educational Leadership & Instructional Design
2007 – 2013 Program Area Leader, (M.Ed., Ed.S., & Ed.D.), Department of Educational Leadership
2006 – 2007 Assistant Department Chair, Department of Educational Leadership
2005 – 2006 Assistant Department Chair, Department of Educational Leadership

Supervision activities

Administrative Internship

Spring 2016 10 students

Fall 2015 11 students
Summer 2015 12 students
Spring 2015 11 students

Fall 2014 12 students
Summer 2014 6 students
Spring 2014 7 students

Fall 2013 11 students
Summer 2013 12 students
Spring 2013 15 students

Fall 2012 18 students
Summer 2012 16 students
Spring 2012 19 students

Fall 2011 21 students
Summer 2011 22 students
Spring 2011 26 students

Fall 2010 30 students

Summer 2010	18 students
Spring 2010	23 students
Fall 2009	29 students
Summer 2009	24 students
Spring 2009	33 students
Fall 2008	28 students
Summer 2008	05 students
Spring 2008	46 students
Fall 2007	24 students
Summer 2007	36 students
Spring 2007	47 students
Fall 2006	44 students
Summer 2006	38 students
Spring 2006	44 students
Fall 2005	41 students
Summer 2005	05 students
Spring 2005	09 students
Fall 2004	06 students

Advising Activities

Doctoral dissertations

2016	Chair	Kevin Dupree –	Completed
		Colby Gull –	Completed
		Shon Hocker –	Completed
		David Marotz –	Completed
		Lanie Keller -	Preparing defense
		Steve Morton -	
		Robert Wallace -	
2015	Chair	Kevin Dupree –	Proposal accepted
		Colby Gull –	Proposal accepted
		Shon Hocker –	Proposal accepted
		Lanie Keller –	Preparing defense
		David Marotz –	Proposal accepted
		Jeanne Maxfield-Martin – transferred to Dr. Storie	
		Steve Morton -	(pre-proposal stage)
		Troy J Thayne -	(pre-proposal stage)
		Robert Wallace -	(pre-proposal stage)

2014	Chair	Shon Hocker -	(pre-proposal stage)
		Dave Marotz -	(pre-proposal stage)
		Steve Morton -	(pre-proposal stage)
		Troy J Thayne –	one year leave of absence
		Lanie Keller –	preparing for defense
		Colby Gull -	(pre-proposal stage)
		Jeanenne Maxfield-Martin -	(pre-proposal stage)
		Kevin Dupree -	(pre-proposal stage)
		Chad Struhs -	(pre-proposal stage)
2013	Chair	Dave Marotz	(pre-proposal stage)
		Shon Hocker	(pre-proposal stage)
		Troy J Thayne	(pre-proposal stage)
		Steve Morton	(pre-proposal stage)
		Lanie Keller	(defense stage)
		Brandon Ferris	(defense stage)
2012	Chair	Jim Shank	(successful defense)
		Dave Martoz	(pre-proposal stage)
		Shon Hocker	(proposal stage)
		Troy J Thayne	(pre-proposal stage)
		Joel Wilson	(proposal stage)
		Lanie Keller	(data collection stage)
		Brandon Farris	(data collection stage)
2011	Chair	Bryan Jolley	(successful defense)
		Dave Martoz	(pre-proposal stage)
		Shon Hocker	(pre-proposal stage)
		Jim Shank	(data collection stage)
		Troy J. Thayne	(pre-proposal stage)
		Joel Wilson	(pre-proposal stage)
2010	Chair	Shon Hocker	(pre-proposal stage)
		Bryan Jolley	(data collection stage)
		Dave Martoz	(pre-proposal stage)
		Jim Shank	(pre-proposal stage)
		Joel Wilson	(pre-proposal stage)
2009	Chair	Cheryl Charlton	(successful defense)
		Bryan Jolley	(proposal stage)
		Joel Wilson	(pre-proposal stage)
		Dave Martoz	(pre-proposal stage)

Advising load

2015-2016	Doctoral	(11)
	Education Specialist	(1)
	Masters	(5)
2014-2015	Doctoral	(9)
	Educational Specialist	(0)
	Masters	(10)
2013-2014	Doctoral	(9)
	Educational Specialist	(3)
	Master	(12)
2012-2013	Doctoral	(7)
	Educational Specialist	(6)
	Master's	(16)
2011-2012	Doctoral	(5)
	Education Specialist	(5)
	Master's	(44)
2010 – 2011	Doctoral	(6)
	Education Specialist	(6)
	Master's	(33)
2009 – 2010	Doctoral	(4)
	Education Specialist	(0)
	Master's	(19)
2008 – 2009	Doctoral	(7)
	Education Specialist	(2)
	Master's	(16)
2007 – 2008	Doctoral	(6)
	Education Specialist	(3)
	Master's	(23)
2006 – 2007	Doctoral	(1)
	Education Specialist	(0)
	Master's	(34)
2005 – 2006	Doctoral	(1)
	Educational Specialist	(0)
	Master's	(32)

2004 – 2005	Doctoral	(1)
	Education Specialist	(1)
	Master's	(36)

SCHOLARSHIP

Publications

Refereed journals (Externally-reviewed publications)

Fan, C. Bocanegra, J. O., Ding, Y., **Neill, M. W.** (2016). Examining School Psychologists' Perceptions of RTI Implementation. *Trainers' Forum*.

Neill, M. W., & Mathews, J. G. (2009, Spring). Does the use of technological intervention improve student academic achievement in mathematics and language arts for an identified group of at-risk middle school students? *Southeastern Teacher Education Journal 2(1),* 57-66**.**

Neill, M. W., & Saunders, N. S. (2008). Servant leadership: Enhancing quality of care and staff satisfaction. *Journal of Nursing Administration, 38*(9), 395-400, Richmond, VA: Lippincott, Williams, & Wilkins.

Neill, M., Hayward, K., & Peterson, T. (2007, August). Student perceptions of the interprofessional team in practice through the application of servant leadership principles. *CJIC Journal of Interprofessional Care, 21*(4), 425-432, Oxon, UK: Informa Healthcare.

Neill, M. (2006, August). Highly qualified teachers: Provisions, problems, & prospects. *Catalyst for Change: Journal of the National School Development Council, 34*(2), 3-9. Marlborough, MA: National School Development Council.

Wang, Wan-Hsing, & **Neill, M. W**. (2006, Spring). Instructor and student attitudes, perceptions, and motivation regarding the use of hypermedia instructional technology in the cosmetology program. *International Journal of Learning, 12*(9). Melbourne, Australia: Common Ground Publishing.

Brogan, G. H., Mathews, J. G., & **Neill, M. W.** (Spring 2005). Is the principalship in peril? Task performance factors effecting job satisfaction of high school principals in a mountain west state. *Journal for Effective School. 4*(1), 47-63. Pocatello, ID: Intermountain Center for Educational Effectiveness.

Chapters in manuals

Neill, M. W. (2008, Spring). Leadership in Victim Services**,** *Idaho Victim Assistance Academy Manual*: Boise, ID.

Monographs

Neill, M. W., Thomas, G. J., Sanders, S. C. (2013). *The importance of the six Idaho foundation standards for school principals and the performance indicators related to each of those standards as perceived by Idaho superintendents.* Prepared for the Idaho Department of Education Professional Standards Commission. January 2013.

Harris, K., & **Neill, M. W.** (2010, January). Creating academically proficient schools (Web only). *Principal Leadership, 10*(5). Available at: http://www.principals.org/Content.aspx?topic=61221

Neill, M. W. (Spring 1998). The two faces of multiculturalism. *Educational Leadership of Montana 1*, 16-18. Great Falls, MT: Montana Association for Curriculum & Development.

Presentations

International

Hayward, K. S. & **Neill, M. W.** (July 7, 2007). *Leadership in interprofessional education and clinical practice.* Workshop presented at the Beyond the Borders: International nursing education in the 21st century conference. Brighton, England, U.K. (Invited podium session).

Hayward, K. S., & **Neill, M. W**. (March 22, 2007). *Students' perceptions of the interprofessional team in practice: Application of servant leadership in community based care.* Paper presented at the 20th Annual Pacific Nursing Research Conference. Honolulu, HI (Invited podium session).

Neill, M. W., & Saunders, N. N. (May 16, 2006). *Utilizing servant leadership in the health care profession.* Paper presented at the meeting of the 1st Nurse Education International Conference: Developing Collaborative Practice in Health and Social Care Education. Vancouver, B.C. Canada (Invited podium session).

Neill, M. W., & Hayward, K. S. (April 11, 2006). *Utilizing servant leadership to enhance the delivery of mobile interdisciplinary health and wellness services to rural older adults.* Paper presented at the Third International All Together Better Health: Challenges in Interprofessional Education and Practice Conference, Imperial College, London, England (Invited podium session).

National

Farnsworth, T.J., Lawson, J., **Neill, M**., Neill, K., Seikel, A., & Peterson, T. (2014). Understanding the leadership dimensions of implementing and sustaininginterprofessional education. Annual Meeting of the Association of Schools of Allied Health Professions, October `23. Las Vegas, NV.

Neill, M. W., & Meyer, A. J. (March 4, 2007). Changing paradigms: Leadership for the new school. *Making Possibilities Real: PDK Region B & C Leadership Conference.* Denver, CO (Invited podium session).

Mathews, J. G., & **Neill, M. W**. (November 13, 2005). Factors influencing job satisfaction and task performance of high school principals. *The Mid-South Regional Educational Research Association Conference*, Baton Rouge, LA (Invited podium session) *

Neill, M. W., Mathews, J. G., & Davis, J. E. (November 11, 2005). The principal internship: A standards-driven field experience model. *The Mid-South Regional Educational Research Association Conference*, Baton Rouge, LA (Invited podium session). *Session cancelled due to Hurricane Katrina.

Fagenstrom, S., **Neill, M. W.,** Aspinwall, M., Kuntz, R. (February 1991.). Parent involvement program (PIP): Involving parents in the middle school. *National Middle School Conference*, Long Beach, CA (Invited podium session).

Regional

Kennedy, T., Storie, G., **Neill, M.** (Nov. 12, 2015),
Idaho School Boards Conference, Coeur d'Alene, ID.

Neill, M. W. (June 11, 2014). *Enhancing cooperation between domestic violence organizations*. Idaho Victim Assistance Academy: Boise, ID (Invited podium presentation).

Neill, M. W. (June 10, 2014). *Professional noticing: Supporting administrators in identifying effective mathematics instruction*. School District #91. Idaho Falls, ID. (Invited presentation).

Neill, M. W. (May 16, 2014). Advancing teamwork in student services. North Idaho College, Student Services. Coeur d'Alene, ID. (Invited presentation)

Neill, M. W. (April 23, 2014). *Building leadership capacity in victim services*. Victim Right's Week: Boise, ID (Invited presentation).

Neill, M. W. (August 24, 2009). Enhancing teacher effectiveness in the accountability era. *Troy Public Schools.* Troy, MT (Invited podium presentation).

Neill, M. W. (June 13, 2008). *Leadership in victim assistance and domestic violence organizations*. Idaho Victim Assistance Academy: Boise, ID (Invited podium presentation).

Neill, M. W. (April 17, 2008). *Leadership in victim assistance programs*. Victim Right's Week: Boise, ID (Invited podium presentation).

Meyer, D., **Neill, M.,** & Gentillion, L. (November 16, 2007). Strengthening the work of school boards, *Idaho School Boards Association Annual Conference*, Coeur D'Alene, ID (Invited podium session).

Meyer, A. J., & **Neill, M. W.** (October 4, 2007,). Understanding the importance of integrity, trust, and clear communication to your role as an effective educator, *Whole Child, Whole Teacher Conference*, Idaho Falls, ID (Invited podium session).

Neill, M. W., & Meyer, A. J. (August 1, 2007). Unleashing the power: Creating tomorrow's learning communities, *Idaho Effective Schools Conference*, Boise, ID (Invited podium session).

Meyer, A. J., & **Neill, M. W.** (July 31, 2007). Effective schools: Essential competencies, *Idaho Effective Schools Conference*, Boise, ID (Invited podium session).

Neill, M. W. (March 17, 2007). Creating positive realities in middle level learning communities, *Idaho Middle Level Association Annual Conference,* Boise, ID (Invited podium session).

Neill, M. W. (July 1997). Transformational leadership: The art of change. *Leadership Institute: Leadership for Change*, University of Montana, Missoula, MT (Invited podium session).

Textbook Reviewer

Neill, M. W. (2015). *The principalship from A-Z*. (Williamson, R., & Blackburn, B. R.) Larchmont, NY: Eye on Education.

Manuscript Reviewer

Neill, M. W. (2012). *Nurse Education Today,* P.O. Box 66, Hull, HU10 7XS, United Kingdom.

Neill, M. W. (2009). *Journal of Happiness Studies,* Deakin University, 221 Burwood Highway, Burwood, Victoria 3125, Australia.

Neill, M. W. (2011). *International Journal of General Medicine*: Dove Medical Press. *Control Anxiety in Physicians and Nurses Working in Intensive Care Units Via Using Emotional Query As an Anxiety Management Tool*.

Funded Grants

Neill, M. W., Sanders, S., & Thomas, G. J. (2012). Principal Evaluation Study. Idaho Department of Education Professional Standards Commission Grant ($2000). Boise, ID

Neill, M. W. (January 2006). Southern Regional Education Board: Using data to improve school

leadership. *$1400 Dean's grant,* College of Education, Idaho State University, Pocatello, ID.

Neill, M. W. (February 2006). American Colleges of Education Western Regional Conference: Preparing for the department chair. *Dean's grant*, College of Education, Idaho State University, Pocatello, ID.

Student Handbooks

Neill, M. W. (Fall 2005). *Principal internship handbook (revision).* EDLA 657: Principal Internship. Department of Educational Leadership: Idaho State University.

Professional development activities

2014 Quality Matters, Pocatello, ID
2012 Moodle2 Training, Pocatello, ID
2012 Northwest Commission on University and Colleges – Evaluator Training, Seattle, WA
2008 Moodle Training, Pocatello, ID
2007 Performance Management Training, Pocatello, ID
2006 Effective Schools Conference, Ogden, UT
2006 Using Data to Lead Change, Southern Regional Education Board, Atlanta, GA
2004 Section 504 Workshop, Zirkel, P., Bozeman, MT
2004 HIPAA workshop, Stevensville, MT
2003 Site Supervisor Training, WORD/AmeriCorps, Missoula, MT
2002 Five-Year Comprehensive School Improvement Plan,
2002 Montana Conference of Educational Leadership - State Convention
2002 Section 504 and ADA Review Workshop, Missoula, MT
2002 Family Resource Center Workshop, Missoula, MT
2001 Title 1 Teleconference, T. Harris, OPI, Missoula, MT
2001 Northwest Secondary Principals Conference, "Breaking Ranks" Workshop, Polson, MT
2001 Montana Conference of Educational Leadership State Convention
2001 Special Education Law Review, T. Harris, OPI, Missoula, MT
2000 Teaching Kids to be Responsible, Kroneberg, Great Falls, MT
1999 Creating Independence through Student-Owned Strategies, Great Falls, MT
1998 Montana Improving Schools through Accreditation (MISTA)
1998 Performance Based Accreditation Standards and Response Team Training, Gt. Falls, MT
1997 Crisis Prevention Intervention Training (CPI), Great Falls, MT
1997 Teaching Responsibility in the Classroom, Great Falls, MT
1997 Principal Job Shadowing, H. Plass, C.M. Russell H.S., Great Falls, MT
1996 Montana Association of Leadership Development Workshop – *Confronting Contemporary School Law Challenges*, Great Falls, MT
1996 Montana School Law Review, Bartos, Great Falls, MT
1996 Creating Team Success, Podesta, Great Falls, MT
1995 Scales for Effective Teaching, Great Falls, MT
1995 Montana School Districts Team Conference of K-12 Science & Math, Great Falls, MT
1995 Inclusion/Collaboration Training, Susan Fister, Great Falls. MT

1995 University of Great Falls, Accreditation Review, Great Falls, MT
1994 Administration: The Challenge of the Job vs. Your Potential, Great Falls, MT
1994 Montana State University - College of Technology – Great Falls: Allied Health 1993 Curriculum Alignment, Great Falls, MT
1993 Canyon Ferry Limnological Institute, Canyon Ferry, MT,
1991 Assertive Discipline - L. Kantor, Great Falls, MT
1990 Onward to Excellence - Overview, Great Falls, MR
1990 Curriculum Development, J. Thomson, Great Falls, MT
1990 National Science Teachers Convention, Atlanta, GA,
1990 National Middle School Association, National Conference, Long Beach, CA,
1990 National Middle School Association, Regional Conference, Seattle,
1989 Beginning ITIP - Instructional Theory into Practice, Lewistown, MT

SERVICE

Current Professional & Academic Memberships

NASSP - National Association of Secondary School Principals
NMSA - National Middle School Association
ASCD - Association of Supervision and Curriculum Development
Region 5 Secondary Principal's Association
Region 5 Superintendent's Association
Region 5 League of Schools
Region 6 Superintendent's Association

Service to Professional Associations

Reviewer - Northwest Commission on Colleges and Universities, (March 2013) – *University of Nevada – Las Vegas.* Three year Evaluation (off-site) Review of Standards 2c and 2d.

Reviewer - Northwest Commission on Colleges and Universities, (November 2-5, 2010) – *Utah Valley University.* Orem, UT

Text book reviewer – Centent Publishing, (2008). *Supervisory management: The art of inspiring, empowering, and developing people.* Mason, OH: Thomson-South-Western.

Reviewer - Professional Standards Commission, (2006). Praxis II alignment of Idaho Standards for Principal Certification, Boise ID

Reviewer - Professional Standards Commission, (2005). Idaho Standards for Principal Certification, Boise ID

Professional Development Presentations

Neill, M. W. & Thomas, G. J. (May 19, 2014). *Presentation to the Region 5 Superintendents and League of Schools. Serving the needs of local school districts. Pocatello, ID.*

Neill, M. W. (Fall 2012). *The leader in me: Creating leaders - one child at a time*. Jefferson Elementary School. Pocatello, ID (Program facilitator).

Neill, M. W. (March 9, 2011). Principals' panel presentation: Getting your first job. *College of Education – EDUC 4402,* Idaho State University, Pocatello, ID

Neill, M. W. (September 15, 2010). Preparing to teach: What principals want from student teachers. *College of Education - EDUC 209,* Idaho State University, Pocatello, ID

Neill, M. W. (October 15, 2009). Principals' panel presentation: Getting your first job. *College of Education – EDUC 402,* Idaho State University, Pocatello, ID

Neill, M. W. (March 5, 2009). Principals' panel presentation: Getting your first job. *College of Education – EDUC 402.* Idaho State University, Pocatello, ID.

Neill, M. W. (October 16, 2008). Principals' panel presentation: Getting your first job. *College of Education – EDUC 402.* Idaho State University, Pocatello, ID.

Neill, M. W. (April 27, 2008). Department of Educational Leadership & Instructional Design: Program report to college faculty. *College of Education, Idaho State University*, Pocatello, ID.

Neill, M. W. (2007). Principals' panel: Getting your first job. *College of Education – EDUC 402,* Idaho State University, Pocatello, ID.

Neill, M. W. (2007). Teaching and the Field of Education, *College of Education – EDUC 250,* Idaho State University, Pocatello, ID.

Davis, E. E., Zimmerly, C., Meyer, A. J., & **Neill, M. W.** (February 12, 2007). Consistency in decision-making for secondary school administrators, *School District #25,* Pocatello, ID.

Neill, M. W. (2007). Interviewing protocol and skills: Principal panel presentation: Navigating the job search. *College of Education – EDUC 402*, Pocatello, ID.

Neill, M. W. (2007). Principals' panel presentation: Navigating the job search. *College of Education – EDUC 402:* Adaptations for Diversity Workshop, Pocatello, ID.

Neill, M. W. (October 11, 2006). Careers in education. *College of Education: EDUC 250, Pocatello, ID.*

Neill, M. W. (Spring 2004). Site-supervisor training: The building administrator's

responsibility. *AmeriCorp/WORD: Family Resource Center Workshop*, Missoula, MT.

Neill, M. W. (Summer 2003). No Child Left Behind: Implications for the building principal. *University of Montana Leadership Institute,* Missoula, MT.

Neill, M. W. (Spring 2003). Mock teaching interview: Knocking down the door. University *University of Montana, Student Teacher Symposium*, Missoula, MT.

Neill, M. W. (Fall 2003). Getting your first job: Procedures, practices, & problems. *University of Montana, Student Teacher Symposium*, Missoula, MT.

Neill, M. W. (2002). Middle school leadership and the implementation of effective middle level practices. *Middle Level Education, EDLD 561*. University of Montana, Missoula, MT.

Neill, M. W. (2001). Getting your first job: Procedures, practices, & problems. *University of Montana, Student Teacher Symposium*, Missoula, MT.

Neill, M. W. (2000). Getting your first job: Procedures, practices, & problems. *University of Montana, Student Teacher Symposium,* Missoula, MT.

Neill, M. W. (2000). Effective classroom management: The key to developing skills of independence. *Florence-Carlton School In-service,* Florence, MT.

Neill, M. W. (Fall1994-99). Using classroom management to improve academic achievement: Classroom management training: Behavior management for the classroom - 40 hour new employee workshop: Great Falls Public Schools, Great Falls, MT.

Fagenstrom, S., Aspinwall, M., & **Neill, M.** (Spring 1991). Middle level education conference: Report from the National Middle School Conference, *Great Falls Public Schools*, Great Falls, MT (Podium session).

Fagenstrom, S., Aspinwall, M., & **Neill, M.** (July 1991). Effective middle schools: Essential elements of effective middle schools, *Northern Montana College*, Havre, MT (Invited workshop).

Fagenstrom, S., Aspinwall, M., & **Neill, M,** (January 1991). Middle school teaming: Practices & procedures, *Havre Public Schools,* Havre, MT (Podium session).

In-service Courses and Workshops

Neill, M. W. (April, 2012). Idaho State University. New Faculty Mentor Series: Working with Idaho School Districts. Pocatello, ID.

Neill, M. W. (October 17, 2008). Idaho State University Research Development Focus Group. *Idaho State University.* Pocatello, ID.

Neill, M. W., & Meyer, S. (August 2006). Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement, *School District #10 Opening Teacher Workshop*, Dillon, MT (Invited workshop).

Neill, M. W. (Spring 2006). Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement, Cassia County School District Teacher Workshops, Burley, ID (Four invited workshops).

Neill, M. W. (Fall 2005). Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement, *Declo Junior High School Faculty In-service*, Declo, ID (Four invited workshops).

Neill, M. W. (August 2005). Becoming a model middle school: Characteristics of exemplary middle schools: Key Components of Interdisciplinary Teaming: *The Teacher's Role, Irving Middle School*, Pocatello, ID (Invited workshop).

Neill, M. W. (2001). Managing Classroom Behavior to Improve Student Performance, *Breaking Ranks Workshop: Northwest Principals Conference,* Polson, MT (Invited podium presentation).

University Committee Work and Leadership

University

2013 (Spring)	University Graduate Council (replacement for Jane Strickland)
2009 - 2012	University Graduate Council (3 year term - member)
2007 - 2010	Faculty Senate Council for Teaching & Learning (3 year term - member)
2008	ISU Research Culture & Infrastructure (Focus Group)
2004 - 2007	Faculty Senate Council for Teaching & Learning (3 year term - member)

College

2013 - 2016	College of Education Leadership Team
2013 (spring)	College of Education Graduate Studies Committee (Interim Chair – replacing Dr. Jane Strickland during her sabbatical)
2011 – 2013	College of Education Promotion & Tenure Committee (Chair – 2 year term)
2011 – 2013	College of Education Sabbatical Committee (Chair – 2 year term)
2009 – 2012	College of Education Graduate Studies Committee (Chair – 2 year term)
2009 – 2012	College of Education Graduate Studies Committee
2009 – 2013	College of Education Graduate Faculty (Chair – 2 year term)
2008 - 2010	College of Education Sabbatical Committee (member – 2 year term)
2005 – 2007	NCATE Standard Three Review Committee (member)
2006	Faculty Grant Selection Committee (member)
2006	Admissions & Retention Committee (member)
2005 - 2007	Alternative Teacher Certification Committee (member)

2005	Kole-McGuffey Scholarship Selection Committee (member)
2005	Criminal History Background Check Form Development (Chair)
2004 - 2007	Teacher Education and Curriculum Committee (member)
2004 - 2006	EDUC 201 Revision Committee (member)

Department of Educational Leadership

2012	External Review Committee
2011 - 2012	Education Specialist Program Review Committee (member)
2011 – 2012	Doctorate of Education in Education Administration Program Review Committee
2006 - 2008	Educational Administration: K-12 Review committee (member)
2006	Community college review committee (member)
2006	Faculty search committee – (Co-chair)
2005 – 2008	Student recruitment
2005	Administrative Assistant search committee (Co-chair)

Graduate Faculty Representative

2016	Master of Business Administration	- Doug Chambers
		- Glenn Grooms
		- Edward Mould
	Doctor of Nursing Practice	- Shawn Smart
2015	Masters of Business Administration	- Jesse Arnoldson
		- Cody Ferguson
		- Brent Springer
2014	Master of Arts (Mass Comm.)	- Ewnetu Tsegaw
	Masters of Accountancy	- Scott Haderlie
	Master of Accountancy	- Daniel Sorensen
	Masters of Nursing	- Karla Barney
	Masters of Business Administration	- Mellisa Pricillia
2013	Masters of Business Administration	- Tyler Moore
	Masters of Business Administration	- Donald Wychoff
	Masters of Business Administration	- Tod Krumenacker
	Masters of Business Administration	- Beltus Abeh
	Occupational Therapy	- Bill Cecrle
2012	Masters of Counseling	- Shelly Lewis
	Masters of Counseling	- Melissa Syria
	Masters of Business Administration	- Kevin Hendricks
	Masters of Business Administration	- Mark Robinson
2011	Masters of Family Practice Nursing	- Krista Ellis
2010	Masters of Business Administration	- Danny Abegglan
	Masters of Biological Sciences	- Kyle Buffington
2009	Masters of Business Administration	- Travis Allred

	Masters of Business Administration	- Robert Smith
2008	Masters of Business Administration	- Michelle Hara
	Masters of Business Administration	- Eric Mickelsen
2007	Sports Science & Physical Education	- Todd Fisher
	Master of Business Administration	- Ross Young
	Department of Political Science	- Matthew Lowell

Doctoral Dissertation Committees

2015-2016	Committee member –	Teresa Borrenpohl (Proposal accepted0
		Steven Keller (Proposal accepted)
2014-2015	Committee member -	David Risenmay (completed)
2013-2014	Committee member –	Alyse Anekstein (completed)
2012-2013	Committee member –	Alyse Anekstein
		Joseph Han (completed)
		Brandon Ferris (completed)
		Tracy Farnsworth (completed)
		Lisa McNiven (completed)
		Dave Risenmay
2011-2012	Committee member -	Lauralee Zimmerly (completed)
		Lanie Keller (vice chair) (proposed)
		Bryce Meacham (completed)
		Lisa McNiven (proposed)
		Dave Riesenmay proposed)
		Joseph Han (proposed)
		Brandon Farris (proposed)
		Tracy Farnsworth (proposed)
2010-11	Committee member -	Lauralee Zimmerly (proposed)
		Paoshi Wang (completed)
		Bruce Kusch (completed)
		Bryce Meacham (proposed)
2009	Committee member –	Patti Mortensen (completed)
2008	Committee member –	Chun Min Kuo (completed)
2007	Assistant Chair –	Ron Perrenoud (completed)
	Committee member -	Sue Schou (completed)
2006	Committee member –	Karen Chen (completed)

Education Specialist Case Studies

Fall 2015	Primary Member	Chester Bradshaw Mark Kartchner Brian Kress
Spring 2013	Second member	Colby Gull Gary (Spencer) Larson
Spring 2012	Primary member	Steve Morton
Fall 2010	Primary member	Byron Stutzman
Spring 2009	Second member	Kenneth Marlow
Spring 2008	Second member Second member Second member Second member	James Shank Dan Keck Lisa Sherick Jill Starnes
Fall 2005	Second member	Marvin Hansen

Masters Case Studies

Spring 2016		Doug Bitter (1st attempt) - successful Mark Hunsaker (2nd attempt) – successful Krystel Lockyer (1st attempt) - successful
Fall 2015	Second Member	Mark Hunsaker (1st attempt)
Spring 2014	Second Member	Cheryl Hansen (1st attempt) - successful Nathan Tracy (2nd attempt) - successful
Fall 2013	Second Member	Jill Taylor (2nd attempt) - successful
Spring 2013	Second Member	Jeffery Blauer (2nd attempt) - successful Odila Conica (1st attempt) - successful Ben Glover (1st attempt) - successful Mark Pixton (1st attempt) - successful McKay Young (2nd attempt) - successful
Fall 2012	Second Member	Jeffery Blauer (1st attempt) - successful Mike Mendive (1st attempt) - successful Anthony Peterson (2nd attempt) - successful

		Merrilee Rutherford (2nd attempt) - successful
		McKay Young (1st attempt)
Spring 2012	Second member	Brenda Scheer (1st attempt) - successful
		Aimee Atkinson (1st attempt) - successful
		Heather Tucker (1st attempt) - successful
		Jennifer Cook (1st attempt) - successful
		Ken Dietz (1st attempt) - successful
		McKay Young (1st attempt)
		Janelle Armstrong (2nd attempt) - successful
Fall 2011	Second member	Jason Curtis (1st attempt) - successful
		Kathy Malm (1st attempt) - successful
		Teri Peters (1st attempt) - successful
Spring 2011	Primary member	Janelle Armstrong (1st attempt)
	Primary member	David Merrill (1st attempt)
	Second member	Lynette Carter (2nd attempt) - successful
	Second member	Lisa Delonas (1st attempt) - successful
	Second member	Dustin Heath (2nd attempt) - successful
	Second member	Kevin Lloyd (2nd attempt) - successful
	Second member	Randy Martineau (1st attempt) - successful
Fall 2010	Primary member	Brody Birch (2nd attempt) - successful
	Primary member	Ryan Cook (2nd attempt) - successful
	Primary member	Marilyn Hadd (1st attempt) - successful
	Primary member	Chad Hill (1st attempt) - successful
	Second member	Wes Jensen (1st attempt) - successful
	Primary member	Landon LeFevre (1st attempt) - successful
	Second member	Wonhyuk Park (1st attempt) - successful
	Second member	Merrilee Udy-Sears (1st attempt) - successful
	Second member	Cory Taylor (2nd attempt) - successful
Spring 2010	Second member	Brody Birch (1st attempt)
	Second member	Ryan Cook (1st attempt)
	Second member	Thomas Kennedy (1st attempt) - successful
	Second member	Tiara Lusk (1st attempt) - successful
Fall 2009	Second member	Nancy Corgiat (1st attempt) - successful
	Second member	Steven Cziep (1st attempt) - successful
	Second member	Brady Johnson (1st attempt) - successful
Spring 2009	Second member	Charne` Adams (1st attempt) - successful
	Second member	Julee Posyluzny (1st attempt)
	Second member	Peggie Price (1st attempt) - successful

Fall 2008	Second member	Haley Jones (1st attempt) - successful
	Second member	Oliver Roberts (1st attempt) - successful
	Second member	Elisa Saffle (1st attempt) - successful
Spring 2008	Primary member	Rafael CdeBaca (1st attempt)
	Second member	Dona Applonie (1st attempt) - successful
	Second member	Marc Gee (1st attempt) - successful
	Second member	Diana Molino (1st attempt) - successful
	Second member	Tina Orme (1st attempt) - successful
	Second member	Austin Roberson (1st attempt) - successful
	Second member	Tonya Wilkes (1st attempt) - successful
Fall 2007	Second member	Paula Bushaw-Ashby (1st attempt) - successful
Spring 2007	Primary member	Joseph Abercrombie (2nd attempt) - successful
	Primary member	Kevin Dupree (1st attempt) - successful
	Primary member	Mancole Fedder (1st attempt) - successful
	Primary member	Roger Harrison (1st attempt) - successful
	Primary member	Royce Murdoch (1st attempt) - successful
	Primary member	Sue Smith (1st attempt) - successful
	Primary member	Dian Swanson (1st attempt) - successful
	Primary member	Justin Taylor (1st attempt) - successful
	Primary member	David Vaughn (1st attempt) - successful
Fall 2006	Primary member	Shane Hild (1st attempt) - successful
	Primary member	Richard Howard (1st attempt) - successful
	Primary member	Kathy Luras (1st attempt) - successful
	Second member	Joseph Abercrombie (1st attempt)
Spring 2006	Primary member	Meg Fleischmann (1st attempt) - successful
	Primary member	Kerry Martin (1st attempt) - successful
	Second member	Amy (Adams) Brinkeroff (1st attempt) - successful
	Second member	Janice Nelson (1st attempt) - successful
	Second member	Nathan Toll (2nd attempt) - successful
	Second member	A. J. Watson (1st attempt) - successful
Fall 2005	Second member	Heidi Crouch (1st attempt) - successful
	Second member	Lanie Keller (1st attempt) - successful
	Second member	Charles McPherson IV (1st attempt) - successful
Spring 2005	Second member	Travis Bell (1st attempt) - successful
	Second member	Brandee Hewatt (1st attempt) - successful
	Second member	Michele Kersey (1st attempt) - successful
	Second member	Brian Kress (1st attempt) - successful

Program coordinator

Neill, M. W. (Fall 2005). Principal preparation cohort model: Master's degree and certification program design. Pocatello, Rupert, & Idaho Falls, ID.

Community Service Activities

2015 –	Reader - Tendoy Elementary Pocatello, ID
2011	ISAT monitor – Jefferson Elementary School Pocatello, ID
2009 - 2010	4th grade Science Fair Judge – Jefferson Elementary, Pocatello, ID
2009 - 2010	Pocatello/Chubbuck - District #25 Teacher Appreciation – Talent Judge
2009 - 2010	Idaho Education Forum – Pocatello Region
2008	Bonneville School District #93 – Strategic Planning Committee
2006	Pocatello Charter School – Passages panelist
2005	Pocatello Charter School – Passages panelist

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APPLICATION FOR

PROFESSIONAL STANDARDS COMMISSION

Name: Levi B Cavener

Home Address: ~~2623 S Bluegrass Drive~~ 19222 Warbler Way

City: ~~Nampa~~ Caldwell Zip Code: ~~83686~~ 83605

Home Ph: (208) 409-3410

E-mail Address: Levibcavener@gmail.com

School: Vallivue High School

Sch. Address: 1407 E Homedale Road

City: Caldwell Zip: 83607

Sch. Ph: (208) 454-9253

PSC Position applied for: (a) ___ classroom teacher

(check one) (b) X special education teacher (Secondary)

(c) ___ pupil personnel services

PROFESSIONAL INFORMATION

Current certificate(s) [Include endorsements with expiration dates]

Type	**Expiration Date**
Idaho Standard Secondary School Certification	August ~~2014~~ 2020
Standard Exceptional Child Certification	August ~~2014~~ 2020

Note: Renewal paperwork of certificates has been sent to the State Dept. of Ed

Education Background [Degrees and places obtained]

Degree	**School**
B.S. Education, 2009	University of Idaho
M.Ed, 2012	Northwest Nazarene University

Professional Experience [Date, place and position]

Date	Place	Position
01/09-05/09	Garfield Elementary, Moscow, Idaho	Practicum Internship
08/09-01/10	Mountain View High, Meridian, Idaho	Student Teacher
01/10-05/10	Vallivue High School Caldwell, Idaho	Reading Interventionist
08/10-Present	Vallivue High School Caldwell, Idaho	Special Education Teacher
08/12-Present	Vallivue High School Caldwell, Idaho	Special Education Dept. Chair

Professional Associations and related activities other than IEA/NEA (including offices)

- Advisor for Bogus Basin School Race Program
- Founder/Editor of *Idaho's Promise*
- Member of Kappa Sigma Fraternity
- Member of Phi Eta Sigma National Honor Society
- Member of Phi Beta Kappa National Honor Society
- Member of Vallivue High School Improvement Team.

Community Involvement (Please list all community service or other community activities in which you have been involved and dates)

- Advising for Bogus Basin School Race Program involves volunteering a substantial

amount of time to coordinate and facilitate slalom and free-style ski and snowboard races for high school students in the Treasure Valley (2009-Present).

- Editing *Idaho's Promise* involves a commitment to following education policy and news in an effort to present writing from a variety of stakeholder perspectives including teachers, professors, and parents that constantly requires interaction from community members. (2014-Present).
- Writer of various education editorials appearing in publications around the state and nation including the *Idaho Press Tribune*, *The Post Register,* and *Idaho Education News* (2013-Present).
- Tutor for the Falcon Focus program involves interacting with various members of the community including students and parents.
- Camp Counselor for Meridian's MeriMoo summer camp in which I interacted with various children from the community and their parents. (2009-2010).

The Professional Standards Commission meets as many as six (6) times a year. Each meeting spans two days. Additionally, Commission members may be asked to attend public meetings, attend State Board of Education meetings, and present at regional or state meetings. Will you be able to give the required yearly time to this position?

YES **X** NO __.

Applicant's signature_____

Please attach resume, three (3) letters of recommendation, and statement of commitment to the profession.

Statement of Commitment to the Profession

I will never forget my father's response when I told him I intended to become a teacher. I was home for Christmas after my first semester of college at the University of Idaho. For the first time in my life, I had not seen my family in months, and I was excited to be home. Due to my mother's incredible culinary talent, the Christmas dinner table could have been on the cover *Fine Cooking* Magazine; the meal should have been spectacular.

But is wasn't. My father, to say the least, was less than thrilled with this decision. Bluntly, he reminded me of the trials of the teaching profession. Long hours. Grading at home. Problem students. Little pay. The list went on; the food on the table slowly steamed itself cold.

Yet, I was resilient about my decision during that dinner, and I remain resilient today. I kindly balanced my father's argument by reminding him of the positive elements he hadn't included. The reward of seeing students grow. The joy in nurturing young minds to mature into talented adults. The ability to make a difference with every individual student every single day in the classroom.

These reasons remain just as true to me today as they did that Christmas evening years ago. However, my father's points proved to be easily valid. As he said, teaching is much more than a job. It is larger than a profession. It is a commitment.

It is with this commitment in mind that I desire to be part of the Professional Standards Commission. Teaching is a profession that demands the highest integrity of those in the profession. Maintaining the integrity and dignity of teachers is paramount in maintaining the continued support and trust of citizens who place their children in Idaho's classrooms.

I truly believe I can be integral part of this commission. I feel my experience in the classroom and knowledge of the standards will allow me to effectively fulfill all the duties required of a member of the commision faithfully and with the utmost integrity. I hope you will consider my name as a new member of this important group.

Sincerely,

Levi B Cavener

IDAHO EDUCATION ASSOCIATION
FEB - 9 2016

February 4, 2016

To Whom It May Concern:

My name is Christine Kaufman and I am a special education teacher with Lewiston School District. I am interested in filling the open seat on the Professional Standards Commission for a professional who holds an Exceptional Child Education certificate/endorsement.

I have taken the liberty to attach my updated curriculum vitae in lieu of a resume` because it allows those who are reviewing my application to see my plethora of experience in committee work, work with the IEA, my professional training, and further education. I hold a Bachelor of Science in Elementary Education with a minor in Special Education. I've completed all necessary coursework to hold the Exceptional Child Generalist K-12 certificate/endorsement. I also hold a Master of Science in Special Education and have completed all coursework for my Doctor of Education in Curriculum, Instruction, and Assessment. I am currently working on my proposal for my dissertation, which is the next step in completing my Doctor of Education program.

I have taught special education with the Lewiston School District for over ten years. I have worked with children who have all types of exceptionalities from language impairments, autism, emotional disturbances, hearing and visual impairments, intellectual disabilities, and/or multiple disabilities. In my over ten years of teaching, I have had the privilege to work with children who represent all categories under the Individuals with Disabilities Act. Not only have I worked with these amazing children, but I've had the honor to work with their families, outside agencies, outside medical professional, and outside counselors to develop quality individualized programming to meet each of these children's learning needs.

I have always had an interest in the law and in particular ethics. I do hold a legal secretary degree, but my heart is working with children, so I never pursued this career. I believe I am a strong candidate due to the fact I am an analytical thinker, strive to be solution minded, and care deeply about my profession. I believe it my job to work hard to educate the public about the value of education and the importance of quality teachers delivering this education to our country's future, our children.

Thank you for your time and consideration for the open seat on the Professional Standards Commission. I look forward to hearing from you soon with regards to this position.

Sincerely,

Christine M. Kaufman

Christine M. Kaufman

Mrs. Christine Kaufman

Address 1217 Powers Avenue, Lewiston, ID 83501
Telephone 208-413-7075
Email ckaufman@lewistonschools.net

Profile

A child-centered, hardworking, highly organized, detail-oriented special educator. Able to supervise, lead, and learn from others with the child always being the focus. Highly knowledgeable with regards to curriculum, programming, state and federal law regarding education, as well as effects and attributes of individual disabilities.

Key Skills

*Able to communicate effectively while providing a professional and friendly learning environment for children and staff.

*Excellent administrative, organizational and time management skills; including knowledge of Microsoft Word, Excel, Outlook, and Enrich IEP software.

*Ability to work well under pressure whilst maintaining excellent attention to detail.

*Highly developed people skills, strong communicator, both written and oral.

*Self-motivated, life-long learner with a passion for teaching our country's future, our children.

Career History

Jan 05-Present

Independent School District #1-Lewiston, ID
Special Educator

Independent School District #1 is a large school district in central Idaho. There are 7 elementary schools, 2 junior high schools, and a high school, and alternative high school, and a developmental preschool. My school, McGhee Elementary, has 323 students. Many students come from low-socioeconomic homes and several too many have had numerous adverse childhood experiences. My job requires me to supervise 6 instructional assistants, collaborate with 7 elementary classroom teachers (K-3), organize and lead our school special education department, and manage our department budget. I must make sure all children on my caseload and within my department (K-6) have the needed resources to access and learn within the educational environment. To ensure this occurs, I must train the instruction support staff how to use programs, build positive relationships with students, and when in times of crisis how to manage maladaptive behaviors. I am required to know and ensure state and federal special education laws are being followed with regards to each child's individualized education program (IEP). As the special educator, I must know each child individually, so I can construct an individualized program to move each child toward proficiency on Common Core State Standards or Workplace Competencies for life skill students.

Professional Training	Common Core State Standards Alternate Assessment Sensory Diets and Therapy iPad training Mondo Bookshop Lucy Calkins Writing Data-based Decision Making Reading Reflex Reading Mastery Read Naturally Ziggurat Model Conflict Resolution STAR Autism Response to Intervention AIMSweb Poverty Training Mandt Adverse Childhood Experiences Study Resilience Training Milepost Enrich
Additional Skills	Northwest Children's Home-Education Center IEP Team Lewiston Education Association- Vice President Lewiston Education Association-Secretary Lewiston Education Association Negotiations Team National Education Association Grant Group National Education Association Member Idaho Education Association Member Lewiston Education Association Member 2015 Delegate Assembly Called to testify before House Education Committee-Career Ladder 2015 Extended Reading Time Facilitator Response to Intervention Leader ExcentTERA leader Student Assistance Team Building Leadership Team Independent School District #1 Insurance Committee Independent School District #1 Senior Project Committee Guest Lecturer at Lewis-Clark State College Substitute teacher for Inclusion Strategies at Lewis-Clark State College On-site Teacher Educator for Lewis-Clark State College

Education

Walden University, Minneapolis, MN (online) 2001-Present
Doctor of Education
Curriculum, Instruction & Assessment
Completed all coursework (listed below):
Foundations: Curriculum, Instruction & Assessment
Leadership for Today's Schools
Applied Research in Education
Systemic Curriculum Design
Data Driven Instruction & Assessment
Research in Practice
Effective Professional Development
Doctoral Study Intensive
Currently working on dissertation

Walden University, Minneapolis, MN (online) 2008-2010
Degree received: Masters of Science in Special Education (M.S. Ed.)
Coursework completed (listed below):
Teacher as Professional
Designing Curriculum, Instruction & Assessment
Special Educator as Instructional Leader
Introduction to Educational Research
Impact of Disabilities on Learning & Teaching
Strategic Collaboration in Special Education
Advanced Instructional Strategies in special Education
Literacy Interventions in Special Education
Advanced Behavioral Interventions in Special Education

Lewis-Clark State College, Lewiston, ID 2000-2004
Degree Received: Bachelors of Science-Elementary Education K-8
Generalist Special Education (K-12)
*Certified in both areas by the State of Idaho

References

Available on request

References

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Sam Weddle 13710 Sperry Grade Rd Kendrick, ID 83537 (208) 305-3627

Greg Kramasz 7664 Amberview Ct. Lewiston, ID 83501 (208)553-1400

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Virginia L Welton

Virginia L Welton's Resume

Virginia L Welton

3006 W. Broadmoore Drive
Hayden,Idaho 208-691-3561
vwelton@cdaschools.org

Summary

I have 18 years experience in teaching students with severe disabilities. I keep updated with new and innovative teaching methods, as well as, best practices to enhance my teaching methodology. I have worked with the State Department of Education, Special Education to create and update the Idaho Alternate Assessment for the past 7 years.

Objectives

I am interested in applying for the position of serving on the Idaho Professional Standards Commission.

Education

California State University, Long Beach
Califofnia State university, Long Beach, Long Beach, California
Graduated: May 2002
Grade: Bachelors Degree
Teaching Credentials: General Education K-8, Severely Handicapped K-12

Employment History

September 2003 – Present: Exceptional Child Teacher 6-8
Company: Coeur D'Alene School Disdivict
Coeur D'Alene, Idaho
Individualized insdivuction of 13-18 students with a variety of disabilities
Implement and run all IEP meetings
Work with general education teachers on best practice methods for mainsdiveamed students Schedule and manage 8 staff members
Create, implement and score teaching materials and assessments for the Idaho Alternate Assessment
Write grants to purchase materials that will enhance the learning of all students

Virginia L Welton

Virginia L Welton's Resume

Professional Skills

TERA – Expert

Hobbies & Interests

I enjoy helping my sons Boy Scout Troop as the "Board of Review" leader I run the snack bar for Coeur d'Alene High School
I love to ride horses I
enjoy reading

SUBJECT

Idaho State University – Idaho State Program Approval Review Team Report and the National Council for the Accreditation of Teacher Education (NCATE) Accreditation Report

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-1254 and 33-1258, Idaho Code

BACKGROUND/DISCUSSION

The Professional Standards Commission (PSC) is tasked with conducting a full review of all approved teacher preparation programs in Idaho on a seven year cycle and making recommendations to the State Board of Education for continued approval of the programs. The PSC convened a State Review Team containing content experts and conducted the full program review of Idaho State University (ISU), September 20 - 22, 2015. The PSC reviewed the final report submitted by the State Review Team and voted to recommend that the State Board of Education adopt the State Team Report as written and extend approval of the programs as specified in the report. English as a New Language and the Economic Programs were not recommended for approval in the report.

Following consideration of the review team report ISU submitted additional documentation to the PSC at its March 2016 meeting showing they had already addressed the concerns with the programs that the State Team voted not to approve. The PSC felt that the documentation brought forth by ISU for their English, English as a New Language, and Economics programs provided sufficient evidence to merit a recommendation of Conditional Approval for those programs.

IMPACT

The recommendations in this report will enable ISU to continue to prepare teachers in the best possible manner, ensuring that all state teacher preparation standards are being effectively embedded in their teacher preparation programs.

ATTACHMENTS

Attachment 1 – Idaho State University Final State Team Report Page 3
Attachment 2 – Idaho State University Response Page 207
Attachment 3 – NCATE Final Report Page 235
Attachment 4 – Documentation for Revised English as a New Language and Economics Programs Page 269

STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Section 33-114, Idaho Code the review and approval of all teacher preparation programs in the state is vested in the State Board of Education. The program reviews are conducted for the Board through the Professional Standards Commission based on a seven year cycle. The reviews are done in conjunction with the preparation program's accreditation review cycle.

Additionally, every third year following the full review and audit of state specific certification requirements is conducted. The review process is designed to assure the programs are meeting the Board approved school personnel standards for the applicable programs, that the teacher are prepared to teach the state content standards for their applicable subject areas, as well as the quality of candidates exiting the programs.

The current Board approved accrediting body for teacher preparation programs is the National Council for Accreditation of Teacher Education (NCATE). On-site preparation program reviews are conducted in partnership with NCATE based on a partnership agreement. During a concurrent visit, the NCATE team and the state team collaborate to conduct the review, however each team generates their own reports.

BOARD ACTION

I move to adopt the recommendation by the Professional Standards Commission and to accept the State Team Report for Idaho State University as submitted, and to grant Conditional Approval based on the additional documentation submitted by Idaho State University for their English, English as a New Language, and Economics programs.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

STATE TEAM REPORT
Idaho State University
September 20-22, 2015

ON-SITE STATE TEAM:

Stacey Jensen, Amy Cox and Ken Cox, Co-Chairs

Christine Avila
Roddran Grimes
Esther Henry
Rick Jordan
Micah Lauer
Alissa Metzler
Carrie Semmelroth
Audra Urie
Heather VanMullem
A.J. Zenkert

Professional Standards Commission

Idaho State Board of Education

STATE OBSERVERS:

Lisa Colón
Annette Schwab

College/University: **Idaho State University** Review Dates: **September 20-22, 2015**

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INTRODUCTION

Idaho State University, a Carnegie Research High Doctoral University and teaching institution founded in 1901, attracts students from around the world to its Idaho campuses. At the main campus in Pocatello, and at locations in Meridian, Idaho Falls and Twin Falls, ISU offers access to high-quality education in Teacher Preparation and Educational Leadership.

The purpose of the on-site review was to determine if sufficient evidence was presented indicating that candidates at Idaho State University meet state standards for beginning teachers. The review was conducted by a thirteen member state program approval team, accompanied by two state observers. The standards used to validate the Institutional Report were the State Board of Education–approved Idaho Standards for the Initial Certification of Professional School Personnel. State Board–approved knowledge and performance indicators, as well as rubrics, were used to assist team members in determining how well standards were being met. Core standards as well as individual program foundation and enhancement standards were reviewed. Core standards and program foundation standards are not subject to approval.

Team members looked for a minimum of three applicable pieces of evidence provided by the institution to validate each standard. These evidences included but were not limited to: course syllabi, class assignment descriptions, assignment grading rubrics, candidate evaluations and letters of support, additional evaluations both formal and informal, program course requirement lists, actual class assignments, Praxis II test results, and electronic portfolio entry evidence. Some observations of candidates teaching through PreK-12 site visits and video presentations were also used. In addition to this documentation, team members conducted interviews with candidates, completers, college administrators, college faculty, PreK-12 principals and cooperating teachers.

To assist the reader, the report includes language recommended by the National Council for the Accreditation of Teacher Education, a national accrediting agency. Specifically, to assist the reader, the terms below are used throughout the report as defined below:

Candidate – a student enrolled at Idaho State University.
Student – an individual enrolled in an Idaho PreK-12 public school
Unit – the institution's teacher preparation program
NCATE – National Council for the Accreditation of Teacher Education

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Program Approval Recommendations

Program	Approved	Conditionally Approved	Not Approved	Notes (See program rubric section for more specifics regarding recommendations.)
Core Standards				Core standards are individually reviewed but are not subject to approval
Elementary Education	X			
Special Education Generalist		X		Recommendation for conditional approval based on performance evidence considerations
Special Education-Deaf Education		X		Recommendation for conditional approval based on content considerations
English as a New Language			X	Recommendation for not approved due to lack of evidence from content courses
Blended Early Childhood		X		Recommendation for conditional approval based on this being a new program, lack of completers, and questions regarding SPA accreditation evidence
Communication Arts Foundation				Foundation standards are individually reviewed but not approved. *It should be noted that some foundation evidence was missing resulting in effected programs being recommended for conditional approval.
Journalism		X		Recommendation for conditional approval due to lack of completers and minimal content area/foundation evidence
Speech/Debate		X		Recommendation for conditional approval due to lack of completers and minimal content area/foundation evidence
English			X	Recommendation for not approved is based on lack of evidence regarding composition and language study instruction integral to English

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				certification
Health	X			
Mathematics		X		Recommendation for conditional approval based on minimal evidence regarding current mathematics standards and best practices
Physical Education	X			
PTE Foundation Standards				Foundation standards are individually reviewed but not approved
PTE-Business Education	X			
PTE-Family Consumer Science		X		Recommendation for conditional approval based on missing content knowledge classes
Science Foundations				Foundation standards are individually reviewed but not approved
Biology	X			
Chemistry		X		Recommendation for conditional approval due to lack of completers
Physics		X		Recommendation for conditional approval due to lack of completers
Social Studies Foundations				Foundation standards are individually reviewed but not approved
History	X			
Government		X		Recommendation for conditional approval based on minimal foundation evidence
Economics			X	Recommendation for not approved based on missing required coursework as noted in rubrics

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Visual Arts Foundations				Foundation standards are individually reviewed but not approved *It should be noted that foundation evidence was missing resulting in effected programs being recommended for conditional approval.
Drama		X		Recommendation for conditional approval based on lack of completers, as well as missing foundation coursework evidence
Visual Arts		X		Recommendation for conditional approval based on missing foundation coursework evidence
School Administrator	X			
School Superintendent	X			
On-Line Teacher		X		Recommendation of conditional approval based on lack of completers, as well as some missing evidence as noted in rubrics.
World Language		X		Recommendation for conditional approval based on lack of completers.

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Idaho Core Teacher Standards

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

The Idaho Standards for Initial Certification provide the framework for the approval of educator preparation programs. As such, the standards set the criteria by which teacher preparation programs are reviewed for state program approval.

The following rubric is used to evaluate the extent to which teacher preparation programs prepare teachers who meet the standards. The rubric is designed to be used with each individual preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with NCATE accreditation standards, the rubrics describe three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Elements identified in the rubrics provide the basis upon which the State Program Approval Team evaluates the institution's evidence that candidates meet the Idaho standards. The institution is expected to provide information about candidate performance related to the Idaho Core Teacher Standards (and Idaho Teacher Standards for specific preparation areas).

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge
1. The teacher understands how learning occurs--how learners construct knowledge, acquire skills, and develop disciplined thinking processes--and knows how to use instructional strategies that promote student learning.
2. The teacher understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs.
3. The teacher identifies readiness for learning, and understands how development in any one area may affect performance in others.
4. The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Learner Development		**X**	

5

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1.1 Syllabi, required coursework descriptions, candidate lesson plans, and teacher work samples provide evidence that teacher candidates demonstrate an adequate understanding of how students learn and develop.

Performance
1. The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.
2. The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.
3. The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.

Element	Unacceptable	Acceptable	Target
1.2 Performance Learner Development		**X**	

1.2 Candidate interviews, work samples, and lesson plans indicated hypothetical developmentally appropriate instruction that accounts for individual learners' strengths, interests, and needs.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Knowledge
1. The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth.
2. The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.
3. The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.
4. The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.
5. The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction.

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Element	Unacceptable	Acceptable	Target
2.1 Knowledge Learning Differences		**X**	

2.1 Syllabi, required coursework descriptions, **c**andidate lesson plans, and teacher work samples provide evidence that teacher candidates demonstrate an adequate understanding of how students differ in their approaches to learning.

Performance
1. The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.
2. The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.
3. The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.
4. The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.
5. The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.
6. The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.

Element	Unacceptable	Acceptable	Target
2.2 Performance Learning Differences			**X**

2.2 Teacher work samples, lesson plans, and interviews with candidates demonstrate an in-depth ability of candidates to understand, design, and adapt instruction for students with multiple diverse learning needs. Candidates consistently shared that they felt exceptionally prepared in this area.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

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Knowledge
1. The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.
2. The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals.
3. The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures.
4. The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.
5. The teacher knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.

Element	Unacceptable	Acceptable	Target
3.1 Knowledge Learning Environments		**X**	

3.1 Course syllabi and course assignments, such as classroom management plans and lesson plans provide evidence that teacher candidates demonstrate an adequate understanding of the principles of motivation and management for safe and productive student behavior.

Performance
1. The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.
2. The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.
3. The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.
4. The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.
5. The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.
6. The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.
7. The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.
8. The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.

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Element	Unacceptable	Acceptable	Target
3.2 Performance Learning Environments		**X**	

3.2 Interviews with candidates, completers, and cooperating teachers, as well as lesson plans and classroom management analysis projects provide evidence that teacher candidates are able to create, manage, and modify learning environments to ensure they are safe and productive.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge
1. The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.
2. The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.
3. The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners.
4. The teacher knows how to integrate culturally relevant content to build on learners' background knowledge.
5. The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) s/he teaches.

Element	Unacceptable	Acceptable	Target
4.1 Knowledge Content Knowledge		**X**	

4.1 Praxis II exam scores, candidate assignments, lesson plans, and teacher work samples provide evidence that teacher candidates demonstrate adequate knowledge of the content that they plan to teach and understand the ways new knowledge in the content area is discovered.

Performance
1. The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.
2. The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.

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3. The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline.
4. The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.
5. The teacher recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding.
6. The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/ her learners.
7. The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.
8. The teacher creates opportunities for students to learn, practice, and master academic language in their content.
9. The teacher accesses school and/or district-based resources to evaluate the learner's content knowledge in their primary language.

Element	Unacceptable	Acceptable	Target
4.2 Performance Content Knowledge		**X**	

4.2 Lesson plans, work samples, candidate interviews, and cooperating teacher interviews provide evidence that teacher candidates create learning experiences that make the content taught meaningful to students.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge
1. The teacher understands the ways of knowing in his/her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues, and concerns.
2. The teacher understands how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences.
3. The teacher understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use.
4. The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.
5. The teacher understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning.
6. The teacher understands communication modes and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles for expressing learning.

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7. The teacher understands creative thinking processes and how to engage learners in producing original work.
8. The teacher knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.

Element	Unacceptable	Acceptable	Target
5.1 Knowledge Application of Content		**X**	

5.1 Coursework, lesson plans, and teacher work samples provide evidence that teacher candidates understand how to connect concepts and use differing perspectives to engage learners in critical thinking. Aside from candidate philosophy papers, little evidence was provided to address issues related to ethics and quality of information.

Performance
1. The teacher develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications).
2. The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).
3. The teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts.
4. The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.
5. The teacher develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.
6. The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.
7. The teacher facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.
8. The teacher develops and implements supports for learner literacy development across content areas.

Element	Unacceptable	Acceptable	Target
5.2 Performance Application of Content	X		

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5.2 Lesson plans, teacher work samples, and unit plans provide minimal evidence that teacher candidates demonstrate the ability to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. Minimal evidence was present in both Elementary and Secondary Social Studies methods and art methods. Even though candidates' lesson plan evaluations indicated this practice was systematic, evidence was not consistently apparent.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Knowledge
1. The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each.
2. The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.
3. The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.
4. The teacher knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning.
5. The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.
6. The teacher knows when and how to evaluate and report learner progress against standards.
7. The teacher understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

Element	Unacceptable	Acceptable	Target
6.1 Knowledge Assessment		**X**	

6.1 Teacher work samples, lesson plans, and candidate and cooperating teacher interviews provide evidence that teacher candidates demonstrate an understanding of formal and informal student assessment strategies to evaluate students. Candidates and cooperating teachers expressed a desire and need for more candidate training in assessment strategies, specifically formative assessment.

Performance
1. The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning.
2. The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.
3. The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.

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4. The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.
5. The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.
6. The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.
7. The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.
8. The teacher prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs.
9. The teacher continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.

Element	Unacceptable	Acceptable	Target
6.2 Performance Assessment	**X**		

6.2 Teacher work samples, lesson plans, and candidate and cooperating teacher interviews provide minimal evidence that teacher candidates use and interpret multiple forms of assessment to evaluate student performance. Although assessment is clearly an integral part of lesson plan development, faculty feedback on lesson plans and teacher work samples specific to assessment consistently identify improvements needed. Candidates and cooperating teachers expressed a desire and need for more candidate training in assessment strategies, specifically utilizing formative assessment to further plan instruction.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge
1. The teacher understands content and content standards and how these are organized in the curriculum.
2. The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.
3. The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.
4. The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.
5. The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.
6. The teacher knows when and how to adjust plans based on assessment information and learner responses.

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7. The teacher knows when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).

Element	Unacceptable	Acceptable	Target
7.1 Knowledge Instructional Planning Skills		**X**	

7.1 Syllabi, lesson plans, teacher work samples, and cooperating teacher interviews provide evidence that teacher candidates demonstrate an adequate understanding of how to plan and prepare instruction based upon consideration of knowledge of subject matter, students, the community, and curriculum goals. Reflection exercises indicate teacher candidates consider assessment information and learner responses when adjusting teaching plans inconsistently.

Performance
1. The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.
2. The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.
3. The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.
4. The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.
5. The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate learning experiences to meet unique learning needs.
6. The teacher evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning.

Element	Unacceptable	Acceptable	Target
7.2 Performance Instructional Planning Skills		**X**	

7.2 Lesson plans, teacher work samples, and candidate and cooperating teacher interviews provide evidence that teacher candidates plan and prepare instruction based upon consideration of subject matter, students, the community, and curriculum goals. Assessment evidence, while provided, was inconsistent. Evidence of teacher candidates' efforts to collaborate with specialists was minimal to non-existent.

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Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge
1. The teacher understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.
2. The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.
3. The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.
4. The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self-expression, and build relationships.
5. The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning.
6. The teacher understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.

Element	Unacceptable	Acceptable	Target
8.1 Knowledge Instructional Strategies		**X**	

8.1 Lesson plans, teacher work samples, and interviews with candidates and cooperating teachers provide evidence that teacher candidates demonstrate an adequate understanding of instructional strategies. Candidates work consistently shows appropriate differentiation as needed.

Performance
1. The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.
2. The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.
3. The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.
4. The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.
5. The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.
6. The teacher engages all learners in developing higher order questioning skills and metacognitive processes.

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7. The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.
8. The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.
9. The teacher asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).

Element	Unacceptable	Acceptable	Target
8.2 Performance Instructional Strategies		**X**	

8.2 Lesson plans, teacher work samples, unit plans, and candidate interviews provide evidence that teacher candidates use a variety of instructional strategies. Evidence indicated candidates utilize whole group, small group, individual, and technology for instructional strategies.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge
1. The teacher understands and knows how to use a variety of self-assessment and problem solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.
2. The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly.
3. The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.
h4. The teacher understands laws related to learners' rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).
5. The teacher knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and system-wide priorities.

Element	Unacceptable	Acceptable	Target
9.1 Knowledge Professional Learning and Ethical Practice		**X**	

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9.1 Syllabi, coursework, teacher work samples, unit plans, and interviews with candidates provide evidence that teacher candidates demonstrate an adequate ability to engage in ongoing professional learning and use evidence to continually evaluate his/her practice. Minimal evidence was provided to show candidate understanding of laws related to learners' rights and teacher responsibilities.

Performance
1. The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.
2. The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.
3. Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.
4. The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.
5. The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.
6. The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.

Element	Unacceptable	Acceptable	Target
9.2 Performance Professional Learning and Ethical Practice		**X**	

9.2 Teacher work samples, the use of IPLP's, candidate reflections, and candidate interviews provide evidence that teacher candidates display an adequate ability to engage in appropriate professional learning experiences and evaluate their practices.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge
1. The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.
2. The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.

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3. The teacher knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.
4. The teacher knows how to contribute to a common culture that supports high expectations for student learning.

Element	Unacceptable	Acceptable	Target
10.1 Knowledge Leadership and Collaboration		**X**	

10.1 Coursework, and candidate and cooperating teacher interviews provide evidence that teacher candidates understand how to professionally and effectively communicate and work with colleagues and families to support students' learning and well-being.

Performance
1. The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.
2. The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.
3. The teacher engages collaboratively in the school-wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.
4. The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.
5. Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and wellbeing.
6. The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.
7. The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.
8. The teacher uses and generates meaningful research on education issues and policies.
9. The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.
10. The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.
11. The teacher takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.

Element	Unacceptable	Acceptable	Target
10.2 Performance Leadership and Collaboration		**X**	

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10.2 Teacher work samples and candidate and cooperating teacher interviews provide evidence that teacher candidates interact in a professional, effective manner with colleagues and families to support students' learning and well-being.

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Blended Early Childhood Education/ Early Childhood Special Education

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

The Idaho Standards for Initial Certification provide the framework for the approval of educator preparation programs. As such, the standards set the criteria by which teacher preparation programs are reviewed for state program approval.

The following rubric is used to evaluate the extent to which teacher preparation programs prepare teachers relative to the standards. The rubric is designed to be used with each content-specific preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with NCATE accreditation standards, the rubric describes three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Performance indicators provide the lens through which the State Program Approval Team evaluates the institution's provided evidence that candidates meet the Idaho standards. The institution is expected to provide information about candidate performance related to the Idaho Standards for Initial Preparation of Professional School Personnel.

Standard 1: Knowledge of Subject Matter -- The teacher understands the central concepts, tools of inquiry, and structures of the content area(s) taught and creates learning experiences that make these aspects of subject matter meaningful for learners.

Knowledge

1. The educator knows how young children integrate domains of development (language, cognition, social-emotional, physical, and self-help) as well as traditional content areas of learning (e.g., literacy, mathematics, science, health, safety, nutrition, social studies, art, music, drama, and movement).

2. The educator understands theories, history, and models that provide the basis for early childhood education and early childhood special education practices as identified in NAEYC Licensure and DEC Personnel Standards.

3. The educator understands the process of self-regulation that assists young children to identify and cope with emotions.

4. The educator understands language acquisition processes in order to support emergent literacy, including pre-linguistic communication and language development.

5. The educator understands the elements of play and how play assists children in learning.

6. The educator understands nutrition and feeding relationships so children develop essential and healthy eating habits.

7. The educator understands that young children are constructing a sense of self, expressing wants and needs, and understanding social interactions that enable them to be involved in friendships, cooperation, and effective conflict resolutions.

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8. The educator understands the acquisition of self-help skills that facilitate the child's growing independence (e.g., toileting, dressing, grooming, hygiene, eating, and sleeping).
9. The educator understands the comprehensive nature of children's well being in order to create opportunities for developing and practicing skills that contribute to healthful living and enhanced quality of life.

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Understanding Subject Matter	**X**		

1.1 Due to lack of variety of sources of evidence provided and an insufficient number of program completers, teacher candidates did not demonstrate adequate knowledge of understanding subject matter. A single course is insufficient to meet a majority, if not all, of the standards.

Performance
1. The educator demonstrates the application of theories and educational models in early childhood education and special education practices.
2. The educator applies fundamental knowledge of English language arts, science, mathematics, social studies, the arts, health, safety, nutrition, and physical education for children from birth through age 2, ages 3-5, and grades K-3.

Element	Unacceptable	Acceptable	Target
1.2 Performance Making Subject Matter Meaningful	**X**		

1.2 Due to lack of variety of sources of evidence provided and an insufficient number of program completers, teacher candidates did not demonstrate an adequate ability to make subject matter meaningful. A single course is insufficient to meet a majority, if not all, of the standards.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Knowledge
1. The educator knows that family systems are inextricably tied to child development.
2. The educator understands the typical and atypical development of infants' and young children's attachments and relationships with primary caregivers.
3. The educator understands how learning occurs and that young children's development influences learning and instructional decisions.

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4. The educator understands pre-, peri-, and postnatal development and factors, such as biological and environment conditions that affect children's development and learning.
5. The educator understands the developmental consequences of stress and trauma, protective factors and resilience, the development of mental health, and the importance of supportive relationships.

Element	Unacceptable	Acceptable	Target
2.1 Knowledge Human Development and Learning	**X**		

2.1 Due to lack of variety of sources of evidence provided and an insufficient number of program completers, teacher candidates did not demonstrate an adequate understanding of how students learn and develop. A single course is insufficient to meet a majority, if not all, of the standards.

Performance
1. The educator identifies pre-, peri-, and postnatal development and factors, such as biological and environment conditions that affect children's development and learning.
2. The educator addresses the developmental consequences of stress and trauma, protective factors and resilience, the development of mental health, and the importance of supportive relationships.

Element	Unacceptable	Acceptable	Target
2.2 Performance Provide Opportunities for Development	**X**		

2.2 Due to lack of variety of sources of evidence provided and an insufficient number of program completers, teacher candidates did not demonstrate an adequate ability to provide opportunities for development. A single course is insufficient to meet a majority, if not all, of the standards.

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

Knowledge
1. The educator knows aspects of medical care for premature development, low birth weight, young children who are medically fragile, and children with special health care needs, and knows the concerns and priorities associated with these medical conditions as well as their implications on child development and family resources.

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2. The educator understands variations of beliefs, traditions, and values regarding disability across cultures and the effect of these on the relationships among the child, family, and their environments.
3. The educator knows the characteristics of typical and atypical development and their educational implications and effects on participation in educational and community environments.
4. The educator knows how to access information regarding specific children's needs and disability-related issues (e.g. medical, support, and service delivery).

Element	Unacceptable	Acceptable	Target
3.1 Knowledge Understanding How Students Differ in Their Approaches to Learning		**X**	

3.1 Interviews with university supervisors, elementary principals, review of multiple special education syllabi and assessment matrices provide evidence that teacher candidates demonstrate an adequate knowledge of how students differ in their approaches to learning. However, it must be noted that a single course is insufficient to meet a majority, if not all, of the standards.

Performance
1. The educator locates, uses, and shares information about the methods for the care of young children who are medically fragile and children with special health care needs, including the effects of technology and various medications on the educational, cognitive, physical, social, and emotional behavior of children with disabilities.

Element	Unacceptable	Acceptable	Target
3.2 Performance Accommodating Individual Learning Needs		**X**	

3.2 Multiple candidate work samples from multiple special education classes and final exam narratives show evidence that teacher candidates demonstrate an adequate ability to accommodate individual learning needs. However, it must be noted that a single course is insufficient to meet a majority, if not all, of the standards.

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

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Knowledge
1. The educator knows the characteristics of physical environments that must vary to support the learning of children from birth through age 2, ages 3-5, and grades K-3 (e.g., schedule, routines, and transitions).

Element	Unacceptable	Acceptable	Target
4.1 Knowledge Understanding and Using a Variety of Instructional Strategies		**X**	

4.1 Review of multiple course syllabi, progress monitoring information and assessment guideline requirements provide evidence that the teacher candidates demonstrate adequate knowledge of using a variety of instructional strategies. However, it must be noted that a single course is insufficient to meet a majority, if not all, of the standards.

Performance
1. The educator uses developmentally appropriate methods to help young children develop intellectual curiosity, solve problems, and make decisions (e.g., child choice, play, small group projects, open-ended questioning, group discussion, problem solving, cooperative learning, and inquiry and reflection experiences).
2. The educator uses instructional strategies that support both child-initiated and adult-directed activities.

Element	Unacceptable	Acceptable	Target
4.2 Performance Understanding and Using a Variety of Instructional Strategies		**X**	

4.2 Multiple candidate work samples from multiple special education classes, progress monitoring work submission and final exam narratives provided show evidence that teacher candidates demonstrate an adequate ability to accommodate individual learning needs. However, it must be noted that a single course is insufficient to meet a majority, if not all, of the standards.

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

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Performance
1. The educator promotes opportunities for young children in natural and inclusive settings.
2. The educator embeds learning objectives within everyday routines and activities.
3. The educator creates an accessible learning environment, including the use of assistive technology.
4. The educator provides training and supervision for the classroom paraprofessional, aide, volunteer, and peer tutor.
5. The educator creates an environment that encourages self-advocacy and increased independence.
6. The educator implements the least intrusive and intensive intervention consistent with the needs of children.
7. The educator conducts functional behavior assessments and develops positive behavior supports.

Element	Unacceptable	Acceptable	Target
5.2 Performance Creating a Learning Environment that Encourages Positive Social Interaction, Active Engagement in Learning, and Self-Motivation.	**X**		

5.2 Due to lack of variety of sources of evidence provided and an insufficient number of program completers, teacher candidates did not demonstrate an adequate ability to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. A single course is insufficient to meet a majority, if not all, of the standards.

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

Performance
1. The educator adjusts language and communication strategies for the developmental age and stage of the child.

Element	Unacceptable	Acceptable	Target
6.2 Performance Using a Variety of Communication Techniques		**X**	

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6.2 Lesson plan work samples, final exam essay responses and interviews with course instructors show that teacher candidates demonstrate an adequate ability to use a variety of communication techniques. However, it must be noted that a single course is insufficient to meet a majority, if not all, of the standards.

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

Knowledge
1. The educator understands theory and research that reflect currently recommended professional practice for working with families and children (from birth through age 2, ages 3-5, and grades K-3).

Element	Unacceptable	Acceptable	Target
7.1 Knowledge Instructional Planning Skills in Connection with Students' Needs and Community Contexts	**X**		

7.1 Due to lack of variety of sources of evidence provided and an insufficient number of program completers, teacher candidates did not demonstrate an adequate understanding of how to plan in connection with students' needs and community contexts. A single course is insufficient to meet a majority, if not all, of the standards.

Performance
1. The educator designs meaningful play experiences and integrated learning opportunities for development of young children.
2. The educator assists families in identifying their resources, priorities, and concerns in relation to their children's development and provides information about a range of family-oriented services based on identified resources, priorities, and concerns through the use of the Individualized Education Programs (IEP).
3. The educator supports transitions for young children and their families (e.g., hospital, home, Infant/Toddler programs, Head Start, Early Head Start, childcare programs, preschool, and primary programs).
4. The educator analyzes activities and tasks and uses procedures for determining and monitoring children's skill levels and progress.
5. The educator evaluates and links children's skill development to that of same age peers.

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Element	Unacceptable	Acceptable	Target
7.2 Performance Instructional Planning Skills in Connection with Students' Needs and Community Contexts	**X**		

7.2 Due to lack of variety of sources of evidence provided and an insufficient number of program completers, teacher candidates did not demonstrate an adequate ability to plan in connection with students' needs and community contexts. A single course is insufficient to meet a majority, if not all, of the standards.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Knowledge
1. The educator understands the legal provisions, regulations, guidelines, and ethical concerns regarding assessment of children.
2. The educator knows that developmentally appropriate assessment procedures reflect children's behavior over time and rely on regular and periodic observations and record keeping of children's everyday activities and performance.
3. The educator knows the instruments and procedures used to assess children for screening, pre-referral interventions, referral, and eligibility determination for special education services or early intervention services for birth to three years.
4. The educator knows the ethical issues and identification procedures for children with disabilities, including children from culturally and linguistically diverse backgrounds.

Element	Unacceptable	Acceptable	Target
8.1 Knowledge Assessment of Student Learning	**X**		

8.1 Due to lack of variety of sources of evidence provided and an insufficient number of program completers, teacher candidates did not demonstrate an adequate understanding of assessment of student learning. A single course is insufficient to meet a majority, if not all, of the standards.

Performance
1. The educator assesses all developmental domains (e.g., social-emotional, fine and gross motor, cognition, communication, and self-help).

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2. The educator implements services consistent with procedural safeguards in order to protect the rights and ensure the participation of families and children.
3. The educator collaborates with families and professionals involved in the assessment of children.
4. The educator conducts an ecological assessment and uses the information to modify various settings as needed and to integrate the children into those setting.

Element	Unacceptable	Acceptable	Target
8.2 Performance Using and Interpreting Program and Student Assessment Strategies	**X**		

8.2 Due to lack of variety of sources of evidence provided and an insufficient number of program completers, teacher candidates did not demonstrate an adequate ability to use and interpret program and student assessment strategies. A single course is insufficient to meet a majority, if not all, of the standards.

Standard 9: Professional Commitment and Responsibility- The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Knowledge
1. The educator understands NAEYC Licensure and DEC Personnel Standards.

Element	Unacceptable	Acceptable	Target
9.1 Knowledge Professional Commitment and Responsibility as Reflective Practitioners	**X**		

9.1 Due to lack of variety of sources of evidence provided and an insufficient number of program completers, teacher candidates did not demonstrate an adequate knowledge of professional commitment and responsibility as reflective practitioners. A single course is insufficient to meet a majority, if not all, of the standards.

Performance
1. The educator practices behavior congruent with NAEYC Licensure and DEC Personnel Standards.

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Element	Unacceptable	Acceptable	Target
9.2 Performance Continuously Engages in Purposeful Mastery of the Art and Science of Teaching	**X**		

9.2 Due to lack of variety of sources of evidence provided and an insufficient number of program completers, teacher candidates did not demonstrate an ability to continuously engage in the purposeful mastery of the art and science of teaching. A single course is insufficient to meet a majority, if not all, of the standards.

Standard 10: Partnerships- The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well being.

Knowledge
1. The educator knows the National Association for the Education of Young Children (NAEYC) and the Division for Early Childhood (DEC) Code of Ethics.
2. The educator knows family systems theory and its application to the dynamics, roles, and relationships within families and communities.
3. The educator knows community, state, and national resources available for young children and their families.
4. The educator understands the role and function of the service coordinator and related service professionals in assisting families of young children.
5. The educator knows basic principles of administration, organization, and operation of early childhood programs (e.g., supervision of staff and volunteers, and program evaluation).
6. The educator knows the rights and responsibilities of parents/guardians, students, teachers, professionals, and programs as they relate to children with disabilities.
7. The educator understands how to effectively communicate and collaborate with children, parents/guardians, colleagues, and the community in a culturally responsive manner.

Element	Unacceptable	Acceptable	Target
10.1 Knowledge Partnerships	**X**		

10.1 Due to lack of variety of sources of evidence provided and an insufficient number of program completers, teacher candidates did not demonstrate an adequate understanding of effective partnerships. A single course is insufficient to meet a majority, if not all, of the standards.

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Performance
1. The educator practices behavior congruent with the NAEYC Code of Ethics and the Division for Early Childhood Code of Ethics.
2. The educator demonstrates skills in communicating, consulting and partnering with families and diverse service delivery providers (e.g., home services, childcare programs, school, and community) to support the child's development and learning.
3. The educator identifies and accesses community, state, and national resources for young children and families.
4. The educator advocates for young children and their families.
5. The educator creates a manageable system to maintain all program and legal records for children.
6. The educator encourages and assists families to become active participants in the educational team, including setting instructional goals for and charting progress of children.
7. The educator demonstrates respect, honesty, caring, and responsibility in order to promote and nurture an environment that fosters these qualities.

Element	Unacceptable	Acceptable	Target
10.2 Performance Partnerships	**X**		

10.2 Due to lack of variety of sources of evidence provided and an insufficient number of program completers, teacher candidates did not demonstrate an adequate ability to interact in a professional and effective manner to support student's learning and wellbeing. A single course is insufficient to meet a majority, if not all, of the standards.

Recommended Action on Blended Early Childhood/Early Childhood Special Education:
_____Approved
XApproved Conditionally
_____Not Approved

Areas for Improvement:
The Early Childhood Education/Blended program is a work in progress. Due to the nature of this program, it is difficult to determine what pedagogical knowledge candidates enter the program with. Being a new program with no completers, the reviewer feels that it will be easier to determine candidate knowledge and performance ability at the 3 year focus visit.

It is our understanding that the SPA accreditation is for an Associate's Degree, not a Bachelor's Degree, and therefore is not acceptable as the ONLY evidence for the early childhood portion of the program.

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Communication Arts Foundation Standards

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

The Idaho Standards for Initial Certification provide the framework for the approval of educator preparation programs. As such, the standards/principles set the criteria by which teacher preparation programs are reviewed for state program approval.

The following rubric is used to evaluate the extent to which teacher preparation programs prepare teachers who meet the standards. The rubric is designed to be used with each individual preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with NCATE accreditation standards, the rubric describes three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Performance indicators provide the lens through which the State Program Approval Team evaluates the institution's evidence that candidates meet the Idaho standards. The institution is expected to provide information about candidate performance related to the Idaho Standards for Elementary Teachers.

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

Knowledge
1. The teacher understands how values and ethics affect communication.
2. The teacher understands the importance of audience analysis and adaptation in differing communication contexts.
3. The teacher knows the components and processes of communication.
4. The teacher understands the interactive roles of perceptions and meaning.
5. The teacher understands how symbolism and language affect communication.
6. The teacher understands the role of organization in presenting concepts, ideas, and arguments.
7. The teacher knows methods and steps of problem solving in communication arts.

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Understanding Subject Matter	X		

1.1 There are too few completers in this program for the last few years to be able to give this standard an acceptable rating. There were six candidates who took the Praxis II test in 2014,

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and all passed. Two student work samples demonstrated adequate understanding of Communication Standards. However, the syllabi for the Communications courses were unavailable, so it is unclear where that knowledge was taught. The English Language Arts course syllabi that would have provided knowledge in the nature, value, and approaches to a variety of literary texts, print and non-print media, composing processes, and language study dealt ONLY in literature; no instruction in composing processes or language study has been shown to have occurred.

Performance
1. The teacher emphasizes to students the importance of values and ethics relevant to the communication process (e.g., speeches, interpersonal interactions, journalistic writing, and debate).
2. The teacher provides instruction and practice in conducting and applying research.
3. The teacher creates lessons that stress the importance of audience analysis and adaptation.
4. The teacher presents communication as a process consisting of integral components.
5. The teacher explains various methods of organization and their effects on the communication process.

Element	Unacceptable	Acceptable	Target
1.2 Performance Making Subject Matter Meaningful	X		

1.2 There are too few completers to be able to give this standard an acceptable rating. Based on the two work samples, the teacher candidates are striving to make this subject matter meaningful, but the small number of completers gives this program an Unacceptable rating.

Standard 2: Knowledge of Human Development and Learning – The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

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

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

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

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

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

Standard 8: Assessment of Student Learning- The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Standard 9: Professional Commitment and Responsibility- The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard 10: Partnerships- The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well being.

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Journalism

The Idaho Standards for Initial Certification provide the framework for the approval of educator preparation programs. As such, the standards set the criteria by which teacher preparation programs are reviewed for state program approval.

The following rubric is used to evaluate the extent to which teacher preparation programs prepare teachers relative to the standards. The rubric is designed to be used with each content-specific preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with NCATE accreditation standards, the rubric describes three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Performance indicators provide the lens through which the State Program Approval Team evaluates the institution's provided evidence that candidates meet the Idaho standards. The institution is expected to provide information about candidate performance related to the Idaho Standards for Initial Preparation of Professional School Personnel.

Standard 1: Knowledge of Subject Matter -- The teacher understands the central concepts, tools of inquiry, and structures of the content area(s) taught and creates learning experiences that make these aspects of subject matter meaningful for learners.

Knowledge
1. The teacher comprehends the fundamentals of journalistic style (e.g., news, feature, and editorial writing).
2. The teacher understands the elements of design and layout.
3. The teacher understands the purposes and elements of photojournalism (e.g., composition and processing).
4. The teacher understands the purposes, types, and rules of headline and caption writing.
5. The teacher possesses knowledge of interviewing skills.
6. The teacher knows how to organize and equip a production area.
7. The teacher knows how to organize and supervise a student staff (e.g., editors, writers, photographers, and business personnel).
8. The teacher knows how to adapt journalistic techniques to various media (e.g., radio, television, and the Internet).
9. The teacher understands advertising and finance.
10. The teacher knows the fundamentals of editing.
11. The teacher understands processes of effective critiquing.
12. The teacher understands journalistic law.

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Element	Unacceptable	Acceptable	Target
1.1 Knowledge Understanding Subject Matter	X		

1.1 This program has no completers. The syllabi for the course work in this program cover all of the above standards, with the exception of numbers 4, 7, and 9.

Performance
1. The teacher instructs students in the fundamentals of journalistic style.
2. The teacher presents and requires students to apply the techniques of design and layout.
3. The teacher integrates the purposes and elements of photojournalism into the production process.
4. The teacher instructs students in the purposes, types, and rules of headline and caption writing.
5. The teacher provides opportunities for students to practice and use interviewing skills.
6. The teacher teaches editing skills and provides opportunities for student practice.
7. The teacher provides opportunities for students to critique and evaluate student and professional work.

Element	Unacceptable	Acceptable	Target
1.2 Performance Making Subject Matter Meaningful	X		

1.2 This program has no completers, so there was no evidence to review.

Standard 2: Knowledge of Human Development and Learning- The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

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

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

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

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

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

Standard 8: Assessment of Student Learning- The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Standard 9: Professional Commitment and Responsibility- The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard 10: Partnerships- The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well being.

Recommended Action on Journalism:
_____Approved
_**X**___Approved Conditionally
_____Not Approved

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Speech and Debate

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

The Idaho Standards for Initial Certification provide the framework for the approval of educator preparation programs. As such, the standards set the criteria by which teacher preparation programs are reviewed for state program approval.

The following rubric is used to evaluate the extent to which teacher preparation programs prepare teachers relative to the standards. The rubric is designed to be used with each content-specific preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with NCATE accreditation standards, the rubric describes three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Performance indicators provide the lens through which the State Program Approval Team evaluates the institution's provided evidence that candidates meet the Idaho standards. The institution is expected to provide information about candidate performance related to the Idaho Standards for Initial Preparation of Professional School Personnel.

Standard 1: Knowledge of Subject Matter -- The teacher understands the central concepts, tools of inquiry, and structures of the content area(s) taught and creates learning experiences that make these aspects of subject matter meaningful for learners.

Knowledge
1. The teacher understands the models of interpersonal communication.
2. The teacher knows the processes of hearing and listening.
3. The teacher knows the nature of conflict and conflict resolution strategies in the speech process.
4. The teacher knows the dynamics of group communication (e.g., roles, functions, systems, developmental stages, and problem solving).
5. The teacher understands rhetorical theories and practices.
6. The teacher understands types of public speaking (e.g., informative, persuasive, and ceremonial).
7. The teacher understands the steps of speech preparation, rehearsal, presentation, and constructive feedback.
8. The teacher understands the necessity of adapting public speaking styles and skills to various media.
9. The teacher understands the principles of competitive debate theory (e.g., categories and styles of debate).
10. The teacher knows the theories and practices of argumentation.
11. The teacher knows the precepts of logical reasoning (e.g., syllogistic, categorical, disjunctive, and fallacies).
12. The teacher knows the various types of competitive speaking events (e.g., impromptu, extemporaneous, oratory, and debate).
13. The teacher knows how to identify and minimize communication anxiety.

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Element	Unacceptable	Acceptable	Target
1.1 Knowledge Understanding Subject Matter	X		

1.1 The syllabi for the foundational courses for communication and speech courses were missing. The syllabus for the one course that has students learning to debate in British Parliamentary format seemed adequate. There are too few completers to give this program an acceptable rating.

Performance
1. The teacher instructs in the process of effective interpersonal communication (e.g., effective listening, components of verbal and nonverbal communication, and conflict resolution).
2. The teacher explains the components and dynamics of group communication and provides opportunities for student implementation.
3. The teacher provides opportunities for students to prepare, practice, and present various types of speeches.
4. The teacher provides instruction in presenting for various media.
5. The teacher instructs in the theory, principles, and practices of debate (e.g., argumentation, logical reasoning, and competitive speaking).
6. The teacher provides opportunities for students to participate in debate and speaking events.
7. The teacher explains various methods of organization and their effects on the communication process.
8. The teacher provides strategies for minimizing communication anxiety.

Element	Unacceptable	Acceptable	Target
1.2 Performance Making Subject Matter Meaningful	X		

1.2 There are too few completers in this program to give it an acceptable rating. There are six completers who passed the Praxis II test in 2014, and the two student work samples provided by candidates showed acceptable knowledge and performance, but no other pieces of evidence are available to give this program an acceptable rating.

Standard 2: Knowledge of Human Development and Learning- The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

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

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

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

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

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

Standard 8: Assessment of Student Learning- The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Standard 9: Professional Commitment and Responsibility- The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard 10: Partnerships- The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well being.

Recommended Action on Speech and Debate:
_____Approved
_**X**___Approved Conditionally
_____Not Approved

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Elementary

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

The Idaho Standards for Initial Certification provide the framework for the approval of educator preparation programs. As such, the standards/principles set the criteria by which teacher preparation programs are reviewed for state program approval.

The following rubric is used to evaluate the extent to which teacher preparation programs prepare teachers who meet the standards. The rubric is designed to be used with each individual preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with NCATE accreditation standards, the rubric describes three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Performance indicators provide the lens through which the State Program Approval Team evaluates the institution's evidence that candidates meet the Idaho standards. The institution is expected to provide information about candidate performance related to the Idaho Standards for Elementary Teachers.

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

Knowledge

1. The teacher understands concepts of language arts and child development in order to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.

2. The teacher understands how children learn language, the basic sound structure of the English language, semantics and syntactics, diagnostic tools, and test data to improve student reading ability.

3. The teacher understands the fundamental concepts and structures of science including physical, life, and earth and space sciences as well as the applications of science to technology, personal and social perspectives, history, unifying concepts, and inquiry processes scientists use in the discovery of new knowledge.

4. The teacher understands major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, computation, geometry, measurement, statistics and probability, and algebra in order to foster student understanding and use of patterns, quantities, and spatial relationships that represent phenomena, solve problems, and manage data.

5. The teacher knows the major concepts and modes of inquiry for social studies: the integrated study of history, geography, government/civics, economics, social/cultural and other related

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areas to develop students' abilities to make informed decisions as citizens of a culturally diverse, democratic society and interdependent world.
6. The teacher understands the content, functions, aesthetics, and achievements of the arts, such as dance, music, theater, and visual arts as avenues for communication, inquiry, and insight.
7. The teacher understands the comprehensive nature of students' physical, intellectual, social, and emotional well- being in order to create opportunities for developing and practicing skills that contribute to healthful living.
8. The teacher understands human movement and physical activities as central elements for active, healthy lifestyles and enhanced quality of life.
9. The teacher understands connections across curricula and within a discipline among concepts, procedures, and applications to motivate students, build understanding, and encourage application of knowledge, skills, and ideas to real life issues and future career applications.
10. The teacher understands the principles and processes of personal skills and group dynamics incorporating respect, caring, honesty, and responsibility that enable students to effectively and appropriately communicate and interact with peers and adults.

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Understanding Subject Matter	**X**		

1.1 The program provides minimal, but acceptable evidence that candidates have adequate knowledge of elementary subject content. The importance of integrated curriculum is not evident and there is little evidence that candidates understand the relationship between inquiry and development of thinking and reasoning. Overall, there is insufficient evidence that this standard has been met.

Performance
1. The teacher models the appropriate and accurate use of language arts.
2. The teacher demonstrates competence in language arts, reading, STEM disciplines, social studies, the arts, health education, and physical education. Through inquiry the teacher facilitates thinking and reasoning.
3. The teacher provides a purpose and context to use the communication skills taught. The teacher integrates these communication skills across the curriculum.
4. The teacher conceptualizes, develops, and implements a balanced curriculum that includes language arts, reading, STEM disciplines, social studies, the arts, health education, and physical education.
5. Using his/her integrated knowledge of the curricula, the teacher motivates students, builds understanding, and encourages application of knowledge, skills, and ideas to real life issues, democratic citizenship, and future career applications.
6. The teacher models respect, integrity, caring, and responsibility in order to promote and nurture a school environment that fosters these qualities.

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Element	Unacceptable	Acceptable	Target
1.2 Performance Making Subject Matter Meaningful		**X**	

1.2 Observing candidates, analyzing lesson plans and other candidate performance data, and interviewing university faculty, completers, and current candidates provides minimal evidence that teacher candidates demonstrate an adequate ability to use materials, instructional strategies and/or methods that illustrate and promote relevance and real life application making learning experiences and subject matter meaningful to most students. The program provides adequate evidence that candidates teach using inquiry and exploration.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Knowledge
1. The teacher understands that young children's and early adolescents' literacy and language development influence learning and instructional decisions.
2. The teacher understands the cognitive processes of attention, memory, sensory processing, and reasoning, and recognizes the role of inquiry and exploration in developing these abilities.

Element	Unacceptable	Acceptable	Target
2.1 Knowledge Understanding Human Development and Learning		**X**	

2.1 Adequate evidence was provided to show that candidates understand how young children and early adolescents learn. The program provides evidence that candidates understand how literacy and language development influence learning and instructional decisions. Minimal evidence was provided to show that candidates understand the role of cognition, inquiry and exploration in learning.

Performance
1. The teacher designs instruction and provides opportunities for students to learn through inquiry and exploration.

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Element	Unacceptable	Acceptable	Target
2.2 Performance Provide Opportunities for Development		X	

2.2 Evidence was provided to show that candidates demonstrate adequate knowledge of how young children and early adolescents learn. The program provides minimal evidence, through work samples, that candidates design instruction and provide opportunities for students to learn through inquiry and exploration.

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

Knowledge
1. The teacher understands the necessity of appropriately and effectively collaborating with grade level peers, school intervention teams, parents/guardians, and community partners to meet differentiated needs of all learners.
2. The teacher understands that there are multiple levels of intervention and recognizes the advantages of beginning with the least intrusive.

Element	Unacceptable	Acceptable	Target
3.1 Knowledge Understanding of Individual Learning Needs		X	

3.1 The program provides evidence that teacher candidates demonstrate an adequate understanding of how students differ in their approaches to learning. Although evidence was minimal showing that candidates possess an understanding of collaborating with other professional peers and student' parents, interviews and lesson plans indicated a basic understanding of the levels of interventions.

Performance
1. The teacher appropriately and effectively collaborates with grade level peers, school intervention teams, parents/guardians, and community partners to meet differentiated needs of all learners.
2. The teacher systematically progresses through the multiple levels of intervention, beginning with the least intrusive.

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Element	Unacceptable	Acceptable	Target
3.2 Performance Modifying Instruction for Individual Learning Needs	**X**		

3.2 The program provides minimal evidence, through work samples and interviews with candidates and completers, that teacher candidates modify instructional opportunities to support students with diverse needs. See notes below.

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

Knowledge
1. The teacher understands the importance of teaching and re-teaching classroom expectations.
2. The teacher recognizes the importance of positive behavioral supports and the need to use multiple levels of intervention to support and develop appropriate behavior.

Element	Unacceptable	Acceptable	Target
5.1 Knowledge Understanding of Classroom Motivation and Management Skills		**X**	

5.1 The program provides evidence that teacher candidates demonstrate an adequate understanding of the principles of motivation and management for safe and productive student behavior.

Performance
1. The teacher consistently models and teaches classroom expectations.
2. The teacher utilizes positive behavioral supports and multiple levels of intervention to support and develop appropriate behavior.

Element	Unacceptable	Acceptable	Target
5.2 Performance Creating, Managing, and Modifying for Safe and Positive Learning Environments		**X**	

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5.2 Through works samples, interviews, and candidate evaluations the program provides evidence that teacher candidates are able to create, manage, and modify learning environments to ensure they are safe and productive.

Recommended Action on the Elementary Education Program:
X Approved
_____Approved Conditionally
_____Not Approved

Areas for Improvement:

Standard 3.2:

- Although there appear to be opportunities for community partnerships with neighboring communities that have diverse populations, there was little or no evidence provided that these opportunities are being taken advantage of. Though EDUC 2204 and SPED 3350 address diverse populations and have assignments that seem to engage candidates in working with diverse populations, candidate interviews and work samples reveal that the assignments for EDUC 2204 are mostly theoretical. Furthermore, those assignments that are based in the field, according to candidate interviews, rarely involve the type of engagement called for in the syllabus.

- Candidates utilized the lesson plan template that called for the recognition of the population of the class, however, judgmental language was used in the teacher work samples and lesson and unit plans and there was not sufficient evidence that candidates could apply the theory they had learned.

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English as a New Language

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

The Idaho Standards for Initial Certification provide the framework for the approval of educator preparation programs. As such, the standards set the criteria by which teacher preparation programs are reviewed for state program approval.

The following rubric is used to evaluate the extent to which teacher preparation programs prepare teachers relative to the standards. The rubric is designed to be used with each content-specific preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with NCATE accreditation standards, the rubric describes three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Performance indicators provide the lens through which the State Program Approval Team evaluates the institution's provided evidence that candidates meet the Idaho standards. The institution is expected to provide information about candidate performance related to the Idaho Standards for Initial Preparation of Professional School Personnel.

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

Knowledge
1. The teacher understands the evolution, research, and current federal and state legal mandates of bilingual and ENL education.
2. The teacher understands and knows how to identify differences and the implications for implementation in bilingual and ENL approaches and models.
3. The teacher understands and is able to distinguish between forms, functions, and contextual usage of social and academic language.
4. (Bilingual only) The teacher possesses language proficiency at the advanced level as defined in the ACTFL Proficiency Guidelines in listening, speaking, reading and writing in English and the second target language necessary to facilitate learning in the content area(s) (Federal Requirement).
5. (ENL only) The teacher possesses the language proficiency at the advanced level as defined in the ACTFL Proficiency Guidelines in listening, speaking, reading, and writing, in English necessary to facilitate learning of academic language in the content area(s) (Federal Requirement).
6. (Bilingual only) The teacher understands the articulatory system, various registers, dialects, linguistic structures, vocabulary, and idioms of both English and the second target language.
7. (ENL only) The teacher understands the articulatory system, various registers, dialects, linguistic structures, vocabulary, and idioms of the English language.

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Element	Unacceptable	Acceptable	Target
1.1 Knowledge Understanding Subject Matter		**X**	

1.1 Due to the syllabus and assignment guidelines evidence evaluated, particularly evidence submitted by ENL methods course, teacher candidates demonstrate adequate knowledge of understanding subject matter. High percentages of passing scores on the ESOL Praxis II test demonstrate that candidates are highly knowledgeable in the subject matter.

Performance
1. (Bilingual only) The teacher is articulates in key linguistic structures and exposes students to the various registers, dialects, and idioms of English and the second target language.
2. (ENL only) The teacher is articulate in key linguistic structures and exposes students to the various registers, dialects, and idioms of the English language.
3. The teacher uses knowledge of language and content standards and language acquisition theory content areas to establish goals, design curricula and instruction, and facilitate student learning in a manner that builds on students' linguistic and cultural diversity.
4. The teacher demonstrates instructional strategies that an understanding of the variety of purposes that languages serve, distinguish between forms, functions, and contextual usage of social and academic language.
5. The teacher designs and implements activities that promote inter-cultural exploration, engaged observation, listening, speaking, reading, and writing.

Element	Unacceptable	Acceptable	Target
1.2 Performance Making Subject Matter Meaningful	**X**		

1.2 Due to lack of completers and/or current candidates there is little or no evidence that teacher candidates demonstrate an adequate ability to make subject matter meaningful.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Knowledge
1. The teacher understands the processes of language acquisition and development, and the role that culture plays in students' educational experiences.
2. The teacher understands the advantages of bilingualism, biliteracy, and multiculturalism.

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Element	Unacceptable	Acceptable	Target
2.1 Knowledge **Understanding how students learn and develop**		**X**	

2.1 Due to the syllabus and assignment guideline evidence evaluated, particularly evidence submitted by ENL methods courses, teacher candidates demonstrate an adequate knowledge of understanding subject matter. High percentages of passing scores on the ESOL Praxis II test demonstrate that candidates are highly knowledgeable in how students learn and develop the process of second language acquisition, and the advantages of bilingualism and biliteracy.

Performance
1. The teacher plans and delivers instruction using knowledge of the role of language and culture in intellectual, social, and personal development.
2. The teacher integrates language and content instruction appropriate to the students' stages of language acquisition.
3. The teacher facilitates students' use of their primary language as a resource to promote academic learning and further development of the second language.
4. The teacher uses effective strategies and approaches that promote bilingualism, biliteracy, and multiculturalism.

Element	Unacceptable	Acceptable	Target
2.2 Performance **Provide Opportunities for Development**	**X**		

2.2 Due to lack of completers and/or current candidates there is little or no evidence that teacher candidates demonstrate an adequate ability to make subject matter meaningful.

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

Knowledge
1. The teacher understands the nuances of culture in structuring academic experiences.
2. The teacher understands how a student's first language may influence second language production (ex: accent, code-switching, inflectional endings).
3. The teacher understands there is a distinction between learning disabilities/giftedness and second language development.

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4. The teacher understands how and when to provide appropriate accommodations that allow students to access academic content.

Element	Unacceptable	Acceptable	Target
3.1 Knowledge Understanding How Students Differ in Their Approaches to Learning		**X**	

3.1 The program provides evidence from course syllabi and assignment guidelines and rubrics that teacher candidates demonstrate adequate knowledge of how students differ in their approaches to learning. One item of concern should be noted. A required course SPED 3350: titled Creating Inclusive Classrooms, includes attention to English Language Learners. The course syllabus supports that content specific to this standard is evident. However, speaking to a current candidate about this, she stated that she was uncomfortable with the two (special education and English language learning) being taught together and that she understands they are different and English language learners should not be considered special education. The concern here is that English Language Learners, despite the title of the course, should not be included in a special education course. Each of these topics ought to merit their own course, and in lumping them together, an inadvertent message could be sent that English Language Learners should be considered special education students.

Performance
1. The teacher promotes respect for diverse cultures by facilitating open discussion, treating all students equitably, and addressing individual student needs.
2. The teacher utilizes strategies that advance accuracy in students' language production and socio-culturally appropriate usage with an understanding of how these are influenced by the first language.
3. The teacher collaborates with other area specialists to distinguishes between issues of learning disabilities/giftedness and second language development.
4. The teacher provides appropriate accommodations that allow students to access academic content.

Element	Unacceptable	Acceptable	Target
3.2 Performance Accommodating Individual Learning Needs	**X**		

3.2 Due to lack of completers and/or current candidates there is little or no evidence that teacher candidates demonstrate an adequate ability to make subject matter meaningful.

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

Knowledge
1. The teacher knows how to adapt lessons, textbooks, and other instructional materials, to be culturally and linguistically appropriate to facilitate linguistic and academic growth of language learners.
2. The teacher has a repertoire of effective strategies that promote students' critical thinking and problem solving at all stages of language development.

Element	Unacceptable	Acceptable	Target
4.1 Knowledge Understanding and Using a Variety of Instructional Strategies		**X**	

4.1 Due to syllabi, course assessments, and assignment/assessment guidelines evaluated, the program provides evidence that teacher candidates demonstrate adequate knowledge of using a variety of instructional strategies. Performance evidence submitted and candidate interviews confirm that this content knowledge is being covered in ENL methods coursework and practicum.

Performance
1. The teacher selects, adapts, creates and uses varied culturally and linguistically appropriate resources related to content areas and second language development.
2. The teacher employs a repertoire of effective strategies that promote students' critical thinking and problem solving at all stages of language development.

Element	Unacceptable	Acceptable	Target
4.2 Performance Understanding and Using a Variety of Instructional Strategies	**X**		

4.2 Due to lack of completers and/or current candidates there is little or no evidence that teacher candidates demonstrate an adequate ability to make subject matter meaningful.

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

Knowledge
1. The teacher understands the influence of culture on student motivation and classroom management.

Element	Unacceptable	Acceptable	Target
5.1 Knowledge Understanding of Classroom Motivation and Management Skills	**X**		

5.1 The program provides little or no evidence that teacher candidates demonstrate an adequate understanding of the influence of culture on student motivation and management skills. There is no mention of classroom management or motivation in evidence submitted under this standard.

Performance
1. The teacher demonstrates a culturally responsive approach to classroom management.

Element	Unacceptable	Acceptable	Target
5.2 Performance Creating a Learning Environment that Encourages Positive Social Interaction, Active Engagement in Learning, and Self-Motivation.	**X**		

5.2 Due to lack of completers and/or current candidates there is little or no evidence that teacher candidates demonstrate an adequate ability to make subject matter meaningful.

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

Knowledge
1. The teacher understands that language is a system that uses listening, speaking, reading, and writing for social and academic purposes.

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2. The teacher understands how to design active and interactive activities that promote proficiency in the four domains of language.
3. The teacher understands the extent of time and effort required for language acquisition.

Element	Unacceptable	Acceptable	Target
6.1 Knowledge Understanding of a Variety of Communication Techniques	**X**		

6.1 The program provides little or no evidence that teacher candidates demonstrate an adequate understanding or the use of a variety of communication techniques. High percentages of passing scores on the ESOL Praxis II demonstrate that candidates are knowledgeable in communication to foster in inquiry collaboration, and supportive interaction in and beyond the classroom. There is evidence to support this area in assignment guidelines evidence, but not in sufficient quantity to justify an acceptable rating.

Performance
1. The teacher demonstrates competence in facilitating students' acquisition and use of language in listening, speaking, reading, and writing for social and academic purposes.
2. The teacher uses active and interactive activities that promote proficiency in the four domains of language.
3. The teacher communicates to students, their families, and stakeholders the extent of time and effort required for language acquisition.

Element	Unacceptable	Acceptable	Target
6.2 Performance Using a Variety of Communication Techniques	**X**		

6.2 Due to lack of completers and/or current candidates there is little or no evidence that teacher candidates demonstrate an adequate ability to make subject matter meaningful.

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

Knowledge
1. The teacher understands how to incorporate students' diverse cultural backgrounds and language proficiency levels into instructional planning that aligns with the English Language Development Standards.

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Element	Unacceptable	Acceptable	Target
7.1 Knowledge Instructional Planning Skills in Connection with Knowledge of Subject Matter and Curriculum Goals		**X**	

7.1 Due to the evidence evaluated, particularly evidence submitted by ENL methods courses/ practicum, teacher candidates demonstrate adequate knowledge of understanding how to prepare and plan instruction that both incorporate diverse cultural backgrounds and language demands for varying levels of English language proficiency. Interviews supported the level of preparedness candidates felt in being confident in planning and preparing instruction for students.

Performance
1. The teacher creates and delivers lessons that incorporate students' diverse cultural backgrounds and language proficiency levels into instructional planning that aligns with the English Language Development Standards.

Element	Unacceptable	Acceptable	Target
7.2 Performance Instructional Planning Skills in Connection with Students' Needs and Community Contexts	**X**		

7.2 Due to lack of completers and/or current candidates there is little or no evidence that teacher candidates demonstrate an adequate ability to make subject matter meaningful.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Knowledge
1. The teacher understands variations in assessment of student progress that may be related to cultural and linguistic differences.
2. (Bilingual only) The teacher understands how to measure students' level of English language proficiency and second target language proficiency.
3. (ENL only) The teacher understands how to measure the level of English language proficiency.

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4. The teacher understands the relationship and difference between levels of language proficiency and students' academic achievement.
5. The teacher is familiar with the state English language proficiency assessment.
6. The teacher knows how to interpret data and explain the results of standardized assessments to students with limited English proficiency, the students' families, and to colleagues.
7. The teacher understands appropriate accommodations for language learners being tested in the content areas.
8. The teacher understands how to use data to make informed decisions about program effectiveness.

Element	Unacceptable	Acceptable	Target
8.1 Knowledge Assessment of Student Learning	**X**		

8.1 The program provides little or no evidence that teacher candidates demonstrate an adequate understanding of assessment of student learning. High percentages of passing scores on the ESOL Praxis II demonstrate that candidates have knowledge of assessment specific to English language learners and English language proficiency. Candidate interviews support that there is an overall general need in the area of both formal and informal assessment. It is noted by the reviews that the state is in the initial adoption of a new ELPA and therefore has not allowed sufficient time for this content to be embedded in course content.

Performance
1. The teacher selects and administers assessments suited to the students' culture, literacy and communication skills.
2. The teacher uses a combination of observation and other assessments to make decisions about appropriate program services for language learners.
3. The teacher uses a combination of assessments that measure language proficiency and content knowledge respectively to determine how level of language proficiency may affect the demonstration of academic performance.
4. The teacher uses appropriate accommodations for language learners being tested in the content areas.
5. The teacher uses data to make informed decisions about program effectiveness.

Element	Unacceptable	Acceptable	Target
8.2 Performance Using and Interpreting Program and Student Assessment Strategies	**X**		

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8.2 Due to lack of completers and/or current candidates there is little or no evidence that teacher candidates demonstrate an adequate ability to make subject matter meaningful.

Standard 9: Professional Commitment and Responsibility- The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Knowledge
1. The teacher understands the necessity of maintaining an advanced level of proficiency, according to the ACTFL guidelines, in the language(s) used for instruction.

Element	Unacceptable	Acceptable	Target
9.1 Knowledge Professional Commitment and Responsibility as Reflective Practitioners		**X**	

9.1 Due to proof of the use of the Danielson Framework from courses, the program provides evidence that teacher candidates demonstrate an adequate knowledge of professional commitment and responsibility as reflective practitioners.

Performance
1. The teacher maintains an advanced level of proficiency, according to the ACTFL guidelines, in the language(s) used for instruction.

Element	Unacceptable	Acceptable	Target
9.2 Performance Continuously Engages in Purposeful Mastery of the Art and Science of Teaching	**X**		

9.2 Due to lack of completers and/or current candidates there is little or no evidence that teacher candidates demonstrate an adequate ability to make subject matter meaningful.

Standard 10: Partnerships- The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

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Knowledge
1. The teacher understands the benefits of family and community involvement in students' linguistic, academic, and social development.
2. The teacher understands the necessity of collegiality and collaboration to promote opportunities for language learners.

Element	Unacceptable	Acceptable	Target
10.1 Knowledge Interacting in a Professional, Effective Manner		**X**	

10.1 The program provides syllabi and curriculum guide evidence that teacher candidates demonstrate an adequate knowledge of how to interact in a professional, effective manner. Overwhelmingly, student interviews supported that the knowledge gained in the "EDUC 2204 Families, Communities, Cultures" course is a highlight in their educator preparation.

Performance
1. The teacher creates family and community partnerships that promote students' linguistic, academic, and social development.
2. The teacher collaborates with colleagues to promote opportunities for language learners.
3. The teacher assists other educators and students in promoting cultural respect and validation of students' and families' diverse backgrounds and experiences.

Element	Unacceptable	Acceptable	Target
10.2 Performance Continuously Engages in Purposeful Mastery of the Art and Science of Teaching	**X**		

10.2 Due to lack of completers and/or current candidates there is little or no evidence that teacher candidates demonstrate an adequate ability to make subject matter meaningful.

Recommended Action on English as a New Language:
_____Approved
_____Approved Conditionally
__X__Not Approved

College/University: **Idaho State University** Review Dates: **September 20-22, 2015**

Areas for Improvement:

As Idaho joins the WIDA consortium and adopts the W-APT and ACCESS 2.0 this may provide an ideal time for the design and implementation of a standalone ELL instruction and assessment course. Considering that ELLs are the fasting growing special population of students ,it might be beneficial to separate ELL out of the special education course and design a general education course, for all candidates' preparation, covering multiple components of lesson design, delivery, modification, assessment, ELL legislation (state and federal), as well as cultural competence. All of these are crucial in the education of ELLs that candidates are bound to encounter regardless of a general education, content area, or specialist placement in a school.

It is evident that the ENL methods courses are well designed, implemented, and received by candidates. Conversely, it is not evident how the other course requirements for an ENL credential connect or that they are as thoughtful and intentional. Unfortunately, a few great methods courses don't constitute an approved program.

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English Language Arts

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

The Idaho Standards for Initial Certification provide the framework for the approval of educator preparation programs. As such, the standards set the criteria by which teacher preparation programs are reviewed for state program approval.

The following rubric is used to evaluate the extent to which teacher preparation programs prepare teachers relative to the standards. The rubric is designed to be used with each content-specific preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with NCATE accreditation standards, the rubric describes three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Performance indicators provide the lens through which the State Program Approval Team evaluates the institution's provided evidence that candidates meet the Idaho standards. The institution is expected to provide information about candidate performance related to the Idaho Standards for Initial Preparation of Professional School Personnel.

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

Knowledge

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

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

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Understanding Subject Matter	X		

1.1 The knowledge provided by the English Content courses is minimal or non-existent for preparing candidates for the knowledge needed to be secondary teachers in public schools. Of the 15 standards listed above, a survey of syllabi only showed instruction dealing with standards 4-9. The standards require candidates to be prepared in reading, writing, speaking, listening, viewing, and language study, but the syllabi for the English Content are heavily based in literature only. In interviews with candidates and cooperating teachers, the same knowledge gap was identified. Elementary education candidates with an emphasis in English felt more prepared than those in the secondary education program. The candidates and the cooperating teacher all said that grammar, writing, and assessment instruction, and methods for teaching those subjects were not taught at the university, but rather were learned in the field while student teaching or while working as a first-year teacher.

Performance
1. The teacher uses skills and knowledge congruent with current research on best practices for teaching reading and writing.
2. The teacher integrates reading, writing, speaking, listening, viewing, and language study.
3. The teacher builds a reading, writing, listening, speaking, and viewing community in which students respond, interpret, and think critically.
4. The teacher instructs student on the conventions of standard written language, i.e., grammar, punctuation, capitalization, and spelling.
5. The teacher reviews, interprets, evaluates, and selects content presented by print and nonprint media and models these processes for students.
6. The teacher integrates information from traditional, technical, and electronic sources for critical analysis and evaluation by students.
7. The teacher helps students with their understanding of a variety of literary and nonliterary forms and genres.

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8. The teacher presents social, cultural, and historical significance of a variety of texts and connects these to students' experiences.
9. The teacher demonstrates the writing process as a recursive and developmental process.

Element	Unacceptable	Acceptable	Target
1.2 Performance Making Subject Matter Meaningful		X	

1.2 In spite of having huge gaps in content knowledge courses teaching writing and language study, for the most part, the student work samples showed minimally acceptable levels of competency in teaching literature, though the writing included in the candidates' samples often contained glaring grammatical errors, indicating candidates themselves may not feel confident in their own grammatical and writing abilities. In observing a candidate doing student teaching, the candidate was able to engage her students in reading, writing, and class discussion, which utilized speaking and listening standards. In the past two years, fifteen students have taken and passed the Praxis II test for the English Content area. Most of the performance standards listed are shown in student work samples, though writing and language study standards are not usually demonstrated.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

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

Element	Unacceptable	Acceptable	Target
2.1 Knowledge Understanding Human Development and Learning	X		

2.1 The student work samples show some understanding of the developmental processes of adolescents, but no course content syllabi, assignments, or observation data indicate how or where this knowledge is being taught to the candidates.

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

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Element	Unacceptable	Acceptable	Target
2.2 Performance Provide Opportunities for Development	X		

2.2 Observing language arts teacher candidates, analyzing student teacher work samples and interviewing candidates and a cooperating teacher show levels of development in reading and teaching literature, but evidence showing development levels in writing and speaking levels for all ability levels and diverse ways of learning for students is not evident.

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

Knowledge
1. The teacher knows a variety of classroom strategies for improving fluency, comprehension, and critical thinking (e.g., strategies for discussion, peer editing, critical analysis and interpretation, inquiry, oral presentations, SSR, and brainstorming).
2. The teacher understands reading comprehension strategies (e.g., organizing information, visualizing, making connections, using context clues, building background knowledge, predicting, paraphrasing, summarizing, questioning, drawing conclusions, synthesizing, and making inferences) for enabling students with a range of abilities to understand, respond to, and interpret what they read.
3. The teacher is familiar with a variety of strategies for promoting student growth in writing.

Element	Unacceptable	Acceptable	Target
4.1 Knowledge Understanding of Multiple Instructional Strategies	X		

4.1 Course content syllabi do not show any instruction for classroom strategies for improving reading comprehension or fluency. Interviews with candidates showed that instructors at the university level focus mostly on the nuances of literature and the history of a literary time period, but not on teaching strategies for understanding that can be used in the classroom. The English methods course focused only on writing three unit plans for literature that were graded. Though three books about grammar instruction and writing were required reading for the course, there was no accountability piece to show that the material had been mastered by the candidates. Student lesson plans in work samples are uneven in their presentation of strategies to use with students, and the strategies utilized are often provided by the cooperating teacher rather than having the candidate utilizing knowledge acquired from the university course work. Elementary education candidates

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with an emphasis in English expressed more knowledge of multiple classroom instructional strategies than candidates in the secondary education program with a major in English.

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

Element	Unacceptable	Acceptable	Target
4.2 Performance **Application of Multiple Instructional Strategies**	X		

4.2 The evidence for candidates demonstrating multiple instructional strategies is uneven. Candidate interviews with elementary education with an emphasis in English expressed more experience in using instructional strategies in their early course work. Secondary English education candidates expressed a lack of ability and knowledge to implement multiple instructional strategies. The student work samples were also uneven in demonstrating use of multiple instructional strategies, and were often employing strategies suggested by the cooperating teachers.

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

Element	Unacceptable	Acceptable	Target
8.1 Knowledge **Assessment of Student Learning**	X		

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8.1 No evidence of assessment methodology, as listed in the standards, was found in syllabi of content courses. Interviews with candidates and cooperating teachers expressed a lack of knowledge in this area.

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

Element	Unacceptable	Acceptable	Target
8.2 Performance Using and Interpreting Program and Student Assessment Strategies	X		

8.2 Student work samples show minimal use of assessment, but utilizing assessment to inform instruction is distinctly absent, and there were no other lines of evidence regarding assessment to consider.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

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

Element	Unacceptable	Acceptable	Target
9.2 Performance Developing in the Art and Science of Teaching	X		

9.2 There was little or no evidence showing the candidates' ability to develop in the art and science of teaching. It was not observable from the candidate interviews, course syllabi, student work samples, or candidate observations.

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Recommended Action on English Language Arts:
_____Approved
_____Approved Conditionally
__X___Not Approved

Areas for Improvement:

The coursework for the English Language Arts Certification must be revamped to include ALL areas of English Language Arts including, reading, writing, including grammar, speaking, listening, and viewing. At this point the only area that is thoroughly covered is the reading of literature. Additional consideration needs to be given to the assessment and multiple instructional strategies standards in order to adequately prepare future English Language Arts teachers.

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Health

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

The Idaho Standards for Initial Certification provide the framework for the approval of educator preparation programs. As such, the standards set the criteria by which teacher preparation programs are reviewed for state program approval.

The following rubric is used to evaluate the extent to which teacher preparation programs prepare teachers relative to the standards. The rubric is designed to be used with each content-specific preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with NCATE accreditation standards, the rubric describes three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Performance indicators provide the lens through which the State Program Approval Team evaluates the institution's provided evidence that candidates meet the Idaho standards. The institution is expected to provide information about candidate performance related to the Idaho Standards for Initial Preparation of Professional School Personnel.

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

Knowledge
1. The teacher understands the following content areas of health: fitness and personal health; health promotion and disease prevention; prevention and care of injuries; mental and emotional health; alcohol, tobacco, and other drugs; nutrition; relationships; growth, development, and family health; consumer health; health literacy; and community and environmental health.
2. The teacher understands the following health risk behaviors: tobacco, alcohol, and other drug use; sexual behaviors that result in human immunodeficiency virus (HIV) infection, other sexually transmitted diseases (STDs), and unplanned pregnancies; poor dietary behaviors; lack of or excessive physical activity; and behaviors that result in intentional injury. .
3. The teacher understands the relationship between health education content areas and youth risk behaviors.
4. The teacher understands the concepts and components of coordinated school health, an approach where partnerships are developed within the school and community (components of coordinated school health: school environment, health education, school meals and nutrition, physical education, health services, counseling and mental health services, staff wellness, and parent/community partnerships).
5. The teacher understands that health is multidimensional (e.g., physical, intellectual, emotional, social, cultural, spiritual, and environmental).

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Element	Unacceptable	Acceptable	Target
1.1 Knowledge Subject Matter and Structure of the Discipline		**X**	

1.1 Course syllabi, learning plan rubrics, Praxis II scores, candidate and completer interviews, and candidate lesson plans provide evidence that teacher candidates demonstrate adequate understanding of health education; the importance of engaging students in identification of health risk behaviors; and the ability to describe for students the ways new knowledge in a content area is applied.

- Course offerings are extensive

Performance
1. The teacher instructs students about increasing health-enhancing behaviors and about reducing health-risk behaviors.

Element	Unacceptable	Acceptable	Target
1.2 Performance Making Subject Matter Meaningful		**X**	

1.2 Candidate lesson plans, student teacher portfolio, faculty observations, Praxis II scores, and interviews provide evidence that teacher candidates are prepared to adequately instruct the students about health-enhancing behaviors, recognize the importance of modeling health-enhancing behaviors, and create learning environments that respect and are sensitive to controversial health issues.

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

Knowledge
1. The teacher understands developmentally appropriate practices that motivate students to participate in health-enhancing behaviors.
2. The teacher knows strategies and techniques that develop positive health behavior changes in students.

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Element	Unacceptable	Acceptable	Target
5.1 Knowledge Understanding of Classroom Motivation and Management Skills		**X**	

5.1 Course syllabi, interviews with completers and candidates, candidate lesson plans, Praxis II scores, and instructor feedback provide evidence that teacher candidates demonstrate adequate understanding of the principles of and strategies for motivating students to participate in physical activity and other health-enhancing behaviors, and classroom management for safe physical activity and health-enhancing behaviors.

Performance
1. The teacher motivates students to participate in positive health-enhancing behaviors inside and outside the school setting.
2. The teacher helps students learn and use personal and social behaviors that promote positive relationships (e.g., avoiding abusive relationships, using refusal skills, setting life goals, and making healthy decisions).

Element	Unacceptable	Acceptable	Target
5.2 Performance Creating, Managing, and Modifying for Safe and Positive Learning Environments		**X**	

5.2 Lesson plans, candidate and completer interviews, university supervisor feedback/rubrics, and Praxis II scores provide adequate evidence that teacher candidates demonstrate an adequate ability to introduce, manage, and promote, health-enhancing behaviors related to personal and social choices.

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

Knowledge
1. The teacher understands student jargon and slang associated with high-risk behaviors.

Element	Unacceptable	Acceptable	Target
6.1 Knowledge Communication Skills		**X**	

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6.1 Course syllabi, candidate and completer interviews, student teacher interview, lesson plans and instructor feedback provide evidence that teacher candidates demonstrate an adequate understanding of how to model and use communication skills appropriate to the target audience and understand the terminology and slang associated with high-risk behaviors

Performance
1. The teacher identifies and defines student jargon and slang associated with high-risk behaviors and translates these terms into terms appropriate to the educational setting.
2. The teacher facilitates responsible decision making, goal setting, and alternatives to high-risk behaviors that enhance health.
3. The teacher creates a respectful learning environment that is sensitive to controversial health issues.
4. The teacher applies techniques that aid in addressing sensitive issues (e.g., ground rules, question boxes, open-ended questions, and establishment of appropriate confidentiality).
5. The teacher demonstrates the ability to use interpersonal communication skills to enhance health.

Element	Unacceptable	Acceptable	Target
6.2 Performance Application of Thinking and Communication Skills		**X**	

6.2 Candidate lesson plans and work samples, candidate/student teacher/completer interviews, instructor feedback and student work provide evidence that teacher candidates demonstrate an adequate ability to create safe and sensitive learning experiences that promote student input, communication, and listening skills which facilitate responsible decision making and alternatives to high-risk behavior.

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

Knowledge
1. The teacher understands the differing community health values and practices.
2. The teacher understands how to access valid, appropriate health information and health-promoting products and services.
3. The teacher understands the influence of culture, media, technology, and other factors on health.

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Element	Unacceptable	Acceptable	Target
7.1 Knowledge Instructional Planning Skills in Connection with Knowledge of Subject Matter and Curriculum Goals		X	

7.1 Course syllabi, lesson plan rubrics and templates, candidate lesson plans, and completer and candidate interviews provide evidence that teacher candidates demonstrate an adequate understanding of how to plan and prepare instruction based on knowledge, health education, students, the community, and curriculum goals.

Performance
1. The teacher modifies instruction to reflect current health-related research and local health policies.
2. The teacher accesses valid, appropriate health information and health-promoting products and services.
3. The teacher analyzes the influence of culture, media, technology, and other factors on health.

Element	Unacceptable	Acceptable	Target
7.2 Performance Instructional Planning Skills in Connection with Students' Needs and Community Contexts		X	

7.2 Candidate lesson plans, candidate interviews, faculty and university supervisor evaluations, and candidate produced demographic analysis of students provide evidence that teacher candidates demonstrate an adequate ability to plan and implement instruction reflective of current health research, trends, and local health policies compatible with community values and acceptable practices.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Knowledge
1. The teacher knows the laws and codes specific to health education and health services to minors.

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Element	Unacceptable	Acceptable	Target
9.1 Knowledge **Professional Commitment and Responsibility as Reflective Practitioners**		**X**	

9.1 Course syllabi, candidate interviews, Praxis II scores and candidate self-reflections provide evidence that teacher candidates demonstrate an adequate understanding of laws and codes specific to health education and health services to minors.

Performance
1. The teacher uses appropriate intervention following the identification, disclosure, or suspicion of student involvement in a high-risk behavior.

Element	Unacceptable	Acceptable	Target
9.2 Performance **Developing in the Art and Science of Teaching**		**X**	

9.2 Candidate lesson plans, candidate assessment data analysis, candidate instructional goals, instructor feedback/observation, and candidate self-reflections provide evidence that teacher candidates demonstrate an adequate ability to engage in appropriate intervention following the identification or disclosure of information of a sensitive nature and/or student involvement in a high-risk behavior.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Knowledge
1. The teacher understands methods of advocating for personal, family, and community health (e.g. letters to editor, community service projects, health fairs, and health races/walks).

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Element	Unacceptable	Acceptable	Target
10.1 Knowledge **Interacting Professionally and Effectively with Colleagues, Parents, and Community in Partnerships**		**X**	

10.1 Praxis II scores, candidate interviews, faculty interviews and course syllabi provide evidence that teacher candidates understand methods of how to advocate for personal, family, and community health (e.g. letters to editor, community service projects, health fairs, and health races/walks).

Performance
1. The teacher demonstrates the ability to advocate for personal, family, and community health.
2. The teacher works collaboratively to assess resources and advocate for a coordinated school health education program.

Element	Unacceptable	Acceptable	Target
10.2 Performance **Interacting Professionally and Effectively with Colleagues, Parents, and Community in Partnerships**		**X**	

10.2 Candidate lesson plans, candidate/completer interviews, and university supervisor/ cooperating teacher observations provide evidence that teacher candidates demonstrate the ability to advocate for personal, family, and community health.

Recommended Action on Health:
__X__Approved
_____Approved Conditionally
_____Not Approved

College/University: **Idaho State University** Review Dates: **September 20-22, 2015**

Mathematics

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

The Idaho Standards for Initial Certification provide the framework for the approval of educator preparation programs. As such, the standards set the criteria by which teacher preparation programs are reviewed for state program approval.

The following rubric is used to evaluate the extent to which teacher preparation programs prepare teachers relative to the standards. The rubric is designed to be used with each content-specific preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with NCATE accreditation standards, the rubric describes three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Performance indicators provide the lens through which the State Program Approval Team evaluates the institution's provided evidence that candidates meet the Idaho standards. The institution is expected to provide information about candidate performance related to the Idaho Standards for Initial Preparation of Professional School Personnel.

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

Knowledge

1. The teacher knows a variety of problem-solving approaches for investigating and understanding mathematics.
2. The teacher understands concepts of algebra.
3. The teacher understands the major concepts of geometry (Euclidean and non- Euclidean) and trigonometry.
4. The teacher understands basic concepts of number theory and number systems.
5. The teacher understands concepts of measurement.
6. The teacher understands the concepts of limit, continuity, differentiation, integration, and the techniques and application of calculus.
7. The teacher understands the techniques and applications of statistics, data analysis, and probability (e.g., random variable and distribution functions).
8. The teacher knows how to effectively evaluate the legitimacy of alternative algorithms.
9. The teacher understands the historical and cultural significance of mathematics and the changing way individuals learn, teach, and do mathematics.

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Element	Unacceptable	Acceptable	Target
1.1 Knowledge Subject Matter and Structure of Mathematics	X		

1.1 Interviews with teachers and candidates, Praxis II scores, and work samples provide minimal or no evidence that teacher candidates demonstrate adequate understanding of subject matter and structure of the discipline related to teaching and learning with regards to a variety of problem-solving approaches for investigating and understanding mathematics, evaluation of legitimate alternative algorithms, or the changing way individuals learn, teach, and do mathematics. It was noted syllabi contained course descriptions and referenced Idaho standards; however, several course syllabi were unavailable or provided incomplete course outline.

Performance
1. The teacher incorporates the historical perspective and current development of mathematics in teaching students.
2. The teacher applies appropriate and correct mathematical concepts in creating learning experiences.

Element	Unacceptable	Acceptable	Target
1.2 Performance Making Mathematics Meaningful	X		

1.2 Interviews, lesson plans and work samples provide minimal evidence that teacher candidates demonstrate an adequate ability to create meaningful learning experiences including multiply problem-solving approaches for investigating and understanding mathematics as delineated in the Idaho Standards for Mathematics Teachers.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Knowledge
1. The teacher knows how to make use of students' mathematical development, knowledge, understandings, interests, and experiences.
2. The teacher knows how to plan learning activities that respect and value students' ideas, ways of thinking, and mathematical dispositions.

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Element	Unacceptable	Acceptable	Target
2.1 Knowledge Understanding Human Development and Learning		X	

2.1 The program provides evidence that teacher candidates demonstrate an adequate understanding of human development and learning as delineated by the knowledge indicators in the Idaho Standards for Mathematics Teachers; however, interviews with teachers and candidates expressed the clear need for secondary mathematics methods courses to better understand the mathematical development for secondary students.

Performance
1. The teacher encourages students to make connections and develop a cohesive framework for mathematical ideas.
2. The teacher plans and delivers learning activities that respect and value students' ideas, ways of thinking, and promote positive mathematical dispositions.

Element	Unacceptable	Acceptable	Target
2.2 Performance Provide Opportunities for Development		X	

2.2 The program provide evidence that teacher candidates demonstrate an adequate understanding of human development and learning as delineated by the performance indicators in the Idaho Standards for Mathematics Teachers; however, interviews with teachers and candidates expressed clear need for secondary mathematics methods courses to further develop knowledge of mathematical development.

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

Knowledge
1. The teacher knows how to create tasks at a variety of levels of mathematical development, knowledge, understanding, and experience.

Element	Unacceptable	Acceptable	Target
3.1 Knowledge Understanding of Individual Learning Needs		X	

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3.1 Interviews with candidates, lesson plans, and reflections provide evidence that teacher candidates demonstrate an adequate understanding of individual learning needs as delineated by the knowledge indicators in the Idaho Standards for Mathematics Teachers.

Performance
1. The teacher assists students in learning sound and significant mathematics and in developing a positive disposition toward mathematics by adapting and changing activities as needed.

Element	Unacceptable	Acceptable	Target
3.2 Performance Modifying Instruction for Individual Learning Needs		X	

3.2 Interviews with candidates, lesson plans, and reflections provide evidence that teacher candidates demonstrate an adequate ability to modify instruction for individual learning needs as delineated by the performance indicators in the Idaho Standards for Mathematics Teachers.

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

Knowledge
1. The teacher knows how to formulate or access tasks that elicit students' use of mathematical reasoning and problem-solving strategies.
2. The teacher knows a variety of instructional strategies for investigating and understanding mathematics including problem solving approaches.
3. The teacher understands the role of axiomatic systems and proofs in different branches of mathematics as it relates to reasoning and problem solving.
4. The teacher knows how to frame mathematical questions and conjectures.
5. The teacher knows how to make mathematical language meaningful to students.
6. The teacher understands inquiry-based learning in mathematics.
7. The teacher knows how to communicate concepts through the use of mathematical representations (e.g., symbolic, numeric, graphic, verbal, and concrete models).
8. The teacher understands the appropriate use of technology in teaching and learning of mathematics (e.g., graphing calculators, dynamic geometry software, and statistical software)

Element	Unacceptable	Acceptable	Target
4.1 Knowledge Understanding of Multiple Mathematical Learning Strategies	X		

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4.1 The program provides minimal or no evidence that teacher candidates demonstrate an adequate understanding of a variety of mathematical instructional strategies as delineated by the knowledge indicators in the Idaho Standards for Mathematics Teachers. Distinctly missing was information regarding knowledge of inquiry based learning, as well as utilizing and developing students' use of mathematical reasoning. Interviews, lesson plans and work samples demonstrated limited understanding as it applied to secondary mathematics. Teachers and candidates expressed the need for a secondary mathematics methods course and assessment course.

Performance
1. The teacher formulates or accesses tasks that elicit students' use of mathematical reasoning and problem-solving strategies.
2. The teacher uses a variety of instructional strategies to support students in investigating and understanding mathematics, including problem solving approaches.
3. The teacher uses and involves students in both formal proofs and intuitive, informal exploration.
4. The teacher uses a variety of instructional strategies to develop students' use of standard mathematical terms, notations, and symbols.
5. The teacher uses and encourages the students to use a variety of representations to communicate mathematically.
6. The teacher engages students in mathematical discourse by encouraging them to make conjectures, justify hypotheses and processes, and use appropriate mathematical representations.
7. The teacher uses and involves students in appropriate use of technology to develop students' understanding (e.g., graphing calculators, dynamic geometry software, and statistical software).

Element	Unacceptable	Acceptable	Target
4.2 Performance Application of Multiple Learning Strategies		**X**	

4.2 The program provides minimal evidence that teacher candidates demonstrate an adequate understanding of a variety of mathematical instructional strategies as delineated by the performance indicators in the Idaho Standards for Mathematics Teachers. Interviews, lesson plans and work samples demonstrate limited understanding as it applied to secondary mathematics. Interviews indicate that much of the performance evidence candidates utilized was learned while in the classroom instructing with a K-12 teacher rather than in the university setting.

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

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Knowledge
1. The teacher knows and uses appropriate mathematical vocabulary/terminology.

Element	Unacceptable	Acceptable	Target
6.1 Knowledge Communication Skills		**X**	

6.1 Interviews with teachers and candidates, lesson plans, and work samples provide evidence that teacher candidates demonstrate adequate understanding of communication skills as delineated by the knowledge indicators in the Idaho Standards for Mathematics Teachers.

Performance
1. The teacher encourages students to use appropriate mathematical vocabulary/terminology.
2. The teacher fosters mathematical discourse.

Element	Unacceptable	Acceptable	Target
6.2 Performance Application of Communication Skills		**X**	

6.2 Interviews with teachers and candidates, lesson plans, work samples and reflections provide evidence that teacher candidates demonstrate adequate application of communication skills as delineated by the performance indicators in the Idaho Standards for Mathematics Teachers.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Knowledge
1. The teacher knows how to assess students' mathematical reasoning.

Element	Unacceptable	Acceptable	Target
8.1 Knowledge Understanding of how to Assess Students' Mathematical Reasoning	**X**		

8.1 Syllabi, interviews, teacher lesson plans, reflections, and student work samples provide little or no evidence that teacher candidates demonstrate an adequate understanding of how to

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assess students' mathematical understanding and reasoning and to utilize that evidence to inform instruction. Teachers and candidates expressed need for assessment course designed to support teacher understanding and use of assessments, particularly formative assessments to assess students' mathematical reasoning and to utilize that assessment evidence to inform instruction.

Performance
1. The teacher assesses students' mathematical reasoning.

Element	Unacceptable	Acceptable	Target
8.2 Performance Assessing Students' Mathematical Reasoning	**X**		

8.2 Interviews, teacher lesson plans, reflections, and work samples provide little or no evidence that teacher candidates demonstrate an adequate understanding of how to assess students' mathematical understanding and reasoning and to utilize that evidence to inform instruction. Teachers and candidates expressed need for assessment course designed to support teacher understanding and use of assessments, particularly formative assessments to assess students' mathematical reasoning and to utilize that assessment evidence to inform instruction.

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

Knowledge
1. The teacher has a broad base of knowledge and understanding of mathematics beyond the level at which he or she teaches to include algebra, geometry and measurement, statistics and data analysis, and calculus.
2. The teacher understands the interconnectedness between strands of mathematics.
3. The teacher understands a variety of real-world applications of mathematics.

Element	Unacceptable	Acceptable	Target
11.1 Knowledge Significant Mathematical Connections	**X**		

11.1 Interviews, lesson plans, and reflections provide minimal or no evidence that teacher candidates demonstrate an adequate understanding of significant mathematical connections. Again a lack of a specific secondary mathematics methods course was noticeably missing which would provide the opportunity for this learning to take place.

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Performance
1. The teacher uses and encourages students to use mathematical applications to solve problems in realistic situations from other fields (e.g. natural science, social science, business, and engineering).
2. The teacher encourages students to identify connections between mathematical strands.
3. The teacher uses and encourages students to use mathematics to identify and describe patterns, relationships, concepts, processes, and real-life constructs.

Element	Unacceptable	Acceptable	Target
11.2 Performance Application of Mathematical Connections	**X**		

11.2 Interviews, lesson plans, and reflections provide minimal or no evidence that teacher candidates demonstrate an adequate understanding of significant mathematical connections. Although some performance evidence was found during interviews, theses interviews indicated that most of the knowledge candidates had gained was gained from classroom teaching experience in the K-12 setting.

Recommended Action on Mathematics:
_____Approved
__X___Approved Conditionally
_____Not Approved

Areas for Improvement:
Please see the detailed comments after each knowledge and performance section above.

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Online Education

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

The Idaho Standards for Initial Certification provide the framework for the approval of educator preparation programs. As such, the standards set the criteria by which teacher preparation programs are reviewed for state program approval.

The following rubric is used to evaluate the extent to which teacher preparation programs prepare teachers relative to the standards. The rubric is designed to be used with each content-specific preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with NCATE accreditation standards, the rubric describes three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Performance indicators provide the lens through which the State Program Approval Team evaluates the institution's provided evidence that candidates meet the Idaho standards. The institution is expected to provide information about candidate performance related to the Idaho Standards for Initial Preparation of Professional School Personnel.

Standard #1: Knowledge of Online Education - The online teacher understands the central concepts, tools of inquiry, and structures in online instruction and creates learning experiences that take advantage of the transformative potential in online learning environments.

Knowledge
1. The online teacher understands the current standards for best practices in online teaching and learning.
2. The online teacher understands the role of online teaching in preparing students for the global community of the future.
3. The online teacher understands concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the field of online teaching and learning.
4. The online teacher understands the relationship between online education and other subject areas and real life situations.
5. The online teacher understands the relationship between online teaching and advancing technologies.
6. The online teacher understands appropriate uses of technologies to promote student learning and engagement with the content.
7. The online teacher understands the instructional delivery continuum. (e.g., fully online to blended to face-to-face).

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Element	Unacceptable	Acceptable	Target
1.1 Knowledge Understanding Subject Matter		X	

1.1 The plans for assessment, as well as the expected artifacts for specific courses and the OTE are outlined in the Online Teaching Endorsement document.

Performance
1. The online teacher utilizes current standards for best practices in online teaching to identify appropriate instructional processes and strategies.
2. The online teacher demonstrates application of communication technologies for teaching and learning (e.g., Learning Management System [LMS], Content Management System [CMS], email, discussion, desktop video conferencing, and instant messaging tools).
3. The online teacher demonstrates application of emerging technologies for teaching and learning (e.g., blogs, wikis, content creation tools, mobile technologies, virtual worlds).
4. The online teacher demonstrates application of advanced troubleshooting skills (e.g., digital asset management, firewalls, web-based applications).
5. The online teacher demonstrates the use of design methods and standards in course/document creation and delivery.
6. The online teacher demonstrates knowledge of access, equity (digital divide) and safety concerns in online environments.

Element	Unacceptable	Acceptable	Target
1.2 Performance Making Subject Matter Meaningful	X		

1.2 Due to lack of completers and/or current candidates, the program provides little or no evidence that candidates utilize current standards for best practices or demonstrate knowledge of performance.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Performance
1. The online teacher understands the continuum of fully online to blended learning environments and creates unique opportunities and challenges for the learner (e.g., Synchronous and Asynchronous, Individual and Group Learning, Digital Communities).

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2. The online teacher uses communication technologies to alter learning strategies and skills (e.g., Media Literacy, visual literacy).
3. The online teacher demonstrates knowledge of motivational theories and how they are applied to online learning environments.
4. The online teacher constructs learning experiences that take into account students' physical, social, emotional, moral, and cognitive development to influence learning and instructional decisions. {Physical (e.g., Repetitive Use Injuries, Back and Neck Strain); Sensory Development (e.g. Hearing, Vision, Computer Vision Syndrome, Ocular Lock); Conceptions of social space (e.g. Identity Formation, Community Formation, Autonomy); Emotional (e.g. Isolation, cyber-bullying); Moral (i.e. Enigmatic communities, Disinhibition effect, Cognitive, Creativity)}.

Element	Unacceptable	Acceptable	Target
2.2 Performance Provide Opportunities for Development	X		

2.2 Due to lack of completers and/or current candidates, the program provides little or no evidence that candidates utilize current standards for best practices or demonstrate knowledge of performance.

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

Knowledge
1. The online teacher is familiar with legal mandates stipulated by the Americans with Disabilities Act (ADA), the Individuals with Disabilities Education Act (IDEA), the Assistive Technology Act and Section 508 requirements for accessibility.

Element	Unacceptable	Acceptable	Target
3.1 Knowledge Understanding How Students Differ in Their Approaches to Learning		X	

3.1 Those candidates in the OTE serve in an internship position for which in-depth, reflective instructional design practices are integrated. The IDLA Internship Checklist includes a section called Project Assessment, which requires the candidate to objectively "deconstruct" either an existing K-12 course offering or one that is being planned. This process involves a careful examination of the targeted curriculum through the lens of an instructional designer. A report is generated and an oral, digital presentation to the curriculum committee of the

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organization will be conducted. A faculty member in the OTE program will participate in this endeavor and provide an evaluation using a rubric aligned with instructional design principles.

Performance
1. The online teacher knows how adaptive/assistive technologies are used to help people who have disabilities gain access to information that might otherwise be inaccessible.
2. The online teacher modifies, customizes and/or personalizes activities to address diverse learning styles, working strategies and abilities (e.g., provide multiple paths to learning objectives, differentiate instruction, strategies for non-native English speakers).
3. The online teacher coordinates learning experiences with adult professionals (e.g., parents, local school contacts, mentors).

Element	Unacceptable	Acceptable	Target
3.2 Performance Accommodating Individual Learning Needs	X		

3.2 Due to lack of completers and/or current candidates, the program provides little or no evidence that candidates utilize current standards for best practices or demonstrate knowledge of performance.

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

Knowledge
1. The online teacher understands the techniques and applications of various online instructional strategies (e.g., discussion, student-directed learning, collaborative learning, lecture, project-based learning, forum, small group work).
2. The online teacher understands appropriate uses of learning and/or content management systems for student learning.

Element	Unacceptable	Acceptable	Target
4.1 Knowledge Understanding and Using a Variety of Instructional Strategies		X	

4.1 A variety of elements have been provided through syllabus, lesson plan, learning activity plan rubrics, oral capstone presentation, and include rubric scoring guides.

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Performance
1. The online teacher evaluates methods for achieving learning goals and chooses various teaching strategies, materials, and technologies to meet instructional purposes and student needs. (e.g., online teacher-gathered data and student offered feedback).
2. The online teacher uses student-centered instructional strategies to engage students in learning. (e.g., Peer-based learning, peer coaching, authentic learning experiences, inquiry-based activities, structured but flexible learning environment, collaborative learning, discussion groups, self-directed learning, case studies, small group work, collaborative learning, and guided design)
3. The online teacher uses a variety of instructional tools and resources to enhance learning (e.g., LMS/CMS, computer directed and computer assisted software, digital age media).

Element	Unacceptable	Acceptable	Target
4.2 Performance Understanding and Using a Variety of Instructional Strategies	X		

4.2 Due to lack of completers and/or current candidates, the program provides little or no evidence that candidates utilize current standards for best practices or demonstrate knowledge of performance.

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

Performance
1. The online teacher establishes a positive and safe climate in the classroom and participates in maintaining a healthy environment in the school or program as a whole (e.g., digital etiquette, Internet safety, Acceptable Use Policy [AUP]).
2. The online teacher performs management tasks (e.g., tracks student enrollments, communication logs, attendance records, etc.).
3. The online teacher uses effective time management strategies (e.g., timely and consistent feedback, provides course materials in a timely manner, use online tool functionality to improve instructional efficiency).

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Element	Unacceptable	Acceptable	Target
5.2 Performance Creating a Learning Environment that Encourages Positive Social Interaction, Active Engagement in Learning, and Self-Motivation.	X		

5.2 Due to lack of completers and/or current candidates, the program provides little or no evidence that candidates utilize current standards for best practices or demonstrate knowledge of performance.

Standard #6: Communication Skills, Networking, and Community Building - The online teacher uses a variety of communication techniques including verbal, nonverbal, and media to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.

Knowledge
1. The online teacher knows the importance of verbal (synchronous) as well as nonverbal (asynchronous) communication.

Element	Unacceptable	Acceptable	Target
6.1 Knowledge Understanding of a Variety of Communication Techniques		X	

6.1 Knowledge and understanding of a variety of communications techniques are provided through syllabus, key assessments reviewed in literature. Student centered instruction report documents are through oral presentations and scored with a set rubric.

Performance
1. The online teacher is a thoughtful and responsive communicator.
2. The online teacher models effective communication strategies in conveying ideas and information and in asking questions to stimulate discussion and promote higher-order thinking (e.g., discussion board facilitation, personal communications, and web conferencing).
3. The online teacher demonstrates the ability to communicate effectively using a variety of mediums.
4. The online teacher adjusts communication in response to cultural differences (e.g., wait time and authority).

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Element	Unacceptable	Acceptable	Target
6.2 Performance Using a Variety of Communication Techniques	X		

6.2 Due to lack of completers and/or current candidates, the program provides little or no evidence that candidates utilize current standards for best practices or demonstrate knowledge of performance.

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

Performance
1. The online teacher clearly communicates to students stated and measurable objectives, course goals, grading criteria, course organization and expectations.
2. The online teacher maintains accuracy and currency of course content, incorporates internet resources into course content, and extends lesson activities.
3. The online teacher designs and develops subject-specific online content.
4. The online teacher uses multiple forms of media to design course content.
5. The online teacher designs course content to facilitate interaction and discussion.
6. The online teacher designs course content that complies with intellectual property rights and fair use standards.

Element	Unacceptable	Acceptable	Target
7.2 Performance Instructional Planning Skills in Connection with Students' Needs and Community Contexts	X		

7.2 Due to lack of completers and/or current candidates, the program provides little or no evidence that candidates utilize current standards for best practices or demonstrate knowledge of performance.

Standard 8: Assessment of Student Learning - The online teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Performance
1. The online teacher selects, constructs, and uses a variety of formal and informal assessment techniques (e.g., observation, portfolios of student work, online teacher-made tests, performance

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tasks, projects, student self-assessment, peer assessment, standardized tests, tests written in primary language, and authentic assessments) to enhance knowledge of individual students, evaluate student performance and progress, and modify teaching and learning strategies.
2. The online teacher enlists multiple strategies for ensuring security of online student assessments and assessment data.

Element	Unacceptable	Acceptable	Target
8.2 Performance Using and Interpreting Program and Student Assessment Strategies	X		

8.2 Due to lack of completers and/or current candidates, the program provides little or no evidence that candidates utilize current standards for best practices or demonstrate knowledge of performance.

Standard 9: Professional Commitment and Responsibility- The online teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Knowledge
1. The online teacher understands the need for professional activity and collaboration beyond school (e.g. professional learning communities).
2. The online teacher knows how educational standards and curriculum align with 21st century skills.

Element	Unacceptable	Acceptable	Target
9.1 Knowledge Professional Commitment and Responsibility as Reflective Practitioners		X	

9.1 Knowledge in professional commitment is provided in syllabi, assessments in Literature, oral presentations, report documents, and oral capstone presentation or portfolio.

Performance
1. The online teacher adheres to local, state, and federal laws and policies (e.g., FERPA, AUP's).
2. The online teacher has participated in an online course and applies experiences as an online student to develop and implement successful strategies for online teaching environments.

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3. The online teacher demonstrates alignment of educational standards and curriculum with 21st century technology skills.

Element	Unacceptable	Acceptable	Target
9.2 Performance Continuously Engages in Purposeful Mastery of the Art and Science of Teaching	X		

9.2 Due to lack of completers and/or current candidates, the program provides little or no evidence demonstrate an ability to continuously engage in the purposeful mastery of the art and science of teaching.

Recommended Action on Online Teacher:
_____Approved
__X___Approved Conditionally
_____Not Approved

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Physical Education

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

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The following rubric is used to evaluate the extent to which teacher preparation programs prepare teachers relative to the standards. The rubric is designed to be used with each content-specific preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

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

Knowledge

1. The teacher understands the components of physical fitness and their relationship to a healthy lifestyle.
2. The teacher understands the sequencing of motor skills (K-12).
3. The teacher understands human anatomy and physiology (structure and function), exercise physiology, and bio-mechanical principles
4. The teacher knows the appropriate rules, etiquette, instructional cues, and skills for physical education activities (e.g., aquatics, sports, games, lifetime activities, dance, rhythmical activities, and outdoor/adventure activities).
5. The teacher understands that daily physical provides opportunities for enjoyment, challenge, self-expression, and social interaction.
6. The teacher understands Adaptive Physical Education and how to work with students with special and diverse needs (e.g., various physical abilities and limitations, culture, and gender).
7. The teacher understands technology operations and concepts pertinent to physical activity (e.g. heart rate monitors, pedometers, global positioning system).

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Element	Unacceptable	Acceptable	Target
1.1 Knowledge Subject Matter and Structure of the Discipline		X	

1.1 Course syllabi, Praxis II scores, unit plans, and instructor feedback provide evidence that teacher candidates demonstrate an adequate understanding of the components of physical fitness and their relationship to a healthy lifestyle; human anatomy and physiology (structure and function), exercise physiology appropriate rules, etiquette, instructional cues, and skills for physical education activities; Adaptive Physical Education and how to work with special and diverse student needs; and the sequencing of motor skills (K-12); opportunities for enjoyment, challenge, self-expression, and social interaction; and technology operations and concepts pertinent to physical activity.

Performance
1. The teacher instructs students about disciplinary concepts and principles related to physical activities, fitness, and movement expression.
2. The teacher instructs students in the rules, skills, and strategies of a variety of physical activities (e.g., aquatics, sports, games, lifelong activities, dance, rhythmical activities, and outdoor/adventure activities).
3. The teacher models a variety of physical education activities (e.g., aquatics, sports, games, lifelong activities, dance, rhythmical activities, and outdoor/adventure activities).
4. The teacher models the use of technology operations and concepts pertinent to physical activity (e.g. heart rate monitors, pedometers, global positioning system, and computer software).

Element	Unacceptable	Acceptable	Target
1.2 Performance Making Subject Matter Meaningful		X	

1.2 Faculty observations, candidate portfolio, unit and lesson plans, and Praxis II scores provide evidence that teacher candidates demonstrate an adequate ability to create learning experiences that make physical education meaningful to students.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Performance
1. The teacher assesses the individual physical activity, movement, and fitness levels of students and makes developmentally appropriate adaptations to instruction.

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2. The teacher promotes physical activities that contribute to good health.

Element	Unacceptable	Acceptable	Target
2.2 Performance Provide Opportunities for Development		**X**	

2.2 Instructor feedback, lesson plans, Praxis II scores, and candidate interviews provide evidence that teacher candidates demonstrate an adequate ability to assess the individual physical activity, movement, and fitness levels of students, make developmentally appropriate adaptations to instruction, and promote physical activities that contribute to good health.

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

Performance
1. The teacher provides opportunities that incorporate individual variations in movement to help students gain physical competence and confidence.

Element	Unacceptable	Acceptable	Target
3.2 Performance Accommodating Individual Learning Needs		**X**	

3.2 Lesson plans, instructor observations, and candidate interviews provide evidence that teacher candidates demonstrate an adequate ability to create opportunities that incorporate individual variations to movement and to help students gain physical competence and positive self-esteem.

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

Knowledge
1. The teacher knows how to help students cultivate responsible personal and social behaviors that promote positive relationships and a productive environment in physical education settings.
2. The teacher knows strategies to help students become self-motivated in physical education.
3. The teacher understands that individual performance is affected by anxiety.

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4. The teacher understands principles of effective management in indoor and outdoor movement settings.

Element	Unacceptable	Acceptable	Target
5.1 Knowledge **Understanding of Classroom Motivation and Management Skills**		**X**	

5.1 Course syllabi, faculty observations/rubrics, Praxis II scores, and candidate and faculty interviews provide evidence that teacher candidates demonstrate an adequate understanding of how to help students cultivate responsible personal and social behaviors.

Performance
1. The teacher implements strategies, lessons, and activities to promote positive peer relationships (e.g., mutual respect, support, safety, sportsmanship, and cooperation).
2. The teacher uses strategies to motivate students to participate in physical activity inside and outside the school setting.
3. The teacher utilizes principles of effective management in indoor and outdoor movement settings.

Element	Unacceptable	Acceptable	Target
5.2 Performance **Creating, Managing, and Modifying for Safe and Positive Learning Environments**		**X**	

5.2 Completer interviews, candidate reflections, and faculty observations provide evidence that teacher candidates demonstrate an adequate ability to effectively manage physical activity in indoor and outdoor settings and promote positive peer relationships and appropriate motivational strategies for participation in physical activity.

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

Knowledge
1. The teacher knows a variety of management (e.g., space, people, and equipment) and instructional strategies to maximize physical education activity time and student success.
2. The teacher knows how to expand the curriculum through the use of community resources (e.g., golf courses, climbing walls, YMCA, and service organizations).

College/University: **Idaho State University** Review Dates: **September 20-22, 2015**

Element	Unacceptable	Acceptable	Target
7.1 Knowledge Instructional Planning Skills in Connection with Knowledge of Subject Matter and Curriculum Goals		X	

7.1 Course syllabi, faculty interviews, Praxis II scores, and lesson plans provide evidence that teacher candidates demonstrate an adequate understanding of strategies to maximize physical education activity time and student success in physical education, as well as how to expand the curriculum through the use of community resources.

Performance
1. The teacher uses and assesses management (e.g., space, people, and equipment) and instructional strategies to maximize physical education activity time and student success.

Element	Unacceptable	Acceptable	Target
7.2 Performance Instructional Planning Skills in Connection with Students' Needs and Community Contexts		X	

7.2 Candidate lesson plans, candidate reflections, candidate interviews and faculty observations provide evidence that teacher candidates demonstrate an adequate ability to plan and prepare instruction to maximize physical education activity time and student success and to utilize community resources to expand the curriculum.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Knowledge
1. The teacher knows how to select and use a variety of developmentally appropriate assessment techniques (e.g., authentic, alternative, and traditional) congruent with physical education activity, movement, and fitness goals.

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Element	Unacceptable	Acceptable	Target
8.1 Knowledge Assessment of Student Learning		X	

8.1 Syllabi, faculty interviews, lesson plan guidelines/rubrics, and candidate lesson plans provide evidence that teacher candidates demonstrate an adequate understanding of how to select and use a variety of developmentally appropriate assessment techniques (e.g., authentic, alternative, traditional) congruent with physical education activity, movement, and fitness goals.

Performance
1. The teacher uses a variety of developmentally appropriate assessment techniques (e.g., authentic, alternative, and traditional) congruent with physical education activity, movement, and fitness goals.

Element	Unacceptable	Acceptable	Target
8.2 Performance Using and Interpreting Program and Student Assessment Strategies		X	

8.2 Candidate lesson/unit plans, candidate and faculty interviews, and faculty observations provide evidence that teacher candidates demonstrate an adequate ability to use a variety of developmentally appropriate assessment techniques (e.g., authentic, alternative, traditional) congruent with physical education activity, movement, and fitness goals to evaluate student performance and determine program effectiveness.

Standard 9: Professional Commitment and Responsibility- The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Knowledge
1. The teacher knows how his/her personal physical fitness and activity levels may impact teaching and student motivation.

College/University: **Idaho State University** Review Dates: **September 20-22, 2015**

Element	Unacceptable	Acceptable	Target
9.1 Knowledge **Professional Commitment and Responsibility as Reflective Practitioners**		**X**	

9.1 Course syllabi, Praxis II scores, and faculty and candidate interviews provide evidence that teacher candidates demonstrate an adequate understanding of professional commitment and responsibility as reflective practitioners.

Standard 11: Safety – The teacher provides for a safe learning environment.

Knowledge
1. The teacher understands the inherent dangers involved in physical education activities.
2. The teacher understands the need to consider safety when planning and providing instruction.
3. The teacher understands the factors that influence safety in physical education activity settings (e.g., skill, fitness, developmental level of students, equipment, attire, facilities, travel, and weather).
4. The teacher understands the level of supervision required for the health and safety of all students in all locations (e.g., teaching areas, locker rooms, and travel to off-campus activities).
5. The teacher understands school policies regarding student injury and medical treatment.
6. The teacher understands the steps for providing appropriate treatment for injuries occurring in physical education activities.
7. The teacher understands the appropriate steps when responding to safety situations.
8. The teacher knows cardiopulmonary resuscitation (CPR) and first aid.

Element	Unacceptable	Acceptable	Target
11.1 Knowledge **Understanding of Student and Facility Safety**		**X**	

11.1 Course syllabi, faculty and candidate interviews, and Praxis II scores provide evidence that teacher candidates demonstrate an adequate understanding of CPR, first aid, and factors that influence safety in physical education activity settings and the supervision and response required.

Performance
1. The teacher identifies, monitors, and documents safety issues when planning and implementing instruction to ensure a safe learning environment.
2. The teacher informs students of the risks associated with physical education activities.

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3. The teacher instructs students in appropriate safety procedures for physical education activities and corrects inappropriate actions.
4. The teacher identifies and corrects potential hazards in physical education facilities, grounds, and equipment.
5. The teacher identifies and follows the steps for providing appropriate treatment for injuries occurring in physical education activities.
6. The teacher identifies safety situations and responds appropriately.
7. The teacher maintains CPR and first aid certification.

Element	Unacceptable	Acceptable	Target
11.2 Performance Creating a Safe Learning Environment		**X**	

11.2 Candidate lesson plans, candidate assessment data, faculty and candidate interviews, and faculty observations provide evidence that teacher candidates demonstrate an adequate ability to provide and monitor for a safe learning environment and inform students of the risks associated with physical education activities.

Recommended Action on Physical Education:
__**X**__Approved
_____Approved Conditionally
_____Not Approved

College/University: **Idaho State University** Review Dates: **September 20-22, 2015**

Foundation Standards for Professional Technical Education

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

The Idaho Standards for Initial Certification provide the framework for the approval of educator preparation programs. As such, the standards set the criteria by which teacher preparation programs are reviewed for state program approval.

The following rubric is used to evaluate the extent to which teacher preparation programs prepare teachers relative to the standards. The rubric is designed to be used with each content-specific preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with NCATE accreditation standards, the rubric describes three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Performance indicators provide the lens through which the State Program Approval Team evaluates the institution's provided evidence that candidates meet the Idaho standards. The institution is expected to provide information about candidate performance related to the Idaho Standards for Initial Preparation of Professional School Personnel.

Standard 1: Knowledge of Subject Matter -- The teacher understands the central concepts, tools of inquiry, and structures of the content area(s) taught, and creates learning experiences that make these aspects of subject matter meaningful for learners.

Knowledge
1. The teacher understands basic technological principles, processes, and skills such as design and problem solving, team decision making, information gathering, and safety.
2. The teacher understands how basic academic skills and advanced technology can be integrated into an occupational learning environment.
3. The teacher understands industry logistics, technical terminologies, and procedures for the occupational area.
4. The teacher understands industry trends and labor market needs.
5. The teacher understands workplace leadership models.
6. The teacher understands the philosophical principles and the practices of professional-technical education.
7. The teacher understands the importance of student leadership qualities in technical program areas.

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Understanding Subject Matter		X	

College/University: **Idaho State University** Review Dates: **September 20-22, 2015**

1.1 Praxis II scores, an interview with a cooperating teacher, and perusing student work samples provide evidence that teacher candidates demonstrate in-depth knowledge and understanding of Professional Technical teacher skills, including implementation of instructional strategies, formative and summative assessments, and applying technology in the classroom.

Performance
1. The teacher maintains current technical skills and seeks continual improvement.
2. The teacher demonstrates specific occupational skills necessary for employment.
3. The teacher uses current terminology, industry logistics, and procedures for the occupational area.
4. The teacher incorporates and promotes leadership skills in state-approved Professional-Technical Student Organizations (PTSO).
5. The teacher writes and evaluates occupational objectives and competencies.
6. The teacher uses a variety of technical instructional resources.
7. The teacher assesses the occupational needs of the community.
8. The teacher facilitates experiences designed to develop skills for successful employment.
9. The teacher informs students about opportunities to develop employment skills (e.g., work-study programs, internships, volunteer work, and employment opportunities).

Element	Unacceptable	Acceptable	Target
1.2 Performance Making Subject Matter Meaningful		X	

1.2 The awarding of industry certification via Certiport/Microsoft in areas such as Word and Excel, and the development of presentations, schedules, handouts, and course assessments provide evidence that candidates know how to create learning experiences that make these aspects of subject matter meaningful for students.

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

Knowledge
1. The teacher understands the entry-level skills in the occupation.
2. The teacher understands workplace culture and ethics.
3. The teacher understands how to provide students with realistic occupational and/or work experiences.
4. The teacher knows how to use education professionals, trade professionals, and research to enhance student understanding of processes, knowledge, and safety.
5. The teacher understands how occupational trends and issues affect the workplace.
6. The teacher understands how to integrate academic skills into technical content areas.
7. The teacher understands the role of innovation and entrepreneurship in the workplace.

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8. The teacher understands integration of leadership training, community involvement, and personal growth into instructional strategies.

Element	Unacceptable	Acceptable	Target
4.1 Knowledge Understanding and Using a Variety of Instructional Strategies		X	

4.1 Observing Professional Technical Teacher candidates and completers and analyzing teacher lesson plans provide evidence that teacher candidates demonstrate an adequate ability to use resources and learning activities that support instructional and curriculum goals that reflect effective teaching practice and accurately reflect the discipline's content.

Performance
1. The teacher models appropriate workplace practices and ethics.
2. The teacher discusses state guidelines to aid students in understanding the trends and issues of an occupation.
3. The teacher integrates academic skills appropriate for each occupational area.
4. The teacher uses simulated and/or authentic occupational applications of course content.
5. The teacher uses experts from business, industry, and government as appropriate for the content area.
6. The teacher develops a scope and sequence of instruction related to the students' prior knowledge and that aligns with articulation requirements and course competencies.
7. The teacher integrates instructional strategies and techniques that accommodate prior student knowledge.
8. The teacher discusses innovation and the entrepreneurial role in the workforce and incorporates them where possible.

Element	Unacceptable	Acceptable	Target
4.2 Performance Understanding and Using a Variety of Instructional Strategies		X	

4.2 Observing Professional Technical Teacher candidates, analyzing teacher lesson plans, and interviewing completers provide evidence that teacher candidates demonstrate an adequate ability to use resources and learning activities that support instructional and curriculum goals that reflect effective teaching practice and accurately reflect the discipline's content.

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

Knowledge
1. The teacher recognizes the scope and sequence of content and PTSOs across secondary and postsecondary technical curricula.
2. The teacher knows how to identify community and industry expectations and access resources.

Element	Unacceptable	Acceptable	Target
7.1 Knowledge Instructional Planning Skills		X	

7.1 The Professional Technical curricula provide numerous opportunities for candidates to plan and prepare instruction based on knowledge of subject matter. Evidence also indicates that candidates understand that the processes and tools necessary for communicating ideas in this discipline are practical, interactive, and cumulative in nature.

Performance
1. The teacher designs instruction that aligns with secondary and postsecondary curricula that develops technical competencies.
2. The teacher designs instruction to meet community and industry expectations.

Element	Unacceptable	Acceptable	Target
7.2 Performance Instructional Planning		X	

7.2 Professional Technical candidate lesson plans, student teaching assessments, and interviews with candidates and completers indicate that candidates are able to refer to the appropriate standards, as well as demonstrate sequential instruction, knowledge of subject matter, students, the community, and curriculum goals.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Knowledge
1. The teacher knows how to use information about a student's progress, including assessments, to evaluate work-readiness.
2. The teacher knows how to conduct a follow-up survey of graduates and how to use the information to modify curriculum and make program improvement.
3. The teacher understands how evaluation connects to instruction.

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Element	Unacceptable	Acceptable	Target
8.1 Knowledge Assessment of Student Learning		X	

8.1 An interview with cooperating teacher, Praxis II scores, student files and GPA scores, and student work samples provide evidence that teacher candidates demonstrate in-depth knowledge of assessment of student learning.

Performance
1. The teacher writes and evaluates occupational goals, objectives, and competencies.
2. The teacher develops clear learning objectives and creates and integrates appropriate assessment tools to measure student learning.
3. The teacher modifies the curriculum, instruction, and the program based on student progress and follow-up data from recent graduates and employers.

Element	Unacceptable	Acceptable	Target
8.2 Performance Using and Interpreting Program and Student Assessment Strategies		X	

8.2 Candidate and completer interviews, a cooperating teacher interview, instructional units, and student teaching files provide evidence that Professional Technical candidates understand, use, and interpret formal and informal formative and summative assessment strategies to evaluate and advance student performance and determine teaching effectiveness.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Knowledge
1. The teacher understands the value and impact of having a professional development plan.
2. The teacher understands how sustained professionalism reflects on him or her as an educator and as a representative of his or her industry.

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Element	Unacceptable	Acceptable	Target
9.1 Knowledge Professional Commitment and Responsibility as Reflective Practitioners		X	

9.1 Candidate and completer interviews, a cooperating teacher interview, instructional units, and student teaching files provide evidence that Professional Technical Teacher candidates understand professional commitment and responsibility as reflective practitioners.

Performance
1. The teacher collaborates with an administrator to create a professional development plan.
2. The teacher evaluates and reflects on his or her own level of professionalism as an educator and as a representative of his or her industry.

Element	Unacceptable	Acceptable	Target
9.2 Performance Developing in the Art and Science of Teaching		X	

9.2 Candidate and completer interviews, a cooperating teacher interview, instructional units, and student teaching files provide evidence that Professional Technical Teacher candidates have the ability to develop in the art and science of teaching.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Knowledge
1. The teacher knows the contributions of advisory committees.
2. The teacher understands the importance of using the employment community to validate occupational skills.
3. The teacher understands how to effect change in professional-technical education and in the occupational area taught.
4. The teacher knows about professional organizations within the occupational area.
5. The teacher knows how to cooperatively develop articulation agreements between secondary and postsecondary programs.
6. The teacher understands the structure of state-approved PTSOs.
7. The teacher understands the ideas, opinions, and perceptions of business and industry.

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Element	Unacceptable	Acceptable	Target
10.1 Knowledge Interacting Professionally and Effectively with Colleagues, Parents, and Community in Partnerships		X	

10.1 Candidate and completer interviews, a cooperating teacher interview, instructional units, and student teaching files provide evidence that Professional Technical teacher candidates understand how to interact professionally and effectively with colleagues, parents, and community in partnerships.

Performance
1. The teacher establishes and uses advisory committees for program development and improvement.
2. The teacher cooperates with educators in other content areas to develop appropriate instructional strategies and to integrate learning.
3. The teacher interacts with business, industry, labor, government, and the community to build effective partnerships.
4. The teacher participates in appropriate professional organizations.
5. The teacher cooperatively constructs articulation agreements.
6. The teacher incorporates an active state-approved PTSO in his or her program.
7. The teacher understands the role of PTSOs as an integral part of the total professional-technical education program.

Element	Unacceptable	Acceptable	Target
10.2 Performance Interacting Professionally and Effectively with Colleagues, Parents, and Community in Partnerships		X	

10.2 Candidate and completer interviews, a cooperating teacher interview, instructional units, and student teaching files provide evidence that Professional Technical teacher candidates are able to interact professionally and effectively with colleagues, parents, and community in partnerships.

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

Knowledge
1. The teacher understands how to dispose of waste materials.
2. The teacher understands how to care for, inventory, and maintain materials and equipment.
3. The teacher understands safety contracts and operation procedures.
4. The teacher understands legal safety issues related to the program area.
5. The teacher understands safety requirements necessary to conduct laboratory and field activities.
6. The teacher understands time and organizational skills in laboratory management.
7. The teacher is aware of safety regulations at school and work sites.
8. The teacher understands how to incorporate PTSOs as intracurricular learning experiences.

Element	Unacceptable	Acceptable	Target
11.1 Knowledge Creating and Managing a Safe, Productive Learning Environment		X	

11.1 Candidate and completer interviews, a cooperating teacher interview, instructional units, and student teaching files provide evidence that Professional Technical teacher candidates understand how to create and manage a safe, productive learning environment.

Performance
1. The teacher ensures that facilities, materials, and equipment are safe to use.
2. The teacher instructs and models safety procedures and documents safety instruction, and updates each according to industry standards.
3. The teacher demonstrates effective management skills in the classroom and laboratory environments.
4. The teacher models and reinforces effective work and safety habits.
5. The teacher incorporates PTSOs as intracurricular learning experiences.

Element	Unacceptable	Acceptable	Target
11.2 Performance Creating and Managing a Safe, Productive Learning Environment		X	

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11.2 Candidate and completer interviews, a cooperating teacher interview, instructional units, and student teaching files provide evidence that Professional Technical teacher education candidates are able to create and manage a safe, productive learning environment.

Standard 12: Workplace Preparation - The teacher prepares students to meet the competing demands and responsibilities of the workplace.

Knowledge
1. The teacher understands workplace employability skills and related issues.
2. The teacher understands the issues of balancing work and personal responsibilities.
3. The teacher understands how to promote career awareness.

Element	Unacceptable	Acceptable	Target
12.1 Knowledge **Preparing Students to Meet the Competing Demands and Responsibilities of the Workplace**		X	

12.1 Candidate and completer interviews, cooperating teacher interview, instructional units, and student teaching files provide evidence that Professional Technical Teacher candidates understand how to prepare students to meet the competing demands and responsibilities of the workplace.

Performance
1. The teacher designs instruction that addresses employability skills and related workplace issues.
2. The teacher discusses how to balance demands between work and personal responsibilities.
3. The teacher provides opportunities for career awareness and exploration.

Element	Unacceptable	Acceptable	Target
12.2 Performance **Preparing Students to Meet the Competing Demands and Responsibilities of the Workplace**		X	

12.2 Candidate and completer interviews, a cooperating teacher interview, instructional units, and student teaching files provide evidence that Professional Technical Teacher candidates have the ability to prepare students to meet the competing demands and responsibilities of the workplace.

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Business Technology

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

The Idaho Standards for Initial Certification provide the framework for the approval of educator preparation programs. As such, the standards set the criteria by which teacher preparation programs are reviewed for state program approval.

The following rubric is used to evaluate the extent to which teacher preparation programs prepare teachers relative to the standards. The rubric is designed to be used with each content-specific preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with NCATE accreditation standards, the rubric describes three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Performance indicators provide the lens through which the State Program Approval Team evaluates the institution's provided evidence that candidates meet the Idaho standards. The institution is expected to provide information about candidate performance related to the Idaho Standards for Initial Preparation of Professional School Personnel.

Standard 1: Knowledge of Subject Matter -- The teacher understands the central concepts, tools of inquiry, and structures of the content area(s) taught and creates learning experiences that make these aspects of subject matter meaningful for learners.

Knowledge
1. The teacher possesses a foundational level of knowledge about a broad range of business subjects, for example, accounting, business law, communications, economics, information systems, international business, management, marketing, and office administration.
2. The teacher possesses knowledge in areas related to business, career education, entrepreneurship, interrelationships in business, mathematics, and personal finance.
3. The teacher possesses knowledge of appropriate technology.
4. The teacher understands how to advise, oversee and operate a local Business Professionals of America (BPA) chapter and how it relates to the Idaho State and National BPA organizations.

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Understanding Subject Matter		X	

1.1 Interview with a completer, Praxis II scores, student files and transcripts, and student work samples provide evidence that teacher candidates demonstrate in-depth knowledge and understanding of Business Technology including utilizing skills, such as developing

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presentations, schedules, and handouts, and earning industry certification via Certiport/ Microsoft in areas such as Word and Excel.

Performance
1. The teacher demonstrates industry-standard skill levels required by the endorsement, for example, in accounting, business technology and office procedures.
2. The teacher effectively delivers business and business technology content at the junior high, middle school, and/or secondary levels.
3. The teacher demonstrates the efficient use of technology to accomplish tasks related to business and industry.
4. The teacher integrates BPA through intracurricular approaches in the business program of study.

Element	Unacceptable	Acceptable	Target
1.2 Performance Making Subject Matter Meaningful		X	

1.2 Lesson observations, winning awards for Database Applications/MOS Access, Basic Office Systems and Procedures, and Desktop Publishing, winning the National Business Education Association Merit Award, and becoming Business Professionals of America advisors show evidence that candidates understand the central concepts, tools of inquiry, and structures of the Business Technology discipline and creates learning experiences that make these aspects of subject matter meaningful for students.

Recommended Action on Business Technology:
__X__Approved
_____Approved Conditionally
_____Not Approved

College/University: **Idaho State University** Review Dates: **September 20-22, 2015**

Family and Consumer Sciences

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

The Idaho Standards for Initial Certification provide the framework for the approval of educator preparation programs. As such, the standards set the criteria by which teacher preparation programs are reviewed for state program approval.

The following rubric is used to evaluate the extent to which teacher preparation programs prepare teachers relative to the standards. The rubric is designed to be used with each content-specific preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with NCATE accreditation standards, the rubric describes three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Performance indicators provide the lens through which the State Program Approval Team evaluates the institution's provided evidence that candidates meet the Idaho standards. The institution is expected to provide information about candidate performance related to the Idaho Standards for Initial Preparation of Professional School Personnel.

Standard 1: Knowledge of Subject Matter -- The teacher understands the central concepts, tools of inquiry, and structures of the content area(s) taught and creates learning experiences that make these aspects of subject matter meaningful for learners.

Knowledge

1. The teacher understands the significance of family and its impact on the well-being of children, adults, and society and the multiple life roles and responsibilities in family, career, and community settings.
2. Teacher understands the impact of families' multiple roles within the home, workplace and community.
3. The teacher knows of community agencies and organizations that provide assistance to individuals and families.
4. The teacher understands how interpersonal relationships, cultural patterns, and diversity affect individuals, families, community, and the workplace.
5. The teacher understands the roles and responsibilities of parenting and factors that affect human growth and development across the life span.
6. The teacher understands the science and practical application involved in planning, selecting, preparing, and serving food according to the principles of sound nutrition, cultural and economic needs of individuals, families, and industry; along with practices to encourage wellness for life.
7. The teacher understands the design, selection, and care of textiles and apparel products.
8. The teacher understands housing, design, furnishings, technology, and equipment needs for individuals, families, and industry.

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9. The teacher understands consumer economic issues and behavior for managing individual and family resources to achieve goals at various stages of the life cycle.
10. The teacher understands resource conservation and environmental issues in relation to family and community health.
11. The teacher understands the nature of the profession and knows of careers related to family and consumer sciences.
12. The teacher understands how social media can influence communication and outcomes between individuals, family members, and community connections.
13. The teacher understands how to incorporate Family, Career and Community Leaders of America (FCCLA) as intracurricular learning experiences.

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Understanding Subject Matter		X	

1.1 An interview with a candidate, an interview with a cooperating teacher, and student work samples provide evidence that teacher candidates demonstrate in-depth knowledge and understanding of Family and Consumer Science.

Performance
1. The teacher demonstrates a command of instructional methodology in the delivery of family and consumer sciences content at the middle and secondary school levels.
2. The teacher integrates Family, Career and Community Leaders of America, FCCLA into family and consumer sciences instruction.
3. The teacher validates the significance of family and its impact on the well-being of children, adults, individuals and society and the multiple life roles and responsibilities in family, work career, and community settings.
4. The teacher selects and creates learning experiences that include the impact of families' multiple roles within the home, workplace and community.
5. The teacher knows of community agencies and organizations that provide assistance to individuals and families.
6. The teacher selects and creates learning experiences that include how interpersonal relationships, cultural patterns, and diversity affect individuals, families, community, and the workplace.
7. The teacher promotes the roles and responsibilities of parenting and factors that affect human growth and development across the life span.
8. The teacher incorporates the science and practical application involved in planning, selecting, preparing, and serving food according to the principles of sound nutrition, and cultural and economic needs of individuals, and families, and industry; along with practices to encourage wellness for life.
9. The teacher demonstrates the design, selection, and care of textiles and apparel products.
10. The teacher demonstrates housing, design, furnishings, technology, and equipment needs for individuals, and families, and industry.

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11. The teacher integrates consumer economic issues about and behavior for managing individual and family resources to achieve goals at various stages of the life cycle.
12. The teacher integrates resource conservation and environmental issues in relation to family and community health.
13. The teacher maintains an awareness of the nature of the profession and knows of careers related to family and consumer sciences.
14. The teacher selects and creates learning experiences on how social media can influence communication and outcomes between individuals, family members, and community connections.

Element	Unacceptable	Acceptable	Target
1.2 Performance Making Subject Matter Meaningful	X		

1.2 Observation of a candidate, teacher lesson plans, and an interview a university supervisor provide minimal evidence that teacher candidates demonstrate an adequate ability to use resources and learning activities that support instructional and curriculum goals that reflect effective teaching practice and accurately reflect the discipline's content.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Knowledge
1. The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, physical, emotional and moral development.

Element	Unacceptable	Acceptable	Target
2.1 Knowledge Understanding how students learn and develop		X	

2.1 An interview with a cooperating teacher, an interview with a candidate, Praxis II scores, student files and transcripts, and student work samples provide evidence that teacher candidates demonstrate in-depth knowledge and understanding of how students learn and develop.

Performance
1. The teacher develops lessons which focus on progressions and ranges of individual variation within intellectual, social, physical, emotional and moral development and their interrelationships.

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Element	Unacceptable	Acceptable	Target
2.2 Performance Provide Opportunities for Development	X		

2.2 Observation of a candidate, teacher lesson plans, and an interview with a university supervisor provide little or no evidence that teacher candidates demonstrate an adequate ability to use resources and learning activities that provide opportunities for development.

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

Knowledge
1. The teacher understands individual and group motivation and behavior and creates a student centered learning environment that encourages positive social interaction, active engagement in learning, exploration of adaptive solutions, and self-motivation.

Element	Unacceptable	Acceptable	Target
5.1 Knowledge Understanding Individual and Group Motivation and Behavior		X	

5.1 An interview with a cooperating teacher, Praxis II scores, student files and transcripts, and student work samples provide evidence that teacher candidates demonstrate knowledge and understanding of individual and group motivation and behavior.

Performance
1. The teacher promotes individual and group motivation and behavior and creates a student centered learning environment that encourages positive social interaction, active engagement in learning, exploration of adaptive solutions, and self-motivation.

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Element	Unacceptable	Acceptable	Target
5.2 Performance Creating a Learning Environment that Encourages Positive Social Interaction, Active Engagement in Learning, and Self-Motivation.	X		

5.2 Observation of a candidate, teacher lesson plans, and an interview with a university supervisor provide little or no evidence that teacher candidates demonstrate an adequate ability to use resources to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

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

Knowledge
1. The teacher understands how to apply knowledge about the current subject matter, learning theory, instructional strategies, curriculum development, evaluation, and child and adolescent development to meet curriculum goals using family and consumer sciences national standards and other resources.
2. The teacher understands how program alignment across grade levels and disciplines maximizes learning.

Element	Unacceptable	Acceptable	Target
7.1 Knowledge Planning and Preparing Instruction		X	

7.1 Observation of a candidate, teacher lesson plans, and an interview with a university supervisor provide evidence that teacher candidates demonstrate an adequate ability to use resources and learning activities that support instructional and curriculum goals that reflect effective teaching practice and accurately reflect the discipline's content.

Performance
1. The teacher maximizes such elements as instructional materials; individual student interests, needs, and aptitudes; technology and community resources in planning instruction that creates an effective bridge between curriculum goals and students learning.

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Element	Unacceptable	Acceptable	Target
7.2 Performance Instructional Planning Skills in Connection with Students' Needs and Community Contexts	X		

7.2 Observation of a candidate, teacher lesson plans, and an interview with a university supervisor provide little or no evidence that teacher candidates demonstrate an adequate ability to use instructional planning skills in connection with students' needs and community contexts.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Knowledge
1. The teacher understands formal and informal comprehensive and industry assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Element	Unacceptable	Acceptable	Target
8.1 Knowledge Assessment of Student Learning		X	

8.1 Observation of a candidate, teacher lesson plans, and an interview with a university supervisor provide evidence that teacher candidates demonstrate an adequate ability to assess student learning.

Performance
1. The teacher uses and interprets formal and informal comprehensive and industry assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Element	Unacceptable	Acceptable	Target
8.2 Performance Using and Interpreting Program and Student Assessment Strategies	X		

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8.2 Observation of a candidate, teacher lesson plans, and an interview with a university supervisor provide little or no evidence that teacher candidates demonstrate an adequate ability to use and interpret program and student assessment strategies.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Knowledge
1. The teacher understands how to research and select relevant professional development aligned to curriculum and industry standards.

Element	Unacceptable	Acceptable	Target
9.1 Knowledge **Professional Commitment and Responsibility as Reflective Practitioners**		X	

9.1 An interview with a cooperating teacher, observation of candidate performance, Praxis II scores, student files and transcripts, and student work samples provide minimal evidence that teacher candidates demonstrate adequate knowledge of professional commitment and responsibility as reflective practitioners.

Performance
1. The teacher participates in continual relevant professional development in order to stay current in content areas.

Element	Unacceptable	Acceptable	Target
9.2 Performance **Continuously Engages in Purposeful Mastery of the Art and Science of Teaching**	X		

9.2 An interview with a cooperating teacher, observation of candidate performance, Praxis II scores, student files and transcripts, and student work samples provide little or no evidence that teacher candidates demonstrate continuous engagement in purposeful mastery of the art and science of teaching.

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Recommended Action on Family and Consumer Sciences:
_____Approved
__X___Approved Conditionally
_____Not Approved

Areas for Improvement:
Due to lack of completers, the Family and Consumer Science program provides little or no evidence that teacher candidates demonstrate an ability to continuously engage in the purposeful mastery of the art and science of teaching.

College/University: **Idaho State University** Review Dates: **September 20-22, 2015**

Foundation Standards for Science

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

The Idaho Standards for Initial Certification provide the framework for the approval of educator preparation programs. As such, the standards set the criteria by which teacher preparation programs are reviewed for state program approval.

The following rubric is used to evaluate the extent to which teacher preparation programs prepare teachers who meet the standards. The rubric is designed to be used with each individual preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with NCATE accreditation standards, the rubrics describe three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments, rather than as an element-by-element checklist. Elements identified in the rubrics provide the basis upon which a State Program Approval Team evaluates the institution's evidence that candidates meet the Idaho Standards. The institution is expected to provide information about candidate performance related to the Idaho Core Teacher Standards (and Idaho Teacher Standards for specific preparation areas).

In addition to the standards listed here, science teachers must meet Idaho Core Teacher Standards and at least one of the following: (1) Idaho Standards for Biology Teachers, (2) Idaho Standards for Chemistry Teachers, (3) Idaho Standards for Earth and Space Science Teachers, (4) Idaho Standards for Natural Science Teachers, (5) Idaho Standards for Physical Science Teachers, or (6) Idaho Standards for Physics Teachers. Rubrics for these standards are listed after the rubrics for the Foundation Standards for Science Teachers.

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

Knowledge
1. The teacher knows the history and nature of science and scientific theories.
2. The teacher understands the science content with in the context of the Idaho Science Content Standards within their appropriate certification.
3. The teacher understands the concepts of form and function.
4. The teacher understands the interconnectedness among the science disciplines.
5. The teacher understands the process of scientific inquiry: investigate scientific phenomena, interpret findings, and communicate results.
6. The teacher knows how to construct deeper understanding of scientific phenomena through study, demonstrations, and laboratory and field activities.

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7. The teacher understands the importance of accurate and precise measurements in science and reports measurements in an understandable way.

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Subject Matter and Structure of Science		X	

1.1 Topics across science content included in course syllabi, PRAXIS II scores in all areas (biology, chemistry, physics), and candidate/completer interviews provide evidence that teacher candidates demonstrate an adequate understanding of their science content and the nature of scientific knowledge and how to articulate the importance of engaging in the process of science.

Performance
1. The teacher provides students with opportunities to view science in its cultural and historical context by using examples from history and including scientists of both genders and from varied social and cultural groups.
2. The teacher continually adjusts curriculum and activities to align them with new scientific data.
3. The teacher provides students with a holistic, interdisciplinary understanding of concepts in life, earth systems/space, physical, and environmental sciences.
4. The teacher helps students build scientific knowledge and develop scientific habits of mind.
5. The teacher demonstrates competence in investigating scientific phenomena, interpreting findings, and communicating results.
6. The teacher models and encourages the skills of scientific inquiry, including creativity, curiosity, openness to new ideas, and skepticism that characterize science.
7. The teacher creates lessons, demonstrations, and laboratory and field activities that effectively communicate and reinforce science concepts and principles.
8. The teacher engages in scientific inquiry in science coursework.

Element	Unacceptable	Acceptable	Target
1.2 Performance Making Science Meaningful		X	

1.2 Candidate portfolio lesson plans, student teaching unit plans, and additional lesson plan reflections provide evidence that teacher candidates demonstrate an adequate ability to create learning experiences that make the concepts of science, tools of inquiry, structure of scientific knowledge, and the processes of science meaningful to students through the use of materials and resources that support instructional goals and learning activities, including laboratory and field activities, that are consistent with curriculum goals and reflect principles of effective instruction.

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Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Knowledge
1. The teacher knows how students construct scientific knowledge and develop scientific habits of mind.
2. The teacher knows commonly held conceptions and misconceptions about science and how they affect student learning.

Element	Unacceptable	Acceptable	Target
2.1 Knowledge Understanding Human Development and Learning		**X**	

2.1 Required course syllabi and course objectives and some student teaching portfolio reflections provide minimal evidence that teacher candidates demonstrate an adequate understanding of the conceptions and misconceptions that students are likely to bring to class that can interfere with learning the science. Additional evidence of how candidates learn about student conceptions and misconceptions and how to navigate these issues would benefit the program's work toward meeting this standard.

Performance
1. The teacher identifies students' conceptions and misconceptions about the natural world.
2. The teacher engages students in constructing deeper understandings of the natural world.

Element	Unacceptable	Acceptable	Target
2.2 Performance Provide Opportunities for Development		**X**	

2.2 Candidate portfolios, lesson plans, and candidate/completer interviews provide minimal evidence that teacher candidates demonstrate an adequate ability to carry out activities that facilitate students' conceptual development in science. While learning activities in candidate work samples included demos and lab-based activities, many activities were focused on lower-level thinking tasks (e.g. note taking, multiple choice test questions, worksheets) as opposed to an emphasis on higher level thinking tasks that lead to deep understanding and learning.

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

Knowledge
1. The teacher understands how to apply mathematics and technology to analyze, interpret, and display scientific data.
2. The teacher understands how to implement scientific inquiry.
3. The teacher understands how to engage students in making deeper sense of the natural world through careful orchestration of demonstrations of phenomena for larger groups when appropriate.
4. The teacher understands how to use research based best practices to engage students in learning science.

Element	Unacceptable	Acceptable	Target
4.1 Knowledge Understanding Multiple Learning Strategies		**X**	

4.1 Required course syllabi and course objectives provide minimal evidence that teacher candidates demonstrate an adequate understanding of methods of inquiry and how to apply mathematics and technology to analyze, interpret, and display data.

Performance
1. The teacher applies mathematical derivations and technology in analysis, interpretation, and display of scientific data.
2. The teacher uses instructional strategies that engage students in scientific inquiry and that develop scientific habits of mind.
3. The teacher engages students in making deeper sense of the natural world through careful orchestration of demonstrations of phenomena for larger groups when appropriate.

Element	Unacceptable	Acceptable	Target
4.2 Performance Application of Multiple Learning Strategies		**X**	

4.2 Candidate portfolios, and other course lesson plans provide minimal evidence that teacher candidates demonstrate an adequate ability to appropriately use models, simulations, laboratory and field activities, and demonstrations for larger groups, where appropriate, to facilitate students' critical thinking, problem solving, and performance skills. A majority of candidate work samples did not emphasize true inquiry learning and instead emphasized

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traditional information delivery/lecture-based teaching (outside of lab-based learning situations).

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

Knowledge
1. The teacher knows how to use a variety of interfaced electronic hardware and software for communicating data.
2. The teacher knows how to use graphics, statistical, modeling, and simulation software, as well as spreadsheets to develop and communicate science concepts.
3. The teacher understands technical writing as a way to communicate science concepts and processes.

Element	Unacceptable	Acceptable	Target
6.1 Knowledge Communication Skills	**X**		

6.1 Some work samples (EDUC449 student teaching portfolios) were provided, but little or no evidence that teacher candidates demonstrate an adequate knowledge of how to use standard forms of scientific communications in their fields (i.e., graphs, technical writing, results of mathematical analysis, scientific posters, and multimedia presentations). During the interview session, candidates and completers noted that the topic of standard communication forms in science was not an instructional emphasis in their methods course(s).

Performance
1. The teacher models the appropriate scientific interpretation and communication of scientific evidence through technical writing, scientific posters, multimedia presentations, and electronic communications media.
2. The teacher engages students in sharing data during laboratory investigation to develop and evaluate conclusions.
3. The teacher engages students in the use of computers in laboratory/field activities to gather, organize, analyze, and graphically present scientific data.
4. The teacher engages students in the use of computer modeling and simulation software to communicate scientific concepts.

Element	Unacceptable	Acceptable	Target
6.2 Performance Application of Thinking and Communication Skills	**X**		

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6.2 Some work samples (EDUC497 Student teaching portfolio and a school visit interview/observation) including the use of technology, graphs, and data were provided, but overall there was little or no evidence that teacher candidates demonstrate an adequate ability to engage students in the practical application of standard forms of scientific communications in their fields (i.e., graphs, technical writing, results of mathematical analysis, scientific posters, and multimedia presentations). Overall, evidence did not demonstrate an emphasis on the teaching and use of varied standard communication forms in science.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Knowledge
1. The teacher understands the importance of keeping current on research related to how students learn science.
2. The teacher understands the importance of keeping current on scientific research findings.

Element	Unacceptable	Acceptable	Target
9.1 Knowledge Professional Commitment and Responsibility as Reflective Practitioners		**X**	

9.1 Required course syllabi, interviews and some portfolios indicate that an emphasis on current science research occurs in some science content classes. The program provides evidence that teacher candidates demonstrate an adequate knowledge of recent developments in their fields and of how students learn science.

Performance
1. The teacher incorporates current research related to student learning of science into science curriculum and instruction.
2. The teacher incorporates current scientific research findings into science curriculum and instruction.

Element	Unacceptable	Acceptable	Target
9.2 Performance Developing in the Art and Science of Teaching	**X**		

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9.2 Due to lack of artifacts, the program provides little or no evidence that teacher candidates demonstrate an adequate ability to incorporate an understanding of recent developments in their fields and knowledge of how students learn science into instruction. There was some knowledge evidence about the reading/discussion of scientific or educational journals in methods course syllabi, but there was not a consistent pattern of application of research in candidate lessons/units.

Principle 11: Safe Learning Environment – The science teacher provides for a safe learning environment.

Knowledge
1. The teacher knows how to select materials that match instructional goals as well as how to maintain a safe environment.
2. The teacher is aware of available resources and standard protocol for proper disposal of waste materials.
3. The teacher knows how to properly care for, inventory, and maintain materials and equipment.
4. The teacher is aware of legal responsibilities associated with safety.
5. The teacher knows the safety requirements necessary to conduct laboratory and field activities and demonstrations.
6. The teacher knows how to procure and use Material Safety Data Sheets (MSDS).

Element	Unacceptable	Acceptable	Target
11.1 Knowledge Creating a Safe Learning Environment		**X**	

11.1 Required course syllabi and course descriptions provide evidence that teacher candidates demonstrate an adequate knowledge of material selection, safety, waste disposal, care and maintenance of materials and equipment, legal responsibilities associated with safety, safety requirements for laboratory, field activities, and demonstrations, and the procurement and use of Material Safety Data Sheets (MSDS).

Performance
1. The teacher develops instruction that uses appropriate materials and ensures a safe environment.
2. The teacher creates and ensures a safe learning environment by including appropriate documentation of activities.
3. The teacher makes informed decisions about the use of specific chemicals or performance of a lab activity regarding facilities and student age and ability.
4. The teacher models safety at all times.
5. The teacher makes use of Material Safety Data Sheet (MSDS) and storage information for laboratory materials.

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6. The teacher creates lesson plans and teaching activities consistent with appropriate safety considerations.
7. The teacher evaluates lab and field activities for safety.
8. The teacher evaluates a facility for compliance to safety regulations.
9. The teacher uses safety procedures and documents safety instruction.
10. The teacher demonstrates the ability to acquire, use, and maintain materials and lab equipment.
11. The teacher implements laboratory, field, and demonstration safety techniques.

Element	Unacceptable	Acceptable	Target
11.2 Performance Creating a Safe Learning Environment		X	

11.2 Candidates portfolio lesson plans, course lesson plans provide evidence that teacher candidates demonstrate an adequate ability to model safe practices in classroom and storage area in the following: 1) set up procedures for safe handling, labeling and storage of chemicals and electrical equipment; 2) demonstrate that safety is a priority in science and other activities; 3) take appropriate action in an emergency; 4) instruct students in laboratory safety procedures; 5) evaluate students' safety competence before allowing them in the laboratory; 6) take action to prevent hazards; 7) adhere to the standards of the science education community for ethical care and use of animals; and 8) use preserved or live animals appropriately in keeping with the age of the students and the need for such animals.

Principle 12: Laboratory and Field Activities – The science teacher demonstrates competence in conducting laboratory and field activities.

Knowledge
1. The teacher knows a broad range of laboratory and field techniques.
2. The teacher knows strategies to develop students' laboratory and field skills.

Element	Unacceptable	Acceptable	Target
12.1 Knowledge Understanding of Laboratory and Field Experiences		X	

12.1 Required course syllabi provide evidence that teacher candidates demonstrate an adequate ability to explain the importance of laboratory and field activities in the learning of science.

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Performance
1. The teacher engages students in a variety of laboratory and field techniques.
2. The teacher uses a variety of instructional strategies in laboratory and field experiences to engage students in developing their understanding of the natural world.

Element	Unacceptable	Acceptable	Target
12.2 Performance Effective Use of Laboratory and Field Experiences		**X**	

12.2 Candidate portfolio lesson plans, additional course lesson plan reflections provide evidence that teacher candidates engage students in experiencing the phenomena they are studying by means of laboratory and field exercises.

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Biology

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

Knowledge

1. The teacher understands that there are unifying themes in biology, including levels from molecular to whole organism.
2. The teacher knows the currently accepted taxonomy systems used to classify living things.
3. The teacher understands scientifically accepted theories of how living systems evolve through time.
4. The teacher understands how genetic material and characteristics are passed between generations and how genetic material guide cell and life processes.
5. The teacher knows biochemical processes that are involved in life functions.
6. The teacher knows that living systems interact with their environment and are interdependent with other systems.
7. The teacher understands that systems in living organisms maintain conditions necessary for life to continue.
8. The teacher understands the cell as the basis for all living organisms and how cells carry out life functions.
9. The teacher understands how matter and energy flow through living and non-living systems.
10. The teacher knows how the behavior of living organisms changes in relation to environmental stimuli.

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Subject Matter and Structure of Biology		**X**	

1.1 Required course syllabi and Praxis II scores provide evidence that teacher candidates demonstrate adequate of understanding of biology content and the nature of biological knowledge.

Performance

1. The teacher prepares lessons that help students understand the flow of matter and energy through living systems.
2. The teacher assists students in gaining an understanding of the ways living things are interdependent.
3. The teacher assists students in understanding how living things impact/change their environment and how the physical environment impacts/changes living things.
4. The teacher helps students understand how the principles of genetics apply to the flow of characteristics from one generation to the next.
5. The teacher helps students understand how genetic "information" is translated into living tissue and chemical compounds necessary for life.

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6. The teacher helps students understand accepted scientific theories of how life forms have evolved through time and the principles on which these theories are based.
7. The teacher helps students understand the ways living organisms are adapted to their environments.
8. The teacher helps students understand the means by which organisms maintain an internal environment that will sustain life.
9. The teacher helps students classify living organisms into appropriate groups by the current scientifically accepted taxonomic techniques.
10. The teacher helps students understand a range of plants and animals from one-celled organisms to more complex multi-celled creatures composed of systems with specialized tissues and organs.
11. The teacher helps students develop the ability to evaluate ways humans have changed living things and the environment of living things to accomplish human purposes (e.g., agriculture, genetic engineering, dams on river systems, burning fossil fuels, seeding clouds, and making snow).
12. The teacher helps students understand that the cell, as the basis for all living organisms, carries out life functions.

Element	Unacceptable	Acceptable	Target
1.2 Performance Making Biology Meaningful		**X**	

1.2 Candidate portfolio lesson/unit plans, TLP unit/lesson plans and reflections, and candidate interviews provide evidence that teacher candidates demonstrate an adequate ability to create learning experiences that make the concepts of biology, tools of inquiry, structure of biological knowledge, and the processes of biology meaningful to students through the use of materials and resources that support instructional goals; and the use of learning activities, including laboratory and field activities that are consistent with curriculum goals and reflect principles of effective instruction.

Recommended Action on Biology:
__X__Approved
_____Approved Conditionally
_____Not Approved

College/University: **Idaho State University** Review Dates: **September 20-22, 2015**

Chemistry

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

Knowledge

1. The teacher has a broad knowledge of mathematical principles, including calculus, and is familiar with the connections that exist between mathematics and chemistry.
2. The teacher understands the subdivisions and procedures of chemistry and how they are used to investigate and explain matter and energy.
3. The teacher understands that chemistry is often an activity organized around problem solving and demonstrates ability for the process.
4. The teacher understands the importance of accurate and precise measurements in chemistry and reports measurements in an understandable way.
5. The teacher understands the importance of accurate and precise measurements in science and reports measurements in an understandable way.
6. The teacher knows matter contains energy and is made of particles (subatomic, atomic and molecular).
7. The teacher can identify and quantify changes in energy and structure.
8. The teacher understands the historical development of atomic and molecular theory.
9. The teacher knows basic chemical synthesis to create new molecules from prec? Molecules
10. The teacher understands the organization of the periodic table and can use it to predict physical and chemical properties.
11. The teacher knows the importance of carbon chemistry and understands the nature of chemical bonding and reactivity of organic molecules.
12. The teacher understands the electronic structure of atoms and molecules and the ways quantum behavior manifests itself at the molecular level.
13. The teacher has a fundamental understanding of quantum mechanics as applied to model systems (e.g., particles in a box).
14. The teacher understands the role of energy and entropy in chemical reactions and knows how to calculate concentrations and species present in mixtures at equilibrium.
15. The teacher knows how to use thermodynamics of chemical systems in equilibrium to control and predict chemical and physical properties.
16. The teacher understands the importance of research in extending and refining the field of chemistry and strives to remain current on new and novel results and applications.

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Subject Matter and Structure of Chemistry		**X**	

College/University: **Idaho State University** Review Dates: **September 20-22, 2015**

1.1 Required course syllabi, Praxis II scores, and CHEM4496 candidate work samples provide evidence that teacher candidates demonstrate an adequate understanding of chemistry content and the nature of chemical knowledge.

Performance

1. The teacher consistently reinforces the underlying themes, concepts, and procedures of the basic areas of chemistry during instruction, demonstrations, and laboratory activities to facilitate student understanding.
2. The teacher models the application of mathematical concepts for chemistry (e.g., dimensional analysis, statistical analysis of data, and problem-solving skills).
3. The teacher helps the student make accurate and precise measurements with appropriate units and to understand that measurements communicate precision and accuracy.
4. The teacher helps the student develop strategies for solving problems using dimensional analysis and other methods.
5. The teacher helps the student understand that matter is made of particles and energy and that matter and energy are conserved in chemical reactions.
6. The teacher helps the student understand the composition of neutral and ionic atoms and molecules.
7. The teacher helps the student learn the language and symbols of chemistry, including the symbols of elements and the procedures for naming compounds and distinguishing charged states.
8. The teacher helps the student understand the structure of the periodic table and the information that structure provides about chemical and physical properties of the elements.
9. The teacher helps the student begin to categorize and identify a variety of chemical reaction types.
10. The teacher helps the student understand stoichiometry and develop quantitative relationships in chemistry.
11. The teacher helps the student understand and apply modern atomic, electronic and bonding theories.
12. The teacher helps the student understand ionic and covalent bonding in molecules and predict the formula and structure of stable common molecules.
13. The teacher helps the student understand the quantitative behavior of gases.
14. The teacher helps the student understand and predict the qualitative behavior of the liquid and solid states and determine the intermolecular attraction of various molecules.
15. The teacher helps the student understand molecular kinetic theory and its importance in chemical reactions, solubility, and phase behavior.
16. The teacher helps the student understand the expression of concentration and the behavior and preparation of aqueous solutions.
17. The teacher helps the student understand and predict the properties and reactions of acids and bases.
18. The teacher helps the student understand chemical equilibrium in solutions.
19. The teacher helps the student understand and use chemical kinetics.
20. The teacher helps the student understand and apply principles of chemistry to fields such as earth science, biology, physics, and other applied fields.
21. The teacher helps the student learn the basic organizing principles of organic chemistry.

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22. The teacher can do chemical calculations in all phases using a variety of concentration units including pH, molarity, number density, molality, mass and volume percent, parts per million and other units.
23. The teacher can prepare dilute solutions at precise concentrations and perform and understand general analytical procedures and tests, both quantitative and qualitative.
24. The teacher can use stoichiometry to predict limiting reactants, product yields and determine empirical and molecular formulas.
25. The teacher can correctly name acids, ions, inorganic and organic compounds, and can predict the formula and structure of stable common compounds.
26. The teacher can identify, categorize and understand common acid-base, organic and biochemical reactions.
27. The teacher can demonstrate basic separations in purifications in the lab, including chromatography, crystallization, and distillation.

Element	Unacceptable	Acceptable	Target
1.2 Performance Making Chemistry Meaningful	**X**		

1.2 Due to lack of completers and/or current candidates, the program provides little or no evidence that teacher candidates demonstrate an adequate ability to create learning experiences that make the central concepts of chemistry, tools of inquiry, structure of chemical knowledge, and the processes of chemistry meaningful to students through the use of materials and resources that support instructional goals; and use learning activities, including laboratory and field activities, that are consistent with curriculum goals and reflect principles of effective instruction.

Recommended Action on Chemistry:
_____Approved
__X___Approved Conditionally
_____Not Approved

Areas for Improvement: Note: Approved conditionally due to limited completers in recent years.

College/University: **Idaho State University** Review Dates: **September 20-22, 2015**

Physics

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

Knowledge

1. The teacher understands electromagnetic and gravitational interactions as well as concepts of matter and energy to formulate a coherent understanding of the natural world.
2. The teacher understands the major concepts and principles of the basic areas of physics, including classical and quantum mechanics, thermodynamics, waves, optics, electricity, magnetism, and nuclear physics.
3. The teacher knows how to apply appropriate mathematical and problem solving principles including algebra, geometry, trigonometry, calculus, and statistics in the description of the physical world and is familiar with the connections between mathematics and physics.
4. The teacher understands contemporary physics events, research, and applications.
5. The teacher knows multiple explanations and models of physical phenomena and the process of developing and evaluating explanations of the physical world.
6. The teacher knows the historical development of models used to explain physical phenomena.

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Subject Matter and Structure of Physics		**X**	

1.1 Required course syllabi, Praxis II scores, and EDUC402 work samples provide evidence that teacher candidates demonstrate an adequate understanding of physics content.

Performance

1. The teacher engages students in developing and applying conceptual models to describe the natural world.
2. The teacher engages students in testing and evaluating physical models through direct comparison with the phenomena via laboratory and field activities and demonstrations.
3. The teacher engages students in the appropriate use of mathematical principles in examining and describing models for explaining physical phenomena.
4. The teacher engages student in the examination and consideration of the models used to explain the physical world.

Element	Unacceptable	Acceptable	Target
1.2 Performance Making Physics Meaningful	**X**		

College/University: **Idaho State University** Review Dates: **September 20-22, 2015**

1.2 Due to lack of completers and/or current candidates, the program provides little or no evidence that teacher candidates demonstrate adequate ability to create learning experiences that make the central concepts of physics, tools of inquiry, structure of physics knowledge, and the processes of physics meaningful to students through the use of materials and resources that support instructional goals; and use learning activities, including laboratory and field activities and demonstrations, that are consistent with curriculum goals and reflect principles of effective instruction.

Recommended Action on Physics:
_____Approved
__X___Approved Conditionally
_____Not Approved

Areas for Improvement: Note: Approved conditionally due to limited completers in recent years.

College/University: **Idaho State University** Review Dates: **September 20-22, 2015**

Foundation Standards for Social Studies Teachers

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

The Idaho Standards for Initial Certification provide the framework for the approval of educator preparation programs. As such, the standards set the criteria by which teacher preparation programs are reviewed for state program approval.

The following rubric is used to evaluate the extent to which teacher preparation programs prepare teachers relative to the standards. The rubric is designed to be used with each content-specific preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with NCATE accreditation standards, the rubric describes three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Performance indicators provide the lens through which the State Program Approval Team evaluates the institution's provided evidence that candidates meet the Idaho standards. The institution is expected to provide information about candidate performance related to the Idaho Standards for Initial Preparation of Professional School Personnel.

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

Knowledge

1. The teacher has a broad knowledge base of the social studies and related disciplines (e.g., history, economics, geography, political science, behavioral sciences, and humanities).
2. The teacher understands the ways various governments and societies have changed over time.
3. The teacher understands ways in which independent and interdependent systems of trade and production develop.
4. The teacher understands the impact that cultures, religions, technologies, social movements, economic systems, and other factors have on civilizations.
5. The teacher understands the responsibilities and rights of citizens in the United States political system, and how citizens exercise those rights and participate in the system.
6. The teacher understands geography affects relationships between people, and environments over time.
7. The teacher understands the appropriate use of primary and secondary sources (i.e., documents, artifacts, maps, graphs, charts, tables, and statistical data) in interpreting social studies concepts.

College/University: **Idaho State University** Review Dates: **September 20-22, 2015**

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Understanding Subject Matter	X		

1.1 Due to the lack of content area syllabi and student work samples, the program provides little evidence that teacher candidates demonstrate adequate knowledge of the social studies disciplines. No courses aligning to knowledge were listed. Passing Praxis II scores indicate candidate knowledge; however these scores were unsupported by course syllabi.

Performance
1. The teacher demonstrates chronological historical thinking
2. The teacher compares and contrasts various governments and cultures in terms of their diversity, commonalties, and interrelationships.
3. The teacher integrates knowledge from the social studies in order to prepare students to live in a world with limited resources, cultural pluralism, and increasing interdependence.
4. The teacher incorporates current events, global perspectives, and scholarly research into the curriculum.
5. The teacher uses primary and secondary sources (i.e., documents, artifacts, maps, graphs, charts, tables, and data interpretation) when presenting social studies concepts.

Element	Unacceptable	Acceptable	Target
1.2 Performance Making Subject Matter Meaningful		X	

1.2 Interviewing teacher candidates and completers, in addition to multiple rubrics and student teaching unit plans, provide evidence of adequate preparation for candidates to create quality learning experiences. The evidence provided indicates candidates are able to draw from multiple sources, primary and secondary, to create lessons that discuss the concepts surrounding the world's history, cultures, the influences on populations, and interdependencies.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Knowledge
1. The teacher understands the influences that contribute to intellectual, social, and personal development.
2. The teacher understands the impact of student environment on student learning.

College/University: **Idaho State University** Review Dates: **September 20-22, 2015**

Element	Unacceptable	Acceptable	Target
2.1 Knowledge Understanding Human Development and Learning	X		

2.1 Due to the lack of content syllabi and student work samples, there was little evidence that teacher candidates demonstrate adequate knowledge of the social studies disciplines. Passing Praxis II scores indicate candidate knowledge; however these scores were unsupported by course syllabi.

Performance
1. The teacher provides opportunities for students to engage in civic life, politics, and government.

Element	Unacceptable	Acceptable	Target
2.2 Performance Provide Opportunities for Development		X	

2.2 Interviewing teacher candidates and completers and multiple rubrics and student teaching unit plans provide evidence of adequate preparation for candidates to create quality learning experiences. The evidence provided indicates candidates are able to provide students with opportunities for engagement in civic life, politics, and government relevant to the social sciences.

Areas for Improvement:
Areas 1.1 and 2.1 rely on Praxis II performance data and student teaching artifacts to demonstrate candidate competency. While these are supportive to demonstrating candidate knowledge, actual course lists, syllabi, and content course work samples are needed to adequately demonstrate candidate content knowledge.

College/University: **Idaho State University** Review Dates: **September 20-22, 2015**

Economics

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

Knowledge
1. The teacher understands basic economic concepts and models (e.g., scarcity, productive resources, voluntary exchange, unemployment, supply and demand credit/debt, market incentives, interest rate, and imports/exports).
2. The teacher understands the functions of money.
3. The teacher understands economic systems and the factors that influence each system (e.g., culture, values, belief systems, environmental and geographic impacts, and technology).
4. The teacher knows different types of economic institutions and how they differ from one another (e.g., business structures, stock markets, banking institutions, and labor unions).
5. The teacher understands how economic institutions shaped history and influence current economic practices.
6. The teacher understands the principles of sound personal finance and entrepreneurship.
7. The teacher understands fiscal and monetary policy.

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Understanding Subject Matter	X		

1.1 The program provides little evidence that teacher candidates possess adequate understanding of basic economic concepts. The students are not required to take a foundational history of economics course that provides background economic knowledge, including but not limited to: culture, values, belief systems, environmental and geographic impacts, labor unions, etc. Foundational knowledge and understanding of economics was not evident in student work. Additionally, based on low enrollment and a low number of passing Praxis II scores, evidence provided was insufficient.

Performance
1. The teacher demonstrates comprehension and analysis of economic principles and concepts.
2. The teacher engages students in the application of economic concepts in their roles as consumers, producers, and workers.
3. The teacher uses graphs, models, and equations to illustrate economic concepts.

Element	Unacceptable	Acceptable	Target
1.2 Performance Making Subject Matter Meaningful	X		

College/University: **Idaho State University** Review Dates: **September 20-22, 2015**

1.2 Based on a very limited amount of student work samples and evidence, the program provided little evidence the teacher candidates possess the ability to engage students in the application of economic concepts.

Recommended Action on Economics:
_____Approved
_____Approved Conditionally
__X___Not Approved

Areas for Improvement:
Area 1.1 relies on Praxis II performance data and student teaching artifacts to demonstrate candidate competency. While these are supportive in demonstrating candidate knowledge, actual course lists, syllabi, and content course work samples are needed to adequately demonstrate candidate content knowledge. Additionally, the low number of completers limits the usefulness of the Praxis II scores. The fundamentals of economics are not present in the only required course work for economics. This foundational content is given in an elective economics course, The History of Economics Econ 3323.

College/University: **Idaho State University** Review Dates: **September 20-22, 2015**

Government and Civics

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

Knowledge
1. The teacher understands the relationships between civic life, politics, and government.
2. The teacher understands the foundations of government and constitutional and principles of the United States political system.
3. The teacher understands the organization of local, state, federal, and tribal governments, and how power and responsibilities are organized, distributed, shared, and limited as defined by the United States Constitution.
4. The teacher understands the importance of international relations (e.g., evolution of foreign policy, national interests, global perspectives, international involvements, human rights, economic impacts, and environmental issues).
5. The teacher understands the role of public policy in shaping the United States political system.
6. The teacher understands the civic responsibilities and rights of all individuals in the United States (e.g., individual and community responsibilities, participation in the political process, rights and responsibilities of non-citizens, and the electoral process).
7. The teacher understands the characteristics of effective leadership.

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Understanding Subject Matter	X		

1.1 Due to the lack of content syllabi and student work samples, the program provides little evidence that teacher candidates demonstrate adequate knowledge of government and civics. No courses aligning to knowledge were listed. Passing Praxis II scores indicate candidate knowledge; however these scores were unsupported by course syllabi.

Performance
1. The teacher promotes student engagement in civic life, politics, and government.
2. The teacher demonstrates comprehension and analysis of the foundations and principles of the United States political system and the organization and formation of the United States government.
3. The teacher demonstrates comprehension and analysis of United States foreign policy and international relations.
4. The teacher integrates global perspectives into the study of civics and government.

College/University: **Idaho State University** Review Dates: **September 20-22, 2015**

Element	Unacceptable	Acceptable	Target
1.2 Performance Making Subject Matter Meaningful		X	

1.2 Interviewing teacher candidates and completers, in addition to multiple rubrics and student teaching unit plans, provide evidence of adequate preparation for candidates to create quality learning experiences. The evidence provided indicates candidates are able to provide students with opportunities for engagement in civic life, politics, and government relevant to government and civics.

Recommended Action on Government and Civics:
_____Approved
__X___Approved Conditionally
_____Not Approved

Areas for Improvement:
Area 1.1 relies on Praxis II performance data and student teaching artifacts to demonstrate candidate competency. While these are supportive in demonstrating candidate knowledge, actual course lists, syllabi, and content course work samples are needed to adequately demonstrate candidate content knowledge.

College/University: **Idaho State University** Review Dates: **September 20-22, 2015**

History

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

Knowledge
1. The teacher understands themes and concepts in history (e.g., exploration, expansion, migration, immigration).
2. The teacher understands the political, social, cultural, and economic responses to industrialization and technological innovation.
3. The teacher understands how international relations impacted the development of the United States.
4. The teacher understands how significant compromises and conflicts defined and continue to define the United States.
5. The teacher understands the political, social, cultural, and economic development of the United States.
6. The teacher understands the political, social, cultural, and economic development of the peoples of the world.
7. The teacher understands the impact of gender, race, ethnicity, religion, and national origin on history.
8. The teacher understands the appropriate use of primary and secondary sources (i.e., documents, artifacts, maps, graphs, charts, tables, and statistical data) in interpreting social studies concepts.

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Understanding Subject Matter		X	

1.1 Course syllabi, Praxis II scores, and student work samples provide evidence that teacher candidates possess an adequate understanding of world, national, and local history. In addition, candidates possess an understanding of how ethnicity, religion and other diversities have influenced the history of the world.

Performance
1. The teacher makes connections between political, social, cultural, and economic themes and concepts.
2. The teacher incorporates the issues of gender, race, ethnicity, religion, and national origin into the examination of history.
3. The teacher facilitates student inquiry on how international relationships impact the United States.
4. The teacher relates the role of conflicts to continuity and change across time.
5. The teacher demonstrates an ability to research, analyze, and interpret history.

College/University: **Idaho State University** Review Dates: **September 20-22, 2015**

Element	Unacceptable	Acceptable	Target
1.2 Performance Making Subject Matter Meaningful		X	

1.2 Interviewing teacher candidates and completers, in addition to multiple rubrics and student teaching unit plans, provides evidence of adequate preparation for candidates to create quality learning experiences. The evidence provided indicates candidates are able to provide students with opportunities for engagement in world, national, and local history.

Recommended Action on History:
__X__Approved
_____Approved Conditionally
_____Not Approved

College/University: **Idaho State University** Review Dates: **September 20-22, 2015**

Special Education Generalists

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

The Idaho Standards for Initial Certification provide the framework for the approval of educator preparation programs. As such, the standards/principles set the criteria by which teacher preparation programs are reviewed for state program approval.

In addition to the standards listed here, special education teachers must meet Idaho Core Teacher Standards and the Idaho Generalist Standards and may meet one of the following, if applicable: (1) Idaho Standards for Teachers of the Blind and Visually Impaired or (2) Idaho Standards for Teachers of the Deaf and Hard of Hearing.

The following rubric is used to evaluate the extent to which teacher preparation programs prepare teachers who meet the standards. The rubric is designed to be used with each individual preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with NCATE accreditation standards, the rubric describes three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Performance indicators provide the lens through which the State Program Approval Team evaluates the institution's evidence that candidates meet the Idaho standards. The institution is expected to provide information about candidate performance related to the Idaho Standards for Special Education Generalist Teachers.

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

Knowledge
1. The teacher understands the theories, history, philosophies, and models that provide the basis for special education practice.
2. The teacher understands concepts of language arts in order to help students develop and successfully apply their skills to many different situations, materials, and ideas.
3. The teacher understands major concepts, procedures, and reasoning processes of mathematics in order to foster student understanding.

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Subject Matter and Structure of the Discipline		**X**	

College/University: **Idaho State University** Review Dates: **September 20-22, 2015**

1.1 The program provides evidence that teacher candidates demonstrate adequate understanding of the benefits, strengths, and constraints of theories and educational models in special education practice. Instructional design principles focus primarily on Universal Design for Learning (UDL) (two course assignments), and partially on SRSD (learning module and discussion board). Interviews with teacher candidates indicate that they feel adequately prepared for parts of special education practice, but would like to receive more support in specific instructional practices, legal paperwork, and procedures.

Performance
1. The teacher demonstrates the application of theories and research-based educational models in special education practice.
2. The teacher implements best practice instruction across academic and non-academic areas to improve student outcomes.

Element	Unacceptable	Acceptable	Target
1.2 Performance Making Subject Matter Meaningful		**X**	

1.2 Through work samples, interviews, and evaluations, the program provides evidence that teacher candidates demonstrate an adequate ability to apply some of the theories and educational models of special education practice.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Knowledge
1. The teacher understands how the learning patterns of students with disabilities may differ from the norm.

Element	Unacceptable	Acceptable	Target
2.1 Knowledge Understanding Human Development and Learning		**X**	

2.1 The program provides evidence that teacher candidates demonstrate adequate understanding of how the learning patterns of students with disabilities may differ from the norm. Course syllabi, interviews and some observation data support this standard.

College/University: **Idaho State University** Review Dates: **September 20-22, 2015**

Performance
1. The teacher uses research-supported instructional strategies and practices (e.g., functional embedded skills approach, community-based instruction, task analysis, multi-sensory strategies, and concrete/manipulative techniques) to provide effective instruction in academic and nonacademic areas for students with disabilities.

Element	Unacceptable	Acceptable	Target
2.2 Performance Provide Opportunities for Development	**X**		

2.2 The program provides little or no evidence that teacher candidates demonstrate an adequate ability to use research-supported developmentally and age-appropriate instructional strategies and practices to provide effective instruction in academic and non-academic areas for students with disabilities. Student coursework examples were provided, but multiple forms of performance-based assessments to support this standard were missing.

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

Knowledge
1. The teacher understands strategies for accommodating and adapting curriculum and instruction for students with disabilities.
2. The teacher knows the educational implications of exceptional conditions (e.g., sensory, cognitive, communication, physical, behavioral, emotional, and health impairments).
3. The teacher knows how to access information regarding specific student needs and disability-related issues (e.g., medical, support, and service delivery).

Element	Unacceptable	Acceptable	Target
3.1 Knowledge Understanding of Individual Learning Needs		**X**	

3.1 Course syllabi, interviews, Praxis II scores, and some observation data provide evidence that teacher candidates demonstrate an adequate understanding of educational implications of exceptional conditions and strategies for accommodating and adapting curriculum and instruction for students with disabilities.

Performance
1. The teacher individualizes instruction to support student learning and behavior in various settings.

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2. The teacher accesses and uses information about characteristics and appropriate supports and services for students with high and low incidence disabilities and syndromes.
3. The teacher locates, uses, and shares information on special health care needs and on the effects of various medications on the educational, cognitive, physical, social, and emotional behavior of students with disabilities.

Element	Unacceptable	Acceptable	Target
3.2 Performance Accommodating Individual Learning Needs	**X**		

3.2 The program provides little or no evidence that teacher candidates demonstrate an adequate ability to individualize instruction and provide support for student learning. The evidence provided was limited in demonstrating candidate's ability to individualize instruction, provide academic supports for a range of exceptionalities, and specific health care needs. Student coursework examples were provided, but multiple forms of performance-based assessments to support this standard were missing.

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

Knowledge
1. The teacher understands individualized skills and strategies necessary for positive support of academic success (e.g., comprehension, problem solving, organization, study skills, test taking, and listening)
2. The teacher understands the developmental nature of social skills.
3. The teacher understands that appropriate social skills facilitate positive interactions with peers, family members, educational environments, and the community.
4. The teacher understands characteristics of expressive and receptive communication and the effect this has on designing social and educational interventions.

Element	Unacceptable	Acceptable	Target
4.1 Knowledge Understanding of multiple learning strategies		**X**	

4.1 Course syllabi, interviews, Praxis II scores and some observation data provide evidence that teacher candidates demonstrate an adequate understanding of how to design and implement instructional programs to support academic and social development of students with disabilities.

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Performance
1. The teacher demonstrates the ability to teach students with disabilities in a variety of educational settings.
2. The teacher designs, implements, and evaluates instructional programs that enhance a student's participation in the family, the school, and community activities.
3. The teacher advocates for and models the use of appropriate social skills.
4. The teacher provides social skills instruction that enhances student success.
5. The teacher creates an accessible learning environment through the use of assistive technology.
6. The teacher demonstrates the ability to implement strategies that enhance students' expressive and receptive communication.

Element	Unacceptable	Acceptable	Target
4.2 Performance Application of multiple learning strategies	**X**		

4.2 The program provides little or no evidence that teacher candidates demonstrate an adequate ability to design and implement instructional programs to support academic and social development of students with disabilities. Performance-based assessment data were provided at the individual candidate level, but the evidence was limited in supporting the comprehensiveness of this standard. Student coursework examples were provided, but multiple forms of performance-based assessments to support this standard were missing.

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

Knowledge
1. The teacher understands applicable laws, rules, regulations, and procedural safeguards regarding behavior management planning for students with disabilities.
2. The teacher understands applied behavioral analysis and ethical considerations inherent in behavior management (e.g., positive behavioral supports, functional behavioral assessment, behavior plans).
3. The teacher understands characteristics of behaviors concerning individuals with disabilities (e.g., self-stimulation, aggression, non-compliance, self-injurious behavior).
4. The teacher understands the theories and application of conflict resolution and crisis prevention/intervention.
5. The teacher understands that students with disabilities may require specifically designed strategies for motivation and instruction in socially appropriate behaviors and self-control.

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Element	Unacceptable	Acceptable	Target
5.1 Knowledge Understanding of Classroom Motivation and Management Skills		**X**	

5.1 Course syllabi, interviews, Praxis II scores and some observation data provide evidence that teacher candidates demonstrate adequate knowledge of theories of behavior concerning students with disabilities.

Performance
1. The teacher modifies the learning environment (e.g., schedule, transitions, and physical arrangements) to prevent inappropriate behaviors and enhance appropriate behaviors.
2. The teacher coordinates the implementation of behavior plans with all members of the educational team.
3. The teacher creates an environment that encourages self-advocacy and increased independence.
4. The teacher demonstrates a variety of effective behavior management techniques appropriate to students with disabilities.
5. The teacher designs and implements positive behavior intervention strategies and plans appropriate to the needs of the individual student.

Element	Unacceptable	Acceptable	Target
5.2 Performance Creating, Managing, and Modifying for Safe and Positive Learning Environments	**X**		

5.2 The program provides little or no evidence that teacher candidates demonstrate an adequate ability to develop and implement positive behavior supports for students with disabilities. Student coursework examples were provided, but multiple forms of performance-based assessments to support this standard were missing. The content in the coursework examples do not fully support the comprehensiveness of this standard.

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

Knowledge
1. The teacher understands the characteristics of normal, delayed, and disordered communication and their effect on participation in educational and community environments.

College/University: **Idaho State University** Review Dates: **September 20-22, 2015**

2. The teacher knows strategies and techniques that facilitate communication for students with disabilities.

Element	Unacceptable	Acceptable	Target
6.1 Knowledge Communication Skills		**X**	

6.1 Course syllabi, interviews, Praxis II scores and some observation data provide evidence that teacher candidates demonstrate an adequate understanding of strategies and techniques that facilitate communication for students with disabilities.

Performance
1. The teacher uses a variety of verbal and nonverbal communication techniques to assist students with disabilities to participate in educational and community environments.
2. The teacher supports and expands verbal and nonverbal communication skills of students with disabilities.

Element	Unacceptable	Acceptable	Target
6.2 Performance Application of Thinking and Communication Skills		**X**	

6.2 The program provides evidence that teacher candidates demonstrate an adequate ability to use a variety of verbal and non-verbal communication techniques that expand the communication skills of students with disabilities.

Standard 7: Instructional Planning Skills – The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, and curriculum goals (same as Core Rubrics).

Knowledge
1. The teacher understands curricular and instructional practices used in the development of academic, social, language, motor, cognitive, and affective skills for students with disabilities.
2. The teacher understands curriculum and instructional practices in self-advocacy and life skills relevant to personal living and participation in school, community, and employment.
3. The teacher understands the general education curriculum and state standards developed for student achievement.

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Element	Unacceptable	Acceptable	Target
7.1 Knowledge Instructional Planning Skills in Connection with Knowledge of Subject Matter and Curriculum Goals	**X**		

7.1 The program provides evidence that teacher candidates demonstrate an adequate understanding of curricular and instructional practices used in the development of skills for students with disabilities. Course syllabi suggest limited preparation for specific instructional practices, but the observation data indicate very limited applications of instructional practices.

Performance
1. The teacher develops comprehensive, outcome-oriented Individual Education Plans (IEP) in collaboration with IEP team members.
2. The teacher conducts task analysis to determine discrete skills necessary for instruction and to monitor student progress.
3. The teacher evaluates and links the student's skill development to the general education curriculum.
4. The teacher develops and uses procedures for monitoring student progress toward individual learning goals.
5. The teacher uses strategies for facilitating maintenance and generalization of skills across learning environments.
6. The teacher, in collaboration with parents/guardians and other professionals, assists students in planning for transition to post-school settings.
7. The teacher develops opportunities for career exploration and skill development in community-based settings.
8. The teacher designs and implements instructional programs that address independent living skills, vocational skills, and career education for students with disabilities.
9. The teacher considers issues related to integrating students with disabilities into and out of special centers, psychiatric hospitals, and residential treatment centers and uses resources accordingly.

Element	Unacceptable	Acceptable	Target
7.2 Performance Instructional Planning Skills in Connection with Students' Needs and Community Contexts	**X**		.

College/University: **Idaho State University** Review Dates: **September 20-22, 2015**

7.2 The program provides little or no evidence that teacher candidates demonstrate an adequate ability to design and implements individualized instructional programs for students with disabilities. Student coursework examples were provided, but multiple forms of performance-based assessments and implementation of instruction to support this standard were missing.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Knowledge
1. The teacher understands the legal provisions, regulations, and guidelines regarding assessment of students with disabilities.
2. The teacher knows the instruments and procedures used to assess students for screening, pre-referral interventions, and following referral for special education services.
3. The teacher understands how to assist colleagues in designing adapted assessments.
4. The teacher understands the relationship between assessment and its use for decisions regarding special education service and support delivery.
5. The teacher knows the ethical issues and identification procedures for students with disabilities, including students from culturally and linguistically diverse backgrounds.
6. The teacher knows the appropriate accommodations and adaptations for state and district assessments.

Element	Unacceptable	Acceptable	Target
8.1 Knowledge Assessment of Student Learning		**X**	

8.1 Course syllabi, interviews, Praxis II scores and some observation data provide evidence that teacher candidates demonstrate an adequate understanding of the instruments and procedures that comply with legal and ethical concerns regarding the assessment of students with disabilities.

Performance
1. The teacher analyzes assessment information to identify student needs and to plan how to address them in the general education curriculum.
2. The teacher collaborates with families and professionals involved in the assessment of students with disabilities.
3. The teacher gathers background information regarding academic, medical, and social history.
4. The teacher uses assessment information in making instructional decisions and planning individual programs that result in appropriate placement and intervention for all students with disabilities, including those from culturally or linguistically diverse backgrounds.
5. The teacher facilitates and conducts assessments related to secondary transition planning, supports, and services.

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6. The teacher participates as a team member in creating the assessment plan that may include ecological inventories, portfolio assessments, functional assessments, and high and low assistive technology needs to accommodate students with disabilities.

Element	Unacceptable	Acceptable	Target
8.2 Performance **Using and Interpreting Program and Student Assessment Strategies**	**X**		

8.2 The program provides little or no evidence that teacher candidates demonstrate an adequate ability to facilitate and/or conduct assessments that comply with legal and ethical concerns regarding students with disabilities. There was a distinct lack of evidence of assessment data being used for informing instructional planning.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching (same as Generalist Rubrics).

Performance
1. The teacher practices within the Council for Exceptional Children Code of Ethics and other standards and policies of the profession.

Element	Unacceptable	Acceptable	Target
9.2 Performance **Developing in the Art and science of Teaching**		**X**	

9.2 Course syllabi, interviews, Praxis II scores and some observation data provide minimal but sufficient evidence that teacher candidates display an adequate ability to practice within the Council for Exceptional Children Code of Ethics and other standards and policies of the profession.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being (same as Core Rubrics).

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Knowledge
1. The teacher understands current federal and state laws pertaining to students with disabilities, including due process rights related to assessment, eligibility, and placement.
2. The teacher understands variations of beliefs, traditions, and values regarding disability across cultures and the effect of these on the relationship among the student, family, and school.
3. The teacher knows the rights and responsibilities of parents/guardians, students, teachers, professionals, and schools as they relate to students with disabilities.
4. The teacher is aware of factors that promote effective communication and collaboration with students, parents/guardians, colleagues, and the community in a culturally responsive manner.
5. The teacher is familiar with the common concerns of parents/guardians of students with disabilities and knows appropriate strategies to work with parents/guardians to deal with these concerns.
6. The teacher knows the roles of students with disabilities, parents/guardians, teachers, peers, related service providers, and other school and community personnel in planning and implementing an individualized program.
7. The teacher knows how to train or access training for paraprofessionals.
8. The teacher knows about services, networks, and organizations for individuals with disabilities and their families, including advocacy and career, vocational, and transition support.

Element	Unacceptable	Acceptable	Target
10.1 Knowledge Understanding the Roles of Students, Colleagues, Parents/Guardians, and Community in Partnerships		**X**	

10.1 Course syllabi, interviews, Praxis II scores and some observation data provide evidence that teacher candidates demonstrate an adequate understanding of the roles of students with disabilities, parents/guardians, teachers, peers, and other school and community personnel in planning an individualized program support this standard.

Performance
1. The teacher facilitates communication between the educational team, students, their families, and other caregivers.
2. The teacher trains or accesses training for paraprofessionals.
3. The teacher collaborates with team members to develop effective student schedules.
4. The teacher communicates the benefits, strengths, and constraints of special education services.
5. The teacher creates a manageable system to maintain all program and legal records for students with disabilities as required by current federal and state laws.

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6. The teacher encourages and assists families to become active participants in the educational team (e.g., participating in collaborative decision making, setting instructional goals, and charting progress).
7. The teacher collaborates and consults with the student, the family, peers, regular classroom teachers, related service personnel, and other school and community personnel in integrating students with disabilities into various learning environments.
8. The teacher communicates with regular classroom teachers, peers, the family, the student, administrators, and other school personnel about characteristics and needs of students with disabilities.
9. The teacher participates in the development and implementation of rules and appropriate consequences at the classroom and school wide levels.

Element	Unacceptable	Acceptable	Target
10.2 Performance Interacting with Students, Interacting in with Colleagues, Parents/Guardians, and Community in Partnerships		**X**	

10.2 Course syllabi, interviews, Praxis II scores and some observation data provide evidence that teacher candidates demonstrate an adequate ability to interact and collaborate with students with disabilities, parents/guardians, teachers, peers, and other school and community personnel in planning an individualized program.

Recommended Action on Special Education Generalist:
_____Approved
__X___Approved Conditionally
_____Not Approved

Areas for Improvement:

One important area for improvement is developing a formal system of teacher preparation. The SPED 4495 Student Teaching Internship syllabus (field guide) uploaded to the Taskstream evidence room for Standards 1-2, 4-5, and 7-10 has not been revised since 2011, and is based on the 'old' certification standards (which are not used for licensure anymore). The coursework included in the 4495 syllabus requires a variety of assignments, and examples of some of these assignments were provided, suggesting that this is the field guide currently in use. For this reviewer, it was not clear what is expected of special education teacher candidates during their internship/student teaching year. The provided evidence suggests that formal systems are in the process of being built, but this evidence only goes back to 2014.

College/University: **Idaho State University** Review Dates: **September 20-22, 2015**

Specific types of evidence (i.e., syllabi and coursework) provided were substantial in parts, but these forms of evidence alone were not enough to support the robustness of some standards, especially those based in instruction and assessment. For example, interviews with teacher candidates indicate that they are evaluated on the Framework for Teaching in their field experience by both their liaisons and cooperating teachers. Interviews with university supervisors and partner schools also indicated that candidates are evaluated (and that some supervisors complete the Danielson certified rater training). However, a formal system that includes evaluation data in addition to accompanying lesson plans and evidence of observations (i.e., videos), does not appear to be in place.

College/University: **Idaho State University** Review Dates: **September 20-22, 2015**

Special Education Teachers of Students Who Are Deaf and/or Hard of Hearing

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

The Idaho Standards for Initial Certification provide the framework for the approval of educator preparation programs. As such, the standards set the criteria by which teacher preparation programs are reviewed for state program approval.

The following rubric is used to evaluate the extent to which teacher preparation programs prepare teachers relative to the standards. The rubric is designed to be used with each content-specific preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with NCATE accreditation standards, the rubric describes three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Performance indicators provide the lens through which the State Program Approval Team evaluates the institution's provided evidence that candidates meet the Idaho standards. The institution is expected to provide information about candidate performance related to the Idaho Standards for Initial Preparation of Professional School Personnel.

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

Knowledge
1. The teacher understands the theories, history, philosophies, and models that provide the basis for education of the deaf and/or hard of hearing.
2. The teacher knows the various educational placement options that are consistent with program philosophy and how they impact a deaf and/or hard of hearing student's cultural identity and linguistic, academic, social, and emotional development.
3. The teacher understands the complex facets regarding issues related to deaf and/or hard of hearing individuals and working with their families (e.g., cultural and medical perspectives).

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Subject Matter and Structure of the Discipline		**X**	

College/University: **Idaho State University** Review Dates: **September 20-22, 2015**

1.1 An interview with faculty, course syllabi, and candidate work samples provide minimal evidence that teacher candidates demonstrate adequate understanding of subject matter and structure of the discipline. It is noted that syllabi contained course descriptions and referenced Idaho standards; however, the majority of them did not include course outcomes or objectives. In addition, several assessments (mid-term and final exams) were knowledge based and lacked rigor.

Performance
1. The teacher uses the tools, models, and strategies appropriate to the needs of students who are deaf and/or hard of hearing.
2. The teacher communicates the benefits, strengths, and constraints of educating the deaf and/or hard of hearing (e.g., cochlear implants, hearing aids, other amplification usage, sign language systems, use of technologies, and communication modalities).

Element	Unacceptable	Acceptable	Target
1.2 Performance Making Subject Matter Meaningful	**X**		

1.2 Due to lack of completers and/or current candidates, the program provides little or no evidence that teacher candidates demonstrate an adequate ability to create learning experiences that make these aspects of subject matter meaningful for students.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Knowledge
1. The teacher understands how etiology, age of onset, and degree of hearing loss impact a student's language development and ability to learn.
2. The teacher understands that being deaf and/or hard of hearing alone does not necessarily preclude normal academic development, cognitive development, or communication ability.
3. The teacher understands how learning and language development occur and the impact of instructional choices on deaf and/or hard of hearing students so they achieve age appropriate levels of literacy.

Element	Unacceptable	Acceptable	Target
2.1 Knowledge Understanding Human Development and Learning		**X**	

College/University: **Idaho State University** Review Dates: **September 20-22, 2015**

2.1 An interview with faculty, course syllabi, and candidate work samples provide minimal evidence that teacher candidates demonstrate adequate understanding of human development and learning. It is noted that syllabi contained course descriptions and referenced Idaho standards; however, the majority of them did not include course outcomes or objectives. In addition, several assessments (mid-term and final exams) were knowledge based and lacked rigor.

Performance
1. The teacher identifies levels of language and literacy development and designs lessons that are appropriate.

Element	Unacceptable	Acceptable	Target
2.2 Performance Provide Opportunities for Development	**X**		

2.2 Due to lack of completers and/or current candidates, the program provides little or no evidence that teacher candidates demonstrate an adequate ability to provide opportunities that support the intellectual, social, and personal development of students.

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

Knowledge
1. The teacher understands how hearing loss may impact student development (i.e., sensory, cognitive, communication, physical, behavioral, social, and emotional).
2. The teacher knows the characteristics and impacts of hearing loss, and the subsequent need for alternative modes of communication and/or instructional strategies.
3. The teacher understands the need for accommodation for English language learning for students whose native language is American Sign Language (ASL).
4. The teacher understands that an IEP for deaf/hard of hearing students should consider the following: communication needs and the student and family's preferred mode of communication; linguistic needs; severity of hearing loss and potential for using residual hearing; academic level; and social, emotional, and cultural needs, including opportunities for peer interactions and communication (i.e., Federal Policy Guidance, October 30, 1993).

Element	Unacceptable	Acceptable	Target
3.1 Knowledge Understanding of Individual Learning Needs		X	

College/University: **Idaho State University** Review Dates: **September 20-22, 2015**

3.1 An interview with faculty, course syllabi, and candidate work samples provide minimal evidence that teacher candidates demonstrate an adequate understanding of individual learning needs. It is noted that several assessments (mid-term and final exams) were knowledge based and lacked rigor.

Performance
1. The teacher uses information concerning hearing loss (i.e., sensory, cognitive, communication, linguistic needs); severity of hearing loss; potential for using residual hearing; academic level; social, emotional, and cultural needs; and opportunities for adapting instruction and peer interactions and communication.

Element	Unacceptable	Acceptable	Target
3.2 Performance Accommodating Individual Learning Needs	**X**		

3.2 Due to lack of completers and/or current candidates, the program provides little or no evidence that teacher candidates demonstrate an adequate ability to individualize instruction and provide support for student learning.

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

Knowledge
1. The teacher knows how to enhance instruction through the use of visual materials and experiential activities to increase outcomes for students who are deaf and/or hard of hearing.

Element	Unacceptable	Acceptable	Target
4.1 Knowledge Understanding of Multiple Learning Strategies		**X**	

4.1 An interview with faculty, course syllabi, and candidate work samples provide minimal evidence that teacher candidates demonstrate an adequate understanding of multiple learning strategies. It is noted that syllabi contained course descriptions and referenced Idaho standards; however, the majority of them did not include course outcomes or objectives. In addition, several assessments (mid-term and final exams) were knowledge based and lacked rigor.

College/University: **Idaho State University** Review Dates: **September 20-22, 2015**

Performance
1. The teacher develops and implements best practices and strategies in relation to the degree of hearing loss to support the needs of the whole child.

Element	Unacceptable	Acceptable	Target
4.2 Performance Application of Multiple Learning Strategies	**X**		

4.2 Due to lack of completers and/or current candidates, the program provides little or no evidence that teacher candidates demonstrate an adequate ability to use a variety of instructional strategies to develop student learning.

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

Knowledge
1. The teacher understands the unique social and emotional needs of students who are deaf and/or hard of hearing and knows strategies to facilitate the development of healthy self-esteem.
2. The teacher understands that deaf cultural factors, communication challenges, and family influences impact classroom management of students.
3. The teacher understands the role of and the relationship among the teacher, interpreter, and student.

Element	Unacceptable	Acceptable	Target
5.1 Knowledge Understanding of Classroom Motivation and Management Skills		**X**	

5.1 An interview with faculty, course syllabi, and candidate work samples provide minimal evidence that teacher candidates demonstrate adequate understanding of individual and group motivation and behavior. It is noted that syllabi contained course descriptions and referenced Idaho standards; however, the majority of them did not include course outcomes or objectives. In addition, several assessments (mid-term and final exams) were knowledge based and lacked rigor.

Performance
1. The teacher designs a classroom environment to maximize opportunities for students' visual and/or auditory learning.

College/University: **Idaho State University** Review Dates: **September 20-22, 2015**

2. The teacher plans and implements instruction for students who are deaf and/or hard of hearing and have multiple disabilities.
3. The teacher prepares students for the appropriate use of interpreters.

Element	Unacceptable	Acceptable	Target
5.2 Performance Creating, Managing, and Modifying for Safe and Positive Learning Environments	**X**		

5.2 Due to lack of completers and/or current candidates, the program provides little or no evidence that teacher candidates demonstrate an adequate ability to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

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

Knowledge
1. The teacher understands the role of the interpreter and the use and maintenance of assistive devices.
2. The teacher knows resources, materials, and techniques relevant to communication choices (e.g., total communication, cued speech, ASL, aural/oral, hearing aids, cochlear implants, augmentative and assistive equipment, FM systems, and closed captioning).

Element	Unacceptable	Acceptable	Target
6.1 Knowledge Communication Skills		**X**	

6.1 An interview with faculty, course syllabi, and candidate work samples provide minimal evidence that teacher candidates demonstrate an adequate understanding of a variety of communication techniques. It is noted that several assessments (mid-term and final exams) were knowledge based and lacked rigor.

Performance
1. The teacher uses resources, materials, and techniques that promote effective instruction for students who are deaf and/or hard of hearing (e.g., total communication, cued speech, ASL, aural/oral, hearing aids, cochlear implants, augmentative and assistive equipment, FM systems, and closed captioning).

College/University: **Idaho State University** Review Dates: **September 20-22, 2015**

2. The teacher maintains a learning environment that facilitates the services of the interpreter, note taker, and other support personnel, and other accommodations.
3. The teacher enables students to use support personnel and assistive technology.

Element	Unacceptable	Acceptable	Target
6.2 Performance Application of Communication Skills	**X**		

6.2 Due to lack of completers and/or current candidates, the program provides little or no evidence that teacher candidates demonstrate an adequate ability to use a variety of communication techniques to foster learning and communication skills in the classroom.

Standard 8: Assessment of Student Learning – The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Knowledge
1. The teacher knows specialized terminology used in the assessment of students who are deaf and/or hard of hearing.
2. The teacher knows the appropriate accommodations for the particular degree of hearing loss
3. The teacher understands the components of an adequate evaluation for eligibility, placement, and program planning decisions for students (e.g., interpreters and special tests).

Element	Unacceptable	Acceptable	Target
8.1 Knowledge Assessment of Student Learning		**X**	

8.1 An interview with faculty, course syllabi, and candidate work samples provide minimal evidence that teacher candidates demonstrate an adequate understanding of assessment of student learning. It is noted that several assessments (mid-term and final exams) were knowledge based and lacked rigor.

Performance
1. The teacher participates in the design of appropriate assessment tools that use the natural, native, or preferred language of the student who is deaf and/or hard of hearing.
2. The teacher gathers and analyzes communication samples to determine nonverbal and linguistic skills of students who are deaf and/or hard of hearing as a function of appropriate academic assessment.

College/University: **Idaho State University** Review Dates: **September 20-22, 2015**

Element	Unacceptable	Acceptable	Target
8.2 Performance Using and Interpreting Program and Student Assessment Strategies	**X**		

8.2 Due to lack of completers and/or current candidates, the program provides little or no evidence that teacher candidates demonstrate an adequate ability to use and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Knowledge
1. The teacher understands the roles and responsibilities of teachers and support personnel in educational practice for deaf and/or hard of hearing students (e.g., educational interpreters, class teachers, translators, tutors, note takers, and audiologist).
2. The teacher knows resources available to help parents/guardians deal with concerns regarding educational options and communication modes/philosophies for deaf/hard of hearing children.
3. The teacher understands the effects of communication on the development of family relationships and knows strategies to facilitate communication with students who are deaf and/or hard of hearing students.
4. The teacher knows the services provided by individuals and by governmental and non-governmental agencies in the ongoing management of students who are deaf and/or hard of hearing.

Element	Unacceptable	Acceptable	Target
10.1 Knowledge Understanding the Roles of Students, Colleagues, Parents/Guardians, and Community in Partnerships		**X**	

College/University: **Idaho State University** Review Dates: **September 20-22, 2015**

10.1 An interview with faculty, course syllabi, teacher work samples, and field project/case study provide evidence that teacher candidates demonstrate an adequate understanding of interacting in a professional, effective manner with colleagues, parents, and other members of the community.

Performance
1. The teacher facilitates the coordination of support personnel (e.g., interpreters and translators,) to meet the communication needs of students who are deaf and/or hard of hearing.

Element	Unacceptable	Acceptable	Target
10.2 Performance Interacting with Students, Interacting in with Colleagues, Parents/Guardians, and Community in Partnerships	**X**		

10.2 Due to lack of completers and/or current candidates, the program provides little or no evidence that teacher candidates demonstrate an adequate ability to interact in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Recommended Action on Special Education Teachers of Students who are Deaf and/or Hard of Hearing:
_____Approved
__X___Approved Conditionally
_____Not Approved

Areas for Improvement:
According to the ISU Website, the Deaf Education Graduate Courses include ten (10) courses. Two (2) of the ten (10) courses (EDHH6607 and EDHH6608) were not aligned to any of the Idaho Standards for Special Education Teachers of Students Who are Deaf and/or Hard of Hearing, nor were they included in any of the artifacts.

EDHH6627, EDHH6628, EDHH6651, EDHH6658 included the majority of the content for the Idaho Standards. The syllabi included content delivered and outcomes of the course which correlated to the standards. However, it should be noted that evidence provided seemed to indicate a low level of knowledge recall for a masters level program.

College/University: **Idaho State University** Review Dates: **September 20-22, 2015**

Foundation Standards for Visual and Performing Arts

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

The Idaho Standards for Initial Certification provide the framework for the approval of educator preparation programs. As such, the standards set the criteria by which teacher preparation programs are reviewed for state program approval.

The following rubric is used to evaluate the extent to which teacher preparation programs prepare teachers relative to the standards. The rubric is designed to be used with each content-specific preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with NCATE accreditation standards, the rubric describes three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Performance indicators provide the lens through which the State Program Approval Team evaluates the institution's provided evidence that candidates meet the Idaho standards. The institution is expected to provide information about candidate performance related to the Idaho Standards for Initial Preparation of Professional School Personnel.

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

Knowledge

1. The teacher understands the history and foundation of arts education.
2. The teacher understands the processes and content of the arts discipline being taught.
3. The teacher understands the relationships between the arts and how the arts enhance a comprehensive curriculum.
4. The teacher understands how to interpret, critique, and assess the arts discipline being taught.
5. The teacher understands the cultural and historical contexts surrounding works of art.
6. The teacher understands that the arts communicate, challenge, and influence cultural and societal values.
7. The teacher understands the aesthetic purposes of the arts and that arts involve a variety of perspectives and viewpoints (e.g., formalist, feminist, social, and political).
8. The teacher understands how to select and evaluate a range of artistic subject matter and ideas appropriate for students' personal and/or career interests.

College/University: **Idaho State University** Review Dates: **September 20-22, 2015**

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Understanding Subject Matter	X		

1.1 Syllabi, University catalog course descriptions, and Praxis II scores provide minimal evidence that teacher candidates demonstrate adequate knowledge of historical, critical, performance, and aesthetic concepts, and a technical and expressive proficiency in a particular area of the visual and performing arts. It should be noted minimal evidence (syllabi and catalog descriptions were all that were provided) from content classes made it difficult to determine candidate knowledge of these items.

Performance
1. The teacher provides students with a knowledge base of historical, critical, performance, and aesthetic concepts.
2. The teacher helps students create, understand, and become involved in the arts relevant to students' interests and experiences.
3. The teacher demonstrates technical and expressive proficiency in the particular arts discipline being taught.
4. The teacher helps students identify relationships between the arts and a comprehensive curriculum.
5. The teacher provides instruction to make a broad range of art genres and relevant to students.
6. The teacher instructs students in making interpretations and judgments about their own artworks and the works of other artists.
7. The teacher creates opportunities for students to explore a variety of perspectives and viewpoints related to the arts.

Element	Unacceptable	Acceptable	Target
1.2 Performance Making Subject Matter Meaningful	X		

1.2 Due to lack of completer and current candidate evidence available, there is little or no evidence that teacher candidates demonstrate an adequate ability to help students create, understand, and participate in the traditional, popular, folk and contemporary arts, as relevant to the students' interests and experiences, and an ability to instruct students in interpreting and judging their own artworks, as well as the works of others. Although a few teacher work samples were available from past student interns, these did not provide adequate evidence of the ability to instruct students in interpreting and judging their own artworks as well as the works of others within the portfolios provided. Nor were there examples from traditional, popular, fold, and contemporary arts.

College/University: **Idaho State University** Review Dates: **September 20-22, 2015**

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

Knowledge
1. The teacher understands state standards for the arts discipline being taught and how to apply those standards in instructional planning.
2. The teacher understands that the processes and tools necessary for communicating ideas in the arts are sequential, holistic, and cumulative.

Element	Unacceptable	Acceptable	Target
7.1 Knowledge Instructional Planning Skills	X		

7.1 Drama and Art content syllabi provide little or no evidence that teacher candidates demonstrate adequate knowledge that the processes and tools necessary for the communication of ideas in the arts are sequential, holistic, and cumulative.

Performance
1. The teacher incorporates state standards for the arts discipline in his or her instructional planning.
2. The teacher demonstrates that the processes and uses of the tools necessary for the communication of ideas in the arts are sequential, holistic, and cumulative.

Element	Unacceptable	Acceptable	Target
7.2 Performance Instructional Planning	X		

7.2 Due to lack of program completer and candidate artifacts, there is little or no evidence that teacher candidates plan and prepare instruction based upon consideration of the sequential, holistic, and cumulative processes and tools necessary for the communication of ideas in the arts.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Knowledge
1. The teacher understands assessment strategies specific to the creative process.
2. The teacher understands the importance of providing appropriate opportunities for students to demonstrate what they know and can do in the arts.

College/University: **Idaho State University** Review Dates: **September 20-22, 2015**

3. The teacher understands how arts assessments enhance evaluation and student performance across a comprehensive curriculum (e.g. portfolio, critique, performance/presentation).

Element	Unacceptable	Acceptable	Target
8.1 Knowledge Assessment of Student Learning	X		

8.1 Drama and Art content syllabi provide little or no evidence that teacher candidates demonstrate an adequate knowledge of assessment of student learning. Although teacher work sample evidence provided does some assessment evidence, the evidence does not indicate how assessment strategies are specific to the creative process, or how arts assessments enhance evaluation and student performance across a comprehensive curriculum.

Performance
1. The teacher assesses students' learning and creative processes as well as finished products.
2. The teacher provides appropriate opportunities for students to display, perform, and be assessed for what they know and can do in the arts.
3. The teacher provides a variety of arts assessments to evaluate student performance.

Element	Unacceptable	Acceptable	Target
8.2 Performance Using and Interpreting Program and Student Assessment Strategies	X		

8.2 Due to lack of program completer and candidate artifacts, little or no evidence was provided to show that teacher candidates demonstrate an adequate ability to use and interpret program and student assessment strategies.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Knowledge
1. The teacher understands the importance of continued professional growth in his or her discipline.

College/University: **Idaho State University** Review Dates: **September 20-22, 2015**

Element	Unacceptable	Acceptable	Target
9.1 Knowledge Professional Commitment and Responsibility as Reflective Practitioners	X		

9.1 Drama and Art content syllabi provide little or no evidence that teacher candidates demonstrate an adequate knowledge of professional commitment and responsibility as reflective practitioners.

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

Element	Unacceptable	Acceptable	Target
9.2 Performance Developing in the Art and Science of Teaching	X		

9.2 Due to lack of program completer and candidate artifacts, little or no evidence was provided to show that teacher candidates demonstrate an adequate ability to develop in the art and science of teaching.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well being.

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

College/University: **Idaho State University** Review Dates: **September 20-22, 2015**

Element	Unacceptable	Acceptable	Target
10.1 Knowledge Interacting Professionally and Effectively with Colleagues, Parents, and Community in Partnerships	X		

10.1 Drama and Art content syllabi provide little or no evidence that teacher candidates have an adequate knowledge of how to promote the arts for the enhancement of the school and the community. Drama syllabi indicate some evidence candidates may receive this knowledge in Theater Management and Theater Production courses. However, no similar courses seem to be available to the Arts students.

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

Element	Unacceptable	Acceptable	Target
10.2 Performance Interacting Professionally and Effectively with Colleagues, Parents, and Community in Partnerships	X		

10.2 Due to lack of program completer and candidate artifacts, little or no evidence was provided that teacher candidates demonstrate an adequate knowledge of how to promote the arts for the enhancement of the school and the community.

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

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

College/University: **Idaho State University** Review Dates: **September 20-22, 2015**

Element	Unacceptable	Acceptable	Target
11.1 Knowledge Creating and Managing a Safe, Productive Learning Environment	X		

11.1 Drama and Art content syllabi provide little or no evidence that teacher candidates demonstrate an adequate knowledge of creating and managing a safe, productive learning environment. Several Theater syllabi indicate some safety topics may be discussed, but it is not indicated if these would aide a teacher candidate in creating and managing a safe productive learning environment. None of these types of topics appeared in the art syllabi provided.

Performance
1. The teacher ensures that students have the skills and knowledge necessary to accomplish art task safety.
2. The teacher manages the simultaneous activities that take place daily in the arts classroom.
3. The teacher operates and manages necessary performance and exhibit technology specific to his or her discipline in a safe manner.

Element	Unacceptable	Acceptable	Target
11.2 Performance Creating and Managing a Safe, Productive Learning Environment	X		

11.2 Due to lack of program completer and candidate artifacts, little or no evidence was provided that teacher candidates demonstrate an adequate ability to create and manage a safe, productive learning environment.

College/University: **Idaho State University** Review Dates: **September 20-22, 2015**

Drama

The Idaho Standards for Initial Certification provide the framework for the approval of educator preparation programs. As such, the standards set the criteria by which teacher preparation programs are reviewed for state program approval.

The following rubric is used to evaluate the extent to which teacher preparation programs prepare teachers relative to the standards. The rubric is designed to be used with each content-specific preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with NCATE accreditation standards, the rubric describes three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Performance indicators provide the lens through which the State Program Approval Team evaluates the institution's provided evidence that candidates meet the Idaho standards. The institution is expected to provide information about candidate performance related to the Idaho Standards for Initial Preparation of Professional School Personnel.

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

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

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Understanding Subject Matter		X	

1.1 Drama syllabi, college catalog descriptions, and Praxis II scores indicate minimal, but adequate evidence that teacher candidates demonstrate adequate knowledge of subject matter. Additional evidence from courses including assignment samples, assessment samples, or samples of the drama candidates own work within the theater would be very beneficial evidence.

College/University: **Idaho State University** Review Dates: **September 20-22, 2015**

Performance
1. The teacher incorporates various styles of acting techniques to communicate character and to honor the playwright's intent.
2. The teacher supports individual interpretation of character, design, and other elements inherent to theater.
3. The teacher demonstrates proficiency in all aspects of technical theatre.
4. The teacher is able to direct shows for public performance.

Element	Unacceptable	Acceptable	Target
1.2 Performance Making Subject Matter Meaningful	X		

1.2 Due to lack of program completer and candidate artifacts, little or no evidence was provided that teacher candidates demonstrate an adequate ability make subject matter meaningful. There has been only one drama candidate in recent years and this candidate's work sample was provided utilizing an additional certification the candidate was seeking in English.

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

Knowledge
1. The teacher understands how to safely operate and maintain the theatre facility.
2. The teacher understands how to safely operate and maintain technical theatre equipment.
3. The teacher understands OSHA and State Safety standards specific to the discipline.
4. The teacher understands how to safely manage the requirements unique to the drama classroom (e.g. stage combat, choreography, blocking, rigging, etc.)

Element	Unacceptable	Acceptable	Target
11.1 Knowledge Creates and Manages a Safe, Productive Learning Environment	X		

11.1 Drama syllabi provide little or no evidence that teacher candidates demonstrate an adequate knowledge of creating and managing a safe, productive learning environment. Several Theater syllabi indicate some safety topics may be discussed but it is not indicated if these would aide a teacher candidate in creating and managing a safe productive learning environment.

College/University: **Idaho State University** Review Dates: **September 20-22, 2015**

Performance
1. The teacher can safely operate and maintain the theatre facility.
2. The teacher can safely operate and maintain technical theatre equipment.
3. The teacher employs OSHA and State Safety standards specific to the discipline.
4. The teacher can safely manage the requirements unique to the drama classroom (e.g. stage combat, choreography, blocking, rigging, etc.)

Element	Unacceptable	Acceptable	Target
11.2 Performance **Creates and Manages a Safe, Productive Learning Environment**	X		

11.2 Due to lack of program completer and candidate artifacts no evidence was provided that teacher candidates demonstrate an adequate ability to create and manage a safe, productive learning environment.

Recommended Action on Drama:
_____Approved
__X___Approved Conditionally
_____Not Approved

Areas for Improvement:
Foundation and Enhancement Standards refer to additional knowledge and performances a teacher must know in order to teach a certain content area. The Foundation and Enhancement Standards, therefore, further "enhance" the Core Standards. For that reason, it serves that if the Foundation Standards for Visual/Performing Arts have little or no evidence of being met either in knowledge or performance, a program may not be able to produce candidates with the knowledge and skills needed to become practicing Visual Arts teachers. This would require more evidence in the areas based on the Visual Arts Foundational standards taught in courses required of a Visual Arts candidates seeking drama or art certification. Content course syllabi provided seem to be disconnected from state standards for initial teacher certification. Many syllabi did not refer to state standards at all, or if they did, the course description and/or topic descriptions did not match the standards stated. Several key syllabi were not available for the reviewer to utilize. Nor were any course work samples, samples of the candidate's own work, or observation data made available.

College/University: **Idaho State University** Review Dates: **September 20-22, 2015**

Visual Arts

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

The Idaho Standards for Initial Certification provide the framework for the approval of educator preparation programs. As such, the standards set the criteria by which teacher preparation programs are reviewed for state program approval.

The following rubric is used to evaluate the extent to which teacher preparation programs prepare teachers relative to the standards. The rubric is designed to be used with each content-specific preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with NCATE accreditation standards, the rubric describes three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Performance indicators provide the lens through which the State Program Approval Team evaluates the institution's provided evidence that candidates meet the Idaho standards. The institution is expected to provide information about candidate performance related to the Idaho Standards for Initial Preparation of Professional School Personnel.

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

Knowledge
1. The teacher understands a variety of media, styles, and techniques in multiple art forms.
2. The teacher has knowledge of individual artists' styles and understands the historical movements and cultural contexts of those works.
3. The teacher understands the elements and principles of art and how they relate to quality in works of art.
4. The teacher understands art vocabulary, its relevance to art interpretation, its relationship to other art forms and to disciplines across the curriculum.
5. The teacher understands how to use the creative process (brainstorm, research, rough sketch, final product, and reflection) and how to write an artist's statement.
6. The teacher understands the value of visual art as an expression of our culture and possible career choices.

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Understanding Subject Matter		X	

College/University: **Idaho State University** Review Dates: **September 20-22, 2015**

1.1 Art syllabi, college catalog descriptions, and Praxis II scores indicate minimal but adequate evidence that teacher candidates demonstrate adequate knowledge of subject matter. Additional evidence from courses including assignment samples, assessment samples, or samples of the drama candidates own work within the theater would be very beneficial evidence.

Performance
1. The teacher applies a variety of media, styles, and techniques in multiple art forms.
2. The teacher instructs students in individual artist styles and understands historical movements and cultural context of the those work
3. The teacher applies the elements and principles of art and how they relate to quality in works of art.
4. The teacher applies art vocabulary, its relevance to art interpretation, and relationship to other art forms and to disciplines across the curriculum
5. The teacher demonstrates how to use the creative process (brainstorm, research, rough sketch, final product) and how to write an artist statement.
6. The teacher creates an emotionally safe environment for individual interpretation and expression in the visual arts.
7. The teacher makes reasoned and insightful selections of works of art to support teaching goals.
8. The teacher provides opportunities for students to collect work over time (portfolio) to reflect on their progress, and to exhibit their work.
9. The teacher creates opportunities for students to realize the value of visual art as an expression of our culture and possible career choices.

Element	Unacceptable	Acceptable	Target
1.2 Performance Making Subject Matter Meaningful	X		

1.2 Due to lack of program completer and candidate artifacts, little or no evidence was provided to show that teacher candidates apply adequate knowledge of formal and expressive aesthetic qualities to communicate ideas and instructs students in the historical and contemporary meanings of visual culture. There have been few Art candidates in recent years and work samples provided only minimal evidence regarding this standard.

Recommended Action on Visual Arts:
_____Approved
__X___Approved Conditionally
_____Not Approved

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Areas for Improvement:
Foundation and Enhancement Standards refer to additional knowledge and performances a teacher must know in order to teach a certain content area. The Foundation and Enhancement Standards, therefore, further "enhance" the Core Standard. For that reason, it serves that if Foundation Standards for Visual/Performing Arts have little or no evidence of being met, either in knowledge or performance, a program may not be able to produce candidates with the knowledge and skills needed to become practicing Visual Arts teachers. This would require more evidence in the areas based on the Visual Arts Foundational standards taught in courses required of a Visual Arts candidates seeking Drama or Art certification. Content course syllabi did not reflect current initial teacher standards for certification within the syllabi, nor did course topics, assignments, or assessments seem to reflect these standards deemed appropriate for candidates seeking certification.

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World Languages

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

The Idaho Standards for Initial Certification provide the framework for the approval of educator preparation programs. As such, the standards set the criteria by which teacher preparation programs are reviewed for state program approval.

The following rubric is used to evaluate the extent to which teacher preparation programs prepare teachers relative to the standards. The rubric is designed to be used with each content-specific preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with NCATE accreditation standards, the rubric describes three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Performance indicators provide the lens through which the State Program Approval Team evaluates the institution's provided evidence that candidates meet the Idaho standards. The institution is expected to provide information about candidate performance related to the Idaho Standards for Initial Preparation of Professional School Personnel.

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

Knowledge
1. The teacher knows the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency Guidelines for listening, speaking, reading, and writing.
2. The teacher knows the target culture(s) in which the language is used.
3. The teacher understands key linguistic structures particular to the target language and demonstrates the way(s) in which they compare to English communication patterns.
4. The teacher knows the history, arts, and literature of the target culture(s).
5. The teacher knows the current social, political, and economic realities of the countries related to the target language.
6. The teacher understands how the U.S. culture perceives the target language and culture(s).
7. The teacher understands how the U.S. is perceived by the target language culture(s).
8. The teacher understands the stereotypes held by both the U.S. and target cultures and the impacts of those beliefs.

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Understanding Subject Matter		**X**	

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1.1 Due to the evidence submitted that was reviewable in a language understood by the reviewer, the program provides evidence that teacher candidates demonstrate adequate understanding of state and national foreign language standards, language skills, and target cultures.

Performance
1. The teacher demonstrates advanced level speaking, reading and writing proficiencies as defined in the ACTFL Proficiency Guidelines established by the American Council on the Teaching of Foreign Languages.
2. The teacher incorporates into instruction the following activities in the target language: listening, speaking, reading, writing, and culture.
3. The teacher promotes the value and benefits of world language learning to students, educators, and the community.
4. The teacher uses the target language extensively in formal, informal, and conversational contexts and provides opportunities for the students to do so.
5. The teacher provides opportunities to communicate in the target language in meaningful, purposeful activities that simulate real-life situations.
6. The teacher systematically incorporates culture into instruction.
7. The teacher incorporates discussions of the target culture's contributions to the students' culture and vice-versa.
8. The teacher encourages students to understand that culture and language are intrinsically tied.

Element	Unacceptable	Acceptable	Target
1.2 Performance Making Subject Matter Meaningful		**X**	

1.2 Due to the evidence submitted that was reviewable in a language understood by the reviewer, the program provides evidence that teacher candidates demonstrate adequate understanding of state and national foreign language standards, language skills, and target cultures. High percentages of passing Praxis II scores support that both the knowledge and performance of candidates is evident.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Knowledge
1. The teacher understands that the process of second language acquisition includes the interrelated skills of listening, speaking, reading, and writing.
2. The teacher understands that cultural knowledge is essential for the development of second language acquisition.

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3. The teacher understands the skills necessary to create an instructional environment that encourages students to take the risks needed for successful language learning.
4. The teacher knows the methodologies and theories specific to second language acquisition.
5. The teacher knows university/college expectations of world languages and the life-long benefits of second-language learning.

Element	Unacceptable	Acceptable	Target
2.1 Knowledge Understanding Human Development and Learning	**X**		

2.1 The program provides little or no evidence that teacher candidates demonstrate an adequate understanding of the process and acquisition of second language learning, including viewing, listening, speaking, reading, and writing skills. The Teaching Foreign Languages course provides evidence of this standard, but not enough to meet the requirement of three pieces of evidence to receive an acceptable rating. Some evidence was provided in this area from the methods/practicum courses and might have been evident in the language content courses, but due the evidence being provided in a language other than English, this content was unable to be evaluated. There appears to be extensive coursework in content areas (12 credits worth of electives) that might provide additional evidence for this standard.

Performance
1. The teacher uses a variety of instructional strategies that incorporate culture, listening, reading, writing and speaking in the target language.
2. The teacher integrates cultural knowledge into language instruction.
3. The teacher builds on the language learning strengths of students rather than focusing on their weaknesses.
4. The teacher uses cognates, expressions, and other colloquial techniques common to English and the target language to help further the students' understanding and fluency.
5. The teacher explains the world language entrance and graduation requirements at national colleges/universities and the general benefits of second language learning.

Element	Unacceptable	Acceptable	Target
2.2 Performance Provide Opportunities for Development		**X**	

2.2 Required course syllabi, candidate portfolio samples, and interviews indicate that the program provides evidence that teacher candidates demonstrate an adequate ability to build upon native language skills with new, sequential, long-range, and continuous experiences in the target

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language. High percentages of passing Praxis II scores support that both the knowledge and performance of candidates is evident.

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

Knowledge
1. The teacher understands that gender, age, socioeconomic background, ethnicity, sexual orientation, religious beliefs and other factors play a role in how individuals perceive and relate to their own culture and that of others.
2. The teacher understands that students' diverse learning styles affect the process of second-language acquisition.

Element	Unacceptable	Acceptable	Target
3.1 Knowledge Understanding of Individual Learning Needs	**X**		

3.1 The program provides little or no evidence that teacher candidates demonstrate an adequate understanding of how the roles of gender, age, socioeconomic background, ethnicity, and other factors relate to individual perception of self and others. The Teaching Foreign Languages course provides evidence of this standard, but not enough to meet the requirement of three pieces of evidence to receive an acceptable rating. Some evidence was provided in this area from the methods/practicum courses and might have been evident in the language content courses, but due the evidence being provided in a language other than English, this content was unable to be evaluated. There appears to be extensive coursework in content areas (12 credits worth of electives) that might provide additional evidence for this standard.

Performance
1. The teacher plans learning activities that enable students to grasp the significance of language and cultural similarities and differences.
2. The teacher differentiates instruction to incorporate the diverse needs of the students' cognitive, emotional and psychological learning styles.

Element	Unacceptable	Acceptable	Target
3.2 Performance Accommodating Individual Learning Needs		**X**	

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3.2 The program provides evidence that teacher candidates demonstrate an adequate ability to create a learning activity that enables students to grasp the significance of cultural differences and similarities. High percentages of passing Praxis II scores support that both the knowledge and performance of candidates is evident.

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

Knowledge
1. The teacher understands that world languages methodologies continues to change in response to emerging research.
2. The teacher understands instructional practices that balances content-focused and form-focused learning.
3. The teacher knows instructional strategies that foster higher-level thinking skills such as critical-thinking and problem solving.

Element	Unacceptable	Acceptable	Target
4.1 Knowledge Understanding of multiple learning strategies	**X**		

4.1 The program provides little or no evidence that teacher candidates demonstrate an adequate understanding of how to use and adapt authentic materials for foreign language instruction. The Teaching Foreign Languages course provides evidence of this standard, but not enough to meet the requirement of three pieces of evidence to receive an acceptable rating. Some evidence was provided in this area from the methods/practicum courses and might have been evident in the language content courses but due the evidence being provided in a language other than English this content was unable to be evaluated. There appears to be extensive coursework in content areas (12 credits worth of electives) that might provide additional evidence for this standard.

Performance
1. The teacher uses a variety of instructional strategies based on current research to enhance students' understanding of the target language and culture.
2. The teacher remains current in second-language pedagogy by means of attending conferences, maintaining memberships in professional organizations, reading professional journals, and/or on-site and on-line professional development opportunities.
3. The teacher incorporates a variety of instructional tools such as technology, local experts, and on-line resources to encourage higher-level thinking skills.

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Element	Unacceptable	Acceptable	Target
4.2 Performance- Application of multiple learning strategies		X	

4.2 Syllabi, candidate portfolios, and Praxis scores provides evidence that teacher candidates demonstrate an adequate ability to use and adapt authentic materials for foreign language instruction. High percentages of passing Praxis II scores and candidates interviews support that both the knowledge and performance of candidates and program is evident.

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

Knowledge
1. The teacher understands that, due to the nature of second-language acquisition, students need additional instruction in positive group/pair work and focused practice.
2. The teacher knows current practices of classroom management techniques that successfully allow for a variety of activities, such as listening and speaking, that take place in a world language classroom.

Element	Unacceptable	Acceptable	Target
5.1 Knowledge Classroom Motivation and Management Skills	X		

5.1 The program provides little or no evidence that teacher candidates demonstrate an adequate understanding of classroom motivation and management skills. The Teaching Foreign Languages course provides evidence of this standard, but not enough to meet the requirement of three pieces of evidence to receive an acceptable rating. Some evidence was provided in this area from the methods/practicum courses and might have been evident in the language content courses but due the evidence being provided in a language other than English this content was unable to be evaluated. There appears to be extensive coursework in content areas (12 credits worth of electives) that might provide additional evidence for this standard.

Performance
1. The teacher implements classroom management techniques that use current research-based practices to facilitate group/pair interactions and maintain a positive flow of instruction.

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Element	Unacceptable	Acceptable	Target
5.2 Performance Classroom Motivation and Management Skills	**X**		

5.2 The program provides little or no evidence that teacher candidates demonstrate an ability to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

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

Knowledge
1. The teacher understands of the extension and broadening of previously gained knowledge in order to communicate clearly in the target language.

Element	Unacceptable	Acceptable	Target
6.1 Knowledge Communication Skills		**X**	

6.1 Required course syllabi, candidate portfolios, and interviews provide evidence that teacher candidates demonstrate adequate understanding of communication skills. High percentages of passing Praxis II scores and candidates interviews support that both the knowledge and performance of candidates and program is evident.

Performance
1. The teacher uses a variety of techniques to foster fluency within the target language such as dialogues, songs, open-ended inquiry, non-verbal techniques, guided questions, modeling, role-playing, and storytelling.

Element	Unacceptable	Acceptable	Target
6.2 Performance Communication Skills		**X**	

6.2 The program provides evidence that teacher candidates demonstrate an adequate ability to use a variety of communication techniques to foster inquiry, collaboration, and supportive interaction in and beyond the classroom. While in a language other than English evidence appeared to be of high quality and proficiency in order convey concepts for a variety of

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purposes. High percentages of passing Praxis scores and candidates interviews support that both the knowledge and performance of candidates and program is evident.

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

Knowledge
1. The teacher understands how to incorporate the ACTFL Standards for Foreign Language Learning of communication, cultures, connections, comparisons, and communities into instructional planning.
2. The teacher knows how to design lesson plans, based on ACTFL Standards, research-based practices and a variety of proficiency guidelines, that enhance student understanding of the target language and culture.
3. The teacher knows how to design lesson plans that incorporate the scaffolding necessary to progress from basic level skills to appropriate critical and higher order thinking skills.

Element	Unacceptable	Acceptable	Target
7.1 Knowledge Instructional Planning Skills		**X**	

7.1 The program provides evidence that teacher candidates demonstrate an adequate understanding of how to incorporate the ACTFL Standards for Foreign language learning of communication, cultures, connections, comparisons, and communities into instructional planning. Candidate interviews, lesson plan guidelines, as well as language teaching methods course confirm that candidates are knowledgeable in preparing instruction based on knowledge of subject matter, students, the community, and curriculum goals.

Performance
1. The teacher incorporates the ACTFL Standards for Foreign Language Learning of communication, cultures, connections, comparisons, and communities into instructional planning.
2. The teacher designs lesson plans based on ACTFL Standards, research-based practices, and a variety of proficiency guidelines, which enhance student understanding of the target language and culture.
3. The teacher designs lesson plans which incorporate the scaffolding necessary to progress from basic level skills to appropriate critical and higher order thinking skills.

Element	Unacceptable	Acceptable	Target
7.2 Performance Instructional Planning		**X**	

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7.2 The program provides evidence that teacher candidates demonstrate an adequate understanding of how to incorporate the ACTFL Standards for Foreign language learning of communication, cultures, connections, comparisons, and communities into instructional planning. Candidate interviews, lesson plans samples, as well as candidate portfolios confirm that candidates are knowledgeable in preparing instruction based on knowledge of subject matter, students, the community, and curriculum goals.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Knowledge
1. The teacher understands the ACTFL Proficiency Guidelines for listening, speaking, reading, and writing.
2. The teacher has the skills to assess proficiency in listening, speaking, reading, writing and culture, which is based on a continuum.
3. The teacher understands the importance of assessing the content and the form of communication.

Element	Unacceptable	Acceptable	Target
8.1 Knowledge Assessment of Student Learning	**X**		

8.1 The program provides little or no evidence that teacher candidates demonstrate an adequate understanding of ACTFL assessment guidelines and the need to assess progress in the five language skills, as well as cultural understanding. Candidate interviews indicated that there is an overall and general lack of assessment knowledge that is covered in instructional courses to sufficiently prepare candidates for using both informal and formal assessments to inform instruction and program effectiveness.

Performance
1. The teacher motivates the students to reach level-appropriate proficiency based on ACTFL Proficiency Guidelines for listening, speaking, reading, writing, and culture.
2. The teacher employs a variety of ways to assess listening, speaking, reading, writing, and culture, using both formative and summative assessments.
3. The teacher constructs and uses a variety of formal and informal assessment techniques, including tests in the primary and target languages, to enhance knowledge of individual students, evaluate student performance and progress, and modify teaching and learning strategies.
4. The teacher appropriately assesses for both the content and form of communication.

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Ellement	Unacceptable	Acceptable	Target
8.2 Performance Using and interpreting program and student assessment strategies	**X**		

8.2 The program provides little or no evidence that teacher candidates demonstrate an adequate understanding of ACTFL assessment guidelines and the need to assess progress in the five language skills, as well as cultural understanding. Candidate interviews indicated that there is an overall and general lack of assessment knowledge that is covered in instructional courses to sufficiently prepare candidates for using both informal and formal assessments to inform instruction and program effectiveness.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Knowledge
1. The teacher knows about career and other life-enriching opportunities available to students proficient in world languages.
2. The teacher knows how to provide opportunities for students and teachers to communicate with native speakers.
3. The teacher is able to communicate to the students, parents, and community members the amount of time and energy needed for students to be successful in acquiring a second language.
4. The teacher understands the effects of second language study on first language.

Element	Unacceptable	Acceptable	Target
10.1 Knowledge Interacting with Colleagues, Parents, and Community in Partnerships	**X**		

10.1 The program provides little or no evidence that teacher candidates demonstrate an adequate understanding of foreign language career and life opportunities available to foreign language students, opportunities to communicate in the language with native speakers, and to participate in community experiences related to the target culture. Some evidence was provided in this area from the methods/practicum courses and might have been evident in the language content courses, but due to the evidence being provided in a language other than English, this content was unable to be evaluated. There appears to be extensive

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coursework in content areas (12 credits worth of electives) that might provide additional evidence for this standard.

Performance
1. The teacher informs students and the broader community of career opportunities and personal enrichment that proficiency in a second language provides in the United States and beyond its borders.
2. The teacher provides opportunities for students to communicate with native speakers of the target language in person or via technology.
3. The teacher encourages students to participate in community experiences related to the target culture.
4. The teacher communicates to the students, parents, and community members the amount of time and energy needed for students to be successful in acquiring a second language.

Element	Unacceptable	Acceptable	Target
10.2 Performance Utilization of Community Resources	**X**		

10.2 The program provides little or no evidence that teacher candidates demonstrate an adequate understanding of foreign language career and life opportunities available to foreign language students, opportunities to communicate in the language with native speakers, and to participate in community experiences related to the target culture. Some evidence was provided in this area from the methods/practicum courses and might have been evident in the language content courses, but due the evidence being provided in a language other than English, this content was unable to be evaluated. There appears to be extensive coursework in content areas (12 credits worth of electives) that might provide additional evidence for this standard.

Recommended Action on World Languages:
_____Approved
__X___Approved Conditionally
_____Not Approved

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Foundation Standards for School Administrators

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

The Idaho Standards for Initial Certification provide the framework for the approval of educator preparation programs. As such, the standards set the criteria by which teacher preparation programs are reviewed for state program approval.

All School Administrators, including Principals, Special Education Directors, and Superintendents, must meet the following Idaho Foundation Standards for School Administrators and the standards specific to their certification area at the "acceptable" level or above.

The following rubrics are used to evaluate the extent to which teacher preparation programs prepare administrators who meet the standards. The rubric is designed to be used with each individual preparation program (i.e., School Administrator, School District Superintendent, and Special Education Director).

Consistent with NCATE accreditation standards, the rubrics describe three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Elements identified in the rubrics provide the basis upon which a State Program Approval Team evaluates the institution's evidence that candidates meet the Idaho Standards. The institution is expected to provide information about candidate performance related to the Idaho Standards for School Administrators (and Idaho Standards for specific preparation areas, e.g., School District Superintendent, Special Education Director).

Standard 1: Visionary and Strategic Leadership - A school administrator is an educational leader who promotes the success of each students and staff member by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

Knowledge
1. The administrator understands that each student can learn and that varied and data-informed learning goals are an important part of the process.
2. The administrator understands the principles of developing and implementing strategic plans.
3. The administrator understands systems theory and its application to educational settings.
4. The administrator knows effective individual and group communication skills.
5. The administrator knows group leadership and decision-making skills.
6. The administrator knows team-building, coaching, mediation, negotiation, and consensus-building skills.

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Element	Unacceptable	Acceptable	Target
1.1 Knowledge Understanding Visionary and Strategic Leadership		X	

1.1 Interviews with cooperating mentors, candidates, portfolios, syllabus, handbook and list of standards provide evidence that the candidates demonstrate in-depth knowledge and understanding in this element.

Performance
1. The administrator facilitates processes and engages in activities that create a shared vision and mission with all stakeholders.
2. The administrator uses effective individual and group communication skills.
3. The administrator engages others to ensure that a clearly articulated strategic plan is implemented, monitored, evaluated, and revised.
4. The administrator acknowledges the contributions of the school community to the realizations of the vision and mission.
5. The administrator seeks and allocates resources to support the strategic plan.
6. The administrator models professional growth, and supports the professional growth of the community of learners.
7. The administrator makes decisions through the application of systems theory.
8. The administrator uses varied sources of information, data collection, and data analysis strategies for the purpose of planning school improvement and increasing student achievement.
9. The administrator demonstrates and encourages strategies to facilitate the improved learning of each student.
10. The administrator ensures that each student is educated in an appropriate and the least restrictive learning environment.
11. The administrator practices team building, coaching, mediation, negotiation, and consensus building.

Element	Unacceptable	Acceptable	Target
1.2 Performance Application of Visionary and Strategic Leadership		X	

1.2 Work samples, interviews internship summative assessments, and portfolios provide evidence that administrator candidates adequately demonstrate the ability to implement leadership concept and reflect the leadership model.

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Standard 2: Instructional Leadership - The school administrator is an educational leader who promotes the success of each student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Knowledge
1. The administrator understands how to enhance school culture and instructional programs through research, best practice, and curriculum design.
2. The administrator knows how to develop and implement a standards-based curriculum that aligns with assessment.
3. The administrator understands the principles of effective instruction, differentiated instruction, learning theories, motivation strategies, and positive classroom management.
4. The administrator understands student growth and development.
5. The administrator understands the effective use of assessment and evaluation.
6. The administrator understands adult learning and professional development.
7. The administrator understands the change process for systems, organizations, and individuals.
8. The administrator knows how to effectively use instructional supervision, evaluation, and due process.
9. The administrator understands community diversity and its influence on education.
10. The administrator understands the essential role of technology in education.
11. The administrator understands how to develop, implement, and evaluate co-curricular and extracurricular programs that enhance student growth and character development.

Element	Unacceptable	Acceptable	Target
2.1 Knowledge Understanding of Instructional Leadership			X

2.1 Course work, handbook, standards, feedback from mentors and candidates gave a strong example of knowledge in school culture, best practices, professional development, and student growth.

Performance
1. The school administrator oversees the development, implementation, evaluation, and refinement of curriculum and assessment based on research, best practice, teacher expertise, student and community needs, and state and national curriculum standards.
2. The administrator promotes a culture of high expectations and life-long learning for self, students, and staff.
3. The administrator promotes a school environment in which the responsibilities and contributions of students, parents/guardians, and staff members are valued.
4. The administrator promotes effective and innovative research-based instructional strategies.
5. The administrator researches a variety of information sources to make decisions that organize and align the school for success.

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6. The administrator reduces barriers through proactive identification, clarification, and resolution of problems.
7. The administrator uses data to monitor student achievement.
8. The administrator supervises, evaluates, and assists teachers.
9. The administrator creates a learning environment that recognizes diversity.
10. The administrator uses and promotes technology to advance student learning, accommodate student needs, professional development, and overall school success.
11. The administrator participates in professional organizations.
12. The administrator promotes instructional goals and objectives that integrate academic, co-curricular, and extracurricular programs.

Element	Unacceptable	Acceptable	Target
2.2 Performance Application of Instructional Leadership		X	

2.2 Course syllabi, case studies, portfolios, and interviews provide evidence that candidates demonstrate adequate knowledge and application; however, resources to design, development and deliver assessment reflect an inadequacy. Candidates were given very little opportunity to be involved in student assessments, other than phone calls or speaking with students about daily performances. Candidates were given the opportunity to assess teacher performance and to perform teacher evaluations.

Standard 3: Management and Organizational Leadership—A school administrator is an educational leader who promotes a safe, efficient, and effective learning environment, and manages the organization, operations, and resources for the success of each student.

Knowledge
1. The administrator understands organizational theories.
2. The administrator understands operational policies and procedures.
3. The administrator knows school safety and security principles and issues.
4. The administrator understands human resources management.
5. The administrator knows sound fiscal operations principles and issues.
6. The administrator knows school facilities and use of space principles and issues.
7. The administrator understands legal issues impacting personnel, management, and operations.
8. The administrator understands current technologies that effectively support management functions.
9. The administrator understands principles and procedures of problem solving, conflict resolution, and group processes.

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Element	Unacceptable	Acceptable	Target
3.1 Knowledge Understanding of Management and Organizational Leadership		X	

3.1 Course syllabi, lesson plans, handbook, and instructor feedback show acceptable evidence of knowledge in this element.

Performance
1. The administrator uses knowledge of learning, teaching, and student development in making management decisions based on current, valid research.
2. The administrator designs and manages operational and organizational procedures to maximize opportunities for successful learning.
3. The administrator uses and actively promotes problem-solving and conflict management skills and strategies that foster positive educational outcomes.
4. The administrator uses knowledge of collective bargaining and other contractual agreements.
5. The administrator implements and monitors high-quality standards related to management performances.
6. The administrator manages the operations school facilities, equipment, and support services to provide an environment conducive to learning.
7. The administrator involves stakeholders in shared decision-making.
8. The administrator recognizes potential problems and opportunities and acts on them in a timely manner.
9. The administrator uses effective communication skills.
10. The administrator aligns all resources, using appropriate technology available to maximize attainment of school and organizational goals.
11. The administrator implements records management that meets confidentiality and documentation requirements.
12. The administrator facilitates recruitment, mentoring, coaching, supervision, and evaluation of personnel to accomplish goals of the school and district.

Element	Unacceptable	Acceptable	Target
3.2 Performance Application of Management and Organizational Leadership			X

3.2 Course syllabus, interviews with candidates and completers, portfolios, lesson plans, evaluations, and university supervisors provide evidence that candidates demonstrate a

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target ability to use technology, manage conflict, use effective communications skills, collaborate, and problem solve to foster positive educational outcomes.

Standard 4: Family and Community Partnerships—A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Knowledge
1. The administrator understands emerging issues and trends impacting families, school, and community.
2. The administrator knows resources available in the community.
3. The administrator understands public relations, successful partnerships, and marketing strategies.

Element	Unacceptable	Acceptable	Target
4.1 Knowledge Understanding of Family and Community Partnerships	X		

4.1 Candidate interviews expressed lack of knowledge of community resources. Examples of using the school resource officer were given in portfolios, but no other evidence was provided from course work or syllabi for this element. Portfolios of candidates who were acting as counselors showed minor examples within their portfolios.

Performance
1. The administrator develops relationships with community leaders through visibility and involvement within the larger community.
2. The administrator uses relevant information about family and community concerns, expectations, and needs.
3. The administrator facilitates opportunities between the school and community to share resources.
4. The administrator establishes partnerships with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals.
5. The administrator integrates community and youth/family services with school programs.
6. The administrator facilitates activities that recognize and value diversity within the family, community, school, and district.
7. The administrator develops and maintains a comprehensive network of community and media connections.
8. The administrator models and supports the use of collaborative skills.

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Element	Unacceptable	Acceptable	Target
4.2 Performance Application of Family and Community Partnerships		X	

4.2 Candidate portfolios gave examples of involvement in PTO, Christmas programs, extra-curricular events, youth programs and communication with school resource officers. No other examples were provided to demonstrate an adequate ability to use resources and learning activities that support instructional and curriculum goals that reflect effective administrative practices.

Standard 5: Professional and Ethical Leadership—The school administrator is a professional who demonstrates personal and professional values, ethics, and integrity.

Knowledge
1. The administrator understands the purposes of education.
2. The administrator understands the roles of leadership.
3. The administrator understands ethical frameworks and perspectives.
4. The administrator understands the diverse values of a community.
5. The administrator knows the Idaho Professional Code of Ethics and the Idaho Administrators Code of Conduct.

Element	Unacceptable	Acceptable	Target
5.1 Knowledge Understanding of Professional and Ethical Leadership			X

5.1 Interviews with cooperating administrators, portfolios, student work and professional literature samples provide evidence that candidates demonstrated in-depth knowledge and understanding of this element.

Performance
1. The administrator behaves in a manner consistent with the values, beliefs, and attitudes that inspire others to higher levels of performance.
2. The administrator demonstrates responsibility for the learning of each student.
3. The administrator demonstrates sensitivity regarding the impact of administrative practices on others.
4. The administrator demonstrates appreciation for and sensitivity to the diversity in the school community.
5. The administrator adheres to the Idaho Professional Code of Ethics and the Idaho Administrators Code of Conduct.

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6. The administrator requires ethical, professional behavior in others.
7. The administrator interacts with all individuals with consistency, fairness, dignity, and respect.
8. The administrator implements appropriate policies and facilitates procedures to protect individual rights.

Element	Unacceptable	Acceptable	Target
5.2 Performance Application of Professional and Ethical Leadership		X	

5.2 Ethics courses are demonstrated in syllabi across graduate and undergraduate courses. Interviewing candidates and analyzing lesson plans were the only evidence that candidates demonstrate an adequate ability in this element. Candidates expressed very little ability to practice or implement this element due to the school culture in their practical experience.

Standard 6: Governance and Legal Leadership—A school administrator is an educational leader who promotes the success of each student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural contexts.

Knowledge
1. The administrator understands the role of public education in developing and renewing a democratic society and an economically productive nation.
2. The administrator knows principles of representative governance that underpin the system of American education.
3. The administrator understands the political, social, cultural, and economic systems and processes that support and impact education.
4. The administrator understands effective models and strategies of leadership as applied to the larger political, social, cultural, and economic contexts of education.
5. The administrator understands global issues affecting teaching and learning.
6. The administrator understands the dynamics of policy development and advocacy under a democratic political system.
7. The administrator understands the importance of diversity and equity in a democratic society.
8. The administrator knows the law as related to education.
9. The administrator understands the impact of education on personal and professional opportunities, social mobility, and a democratic society.

Element	Unacceptable	Acceptable	Target
6.1 Knowledge Understanding of Governance and Legal Leadership			X

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6.1 Course work examples, assessment, facilitated dialogue, portfolios, and interviews with candidates and program completers, demonstrated that the program provides evidence that administrator candidates have an in-depth understanding of school administrator in responding to and influencing the larger political, social, economic, legal, and cultural contexts to promote the success of each student.

Performance
1. The administrator facilitates and engages in activities to shape public policy in order to enhance education.
2. The administrator facilitates communication with the school community concerning trends, issues, and potential forces affecting education.
3. The administrator engages representatives of diverse community groups in ongoing dialogue.
4. The administrator develops lines of communication with decision-makers outside of the school community.
5. The administrator facilitates a governance system to meet local needs within the framework of policies, laws, and regulations enacted by local, state, and federal authorities.
6. The administrator adheres to the law and district policies.
7. The administrator implements appropriate policies and facilitates to protect student rights and improve student opportunities for success.

Element	Unacceptable	Acceptable	Target
6.2 Performance Application of Governance and Legal Leadership	X		

6.2 The program provides little or no evidence that administrator candidates demonstrate an adequate ability to respond to and influence the larger political, social, economic, legal, and cultural contexts to promote the success of each student. Program completers expressed lack of knowledge in their performance and had only minimal exposure during their internship. Course 6612 covered this area minimally in performance data. Program completers stated this was learned through experience and expressed a need for more knowledge of special education.

Recommended Action on School Administrator:
__X__Approved
_____Approved Conditionally
_____Not Approved

Areas for Improvement:
- The program seems to be lacking a specific Special Education Law Course.

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- The program seems to be lacking in coursework information in the area of law and district policies.
- Continue to collect data and utilize evaluations to improve course assignments and meet program standards. Continue to implement assessment methods to move more in the direction of standards based, rather than course based.
- Additional staff and program support may positively affect both the culture for candidates and foster relationships with advisees.

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School Superintendents

Standard 1: Superintendent Leadership - The superintendent is the catalyst and the advocate for an effective school community; demonstrates an enhanced knowledge, thorough understanding, and performance within all six standards listed in the Idaho Foundation Standards for School Administrators; and is prepared to lead a school system with increasing organizational complexity.

Knowledge
1. The superintendent understands the dynamics of systemic change within school districts.
2. The superintendent understands the importance of questioning, innovation, and innovative thinking in order to create new educational cultures and maximize system efficiency, effectiveness, and accountability.
3. The superintendent knows the breadth of P-12 curriculum and instructional programs.
4. The superintendent knows the importance of planning, maintaining, and budgeting for adequate school facilities, personnel, support services, and effective instructional programs.
5. The superintendent understands how to facilitate processes and activities to establish and maintain an effective and efficient governance structure for school districts.
6. The superintendent knows the role of local, regional, state, national and international partnerships in the development of educational opportunities and support services for students.
7. The superintendent understands the district's role in and responsibility for employee induction, career development, and enhancement.
8. The superintendent understands the organizational complexity of school districts.
9. The superintendent understands the dynamics of collective bargaining, mediation, arbitration, and contract management.
10. The superintendent knows the importance of districtwide policy development and effective implementation.

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Understanding Visionary and Strategic Leadership			X

1.1 Knowledge evidence is target for this program and includes field interviews, quizzes, verbal participation, essay questions, journal reviews, simulations, text readings, legal briefs, research papers, and case studies. This program was recently moved into the Department of Education and is currently providing an outstanding opportunity to grow the program with a new staff member.

Performance
1. The superintendent promotes districtwide innovation and change through the application of a systems approach.

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2. The superintendent accepts responsibility and promotes strategies for continuous reassessment and improved performance for each student, school, and the district as a whole.
3. The superintendent accepts responsibility for planning, maintaining, and budgeting for adequate school facilities, personnel, support services, and effective instructional programs.
4. The superintendent facilitates processes and engages in activities to promote an effective and efficient governance structure for school districts.
5. The superintendent fosters, creates, and sustains local, regional, state, national, and international partnerships as needed to enhance the opportunities for all learners.
6. The superintendent creates a system by which all employees have opportunities to seek career development and enhancement.
7. The superintendent advises the board of trustees on legal, ethical, and current educational issues.
8. The superintendent works effectively within the organizational complexity of school districts.
9. The superintendent develops and monitors the system for policy development and implementation in all facets of district operations.

Element	Unacceptable	Acceptable	Target
1.2 Performance Application of Visionary and Strategic Leadership			X

1.2 The School Superintendents program standards provide a target element by providing a dynamic performance based on applicable outcomes in every performance category. The candidates perform activities and evidence based assessments that foster a positive sustainable superintendent.

Recommended Action on Superintendent:
__X__Approved
_____Approved Conditionally
_____Not Approved

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NCATE/PSC Accreditation Interview Participants

ISU Faculty/Administrators

Suzanne Beasterfield
Cory Bennett
Joel Bocanegra
David Coffland
Amanda Eller
Howard Fan
Carol Grimes
Sheldon Harris
Deb Hedeen
Branda Jacobsen
Amy Koplin
Shu-Yuan Lin
Christina Linder
Jerry Lyons
David Mercaldo
Mark Neill
Esther Ntuli
Patti Mortensen
David Squires
Karren Streagle
Gary Storie
Jane Strickland
Jean Thomas
Justin Thorpe
Jamie Webster
Karen Wilson Scott
Emma Wood
Deb Zikratch

Program Completers

Diana Molino
Heather Reece
Spencer Christensen
Troy Johnson
Krystel Lockyer
Mick Morgan

Current Candidates

Grace Blair
Amy Bowie
Rylee Devito
Derrick Flores
Nichole Garza
Hope Gibson
Elise Hansen
Erin Hicks
Stephanie Jordan
Tyler Jorgensen
Shaunna Kaper
Kelsey Leask
Krystal Lockyer
Kenzie Merjer
Stephanie Ricks
Alia Rhineman
Tim Rohr
Christopher Rose
Laura Sheridan
Angela Stevens
Megan Urban
Colton Walker
Dana Williams
Kameron Yeggy

University Supervisors/Cooperating Teachers/Partnership Schools/Superintendents

Ron Bollinger
Marc Gee
Marvin Hansen
Pam Kennedy
B. Miner
Karen Pyron
Molly Stein
Diane Stinger
Jane Ward
Jena Wilcox
Tonya Wilkes

NCATE Team Members

Jerry Bailey
Michael Clyburn
Tim Letzring
Joan Lewis
Angela Owusu-Ansa
Jack Rhoton

State Team Members

Christine Avila
Amy Cox
Ken Cox
Roddran Grimes
Esther Henry
Stacey Jensen
Rick Jordan
Micah Lauer
Alissa Metzler
Carrie Semmelroth
Audra Urie
Heather Van Mullem
A.J. Zenkert
Lisa Colón
Annette Schwab

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Idaho State University
Response

to

STATE TEAM REPORT
September 20-22, 2015

ON-SITE STATE TEAM CO-CHAIRS

Stacey Jensen, Amy Cox and Ken Cox

Professional Standards Commission
Idaho State Board of Education

RESPONSE TO STATE REPORT: Idaho State University
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Introduction

On September 20, 2015 the Idaho State University College of Education leadership team welcomed state reviewers to campus, urging them to thoroughly and critically evaluate each program within our educator preparation unit. Over the last few years, unit leadership realized that some content (delivered outside of the College of Education) needed revision. Meetings have taken place over time to help colleagues in other colleges understand the strict requirements set forth by the Professional Standards Commission to ensure adequate preparation of secondary teachers; these meetings, however, seldom resulted in significant change. The unit leadership understood that the state review of our educator preparation programs could provide us with the leverage to make the necessary changes. We even asked reviewers to focus on particular programs that we believed to be in need of revision.

We are grateful to the state review team and state observers for their commitment of time and energy to assist us with program improvement. The review was helpful to the college in a number of ways, particularly in its detailed analysis of individual programs. As hoped, the final state report did help us create a sense of urgency among our colleagues, and provided impetus for the changes we were seeking. Even more significant, it has set in motion a path for going forward that relies upon greater collaboration among colleges providing content for our educator preparation programs.

In this *Response* we will not be disputing any findings within the State Report. Instead, we acknowledge the opportunity for growth in three programs that did not receive approval, and herein submit new program proposals that specifically address the state's findings. It is our sincere hope that the Standards Committee will be able to recognize the commitment to improvement that is foundational to all of these revisions, and recommend to the entire PSC an addendum to the original report granting conditional approval of all three programs based on those revisions. Such an addendum approved by the Professional Standards Commission, and submitted alongside the original state report, would allow ISU to make the appropriate curricular changes immediately without disrupting any programs.

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Program Approval Recommendations

Program	Status	Notes	Requested Action
English Language Arts	Not Approved	Recommendation for "not approved" is based on lack of evidence regarding composition and language study curriculum in the program which is integral to English certification	Addendum to State Report indicating that, based upon new program proposal, English will be conditionally approved until a focus visit can be conducted.
English as a New Language	Not Approved	Recommendation for not approved primarily due to lack of evidence from content courses and a limited number of completers	Addendum to State Report indicating that, based upon new program proposal, English will be conditionally approved until a focus visit can be conducted.
Economics	Not Approved	Recommendation for not approved based on missing required coursework in economic foundations/history and a limited number of completers	Addendum to State Report indicating that, based upon new program proposal, English will be conditionally approved until a focus visit can be conducted.

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Overview: Report of Program Findings and Remedies

The following pages address findings and remedies for programs deemed *Not Approved* by state reviewers. For each program, this section of the *Response* is made up of four areas of information designed to present the Commission with the clearest perspective possible:

- **List of Unacceptable Substandards** - Text, taken directly from the State Report, provide detail;
- **Program Recommendation and Areas for Improvement** - Program summaries found in the original state report for each unapproved program are included verbatim;
- **Actions Taken** – A brief narrative of how the problems were addressed and which university partners were involved;
- **Program Proposal in Response to Findings** – A matrix aligning new coursework to required substandards outlined in the Idaho Standards for Initial Certification of Professional School Personnel.

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English Language Arts

A.1 Unacceptable Sub-Standards from State Report:

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

Element	Unacceptable	Acceptable	Target
5.3 ***Knowledge*** **Understanding Subject Matter**	X		

5.3 The knowledge provided by the English Content courses is minimal or non-existent for preparing candidates for the knowledge needed to be secondary teachers in public schools. Of the 15 standards listed above, a survey of syllabi only showed instruction dealing with standards 4-9. The standards require candidates to be prepared in reading, writing, speaking, listening, viewing, and language study, but the syllabi for the English Content are heavily based in literature only. In interviews with candidates and cooperating teachers, the same knowledge gap was identified. Elementary education candidates with an emphasis in English felt more prepared than those in the secondary education program. The candidates and the cooperating teacher all said that grammar, writing, and assessment instruction, and methods for teaching those subjects were not taught at the university, but rather were learned in the field while student teaching or while working as a first-year teacher.

Standard 2: Knowledge of Human Development and Learning – The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Element	Unacceptable	Acceptable	Target
2.1 Knowledge **Understanding Human Development and Learning**	X		

2.1 The student work samples show some understanding of the developmental processes of adolescents, but no course content syllabi, assignments, or observation data indicate how or where this knowledge is being taught to the candidates.

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Element	Unacceptable	Acceptable	Target
2.2 Performance **Provide Opportunities for Development**	X		

2.2 Observing language arts teacher candidates, analyzing student teacher work samples and interviewing candidates and a cooperating teacher show levels of development in reading and teaching literature, but evidence showing development levels in writing and speaking levels for all ability levels and diverse ways of learning for students is not evident.

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

Element	Unacceptable	Acceptable	Target
4.1 Knowledge **Understanding of Multiple Instructional Strategies**	X		

4.1 Course content syllabi do not show any instruction for classroom strategies for improving reading comprehension or fluency. Interviews with candidates showed that instructors at the university level focus mostly on the nuances of literature and the history of a literary time period, but not on teaching strategies for understanding that can be used in the classroom. The English methods course focused only on writing three unit plans for literature that were graded. Though three books about grammar instruction and writing were required reading for the course, there was no accountability piece to show that the material had been mastered by the candidates. Student lesson plans in work samples are uneven in their presentation of strategies to use with students, and the strategies utilized are often provided by the cooperating teacher rather than having the candidate utilizing knowledge acquired from the university course work. Elementary education candidates with an emphasis in English expressed more knowledge of multiple classroom instructional strategies than candidates in the secondary education program with a major in English.

Element	Unacceptable	Acceptable	Target
4.2 Performance **Application of Multiple Instructional Strategies**	X		

4.2 The evidence for candidates demonstrating multiple instructional strategies is uneven. Candidate interviews with elementary education with an emphasis in English expressed more experience in using instructional strategies in their early course work. Secondary English education candidates expressed a lack of ability and knowledge to implement multiple instructional strategies. The student work samples were also uneven in demonstrating use of multiple instructional strategies, and were often employing strategies suggested by the cooperating teachers.

Element	Unacceptable	Acceptable	Target
8.1 Knowledge **Assessment of Student Learning**	X		

8.1 No evidence of assessment methodology, as listed in the standards, was found in syllabi of content courses. Interviews with candidates and cooperating teachers expressed a lack of knowledge in this area.

Element	Unacceptable	Acceptable	Target
8.2 Performance **Using and Interpreting Program and Student Assessment Strategies**	X		

8.2 Student work samples show minimal use of assessment, but utilizing assessment to inform instruction is distinctly absent, and there were no other lines of evidence regarding assessment to consider.

Standard 9: Professional Commitment and Responsibility – The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Element	Unacceptable	Acceptable	Target
9.2 Performance **Developing in the Art and Science of Teaching**	X		

9.2 There was little or no evidence showing the candidates' ability to develop in the art and science of teaching. It was not observable from the candidate interviews, course syllabi, student work samples, or candidate observations.

A.2 Recommended Action on English Language Arts:
_____Approved
_____Approved Conditionally
__X___Not Approved

Areas for Improvement:

The coursework for the English Language Arts Certification must be revamped to include ALL areas of English Language Arts including, reading, writing, including grammar, speaking, listening, and viewing. At this point the only area that is thoroughly covered is the reading of literature. Additional consideration needs to be given to the assessment and multiple instructional strategies standards in order to adequately prepare future English Language Arts teachers.

A.3 Actions Taken:

Within a week of the receipt of the State Report, COE leadership began regular meetings with key faculty from the English Department, including occasional meetings with Deans from both the College of Education and the College of Arts and Letters. When faculty in the English department realized that half of their students were education majors, and that if changes were not made immediately the health of their program would be in jeopardy, there was a clear sense of urgency to better understand the standards and remedy the deficits pointed out by the State Report. Working primarily with the English Chair, courses were carefully reviewed and aligned to the Standards, considering also the requirements of the Praxis II.

The initial proposal was vetted by all faculty responsible for teaching the recommended classes, as well as all English faculty involved in the preparation of teachers. The goal of the meetings was to ensure that each proposed class could be purposefully aligned to the standards, and that faculty understood that those standards would need to appear on each syllabi to better connect the intent of each course with the overall preparation of English teachers. With only minor revisions, this group recommended the proposal to go before the all faculty at the following English Department meeting.

COE leadership attended the full department meeting to be available to answer any questions, and explain the educator program approval process if necessary. Though some faculty resisted the implementation of strict standards as an imposition upon their academic freedoms, the majority understood the necessity of a prescribed curricular approach. Following the meeting, a ballot was sent to all faculty for approval of the changes.

Following the vote on February 8, 2016, English Chair Dr. Jennifer Attebery wrote: "I am pleased to report that the English faculty has endorsed the proposed changes to the English Education curricula. The motion passed with 22 yes, 2 no, and 5 abstentions. Votes from both the tenure-track and lecturers produced solid super-majorities. I am producing a draft Curriculum Council document that the College of Education can use as the basis for a proposal to ISU's Curriculum Council." The draft document mentioned here represents the official catalog changes that will go into effect immediately should the Professional Standards Commission grant the program conditional approval.

The tables below provide an overview of the program proposal, showing alignment between coursework and standards. However, because such significant changes were necessarily made to the English program, Appendix A details the extensive shifts between the original program and the proposed program in comparing the alignment of standards before and after the state approval visit.

A.4 Program Proposal in Response to Findings:

Recommended Coursework for PSC Program Approval

ENGL2211- Intro Lit Analysis	ENGL 3311 - Writing & Research about Lit
ENGL2257 or 58 - Survey of Wrld Lit	ENGL 2267 or 68 - Survey of Brit Lit
ENGL2277 or 78 - Survey of Amer Lit	ENGL 2280 - Grammar and Usage
ENGL2281 - Intro Lang Studies	ENGL 3327 - Spec Topic in Young Adult Lit*
ENGL3356 - Ethnicity in Lit	ENGL 4407 - Prof. Writing for Teachers**
ENGL4431 - Teaching and Writing Projects***	ENGL 4433 - Methods Teach English***
ENGL44XX - Pre-1800 Period/Major Figure****	ENGL44XX - Post-1800 Period/Major Figure+
ENGL4476 or 77 - Shakespeare	ENGL4487 - History English Lang

**** offered specifically as YA Literature, including selections from global literature***
***** pending advice from our composition/rhetoric professors, an offering specifically for teachers, to include multimodal communication as well as writing in the field of education***
****** to include listening skills***
******* ENGL 4461, 4462, 4463, 4464, 4465, 4473, or 4474***
+ ENGL 4466, 4467, 4468, 4469, or 4472 with Post-1800 Focus

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	STND 1 Learner Develop	STND 2 Learner Differences	STND 3 Learning Environs	STND 4 Content Knowledge	STND 5 Application of Content	STND 6 Assessment	STND 7 Planning Instruction	STND 8 Instruction Strategies	STND 9 Professional Practice	STND 10 Leadership and Collaboration
ENGL 2211				X						
ENGL 3311				X						
ENGL 2257(8)				X						
ENGL 2267(8)				X						
ENGL 2277(8)				X						
ENGL 2280				X	X					
ENGL 2281		X	X	X	X	X				
ENGL 3327	X	X	X	X	X	X				
ENGL 3356		X	X	X	X					
ENGL 4407	X	X		X	X					
ENGL 4431	X				X	X	X	X		
ENGL 4433	X		X		X	X	X	X	X	X
ENGL Pre-1800				X						
ENGL Post-1800				X						
ENGL 4476(7)				X						
ENGL 4487				X	X					
EDUC 3309	X	X	X	X	X	X	X	X		
ST TEACH	X	X	X	X	X	X	X	X	X	X

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English as a New Language

B.1 Unacceptable Sub-Standards from State Report:

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

Element	Unacceptable	Acceptable	Target
1.2 Performance Making Subject Matter Meaningful	**X**		

1.2 Due to lack of completers and/or current candidates there is little or no evidence that teacher candidates demonstrate an adequate ability to make subject matter meaningful.

Standard 2: Knowledge of Human Development and Learning – The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Element	Unacceptable	Acceptable	Target
2.2 Performance Provide Opportunities for Development	**X**		

2.2 Due to lack of completers and/or current candidates there is little or no evidence that teacher candidates demonstrate an adequate ability to make subject matter meaningful.

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

Element	Unacceptable	Acceptable	Target
3.2 Performance Accommodating Individual Learning Needs	**X**		

3.2 Due to lack of completers and/or current candidates there is little or no evidence that teacher candidates demonstrate an adequate ability to make subject matter meaningful.

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

Element	Unacceptable	Acceptable	Target
4.2 Performance Understanding and Using a Variety of Instructional Strategies	**X**		

4.2 Due to lack of completers and/or current candidates there is little or no evidence that teacher candidates demonstrate an adequate ability to make subject matter meaningful.

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

Element	Unacceptable	Acceptable	Target
5.1 Knowledge Understanding of Classroom Motivation and Management Skills	**X**		

5.1 The program provides little or no evidence that teacher candidates demonstrate an adequate understanding of the influence of culture on student motivation and management skills. There is no mention of classroom management or motivation in evidence submitted under this standard.

Element	Unacceptable	Acceptable	Target
5.2 Performance Creating a Learning Environment that Encourages Positive Social Interaction, Active Engagement in Learning, and Self-Motivation.	**X**		

5.2 Due to lack of completers and/or current candidates there is little or no evidence that teacher candidates demonstrate an adequate ability to make subject matter meaningful.

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

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Element	Unacceptable	Acceptable	Target
6.1 Knowledge Understanding of a Variety of Communication Techniques	**X**		

6.1 The program provides little or no evidence that teacher candidates demonstrate an adequate understanding or the use of a variety of communication techniques. High percentages of passing scores on the ESOL Praxis II demonstrate that candidates are knowledgeable in communication to foster in inquiry collaboration, and supportive interaction in and beyond the classroom. There is evidence to support this area in assignment guidelines evidence, but not in sufficient quantity to justify an acceptable rating.

Element	Unacceptable	Acceptable	Target
6.2 Performance Using a Variety of Communication Techniques	**X**		

6.2 Due to lack of completers and/or current candidates there is little or no evidence that teacher candidates demonstrate an adequate ability to make subject matter meaningful.

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

Element	Unacceptable	Acceptable	Target
7.2 Performance Instructional Planning Skills in Connection with Students' Needs and Community Contexts	**X**		

7.2 Due to lack of completers and/or current candidates there is little or no evidence that teacher candidates demonstrate an adequate ability to make subject matter meaningful.

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Standard 8: Assessment of Student Learning – The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Element	Unacceptable	Acceptable	Target
8.1 Knowledge Assessment of Student Learning	**X**		

8.1 The program provides little or no evidence that teacher candidates demonstrate an adequate understanding of assessment of student learning. High percentages of passing scores on the ESOL Praxis II demonstrate that candidates have knowledge of assessment specific to English language learners and English language proficiency. Candidate interviews support that there is an overall general need in the area of both formal and informal assessment. It is noted by the reviews that the state is in the initial adoption of a new ELPA and therefore has not allowed sufficient time for this content to be embedded in course content.

Element	Unacceptable	Acceptable	Target
8.2 Performance Using and Interpreting Program and Student Assessment Strategies	**X**		

8.2 Due to lack of completers and/or current candidates there is little or no evidence that teacher candidates demonstrate an adequate ability to make subject matter meaningful.

Standard 9: Professional Commitment and Responsibility- The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Element	Unacceptable	Acceptable	Target
9.2 Performance Continuously Engages in Purposeful Mastery of the Art and Science of Teaching	**X**		

9.2 Due to lack of completers and/or current candidates there is little or no evidence that teacher candidates demonstrate an adequate ability to make subject matter meaningful.

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Standard 10: Partnerships- The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Element	Unacceptable	Acceptable	Target
10.2 Performance Continuously Engages in Purposeful Mastery of the Art and Science of Teaching	**X**		

10.2 Due to lack of completers and/or current candidates there is little or no evidence that teacher candidates demonstrate an adequate ability to make subject matter meaningful.

B.2 Recommended Action on English As A New Language:
_____Approved
_____Approved Conditionally
__X__Not Approved

Areas for Improvement:

As Idaho joins the WIDA consortium and adopts the W-APT and ACCESS 2.0 this may provide an ideal time for the design and implementation of a standalone ELL instruction and assessment course. Considering that ELLs are the fasting growing special population of students, it might be beneficial to separate ELL out of the special education course and design a general education course, for all candidates' preparation, covering multiple components of lesson design, delivery, modification, assessment, ELL legislation (state and federal), as well as cultural competence. All of these are crucial in the education of ELLs that candidates are bound to encounter regardless of a general education, content area, or specialist placement in a school.

It is evident that the ENL methods courses are well designed, implemented, and received by candidates. Conversely, it is not evident how the other course requirements for an ENL credential connect or that they are as thoughtful and intentional. Unfortunately, a few great methods courses don't constitute an approved program.

B.3 Actions Taken:

This program report was a bit more difficult to address, as the majority of unapproved substandards were related to performance areas. Because the program is so small, limited

performance evidence was available to reviewers, even though the inputs and knowledge standards were found to be acceptable. The COE leadership decided to focus on the three areas found to be deficit in *Knowledge Standards*, believing that if all knowledge standards are acceptable at the time of the next visit, the program will be approved regardless of a limited number of candidates. However, in trying to address where program changes needed to be made, another difficulty for COE leadership was the fact that candidates are highly successful on the Praxis II exam, which is the primary indicator of knowledge standards being met. This indicated that evidence of knowledge requirements may not have been adequately highlighted in the ENL syllabi, which may have been weighed equally with the Praxis scores by the reviewer.

Supplementing *Knowledge Standards 5.1, 6.1, and 8.1* was addressed by working with content experts in the anthropology and English departments to add new coursework requirements to strengthen the language acquisition foundation of the program. Because the ENL program is primarily housed within the College of Education, no formal proposals had to be presented outside of the college, as was the case with the English revisions. The ENL program lead is revising syllabi to directly and purposefully show alignment to the standards and, as suggested in the *Areas for Improvement* section, the program lead is staying current with the WIDA Consortium.

The primary change adopted by the college, however, is the addition of a focused internship in ENL. Prior to the state visit, candidates were placed in classrooms with high ENL populations, and asked to focus lesson planning and delivery on ENL strategies. The college's field placement department has since identified ENL endorsed teachers in our local schools who will assist us with making placements in classrooms where interventions for second language learners will be the focus of the entire practicum (EDUC 4464).

The program changes illustrated below will lead to a stronger, more focused ENL program, and catalog changes will be submitted to the Curriculum Council for immediate implementation once the PSC approves these changes.

B.4 Program Proposal in Response to Findings:

Recommended Coursework for PSC Program Approval

Modern Language (per state requirements)

ENL CORE:
EDUC 4460 Foundations of ESL
EDUC 4463 ESL Methods
EDUC 4464 ESL Practicum
ENGL 3356 Ethnicity in Literature
EDUC 4494 Student Teaching
ANTH 4450/4455 Introduction to SocioLinguistics/Introduction to Linguistics

ENL ELECTIVES (Choose 1):
ANTH/ENGL 1107 Nature of Language
ENGL 2280 Grammar and Usage

RESPONSE TO STATE REPORT: Idaho State University
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	STND 1	STND 2	STND 3	STND 4	STND 5	STND 6	STND 7	STND 8	STND 9	STND 10
MODERN LANGUAGE										
EDUC 4460		x	x		x	x				
EDUC 4463	x	x	x	x	x	x	x	x		x
EDUC 4464			x	x	x	x	x	x		x
ENGL 3356 (New Requirement)	x									
EDUC 4494 (Focused interventions)	x	x	x	x	x	x	x	x	x	x
ANTH 4450/ENGL4488 (New requirement)	x	x								
ANTH/ENGL 1107 (New elective option)	x									
ENGL 2280 (New elective option)	x									

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Economics

C.1 Unacceptable Sub-Standards from State Report:

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

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Understanding Subject Matter	X		

1.1 The program provides little evidence that teacher candidates possess adequate understanding of basic economic concepts. The students are not required to take a foundational history of economics course that provides background economic knowledge, including but not limited to: culture, values, belief systems, environmental and geographic impacts, labor unions, etc. Foundational knowledge and understanding of economics was not evident in student work. Additionally, based on low enrollment and a low number of passing Praxis II scores, evidence provided was insufficient.

Element	Unacceptable	Acceptable	Target
1.2 Performance Making Subject Matter Meaningful	X		

1.2 Based on a very limited amount of student work samples and evidence, the program provided little evidence the teacher candidates possess the ability to engage students in the application of economic concepts.

C.2 Recommended Action on Economics:
_____Approved
_____Approved Conditionally
__X___Not Approved

Areas for Improvement:
Area 1.1 relies on Praxis II performance data and student teaching artifacts to demonstrate candidate competency. While these are supportive in demonstrating candidate knowledge, actual course lists, syllabi, and content course work samples are needed to adequately demonstrate candidate content knowledge. Additionally, the low number of completers limits the usefulness of the Praxis II scores. The fundamentals of economics are not present in the only required course work for economics. This foundational content is given in an elective economics course, The History of Economics Econ 3323.

C.3 Actions Taken:

As with the ENL program, a low numbers of completers make it difficult to truly know where program adjustments are necessary – particularly when candidates are scoring well on the Praxis II indicating that foundational knowledge is primarily acceptable. The COE recognized the deficit in coursework related to the foundations of economic history and philosophy. Prior to the state's visit, the recommended class, Econ 3323, was a requirement for economic majors only. The college has not produced any economics majors, and so the course syllabi was conspicuously absent during the review.

Proposed program changes include a foundations class now required for *any* candidate seeking an endorsement in Economics, specifically Econ 3306 in place of Econ 3323. Additionally, a personal finance class has been added as a requirement to ensure that candidates have knowledge that will allow them to assist students in directly applying content in a relevant way. The chair of the economics department worked with COE leadership to determine which courses best met candidates' needs according to the state report, and these new requirement will go forward to curriculum council once the PSC reviews the proposed program changes.

The table below is different from the other two programs in that only one standard was found to be in deficit. The economics department worked collaboratively to align knowledge standards and performance evidence to make evident the acquisition of necessary knowledge to meet this one standard.

RESPONSE TO STATE REPORT: Idaho State University
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C.4 Program Proposal in Response to Findings:

KNOWLEDGE	REQUIRED COURSE	EVIDENCE
1. The teacher understands basic economic concepts and models (e.g., scarcity, opportunity cost, productive resources, voluntary exchange, unemployment, supply and demand credit/debt, market incentives, interest rate, and imports/exports).	**Economics 2202** **Economic Way of Thinking:** Students will learn and apply the economic way of thinking, such as marginalism and opportunity costs. Other aspects include applying the basic economic principles, the concept of supply and demand, and why countries trade. **Market Equilibrium and Applications:** Students will understand market efficiency and the impacts of government intervention – included aspects are price floors and price ceilings, consumer and producer surplus, and efficiency. **Producer and Consumer Theory:** The circular flow between firms and households will be a central focus – to understand this, the students will understand the production and cost measures needed to evaluate a market structure. **Market Structures:** Students will compare different market structures – from perfect competition to imperfectly competitive markets.	Student performance on tests and/or quizzes will demonstrate student proficiency. Students' applications of the subject will be demonstrated by analyzing different supply and demand interaction questions – different examples and scenarios will be asked. Shifts versus movement along curves is a central emphasis in this area. In order to assess market outcomes, student should demonstrate proficiency the different types of market structures that exist; the differences and similarities of various market structures will be discussed and graphically analyzed. GERC assessment questions will be used to evaluate the outcomes (see attached document). For these questions, there are three different levels of difficult: easy, medium, and hard.

2. The teacher understands economic indicators (e.g., unemployment, inflation, GDP) in assessing the health of the economy.	**Economics 2201** **Macroeconomic Concepts and Applications:** Students will learn and apply macroeconomic concepts such as scarcity, GDP accounting, unemployment, inflation, real and nominal interest rates, price levels, and fiscal policy. **Fiscal Policy, Monetary Policy, and Policy Implications:** Changes in fiscal policy (e.g., taxes, government spending, changing deficits/surplus) and monetary policy will be studied. Students will study how changes in each are expected to impact outcomes such as unemployment and inflation.	Student performance on tests and/or quizzes will demonstrate student proficiency. Students' applications of the subject will be demonstrated by analyzing applications, scenarios, and examples pertaining to unemployment and influencing factors. GERC assessment questions will be used to evaluate the outcomes (see attached document). For these questions, there are three different levels of difficult: easy, medium, and hard.
3. The teacher understands the functions and characteristics of money.	**Economics 2201** **Fiscal Policy, Monetary Policy, and Policy Implications:** Changes in fiscal policy (e.g., taxes, government spending, changing deficits/surplus) and monetary policy will be studied. Students will study how changes in each are expected to impact outcomes such as unemployment and inflation.	Student performance on tests and/or quizzes will demonstrate student proficiency. Students' applications of the subject will be demonstrated by analyzing different fiscal and monetary policy examples. GERC assessment questions will be used to evaluate the outcomes (see attached document). For these questions, there are three different levels of difficult: easy, medium, and hard.
4. The teacher understands economic systems and the factors that influence each	**Economics 3302** The student understands how	Student performance on tests

system (e.g., culture, values, belief systems, environmental and geographic impacts, and technology).	culture and values influence preferences, and combined with budget constraints determines optimal purchasing options. The student understands how technology and the environment influence production costs and how business firms can make profit maximizing decisions relative to the market in which they operate. The interaction of buyer behavior and seller behavior lead to equilibrium outcomes which students become dextrous in understanding. When market outcomes yield less than optimal solutions, notably market failure, students will understand how government intervention or other institutions can improve outcomes.	and problem set will demonstrate student proficiency. Students will deal with hypothetical and real data to understand production and costs, and the decision making business must consider on tests and problem sets. Students demonstrate proficiency in partial equilibrium and general equilibrium models on tests and assignments. Students knowledge is demonstrated by considering a series of second best situations on tests and assignments.
5. The teacher knows different types of economic institutions and how they differ from one another (e.g., business market structures, stock markets, banking institutions, and labor unions).	**Personal Finance 1115** ***(New requirement)*** Goal 8: Stock markets and banking institutions	Stocks and bonds – see item 7. Banking and financial institutions. The regulatory environment, consumer perspectives and features of bank financial services products, predatory lending, causes and concerns of the unbanked Covered in homework and embedded testing in the following chapters: Chapter 4: Banking and Financial Institutions Chapter 5: Consumer Credit,

		Credit Cards and Student Loans Chapter 6: Credit Bureau Reports and Identity Theft Chapter 7: Auto and Home Loans Insurance appropriate to various life stages covered with Chapter 10, homework, embedded test questions and a homework "Insurance Audit" <u>Business market structures:</u> Embedded Test Questions Exam 3: Organizing and starting a business
6. The teacher understands how economic institutions shaped history and influence current economic practices.	**Economics 2202** **Role of Economic Institutions:** The establishment of the market system will be discussed in class. Other aspects such as financial and economic institutions will be studied and analyzed. Government intervention will be analyzed; both economic and social implications will be studied. Production, consumption, and distribution of goods and services is another area that will be studied. Income distribution and redistributive policies (i.e., government intervention) will be studied in terms of why government intervention is needed. **Economics 3306** ***(New requirement)*** Overview of the academic and	Student performance on tests and/or quizzes will demonstrate student proficiency. GERC assessment questions will be used to evaluate the outcomes (see attached document). For these questions, there are three different levels of difficult: easy, medium, and hard.

	philosophical development of economic thought since its inception to modern times. Readings will come from original sources including Aristotle, Aquinas, Smith, Malthus, Ricardo, Marx, Mill, Marshall, Veblen, and Keynes.	
7. The teacher understands the principles of sound personal finance and entrepreneurship and personal investment.	**Personal Finance 1115** Goal 8 Principles of sound personal finance Entrepreneurship Personal Investment	**Principles of sound personal finance** Student satisfactorily completes three written projects Exhibit A General Education Assessment, career and debt story,Exhibit C General Education Assessment, budget project Homework to include (1) assessing one's credit report and interpreting it. If not credit history, homework discusses how to establish credit responsibly. (2) Exhibit H General Education Assessment-understand ethical and social issues associated with credit Student is assessed with (1) embedded test questions on topics including obtaining and responsibly using credit, mortgages, student loans, insurance and financial planning. (2) Exhibit G test question General Education Assessment - evaluating a hypothetical credit report. **Stocks, bonds and mutual funds:** Gen Ed Assessment Plan

		Exhibit D: Stock Data Analysis. Exhibit E Gen Ed Assessment comparing mutual funds and Gen Ed Exhibit J Assessment Stock and Bond Homework **Entrepreneurship** Students are assessed with questions embedded in exams covering all the options for organizing and starting a business, the pros and cons or organizational forms and funding options. **Personal Investment** Students research online sources of data for common financial assets (mutual funds and stocks), compare the features of a defined contribution and defined benefit retirement plan, develop an understanding of the role of risk and individual risk tolerance in investing decisions, read and research stock and mutual fund data
8. The teacher understands fiscal and monetary policy.	**ECON 3301** Monetary policy Fiscal policy, government spending	Students will actively participate in a Federal Open Market Committee (FOMC) simulation using the most current resources available, including the Beige Book, to prepare and support a monetary policy action. Students will understand how government spending influence aggregate economic activity and unemployment by performance on problem sets

	Fiscal policy, taxes Fiscal policy, deficits and debt	and tests. Students will understand how taxes influence aggregate economic activity by performance on tests and problem sets. Students will work with current data to understand federal budget deficits, the national debt, and the impact of changing demographics on these metrics on tests and problem sets.

Conclusion

The Idaho State University College of Education leadership thanks the Standards Committee and the entire Professional Standards Commission for considering the above changes. It is our strong desire to continuously improve our preparation program in order to best serve Idaho school districts and, most importantly, Idaho's K-12 students. The COE is dedicated to implementing the above changes, as well as others, to meet and exceed the increasingly rigorous requirements set forth by the state in the preparation of educators.

NCATE
National Council for Accreditation of Teacher Education

BOARD OF EXAMINERS Report

NCATE Board of Examiners Team:
Dr. Jerry D. Bailey
Dr. Angela O. Owusu-Ansah
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Dr. Timothy Letzring
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State Team:
N/A

State Consultant:
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NEA or AFT Representative:
N/A

Continuous Improvement Visit to:

IDAHO STATE UNIVERSITY

College of Education
921 South Eighth Avenue
Pocatello, ID 83209
September 20-22, 2015

Confidential

Type of Visit:
Continuing visit - Initial Teacher Preparation
Continuing visit - Advanced Preparation

BOE Report for Continuous Improvement Pathway (Updated May 2013)

Summary for Professional Education Unit

Institution Name:

Idaho State University

Team Recommendations on Meeting Standards:

Standards	Initial	Advanced
Standard 1: Candidate Knowledge, Skills, and Professional Dispositions	Standard Met	Standard Met
Standard 2: Assessment System and Unit Evaluation	Standard Met	Standard Met
Standard 3: Field Experiences and Clinical Practice	Standard Met	Standard Met
Standard 4: Diversity	Standard Met	Standard Met
Standard 5: Faculty Qualifications, Performance, and Development	Standard Met	Standard Met
Standard 6: Unit Governance and Resources	Standard Met	Standard Met

Not Applicable = Unit not reviewed for this standard and/or level

Team Recommendations on Movement Toward Target:

Standards	Initial	Advanced
Standard 1: Candidate Knowledge, Skills, and Professional Dispositions	Not Applicable	Not Applicable
Standard 2: Assessment System and Unit Evaluation	Not Applicable	Not Applicable
Standard 3: Field Experiences and Clinical Practice	Not Applicable	Not Applicable
Standard 4: Diversity	Movement Toward Target (developing or emerging)	Movement Toward Target (developing or emerging)
Standard 5: Faculty Qualifications, Performance, and Development	Not Applicable	Not Applicable
Standard 6: Unit Governance and Resources	Not Applicable	Not Applicable

Not Applicable = Unit did not select this as a target standard

I. Introduction

I.1 Brief Overview of the institution and the unit.

Idaho State University is a public, Carnegie-classified research high and teaching institution located in Pocatello, Idaho. The university serves over 14,000 students on its main and satellite campuses. The institution offers over 250 programs in seven major units: The colleges of arts and letters, business, education, science and engineering, and technology; the division of health sciences; and the graduate school. The student body is 56 percent female. The university is regionally accredited, has a full complement of athletic programs, and features the L.E. and Thelma E. Stephens Performing Arts Center.

The mission of ISU is to advance scholarly and creative endeavors through the creation of of new knowledge, cutting-edge research, innovative artistic pursuits, and high-quality academic instruction; to use these qualities to enhance technical, undergraduate, graduate, and professional education, health

care, and other services provided to the people of Idaho, the nation, and the world; and to develop citizens who will learn from the past, think critically about the present, and provide leadership to enrich the future in a diverse, global society.

The unit is the College of Education. The college is organized into four departments, two of which prepare educators at the initial and advanced levels. These departments offer programs at the the bachelors, masters, specialist, and doctoral level. The head of the unit is the Dean of Education, and she is assisted by an associate dean. The unit in fall of 2015 had 43 faculty members and 511 candidates, 136 at the advanced level and 375 at the initial level.

The unit's mission is "Through excellence in teaching, scholarship, and service, we foster professionalism in all that we do."

Idaho has never been one of the most generous states in its support of higher education. And, as mentioned in Standard 6, ISU suffered losses during the "great recession" from which it has not fully recovered. Complicating the funding issue is that enrollment at ISU declined an average of 1.6 percent annually from 2010 to 2014. While the EPP suffered no more, probably, than any unit, none prospered.

In the midst of the recession in February 2011 the State Board of Education, which governs public higher education in Idaho and acting upon the recommendation of the university president, suspended ISU's faculty senate. This action came after years of academic governance disputes that had culminated in a four-to-one faculty vote of no confidence in the president. The Board in its action also instructed the president to "implement an interim faculty advisory structure," which led to faculty elections for this alternative group in April of that year. The faculty elected virtually the same group that had served in the suspended senate. Central administration, according to the AAUP, declined to consider the initial actions of the provisional senate, refused to give the group the keys to the senate office, and forbid the group's use of university email. The history of disputes on governance issues over years led the AAUP that June to sanction the university for "substantial noncompliance with generally accepted standards of academic governance." Open lines of communication across faculty and administration at all levels are still difficult.

I.2 Summary of state partnership that guided this visit (i.e., joint visit, concurrent visit, or an NCATE-only visit). Were there any deviations from the state protocol?

The State of Idaho does not generally utilize SPA recognition processes. Rather it uses a State approval process for the recognition of programs. At the time of the NCATE team visit, virtually all of the unit's programs were approved.

This NCATE visit was a concurrent visit. A team of 15 State members, led by a senior staff person from the SEA and two of her assistants, trained team members in the approval process, and then the entire delegation reviewed the unit's programs while the NCATE team was on campus. The NCATE team was generally informed regarding what the State team recommendations were going to be. Those recommendations are positive.

The two teams' interactions, though rare, were cordial, helpful, and collaborative. To the NCATE team's knowledge, there were no deviations from the State protocol.

I.3 Indicate the programs offered at a branch campus, at an off-campus site, or via distance learning? Describe how the team collected information about those programs (e.g., visited selected sites, talked to faculty and candidates via two-way video, etc.).

The unit has several on-line advanced programs and a number of blended programs at the initial and advanced levels. Faculty from the satellite campuses traveled to the main campus and participated in the

onsite review. Team members viewed on-campus distance learning sites and interviewed branch campus faculty.

I.4 Describe any unusual circumstances (e.g., weather conditions, readiness of the unit for the visit, other extenuating circumstances) that affected the visit.

II. Conceptual Framework

The conceptual framework establishes the shared vision for a unit's efforts in preparing educators to work effectively in P–12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework is knowledge based, articulated, shared, coherent, consistent with the unit and institutional mission, and continuously evaluated.

II.1 Provide a brief overview of the unit's conceptual framework and how it is integrated across the unit.

The unit's Conceptual Framework at Idaho State University reflects the "Discover Opportunity" mission of the university. This mission has four themes: Learning and Discovery, Access and Opportunity, Leadership in the Health Sciences, and Community Engagement and Impact. From these flow the College of Education's vision and mission. The unit is comprised of the EPPs in two of the four departments within the college.

The college's vision is "Building on a tradition of excellence, we will work to continuously improve the education we offer." Its mission is "Through excellence in teaching, scholarship, and service, we foster professionalism in all that we do." The mission has five themes. They are:
1. We prepare and support professionals who are ethical and reflective and known for the quality of their work.
2. We provide recognized leadership in the support of our students, professional partners, and those who employ our graduates.
3. We promote a culture of caring, respect, and intellectual rigor within our college and beyond.
4. We foster collaborative relationships with the schools, communities, and professional organizations that we serve.
5. We advance our understanding of the professions we serve and the application of that understanding in practice.

The EPP's guiding values and beliefs promote a culture of learning through care, respect and rigor; foster collaborative relationships to maximize learning; and, prepare and support education professionals who are ethical and reflective.

The unit strives to reach for its vision and live by its mission while operating within a regulated State educational system.

III. Unit Standards

The following pages contain a summary of the findings for each of the six NCATE unit standards.

Standard 1

Standard 1. Candidate Knowledge, Skills, and Professional Dispositions

Candidates preparing to work in schools as teachers or other school professionals know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

1.1 Overall Findings

What did the evidence reveal about the unit continuing to meet this standard?

Candidate assessment data revealed that candidates met institutional and state standards for content knowledge at various points during their program. GPA minimum (2.75) and Praxis I exam minimums were required at admission. Also, candidates entering the student teaching internship had the required content area GPA and had passed the Praxis II test specific to their certification area. Pedagogical content knowledge standards were met though the assessments that were addressed by the State Standard 7. Data presented evidence that candidates, in their candidate internship met and exceeded these standards in multiple assessments, including the Teacher Work Sample II (TWS II), where 99 percent of candidates were at acceptable or target levels.

The unit provided examples of how candidates considered school, family, and community contexts in beginning coursework. In EDUC 2204, teacher candidates identified and discussed research-based options for connecting schools, families, and communities in the Partnership Presentation. In this assessment, 51 percent of students met the target, and 42 percent were rated acceptable. Candidates were then assessed again, during their pre-internship and internship semesters, on their connection to the context of the classrooms in which they were placed. In the Teacher Work Sample 1 (pre-internship semester), 69 percent were at target, and 27 percent were rated acceptable; these scores had improved in the TWS 2 (internship), with 91 percent meeting target and nine percent rated acceptable. Additionally, candidates reflected on their practice in the TWS 1 and TWS 2 with both "inaction" and "on-action." Scores demonstrated candidate improvement as they moved throughout the program, with 71 percent meeting target in the TWS 1 and 89 percent in the TWS 2 (in-action) and candidates increasing from 56 percent for the TWS 1 to 89 percent (on-action) for the TWS 2.

Teacher candidates in initial programs focused on student learning and demonstrated this through various assessments. In particular, in the former Teacher Work Sample and the Teaching and Learning Plan I and II, candidates documented their effectiveness and impact in fostering P-12 student learning through candidate-created assessments related to learning targets. Teacher work sample data demonstrated that candidates met institutional standards in the design and implementation of instructional plans, the assessment of student learning, and the ability to reflect critically on their teaching effectiveness. The Teaching and Learning Plan required candidates to document their proficiency related to the four domains of the State mandated Danielson Framework for Teaching: planning and preparation, the learning environment, instruction, and professional responsibilities.

Moreover, work sample data presented evidence of growth in candidate pedagogical and professional knowledge and skills from the first work sample to the second. Data from work samples similarly identified that candidates were able to plan, teach, assess student learning and conduct themselves in a professional manner. For example, candidates, on average, showed a positive impact on student learning as indicated by the percentage of their students showing improvements from the pre-assessment to the post-assessment on achievement targets. Data from exit interviews demonstrate that candidates are well prepared as judged on the five dimensions taken from the unit's standards for beginning teachers: verbal communication, professionalism, attitudes, thinking skills, and judgment.

According to the unit's assessment plan, candidates are evaluated on their dispositions at multiple points in their programs. All applicants for admission to initial teacher education programs must complete an admission interview. The interview assessed each candidate's prerequisite dispositions and skills based on five criteria: professionalism, communication skills, attitudes, thinking skills, and judgment. All current teacher candidates were judged to qualify for admission based on the interview performances. In addition, data from the Instructor Recommendation Evaluation measured dispositions prior to admittance. Of those admitted, 100 percent met the targets related to Professional Commitment and Responsibility.

Prior to and during the Student Teaching Internship, candidates were evaluated through a discretionary assessment, the Professional Progress Report (PPR), submitted by course instructors. The PPR has 14 standards-linked dispositional dimensions that are rated using three-point descriptive scales. The PPRis used to commend student dispositions or to recommend areas of needed improvement. In 2012-2013 only 9 (18.8 percent) of the 48 PPRs reported concerns and/or recommended improvements. Thirty-five PPRs (72.9 percent) were used to identify positive achievements, and four (8.3 percent) were used for both purposes. During their program coursework, candidates were also assessed on dispositional standards through the following assessments: Philosophy Paper, Classroom Management Case Analysis, and the Teacher Work Sample I and II.

Follow-up surveys asked alumni and principal/employers to respond to candidates' performance in relation to professional dispositions. Per the unit's assessment system, in earlier years advanced school leadership candidates' knowledge and skills were assessed through a cycle of standards-based assessments, educationally-based scenarios, and classroom presentations. Standards-based rubrics now assess candidates' knowledge, skills, and dispositions at the end of every course. Faculty use documentation and feedback from clinical placements to help determine candidates' ability to apply knowledge to practice in operational settings. A case study requires candidates to resolve complex school problems using acquired knowledge, skills, and dispositions. Annual assessment data indicates that school leadership candidates consistently meet standard indicators at the target or acceptable target levels. Interviews did reveal that leadership candidates' special education content knowledge was not at the highest level.

Candidate knowledge of learner, family, and community needs is assessed and documented through standards-based assignments, course discussions and clinical placement portfolio entries. Candidates are required to review, analyze, and apply current research to complex educational problems and to apply that research during the case study and clinic placement assignments. Candidates integrated technology into professional practice as part of course and clinical placement assignments. Data regarding candidate use of technology are gathered in multiple courses. Faculty use assignment rubrics to assess candidate's ability to integrate technology to facilitate learner engagement and achievement. Candidates log standards-based experiences and provided relevant examples of the application of standards during clinical placements.

Advanced program candidates are assessed on understanding and demonstrating pedagogical and professional knowledge and skills. The educational leadership program utilizes portfolios from internships and practicums to assess candidates' abilities for creating effective learning environment and building upon the developmental levels of P-12 students. Candidates in the elementary and secondary M.Ed. programs use capstone projects to document their impact on student learning. According to the IR and interview data, all courses emphasize topics and assignments that support a positive learning environment for all learners. Candidates develop vision and belief statements, supervise lesson presentations, develop a school-wide discipline plan, and formulate a school budget as examples of course activities that support a positive learning environment for students. Candidates complete clinical placements; they work with different age-level students at the elementary, middle, and high school levels. All advanced level courses include topics and assignments that support a positive learning

environment for all learners. During clinical placements, candidates invest time fostering positive learning environments for all students and assess the impact of administrative decisions on student learning. Candidates are provided with educational situations specific to diverse learner characteristics at all educational levels and provided research-based rationale to support decisions impacting learners at that level. Candidate decisions are assessed according to the developmental needs of the learners. Candidates complete clinical placements at the elementary, middle, and high school levels. Candidates collect, analyze and use diversity data in their clinical placements to address the unique learning needs of all students. Courses incorporate educational diversity topics into class discussions, assignments, and assessments. Courses aim to help candidates understand how policy guides their work as leaders. Candidates are required to justify their educational decisions based on existing policy, using standards-based rubrics that assess candidate's understanding of those education policies. Even given all of the emphases on student learning in candidates' programs, program completers in interviews stated that they needed more expertise working with special education populations and issues.

Candidates in clinical placements are required to know and follow existing school policies. Dispositions are highlighted in course syllabi and emphasized in course discussions as essential to educational effectiveness. Dispositions are continuously assessed by faculty via course assignments and during professional interactions using standards-based rubrics and during clinical placements by on-site supervisors. Candidates provide evidence of meeting dispositional standards, such as acting ethically and with integrity and fairness via field placement documentation and when responding to class-based situations. Candidates draft a vision statement and demonstrate, via peer evaluations that they incorporate strategies that promote fairness and a belief that all students can learn. Documentation of clinical experiences reveal candidate dispositions toward student learning. Clinical coordinators interview on-site supervisors to assess dispositional levels. Dialogue during course discussions and clinical placements reinforce candidates' awareness, understanding, and commitment to student achievement. Candidate dispositions are evident in their written responses and oral presentation on the capstone project. Candidates in clinical placements submit evidence of interactions with students, families, and communities. Candidates are required to attend school and community events, school board meetings, and extracurricular events where candidates interact with key educational stakeholders. Documentation of these interactions is submitted for class assignments. Candidates also develop a comprehensive school community relations plan.

In summary, knowledge and skills for other school personnel (OSP) are demonstrated through syllabi, rubrics, and the narrative in the IR. Candidates are assessed through a cycle of standards-based assessments, case studies, and classroom presentations. OSP syllabi indicate that standards-based rubrics are used to assess candidates' knowledge, skills, and dispositions at the end of every course. The program utilizes a case study method, which requires candidates to resolve complex school problems using acquired knowledge, skills, and dispositions. Unit programs were subjected to a standard based review with careful evaluation of the IR and all submitted exhibits related to the preparation of candidates to work in schools as teachers or other school professionals. Special attention was given to on-campus interviews with faculty, administrators, candidates, and program completers, and a review of assessments. The team found that candidates met professional, state, and institutional standards. Unit measures demonstrated evidence and trends supportive of continuous improvement. The IR and exhibits documented focused and assessment-driven continuous improvement strategies and actions by program leaders and faculty. The intentional alignment of the unit's curriculum and instruction with state and institutional standards was evident in all programs.

1.2 Moving Toward Target or Continuous Improvement

Please respond to 1.2.a if this is the standard on which the unit is moving to the target level. If it is not the standard on which the unit is moving to the target level, respond to 1.2.b.

1.2.a Movement Toward Target.

Based on the criteria for Movement Toward Target, provide a summary of the unit's performance.

1.2.b Continuous Improvement.

What activities and outcomes demonstrate that the unit has been engaged in continuous improvement?

For initial and advanced programs for teacher candidates, and in response to changes in requirements at the state level, faculty developed new assessments and realigned or revised existing assessments to meet new standards and requirements. The unit compared the new standards to the older Idaho Core Teacher Standards (ICTS), which were adopted by the College of Education in 2005 along with three additional standards.

New requirements emerged in 2008 that all teachers were expected to meet the requirements defined in State Board rule (08.02.02: Rules Governing Uniformity) and outlined in the Outline of State-Specific Core Teaching Requirements for Program Approval. These new requirements and state mandated assessments served to inform the conceptual framework, coursework, fieldwork, and practical experiences to reflect current practice.

These requirements included the Idaho Comprehensive Literacy/ELA Common Core Instructional Shifts Assessment, Technology Assessment, Mathematics Common Core Instructional Shifts and Mathematical Thinking for Instruction (MTI), and Clinical Practices and Summative Performance Assessment. Praxis Core Academic Skills for Educators Tests measured academic skills in reading, writing and mathematics. These tests were designed to provide comprehensive assessments that measured the skills and content knowledge of candidates entering teacher preparation programs. The Core Reading test required the integration and analysis of multiple documents. The Core Writing test assessed both argumentative writing and informative/explanatory writing, and assessed strategies for revising and improving text. The Core Mathematics test included numeric entry and multiple choice questions that tested mathematical reasoning.

The unit created a Moodle course to help prepare identified candidates. The intent of the Moodle course was to provide familiarity with the exams and provide a resource to students taking them. During the summer 2013, faculty worked to bring the Teacher Work Sample I and II into alignment with new standards and state requirements for clinical work based on the Charlotte Danielson Framework for Teaching (FfT).

The State of Idaho suggested the adoption of a 21st Century Lesson Plan Template for classroom teachers to follow; this template was incorporated into the unit assessments and was renamed the Teaching and Learning Plan I and II (TLP I and TLP II). The TLP I was piloted in the on-campus based EDUC3309 (pre-internship) courses during the 2013-2014 school year and was adapted based on faculty/student input. It was fully adopted as the assessment of pre-internship clinical work for the 2014-

2015 academic year. Faculty viewed it as a better indicator to use, as it would better prepare candidates for the use of the State mandated Common Summative Assessment and Individualized Professional Learning Plan, which were adopted as summative assessments of performance in the Student Teaching Internship course. Both assessments were based on the Charlotte Danielson Framework for Teaching.

At present, student teaching interns complete the TWS II assessment or the TLP II, based on when they completed their pre-internship semester (EDUC 3309). In the student teaching internship, the unit piloted a TLPII that requires much more autonomy and purpose and requires significantly less scaffolding than the TLP I in selecting and justifying artifacts that show evidence of proficiency on the Framework for Teaching. The pilot TLPII should be revised and in place for use in the 2015-2016 academic year. Along this same line, most of the curricula, assessments, guidelines and rubrics for the developmental coursework building to the Student Teaching Internship were revised to include instruction and assessment in the Common Core State Standards Instructional Shifts and the Framework for Teaching as appropriate.

An additional area of planned improvement is the development of a more intentional scope and sequence within the coursework. Candidates do not receive common instruction (in Core coursework) in assessment until their pre-internship. Most methods courses (which are not core teacher education courses, but are program specific) provide instruction about assessment specific to course content.

A committee has been formed to reorganize coursework and propose a more coherent scope and sequence of coursework, which begins with assessment and planning, so that these topics and concepts can be integrated into more courses and be implemented throughout the rest of programs. A new Online Teaching Endorsement has been added that will expand access to and interest in the master's degree programs in Instructional Technology, Elementary Education, and Secondary Education. The unit is also developing another advanced endorsement program, Mathematical Consulting, for the improvement of outreach into public schools across the region. That endorsement is expected to begin accepting students as early as the fall of 2015.

Additionally, a faculty committee is working to develop a new degree program, the Masters of Arts in Teaching (MAT), that will be an addition to the current accelerated certification program and allow qualified college graduates to work toward initial certification, while earning a master's degree. Development of this program will allow the unit to tap into and contribute to the quality of the estimated 40 percent of teachers in Idaho who enter teaching via an alternative pathway.

Faculty have developed standards-based outcomes and assessments for each course in the unit's current programs. Assessment data and faculty perceptions of candidate progress and program quality are reviewed at program area meetings. When significant program revisions are identified, faculty involve regional practitioners in the development and improvement of program design and course outcomes.

1.2.b.i Strengths.

What areas of the standard are being addressed at the target level?

NO EVIDENCE	MOVING TOWARD TARGET		AT TARGET
	EMERGING	DEVELOPING	ATTAINED
Clear, convincing and sufficient evidence was not presented to demonstrate that the unit is performing as described in any aspect of the target level rubric for this standard. ***AND*** There are no plans and timelines for attaining target level performance as described in the unit standard.	Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in some aspect of the target level rubric for this standard. ***OR*** There are plans and timelines for attaining and/or sustaining target level performance as described in the unit standard. [BOE specifies which is present and which is not in their findings.]	Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in some aspect of the target level of the rubric for this standard. ***AND*** There are plans and timelines for attaining and/or sustaining target level performance as described in the unit standard.	Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in all aspects of the target level rubric for this standard. ***AND*** There are plans and timelines for sustaining target level performance as described in the unit standard.

1.3 Areas for Improvement and Rationales

1.3.a What AFIs have been removed?

AFI	AFI Rationale
The unit does not ensure that candidates for other school professional roles are able to create positive environments for student learning and understand and build upon the developmental levels of P-12 students with whom they work. ADVANCED ONLY	A review of educational leadership coursework and faculty and candidate interview data presented evidence that instruction and course content were devoted to the development of the skills, knowledge, and dispositions necessary to establish and sustain positive educational environments. Evidence was presented that candidates were systematically assessed via class and clinical experiences regarding their ability to create and sustain positive learning environments.
Professional dispositions are not systematically assessed at the advanced level. ADVANCED ONLY	A review of course syllabi, class assessments, assignment rubrics, assessment reports, program handbooks, and course evaluation instruments presented evidence that school leadership and other advanced program candidates' professional dispositions were systematically assessed through faculty observations, and during class and clinical activities.

1.3.b What AFIs are continued from last visit?

AFI	AFI Rationale

1.3.c What new AFIs are recommended?

AFI	AFI Rationale

1.4 Recommendations

Level	Recommendation
Initial Teacher Preparation	Met
Advanced Preparation	Met

Target Level

Level	Recommendation
Initial Teacher Preparation	Not Applicable
Advanced Preparation	Not Applicable

Standard 2

Standard 2: Assessment System And Unit Evaluation

The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the performance of candidates, the unit, and its programs.

2.1 Overall Findings

What did the evidence reveal about the unit continuing to meet this standard?

The unit has an assessment system, which has been in transition since 2013, and to date, has focused primarily on candidate assessment. The reconstruction of the assessment system involves reorganizing assessment functions among three information technologies, namely a database-relational system, a portfolio aligned with multiple-standards software, and Excel, respectively. Currently, FileMakerPro (FMP), the relational database, serves as the unit's primary information technology, and most recently, TaskStream provides candidates a portfolio of key assessments aligned with multiple-standards. According to the unit's TaskStream Implementation Timeline plan, the system continues to evolve to incorporate TaskStream in assessing initial and advanced candidates on multiple professional standards and admission requirements and to create a comprehensive integrated technological assessment system. Currently, the assessment system aligns the initial candidate proficiencies based on Danielson's work with the State of Idaho's Teacher Education Preparation Program Standards (also based on Danielson) and the national Interstate New Teacher Assessment and Support Consortium (InTASC) standards. The initial key assessments have been transferred from FMP and are being assessed in TaskStream, beginning with the 2014-2015 academic year. The advanced educational administration program has rubrics for key assessments aligned with Interstate School Leaders Licensure Consortium (ISLLC) standards. For advanced programs in school counseling and speech therapy, assessments are aligned with Council for Accreditation of Counseling and Related Education Programs (CACREP) and American Speech-Language Hearing Association (ASHA), respectively. There are plans to transfer and assess advanced key assessments into TaskStream. Current initial candidates, most faculty, and program assessment coordinators affirm their access and use of TaskStream to monitor candidate performance. According to the former associate dean and program assessment coordinators, data analysis and synthesized results in report form are shared with faculty who reflect on and use the data to make course level decisions.

To reduce bias and increase fairness, rubrics are used in initial and advanced programs, as evidenced in TaskStream for initial candidates and confirmed by university supervisors and advanced and initial candidates interviewed. University supervisors, school principals, and anti-bias training material provided evidence of regular workshops on reducing bias conducted for cooperating teachers. University supervisors and principals spoke about training they receive in assessments and assessment language,

increasing their efficacy and accuracy in unit assessment expectations. Advanced and initial candidates attributed, in part, fairness in assessments to availability of faculty, and university supervisors stated that assigned faculty mentors contribute to their ability to be fair in assessing candidates. Advanced candidates, school principals, and university supervisors believe that the Danielson framework standardizes instruction and learning and reduces bias. Advanced programs have pairs or teams of faculty assess select assignments to heighten inter-rater reliability and increase consistency and accuracy. Assessor guidelines have been written for most assessments to ensure scoring accuracy and consistency. For initial programs, core teacher education instructor teams meet regularly to review assessment guidelines, scoring rubrics, and assessor guidelines for the core teacher education assessments. Each course team leader or program assessment coordinator conducts periodic rater training to foster inter-rater agreement. Instructors also exchange sets of performance assessments completed by candidates and independently score them to examine the consistency of their ratings. For the advanced programs, similar efforts are planned and underway for the core master of education assessments.

The unit assesses initial and advanced candidates multiple times in multiple forms. Cooperating teachers, partnering principals, faculty, and initial candidates affirmed that initial candidates are assessed on standards in every course multiple times by faculty, who assess candidates on knowledge, and cooperating principals and teachers, who during clinical experiences assess candidate performance relative to the standards. Examples of multiple forms of initial assessment include admission interviews, PRAXIS I skills, PRAXIS II subject matter, portfolio entries, teacher work samples, and surveys. Initial candidates are also assessed at four key transition points at admission, clinical placement, qualification for producing a clinical capstone, and program completion. Advanced candidates in licensure programs have admission, entry to clinical, exit from clinical, program completion and after program completion as transition points. Non-licensure advanced candidates also have five transition points: admission, completion of coursework, portfolio or practicum, comprehensive exam and dissertation, and graduate surveys. Evidence of multiple assessments were found in initial programs in TaskStream, and multiple assessments for advanced programs were found in both FileMakerPro and faculty Excel summaries.

The unit's assessment system is, or has been, maintained, evaluated, and refined by the program accreditation coordinators, the associate dean, the assessment coordinator, and the former associate dean, who managed the system prior to 2014. The associate dean and assessment coordinator are in charge of data management; preparation of annual assessment reports on candidate performance; assessments and reports on unit operations; assessment of unit operations and program assessment plans; and, follow up surveys on the success of program graduates. The unit conducts studies on reliability, validity, and fairness of common performance assessments when new assessments are designed and implemented, as evidenced by assessment records, publications, and the former associate dean. According to the dean, the associate dean, and program accreditation coordinators, during the transition years 2014-2015 the responsibilities for assessment, which included working in consultation with members of the professional community including professionals from other colleges, practicing P-12 educators, Graduate Studies Committee, and the Teacher Education Core Assessment Committee, have been in flux. For instance, the Teacher Education Core Assessment Committee had been dissolved, and in its place are program-based committees.

The context is complicated by the history of assessment and accreditation personnel in the unit. Historically, an associate dean had been the director of assessment. He maintained a relatively comprehensive set of some data on FileMakerPro. He resigned his associate deanship at the beginning of the spring semester 2013; however, he maintained his title as assessment director and professor until the end of academic year 2014-2015. A new associate dean, hired from the State Department of Education, came on board early in the spring semester of 2014. At the end of the fall semester 2014, the NCATE coordinator unexpectedly left the university. The new associate dean assumed the NCATE coordinator's role in addition to her other responsibilities. The work of assessment coordinator fell to an interim from May 2015 until September 2015 when she was named coordinator. The processes for the assessment

system are partially, as a result, a work in progress.

There was documented evidence of collaboration in assessments review among the internal and external stakeholders prior to the transition years. There was evidence of the 2008 assessment plan tentatively providing governance and maintenance of the system, and the emergence of the current assessment plan's implementation. According to the documentation, the accreditation coordinators, and the dean, assessment plans have been developed for initial and advanced programs in general, and also for each program. Faculty who serve as program assessment coordinators are assigned to monitor each program's plan on candidates' meeting core state standards. However, some programs, such as the Early Childhood Education programs, the Music Education program, and the revised Special Education program do not require their candidates to complete all of the core teacher education courses and therefore, do not require their candidates to pass all of the core teacher education assessments. The plans have a heavy emphasis on the initial teacher education programs but minimally address the advanced education programs in school counselor education, school psychology, speech, and educational leadership.

A unit assessment plan for advanced programs was not available. Annual reports are generated based on the focus of the program assessment plans. An assessment report for 2014 exists for the advanced master's degree program in elementary and secondary education, but not for all advanced programs.

The unit has a system in place for candidates' formal complaints or grievances associated with academic issues as well as a system for candidates with nonacademic complaints/grievances. Formal complaints are handled in a manner consistent with university policy. University policy procedures for informal and formal complaints are also outlined in the College of Education post on the intranet. The document is also available to candidates from the College of Education Advising Center. Advanced candidates believe the advantage of having small classes enabled them to approach faculty with complaints or to address complaints with their advisors. Candidates, alumni, faculty, the advising center, and the dean provided evidence of managing candidate complaints systematically.

There is evidence that the unit collects initial and advanced data annually, or at other designated times, from key/common assessments and completes a variety of assessment reports at the course level. However, the process that is used to collect, compile, aggregate, summarize, and analyze the data during this period of transition is not clear in a unit assessment plan. The changes made in programs (initial and advanced) and unit operations are not systematic, nor based on data collected and analyzed by the assessment system. The system is designed to report analyzed data at the program and unit level. At the unit level, the unit does not have an established follow-up on the data generated. At the program level, program coordinators facilitate faculty course-related reflections and course changes based on the data from the assessment system. However, the course level reflections and changes do not systematically impact or inform improvements made in the program and the unit.

2.2 Moving Toward Target or Continuous Improvement

Please respond to 2.2.a if this is the standard on which the unit is moving to the target level. If it is not the standard on which the unit is moving to the target level, respond to 2.2.b.

2.2.a Movement Toward Target.

Based on the criteria for Movement Toward Target, provide a summary of the unit's performance.

2.2.b Continuous Improvement.

What activities and outcomes demonstrate that the unit has been engaged in continuous improvement?

The unit has currently enhanced its technological component of the assessment system by adding TaskStream to existing technologies, FilemakerPro and Excel. An important aspect of the unit's assessment system is the ongoing development and continuous improvement of its data management system. At present, the unit plans to continue to expand and to improve their FileMakerPro databases, the integration of TaskStream, and supportive role of Excel. As the institution moves forward with its assessment system transition the plan is to take advantage of new opportunities to increase the relational organization of candidate information and performance assessment data. The unit plans to revise their data management system periodically to take advantage of changes in information technology and develop systems that help the unit produce initial and advanced graduates, proficient in unit, state, and national professional standards.

External sources, such as NCATE and state program reviews, provide feedback that informs continuous improvement decisions of the unit. Internal sources, also impact unit change. For example, according to the advanced candidates, advanced program alumni expressed internships of 400-600 hours were prone to decrease in the quality of the experience. The unit responded by changing the internship hours to 260. Additionally, principals of partner K-12 schools were dissatisfied with the process used to place candidates in internships. The dean and the principals have designed a more streamlined candidate placement process in response to the principals' concerns.

The former associate dean of assessment conducts credibility evidence analyses, and reliability/validity studies on newly developed and implemented assessments. The results are published in journals and presented at conferences. The unit has at its disposal valid and reliable values of its assessment.

The unit's assessment system is currently in transition, with the intent to mature and continuously improve, by merging the best of the old system and the new.

2.2.b.i Strengths.

What areas of the standard are being addressed at the target level?

Criteria for Movement Toward Target

NO EVIDENCE	MOVING TOWARD TARGET		AT TARGET
	EMERGING	DEVELOPING	ATTAINED
Clear, convincing and sufficient evidence was not presented to demonstrate that the unit is performing as described in any aspect of the target level rubric for this standard. ***AND*** There are no plans and timelines for attaining target level performance	Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in some aspect of the target level rubric for this standard. ***OR*** There are plans and timelines for attaining and/or sustaining target level performance as	Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in some aspect of the target level of the rubric for this standard. ***AND*** There are plans and timelines for attaining and/or sustaining target level performance as	Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in all aspects of the target level rubric for this standard. ***AND*** There are plans and timelines for sustaining target level performance as described in the unit

as described in the unit standard.	described in the unit standard. [BOE specifies which is present and which is not in their findings.]	described in the unit standard.	standard.

2.3 Areas for Improvement and Rationales

2.3.a What AFIs have been removed?

AFI	AFI Rationale
With the exception of the Master's in Literacy and School Psychology programs, the unit does not systematically collect and analyze data for program and unit improvement at the advanced level. ADVANCED ONLY	The unit has a system in place designed for the systematic collection and analysis of data for advanced programs. The unit collects and analyzes data for program and unit monitoring at the advanced level.
Technology is not used to support the systematic collection and analysis of data for some programs at the program and unit levels. ADVANCED LEVEL	Technology is used to support the collection and analysis of data for advanced programs at the program and unit level.

2.3.b What AFIs are continued from last visit?

AFI	AFI Rationale

2.3.c What new AFIs are recommended?

AFI	AFI Rationale
The unit has not used data from the assessment system to make systematic program and unit improvements.	Although the unit reflects on data generated by the unit assessment system to make some course-level changes, there is no evidence that changes at the initial and advanced program and unit levels are systematically based on the data collected by the unit's assessment system.

2.4 Recommendations

For Standard 2

Level	Recommendation
Initial Teacher Preparation	Met
Advanced Preparation	Met

Target Level

Level	Recommendation
Initial Teacher Preparation	Not Applicable
Advanced Preparation	Not Applicable

Standard 3

Standard 3: Field Experiences And Clinical Practice

The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn.

What did the evidence reveal about the unit continuing to meet this standard?

The unit continues to provide field experiences and clinical practice programming that is informed and supported by the unit and school districts. This programming helps ensures that graduates are able to meet effectively State teaching standards and licensure requirements, and have the dispositions needed to help all students learn. The unit maintains both unofficial partnerships with schools that agree to host candidates and with official Partnership Schools. The Partnership Schools are four elementary schools, one middle school, and two high schools in the Pocatello/Chubbuck School District. Partnership Schools enter into an MOU after both the unit and the school come to agreement on a Partnership School Plan. In the plan, the unit specifies the required criteria needed for the partnership, and the school provides information on what it hopes to gain from the partnership. Partnership Schools must provide demographic information related to their levels of diversity, both among the student body and the teaching staff. Official Partnership School agreements expire after three years at which time the school must reapply, if it wishes to continue the relationship with the unit.

Throughout the initial program 16-week student teaching internship, the CTs and university supervisors (USs) observe and evaluate candidates six times each for a total of 12 observations; they provide oral and written feedback for each candidate. Prior to candidates taking full control of the classroom, candidates and CTs are encouraged to co-teach as much as possible. Candidates are also required to attend three full day seminars during their student teaching internship. The first seminar focuses on topics that will assist candidates in having a successful internship, the second focuses on the Idaho Core Standards, and the third is dedicated to assisting candidates with licensure and securing a teaching position. Candidates also meet on a weekly basis throughout their internships to receive assistance on resumes, interviewing training, and other job ready skills. While hours vary in length among advanced programs, candidates at this level must complete and defend a Capstone Project and complete their internships. They are supervised by both school personnel and university faculty. The internship is educational leadership is 260 clock hours in length.

Candidates and school administrators interviewed agreed that the unit ensures that field experiences appropriately scaffold preparation and experiences so that candidates are well prepared for their internship. As the district has experienced a severe teacher shortage, several candidates from the unit have been hired as "Emergency Hires" in conjunction with their internship. In all cases presented, school principals cited the candidate's level of preparation and demonstrated competencies in dispositions as the reason for these extraordinary measures. Feedback from school principals indicates that many candidates, particularly those who have served as emergency hires, have been offered full contracts by the schools in which they have interned.

Interviews with administrators from Partnership Schools revealed that the partnerships also provided valuable opportunities for the schools themselves. In a number of cases, professional development in line with the vision and mission of the unit has been provided for the Partnership Schools and Cooperating Teachers (CTs). Because of the partnership, Other School Personnel are able to access the unit's on-campus resources as needed, and staff members have been able to complete advanced degrees. Candidates in advanced programs confirmed that the arrangements helps to ensure that school partners are able to both inform the work of the unit and be informed by it as well.

The unit exemplifies the reflective component of its CF by utilizing multiple informal feedback loops to make improvements in its placement process, placement procedures, communications; it assists the unit in the determination of changes to coursework and course requirements. These actions do not reflect a unit-wide system of overall collaborative policy, structure, process or assessment. Interns do complete evaluation surveys for their cooperating teachers, their university supervisors, and the overall program. The surveys ask candidates to rate the effectiveness of their programs in preparing them to teach. CT surveys, Clinical Supervisor (CS) surveys, and a Building Partnership Survey also provide information

that the unit uses to help determine the efficacy of the candidate preparation program. Numerous files in both TaskStream and FileMakerPro show examples of completed surveys and aggregated data from candidates, CTs, school principals, and university staff. It is not clear that decisions have been made from the data.

In discussions with current initial and advanced candidates, graduates, and staff, it is clear that there are feedback loops. When pressed to speak about formal protocols that extend beyond the evaluation surveys, all stated that, while they did not know of other formal protocols, they believed that they are able to give actionable input through direct contact with any staff member of the unit. Further, they believe that changes have been made based on their input. Both staff and candidates from distance learning programs were particularly confident about their ability to impact change despite lack of formal protocols and their remoteness from the main campus. Although changes in field experiences and clinical experiences for candidates may have been made, it is not clear that they are really data based, fully vetted, informed, and part of the unit's assessment system.

Cooperating teachers must have three years of teaching experience, licensure in the area in which they teach, and must be recommended by their principal. A unit-developed CT Seminar is offered annually. As the unit has begun to adopt the Charlotte Danielson Framework for Teaching (FfT), CTs must either be trained in the FfT, or be willing to be trained in the FfT, in order to serve as CTs for the unit. Twenty hour on-line training in the FfT has also been provided to university supervisors (USs) as part of their professional development. Expectations and requirements for candidates, CTs, USs, and school administrators are specifically itemized in the Teacher Education Field Experience Handbook.

3.2 Moving Toward Target or Continuous Improvement

Please respond to 3.2.a if this is the standard on which the unit is moving to the target level. If it is not the standard on which the unit is moving to the target level, respond to 3.2.b.

3.2.a Movement Toward Target.

Based on the criteria for Movement Toward Target, provide a summary of the unit's performance.

3.2.b Continuous Improvement.

What activities and outcomes demonstrate that the unit has been engaged in continuous improvement?

The unit has adopted Core Standards for Beginning Teachers. In identifying the standards, the unit has also developed comprehensive assessments that provide the feedback and scaffolding that candidates need to successfully exit from the program. In adopting the Charlotte Danielson Framework for Teaching, the unit is incorporating the teaching methods and exemplars that are needed for continued improvement for candidates, CTs, USs and the unit itself. CTs, School Principals and USs are expected to participate in FfT training so that they are able to effectively evaluate and advise candidates throughout their internship. The training requires participation in live sessions, on-line sessions and completion of a variety of reading reviews. CTs who have served previously report that the transition to the FfT has been challenging at times, but both the CTs and school principals agree that the end-of-internship conferences have been much improved by the ability to use a common language in discussing candidate performance. The unit has also moved the data collection system to TaskStream.

This new system allows student coursework as well as evaluations, reports, and outcomes to be reported

in a manner that can inform continuous feedback needed for course, program and unit improvement. At this time, examples of various data points available in the exhibits provide a basic template for what is possible when TaskStream becomes fully utilized.

3.2.b.i Strengths.

What areas of the standard are being addressed at the target level?

Criteria for Movement Toward Target

NO EVIDENCE	MOVING TOWARD TARGET		AT TARGET
	EMERGING	DEVELOPING	ATTAINED
Clear, convincing and sufficient evidence was not presented to demonstrate that the unit is performing as described in any aspect of the target level rubric for this standard. ***AND*** There are no plans and timelines for attaining target level performance as described in the unit standard.	Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in some aspect of the target level rubric for this standard. ***OR*** There are plans and timelines for attaining and/or sustaining target level performance as described in the unit standard. [BOE specifies which is present and which is not in their findings.]	Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in some aspect of the target level of the rubric for this standard. ***AND*** There are plans and timelines for attaining and/or sustaining target level performance as described in the unit standard.	Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in all aspects of the target level rubric for this standard. ***AND*** There are plans and timelines for sustaining target level performance as described in the unit standard.

3.3 Areas for Improvement and Rationales

3.3.a What AFIs have been removed?

AFI	AFI Rationale

3.3.b What AFIs are continued from last visit?

AFI	AFI Rationale

3.3.c What new AFIs are recommended?

AFI	AFI Rationale

3.4 Recommendations

For Standard 3

Level	Recommendation
Initial Teacher Preparation	Met
Advanced Preparation	Met

Target Level

Level	Recommendation
Initial Teacher Preparation	Not Applicable
Advanced Preparation	Not Applicable

Standard 4

Standard 4: Diversity

The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P–12 school faculty, candidates, and students in P–12 schools.

4.1 Overall Findings

What did the evidence reveal about the unit continuing to meet this standard?

Idaho State University is located in a largely agrarian and rural part of the U.S. The population of the state is predominately white, with the largest minority group Hispanic or Latino, at over 10 percent of the total. The education professionals in the state are virtually all white. The IR reports that "(o)nly about two percent of the certified school personnel in Idaho are Black, Hispanic, Asian or Pacific Islander, American Indian, or Alaskan Native." The IR continues "(w)e are pleased that our candidate contacts reflect this demographic."

The unit's Conceptual Framework states that the university is "a public research institution that serves a diverse population..." Its Core Theme Two is Access and Opportunity, and it states that the university "provides opportunities for students with a broad range of educational preparation and backgrounds." Diversity seems addressed in the state's Core Standards for Beginning Teachers and the Idaho Core Teacher Standards.

In the unit's initial programs, diversity concepts are addressed in several courses and through field experiences. The two courses that most address multicultural and equity issues for all are EDUC 2204 Families, Communities, Culture and SPED 3350 Creating Inclusive Classrooms. Both courses are standards based. EDUC 2204 is a university-approved general education course, taken by both pre-education and other students. A course requirement is the development of an "Informed Belief Statement on Diversity." The course also has a 15-hour field experience, which requires reports on a school board meeting, parent/teacher interaction, some community service, and a "multicultural event." The course's topics include those from course texts, to include cultural diversity in the classroom, what teachers need to know about language acquisition, school experiences for English learners, and how teachers can help parents. The special education course is only for candidates, and it includes topics related to appropriate curricula for students with disabilities, those who are gifted and talented, those who are otherwise at risk, and students who are English language learners. The course requires a four clock hour experience where candidates are expected to work in a special education classroom and interview the teacher

regarding ways for special education and general education teachers can best work together. Candidates also complete work samples, which assess in part sensitivity to diversity concerns and whether candidates believe that all students can learn. The IR reports that a total "of 181 field experience hours before student teaching provide our candidates with opportunities to observe, reflect, and act on issues of diversity in the classroom, with families, and in the community at large."

Diversity is approached in advanced programs through class discussions, presentations, assignments, assessments and case studies concerning working with diverse students. Rubrics for assignments related to diversity in courses in Educational Leadership and School Psychology are available. Formal class assessments are said to be aligned with diversity standards. The program area in educational leadership provides candidates with class presentations from guest speakers and visiting scholars so that candidates have some contact with diverse faculty. Interviews with a limited number of program completers at the advanced level indicated that they wished that they had received more content regarding special education populations and issues.

Exhibit 4.4.b Curriculum Component and Field Experience Diversity Matrix is, particularly at the initial level, helpful in showing how diversity proficiencies are integrated across unit programs. The matrix is less helpful at the advanced level, particularly in assessment areas. Of the 504 candidates in initial programs in 2013, over 84 percent were white. The largest minority or ethnic group was Hispanic or Latino with over five percent. Nearly five percent of the total were "unknown." Nearly 60 percent of the total were female, a bit over 40 percent male. Advanced candidate diversity data were limited.

In the fall of 2014 among the professional education faculty reported, slightly over one third were male, a bit less than two thirds female. In the fall of 2015 the unit employed four non-white faculty members. The 2014-2015 demographic data was provided on 16 P-12 schools, the schools where most candidates were placed for field experiences and internships. Most of the schools enroll predominantly white students, although two (one elementary, one middle) are minority majority, with large numbers of Hispanic or Latino students. The enrollments of two other elementary schools are about one fourth Hispanic or Latino. It is clear that many candidates have extensive field experiences. The unit does not, however, ensure that all candidates have diverse experiences.

The retention of diverse faculty members has been a concern for the unit. The unit has made, and continues to make, good-faith efforts to maintain and increase faculty diversity. In recent years, candidates have had the opportunity to work with new faculty members that are Native American or Alaskan Native, Asian, Hispanic, Black, or have multiracial backgrounds. Some diverse faculty members have joined the faculty, as others have left.

4.2 Moving Toward Target or Continuous Improvement

Please respond to 4.2.a if this is the standard on which the unit is moving to the target level. If it is not the standard on which the unit is moving to the target level, respond to 4.2.b.

4.2.a Movement Toward Target.

Based on the criteria for Movement Toward Target, provide a summary of the unit's performance.

Standard 4 is the Target standard. There is evidence that diversity is important to the unit, the university, and the state. There is considerable evidence that the initial program curriculum meets the standard, at least at the acceptable level if not at the target. Some evidence is provided that advanced programs present standards-based diversity content and assess it using rubrics.

At the initial level, the mission of the Teaching and Educational Studies Department focuses on the

establishment of communities to support learning of diverse student populations. The curriculum, field experiences, and clinical practice of initial programs promote candidates' development of knowledge, skills, and professional dispositions related to diversity; for example, EDUC 2204 Family, Communities, & Culture requires 15 hours of field experience that includes a multicultural event. In addition, SPED 3350 Creating Inclusive Classrooms is designed to target work with students who have diverse learning needs. They identify student strengths and weaknesses in order to consider the barriers certain instructional practices may create in the classroom context. Self-reflection helps candidates contextualize teaching and draw effectively on representations for the student's experiences and cultures. These concepts are carried forward into EDUC 3309 (field experience), the pre-internship and student teaching. The curriculum and experiences are based on well-developed knowledge bases and conceptualizations of diversity and inclusion so candidates can apply them effectively in schools. TaskStream, when fully operationalized, should allow for regularly reviewed candidate assessment data using the Framework for Teaching observation tool for measurement of candidates' ability to work with all students as well as develop a plan for improving their practice and the unit's programs accordance to the unit's conceptual framework.

At the advanced level, faculty are committed to developing student knowledge and understanding of human diversity, which is evident from program coursework. The design, development, and evaluation of course content incorporate best practice for all students, including students from diverse groups. Candidate interactions with diverse populations of students are identified as an integral part of class activities, field placements, and clinical practice experiences that serve populations representative of the local communities. Evaluations of student performance allow faculty and supervisors to provide candidates with individualized formative and summative feedback on the skills associated with responding to and working effectively with diverse populations of learners.

The unit has made an effort to maximize the opportunities for candidates to interact with individuals from diverse groups though flexible schedules, seminars, visiting scholars, and recruiting a more diverse faculty.

Candidates engage in professional education experiences in conventional and distance learning programs with candidates that represent a range of diverse groups. The majority of the unit's candidates are White non-Hispanic. However, in initial programs the percent of candidates from identified racial and ethnic groups is the same or higher than the representation at the institutional level. The active participation of candidates from diverse cultures and with different experiences is solicited, valued, and promoted in classes through activities, discussions, and group projects. Field experience and clinical practice placements strive to provide candidates with opportunities to work with diverse populations. Candidates are expected to reflect on their experiences working together to gain a broader perspective and deeper appreciation for the cultural backgrounds and diverse experiences all candidates. Candidates reflect and analyze experiences in conversations with mentors, cooperative teachers, supervisors, and peers to develop and enhance professional understanding of diversity.

At the initial level and to encourage candidate interaction with exceptional students and students from a broad range of diverse groups, candidates' major field experiences and clinical practice pre-intern and intern placements are at different sites within the unit's service network. The policy helps candidates confront issues of diversity with regard to race, ethnicity, socioeconomic status, exceptionalities, and school cultures, which affect teaching and student learning. Although a policy is in place, there seems to be no tracking procedure that helps the unit ensure that all candidates at both levels have diverse experiences.

At the advanced level, schools reflect the changing cultural, linguistic, and ethnic diversity of the region. Faculty do believe that it is essential for candidates to be prepared to work effectively with learners from diverse backgrounds.

Plans to continue moving towards target include the use of assessment data on standards related to diversity, to identify courses or experiences needed for candidate improvement, and to implement the changes the data informs. Increased collaboration with the local Native American Shoshone-Bannock Tribe should strengthen candidates' knowledge, skills, and dispositions, as well as improve programs, the unit, and student learning. Partnerships are developing with faculty providing professional development to teachers, with the goal being improved field experience and clinical practice placements.

4.2.b Continuous Improvement.

What activities and outcomes demonstrate that the unit has been engaged in continuous improvement?

4.2.b.i Strengths.

What areas of the standard are being addressed at the target level?

Criteria for Movement Toward Target

NO EVIDENCE	MOVING TOWARD TARGET		AT TARGET
	EMERGING	DEVELOPING	ATTAINED
Clear, convincing and sufficient evidence was not presented to demonstrate that the unit is performing as described in any aspect of the target level rubric for this standard. ***AND*** There are no plans and timelines for attaining target level performance as described in the unit standard.	Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in some aspect of the target level rubric for this standard. ***OR*** There are plans and timelines for attaining and/or sustaining target level performance as described in the unit standard. [BOE specifies which is present and which is not in their findings.]	Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in some aspect of the target level of the rubric for this standard. ***AND*** There are plans and timelines for attaining and/or sustaining target level performance as described in the unit standard.	Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in all aspects of the target level rubric for this standard. ***AND*** There are plans and timelines for sustaining target level performance as described in the unit standard.

4.3 Areas for Improvement and Rationales

4.3.a What AFIs have been removed?

AFI	AFI Rationale
The unit does not adequately assess candidate proficiencies related	Curriculum at the advanced level provides diversity content that is sufficient to allow proficiencies to be assessed. Those data at the

to diversity. ADVANCED ONLY	candidate level are now being assessed.

4.3.b What AFIs are continued from last visit?

AFI	AFI Rationale
Candidates have limited opportunities to interact with faculty from diverse racial groups. ADVANCED ONLY	As a result of a recent reorganization, the faculties of school psychology and educational leadership have been merged into one department. The resulting merger has the appearance of enhancing the opportunities for educational leadership candidates to become more engaged with racial and ethic diverse faculty members. However, the recent diverse hires are in the school psychology program. Leadership candidates do not take school psychology courses. The diverse faculty members do not teach educational leadership courses. A female educational leadership faculty member has been hired.

4.3.c What new AFIs are recommended?

AFI	AFI Rationale
The unit does not ensure that all initial and advanced candidates in its on-campus and distance learning programs have field experience and clinical practice with P-12 students from different socioeconomic groups, students from diverse ethnic/racial groups, English language learners, and students with disabilities.	Although many candidates at the initial and advanced levels do have diverse field experiences and clinical practice, there is no unit-level procedure to assure that all candidates have such critical opportunities.

4.4 Recommendations

For Standard 4

Level	Recommendation
Initial Teacher Preparation	Met
Advanced Preparation	Met

Target Level

Level	Recommendation
Initial Teacher Preparation	Movement Toward Target (developing or emerging)
Advanced Preparation	Movement Toward Target (developing or emerging)

Standard 5

Standard 5: Faculty Qualifications, Performance And Development

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

5.1 Overall Findings

What did the evidence reveal about the unit continuing to meet this standard?

The faculty data enumerated in the IR were reconciled in the Addendum to accurately reflect the total number of faculty in the unit. Based on evidence presented and confirmed by its leadership team, the unit during 2014-15 had 43 faculty members: 18 tenured faculty, 16 tenure-track faculty, and nine non-tenure track faculty. The 34 faculty members identified as tenured/tenure track hold terminal degrees.

Evidence was presented that those non-tenure track faculty without terminal degrees have at least master's degrees in their respective fields and are well-qualified for their assignments.

Two faculty members teach at the off-site satellite campuses, one at the Twin Falls campus and one at the Idaho Falls site. The off-site faculty have academic appointments on the Idaho State campus. As reported by the unit leadership and off-site faculty, cohesion is built between the main campus and the two off-site programs by networking between and among the faculty at the various sites, sharing student advising responsibilities, jointly participating in professional development activities, and making use of TaskStream, all of which serve to promote joint decision making, develop able candidates, and enhance the general welfare of programs. In essence, the two satellite campuses candidates receive comparable resources to those on the main campus.

According to the leadership team and confirmed by principals and supervisors, interns are placed with cooperating teachers who have at least three years of successful teaching experience, are licensed in the areas that they teach, and are identified by their respective school principals as demonstrating best practices in the classroom. Candidate placements are done with the recommendations of appropriate administrative personnel in the schools and the approval of the unit. Because of the teacher shortage in the region, it is not uncommon for interns to be employed by the school district as "emergency hires" and become the classroom teacher-of-record. The practice to date has been successful and has led interns after graduation to be offered permanent positions in the partipating districts.

Interviews with unit candidates and recent graduates revealed that faculty members model best practices in instruction, reflecting the conceptual framework as well as stressing professional and state standards in the goals/objectives of their course work. The candidates emphasized that issues related to diversity and the integration of technology are parts of instructional practice in the majority of courses. Candidates confirmed faculty use a variety of teaching strategies, which supports candidate learning styles and models approaches that prepare them for their practice. As reflected in syllabi, candidates confirm that faculty's teaching and their coursework require them to reflect, think critically, and problem solve. P-12 educators confirm initial candidates begin clinical practice generally well prepared in these areas.

Unit faculty report having access to multiple sources of technology to use in their instruction, including interactive white boards, multi-media presentations incorporating PowerPoint and video, and smart classrooms. Faculty also report that they show the integration of diversity content and technology throughout the programs of professional study. In several instances course units are included on diversity topics including, but not limited to, gender, race, and special needs. It was also confirmed that faculty assess their own effectiveness as teachers, including their effects on candidate learning, as shown through faculty self-assessment during the formal evaluation process, candidate evaluations, and other data sources.

Evidence confirmed that many scholarship activities reflect faculty engagement in the improvement of schools, teaching, and learning. It was confirmed that faculty scholarship has focused on a variety of topics, including research on pre-service teachers, in-service teachers, pedagogy, educational leadership, physical education, classroom technology, and assessment, all of which are related to the teaching and learning process. In conversations with faculty and the unit leadership, it was also confirmed that faculty are engaged in a wide array of scholarship and service to the university and broader community in ways consistent with the institution and unit's mission and conceptual framework.

Examples of faculty on-campus service activities include, but are not limited to, serving on executive councils, promotion and tenure committees, assessment committees, faculty search committees, undergraduate and graduate committees. Faculty also provide service to P-12 schools. Interviews with faculty and other on-line evidence revealed an array of external funded projects involving faculty collaboration with teachers and school districts. Artifacts list numerous instances of faculty engaging in

service to the community, schools, local, national and international professional organizations.

Information in the IR Addendum and confirmed through conversations and interviews with faculty provided additional information pertaining to the tenure and promotion process. Unit faculty members are evaluated using multiple assessments. The annual process begins with a template-driven self-evaluation that lays the foundation for review by the department's leadership. As part of this review, faculty have opportunities to consider their teaching loads, teaching effectiveness (based on candidate feedback), and need for course revisions. Inherent in this process faculty have the opportunity to self-reflect, after which time a follow up meeting is scheduled with the chair. Based on the outcome of this review, and where appropriate, the need for professional development may be discussed. Faculty who are seeking tenure and promotion can be partnered with peers for guidance and as they participate in the process. All faculty seeking tenure and promotion undergo a Third Year Review. This review allows any deficiencies to be identified while allowing sufficient time to correct deficiencies through mentoring and faculty development prior to the final decision, rendered usually during the fifth or sixth year.

Adjuncts and clinical faculty are evaluated by candidates in courses. The unit makes efforts to remediate any unsatisfactory performance, but does not retain those who do not meet high expectations for instruction.

Based on evidence presented the unit has a systematic and comprehensive process for evaluation of faculty performance in the three work areas of teaching, research and service.

Opportunities for professional development for faculty members are available through activities offered by the unit. As confirmed in conversations and interviews with faculty, professional development opportunities offered by the unit include such topics as assessment, technology, emerging theories and practices. The institution's Instructional Resource Center has provided training for faculty members who teach on-line or are interested in improving their course design. The majority of faculty do participate in professional development opportunities. Faculty receive $1,200 per year to help defray expenses associated with attending state, national, and international conferences. In addition, faculty receive $200 annually to purchase instructional supplies. A formal system is also in place for unit faculty to present emerging or innovative teaching strategies to their peers.

5.2 Moving Toward Target or Continuous Improvement

Please respond to 5.2.a if this is the standard on which the unit is moving to the target level. If it is not the standard on which the unit is moving to the target level, respond to 5.2.b.

5.2.a Movement Toward Target.

Based on the criteria for Movement Toward Target, provide a summary of the unit's performance.

5.2.b Continuous Improvement.

What activities and outcomes demonstrate that the unit has been engaged in continuous improvement?

The unit has engaged in a number of activities that have led to continuous improvement. The unit has established standardized procedures for comprehensive evaluation of faculty across the unit. To aid in this effort, the unit has adopted new policies for third-year review in the tenure and promotion process. Effective with the 2013-2014 academic year, a unit-wide research symposium was established to allow

faculty members to present and share with their peers individual research that had been presented at national conferences. Faculty can also present at the unit symposiums as part of their preparation for national presentations. Unit faculty members continue to improve their skills in instructional technology in order to model a variety of instructional strategies. The unit is currently aligning instruction to the Charlotte Danielson Teaching Framework, the standard to which in-service teachers in the state are accountable. Training was provided over the course of several months to both professional and clinical faculty members to familiarize them with the Framework and provide them with ideas on how to better align current coursework. An outgrowth of the Framework training was a four-hour workshop for all unit faculty members on adult learning theory and active teaching strategies.

To sum, the unit has implemented a number of activities to support professional development activities for faculty and their assessment. These actions have ranged from increasing the amount of funds for travel and faculty development to providing workshops for faculty members.

5.2.b.i Strengths.

What areas of the standard are being addressed at the target level?

Criteria for Movement Toward Target

NO EVIDENCE	MOVING TOWARD TARGET		AT TARGET
	EMERGING	DEVELOPING	ATTAINED
Clear, convincing and sufficient evidence was not presented to demonstrate that the unit is performing as described in any aspect of the target level rubric for this standard. ***AND*** There are no plans and timelines for attaining target level performance as described in the unit standard.	Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in some aspect of the target level rubric for this standard. ***OR*** There are plans and timelines for attaining and/or sustaining target level performance as described in the unit standard. [BOE specifies which is present and which is not in their findings.]	Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in some aspect of the target level of the rubric for this standard. ***AND*** There are plans and timelines for attaining and/or sustaining target level performance as described in the unit standard.	Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in all aspects of the target level rubric for this standard. ***AND*** There are plans and timelines for sustaining target level performance as described in the unit standard.

5.3 Areas for Improvement and Rationales

5.3.a What AFIs have been removed?

AFI	AFI Rationale

AFI	AFI Rationale

5.3.c What new AFIs are recommended?

AFI	AFI Rationale

5.4 Recommendations

For Standard 5

Level	Recommendation
Initial Teacher Preparation	Met
Advanced Preparation	Met

Target Level

Level	Recommendation
Initial Teacher Preparation	Not Applicable
Advanced Preparation	Not Applicable

Standard 6

Standard 6: Unit Governance And Resources

The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

6.1 Overall Findings

What did the evidence reveal about the unit continuing to meet this standard?

Interviews with the dean and others in leadership positions confirmed that the unit has the leadership and authority to plan, deliver, and administer coherent programs of study. During the onsite visit, the dean highlighted the significant administrative and structural changes since her arrival ten years ago. These included changes in both department and committee structures.

Exhibits and interviews with unit faculty, P-12 partners, and faculty from other units showed that a comprehensive formal organizational program structure for the design, implementation, and evaluation of unit educator preparation programs was not in place. There were informal program processes evident, usually taking place at the faculty level. But, the lack of collaboration between unit faculty and faculty in other units of the institution involved in the preparation of professional educators was evident. Between the prior accreditation visit and the current visit the unit eliminated its Teacher Education Committee. This action eliminated the formal mechanism the unit had to oversee and manage the educator programs offered through the other units. Interviews with content faculty from other colleges remembered the Teacher Education Committee and indicated their support for re-instituting it or something similar.

Interviews with the deans, chairs, provost, and vice president for administration demonstrated that the budget for the unit is equitable and proportional to other units on campus that have clinical components.

Over the past few years the state has suffered a significant budget crisis that affected all of higher education, from which the unit has not recovered. However, it does not appear the institution has decreased the unit's funding in an inequitable manner. For example, the amount per student the College of Education receives is consistent with the amount received by the School of Rehabilitation and Communication Science, which was identified by the provost as the best unit comparison given its size and clinical component. The provost has recently increased the base budget of the unit with permanent funding to specifically support the clinical components of the unit.

The unit does expect faculty members to effectively engage in teaching, scholarship, assessment, advisement, collaborative work in P-12 schools, and service. Data from faculty vitae, interviews, and summary tables show the unit faculty engage in teaching, scholarship, and service. Despite the lack of a formal connection with faculty in other units, some faculty do engage faculty from other colleges in scholarship and service efforts. Course schedule data, as well as interviews with faculty and administrators, confirmed the application of the unit's course workload policy. Dissertation load is not an issue currently as the doctoral enrollment is manageable for the full-time faculty.

Unit support personnel is adequate. Through interviews and additional data from the website, the unit demonstrated that support personnel provide services that allow the programs to prepare candidates to meet standards. There were adequate support staff by area including the dean's office, field experience office, Department of Organizational Learning and Performance, Department of School Psychology and Educational Leadership, Department of Sport Science and Physical Education, and Teaching and Educational Studies. Adequate support personnel were also in place in the unit's Undergraduate Advising Center, Graduate Advising Center, and Instructional Materials Center.

The unit has offered on-going professional development for its faculty, personnel, and staff. The unit consistently demonstrated its use of surveys to determine the professional development needs of its faculty. Each department manages faculty travel funds and supports them in attending and presenting at various national and international conferences in their fields. Junior faculty members are given additional travel funds as they establish their careers.

The unit has adequate campus and school facilities to support candidates in meeting standards. The facilities support faculty and candidate use of information technology in instruction. A tour of facilities confirmed the unit's narrative. The unit emphasizes utilizing technology in the preparation of candidates at all levels, as confirmed by candidates and the P12 leaders who hire them. Hiring authorities made it clear that candidates from the unit have significant technology skills. The unit has both a classroom technology replacement and integration plan, as well as a faculty computer replacement process. The unit's technology director provided a replacement schedule that listed every faculty and staff member and when their computers were scheduled for replacement. The unit has moved from a five-year to a four-year replacement schedule. A variety of technologies are integrated in the courses, the field and clinical experiences, student teaching, and professional development for all candidates, faculty, and research activities.

6.2 Moving Toward Target or Continuous Improvement

Please respond to 6.2.a if this is the standard on which the unit is moving to the target level. If it is not the standard on which the unit is moving to the target level, respond to 6.2.b.

6.2.a Movement Toward Target.

Based on the criteria for Movement Toward Target, provide a summary of the unit's performance.

6.2.b Continuous Improvement.

What activities and outcomes demonstrate that the unit has been engaged in continuous improvement?

The unit has clearly recognized the limitations of its current assessment system, and its need for more formal collaboration with p-12 partners and program faculty in other units of the institution. The unit's orientation session for the team illustrated the continued improvements the new assessment technology will create. In addition, new committees are being formed that should provide the structure needed for P12 partners and content faculty input.

Especially at the initial level, the unit has taken steps to improve advising, including field placements. The development of the ATLAS office was based on unit data concerning overall success of candidates. ATLAS stands for the Advising, Teaching, Learning, and Student Success Center. Based on interviews, the difference in satisfaction in this area between new candidates and graduating candidates was significant. The unit has also developed an online appointment system for initial candidate advising. It has allowed the advisors to focus on specific programs providing more consistency for candidate/advisor relationships.

6.2.b.i Strengths.

What areas of the standard are being addressed at the target level?

Faculty are not only engaged in a wide-range of professional activities, including teaching, scholarship, and service at the local level, but they also make significant professional contributions at the state, national, and international levels.

Criteria for Movement Toward Target

NO EVIDENCE	MOVING TOWARD TARGET		AT TARGET
	EMERGING	DEVELOPING	ATTAINED
Clear, convincing and sufficient evidence was not presented to demonstrate that the unit is performing as described in any aspect of the target level rubric for this standard. ***AND*** There are no plans and timelines for attaining target level performance as described in the unit standard.	Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in some aspect of the target level rubric for this standard. ***OR*** There are plans and timelines for attaining and/or sustaining target level performance as described in the unit standard. [BOE specifies which is present and which is not	Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in some aspect of the target level of the rubric for this standard. ***AND*** There are plans and timelines for attaining and/or sustaining target level performance as described in the unit standard.	Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in all aspects of the target level rubric for this standard. ***AND*** There are plans and timelines for sustaining target level performance as described in the unit standard.

	in their findings.]		

6.3 Areas for Improvement and Rationales

6.3.a What AFIs have been removed?

AFI	AFI Rationale
The unit does not receive funding at least proportional to other units on campus with clinical components.	Data from comparable units more accurately reflected an equitable distribution of funds based on total unit budget per student.
The leadership structure does not provide for consistent data collection, analysis of assessment data, and monitoring of the assessment system of most advanced programs and programs administered outside the College of Education.	There is evidence for a consistent data collection process. However, a new AFI reflecting other aspects of this former AFI is added.

6.3.b What AFIs are continued from last visit?

AFI	AFI Rationale

6.3.c What new AFIs are recommended?

AFI	AFI Rationale
The governance structure does not ensure a cohesive and integrated assessment system.	The unit currently has three unrelated methods of collecting and sharing data - File MakerPro model, the transition to TaskStream, and some programs using individual Excel based processes. This lack of coherence prevents the unit from having a coordinated and uniform assessment system.
The governance structure, at all levels, does not provide for the effective monitoring of the implementation and utilization of the assessment data for decision-making at the program and unit levels.	Program and unit level changes were not clearly connected to data from the assessment system.
The unit's governance structure does not allow the unit to manage and coordinate the education programs that are located in other units of the institution.	There is no evidence of any committee or process that allows the unit to oversee programs or collaborate with content faculty located in other colleges in the institution. There is no evidence that the unit maintains regular and systematic connection with those colleges and faculty.
The unit does not effectively engage P-12 teachers and other practicing educators in the design, implementation, and evaluation of the unit and its programs.	While there was evidence of meetings with some partners and individuals, there was no evidence of an effective and consistent process for collaborative efforts with P-12 partners.

6.4 Recommendations

For Standard 6

Level	Recommendation
Initial Teacher Preparation	Met
Advanced Preparation	Met

Target Level

Level	Recommendation
Initial Teacher Preparation	Not Applicable
Advanced Preparation	Not Applicable

IV. Sources of Evidence

Documents Reviewed

institutional Report

Institutional Report Addendum

Exhibits

Persons Interviewed

Dinner Sunday September 20, 2015
ISU COE Faculty/Administrators
Gary Storie, Joel Bocanegra
Patti Mortensen, Emma Wood
Esther Ntuli, Sheldon Harris
Shu-Yuan Lin, Deb Hedeen
Suzanne Beasterfield, Deb Zikratch
Cory Bennett, Christina Linder
Karren Streagle, Jamie Webster
David Mercaldo, Mark Neill
David Squires

NCATE Team Members State Team Members
Jerry Bailey, Stacey Jensen
Angela Owusu-Ansah, Micha Lauer
Jack Rhoton, Ken Cox
Tim Letzring, Amy Cox
Joan Lewis, A.J. Zenkert
Michael Clyburn, Rick Jordan
Carrie Semmelroth
Alissa Metzler
Esther Henry
Annette Schwab
Lisa Colon
Chris Avila

Troy Johnson, advanced program completer
Grace Blair, initial cert candidate
Elise Hansen, initial cert candidate
Carol Grimes, Early Childhood Education
Amy Koplin, Early Childhood Education
Angela Stevens, advanced program completer
Nichole Garza, current advanced candidate
Krystel Lockyer, advanced program completer
Diane Stinger, University supervisor, cooperating teacher partner school
Karen Pyron, University supervisor, cooperating teacher partner school

Sunday Room 218 Program Completers
Diana Molino, Program Completer
Heather Reece, Program Completer
Spencer Christensen, Program Completer
Troy Johnson, Program Completer
Mick Morgan, Program Completer

Sunday Room 216 Current Candidates Advanced Programs
Amy Bowie, Current Candidate Advanced Program
Angela Stevens, Current Candidate Advanced Program
Nichole Garza, Current Candidate Advanced Program
Krystal Lockyer, Current Candidate Advanced Program
Laura Sheridan, Current Candidate Advanced Program
Christopher Rose, Current Candidate Advanced Program

Sunday Room 220 Current Candidates Initial Certification
Rylee Devito, Current Candidate Initial Certification
Hope Gibson, Current Candidate Initial Certification
Kameron Yeggy, Current Candidate Initial Certification
Elise Hansen, Current Candidate Initial Certification
Colton Walker, Current Candidate Initial Certification
Grace Blair, Current Candidate Initial Certification
Kelsey Leask, Current Candidate Initial Certification
Stephanie Ricks, Current Candidate Initial Certification
Tim Rohr, Current Candidate Initial Certification

Monday 9:00 AM Room 224
Program Assessment Coordinators, Dept Chairs, Undergrad Curriculum Council
Esther Ntuli, Teaching and Ed Studies
Howard Fan, School Psychology
Cory Bennett, Teaching and Ed Studies
Branda Jacobsen, Organizational Learning and Performance/Bus Ed/FCS
Suzanne Beasterfield, Teaching and Ed Studies
Justin Thorpe, Teaching and Ed Studies
Amanda Eller, Teaching and Ed Studies
Karen Wilson Scott, Organizational Learning and Performance
Karren Streagle, Teaching and Ed Studies/Special Education
Mark Neill, Teaching and Ed Studies/School Psych/Ed Admin
Jean Thomas, Educational Leadership

Monday 10:00 AM Room 224
Executive Council, Graduate Studies Committee, Promotion and Tenure Committee
David Squires, Teaching and Ed Studies
David Coffland, Organizational Learning and Performance
Patti Mortensen, Educational Leadership
Karen Wilson Scott, Organizational Learning and Performance

Jane Strickland, Organizational Learning and Performance/Grad Studies
David Mercaldo, Teaching and Ed Studies

Monday 1:00 PM Diversity Session
Joel Bocanegra, School Psychology
Jane Strickland, Organizational Learning and Performance
Debbie Zikratch, Teaching & Learning Coordinator (clinical practice)
Jerry Lyons, Sport Science and Physical Education

Monday 2:30 PM Room 362 Superintendents' Meeting
Molly M. Stein, Soda Springs School District
Marc Gee, Preston School District
Jane Ward, Aberdeen School District
Marvin Hansen, Marsh Valley
Ron Bollinger, American Falls School District

Room 224 University Supervisors/Cooperating Teachers/Partnership Schools
Karen Pyron, University Supervisor
Diane Stinger, University Supervisor
Pam Kennedy, University Supervisor
Tonya Wilkes, Partner School
Jena Wilcox, Partner School
B. Miner, Partner School

Room 216 Current Candidates Advanced Programs
Nichole Garza, Current Candidate Advanced Program
Krystel Lockyer, Current Candidate Advanced Program

Monday Room 220 Current Candidates Initial Certification
Derrick Flores, Current Candidate Initial Certification
Megan Urban, Current Candidate Initial Certification
Hope Gibson, Current Candidate Initial Certification
Shaunna Kaper, Current Candidate Initial Certification
Alia Rhineman, Current Candidate Initial Certification
Erin Hicks, Current Candidate Initial Certification
Kenzie Merjer, Current Candidate Initial Certification
Dana Williams, Current Candidate Initial Certification
Tyler Jorgensen, Current Candidate Initial Certification
Stephanie Jordan, Current Candidate Initial Certification

Please upload sources of evidence and the list of persons interviewed.

V. State Addendum (if applicable)

Please upload the state addendum (if applicable).

Please click "Next"

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2016 TEACHER PREPARATION PROGRAM REVISION - DETAIL
ENGLISH LANGUAGE ARTS

STANDARD	Performance Requirements	Previous Coursework	Recommended Coursework
Standard #1: Learner Development	1.1. Candidates demonstrate knowledge of developmental levels in reading, writing, listening, viewing, and speaking and plan for developmental stages and diverse ways of learning.		ENGL 3327; EDUC 3309; ST Teaching
	1.2. Candidates demonstrate knowledge about how adolescents read and make meaning of a wide range of texts (e.g. literature, poetry, informational text, and digital media).	ENGL 4433-Methods	ENGL 3327; ENGL 4433; EDUC 3309; ST Teaching
	1.3. Candidates demonstrate knowledge about how adolescents compose texts in a wide range of genres and formats including digital media.		ENGL 4431; EDUC 3309; ST Teaching
Standard #2: Learning Difference	2.1. Candidates demonstrate knowledge of theories and research needed to plan and implement instruction responsive to students' local, national and international histories, individual identities (e.g., race, ethnicity, gender expression, age, appearance, ability, spiritual belief, sexual orientation, socioeconomic status, and community environment), and languages/dialects as they affect students' opportunities to learn in ELA.		ENGL 3356; EDUC 3327; EDUC 3309; ST Teaching
	2.2. Candidates design and/or implement instruction that incorporates students' linguistic and cultural backgrounds to enable skillful control over their rhetorical choices and language practices for a variety of audiences and purposes.		ENGL 3356; EDUC 3327; ENGL 4407; EDUC 3309; ST Teaching
Standard #3: Learning Environments	3.1. Candidate use various types of data about their students' individual diffenences, identities, and knowledge of literacy learning to create includsive learning environments that contextualize curriculum and instruction and help students participate actively in their own learning in ELA (e.g. workshops, project based learning,guided writing, Socratic seminars, literature circles, etc.).		ENGL 3356; EDUC 3327; ENGL 2281; ENGL 4433; EDUC 3309; ST Teaching
Standard #4: Content Knowledge	4.1. Candidates demonstrate knowledge and use print and non-print texts, media texts, classic texts and contemporary texts, including young adult—that represent a range of world literatures, historical traditions, genres, and the experiences of different genders, ethnicities, and social classes; they are able to use literary theories to interpret and critique a range of texts.	ENGL 2277 or 78 - American Literature; ENGL 2267 or 68 - British Literature; ENGL 2211 - Intro to Literary Analysis; ENGL 4491-Senior Seminar; Two additional three (3) credit classes in literature	ENGL 2211; ENGL 3311; ENGL 2257(8); ENGL 2267(8); ENGL 2277(8); ENGL 3327; ENGL 3356; ENGL Pre-1800; ENGL Post-1800; ENGL 4476(7); ENGL 4487
	4.2. Candidates demonstrate knowledge and use the conventions of English language as they relate to various rhetorical situations (grammar, usage, and mechanics); they apply the concept of dialect and relevant grammar systems (e.g., descriptive and prescriptive); they facilitate principles of language acquisition; they connect the influence of English language history on ELA content and its impact of language on society.	ENGL 2280-Grammar and Usage OR ENGL 2281-Introduction to Language Studies	ENGL 2280 AND ENGL 2281

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ENGLISH LANGUAGE ARTS

Standard #4: Content Knowledge (continued)	4.3. Candidates demonstrate knowledge and compose a range of formal and informal texts, taking into consideration the interrelationships among form, audience, context, and purpose; candidates understand that writing involves strategic and recursive processes across multiple stages (e.g. planning, drafting, revising, editing, and publishing); candidates use contemporary technologies and/or digital media to compose multimodal discourse.		**ENGL 3311; ENGL 4407; ENGL 4431**
	4.4. Candidates demonstrate knowledge and use strategies for acquiring and applying vocabulary knowledge to general academic and domain specific words as well as unknown terms important to comprehension (reading and listening) or expression (speaking and writing).		**ENGL 2280 AND ENGL 2281**
Standard #5: Application of Content	5.1. Candidates design and/or implement instruction related to the strategic use of language conventions (grammar, usage, and mechanics) in the context of students' writing for different audiences, purposes, and modalities.	**ENGL 4433-Methods**	**ENGL 2280;ENGL 4431; ENGL 4433; EDUC 3309; ST Teaching**
	5.2. Candidates design and/or implement English language arts and literacy instruction that promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society.		**ENGL 3356; EDUC 3327; ENGL 2281; ENGL 4433; EDUC 3309; ST Teaching**
	5.3. Candidates design and/or implement instruction related to a breadth and depth of texts, purposes, and complexities (e.g., literature, digital, visual, informative, argument, narrative, poetic) that lead to students becoming independent, critical, and strategic readers, writers, speakers, and listeners.		**ENGL 3356; ENGL 2281; ENGL 4433; EDUC 3309; ST Teaching**
	5.4. Candidates design and/or implement instruction related to speaking and listening that lead to students becoming critical and active participants in conversations and collaborations.		**ENGL 3356; ENGL 2281; ENGL 4433; EDUC 3309; ST Teaching**
Standard #6: Assessment	6.1 Candidates design a reange of authentic assessments (e.g. formal and informal, formative and summative)of reading and literature that demonstrate an understanding of how learners develop and that address interpretive, cirtical, and evaluative abilities in reading , writing, speaking, listening, viewing, and presenting.		**ENGL 3327**
	6.2. Candidates design or knowledgeably select appropriate reading assessments in response to student interests, reading proficiencies, and/or reading strategies.		**ENGL 2281; ENGL 3327**
	6.3. Candidates design or knowledgeably select a range of assessments for students that promote their development as writers, are appropriate to the writing task, and are consistent with current research and theory. Candidates respond to students' writing throughout the students' writing processes in ways that engage students' ideas and encourage their growth as writers over time.		**ENGL 4431**
	6.4. Candidates differentiate instruction based on multiple kinds of assessments of learning in English language arts (e.g., students' self-assessments, formal assessments, informal assessments); candidates communicate with students about their performance in ways that actively involve students in their own learning.		**ENGL 4431; ENGL 4433; EDUC 3309; ST Teaching**

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ENGLISH LANGUAGE ARTS

Standard #7: Planning for Instruction	7.1. Candidates plan instruction which, when appropriate, reflects curriculum integration and incorporates interdisciplinary teaching methods and materials which includes reading, writing, speaking, listening, and language.		**ENGL 4431**
	7.2. Candidates plan stardards-based, coherent and relevant learning experiences in reading that reflect knowledge of current theory and research about the teaching and learning of reading and that utilize individual and collaborative approaches and a variety of reading strategies.		**ENGL 4433**
	7.3. Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent and relevant composing experiences that utilize individual and collaborative approaches and contemporary technologies and reflect an understanding of writing processes and strategies in different genres for a variety of purposes and audiences.		**EDUC 3309**
	7.4. Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent and relevant learning experiences utilizing a range of different texts—across genres, periods, forms, authors, cultures, and various forms of media—and instructional strategies that are motivating and accessible to all students, including English language learners, students with special needs, students from diverse language and learning backgrounds, those designated as high achieving, and those at risk of failure.		**ST Teaching**
Standard #8: Instructional Strategies	8.1 Candidates plan and implement instruction based on ELA curricular requirements and standards, school and community contexts by selecting, creating, and using a variety of instructional stratgies and resources specific to effective literacy instruction, including contemporary technologies and digital media and knowledge about students' linguistic and cultural backgrounds.		**EDUC 3309; ST Teaching**
Standard #9: Professional Learning and Ethical Practice	9.1. Candidates model literate and ethical practices in ELA teaching, and engage in a variety of experiences related to ELA and reflect on their own professional practices.		**ST Teaching**
Standard #10: Leadership and Collaboration	10.1. Candidates engage in and reflect on a variety of experiences related to ELA that demonstrate understanding of and readiness for leadership, collaboration, ongoing professional development, and community engagement.		**EDUC 3309; ST Teaching**

Course Descriptions – English Language Arts

ENG 2211 Intro Lit Analysis - Writing-intensive course. Teaches students how to perform close readings of poetry and prose. Introduces major theoretical approaches to literature. Includes orientation to finding and evaluating secondary criticism.

ENG 3311 Writ & Res about Lit - Writing-intensive course with continued emphasis on close reading. Fosters independent work with criticism. Students first learn to identify current scholarly conversations on issues relevant to the course. Then, in longer essays, they position their own arguments in the context of these discussions.

ENG 2257 or 58 Surv Wrld Lit - Examination of major works and authors in historical perspective, with emphasis upon literary and cultural backgrounds.

ENG 2267 or 68 Surv Brit Lit - Examination of major works and authors in historical perspective, with emphasis upon literary and cultural backgrounds.

ENG 2277 or 78 Surv Am Lit - Examination of major works and authors in historical perspective with emphasis upon literary and cultural backgrounds.

ENG 2280 Grammar and Usage - Introduction to the grammar of standard written English. The course is designed to give students an improved knowledge of grammar in order to improve usage and writing skills at both the sentence and paragraph level.

ENG 2281 Intro Lang Studies - Introduction to basic concepts and models for the study of English phonology, morphology, syntax, and lexis.

ENG 3327 Spec Topic Genre - Focused study of a generic tradition modified by thematic or historical contexts, with emphasis on young adult literature including selections from global literature.

ENG 3356 Ethnicity in Lit - Study of the construction of ethnicity in literature, with attention to specific concerns relevant to one or more ethnic groups.

ENG 4407 Topics in Prof Writing- Topics in professional writing, including standard genres, new media, and emerging trends in research and the workplace. Emphasis on developing practical skills, theoretical knowledge, and finished professional documents offered specifically for teachers, to include multimodal communication as well as writing in the field of education

ENG 4431 Teach and Writ Proj- Aids teachers of all grade levels and all academic subjects in developing skills in teaching writing and listening skills . Combines composition theory and practical classroom exercises with daily writing and critiques.

ENG 4433 Meth Teach English- Study of the objectives and methods of teaching literature and composition in secondary schools. Ideally taken semester before student teachingPre-1800 period or maj fig****

ENG 4476 or 4477 Shakespeare - Intensive study of selected works by Shakespeare, with special emphasis placed upon performance issues.

ENG 4487 Hist English Lang - Study of the linguistic and socio-political changes and developments in the English language.

ENL Course Descriptions

EDUC 4460 - Study of ESL learner characteristics, historical, philosophical, cultural and linguistic foundations of ESL. Theories of language acquisition and those of leaders in the field will be included.

EDUC 4463 - Language assessment, planning, and delivery, for teaching limited English proficient K-12 students. Appropriate methods for students at various developmental stages of language acquisition will be studied.

EDUC 4464 - Field experience in settings with English-as-a-second-language learners; intensive focus on intervention strategies.

ENGL 3356 - Study of the construction of ethnicity in literature, with attention to specific concerns relevant to one or more ethnic groups.

ENGL 4488/ ANTH 4450 - Study of the patterned covariation of language and society, social dialects and social styles in language; problems of bilingualism, multilingualism, creoles and language uses.

ENGL 1107/ANTH 1107 – General survey of structure and use of language. Topics include language origins, descriptive and historical linguistics, language and culture, and history of the English language.

ENGL 2280 - Introduction to the grammar of standard written English. The course is designed to give students an improved knowledge of grammar in order to improve usage and writing skills at both the sentence and paragraph level.

Economics Course Descriptions

ECON 2201 - Introduction to the U.S. economy. Includes analysis of demand and supply as well as the topics of national output, unemployment and inflation. Examines the roles of governmental spending and taxation and monetary policy conducted by the Federal Reserve.

ECON 2202 - Introduction to demand and supply with applications to elasticity, consumer behavior, the cost structure of firms, the behavior of firms in industries that range from having monopoly power to being competitive, and the role of government in a market economy.

ECON 3301 - Examines and analyzes aggregate economic activity as measured by the unemployment rate, inflation rate, and total output. Monetary and fiscal policy are explored and evaluated for stabilization purposes; economic growth is explained.

ECON 3302 - Examines and analyzes how rational buyers make optimal choices given their budgetary constraints and preferences. Examines and analyzes how sellers make profit maximizing decisions under different market structures. Explains how these individual choices are coordinated into outcomes which result in an efficient allocation of limited resources.

ECON 3306 - Overview of the academic and philosophical development of economic thought since its inception to modern times. Readings will come from original sources including Aristotle, Aquinas, Smith, Malthus, Ricardo, Marx, Mill, Marshall, Veblen, and Keynes.

FIN 1115 - Evaluate and analyze personal and public information and databases to develop financial literacy for budgeting, credit, borrowing, planning, insurance, investing and estate planning. Examine financial literacy within the larger context of the regulatory environment, society, data integrity and ethics.

SUBJECT

Northwest Nazarene University – Program Review

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-1254 and 33-1258, Idaho Code

BACKGROUND/DISCUSSION

The Professional Standards Commission (PSC) is tasked with conducting a full review, and making recommendations, of all approved teacher preparation programs in Idaho on a seven year cycle and making recommendations to the State Board of Education (Board) for continued approval of the programs. The PSC convened a State Review Team containing content experts and conducted the full program review of Northwest Nazarene University (NNU) February 28 through March 3, 2015. The PSC reviewed the final report submitted by the State Review Team and voted to recommend that the State Board of Education adopt the State Team Report as written and extend approval of the programs as specified in the report.

IMPACT

The approval of the recommendations in this report will enable NNU to continue to prepare teachers in the best possible manner, ensuring that all state teacher preparation standards are being effectively embedded in their teacher preparation programs.

ATTACHMENTS

Attachment 1 – Northwest Nazarene University Final State Team Report Page 3
Attachment 2—NCATE Final Report Page 129

STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Section 33-114, Idaho Code the review and approval of all teacher preparation programs in the state is vested in the Board. The program reviews are conducted for the Board through the PSC based on a seven year cycle. The reviews are done in conjunction with the preparation program's accreditation review cycle. Additionally, every third year following the full review and audit of state specific certification requirements is conducted. The review process is designed to assure the programs are meeting the Board approved school personnel standards for the applicable programs, that the teacher are prepared to teach the state content standards for their applicable subject areas, as well as the quality of candidates exiting the programs.

The current Board approved accrediting body for teacher preparation programs is the National Council for Accreditation of Teacher Education (NCATE). On-site preparation program reviews are conducted in partnership with NCATE based on a partnership agreement. During a concurrent visit, the NCATE team and the state team collaborate to conduct the review, however each team generates their own reports.

BOARD ACTION

I move to adopt the recommendations by the Professional Standards Commission and to accept the State Team Report for Northwest Nazarene University as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

STATE TEAM REPORT
Northwest Nazarene University
February 28 – March 3, 2015

ON-SITE STATE TEAM:

Stacey Jensen, Chair

Dr. Karen Coe
Lisa Colon
Dr. Lorie Enloe
Esther Henry
Rick Jordan
Micah Lauer
Christina Linder
Dr. Cori Mantle-Bromley
Nachele Search
Dr. Jennifer Snow
Dr. Heather Van Mullem

Professional Standards Commission

Idaho State Board of Education

STATE OBSERVERS:

Dr. Taylor Raney
Annette Schwab

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INTRODUCTION

Founded in 1913, Northwest Nazarene University is a liberal arts institution sponsored by the Church of the Nazarene and governed by a Board of Trustees, representing seven church districts in eight Northwest states. Located in Nampa, a city of 84,000 that is 20 miles west of Boise, the 34-building campus covers 90 acres. A downtown Boise site has served graduate students in that area since about 2001. The university also has remote sites in Idaho Falls and Twin Falls.

Their mission is to be a Christ-centered unit that develops capable, compassionate educators who are determined and prepared to meet the educational needs of young people and schools in a changing world.

The purpose of the on-site review was to determine if sufficient evidence was presented indicating that candidates at Northwest Nazarene University meet state standards for beginning teachers. The review was conducted by a twelve member state program approval team, accompanied by two state observers. The standards used to validate the Institutional Report were the State Board of Education–approved Idaho Standards for the Initial Certification of Professional School Personnel. State Board–approved knowledge and performance indicators, as well as rubrics, were used to assist team members in determining how well standards are being met. Core standards, as well as individual program foundational and enhancement standards, were reviewed. Core standards are not subject to approval, since they permeate all programs, but are not in themselves, a program.

Team members looked for a minimum of three applicable pieces of evidence to validate each standard. These evidences included but were not limited to: course syllabi, class assignment descriptions, assignment grading rubrics, candidate evaluations and letters of support, additional evaluations-both formal and informal, program course requirement lists, actual class assignments, Praxis II test results, and electronic portfolio entry evidence. Some observations of candidates teaching through PreK-12 site visits and video presentations were also used. In addition to this documentation, team members conducted interviews with candidates, completers, college administrators, college faculty, PreK-12 principals, and cooperating teachers.

To assist the reader, the report includes language recommended by the National Council for the Accreditation of Teacher Education, a national accrediting agency. Specifically, to assist the reader, the terms below are used throughout the report as defined below:

Candidate – a student enrolled at the Northwest Nazarene University.
Student – an individual enrolled in an Idaho PreK-12 public school
Unit – the institution's teacher preparation program
NCATE – National Council for the Accreditation of Teacher Education

Program Evaluations and Recommendations

PROGRAM	RECOMMENDATION
Core Standards	Core standards are reviewed but are not subject to approval.
Elementary Education	Approved
English Language Arts	Approved
Health Education	Approved Conditionally
Mathematics	Approved
Physical Education	Approved
Science (Foundation Standards)	Foundation standards are reviewed but are not subject to approval.
Biology	Approved
Chemistry	Approved Conditionally (due to low candidate number)
Physics	Approved
Social Studies (Foundation Standards)	Foundation standards are reviewed but are not subject to approval.
Government and Civics	Approved
History	Approved

PROGRAM	RECOMMENDATION
Visual and Performing Arts (Foundation Standards)	Foundation standards are reviewed but are not subject to approval.
Music	Approved
Visual Arts	Approved
World Languages (Spanish)	Approved
Communications	Approved Conditionally*
Economics	Approved Conditionally*
School Administrator	Approved
School Superintendent	Approved
Director of Special Education	Approved

* A review of Northwest Nazarene's Communication and Economics programs was requested by the institution; however, it was known that there were not enough program completers to gain full approval. The decision was made to grant conditional approval and then review these programs in three years.

Idaho Core Teacher Standards

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

The Idaho Standards for Initial Certification provide the framework for the approval of educator preparation programs. As such, the standards set the criteria by which teacher preparation programs are reviewed for state program approval.

The following rubric is used to evaluate the extent to which teacher preparation programs prepare teachers who meet the standards. The rubric is designed to be used with each individual preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with NCATE accreditation standards, the rubrics describe three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Elements identified in the rubrics provide the basis upon which the State Program Approval Team evaluates the institution's evidence that candidates meet the Idaho standards. The institution is expected to provide information about candidate performance related to the Idaho Core Teacher Standards (and Idaho Teacher Standards for specific preparation areas).

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge
1. The teacher understands how learning occurs--how learners construct knowledge, acquire skills, and develop disciplined thinking processes--and knows how to use instructional strategies that promote student learning.
2. The teacher understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs.
3. The teacher identifies readiness for learning, and understands how development in any one area may affect performance in others.
4. The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Learner Development		**X**	

1.1 Syllabi, required coursework, candidate lesson plans, candidate instructional units, and candidate papers provide evidence that teacher candidates demonstrate an adequate understanding of how students learn and develop.

Performance
1. The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.
2. The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.
3. The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.

Element	Unacceptable	Acceptable	Target
1.2 Performance Learner Development	X		

1.2 Candidate interviews, work samples, and lesson plans indicated some hypothetical developmentally appropriate instruction that accounts for individual learners' strengths, interests, and needs. However, minimal evidence was provided in field experience planning or student teaching implementation in learner development. There was also minimal evidence found to indicate overall ability to collaborate with families to promote learner growth and development, as well as indications that candidates create instruction based on individual learner' strengths, interests, or needs.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Knowledge
1. The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth.
2. The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.
3. The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.
4. The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.

5. The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction.

Element	Unacceptable	Acceptable	Target
2.1 Knowledge Learning Differences		**X**	

2.1 Syllabi, required coursework, course assignments, as well as **c**andidate lesson plans, instructional units, and behavior intervention plans provide evidence that teacher candidates demonstrate an adequate understanding of how students differ in their approaches to learning. All candidates take coursework in teaching students with cultural diversities, English Language Learners, and exceptionalities. These courses require fieldwork and journaling which allow candidates to gain a wide knowledge of learning differences.

Performance
1. The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.
2. The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.
3. The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.
4. The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.
5. The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.
6. The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.

Element	Unacceptable	Acceptable	Target
2.2 Performance Learning Differences	X		

2.2 Candidate instructional units, lesson plans, and student teaching binders as well as interviews with candidates, completers, and cooperating teachers demonstrate minimal candidate understanding of designing and adapting instruction for students with multiple diverse learning needs. At times, candidate work identified hypothetical accommodations or adaptations. It was apparent through conversations with candidates and cooperating instructors that focus in this area

is clearly centered on English Language Learners. However, little focus seems to be placed on students with other exceptionalities. Interviews indicated that candidates gain necessary experience in their student teaching working with students with exceptionalities, if their cooperating teacher emphasizes and encourages candidate engagement in this process. Reading coursework emphasizes how to work with struggling readers. Such an emphasis throughout all the programs would assist all teachers who are new to the profession.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Knowledge
1. The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.
2. The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals.
3. The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures.
4. The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.
5. The teacher knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.

Element	Unacceptable	Acceptable	Target
3.1 Knowledge Learning Environments		**X**	

3.1 Course syllabi and assignments, such as candidate behavior change projects, classroom management plans, cooperative learning lessons, and instructional units provide evidence that teacher candidates demonstrate an adequate understanding of the principles of motivation and management for safe and productive student behavior.

Performance
1. The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.
2. The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.
3. The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.
4. The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.

5. The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.
6. The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.
7. The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.
8. The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.

Element	Unacceptable	Acceptable	Target
3.2 Performance Learning Environments		**X**	

3.2 Interviews with candidates, completers, cooperating teachers, and university faculty, as well as student teaching binders, lesson plans, and classroom technology portfolios, provide evidence that teacher candidates are able to create, manage, and modify learning environments to ensure they are safe and productive. The use of ITeach technology also allows candidates to gain real-world type experience with the non-real world ability to stop and analyze and re-try various situations.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge
1. The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.
2. The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.
3. The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners.
4. The teacher knows how to integrate culturally relevant content to build on learners' background knowledge.
5. The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) s/he teaches.

Element	Unacceptable	Acceptable	Target
4.1 Knowledge Content Knowledge		**X**	

4.1 Final Praxis II exam scores, candidate and completer GPA information, candidate assignments, lesson plans, instructional units, and teacher work samples provide evidence that teacher candidates demonstrate adequate knowledge of the content that they plan to teach and understand the ways new knowledge in the content area is discovered. Eighty percent or more of the candidates meet the qualifying scores on Idaho State Board-required academic examination(s).

Performance
1. The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.
2. The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.
3. The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline.
4. The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.
5. The teacher recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding.
6. The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/ her learners.
7. The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.
8. The teacher creates opportunities for students to learn, practice, and master academic language in their content.
9. The teacher accesses school and/or district-based resources to evaluate the learner's content knowledge in their primary language.

Element	Unacceptable	Acceptable	Target
4.2 Performance Content Knowledge		**X**	

4.2 Candidate instructional units, student teaching binders, and lesson plans as well as interviews and observations of candidates during student teaching, provide evidence that teacher candidates create learning experiences that make the content taught meaningful to students. Candidates have multiple opportunities to design instruction which embeds their content knowledge within the instruction.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge
1. The teacher understands the ways of knowing in his/her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues, and concerns.
2. The teacher understands how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences.
3. The teacher understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use.
4. The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.
5. The teacher understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning.
6. The teacher understands communication modes and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles for expressing learning.
7. The teacher understands creative thinking processes and how to engage learners in producing original work.
8. The teacher knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.

Element	Unacceptable	Acceptable	Target
5.1 Knowledge Application of Content		**X**	

5.1 Candidate instructional units, lesson plans, and classroom technology portfolios provide evidence that teacher candidates understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic and global issues. Interviews also indicated that University faculty modeled for candidates differing perspectives, engaging learners, accessing resources and integrating curriculum.

Performance
1. The teacher develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications).
2. The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).
3. The teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts.
4. The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.

5. The teacher develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.
6. The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.
7. The teacher facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.
8. The teacher develops and implements supports for learner literacy development across content areas.

Element	Unacceptable	Acceptable	Target
5.2 Performance Application of Content		**X**	

5.2 Candidate lesson plans, instructional units, candidate and cooperating teaching interviews, and student teaching binders provide evidence that teacher candidates demonstrate the ability to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Knowledge
1. The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each.
2. The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.
3. The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.
4. The teacher knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning.
5. The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.
6. The teacher knows when and how to evaluate and report learner progress against standards.
7. The teacher understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

Element	Unacceptable	Acceptable	Target
6.1 Knowledge Assessment		**X**	

6.1 Candidate assessment plans, teacher work samples, and reflective journals, as well as faculty interviews, candidate and completer interviews, provide evidence that teacher candidates demonstrate an adequate understanding of formal and informal student assessment strategies to evaluate students. There is minimal evidence to indicate that candidates learn about using assessment practices to advance student performance and to determine teaching effectiveness.

Performance
1. The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning.
2. The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.
3. The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.
4. The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.
5. The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.
6. The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.
7. The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.
8. The teacher prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs.
9. The teacher continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.

Element	Unacceptable	Acceptable	Target
6.2 Performance Assessment		**X**	

6.2 Candidate and faculty interviews, student teaching observations, and **c**andidate assessment plans, student teaching binders, and teacher work samples provide evidence that teacher candidates use and interpret formal and informal assessment strategies to evaluate student performance. There seems to be less evidence of candidates using assessment information to advance student performance and determine teaching effectiveness.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge
1. The teacher understands content and content standards and how these are organized in the curriculum.
2. The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.
3. The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.
4. The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.
5. The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.
6. The teacher knows when and how to adjust plans based on assessment information and learner responses.
7. The teacher knows when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).

Element	Unacceptable	Acceptable	Target
7.1 Knowledge Instructional Planning Skills			**X**

7.1 Candidate instructional units, lesson plans, student teaching binders, and candidate and cooperating teacher interviews provide in-depth evidence that teacher candidates demonstrate an adequate understanding of how to plan and prepare instruction based upon consideration of knowledge of subject matter, students, the community, and curriculum goals. Candidates overwhelmingly expressed how prepared they felt to be successful in the classroom because of the emphasis placed early and often in the program on effective lesson and unit planning. Cooperating teachers provided further support, identifying that because candidates came to the student teaching experience with sound planning skills, they were able to respond to changing day-to-day needs in a nimble fashion.

Performance
1. The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.
2. The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.

3. The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.
4. The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.
5. The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate learning experiences to meet unique learning needs.
6. The teacher evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning.

Element	Unacceptable	Acceptable	Target
7.2 Performance Instructional Planning Skills			**X**

7.2 Candidate instructional units, lesson plans, student teaching binders, and candidate and cooperating teacher interviews provide in-depth evidence that teacher candidates plan and prepare instruction based upon consideration of subject matter, students, the community, and curriculum goals. In addition, candidates seem to receive the opportunity to utilize a variety of lesson planning templates, allowing them to utilize techniques that fit their own needs and those of their students. Of specific note was candidates' use of backward design as a strong addition.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge
1. The teacher understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.
2. The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.
3. The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.
4. The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self-expression, and build relationships.
5. The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning.
6. The teacher understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.

Element	Unacceptable	Acceptable	Target
8.1 Knowledge Instructional Strategies		**X**	

8.1 Candidate instructional units, lesson plans, teacher work samples, and student teaching binders as well as interviews with cooperating teachers and candidates, provide evidence that teacher candidates demonstrate an adequate understanding of instructional strategies. Again it was noted several times how course instructors themselves modeled various instructional strategies in their own teaching.

Performance
1. The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.
2. The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.
3. The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.
4. The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.
5. The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.
6. The teacher engages all learners in developing higher order questioning skills and metacognitive processes.
7. The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.
8. The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.
9. The teacher asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).

Element	Unacceptable	Acceptable	Target
8.2 Performance Instructional Strategies		**X**	

8.2 Candidate lesson plans, student teaching binders, lesson observations, candidate exhibits, and interviews with cooperating teachers provide evidence that teacher candidates use a variety of instructional strategies. Cooperating teachers noted in interviews how candidates seemed to be

confident utilizing the various strategies and well versed in the advantages and disadvantages of each.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge
1. The teacher understands and knows how to use a variety of self-assessment and problem solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.
2. The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly.
3. The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.
4. The teacher understands laws related to learners' rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).
5. The teacher knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and system-wide priorities.

Element	Unacceptable	Acceptable	Target
9.1 Knowledge Professional Learning and Ethical Practice		**X**	

9.1 Sylabi, required coursework, faculty and candidate interviews provide evidence that teacher candidates demonstrate an adequate ability to engage in ongoing professional learning and use evidence to continually evaluate his/her practice. Candidates are required to take coursework regarding the laws and confidentiality practices in education as well as looking at their own world view and potential bias'.

Performance
1. The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.
2. The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.
3. Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.

4. The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.
5. The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.
6. The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.

Element	Unacceptable	Acceptable	Target
9.2 Performance Professional Learning and Ethical Practice		**X**	

9.2 Student teaching binders, the use of IPLP's, and candidate reflections, in addition to candidate, faculty, and cooperating teacher interviews, provide evidence that teacher candidates display an adequate ability to engage in appropriate professional learning experiences, collaborate with colleagues, and to seek resources as needed. In addition, interviews indicate that candidates use legal and ethical behaviors when dealing with student information outside of the school situation.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge
1. The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.
2. The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.
3. The teacher knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.
4. The teacher knows how to contribute to a common culture that supports high expectations for student learning.

Element	Unacceptable	Acceptable	Target
10.1 Knowledge Leadership and Collaboration			**X**

10.1 Field experience logs, engagement in Professional Learning Community activities, candidate interviews, and cooperating teacher feedback provide in-depth evidence that teacher candidates understand how to professionally and effectively collaborate with colleagues, parents, and other members of the community to support students' learning and well-being.

Performance
1. The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.
2. The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.
3. The teacher engages collaboratively in the school-wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.
4. The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.
5. Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and wellbeing.
6. The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.
7. The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.
8. The teacher uses and generates meaningful research on education issues and policies.
9. The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.
10. The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.
11. The teacher takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.

Element	Unacceptable	Acceptable	Target
10.2 Performance Leadership and Collaboration			**X**

10.2 Student teaching binders, candidate, cooperating teacher, and faculty interviews, and cooperating teacher feedback provide evidence that teacher candidates interact in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being. Recent graduates and cooperating teachers both shared that they continue to remain connected to one another, even though their formal relationship through the program has concluded. Members of both groups expressed gratitude and appreciation for the ongoing professional support.

Elementary Education

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

The Idaho Standards for Initial Certification provide the framework for the approval of educator preparation programs. As such, the standards/principles set the criteria by which teacher preparation programs are reviewed for state program approval.

The following rubric is used to evaluate the extent to which teacher preparation programs prepare teachers who meet the standards. The rubric is designed to be used with each individual preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with NCATE accreditation standards, the rubric describes three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Performance indicators provide the lens through which the State Program Approval Team evaluates the institution's evidence that candidates meet the Idaho standards. The institution is expected to provide information about candidate performance related to the Idaho Standards for Elementary Teachers.

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

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

areas to develop students' abilities to make informed decisions as citizens of a culturally diverse, democratic society and interdependent world.
6. The teacher understands the content, functions, aesthetics, and achievements of the arts, such as dance, music, theater, and visual arts as avenues for communication, inquiry, and insight.
7. The teacher understands the comprehensive nature of students' physical, intellectual, social, and emotional well- being in order to create opportunities for developing and practicing skills that contribute to healthful living.
8. The teacher understands human movement and physical activities as central elements for active, healthy lifestyles and enhanced quality of life.
9. The teacher understands connections across curricula and within a discipline among concepts, procedures, and applications to motivate students, build understanding, and encourage application of knowledge, skills, and ideas to real life issues and future career applications.
10. The teacher understands the principles and processes of personal skills and group dynamics incorporating respect, caring, honesty, and responsibility that enable students to effectively and appropriately communicate and interact with peers and adults.

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Understanding Subject Matter		**X**	

1.1 Candidate work samples, unit plans, graded reflection papers, and instructional units demonstrate attention to understanding the importance of integrated curriculum and the relationship between inquiry and the development of thinking and reasoning. Praxis II scores, candidate field experience binders, and reflection papers address attention to the knowledge standard indicators in Standard 1. Interviews with methods instructors, candidates, completers and school partners indicate candidates are well-prepared with content knowledge to plan accordingly and teach across content areas in an elementary curriculum, including an emphasis on student rapport and understanding the "whole child."

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

Element	Unacceptable	Acceptable	Target
1.2 Performance Making Subject Matter Meaningful		**X**	

1.2 Candidate work samples demonstrate multiple examples of attention to inquiry-based instruction and relevance to real life. Student teaching binders evidence proficient work in the areas of managing student learning and interventions. Faculty feedback on candidate work pushes candidates to think deeply about levels of fundamentals of reading intervention and assessment. Interviews with candidates demonstrate appreciation for the authentic modeling of important pedagogical practices and making subject matter meaningful. The candidate exhibits highlighted inquiry across disciplines and real life applications for subject matter knowledge.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

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

Element	Unacceptable	Acceptable	Target
2.1 Knowledge Understanding Human Development and Learning		**X**	

2.1 Candidate work samples, student teaching binders, Reading & Content Literacy lesson plans, and attention to academic language access in syllabi and assignments demonstrate a nuanced emphasis on understanding how literacy and language development influence learning and instructional decisions. Cognition and learning is evidenced through test questions, but there is no data on candidate performance on psychology exams or assigned sheltered instruction lesson plans. Candidates appear to have an appropriate understanding of how young children and early adolescents learn via multiple lesson and unit artifacts, including reflection papers as evidence. Additionally, evidence includes excellent math plan sequences to address mathematics CCSS shifts and conceptual understanding.

Element	Unacceptable	Acceptable	Target
2.2 Performance Provide Opportunities for Development		**X**	

2.2 Inquiry Science lessons with Math plan sequences demonstrate stellar evidence of opportunities for students to learn through inquiry and exploration. Candidate, partner school, and methods instructor interviews highlight understandings of differentiating instruction for learners and learning styles. An emphasis on accommodations for exceptional learners involved in learning through inquiry and exploration is not evident.

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

Knowledge
1. The teacher understands the necessity of appropriately and effectively collaborating with grade level peers, school intervention teams, parents/guardians, and community partners to meet differentiated needs of all learners.
2. The teacher understands that there are multiple levels of intervention and recognizes the advantages of beginning with the least intrusive.

Element	Unacceptable	Acceptable	Target
3.1 Knowledge Understanding of Individual Learning Needs		**X**	

3.1 Syllabi, required coursework, candidate and faculty interviews, candidate work samples and reflections/cases from Exceptional Learners class demonstrate an adequate understanding of effectively collaborating for meeting needs of all learners. Candidates are required to take coursework in exceptional learners, English Language Learners, and cultural diversity which allows them to gain a wide range of insight regarding learner differences.

Performance
1. The teacher appropriately and effectively collaborates with grade level peers, school intervention teams, parents/guardians, and community partners to meet differentiated needs of all learners.
2. The teacher systematically progresses through the multiple levels of intervention, beginning with the least intrusive.

Element	Unacceptable	Acceptable	Target
3.2 Performance Modifying Instruction for Individual Learning Needs	**X**		

3.2 Candidate work samples, student teacher binders, and interviews do not indicate evidence for multiple levels of intervention or demonstrate accommodations are made in and in planning for instruction. Interviews with cooperating teachers indicate they work with candidates on collaborative intervention when necessary, or appropriate. This could be a place to more systematically integrate accommodations for exceptional learners in the program.

Areas for Improvement:
Modifying instruction for individual learning needs could more systematically be integrated into required lesson plans, student teacher binders, and intervention plans required through faculty coursework assignments.

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

Knowledge
1. The teacher understands the importance of teaching and re-teaching classroom expectations.
2. The teacher recognizes the importance of positive behavioral supports and the need to use multiple levels of intervention to support and develop appropriate behavior.

Element	Unacceptable	Acceptable	Target
5.1 Knowledge Understanding of Classroom Motivation and Management Skills		**X**	

5.1 Candidate student teacher binders include classroom management plans indicating the importance of discipline plans and establishing routines and procedures. Candidate interviews along with cooperating teacher and administrator interviews indicate adequate understanding of classroom motivation and management skills. Educational Psychology exams indicate questions on motivation. However, no graded exam or exam data was provided.

Performance
1. The teacher consistently models and teaches classroom expectations.
2. The teacher utilizes positive behavioral supports and multiple levels of intervention to support and develop appropriate behavior.

Element	Unacceptable	Acceptable	Target
5.2 Performance Creating, Managing, and Modifying for Safe and Positive Learning Environments		**X**	

5.2 Candidate student teacher binders include classroom management plans indicating the importance of discipline plans and establishing routines and procedures. Candidate interviews along with cooperating teacher and administrator interviews indicate adequate understanding of classroom motivation and management skills. School partners indicate adequate performance in classroom management and creating positive learning environments.

Recommended Action on the Elementary Education Program:

__X__Approved
_____Approved Conditionally
_____Not Approved

English Language Arts

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

The Idaho Standards for Initial Certification provide the framework for the approval of educator preparation programs. As such, the standards set the criteria by which teacher preparation programs are reviewed for state program approval.

The following rubric is used to evaluate the extent to which teacher preparation programs prepare teachers relative to the standards. The rubric is designed to be used with each content-specific preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with NCATE accreditation standards, the rubric describes three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Performance indicators provide the lens through which the State Program Approval Team evaluates the institution's provided evidence that candidates meet the Idaho standards. The institution is expected to provide information about candidate performance related to the Idaho Standards for Initial Preparation of Professional School Personnel.

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

Knowledge

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

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

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Understanding Subject Matter		**X**	

1.1 Interviews with education faculty, student teacher candidates and recent graduates, Praxis II scores (100% passing rate on first attempt), checking syllabi, and perusing the student teaching binder provide evidence that teacher candidates demonstrate adequate knowledge and understanding of English language arts, including the nature, value, and approaches to a variety of literary texts, print and non-print media, composing processes, and language study.

Performance
1. The teacher uses skills and knowledge congruent with current research on best practices for teaching reading and writing.
2. The teacher integrates reading, writing, speaking, listening, viewing, and language study.
3. The teacher builds a reading, writing, listening, speaking, and viewing community in which students respond, interpret, and think critically.
4. The teacher instructs student on the conventions of standard written language, i.e., grammar, punctuation, capitalization, and spelling.
5. The teacher reviews, interprets, evaluates, and selects content presented by print and nonprint media and models these processes for students.
6. The teacher integrates information from traditional, technical, and electronic sources for critical analysis and evaluation by students.
7. The teacher helps students with their understanding of a variety of literary and nonliterary forms and genres.
8. The teacher presents social, cultural, and historical significance of a variety of texts and connects these to students' experiences.
9. The teacher demonstrates the writing process as a recursive and developmental process.

Element	Unacceptable	Acceptable	Target
1.2 Performance Making Subject Matter Meaningful		**X**	

1.2 Interviewing language arts teacher candidates, analyzing teacher lesson plans, and interviewing university supervisors provide evidence that teacher candidates demonstrate an adequate ability to use resources and learning activities that support instructional and curriculum goals that reflect effective teaching practice, and accurately reflect language arts content.

Principle 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

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

Element	Unacceptable	Acceptable	Target
2.1 Knowledge Understanding Human Development and Learning		**X**	

2.1 Interviews with cooperating teachers, student teaching candidates and recent graduates, Praxis II scores, reviewing professor feedback to candidate work, and perusing the student teaching binder with student teaching work samples provide evidence that teacher candidates demonstrate adequate knowledge of the role of maturation in growth in writing, language acquisition, and understanding of literary concepts.

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

Element	Unacceptable	Acceptable	Target
2.2 Performance Provide Opportunities for Development		**X**	

2.2 Interviewing language arts teacher candidates, analyzing student teacher lesson plans, and reading college student work samples provide evidence that teacher candidates demonstrate an adequate ability to recognize students' levels of language maturity and identify strategies to promote growth. These same evidences indicate that candidates are able to monitor growth in reading, writing, listening, viewing, and speaking for all ability levels. However, evidence was more limited regarding how candidates accommodated for all ability levels, including students at the gifted and talented end of the spectrum.

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

Knowledge
1. The teacher knows a variety of classroom strategies for improving fluency, comprehension, and critical thinking (e.g., strategies for discussion, peer editing, critical analysis and interpretation, inquiry, oral presentations, SSR, and brainstorming).
2. The teacher understands reading comprehension strategies (e.g., organizing information, visualizing, making connections, using context clues, building background knowledge, predicting, paraphrasing, summarizing, questioning, drawing conclusions, synthesizing, and making inferences) for enabling students with a range of abilities to understand, respond to, and interpret what they read.
3. The teacher is familiar with a variety of strategies for promoting student growth in writing.

Element	Unacceptable	Acceptable	Target
4.1 Knowledge Understanding of Multiple Learning Strategies		**X**	

4.1 Interviews with student teacher candidates, Praxis II scores, checking college course syllabi, and perusing college student work samples and the student teaching binder provide evidence that teacher candidates demonstrate adequate knowledge and understanding of a variety of instructional strategies needed to develop students' critical thinking, problem solving, and performance skills at varying literacy levels. Evidence also indicates that the candidate is familiar with a variety of strategies for promoting student growth in writing, as well.

Performance
1. The teacher effectively uses comprehension strategies.
2. The teacher incorporates a variety of analytical and theoretical approaches in teaching literature and composition.
3. The teacher monitors and adjusts strategies in response to individual literacy levels.
4. The teacher creates logical sequences for reading, writing, speaking, listening, viewing, and language study.
5. The teacher uses students' creations and responses as part of the instructional program.

6. The teacher builds a reading, writing, listening, speaking, and viewing community in which students respond, interpret, and think critically (e.g., engages students in discussion, inquiry, and evaluation).
7. The teacher enriches and expands the students' language resources for adapting to diverse social, cultural, and workplace settings.
8. The teacher provides opportunities for students to create authentic responses to cultural, societal, and workplace experiences.

Element	Unacceptable	Acceptable	Target
4.2 Performance Application of Multiple Learning Strategies		**X**	

4.2 Interviews with language arts student teacher candidates and recent graduates, analyzing student teacher lesson plans, and reviewing university supervisors' student teacher observations provide evidence that teacher candidates demonstrate an adequate ability to use a variety of basic instructional strategies to develop students' critical thinking, problem solving, and performance skills; and engage students through a variety of language activities (e.g. reading, writing, speaking, listening) and teaching approaches (e.g. small group, whole-class discussion, projects). Student teaching binder and lesson plans clearly show varied instructional strategies and strong reflective processes to evaluate teaching success.

Principle 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

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

Element	Unacceptable	Acceptable	Target
8.1 Knowledge Assessment of Student Learning		**X**	

8.1 Interviews with student teacher candidates and recent graduates, and reviewing student teaching binders, perusing college course syllabi and college student work samples provide evidence that teacher candidates demonstrate adequate knowledge of formal and informal student assessment strategies for evaluating and advancing student performance in reading,

writing, speaking, listening, and viewing, and the ability to determine teaching effectiveness (i.e., portfolios of student work, project, self and peer assessment, journals, response logs, rubrics, tests, and dramatic presentations).

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

Element	Unacceptable	Acceptable	Target
8.2 Performance Using and Interpreting Program and Student Assessment Strategies		**X**	

8.2 Interviews with language arts teacher candidates and recent graduates, reviewing candidate's instructional units, and reading student teacher lesson plans and reflections in the student teaching binders provide evidence that teacher candidates demonstrate an adequate ability to use formal and informal student assessment strategies for evaluating and advancing student performance in reading, writing, speaking, listening, and viewing, and to determine teaching effectiveness (i.e., portfolios of student work, project, self-and peer assessment, journals, response logs, rubrics, tests, and dramatic presentations).

Principle 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

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

Element	Unacceptable	Acceptable	Target
9.2 Performance Developing in the Art and Science of Teaching		**X**	

9.2 Interviewing the language arts student teacher candidates and recent graduates, reading through student teacher lesson plans, reading reflections on teaching in the student teaching binders, along with copies of e-mails sent to communicate with parents regarding low student performance provide evidence that teacher candidates demonstrate an adequate ability to engage in reading and writing for professional and personal growth and awareness of professional

organizations and resources for English language arts teachers, such as the National Council of Teachers of English.

Recommended Action on the English Language Arts Program:

__X__Approved
_____Approved Conditionally
_____Not Approved

Health Education

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

The Idaho Standards for Initial Certification provide the framework for the approval of educator preparation programs. As such, the standards set the criteria by which teacher preparation programs are reviewed for state program approval.

The following rubric is used to evaluate the extent to which teacher preparation programs prepare teachers relative to the standards. The rubric is designed to be used with each content-specific preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with NCATE accreditation standards, the rubric describes three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Performance indicators provide the lens through which the State Program Approval Team evaluates the institution's provided evidence that candidates meet the Idaho standards. The institution is expected to provide information about candidate performance related to the Idaho Standards for Initial Preparation of Professional School Personnel.

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

Knowledge

1. The teacher understands the following content areas of health: fitness and personal health; health promotion and disease prevention; prevention and care of injuries; mental and emotional health; alcohol, tobacco, and other drugs; nutrition; relationships; growth, development, and family health; consumer health; health literacy; and community and environmental health.

2. The teacher understands the following health risk behaviors: tobacco, alcohol, and other drug use; sexual behaviors that result in human immunodeficiency virus (HIV) infection, other sexually transmitted diseases (STDs), and unplanned pregnancies; poor dietary behaviors; lack of or excessive physical activity; and behaviors that result in intentional injury. .

3. The teacher understands the relationship between health education content areas and youth risk behaviors.

4. The teacher understands the concepts and components of coordinated school health, an approach where partnerships are developed within the school and community (components of coordinated school health: school environment, health education, school meals and nutrition, physical education, health services, counseling and mental health services, staff wellness, and parent/community partnerships).

5. The teacher understands that health is multidimensional (e.g., physical, intellectual, emotional, social, cultural, spiritual, and environmental).

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Subject Matter and Structure of the Discipline	**X**		

1.1 Candidate interviews, unit plans, lesson plans, and cooperating teacher interviews, provide little or no evidence that teacher candidates demonstrate adequate understanding of health education; the importance of engaging students in identification of health risk behaviors; and the ability to describe for students the ways new knowledge in a content area is applied**.** Six of twelve who took the Health Praxis II did not pass on the first attempt. Eighty three percent did eventually pass the Praxis II. Content knowledge is indicated in other evidence but there is no evidence to show where exactly that knowledge is acquired. The institution has recognized this, and is making attempts to change class structure and offerings.

Performance
1. The teacher instructs students about increasing health-enhancing behaviors and about reducing health-risk behaviors.

Element	Unacceptable	Acceptable	Target
1.2 Performance Making Subject Matter Meaningful		**X**	

1.2 Candidate interviews, observations, and lesson plans provide evidence that teacher candidates adequately instruct the students about health-enhancing behaviors, recognize the importance of modeling health-enhancing behaviors, and create learning environments that respect and are sensitive to controversial health issues.

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

Knowledge
1. The teacher understands developmentally appropriate practices that motivate students to participate in health-enhancing behaviors.
2. The teacher knows strategies and techniques that develop positive health behavior changes in students.

Element	Unacceptable	Acceptable	Target
5.1 Knowledge Understanding of Classroom Motivation and Management Skills		X	

5.1 Classroom management plans, course syllabi, instructor feedback, candidate lesson plans, and candidate interviews provide evidence that teacher candidates demonstrate adequate understanding of the principles of and strategies for motivating students to participate in physical activity and other health-enhancing behaviors, as well as classroom management for safe physical activity and health-enhancing behaviors.

Performance
1. The teacher motivates students to participate in positive health-enhancing behaviors inside and outside the school setting.
2. The teacher helps students learn and use personal and social behaviors that promote positive relationships (e.g., avoiding abusive relationships, using refusal skills, setting life goals, and making healthy decisions).

Element	Unacceptable	Acceptable	Target
5.2 Performance Creating, Managing, and Modifying for Safe and Positive Learning Environments		X	

5.2 Classroom management plans, completer observations, unit plans/work samples, faculty observations, candidate and cooperating teacher interviews, provide adequate evidence that teacher candidates demonstrate an adequate ability to introduce, manage, and promote, health-enhancing behaviors related to personal and social choices.

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

Knowledge
1. The teacher understands student jargon and slang associated with high-risk behaviors.

Element	Unacceptable	Acceptable	Target
6.1 Knowledge Communication Skills		**X**	

6.1 Lesson plans, course syllabi, faculty and candidate interviews provide evidence that teacher candidates demonstrate an adequate understanding of how to model and use communication skills appropriate to the target audience and the terminology and slang associated with the at-risk behaviors.

Performance
1. The teacher identifies and defines student jargon and slang associated with high-risk behaviors and translates these terms into terms appropriate to the educational setting.
2. The teacher facilitates responsible decision making, goal setting, and alternatives to high-risk behaviors that enhance health.
3. The teacher creates a respectful learning environment that is sensitive to controversial health issues.
4. The teacher applies techniques that aid in addressing sensitive issues (e.g., ground rules, question boxes, open-ended questions, and establishment of appropriate confidentiality).
5. The teacher demonstrates the ability to use interpersonal communication skills to enhance health.

Element	Unacceptable	Acceptable	Target
6.2 Performance Application of Thinking and Communication Skills		**X**	

6.2 Lesson plans, reflection journals, candidate interviews, faculty observation reports and cooperating teacher interviews provide evidence that teacher candidates demonstrate an adequate ability to create safe and sensitive learning experiences that promote student input, communication, and listening skills which facilitate responsible decision making and alternatives to high-risk behavior.

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

Knowledge
1. The teacher understands the differing community health values and practices.
2. The teacher understands how to access valid, appropriate health information and health-promoting products and services.
3. The teacher understands the influence of culture, media, technology, and other factors on health.

Element	Unacceptable	Acceptable	Target
7.1 Knowledge Instructional Planning Skills in Connection with Knowledge of Subject Matter and Curriculum Goals		**X**	

7.1 Course syllabi, lesson and unit plans, and interviews with faculty, candidates and PreK-12 administrators provide evidence that teacher candidates demonstrate an adequate understanding of how to plan and prepare instruction based on knowledge health education, students, the community, and curriculum goals.

Performance
1. The teacher modifies instruction to reflect current health-related research and local health policies.
2. The teacher accesses valid, appropriate health information and health-promoting products and services.
3. The teacher analyzes the influence of culture, media, technology, and other factors on health.

Element	Unacceptable	Acceptable	Target
7.1 Knowledge Instructional Planning Skills in Connection with Students' Needs and Community Contexts		**X**	

7.2 Unit and lesson plans, faculty observations, perusing student teaching binders and candidate, cooperating teacher and faculty interviews provide evidence that teacher candidates demonstrate an adequate ability to plan and implement instruction reflective of current health research, trends, and local health policies compatible with community values and acceptable practices.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Knowledge
1. The teacher knows the laws and codes specific to health education and health services to minors.

Element	Unacceptable	Acceptable	Target
9.1 Knowledge Professional Commitment and Responsibility as Reflective Practitioners		**X**	

9.1. Course syllabi, candidate interviews, student coursework, faculty observation data provide evidence that teacher candidates demonstrate an adequate understanding of laws and codes specific to health education and health services to minors.

Performance
1. The teacher uses appropriate intervention following the identification, disclosure, or suspicion of student involvement in a high-risk behavior.

Element	Unacceptable	Acceptable	Target
9.2 Performance Developing in the Art and Science of Teaching		**X**	

9.2 Candidate interviews, lesson and unit plans, and observation of completer provide evidence that teacher candidates demonstrate an adequate ability to engage in appropriate intervention following the identification or disclosure of information of a sensitive nature and/or student involvement in a high-risk behavior.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Knowledge
1. The teacher understands methods of advocating for personal, family, and community health (e.g. letters to editor, community service projects, health fairs, and health races/walks).

Element	Unacceptable	Acceptable	Target
10.1 Knowledge Interacting Professionally and Effectively with Colleagues, Parents, and Community in Partnerships		**X**	

10.1 Course syllabi, candidate course work, field experience documents, and candidate interviews provide evidence that teacher candidates understand methods of how to advocate for personal, family, and community health (e.g. letters to editor, community service projects, health fairs, and health races/walks).

Performance
1. The teacher demonstrates the ability to advocate for personal, family, and community health.
2. The teacher works collaboratively to assess resources and advocate for a coordinated school health education program.

Element	Unacceptable	Acceptable	Target
10.2 Performance Interacting Professionally and Effectively with Colleagues, Parents, and Community in Partnerships		**X**	

10.2 Candidate coursework, interviews, student teaching binders, faculty observations provide evidence that teacher candidates demonstrate the ability to advocate for personal, family, and community health.

Areas for Improvement: Six of twelve who took the Health Praxis II did not pass on the first attempt. Eighty three percent did eventually pass the Praxis II. Content knowledge seems to show in other evidence, but there seems to be a gap. The institution has recognized this and is making attempts to change class structure and offerings. Also, two classes, Health Issues and Nutrition are not required for the Health/PE endorsement. More health content taught in the classroom may be needed. One report from a completer is that the Health/PE program seems to be PE "heavy." During a faculty interview, it was noted that a natural extension would be to require the Praxis II study guide as a required text.

Recommended Action for Health:

_____Approved
__X___Approved Conditionally
_____Not Approved

Mathematics

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

The Idaho Standards for Initial Certification provide the framework for the approval of educator preparation programs. As such, the standards set the criteria by which teacher preparation programs are reviewed for state program approval.

The following rubric is used to evaluate the extent to which teacher preparation programs prepare teachers relative to the standards. The rubric is designed to be used with each content-specific preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with NCATE accreditation standards, the rubrics describe three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Elements identified in the rubrics provide the basis upon which a State Program Approval Team evaluates the institution's evidence that candidates meet the Idaho Standards. The institution is expected to provide information about candidate performance related to the Idaho Standards for Initial Preparation of Professional School Personnel.

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

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

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Subject Matter and Structure of Mathematics		**X**	

1.1 Knowledge: Syllabi, Praxis II scores, required mathematics coursework, a candidate research paper, candidate projects, and a candidate student teacher binder provide evidence that teacher candidates demonstrate an adequate understanding of mathematics, as delineated in the Idaho Standards for Mathematics Teachers.

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

Element	Unacceptable	Acceptable	Target
1.2 Performance Making Mathematics Meaningful		**X**	

1.2 Performance: Analyzing lesson plans, a completer interview, and student teacher observation provide evidence that teacher candidates demonstrate an adequate ability to create meaningful learning experiences as delineated in the Idaho Standards for Mathematics Teachers.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Knowledge
1. The teacher knows how to make use of students' mathematical development, knowledge, understandings, interests, and experiences.
2. The teacher knows how to plan learning activities that respect and value students' ideas, ways of thinking, and mathematical dispositions.

Element	Unacceptable	Acceptable	Target
2.1 Knowledge Understanding Human Development and Learning		**X**	

2.1 Knowledge: Required education coursework, candidate and completer interviews, and a candidate research paper provide evidence that teacher candidates demonstrate an adequate understanding of how students learn and develop mathematical thinking, and provide opportunities that support their intellectual, social, and personal development.

Performance
1. The teacher encourages students to make connections and develop a cohesive framework for mathematical ideas.
2. The teacher plans and delivers learning activities that respect and value students' ideas, ways of thinking, and promotes positive mathematical dispositions.

Element	Unacceptable	Acceptable	Target
2.2 Performance Provide Opportunities for Development		**X**	

2.2 Performance: Lesson plans, a candidate student teacher binder, candidate and completer interviews, and field experiences provide evidence that teacher candidates provide opportunities to support students' developmental stages and growth. This education program gives candidates opportunities early and often to be in a classroom. The many hours of field experiences give candidates multiple opportunities to see various levels and types of classrooms.

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

Knowledge
1. The teacher knows how to create tasks at a variety of levels of mathematical development, knowledge, understanding, and experience.

Element	Unacceptable	Acceptable	Target
3.1 Knowledge Understanding of Individual Learning Needs		**X**	

3.1 Knowledge: Required education coursework, a cooperating teacher interview, and candidate reflections provide evidence that teacher candidates demonstrate an adequate understanding of how to create tasks at a variety of levels.

Performance
1. The teacher assists students in learning sound and significant mathematics and in developing a positive disposition toward mathematics by adapting and changing activities as needed.

Element	Unacceptable	Acceptable	Target
3.2 Performance Modifying Instruction for Individual Learning Needs		**X**	

3.2 A cooperating teacher interview, lesson plans, and field experience requirements provide evidence that teacher candidates assist students in learning sound and significant mathematics and to develop a positive disposition toward mathematics by adapting and changing activities as needed. However, it was noted that many lesson plan samples and other evidence did not specifically note adaptations or modifications to various lessons.

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

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

Element	Unacceptable	Acceptable	Target
4.1 Knowledge Understanding of Multiple Mathematical Learning Strategies		**X**	

4.1 Educational coursework, inquiry lesson plan, pedagogy paper, and a faculty member interview provide evidence that teacher candidates demonstrate adequate understanding of a

variety of mathematical instructional strategies as delineated by the Knowledge indicators in the Idaho Standards for Mathematics Teachers.

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

Element	Unacceptable	Acceptable	Target
4.2 Performance Application of Multiple Learning Strategies		**X**	

4.2 Unit plans, inquiry lesson plan, and a cooperating teacher interview provide evidence that teacher candidates demonstrate an adequate ability to use a variety of mathematical instructional strategies as delineated by the Performance indicators in the Idaho Standards for Mathematics Teachers. This education program does an outstanding job of using adjunct professors to fill the gap, since resources for a full time math educator are not available.

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

Knowledge
1. The teacher knows and uses appropriate mathematical vocabulary/terminology.

Element	Unacceptable	Acceptable	Target
6.1 Knowledge Communication Skills		**X**	

6.1 Education coursework, field experience/methods class requirements, and a completer interview provide evidence that teacher candidates demonstrate an adequate ability to use appropriate mathematical vocabulary and terminology.

Performance
1. The teacher encourages students to use appropriate mathematical vocabulary/terminology.
2. The teacher fosters mathematical discourse.

Element	Unacceptable	Acceptable	Target
6.2 Performance Application of Communication Skills		**X**	

6.2 Candidate and completer interviews, a student teacher binder, and observations provide evidence that teacher candidates create learning experiences that encourages students to use appropriate mathematical vocabulary and foster mathematical discourse.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Knowledge
1. The teacher knows how to assess students' mathematical reasoning.

Element	Unacceptable	Acceptable	Target
8.1 Knowledge Understanding of how to Assess Students' Mathematical Reasoning.		**X**	

8.1 Lesson plans, a student teacher binder, and a candidate interview provide evidence that teacher candidates understand, use, and interpret formal and informal assessment strategies to evaluate student performance. Less evidence is available to indicate that candidates use assessment to advance student performance and to determine program effectiveness.

Performance
1. The teacher assesses students' mathematical reasoning.

Element	Unacceptable	Acceptable	Target
8.2 Performance Assessing Students' Mathematical Reasoning.		**X**	

8.2 Lesson plans, a student teacher binder, and a candidate interview provide evidence that teacher candidates demonstrate an adequate ability to assess students' mathematical reasoning.

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

Knowledge
1. The teacher has a broad base of knowledge and understanding of mathematics beyond the level at which he or she teaches to include algebra, geometry and measurement, statistics and data analysis, and calculus.
2. The teacher understands the interconnectedness between strands of mathematics.
3. The teacher understands a variety of real-world applications of mathematics.

Element	Unacceptable	Acceptable	Target
11.1 Knowledge Significant Mathematical Connections		**X**	

11.1 Mathematics and education coursework, candidate lesson plans, and candidate reflections provide evidence that teacher candidates demonstrate adequate understanding of mathematical connections as delineated by the Knowledge indicators in the Idaho Standards for Mathematics Teachers.

Performance
1. The teacher uses and encourages students to use mathematical applications to solve problems in realistic situations from other fields (e.g. natural science, social science, business, and engineering).
2. The teacher encourages students to identify connections between mathematical strands.
3. The teacher uses and encourages students to use mathematics to identify and describe patterns, relationships, concepts, processes, and real-life constructs.

Element	Unacceptable	Acceptable	Target
11.2 Performance Application of Mathematical Connections		**X**	

11.2 Candidate lesson plans, candidate reflections, a candidate pedagogy paper, and a student teacher binder provide evidence that teacher candidates demonstrate an adequate ability to help students make connections as delineated by the Performance indicators in the Idaho Standards for Mathematics Teachers.

Recommended Action Mathematics Education:

__X__Approved
_____Approved Conditionally
_____Not Approved

Physical Education

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

The Idaho Standards for Initial Certification provide the framework for the approval of educator preparation programs. As such, the standards set the criteria by which teacher preparation programs are reviewed for state program approval.

The following rubric is used to evaluate the extent to which teacher preparation programs prepare teachers relative to the standards. The rubric is designed to be used with each content-specific preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with NCATE accreditation standards, the rubric describes three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Performance indicators provide the lens through which the State Program Approval Team evaluates the institution's provided evidence that candidates meet the Idaho standards. The institution is expected to provide information about candidate performance related to the Idaho Standards for Initial Preparation of Professional School Personnel.

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

Knowledge
1. The teacher understands the components of physical fitness and their relationship to a healthy lifestyle.
2. The teacher understands the sequencing of motor skills (K-12).
3. The teacher understands human anatomy and physiology (structure and function), exercise physiology, and bio-mechanical principles
4. The teacher knows the appropriate rules, etiquette, instructional cues, and skills for physical education activities (e.g., aquatics, sports, games, lifetime activities, dance, rhythmical activities, and outdoor/adventure activities).
5. The teacher understands that daily physical provides opportunities for enjoyment, challenge, self-expression, and social interaction.
6. The teacher understands Adaptive Physical Education and how to work with students with special and diverse needs (e.g., various physical abilities and limitations, culture, and gender).
7. The teacher understands technology operations and concepts pertinent to physical activity (e.g. heart rate monitors, pedometers, global positioning system).

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Subject Matter and Structure of the Discipline		**X**	

1.1 Examining course syllabi, perusing candidate coursework, conducting candidate interviews, observations of recent completer, and Praxis II scores provide evidence that teacher candidates demonstrate an adequate understanding of the components of physical fitness and their relationship to a healthy lifestyle; human anatomy and physiology (structure and function), exercise physiology appropriate rules, etiquette, instructional cues, and skills for physical education activities; Adaptive Physical Education and how to work with special and diverse student needs; and the sequencing of motor skills (K-12); opportunities for enjoyment, challenge, self-expression, and social interaction; and technology operations and concepts pertinent to physical activity.

Performance
1. The teacher instructs students about disciplinary concepts and principles related to physical activities, fitness, and movement expression.
2. The teacher instructs students in the rules, skills, and strategies of a variety of physical activities (e.g., aquatics, sports, games, lifelong activities, dance, rhythmical activities, and outdoor/adventure activities).
3. The teacher models a variety of physical education activities (e.g., aquatics, sports, games, lifelong activities, dance, rhythmical activities, and outdoor/adventure activities).
4. The teacher models the use of technology operations and concepts pertinent to physical activity (e.g. heart rate monitors, pedometers, global positioning system, and computer software).

Element	Unacceptable	Acceptable	Target
1.2 Performance Making Subject Matter Meaningful		**X**	

1.2 Perusing faculty observation feedback, peer teacher evaluations, work samples, observation of recent completer, and candidate and cooperating teacher interviews provide evidence that teacher candidates demonstrate an adequate ability to create learning experiences that make physical education meaningful to students.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Performance
1. The teacher assesses the individual physical activity, movement, and fitness levels of students and makes developmentally appropriate adaptations to instruction.
2. The teacher promotes physical activities that contribute to good health.

Element	Unacceptable	Acceptable	Target
2.2 Performance Provide Opportunities for Development		**X**	

2.2 Course syllabi, candidate and completer interviews, examples of coursework, observation of recent completer, and candidate lesson and unit plans provide evidence that teacher candidates demonstrate an adequate ability to assess the individual physical activity, movement, and fitness levels of students, make developmentally appropriate adaptations to instruction, and promote physical activities that contribute to good health.

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

Performance
1. The teacher provides opportunities that incorporate individual variations in movement to help students gain physical competence and confidence.

Element	Unacceptable	Acceptable	Target
3.2 Performance Accommodating Individual Learning Needs		**X**	

3.2 Analyzing candidate and teacher unit and lesson plans, interviews with cooperating teachers, candidates and completers, observation of a completer, and perusing student coursework provide evidence that teacher candidates demonstrate an adequate ability to create opportunities that incorporate individual variations to movement and to help students gain physical competence and positive self-esteem.

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

Knowledge
1. The teacher knows how to help students cultivate responsible personal and social behaviors that promote positive relationships and a productive environment in physical education settings.
2. The teacher knows strategies to help students become self-motivated in physical education.
3. The teacher understands that individual performance is affected by anxiety.
4. The teacher understands principles of effective management in indoor and outdoor movement settings.

Element	Unacceptable	Acceptable	Target
5.1 Knowledge Understanding of Classroom Motivation and Management Skills		**X**	

5.1 Course syllabi, candidate coursework, candidate lesson plans, interviews with cooperating teachers and completer observation provide evidence that teacher candidates demonstrate an adequate understanding of how to help students cultivate responsible personal and social behaviors.

Performance
1. The teacher implements strategies, lessons, and activities to promote positive peer relationships (e.g., mutual respect, support, safety, sportsmanship, and cooperation).
2. The teacher uses strategies to motivate students to participate in physical activity inside and outside the school setting.
3. The teacher utilizes principles of effective management in indoor and outdoor movement settings.

Element	Unacceptable	Acceptable	Target
5.2 Performance Creating, Managing, and Modifying for Safe and Positive Learning Environments		**X**	

5.2 Peer evaluations, lesson plans, self-reflections, classroom management plans, student teaching observations, cooperating teacher, faculty, and candidate interviews, and an observation of a completer, provide evidence that teacher candidates demonstrate an adequate ability to effectively manage physical activity in indoor and outdoor settings and promote positive peer relationships and appropriate motivational strategies for participation in physical activity.

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

Knowledge
1. The teacher knows a variety of management (e.g., space, people, and equipment) and instructional strategies to maximize physical education activity time and student success.
2. The teacher knows how to expand the curriculum through the use of community resources (e.g., golf courses, climbing walls, YMCA, and service organizations).

Element	Unacceptable	Acceptable	Target
7.1 Knowledge Instructional Planning Skills in Connection with Knowledge of Subject Matter and Curriculum Goals		**X**	

7.1 Lesson plans, course syllabi, student teacher binders, coursework, cooperating teacher interviews along with candidate interviews provide evidence that teacher candidates demonstrate an adequate understanding of strategies to maximize physical education activity time and student success in physical education and how to expand the curriculum through the use of community resources.

Performance
1. The teacher uses and assesses management (e.g., space, people, and equipment) and instructional strategies to maximize physical education activity time and student success.

Element	Unacceptable	Acceptable	Target
7.2 Performance Instructional Planning Skills in Connection with Students' Needs and Community Contexts		**X**	

7.2 Lesson plans, student teacher and completer observations, candidate interviews, cooperating teacher interviews, peer observations, provide evidence that teacher candidates demonstrate an adequate ability to plan and prepare instruction to maximize physical education activity time and student success and to utilize community resources to expand the curriculum.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Knowledge
1. The teacher knows how to select and use a variety of developmentally appropriate assessment techniques (e.g., authentic, alternative, and traditional) congruent with physical education activity, movement, and fitness goals.

Element	Unacceptable	Acceptable	Target
8.1 Knowledge Assessment of Student Learning		**X**	

8.1 Unit and lesson plans, course syllabi, Praxis II scores, and student work samples provide evidence that teacher candidates demonstrate an adequate understanding of how to select and use a variety of developmentally appropriate assessment techniques (e.g., authentic, alternative, and traditional) congruent with physical education activity, movement, and fitness goals.

Performance
1. The teacher uses a variety of developmentally appropriate assessment techniques (e.g., authentic, alternative, and traditional) congruent with physical education activity, movement, and fitness goals.

Element	Unacceptable	Acceptable	Target
8.2 Performance Using and Interpreting Program and Student Assessment Strategies		**X**	

8.2 Candidate and completer lesson and unit plans, observation of completer, student teacher evaluations, and candidate generated assessments provide evidence that teacher candidates demonstrate an adequate ability to use a variety of developmentally appropriate assessment techniques (e.g., authentic, alternative, and traditional) congruent with physical education activity, movement, and fitness goals to evaluate student performance and determine program effectiveness.

Standard 9: Professional Commitment and Responsibility- The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Knowledge
1. The teacher knows how his/her personal physical fitness and activity levels may impact teaching and student motivation.

Element	Unacceptable	Acceptable	Target
9.1 Knowledge Professional Commitment and Responsibility as Reflective Practitioners		**X**	

9.1 Course syllabi, candidate fitness testing, lab work, student teacher observations, completer interview and observation provide evidence that teacher candidates demonstrate an adequate understanding of how his/her personal physical fitness and activity levels may impact teaching and student motivation.

Standard 11: Safety – The teacher provides for a safe learning environment.

Knowledge
1. The teacher understands the inherent dangers involved in physical education activities.
2. The teacher understands the need to consider safety when planning and providing instruction.
3. The teacher understands the factors that influence safety in physical education activity settings (e.g., skill, fitness, developmental level of students, equipment, attire, facilities, travel, and weather).
4. The teacher understands the level of supervision required for the health and safety of all students in all locations (e.g., teaching areas, locker rooms, and travel to off-campus activities).
5. The teacher understands school policies regarding student injury and medical treatment.
6. The teacher understands the steps for providing appropriate treatment for injuries occurring in physical education activities.
7. The teacher understands the appropriate steps when responding to safety situations.
8. The teacher knows cardiopulmonary resuscitation (CPR) and first aid.

Element	Unacceptable	Acceptable	Target
11.1 Knowledge Understanding of Student and Facility Safety		**X**	

11.1 Course syllabi, Praxis II scores, candidate interviews, candidate lesson plans provide evidence that teacher candidates demonstrate an adequate understanding of CPR, first aid, and factors that influence safety in physical education activity settings and the supervision and response required.

Performance
1. The teacher identifies, monitors, and documents safety issues when planning and implementing instruction to ensure a safe learning environment.
2. The teacher informs students of the risks associated with physical education activities.
3. The teacher instructs students in appropriate safety procedures for physical education activities and corrects inappropriate actions.
4. The teacher identifies and corrects potential hazards in physical education facilities, grounds, and equipment.
5. The teacher identifies and follows the steps for providing appropriate treatment for injuries occurring in physical education activities.
6. The teacher identifies safety situations and responds appropriately.
7. The teacher maintains CPR and first aid certification.

Element	Unacceptable	Acceptable	Target
11.2 Performance **Creating a Safe Learning Environment**		**X**	

11.2 Candidate self- assessment, completer observation and interviews with cooperating teachers and candidates provide evidence that teacher candidates demonstrate an adequate ability to provide and monitor for a safe learning environment and inform students of the risks associated with physical education activities.

Recommended Action on Physical Education Program:

__X__Approved
_____Approved Conditionally
_____Not Approved

Foundation Standards for Science

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

The Idaho Standards for Initial Certification provide the framework for the approval of educator preparation programs. As such, the standards/principles set the criteria by which teacher preparation programs are reviewed for state program approval.

The following rubric is used to evaluate the extent to which teacher preparation programs prepare teachers who meet the standards. The rubric is designed to be used with each individual preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with NCATE accreditation standards, the rubrics describe three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments, rather than as an element-by-element checklist. Elements identified in the rubrics provide the basis upon which a State Program Approval Team evaluates the institution's evidence that candidates meet the Idaho Standards. The institution is expected to provide information about candidate performance related to the Idaho Core Teacher Standards (and Idaho Teacher Standards for specific preparation areas).

In addition to the standards listed here, science teachers must meet Idaho Core Teacher Standards and at least one of the following: (1) Idaho Standards for Biology Teachers, (2) Idaho Standards for Chemistry Teachers, (3) Idaho Standards for Earth and Space Science Teachers, (4) Idaho Standards for Natural Science Teachers, (5) Idaho Standards for Physical Science Teachers, or (6) Idaho Standards for Physics Teachers. Rubrics for these standards are listed after the rubrics for the Foundation Standards for Science Teachers.

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

Knowledge
1. The teacher knows the history and nature of science and scientific theories.
2. The teacher understands that all sciences are related.
3. The teacher understands the concepts of form and function.
4. The teacher understands the interconnectedness among the science disciplines.
5. The teacher understands the process of scientific inquiry.
6. The teacher knows how to investigate scientific phenomena, interpret findings, and communicate information to students.
7. The teacher knows how to effectively engage students in constructing deeper understanding of scientific phenomena through lessons, demonstrations, and laboratory and field activities.

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Subject Matter and Structure of Science			**X**

1.1 Sequence of courses and syllabi in all areas (biology, chemistry, and physics), Praxis II scores and GPA data, handouts, assignments, lab documents, samples of candidate work, lab techniques and field work, and interviews with completers and university faculty provide evidence that teacher candidates demonstrate an in-depth understanding of science and the nature of scientific knowledge, as well as an in-depth understanding of how to make connections between their science and other disciplines and to engage students in the process of science.

Performance
1. The teacher provides students with opportunities to view science in its cultural and historical context by using examples from history and including scientists of both genders and from varied social and cultural groups.
2. The teacher continually adjusts curriculum and activities to align them with new scientific data.
3. The teacher provides students with a holistic, interdisciplinary understanding of concepts in life, earth systems/space, physical, and environmental sciences.
4. The teacher helps students build scientific knowledge and develop scientific habits of mind.
5. The teacher demonstrates competence in investigating scientific phenomena, interpreting findings, and communicating information to students.
6. The teacher models and encourages the skills of scientific inquiry, including creativity, curiosity, openness to new ideas, and skepticism that characterize science.
7. The teacher creates lessons, demonstrations, and laboratory and field activities that effectively communicate and reinforce science concepts and principles.
8. The teacher engages in scientific inquiry in science coursework.

Element	Unacceptable	Acceptable	Target
1.2 Performance Making Science Meaningful			**X**

1.2 Candidate instructional units, candidate student teaching binders, classroom observation forms for candidate teacher lessons (multiple candidates/reviewers/schools), and interviews with completers and university faculty provide evidence that teacher candidates demonstrate an in-depth ability to create and evaluate teaching resources and curriculum materials for their comprehensiveness, accuracy, and usefulness in making scientific ideas and concepts, tools of inquiry, structure of scientific knowledge, and the processes of science meaningful to students; use/develop learning activities that are consistent with curriculum goals and progress coherently within the unit of instruction; and use/develop learning activities, including laboratory and field activities, that foster multiple viewpoints and ways of knowing science.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Knowledge
1. The teacher knows how students construct scientific knowledge and develop scientific habits of mind.
2. The teacher knows commonly held conceptions about science and how they affect student learning.

Element	Unacceptable	Acceptable	Target
2.1 Knowledge Understanding Human Development and Learning		**X**	

2.1 Course syllabi, candidate student teaching binder requirements, candidate instructional units, candidate coursework samples, pedagogical research papers, senior research projects, and interviews with completers and university faculty provide evidence that teacher candidates demonstrate an adequate understanding of the conceptions students are likely to bring to class that can interfere with learning the science.

Performance
1. The teacher identifies students' conceptions about the natural world.
2. The teacher engages students in constructing deeper understandings of the natural world.

Element	Unacceptable	Acceptable	Target
2.2 Performance Provide Opportunities for Development		**X**	

2.2 Candidate student teaching binders, lesson plans and reflections, lesson observations, and interviews with completers and university faculty provide evidence that teacher candidates demonstrate an adequate ability to carry out activities that facilitate students' conceptual development in science.

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

Knowledge
1. The teacher understands how to apply mathematics and technology to analyze, interpret, and display scientific data.
2. The teacher understands how to implement scientific inquiry.
3. The teacher understands how to engage students in making deeper sense of the natural world through careful orchestration of demonstrations of phenomena for larger groups when appropriate.

Element	Unacceptable	Acceptable	Target
4.1 Knowledge Understanding of Multiple Mathematical Learning Strategies		**X**	

4.1 Course syllabi, candidate instructional model toolkits and rubrics, interviews with completers and university faculty provide evidence that teacher candidates demonstrate an adequate understanding of methods of inquiry and how to apply mathematics and technology to analyze, interpret, and display data.

Performance
1. The teacher applies mathematical derivations and technology in analysis, interpretation, and display of scientific data.
2. The teacher uses instructional strategies that engage students in scientific inquiry and that develop scientific habits of mind.
3. The teacher engages students in making deeper sense of the natural world through careful orchestration of demonstrations of phenomena for larger groups when appropriate.

Element	Unacceptable	Acceptable	Target
4.2 Performance Application of Multiple Learning Strategies		**X**	

4.2 Instructional models toolkit, instructional units, candidate student teacher binders (lessons and reflections), and interviews with completers and university faculty provide evidence that teacher candidates demonstrate an adequate ability to appropriately use models, simulations, laboratory and field activities, and demonstrations for larger groups, where appropriate, to facilitate students' critical thinking, problem solving, and performance skills.

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

Knowledge
1. The teacher knows how to use a variety of interfaced electronic hardware and software for communicating data.
2. The teacher knows how to use graphics, statistical, modeling, and simulation software, as well as spreadsheets to develop and communicate science concepts.
3. The teacher understands technical writing as a way to communicate science concepts and processes.

Element	Unacceptable	Acceptable	Target
6.1 Knowledge Communication Skills		**X**	

6.1 Syllabi; inquiry lesson plans, templates, and rubrics; sample labs using technology; candidate lab write-ups, and interviews with completers and university faculty provide evidence that teacher candidates demonstrate an adequate knowledge of how to use standard forms of scientific communications in their fields (i.e., graphs, technical writing, results of mathematical analysis, scientific posters, and multimedia presentations).

Performance
1. The teacher models the appropriate scientific interpretation and communication of scientific evidence through technical writing, scientific posters, multimedia presentations, and electronic communications media.
2. The teacher engages students in sharing data during laboratory investigation to develop and evaluate conclusions.
3. The teacher engages students in the use of computers in laboratory/field activities to gather, organize, analyze, and graphically present scientific data.
4. The teacher engages students in the use of computer modeling and simulation software to communicate scientific concepts.

Element	Unacceptable	Acceptable	Target
6.2 Performance Application of Communication Skills		**X**	

6.2 Content from candidate student teaching binders, classroom observation documents, candidate instructional units, and interviews with completers and university faculty provide evidence that teacher candidates demonstrate an adequate ability to engage students in the use of standard forms of scientific communications in their fields (i.e., graphs, technical writing, results of mathematical analysis, scientific posters, and multimedia presentations).

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Knowledge
1. The teacher understands the importance of keeping current on research related to how students learn science.
2. The teacher understands the importance of keeping current on scientific research findings.

Element	Unacceptable	Acceptable	Target
9.1 Knowledge Professional Commitment and Responsibility as Reflective Practitioners		**X**	

9.1 Candidate student teacher binders (rubrics/requirements), interviews with completers and university faculty, lab/research work, and senior research projects provide evidence that teacher candidates demonstrate an adequate knowledge of recent developments in their fields and of how students learn science.

Performance
1. The teacher incorporates current research related to student learning of science into science curriculum and instruction.
2. The teacher incorporates current scientific research findings into science curriculum and instruction.

Element	Unacceptable	Acceptable	Target
9.2 Performance Developing in the Art and Science of Teaching		**X**	

9.2 Candidate student teacher binder lesson reflections, instructional model toolkits, pedagogy research papers, science methods course discussions, and interviews with completers and university faculty provide evidence that teacher candidates demonstrate an adequate ability to incorporate an understanding of recent developments in their fields and knowledge of how students learn science into instruction.

Principle 11: Safe Learning Environment – The science teacher provides for a safe learning environment.

Knowledge
1. The teacher knows how to select materials that match instructional goals as well as how to maintain a safe environment.

2. The teacher knows how to properly dispose of waste materials.
3. The teacher knows how to properly care for, inventory, and maintain materials and equipment.
4. The teacher is aware of legal responsibilities associated with safety.
5. The teacher knows the safety requirements necessary to conduct laboratory and field activities and demonstrations.
6. The teacher knows how to procure and use Material Safety Data Sheets (MSDS).

Element	Unacceptable	Acceptable	Target
11.1 Knowledge Creating a Safe Learning Environment		**X**	

11.1 Course syllabi, lab lessons and activities, science lab work, and interviews with completers and university faculty provide evidence that teacher candidates demonstrate an adequate knowledge of material selection, safety, waste disposal, care and maintenance of materials and equipment, legal responsibilities associated with safety, safety requirements for laboratory, field activities, and demonstrations, and the procurement and use of MSDS.

Performance
1. The teacher develops instruction that uses appropriate materials and ensures a safe environment.
2. The teacher creates and ensures a safe learning environment by including appropriate documentation of activities.
3. The teacher makes informed decisions about the use of specific chemicals or performance of a lab activity regarding facilities and student age and ability.
4. The teacher models safety at all times.
5. The teacher makes use of Material Safety Data Sheet (MSDS) and storage information for laboratory materials.
6. The teacher creates lesson plans and teaching activities consistent with appropriate safety considerations.
7. The teacher evaluates lab and field activities for safety.
8. The teacher evaluates a facility for compliance to safety regulations.
9. The teacher uses safety procedures and documents safety instruction.
10. The teacher demonstrates the ability to acquire, use, and maintain materials and lab equipment.
11. The teacher implements laboratory, field, and demonstration safety techniques.

Element	Unacceptable	Acceptable	Target
11.2 Performance Creating a Safe Learning Environment		X	

11.1 Candidate student teaching binders, lab safety lessons, other lab-based instructional activities conducted by candidates, university lab work, and interviews with completers and university faculty provide evidence that teacher candidates demonstrate an adequate ability to model safe practices in classroom and storage area in the following: 1) set up procedures for safe handling, labeling and storage of chemicals and electrical equipment; 2) demonstrate that safety is a priority in science and other activities; 3) take appropriate action in an emergency; 4) instruct students in laboratory safety procedures; 5) evaluate students' safety competence before allowing them in the laboratory; 6) take action to prevent hazards; 7) adhere to the standards of the science education community for ethical care and use of animals; and 8) use preserved or live animals appropriately in keeping with the age of the students and the need for such animals.

Principle 12: Laboratory and Field Activities – The science teacher demonstrates competence in conducting laboratory and field activities.

Knowledge
1. The teacher knows a broad range of laboratory and field techniques.
2. The teacher knows strategies to develop students' laboratory and field skills.

Element	Unacceptable	Acceptable	Target
12.1 Knowledge Understanding of Laboratory and Field Experiences		X	

12.1 Course syllabi, lab lessons/activities, candidate internship teaching activities (student teaching binders), and interviews with completers and university faculty provide evidence that teacher candidates demonstrate an adequate ability to explain the importance of laboratory and field activities in the learning of science.

Performance
1. The teacher engages students in a variety of laboratory and field techniques.
2. The teacher uses a variety of instructional strategies in laboratory and field experiences to engage students in developing their understanding of the natural world.

Element	Unacceptable	Acceptable	Target
12.2 Performance **Effective Use of Laboratory and Field Experiences**		**X**	

12.2 Content from candidate student teacher binders, lab safety lessons, other lab-based instructional contexts, candidate reflections, and interviews with completers and university faculty provide evidence that teacher candidates engage students in experiencing the phenomena they are studying by means of laboratory and field exercises.

Biology

Principle 1: Knowledge of Biology - The teacher understands the central concepts, tools of inquiry, and structures of Biology and creates learning experiences that make these aspects of Biology meaningful for students.

Knowledge
1. The teacher understands that there are unifying themes in biology, including levels from molecular to whole organism.
2. The teacher knows the currently accepted taxonomy systems used to classify living things.
3. The teacher understands scientifically accepted theories of how living systems evolve through time.
4. The teacher understands that genetic material and characteristics are passed between generations.
5. The teacher knows biochemical processes that are involved in life functions.
6. The teacher knows that living systems interact with their environment and are interdependent with other systems.
7. The teacher understands that systems in living organisms maintain conditions necessary for life to continue.
8. The teacher understands the cell as the basis for all living organisms and how cells carry out life functions.
9. The teacher understands how matter and energy flow through living and non-living systems.
10. The teacher knows how the behavior of living organisms changes in relation to environmental stimuli.

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Subject Matter and Structure of Biology			**X**

1.1 Sequence of courses and syllabi, Praxis II scores and GPA data, handouts, assignments, labs and complete lab sheets, candidate presentations, extensive lab experiences, field experiences, and techniques, and interviews with completers and university faculty provide evidence that teacher candidates demonstrate an in-depth understanding of biology content and the nature of biological knowledge. The program provides evidence that teacher candidates make connections between biology and other disciplines.

Performance
1. The teacher prepares lessons that help students understand the flow of matter and energy through living systems.
2. The teacher assists students in gaining an understanding of the ways living things are interdependent.
3. The teacher assists students in understanding how living things impact/change their environment and how the physical environment impacts/changes living things.

4. The teacher helps students understand how the principles of genetics apply to the flow of characteristics from one generation to the next.
5. The teacher helps students understand how genetic "information" is translated into living tissue and chemical compounds necessary for life.
6. The teacher helps students understand accepted scientific theories of how life forms have evolved through time and the principles on which these theories are based.
7. The teacher helps students understand the ways living organisms are adapted to their environments.
8. The teacher helps students understand the means by which organisms maintain an internal environment that will sustain life.
9. The teacher helps students classify living organisms into appropriate groups by the current scientifically accepted taxonomic techniques. .
10. The teacher helps students understand a range of plants and animals from one-celled organisms to more complex multi-celled creatures composed of systems with specialized tissues and organs.
11. The teacher helps students develop the ability to evaluate ways humans have changed living things and the environment of living things to accomplish human purposes (e.g., agriculture, genetic engineering, dams on river systems, burning fossil fuels, seeding clouds, and making snow).
12. The teacher helps students understand that the cell, as the basis for all living organisms, carries out life functions.

Element	Unacceptable	Acceptable	Target
1.2 Performance Making Biology Meaningful			**X**

1.2 Candidate instructional units, worksheets, labs, journals, formative assessments, writing prompts, and unit exams, candidate student teaching binders (reflections, student grouping information, multimodal learning activities), observation forms for candidate teacher lessons, and interviews with completers and university faculty provide evidence teacher candidates demonstrate an in-depth ability to create and evaluate teaching resources and curriculum materials for their comprehensiveness, accuracy, and usefulness in making biology, tools of inquiry, structure of biological knowledge, and the processes of biology meaningful to students; use/develop learning activities that are consistent with curriculum goals and progress coherently within the unit of instruction; and use/develop learning activities, including laboratory and field activities, that foster multiple viewpoints and ways of knowing science.

Recommended Action on Biology:

___X__Approved
_____Approved Conditionally
_____Not Approved

Chemistry

Principle 1: Knowledge of Chemistry - The teacher understands the central concepts, tools of inquiry, and structures of Chemistry and creates learning experiences that make these aspects of Chemistry meaningful for students.

Knowledge
1. The teacher understands the fundamental components and procedures of chemistry and how they interact to create a holistic understanding of matter and energy.
2. The teacher knows the fundamental principles of chemistry, including kinetic molecular theory, periodicity and atomic structure, solutions, stoichiometry, and chemical reactions.
3. The teacher knows organic chemistry, inorganic chemistry, analytic chemistry, physical chemistry, and biochemistry.
4. The teacher has a broad knowledge of mathematical principles, including calculus, and is familiar with the connections that exist between mathematics and chemistry.
5. The teacher knows alternative explanations and models of chemistry concepts.

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Subject Matter and Structure of Chemistry		**X**	

1.1 Course syllabi, Praxis II scores and GPA data, assignments, exams, labs, candidate work (including lab reports and other assignment), and interview with university faculty provide that teacher candidates demonstrate an adequate understanding of chemistry content and the nature of chemical knowledge.

Performance
1. The teacher consistently reinforces the underlying themes, concepts, and procedures of the basic areas of chemistry during instruction, demonstrations, and laboratory activities to facilitate student understanding.
2. The teacher uses scientific criteria to develop alternative models to explain chemistry concepts.
3. The teacher models the application of mathematical concepts for chemistry (e.g., factor-label method, statistical analysis of data, and problem-solving skills).

Element	Unacceptable	Acceptable	Target
1.2 Performance Making Chemistry Meaningful		**X**	

1.2 Candidate chemistry unit sketch, a candidate early field experience lesson plan, a candidate student teaching binder, and an interview with university faculty provide evidence that teacher candidates demonstrate an adequate ability to create learning experiences that make the concepts of chemistry, tools of inquiry, structure of chemical knowledge, and the processes of chemistry meaningful to students through the use of materials and resources that support instructional goals; and use learning activities, including laboratory and field activities, that are consistent with curriculum goals and reflect principles of effective instruction.

Areas for Improvement: NOTE: Approved conditionally due to only one candidate on record for recent years.

Recommended Action Chemistry:

_____Approved
__X__Approved Conditionally (due to lack of candidates only)
_____Not Approved

Physics

Principle 1: Knowledge of Physics - The teacher understands the central concepts, tools of inquiry, and structures of physics and creates learning experiences that make these aspects of physics meaningful for students.

Knowledge
1. The teacher understands electromagnetic and gravitational interactions as well as concepts of matter and energy to formulate a coherent understanding of the natural world.
2. The teacher understands the major concepts and principles of the basic areas of physics, including mechanics, thermodynamics, waves, optics, electricity, magnetism, and nuclear physics.
3. The teacher knows how to apply appropriate mathematical principles of algebra, geometry, trigonometry, calculus, and statistics in the description of the physical world and is familiar with the connections between mathematics and physics.
4. The teacher understands contemporary physics events and research.
5. The teacher knows multiple explanations and models of physical phenomena and the process of developing and evaluating explanations of the physical world.
6. The teacher knows the history of the development of models used to explain physical phenomena and is able to explain why models were considered appropriate when they were developed.

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Subject Matter and Structure of Physics		**X**	

1.1 Course syllabi, Praxis II scores and GPA data, lab directions and candidate work in lab activities, lab reports (both typical and exemplary), presentations and homework examples, rubrics, quiz and labs; and interviews with completers provide evidence that teacher candidates demonstrate an adequate understanding of physics content.

Performance
1. The teacher engages students in developing and applying conceptual models to describe the natural world.
2. The teacher engages students in testing and evaluating physical models through direct comparison with the phenomena via laboratory and field activities and demonstrations.
3. The teacher engages students in the appropriate use of mathematical principles in examining and describing models for explaining physical phenomena.
4. The teacher engages student in the examination and consideration of the models used to explain the physical world.

Element	Unacceptable	Acceptable	Target
1.2 Performance Making Mathematics Meaningful		**X**	

1.2 Early field experience lesson plans, candidate physics instructional unit, candidate physical science lab/lessons, a candidate student teaching binder (lesson plans, lab activities), reflection statements, and interviews with completers provide evidence that teacher candidates demonstrate an adequate ability to create learning experiences that make the central concepts of physics, tools of inquiry, structure of physics knowledge, and the processes of physics meaningful to students through the use of materials and resources that support instructional goals; and use learning activities, including laboratory and field activities and demonstrations, that are consistent with curriculum goals and reflect principles of effective instruction.

Recommended Action on Physics:

___X___Approved
_____Approved Conditionally
_____Not Approved

Foundation Standards for Social Studies

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

The Idaho Standards for Initial Certification provide the framework for the approval of educator preparation programs. As such, the standards set the criteria by which teacher preparation programs are reviewed for state program approval.

The following rubric is used to evaluate the extent to which teacher preparation programs prepare teachers relative to the standards. The rubric is designed to be used with each content-specific preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with NCATE accreditation standards, the rubric describes three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Performance indicators provide the lens through which the State Program Approval Team evaluates the institution's provided evidence that candidates meet the Idaho standards. The institution is expected to provide information about candidate performance related to the Idaho Standards for Initial Preparation of Professional School Personnel.

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

Knowledge

1. The teacher has a broad knowledge base of the social studies and related disciplines (e.g., history, economics, geography, political science, behavioral sciences, and humanities).
2. The teacher understands the ways various governments and societies have changed over time.
3. The teacher understands ways in which independent and interdependent systems of trade and production develop.
4. The teacher understands the impact that cultures, religions, technologies, social movements, economic systems, and other factors have on civilizations.
5. The teacher understands the responsibilities and rights of citizens in the United States political system, and how citizens exercise those rights and participate in the system.
6. The teacher understands geography affects relationships between people, and environments over time.
7. The teacher understands the appropriate use of primary and secondary sources (i.e., documents, artifacts, maps, graphs, charts, tables, and statistical data) in interpreting social studies concepts.

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Understanding Subject Matter		**X**	

1.1 Course syllabi, interviews with faculty and cooperating teachers, Praxis II scores, and teacher candidate work samples (papers and exams) provide evidence of knowledge of the subject matter (Social Studies). The program provides evidence that teacher candidates demonstrate an adequate knowledge of the social studies disciplines (i.e., history, economics, geography, and political science) that they plan to teach and the ways new knowledge in social studies disciplines is discovered; the ways various governments and societies have changed over time; and the impact that cultures, religions, technologies, vision/structure of social justice, as well as the impact other factors have on historical processes.

Performance
1. The teacher demonstrates chronological historical thinking.
2. The teacher compares and contrasts various governments and cultures in terms of their diversity, commonalities, and interrelationships.
3. The teacher integrates knowledge from social studies in order to prepare students to live in a world with limited resources, cultural pluralism, and increasing interdependence.
4. The teacher incorporates current events, global perspectives, and scholarly research into the curriculum.
5. The teacher uses primary and secondary sources (i.e., documents, artifacts, maps, graphs, charts, tables, and data interpretation) when presenting social studies concepts.

Element	Unacceptable	Acceptable	Target
1.2 Performance Making Subject Matter Meaningful		**X**	

1.2 Interviews with cooperating teachers, observations by cooperating teachers, review of submitted teacher candidate work samples (student teacher binder, self-reflection journals, and instructional unit plans) provide evidence of acceptable candidate performance. The program provides evidence that teacher candidates demonstrate an adequate ability to create learning experiences that provide opportunities to trace and analyze chronological periods and to examine the relationships of significant historical concepts; encourage and guide investigation of various governments and cultures in terms of their diversity, commonalties, and interrelationships; and incorporate current events, global perspectives and scholarly research into the curriculum; and integrate social sciences and humanities knowledge in order to prepare students to live in a world with limited resources.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Knowledge
1. The teacher understands the influences that contribute to intellectual, social, and personal development.
2. The teacher understands the impact of student environment on student learning.

Element	Unacceptable	Acceptable	Target
2.1 Knowledge Understanding Human Development and Learning		**X**	

2.1 Course syllabi, Praxis II scores, and review of submitted teacher candidate samples (including exams, cross-cultural reflection papers, and behavior intervention plans) provide evidence of acceptable knowledge of Human Development and Learning. The program provides evidence that teacher candidates demonstrate an adequate understanding of how leadership, groups, and cultures influence intellectual, social, and personal development.

Performance
1. The teacher provides opportunities for students to engage in civic life, politics, and government.

Element	Unacceptable	Acceptable	Target
2.2 Performance Provide Opportunities for Development	**X**		

2.2 Candidate work samples in Instructional Units 1 and 2, and the Student Teacher Binder are the only evidence found to show the teacher candidate's abilities to perform this standard. The program provides little evidence that teacher candidates demonstrate an adequate ability to provide students with opportunities for engagement in civic life, politics, and government relevant to the social sciences. It is recommended that other components (i.e., observations by cooperating teacher, self-reflection on lessons specific to this standard, samples of student's reflection after involvement in lessons specific to this standard) be included as evidence that teacher candidates are providing their students with engaging activities.

Government and Civics

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

Knowledge
1. The teacher understands the relationships between civic life, politics, and government.
2. The teacher understands the foundations of government and constitutional principles of the United States political system.
3. The teacher understands the organization of local, state, federal, and tribal governments, and how power and responsibilities are organized, distributed, shared, and limited as defined by the United States Constitution.
4. The teacher understands the importance of international relations (e.g., evolution of foreign policy, national interests, global perspectives, international involvements, human rights, economic impacts, and environmental issues).
5. The teacher understands the role of public policy in shaping the United States political system.
6. The teacher understands the civic responsibilities and rights of all inhabitants of the United States (e.g., individual and community responsibilities, participation in the political process, rights and responsibilities of non-citizens, and the electoral process).

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Understanding Subject Matter		**X**	

1.1 Course syllabi, Praxis II scores, and review of submitted teacher candidate samples (including course work and lesson plans) provide evidence of acceptable knowledge and understanding of the subject matter (Government and Civics). The program provides evidence that teacher candidates demonstrate an adequate understanding of the foundations and principles of the United States political system; the organization and formation of the United States government and how power and responsibilities are organized, distributed, shared, and limited as defined in the United States Constitution; the significance of United States foreign policy; the role of international relations; an awareness of global perspectives; and the civic responsibilities and rights of all inhabitants of the United States. (The phrase, *in shaping the United States political system,* was deleted from the rubric requirements as it is not found in the Idaho Standards. Evidence was found to support inclusion of the *role of international relations* but no evidence was to found to connect those relations to the *shaping of the United States political system*.)

Performance
1. The teacher promotes student to engagement in civic life, politics, and government.
2. The teacher demonstrates comprehension and analysis of the foundations and principles of the United States political system and the organization and formation of the United States government.

3. The teacher demonstrates comprehension and analysis of United States foreign policy and international relations.
4. The teacher integrates global perspectives into the study of civics and government.

Element	Unacceptable	Acceptable	Target
1.2 Performance Making Subject Matter Meaningful		**X**	

1.2 Interviews with candidates and a cooperating teacher, Praxis II scores, and review of teacher candidate work samples (lesson plans, exams, and student teacher binders) provide examples of acceptable candidate performance. The program provides evidence that teacher candidates demonstrate an adequate ability to create opportunities for students to engage in civic life, politics, and government.

Recommended Action on Government and Civics:

___X___Approved
_____Approved Conditionally
_____Not Approved

History

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

Knowledge
1. The teacher understands themes and concepts in history (e.g., exploration, expansion, migration, immigration).
2. The teacher understands the political, social, cultural, and economic responses to industrialization and technological innovation.
3. The teacher understands how international relations impacted the development of the United States.
4. The teacher understands how significant conflicts defined and continue to define the United States.
5. The teacher understands the political, social, cultural, and economic development of the United States.
6. The teacher understands the political, social, cultural, and economic development of the peoples of the world.
7. The teacher understands the impact of gender, race, ethnicity, religion, and national origin on history.
8. The teacher understands the appropriate use of primary and secondary sources (i.e., documents, artifacts, maps, graphs, charts, tables and statistical data) in interpreting social studies concepts.

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Understanding Subject Matter		**X**	

1.1 Course syllabi, lecture notes, and review of submitted teacher candidate samples (essays, exams) provide evidence of acceptable knowledge and understanding of the subject matter (History). The program provides evidence that teacher candidates demonstrate an adequate understanding of historical themes and concepts; the political, social, cultural, and economic development of the United States and the world; how the development of the United States is related to international relations and significant conflicts; and the impact of gender, race, ethnicity, religion, and national origin on history.

Performance
1. The teacher makes connections between political, social, cultural, and economic themes and concepts.
2. The teacher incorporates the issues of gender, race, ethnicity, religion, and national origin into the examination of history.
3. The teacher facilitates student inquiry on how international relationships impact the United States.

4. The teacher relates the role of conflicts to continuity and change across time.
5. The teacher demonstrates an ability to research, analyze, and interpret history.

Element	Unacceptable	Acceptable	Target
1.2 Performance Making Subject Matter Meaningful		**X**	

1.2 Interviews with candidates, a cooperating teacher, and a faculty member; Praxis II scores; and review of teacher candidate work samples (lesson plans, exams, instructional units, and student teacher binders) provide examples of acceptable candidate performance. The program provides evidence that teacher candidates demonstrate an adequate ability to provide opportunities for students to make connections between political, social, cultural, and economic themes and concepts; to enable students to incorporate the issues of gender, race, ethnicity, religion, and national origin into their examination of history; to facilitate student inquiry on how international relationships impact the United States; to relate the role of conflicts to continuity and change across time. It is evident that teacher candidates are provided with a variety of methods to demonstrate performance of this standard.

Recommended Action History:

___X__Approved
_____Approved Conditionally
_____Not Approved

Foundation Standards for Visual Performing Arts

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

The Idaho Standards for Initial Certification provide the framework for the approval of educator preparation programs. As such, the standards set the criteria by which teacher preparation programs are reviewed for state program approval.

The following rubric is used to evaluate the extent to which teacher preparation programs prepare teachers who meet the standards. The rubric is designed to be used with each individual preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with NCATE accreditation standards, the rubrics describe three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Elements identified in the rubrics provide the basis upon which the State Program Approval Team evaluates the institution's evidence that candidates meet the Idaho standards. The institution is expected to provide information about candidate performance related to the Idaho Core Teacher Standards (and Idaho Teacher Standards for specific preparation areas).

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

Knowledge
1. The teacher understands the history and foundation of arts education.
2. The teacher understands the processes and content of the arts discipline being taught.
3. The teacher understands the relationships between the arts and how the arts enhance a comprehensive curriculum.
4. The teacher understands how to interpret, critique, and assess the arts discipline being taught.
5. The teacher understands the cultural and historical contexts surrounding works of art.
6. The teacher understands that the arts communicate, challenge, and influence cultural and societal values.
7. The teacher understands the aesthetic purposes of the arts and that arts involve a variety of perspectives and viewpoints (e.g., formalist, feminist, social, and political).
8. 12. The teacher understands how to select and evaluate a range of artistic subject matter and ideas appropriate for students' personal and/or career interests.

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Understanding Subject Matter		**X**	

1.1 Music and Art curriculum/sequences, syllabi, signature assignments, 100% music and 83% first-time Praxis II music and art pass rates indicate that visual and performing arts candidates understand the central concepts, tools of inquiry, and structures of the discipline taught. Evidence also indicates that candidates create learning experiences that make these aspects of subject matter meaningful for students

Performance
1. The teacher provides students with a knowledge base of historical, critical, performance, and aesthetic concepts.
2. The teacher helps students create, understand, and become involved in the arts relevant to students' interests and experiences.
3. The teacher demonstrates technical and expressive proficiency in the particular arts discipline being taught.
4. The teacher helps students identify relationships between the arts and a comprehensive curriculum.
5. The teacher provides instruction to make a broad range of art genres and relevant to students.
6. The teacher instructs students in making interpretations and judgments about their own artworks and the works of other artists.
7. The teacher creates opportunities for students to explore a variety of perspectives and viewpoints related to the arts.

Element	Unacceptable	Acceptable	Target
1.2 Performance Making Subject Matter Meaningful		**X**	

1.2 Art presentations, pictures from senior art shows, concert/recital programs, completed homework assignments, course assessments, arrangements and compositions demonstrate candidates understand the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

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

Knowledge
1. The teacher understands state standards for the arts discipline being taught and how to apply those standards in instructional planning.
2. The teacher understands that the processes and tools necessary for communicating ideas in the arts are sequential, holistic, and cumulative.

Element	Unacceptable	Acceptable	Target
7.1 Knowledge Instructional Planning Skills		**X**	

7.1 The education core and arts education curricula provide numerous opportunities for candidates to plan and prepare instruction based on knowledge of subject matter. Evidence also indicates that candidates understand that the processes and tools necessary for communicating ideas in the arts are sequential, holistic, and cumulative in nature.

Performance
1. The teacher incorporates state standards for the arts discipline in his or her instructional planning.
2. The teacher demonstrates that the processes and uses of the tools necessary for the communication of ideas in the arts are sequential, holistic, and cumulative.

Element	Unacceptable	Acceptable	Target
7.2 Performance Instructional Planning		**X**	

7.2 Visual performing arts candidate lesson plans, Student Teaching Binders, and interviews with candidates and completers indicate that candidates are able to refer to the appropriate standards, as well as demonstrate sequential instruction, knowledge of subject matter, students, the community, and curriculum goals.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Knowledge
1. The teacher understands assessment strategies specific to the creative process.
2. The teacher understands the importance of providing appropriate opportunities for students to demonstrate what they know and can do in the arts.
3. The teacher understands how arts assessments enhance evaluation and student performance across a comprehensive curriculum (e.g. portfolio, critique, performance/presentation).

Element	Unacceptable	Acceptable	Target
8.1 Knowledge Assessment of Student Learning			**X**

8.1 Music education teacher candidates take MUSC3450/MUSC3460 Teaching Music in the Elementary School, as well as MUSC3470/MUSC3480 Teaching Music in the Secondary School, while art candidates learn to use a variety of assessment tools in ARDE3330 Teaching Art in the K-8 Classroom and ARDE3530 Teaching Art in the Secondary School, as well as Methods of Instruction for Secondary Schools. These courses provide ample opportunities for arts education teacher candidates to understand, use, and interpret formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Performance
1. The teacher assesses students' learning and creative processes as well as finished products.
2. The teacher provides appropriate opportunities for students to display, perform, and be assessed for what they know and can do in the arts.
3. The teacher provides a variety of arts assessments to evaluate student performance.

Element	Unacceptable	Acceptable	Target
8.2 Performance Using and Interpreting Program and Student Assessment Strategies		**X**	

8.2 Candidate and completer interviews a well as faculty interviews, instructional units and student teaching binders provide evidence that arts education candidates understand, use, and interpret formal and informal formative and summative assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Knowledge
1. The teacher understands the importance of continued professional growth in his or her discipline.

Element	Unacceptable	Acceptable	Target
9.1 Knowledge Professional Commitment and Responsibility as Reflective Practitioners		**X**	

9.1 Arts education candidates develop reflective practice strategies in education core and content methods courses: MUSC3450/3460 Teaching Music in the Elementary School, MUSC3470/3480 Teaching Music in the Secondary School, ARDE3330 Teaching Art in the K-8 School, ARDE3530 Teaching Art in the Secondary School, EDUC3510 Teaching Methods in Secondary Classrooms (Art only), EDUC4860/4870 Student Teaching in Middle School/Junior High or High School.

Performance

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

Element	Unacceptable	Acceptable	Target
9.2 Performance Developing in the Art and Science of Teaching		**X**	

9.2 Student teacher binders, lesson plan evidence, and candidate interviews provide evidence that the candidate/completer contributes to his or her discipline.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well being.

Knowledge

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

Element	Unacceptable	Acceptable	Target
10.1 Knowledge Interacting Professionally and Effectively with Colleagues, Parents, and Community in Partnerships		**X**	

10.1 Arts education candidates learn about collaboration/partnerships and program management in the education core and arts education methods courses: MUSC3450/3460 Teaching Music in the Elementary School, MUSC3470/3480 Teaching Music in the Secondary School, ARDE3330 Teaching Art in the K-8 School, ARDE3530 Teaching Art in the Secondary School, EDUC3510

Teaching Methods in Secondary Classrooms (Art only), and EDUC4860/4870 Student Teaching in Middle School/Junior High or High School. The core and methods courses prepare candidates to interact in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

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

Element	Unacceptable	Acceptable	Target
10.2 Performance Interacting Professionally and Effectively with Colleagues, Parents, and Community in Partnerships		**X**	

10.2 Student teacher binders, interviews, and required coursework provide evidence that candidates promote the arts for the enhancement of the school and the community and is able to select and create art exhibits and performances that are appropriate for different audiences.

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

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

Element	Unacceptable	Acceptable	Target
11.1 Knowledge Creating and Managing a Safe, Productive Learning Environment		**X**	

11.1 Arts education candidates take EDUC3750 Classroom Management in Secondary Schools, which prepares them to provide safe learning environments in their classrooms. Art candidates take ARDE3330 Teaching Art in the K-8 Classroom and ARDE3530 Teaching Art in the Secondary School, while music candidates take MUSC3450/3460 Teaching Music in the

Elementary School as well as MUSC3470/3480 Teaching Music in the Secondary School to learn about materials/equipment safe-handling strategies. The unit prepares arts education candidates to create and manage a safe, productive learning environment.

Performance
1. The teacher ensures that students have the skills and knowledge necessary to accomplish art task safety.
2. The teacher manages the simultaneous activities that take place daily in the arts classroom.
3. The teacher operates and manages necessary performance and exhibit technology specific to his or her discipline in a safe manner.

Element	Unacceptable	Acceptable	Target
11.2 Performance Creating and Managing a Safe, Productive Learning Environment	**X**		

11.2 Little or no evidence was found to indicate that visual arts education candidate address the standard in the planning. Providing examples of output does not address media management or the requirements for providing a safe environment.

Music

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

The Idaho Standards for Initial Certification provide the framework for the approval of educator preparation programs. As such, the standards set the criteria by which teacher preparation programs are reviewed for state program approval.

The following rubric is used to evaluate the extent to which teacher preparation programs prepare teachers relative to the standards. The rubric is designed to be used with each content-specific preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with NCATE accreditation standards, the rubric describes three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Performance indicators provide the lens through which the State Program Approval Team evaluates the institution's provided evidence that candidates meet the Idaho standards. The institution is expected to provide information about candidate performance related to the Idaho Standards for Initial Preparation of Professional School Personnel.

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

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

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Understanding Subject Matter		**X**	

1.1 One hundred percent first-time Praxis II pass rate, music course curriculum/sequences, syllabi, signature assignments, concert/recital programs provide evidence that music teacher candidates understand the central concepts, tools of inquiry, and structures of the discipline taught and create learning experiences that make these aspects of subject matter meaningful for students.

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

Element	Unacceptable	Acceptable	Target
1.2 Performance Making Subject Matter Meaningful		**X**	

1.2 Completed homework assignments, course assessments, arrangements, solo and ensemble videos and sound files, concert/recital programs, and compositions demonstrate candidates understand the central concepts, tools of inquiry, and structures of the discipline taught and create learning experiences that make these aspects of subject matter meaningful for students.

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

Knowledge
1. The teacher knows how to design and implement comprehensive music education opportunities in addition to traditional ensemble instruction (e.g., music appreciation, theory, history, and specialized ensembles such as madrigals, jazz choir, jazz band, and pep band).

2. The teacher understands the planning skills inherent in teaching and managing performances in various environments.

Element	Unacceptable	Acceptable	Target
7.1 Knowledge Instructional Planning Skills in Connection with Knowledge of Subject Matter and Curriculum Goals		**X**	

7.1 Education and music course syllabi, music education course sequences, and course signature assignments in both music education and core education classes demonstrate the unit prepares music teacher candidates how to plan and prepare instruction based on knowledge of subject matter, students, the community, and curriculum goals.

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

Element	Unacceptable	Acceptable	Target
7.2 Performance Instructional Planning Skills in Connection with Students' Needs and Community Contexts		**X**	

7.2 Early Field Experience Music Plan, Unit Lesson Plan (Grade 2, ABA form), Candidate Music Instructional Unit, "Oye," Music Student Teaching Binder, and Student Teaching Lesson Observations from the elementary classroom (Domain 1, Danielson) provide adequate evidence that teacher candidates plan and prepare instruction based on knowledge of subject matter, students, the community, and curriculum goals.

Recommended Action for Music:

___X___Approved
_____Approved Conditionally
_____Not Approved

Visual Arts

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

The Idaho Standards for Initial Certification provide the framework for the approval of educator preparation programs. As such, the standards set the criteria by which teacher preparation programs are reviewed for state program approval.

The following rubric is used to evaluate the extent to which teacher preparation programs prepare teachers relative to the standards. The rubric is designed to be used with each content-specific preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with NCATE accreditation standards, the rubric describes three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Performance indicators provide the lens through which the State Program Approval Team evaluates the institution's provided evidence that candidates meet the Idaho standards. The institution is expected to provide information about candidate performance related to the Idaho Standards for Initial Preparation of Professional School Personnel.

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

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

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Understanding Subject Matter		**X**	

1.1 Syllabi, Praxis II scores, required coursework, and interviews with an adjunct faculty member provide evidence that the teacher candidates demonstrate an adequate understanding of formal, and expressive aesthetic qualities of the visual arts; a variety of media, styles, and techniques in multiple art forms; and the historical and contemporary meanings of visual culture. Candidates are required to take courses utilizing a variety of techniques, styles, and media as well as an art history course.

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

Element	Unacceptable	Acceptable	Target
1.2 Performance Making Subject Matter Meaningful		**X**	

1.2 Interviews with graduates from the traditional and the APP Ed programs, sample lesson plans, a student teaching binder, and completed student teaching observation sheets indicate that the teacher candidates apply adequate knowledge of formal and expressive aesthetic qualities to communicate ideas and instructs students in the historical and contemporary meanings of visual culture. Graduate interviews were very helpful in determining the acceptableness of the program meeting this standard.

Recommended Action for Visual Arts:

___X__Approved
_____Approved Conditionally
_____Not Approved

World Languages

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

The Idaho Standards for Initial Certification provide the framework for the approval of educator preparation programs. As such, the standards set the criteria by which teacher preparation programs are reviewed for state program approval.

The following rubric is used to evaluate the extent to which teacher preparation programs prepare teachers relative to the standards. The rubric is designed to be used with each content-specific preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with NCATE accreditation standards, the rubric describes three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Performance indicators provide the lens through which the State Program Approval Team evaluates the institution's provided evidence that candidates meet the Idaho standards. The institution is expected to provide information about candidate performance related to the Idaho Standards for Initial Preparation of Professional School Personnel.

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

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

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Understanding Subject Matter		**X**	

1.1 Interviews with current teacher candidates, analysis of Praxis II Test Scores, and analysis of Unit Plans and Student Teacher binder (1 binder) data demonstrate that teacher candidates who are in their senior year have adequate Spanish language skills and cultural knowledge, can articulate the value of learning new languages and cultures, and can plan and create language and culture learning experiences. Data seem to indicate that the Spanish minor is insufficient to ensure language skills that lead to passing the Praxis II Spanish test.

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

Element	Unacceptable	Acceptable	Target
1.2 Performance Making Subject Matter Meaningful	**X**		

1.2 Performance data was minimal, making it difficult to ascertain the teacher candidates' performance skills. Examples of student data were provided for one assignment, from one student. That data showed integration of culture, writing, and speaking. Interviews with teacher candidates, review of unit plans, and review of one student's Student Teaching Notebook provided little additional evidence of "extensive use of the target language." Some evidence of using Spanish for instruction was evident in Spanish II lesson plans. The interview of the Spanish language faculty member did provide a single point of evidence that students he had observed in their internships were using Spanish as the language of instruction at least half of the time. Further evidence was provided from one teacher candidate that all language skills, including culture, were used and assessed in the classroom.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Knowledge
1. The teacher understands that the process of second language acquisition includes the interrelated skills of listening, speaking, reading, and writing.
2. The teacher understands that the development of cultural knowledge is essential for second language acquisition.
3. The teacher understands how to create an instructional environment that encourages students to take the risks necessary for successful language learning.

Element	Unacceptable	Acceptable	Target
2.1 Knowledge Understanding Human Development and Learning		**X**	

2.1 Interviews with teacher candidates and review of coursework, including unit plans and one student teacher notebook provided evidence of candidates' understanding and knowledge of the language acquisition process. These candidates have had experiences learning and reflecting on the importance of culture learning and the connections between language and culture. Candidates' out-of-country experiences have deepened their cultural understandings and they were able to provide examples of the linkages between language and culture. An interview with the primary language faculty member indicated strong connections between language and culture instruction.

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

Element	Unacceptable	Acceptable	Target
2.2 Performance Provide Opportunities for Development	**X**		

2.2 There were no opportunities to observe foreign language instruction, making it difficult to assess performance aspects of this standard. Review of unit plans provided evidence of candidate knowledge, but not performance. One candidate's student data provided clear evidence of language and culture skill integration. Additional student data provided, demonstrated use of student work to provide feedback, but did not demonstrate skills beyond

writing and grammar. Some evidence indicated focus on the four skills, but integration was difficult to ascertain from more than one source of data.

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

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

Element	Unacceptable	Acceptable	Target
3.1 Knowledge Accommodating Individual Learning Needs		**X**	

3.1 Review of teacher candidate assignments, interviews with teacher candidates, and review of unit plans and the one student teacher notebook indicate adequate knowledge of student differences.

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

Element	Unacceptable	Acceptable	Target
3.2 Performance Understanding of Individual Learning Needs	**X**		

3.2 Little or no data was provided in the form of one Student Teacher notebook, and one candidate's PreK-12 student data, including assessment data. The student teacher notebook included a statement at the end of every lesson plan, indicating that accommodations are built into every lesson (students may ask for more time, use notes for assignments, etc.). No actual performance data (teacher candidate reflections, actual K-12 student data, etc.) showing accommodations was presented.

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

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

Element	Unacceptable	Acceptable	Target
4.1 Knowledge Understanding of Multiple Learning Strategies		**X**	

4.1 A review of unit plans, course assignments, and interviews with teacher candidates provide evidence of knowledge of multiple methods for language instruction. Multiple methods are also modeled by the primary language faculty.

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

Element	Unacceptable	Acceptable	Target
4.2 Performance Application of Multiple Learning Strategies	**X**		

4.2 An analysis of one student teacher notebook and interviews provided little or no evidence of use of multiple methods of instruction. One notebook used direct instruction exclusively. While games and other strategies were used for review and practice, no evidence was available to suggest that multiple methods were used to accommodate for multiple learning strategies. Evidence from another teacher candidate provided evidence of a culminating activity that integrated language and culture skills. While this data was a clear piece of evidence of using multiple strategies, it was insufficient to demonstrate that the performance is a program expectation.

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

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

Element	Unacceptable	Acceptable	Target
7.1 Knowledge Instructional Planning Skills		**X**	

7.1 Interviews with teacher candidates, analysis of unit plans, and review of the one student teacher notebook provided evidence of knowledge of ACTFL standards. Standards were clearly used in lesson plans to connect lesson plans to the standards.

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

Element	Unacceptable	Acceptable	Target
7.2 Knowledge Instructional Planning Skills	**X**		

7.2 Little or no evidence data was presented to provide evidence of actual use of standards during teaching. While it was clear that lesson plans correlated to standards, it was not clear that standards drove instruction decisions.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

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

Element	Unacceptable	Acceptable	Target
8.1 Knowledge Assessment of Student Learning		**X**	

8.1 Interviews with teacher candidates, course assignments, unit plans and student teaching notebooks provide evidence of an understanding of ACTFL proficiency guidelines. Teacher

candidates demonstrate an understanding of the importance of the 5 language skills. Assessment examples also provided evidence of meeting this standard.

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

Element	Unacceptable	Acceptable	Target
8.2 Performance Using and Interpreting Program and Student Assessment Strategies		**X**	

8.2 Performance data provided (one student teaching notebook) was minimal in its presentation of assessment data. Quizzes and exams were used for grammar and vocabulary. Some evidence of oral skills was presented. Cultural understanding was assessed. Listening and speaking skills were rarely assessed. Another teacher candidate's data demonstrated a clear positive example of assessment data of integration of the 5 language skills. Two additional teacher candidates' K-12 student data demonstrated assessment and use of assessment data that later informed next steps.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

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

Element	Unacceptable	Acceptable	Target
10.1 Knowledge Interacting with Colleagues, Parents, and Community in Partnerships			**X**

10.1 Coursework, field experiences, interviews with teacher candidates all confirm an in-depth knowledge of teacher candidate understanding of the importance of working with and using the community of language speakers as resources for language and culture learning. Strong experiences are provided/required for teacher candidates to interact with community language speakers, including the requirement to study in a country with native language speakers.

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

Element	Unacceptable	Acceptable	Target
10.2 Performance Utilization of Community Resources	**X**		

10.2 Little or no performance evidence was provided to indicate that teacher candidates utilize community resources for classroom instruction. In the one student teaching notebook, no lessons about careers were presented and no use of native speakers/guest speakers was seen.

Recommended Action on the World Languages (Spanish):

___X__Approved
_____Approved Conditionally
_____Not Approved

Foundation Standards for School Administrators

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

The Idaho Standards for Initial Certification provide the framework for the approval of educator preparation programs. As such, the standards set the criteria by which teacher preparation programs are reviewed for state program approval.

All School Administrators, including Principals, Special Education Directors, and Superintendents, must meet the following Idaho Foundation Standards for School Administrators and the standards specific to their certification area at the "acceptable" level or above.

The following rubrics are used to evaluate the extent to which teacher preparation programs prepare administrators who meet the standards. The rubric is designed to be used with each individual preparation program (i.e., School Administrator, School District Superintendent, and Special Education Director).

Consistent with NCATE accreditation standards, the rubrics describe three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Elements identified in the rubrics provide the basis upon which a State Program Approval Team evaluates the institution's evidence that candidates meet the Idaho Standards. The institution is expected to provide information about candidate performance related to the Idaho Standards for School Administrators (and Idaho Standards for specific preparation areas, e.g., School District Superintendent, Special Education Director).

Standard 1: Visionary and Strategic Leadership - A school administrator is an educational leader who promotes the success of each students and staff member by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

Knowledge
1. The administrator understands that each student can learn and that varied and data-informed learning goals are an important part of the process.
2. The administrator understands the principles of developing and implementing strategic plans.
3. The administrator understands systems theory and its application to educational settings.
4. The administrator knows effective individual and group communication skills.
5. The administrator knows group leadership and decision-making skills.
6. The administrator knows team-building, coaching, mediation, negotiation, and consensus-building skills.

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Understanding Visionary and Strategic Leadership		**X**	

1.1 Interviews with NNU faculty and graduate students, reading course syllabi, and reviewing rubrics and candidate work samples provide minimal evidence that administrator candidates have an adequate understanding of specific models and processes of visionary leadership and how to engage stakeholders in strategic planning and data collection.

Performance
1. The administrator facilitates processes and engages in activities that create a shared vision and mission with all stakeholders.
2. The administrator uses effective individual and group communication skills.
3. The administrator engages others to ensure that a clearly articulated strategic plan is implemented, monitored, evaluated, and revised.
4. The administrator acknowledges the contributions of the school community to the realizations of the vision and mission.
5. The administrator seeks and allocates resources to support the strategic plan.
6. The administrator models professional growth, and supports the professional growth of the community of learners.
7. The administrator makes decisions through the application of systems theory.
8. The administrator uses varied sources of information, data collection, and data analysis strategies for the purpose of planning school improvement and increasing student achievement.
9. The administrator demonstrates and encourages strategies to facilitate the improved learning of each student.
10. The administrator ensures that each student is educated in an appropriate and the least restrictive learning environment.
11. The administrator practices team building, coaching, mediation, negotiation, and consensus building.

Element	Unacceptable	Acceptable	Target
1.2 Performance Application of Visionary and Strategic Leadership		**X**	

1.2 Interviews with NNU faculty and graduate students, reading course syllabi, and reviewing rubrics and candidate work samples provide minimal evidence that administrator candidates demonstrate an adequate ability to facilitate the development and implementation of visioning and strategic leadership, using key concepts and models.

Standard 2: Instructional Leadership - The school administrator is an educational leader who promotes the success of each student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Knowledge
1. The administrator understands how to enhance school culture and instructional programs through research, best practice, and curriculum design.
2. The administrator knows how to develop and implement a standards-based curriculum that aligns with assessment.
3. The administrator understands the principles of effective instruction, differentiated instruction, learning theories, motivation strategies, and positive classroom management.
4. The administrator understands student growth and development.
5. The administrator understands the effective use of assessment and evaluation.
6. The administrator understands adult learning and professional development.
7. The administrator understands the change process for systems, organizations, and individuals.
8. The administrator knows how to effectively use instructional supervision, evaluation, and due process.
9. The administrator understands community diversity and its influence on education.
10. The administrator understands the essential role of technology in education.
11. The administrator understands how to develop, implement, and evaluate co-curricular and extracurricular programs that enhance student growth and character development.

Element	Unacceptable	Acceptable	Target
2.1 Knowledge Understanding of Instructional Leadership		**X**	

2.1 Interviews with NNU faculty and graduate students, reading course syllabi, and reviewing rubrics and candidate work samples provide minimal evidence that administrator candidates have an adequate understanding of the relationships between school culture, diverse student needs, instructional program, staff professional growth, and student achievement.

Performance
1. The school administrator oversees the development, implementation, evaluation, and refinement of curriculum and assessment based on research, best practice, teacher expertise, student and community needs, and state and national curriculum standards.
2. The administrator promotes a culture of high expectations and life-long learning for self, students, and staff.
3. The administrator promotes a school environment in which the responsibilities and contributions of students, parents/guardians, and staff members are valued.
4. The administrator promotes effective and innovative research-based instructional strategies.
5. The administrator researches a variety of information sources to make decisions that organize and align the school for success.

6. The administrator reduces barriers through proactive identification, clarification, and resolution of problems.
7. The administrator uses data to monitor student achievement.
8. The administrator supervises, evaluates, and assists teachers.
9. The administrator creates a learning environment that recognizes diversity.
10. The administrator uses and promotes technology to advance student learning, accommodate student needs, professional development, and overall school success.
11. The administrator participates in professional organizations.
12. The administrator promotes instructional goals and objectives that integrate academic, co-curricular, and extracurricular programs.

Element	Unacceptable	Acceptable	Target
2.2 Performance Application of Instructional Leadership		**X**	

2.2 Interviews with NNU faculty and graduate students, reading course syllabi, and reviewing rubrics and candidate work samples provide minimal evidence that administrator candidates demonstrate an adequate ability to advocate for, nurture, and sustain a school culture and instructional program conducive to student learning, diverse student needs, and staff professional growth.

It was noted that there were not artifacts provided for *Performance 12: The administrator promotes instructional goals and objectives that integrate academic, co-curricular, and extracurricular programs.*

Standard 3: Management and Organizational Leadership—A school administrator is an educational leader who promotes a safe, efficient, and effective learning environment, and manages the organization, operations, and resources for the success of each student.

Knowledge
1. The administrator understands organizational theories.
2. The administrator understands operational policies and procedures.
3. The administrator knows school safety and security principles and issues.
4. The administrator understands human resources management.
5. The administrator knows sound fiscal operations principles and issues.
6. The administrator knows school facilities and use of space principles and issues.
7. The administrator understands legal issues impacting personnel, management, and operations.
8. The administrator understands current technologies that effectively support management functions.
9. The administrator understands principles and procedures of problem solving, conflict resolution, and group processes.

Element	Unacceptable	Acceptable	Target
3.1 Knowledge Understanding of Management and Organizational Leadership		**X**	

3.1 Reading course syllabi and class activities/discussions, reviewing rubrics and candidate work samples provide evidence that administrator candidates have an adequate understanding of how to promote and manage a safe, efficient, and effective learning environment for the success of each student.

Performance
1. The administrator uses knowledge of learning, teaching, and student development in making management decisions based on current, valid research.
2. The administrator designs and manages operational and organizational procedures to maximize opportunities for successful learning.
3. The administrator uses and actively promotes problem-solving and conflict management skills and strategies that foster positive educational outcomes.
4. The administrator uses knowledge of collective bargaining and other contractual agreements.
5. The administrator implements and monitors high-quality standards related to management performances.
6. The administrator manages the operations school facilities, equipment, and support services to provide an environment conducive to learning.
7. The administrator involves stakeholders in shared decision-making.
8. The administrator recognizes potential problems and opportunities and acts on them in a timely manner.
9. The administrator uses effective communication skills.
10. The administrator aligns all resources, using appropriate technology available to maximize attainment of school and organizational goals.
11. The administrator implements records management that meets confidentiality and documentation requirements.
12. The administrator facilitates recruitment, mentoring, coaching, supervision, and evaluation of personnel to accomplish goals of the school and district.

Element	Unacceptable	Acceptable	Target
3.2 Performance Application of Management and Organizational Leadership		**X**	

3.2 Reading course syllabi and class activities/discussions, reviewing rubrics and candidate work samples provide evidence that administrator candidates demonstrate an adequate ability to promote and manage a safe, efficient, and effective learning environment for the success of each student.

Standard 4: Family and Community Partnerships—A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Knowledge
1. The administrator understands emerging issues and trends impacting families, school, and community.
2. The administrator knows resources available in the community.
3. The administrator understands public relations, successful partnerships, and marketing strategies.

Element	Unacceptable	Acceptable	Target
4.1 Knowledge Understanding of Family and Community Partnerships		**X**	

4.1 Interviews with NNU faculty and graduate students, reading course syllabi, and reviewing rubrics and candidate work samples/projects provide evidence that administrator candidates have an adequate understanding of how to collaborate with families and community members, respond to diverse community interests and needs, and mobilize community resources to promote the success of each student.

Performance
1. The administrator develops relationships with community leaders through visibility and involvement within the larger community.
2. The administrator uses relevant information about family and community concerns, expectations, and needs.
3. The administrator facilitates opportunities between the school and community to share resources.
4. The administrator establishes partnerships with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals.
5. The administrator integrates community and youth/family services with school programs.
6. The administrator facilitates activities that recognize and value diversity within the family, community, school, and district.
7. The administrator develops and maintains a comprehensive network of community and media connections.
8. The administrator models and supports the use of collaborative skills.

Element	Unacceptable	Acceptable	Target
4.2 Performance Application of Family and Community Partnerships		**X**	

4.2 Interviews with NNU faculty and graduate students, reading course syllabi, and reviewing rubrics and candidate work samples/projects provide evidence that administrator candidates demonstrate an adequate ability to collaborate with families and community members, respond to diverse community interests and needs, and mobilize community resources to promote the success of each student.

Standard 5: Professional and Ethical Leadership—The school administrator is a professional who demonstrates personal and professional values, ethics, and integrity.

Knowledge
1. The administrator understands the purposes of education.
2. The administrator understands the roles of leadership.
3. The administrator understands ethical frameworks and perspectives.
4. The administrator understands the diverse values of a community.
5. The administrator knows the Idaho Professional Code of Ethics and the Idaho Administrators Code of Conduct.

Element	Unacceptable	Acceptable	Target
5.1 Knowledge Understanding of Professional and Ethical Leadership		**X**	

5.1 Interviews with NNU faculty and graduate students, reading course syllabi, and reviewing rubrics and candidate work samples provide evidence that administrator candidates have an adequate understanding of the relationship between personal and professional values, ethics, and integrity to promote the success of each student.

Performance
1. The administrator behaves in a manner consistent with the values, beliefs, and attitudes that inspire others to higher levels of performance.
2. The administrator demonstrates responsibility for the learning of each student.
3. The administrator demonstrates sensitivity regarding the impact of administrative practices on others.

4. The administrator demonstrates appreciation for and sensitivity to the diversity in the school community.
5. The administrator adheres to the Idaho Professional Code of Ethics and the Idaho Administrators Code of Conduct.
6. The administrator requires ethical, professional behavior in others.
7. The administrator interacts with all individuals with consistency, fairness, dignity, and respect.
8. The administrator implements appropriate policies and facilitates procedures to protect individual rights.

Element	Unacceptable	Acceptable	Target
5.2 Performance Application of Professional and Ethical Leadership		**X**	

5.2 Interviews with NNU faculty and graduate students, reading course syllabi, and reviewing rubrics and candidate work samples provide evidence that administrator candidates demonstrate an adequate ability to apply personal and professional values, ethics, and integrity to promote the success of each student.

It was noted that there were not artifacts provided for *Performance 2. The administrator demonstrates responsibility for the learning of each student.*

Standard 6: Governance and Legal Leadership—A school administrator is an educational leader who promotes the success of each student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural contexts.

Knowledge
1. The administrator understands the role of public education in developing and renewing a democratic society and an economically productive nation.
2. The administrator knows principles of representative governance that underpin the system of American education.
3. The administrator understands the political, social, cultural, and economic systems and processes that support and impact education.
4. The administrator understands effective models and strategies of leadership as applied to the larger political, social, cultural, and economic contexts of education.
5. The administrator understands global issues affecting teaching and learning.
6. The administrator understands the dynamics of policy development and advocacy under a democratic political system.
7. The administrator understands the importance of diversity and equity in a democratic society.
8. The administrator knows the law as related to education.
9. The administrator understands the impact of education on personal and professional opportunities, social mobility, and a democratic society.

Element	Unacceptable	Acceptable	Target
6.1 Knowledge Understanding of Governance and Legal Leadership		**X**	

6.1 Reading course syllabi and class activities/discussions, reviewing rubrics and candidate work samples provide evidence that administrator candidates have an adequate understanding of the role of the school administrator in responding to and influencing the larger political, social, economic, legal, and cultural contexts to promote the success of each student.

Performance
1. The administrator facilitates and engages in activities to shape public policy in order to enhance education.
2. The administrator facilitates communication with the school community concerning trends, issues, and potential forces affecting education.
3. The administrator engages representatives of diverse community groups in ongoing dialogue.
4. The administrator develops lines of communication with decision-makers outside of the school community.
5. The administrator facilitates a governance system to meet local needs within the framework of policies, laws, and regulations enacted by local, state, and federal authorities.
6. The administrator adheres to the law and district policies.
7. The administrator implements appropriate policies and facilitates to protect student rights and improve student opportunities for success.

Element	Unacceptable	Acceptable	Target
6.2 Performance Application of Governance and Legal Leadership		**X**	

6.2 Reading course syllabi and class activities/discussions, reviewing rubrics and candidate work samples provide evidence that administrator candidates demonstrate an adequate ability to respond to and influence the larger political, social, economic, legal, and cultural contexts to promote the success of each student.

Recommended Action School Administrator:

__X__Approved
_____Approved Conditionally
_____Not Approved

School Superintendents

Standard 1: Superintendent Leadership - The superintendent is the catalyst and the advocate for an effective school community; demonstrates an enhanced knowledge, thorough understanding, and performance within all six standards listed in the Idaho Foundation Standards for School Administrators; and is prepared to lead a school system with increasing organizational complexity.

Knowledge
1. The superintendent understands the dynamics of systemic change within school districts.
2. The superintendent understands the importance of questioning, innovation, and innovative thinking in order to create new educational cultures and maximize system efficiency, effectiveness, and accountability.
3. The superintendent knows the breadth of P-12 curriculum and instructional programs.
4. The superintendent knows the importance of planning, maintaining, and budgeting for adequate school facilities, personnel, support services, and effective instructional programs.
5. The superintendent understands how to facilitate processes and activities to establish and maintain an effective and efficient governance structure for school districts.
6. The superintendent knows the role of local, regional, state, national and international partnerships in the development of educational opportunities and support services for students.
7. The superintendent understands the district's role in and responsibility for employee induction, career development, and enhancement.
8. The superintendent understands the organizational complexity of school districts.
9. The superintendent understands the dynamics of collective bargaining, mediation, arbitration, and contract management.
10. The superintendent knows the importance of districtwide policy development and effective implementation.

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Understanding Visionary and Strategic Leadership		**X**	

1.1 Interviews with NNU faculty and graduate students, reading course syllabi and class activities, reviewing rubrics and candidate work samples/projects provide evidence that school superintendent candidates have an adequate understanding of the dynamics of systemic change within school districts, the importance of questioning, innovation, and innovative thinking in order to create new educational cultures and maximize system efficiency, effectiveness, and accountability, breadth of PreK-12 curriculum and instructional programs, the importance of planning, maintaining, and budgeting for adequate school facilities, personnel, support services, and effective instructional programs, how to facilitate processes and activities to establish and maintain an effective and efficient governance structure for school districts, the role of local, regional, state, national and international partnerships in the development of educational opportunities and support services for students, the district's role in and responsibility for

employee induction, career development, and enhancement, the organizational complexity of school districts, the dynamics of collective bargaining, mediation, arbitration, and contract management, and the importance of districtwide policy development and effective implementation.

Performance
1. The superintendent promotes districtwide innovation and change through the application of a systems approach.
2. The superintendent accepts responsibility and promotes strategies for continuous reassessment and improved performance for each student, school, and the district as a whole.
3. The superintendent accepts responsibility for planning, maintaining, and budgeting for adequate school facilities, personnel, support services, and effective instructional programs.
4. The superintendent facilitates processes and engages in activities to promote an effective and efficient governance structure for school districts.
5. The superintendent fosters, creates, and sustains local, regional, state, national, and international partnerships as needed to enhance the opportunities for all learners.
6. The superintendent creates a system by which all employees have opportunities to seek career development and enhancement.
7. The superintendent advises the board of trustees on legal, ethical, and current educational issues.
8. The superintendent works effectively within the organizational complexity of school districts.
9. The superintendent develops and monitors the system for policy development and implementation in all facets of district operations.

Element	Unacceptable	Acceptable	Target
1.2 Performance Application of Visionary and Strategic Leadership		**X**	

1.2 Interviews with NNU faculty and graduate students, reading course syllabi and class activities, reviewing rubrics and candidate work samples/projects provide evidence that school superintendent candidates demonstrate an adequate ability to promote districtwide innovation and change through the application of a systems approach, accept responsibility and promote strategies for continuous reassessment and improved performance for each student, school, and the district as a whole, accept responsibility for planning, maintaining, and budgeting for adequate school facilities, personnel, support services, and effective instructional programs, facilitate processes and engage in activities to promote an effective and efficient governance structure for school districts, foster, create, and sustain local, regional, state, national, and international partnerships as needed to enhance the opportunities for all learners, create a system by which all employees have opportunities to seek career development and enhancement, advise the board of trustees on legal, ethical, and current educational issues, work effectively within the organizational complexity of school districts, and develop and monitor the system for policy development and implementation in all facets of district operations.

Recommended Action School Superintendent:

__X__Approved
_____Approved Conditionally
_____Not Approved

Special Education Directors

Standard 1: Visionary and Strategic Leadership. A school administrator is an educational leader who promotes the success of each student and staff member by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

Knowledge
1. The special education director understands the concept and best practices of least restrictive environment.
2. The special education director understands the importance of post-school outcomes and articulates a full range of services and supports for students with disabilities ages three to twenty-one to maximize their potential.
3. The special education director understands the importance of collaboration to provide general education interventions.

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Understanding Visionary and Strategic Leadership		**X**	

1.1 Reading course syllabi and class activities/discussions, reviewing rubrics and candidate work samples/projects provide evidence that special education director candidates have an adequate understanding of visionary and strategic leadership.

Performance
1. The special education director collaborates with community, staff, and students to explain and implement the concepts and goals of best practice in the least restrictive environment.
2. The special education director participates in district planning processes.

Element	Unacceptable	Acceptable	Target
1.2 Performance Application of Visionary and Strategic Leadership		**X**	

1.2 Reading course syllabi and class activities/discussions, reviewing rubrics and candidate work samples/projects provide evidence that special education director candidates demonstrate an adequately ability to implement visionary and strategic planning to promote the success of all special education students.

Standard 2: Instructional Leadership—The school administrator is an educational leader who promotes the success of each student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Knowledge
1. The special education director knows instructional and behavioral strategies for meeting the needs of special populations.
2. The special education director knows how to plan, write, implement, and access Individual Education Programs.
3. The special education director understands the role of assistive and adaptive technology and related services in instruction.
4. The special education director understands community-based instruction and experiences for students.
5. The special education director understands how to use data to determine instructional needs and to develop professional training to meet those needs.

Element	Unacceptable	Acceptable	Target
2.1 Knowledge Understanding of Instructional Leadership		**X**	

2.1 Reading course syllabi and class activities/discussions, reviewing rubrics and candidate work samples/projects provide evidence that special education director candidates have an adequate understanding of the instructional and behavioral strategies to meet the needs of special populations.

Performance
1. The special education director serves as a resource for staff and administration concerning instructional and behavioral strategies for meeting the needs of special populations as well as allocating appropriate resources.
2. The special education director ensures that data is used to provide appropriate individualized educational programs and supports, and develops and implements services in school and community environments.
3. The special education director ensures the fulfillment of federal and state requirements related to the instruction of special populations.

Element	Unacceptable	Acceptable	Target
2.2 Performance Application of Instructional Leadership		**X**	

2.2 Reading course syllabi and class activities/discussions, reviewing rubrics and candidate work samples/projects provide evidence that special education director candidates demonstrate an adequate ability to serve as a resource for staff, administration, and parents/guardians concerning instructional and behavioral strategies for meeting the needs of special populations and to fulfill federal and state mandates.

Standard 3: Management and Organizational Leadership—A school administrator is an educational leader who promotes a safe, efficient, and effective learning environment, and manages the organization, operations, and resources for the success of each student.

Knowledge
1. The special education director knows about instruction, school activities, and environments to increase program accessibility for students with special needs.
2. The special education director understands the special education processes and procedures required by federal and state laws and regulations and by school district policies.
3. The special education director understands how to advocate for and access resources to meet the needs of staff, students, and parents and to facilitate their effective participation.
4. The special education director understands the use of technology in referral processes, IEP development, and records management.

Element	Unacceptable	Acceptable	Target
3.1 Knowledge Understanding of Management and Organizational Leadership		**X**	

3.1 Reading course syllabi and class activities/discussions, reviewing rubrics and candidate work samples/projects provide evidence that special education director candidates have an adequate understanding of state and federal laws/requirements, instruction, school activities, and environments to meet individual student needs and promote a safe, efficient, and effective learning environment.

Performance
1. The special education director advocates for and implements instruction, activities, and school environments that are accessible to special populations.
2. The special education director implements the special education processes and procedures required by federal, state and school district policies.
3. The special education director advocates for, seeks, and directs resources to meet staff, student and parent needs.

Element	Unacceptable	Acceptable	Target
3.2 Performance Application of Management and Organizational Leadership		**X**	

3.2 Reading course syllabi and class activities/discussions, reviewing rubrics and candidate work samples/projects provide evidence that special education director candidates demonstrate an adequate ability to advocate and access resources to meet individual student needs and promote a safe, efficient, and effective learning environment.

Recommended Action Special Education Director:

__X__Approved
_____Approved Conditionally
_____Not Approved

State Specific Standards Review

State Specific Requirements (SSRs)

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

The Idaho Standards for Initial Certification provide the framework for the approval of educator preparation programs. As such, the standards set the criteria by which teacher preparation programs are reviewed for state program approval. The following rubric is used to evaluate the extent to which teacher preparation programs prepare teachers who meet the standards. The rubric is designed to be used with each individual preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with NCATE accreditation standards, the rubrics describe three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Elements identified in the rubrics provide the basis upon which the State Program Approval Team evaluates the institution's evidence that candidates meet the Idaho standards. The institution is expected to provide evidence of inputs and applications that illustrate overall candidate performance in these five areas.

The State Specific Requirements will be reviewed on a 3 to 4 year cycle, coinciding with the seven-year cycle of CAEP partnership reviews and once between each full review.

SSR 1: Knowledge and Performance Foundation for the application of Instructional Shifts for Language Arts

1. *Building Knowledge through Content–rich Nonfiction*
   - *Candidates prepare students to build knowledge and academic language through a balance of content rich, complex nonfiction and literary texts.*
   - *Evidence that candidates understand how to evenly balance informational and literary reading in all content areas to ensure that students can independently build knowledge in all disciplines through reading and writing.*
2. *Reading, writing and speaking grounded in evidence from text, both literary and informational.*
   - *Candidates facilitate student Reading/Writing/Speaking that is grounded in evidence from the text, across the curriculum.*
   - *Evidence that candidates can create lessons for students that require use of evidence from texts to present careful analyses, well-defended claims, and clear information*
3. *Regular practice with complex text and its academic language*
   - *Evidence that candidates understand the how to build a staircase of complexity in texts students must read to be ready for the demand of college and careers*
   - *Candidates provide opportunities for students to use digital resources strategically, and to conduct research and create and present material in oral and written form.*
   - *Candidate fosters an environment in which students collaborate effectively for a variety of purposes while also building independent literacy skills.*

Element	Unacceptable	Acceptable	Target
SSR 1.1 Knowledge (Inputs) **Instructional Shifts for Language Arts**		**X**	

1.1

- Syllabi – EDUC 3410 ELL, EDUC 3510 and ENGL3010
- EDUC 3260 – Assignment for Interactive Notebook – reflects class activities of reviewing the ELA standards in sequence.
- EDUC 3510 - Directions for six ICS lessons that candidates teach to the class in a professional development-type workshop.
- EDUC 4540 – Handout regarding determining complexity and bibliography assignment. Students build a collection of books – centered around the 10 SS themes; fictional literature and nonfiction.

Element	Unacceptable	Acceptable	Target
SSR 1.2 Performance (Application) **Instructional Shifts for Language Arts**		**X**	

1.2

- "Literature Connection" embedded in lesson planning templates – Examples of candidate work from Math, Science Social Studies.
- Three specific examples of informational reading lesson plans from different elementary content areas developed by candidates with instructor feedback; multiple examples of guided reading lesson plans from across every secondary content area with instructor feedback.
- Multiple lesson plans (different content areas) developed by candidates indicate use of Idaho ELA Core Standards; students analyze text and provide well-defended response to candidate inquiry, however no student work to illuminate candidate's lessons.
- Reading, writing and (generally) group discussion apparent among students based upon lessons developed by candidates.
- Evidence of candidate work around understanding text complexity. Specific examples of guided reading plans developed by candidates.
- Data disaggregation activities (two examples).

Areas for Improvement:

Limited evidence of college-ready research focused lessons and advanced academic language.

Recommended Action on SSR 1:

__X__Approved

SSR 2: Knowledge and Performance Foundation for the application of Idaho Comprehensive Literacy Standards

- *Phonics*
- *Phonological Awareness*
- *Fluency*
- *Vocabulary*
- *Comprehension*
- *Writing*
- *Assessment Strategies*
- *Intervention Strategies*

Element	Unacceptable	Acceptable	Target
SSR 2.1 Knowledge (Inputs) **Idaho Comprehensive Literacy Assessment**		**X**	

2.1
No Inputs

Element	Unacceptable	Acceptable	Target
SSR 2.2 Performance (Application) **Idaho Comprehensive Literacy Assessment**		**X**	

2.2
Wealth of performance evidence in all areas

Areas for Improvement:

While performance evidence clearly indicates that the shifts are being taught, there is little evidence to suggest the content is embedded in the curriculum in a way that would ensure continuous focus beyond a single year/instructor.

Recommended Action on SSR 2:

__X__Approved

SSR 3: Knowledge and performance foundation for the application of Instructional Shifts for Mathematics

1. *Focus strongly where the Standards Focus*
   - *Evidence that candidates understand how to significantly narrow and deepen the focus on the major work of each grade so that students can gain strong foundations: solid conceptual understanding, a high degree of procedural skill and fluency, and the ability to apply the math they know to solve problems inside and outside the math classroom.*
2. *Coherence- Thinking across grades and linking to major topics within grades*
   - *Evidence that candidates understand the progression of standards from grade to grade and can carefully connect learning across the grades.*
3. *Rigor- In major topics pursue conceptual understanding, procedural skill and fluency, and application with equal intensity.*
   - *Evidence that candidates understand how to support conceptual understanding and promote student's ability to access and apply complex concepts and procedures from a number of perspectives across core content areas.*

Element	Unacceptable	Acceptable	Target
SSR 3.1 Knowledge (Inputs) **Instructional Shifts for Mathematics**		**X**	

3.1

- Math Lab EDUC 3000 Final Exam with Rubric and Sample Answers
- Syllabi for EDUC3000/3005/7300, EDUC4550/4555/7350

Element	Unacceptable	Acceptable	Target
SSR 3.2 Performance (Application) **Instructional Shifts for Mathematics**		**X**	

3.2

- "Activity Guide" and Math Lab Quiz example illustrates candidates think about math concepts in multiple ways
- Elementary math and science plans with technology integration provide strong evidence
- Math specific observations provide evidence of relevance in math concepts inside and outside the classroom.
- Performance evidence was not clear in how candidates understand progression across grade levels with connected learning across grades.
- There is no evidence of "ability to access and apply complex concepts and procedures from a number of perspectives across core content areas."

Areas for Improvement:
Rigor is clear in mathematics lessons, but not evident in other content areas in the same way it is apparent for ELA core standards embedded across the curriculum.

Recommended Action on SSR 3:
__X__Approved

SSR 4: Knowledge and Performance Foundation for the application of Instructional Technology and Data Literacy

1. *Fluency using Student Data Systems Evidence that candidates are able to access and analyze data to make data-driven curricular decisions*
   - *Evidence that candidates understand how to support conceptual understanding and promote student's ability to access and apply complex concepts and procedures from a number of perspectives across core content areas.*
2. *Appropriate Integration of Educational Technology*
   - *Evidence of meeting the Idaho Standards for Initial Certification; Pre-service Technology*

Element	Unacceptable	Acceptable	Target
SSR 4.1 Knowledge (Inputs) **Instructional Technology and Data Literacy**		**X**	

4.1

- Syllabi for EDUC3000/3005/7300, EDUC4550/4555/7350
- Directions for developing Professional Learning Communities using Google Docs (syllabus description)
- EDUC3510 - Two data disaggregation activities

Element	Unacceptable	Acceptable	Target
SSR 4.2 Performance (Application) Instructional Technology and Data Literacy	**X** Data Literacy		**X** Integration of Instructional Technology

4.2

- "Teachlive" experiences
- Classroom technology portfolios
- Teacher Literacy Toolkit (electronic housing),
- Digital Citizenship Presentations

Areas for Improvement:

The area of Data Literacy appears to be addressed in a limited way. Assignments and lesson plans indicate students are introduced to the concept and provided opportunity to practice, but no evidence that there is meaningful application in lesson plans or throughout clinical practice. Little evidence of differentiation of instruction or appropriate accommodations are seen that would be grounded in data.

Recommended Action on SSR 4:

__X__Approved

SSR 5: Units demonstration of robust Clinical Practice and use of Performance Assessments

1. *Robust Clinical Practice and Internships*
   - *Evidence that programs are training and selecting high quality cooperating teachers and University Supervisors*
2. *Accurate and Informative Performance Assessments*
   - *Formative and Summative Candidates receive accurate performance evaluations. A proficient score on a summative evaluation using the Danielson Framework is required in order to recommend a candidate for certification*

Element	Unacceptable	Acceptable	Target
SSR 5 **Clinical Practice and use of Performance Assessments**		**X**	

- Evidence of qualifications of CTs and a training day (Is there anything going on specific to supporting candidates through rater-reliability, feedback expectations ?)
- Multiple formative assessments
- Multiple indications that CTs are carefully matched to candidates, and that clinical experience is deeply meaningful and collaborative.

Areas for Improvement:
The following assessments make it difficult to explore rater-reliability among these formative assessments: 1) Coaching Guides - Formative assessments of performance tend to be very high without evidence to support the ratings; 2) Observation Forms provide strong evidence of practice but components are not rated; 3) Employability Ratings address every component but are very opinion based.

There is no evidence of common Summative Assessment aligning to Individualized Professional Learning Plans.

Administrative Certificate Programs - It appears that the "Professional Learning Plan" is more like a resume than an actual professional development document.

Recommended Action on SSR 5:

_X___Approved

Other Comments regarding State Specific Requirements:
Rubric for student teacher binder only mentions use of data of all of the state-specific requirements.

NCATE/PSC Accreditation Interview Participants

Field Placement

Mike Poe
Ryan Roberts
Whitney Ward

Graduate Advisory Council

Amy Ackley
Tawny Billings
Ryan Cantrell
Heidi Curtis
Leon Dickson
Frank Estell
Wendy French
Lynette Hill
Adam Johnson
Mike Poe
Lori Sanchez
Lori Werth
Greg Wiles

Undergraduate Advisory Council

Anita Christenson
Ryan Roberts
Larita Schandorff
Duane Slemmer
Whitney Ward

Faculty

Tawny Billings
John Cossel
Heidi Curtis
Ben Earwicker
Christian Esh
Lynette Hill
Russ Joki
Cathy Beals
Kathleen Hanson
Jennifer Hill
Erik Kellerer
Scott Kimmamon
Ryan Roberts
Lori Sanchez
Duane Slemmer
Burton Webb
Lori Werth

Secondary Methods Instructors/Cooperating Teachers

Amy Ackley
Tawny Billings
Katie Cook
Anne Crimchin
Ron Curtis
Gina Davis
Lewey Dean
Holly Hammons
Connie Hanson
Cary Hill
Jennifer Hill
Veronica Knutson
Judy Marlett
Lisa Martell
Izzy McConnel
Jackie Miller
Sara Neddo
Dan Nogales
Barb Pace
Denise Vincent
Leora White

Initial Students/Current Graduate Students/Recent Graduates

Sherry Ann Adams
Pepper Allen
Rachael Barr
Don Bingham
Courtney Brewer
Ryan Cantrell
Nick Channer
Sam Cook
Kaleb DeHaas
Jim Eisentranger
Amanda Eller
Emily Godfrey
Brenna Greenwood
Andy Grover
Robert Gwyn
Tyler Harding
Cody Henderson
Natasha Johnson
Elizabeth La Tulippe
Kelsey Le-Duc Williams
Jannel Lester
Toni Lyon
Jazmine Martin
David Martinez
Peter McPherson
Lynn Munoz
Angie Neal
Josh Noteboom
Tina Pittman
Callie Pugel
Taylor Roberts
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Stacey Stanton
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Ashlin Uribe
Mikayla Walker
Jenna Whitney
Greg Wiles
Drew Williams

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NCATE
National Council for Accreditation of Teacher Education

BOARD OF EXAMINERS Report

NCATE Board of Examiners Team:
Ms. Isabella M. Lindner
Dr. Patricia P. Johnson
Dr. Mary Jo Finney
Dr. Michelle Myers
Mr. Ricki A. Gibbs II

State Team:
N/A

State Consultant:
Mr. Taylor Raney
Annette Schwab

NEA or AFT Representative:
N/A

Continuous Improvement Visit to:

NORTHWEST NAZARENE UNIVERSITY

Education Department
623 University Blvd.
Nampa, ID 83686
March 1-3, 2015

Confidential

Type of Visit:
Continuing visit - Initial Teacher Preparation
Continuing visit - Advanced Preparation

BOE Report for Continuous Improvement Pathway (Updated May 2013)

Summary for Professional Education Unit

Institution Name:

Northwest Nazarene University

Team Recommendations on Meeting Standards:

Standards	Initial	Advanced
Standard 1: Candidate Knowledge, Skills, and Professional Dispositions	Standard Met	Standard Met
Standard 2: Assessment System and Unit Evaluation	Standard Met	Standard Met
Standard 3: Field Experiences and Clinical Practice	Standard Met	Standard Met
Standard 4: Diversity	Standard Met	Standard Met
Standard 5: Faculty Qualifications, Performance, and Development	Standard Met	Standard Met
Standard 6: Unit Governance and Resources	Standard Met	Standard Met

Not Applicable = Unit not reviewed for this standard and/or level

Team Recommendations on Movement Toward Target:

Standards	Initial	Advanced
Standard 1: Candidate Knowledge, Skills, and Professional Dispositions		
Standard 2: Assessment System and Unit Evaluation Standard 3: Field Experiences and Clinical Practice	At Target (attained)	Movement Toward Target (developing or emerging)
Standard 4: Diversity		
Standard 5: Faculty Qualifications, Performance, and Development		
Standard 6: Unit Governance and Resources		

Not Applicable = Unit did not select this as a target standard

I. Introduction

I.1 Brief Overview of the institution and the unit.

Northwest Nazarene University (NNU) is a growing liberal arts institution sponsored by the Church of the Nazarene. NNU is located in the city of Nampa, Idaho Nampa is the largest city of Canyon County Idaho and has an approximate population of 86,518. Nampa is located about one-half hour from Boise, Idaho where a modern airport is located. The student population of NNU is over 2,000 undergraduate and graduate students. More than 8,000 students are enrolled in online courses for continuing education. The NNU Department of Education is comprised of 12 full-time faculty and seeks to prepare teachers for P-12 schools who are grounded in Christian values and prepared to teach in learner-centered classrooms. In addition to offering initial licensure, the unit offers advanced degrees for those who have bachelor's degrees in related fields.

I.2 Summary of state partnership that guided this visit (i.e., joint visit, concurrent visit, or an

NCATE-only visit). Were there any deviations from the state protocol?

Concurrent visit.

I.3 Indicate the programs offered at a branch campus, at an off-campus site, or via distance learning? Describe how the team collected information about those programs (e.g., visited selected sites, talked to faculty and candidates via two-way video, etc.).

The advanced programs are the only programs that offer distance education via technology.

I.4 Describe any unusual circumstances (e.g., weather conditions, readiness of the unit for the visit, other extenuating circumstances) that affected the visit.

No extenuating circumstances affected the visit

II. Conceptual Framework

The conceptual framework establishes the shared vision for a unit's efforts in preparing educators to work effectively in P–12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework is knowledge based, articulated, shared, coherent, consistent with the unit and institutional mission, and continuously evaluated.

II.1 Provide a brief overview of the unit's conceptual framework and how it is integrated across the unit.

In 1990, the unit's faculty analyzed Feiman-Menser's (1990) work related to historic traditions in teacher preparation and decided upon the critical/social model for their conceptual framework. Through this work, the unit adopted four critical-social themes that Goodland (1990) describes as Citizenship/Democratic Society, Liberal Arts/Continuing Learning, Professional Knowledge and Skills, and Role of Schooling. In 2000 and again in 2010, the unit revisited and updated its conceptual framework. While maintaining the four themes, the unit's faculty added a learner-centered core and articulated these themes using 10 principles which served as program goals.

In 2013, the unit sought to increase the clarity and relevance of the conceptual framework to articulate current practice as well as to provide a vision for the future. This process included unit faculty, the unit's P-12 partners, graduate advisory councils, and the unit's Teacher Education Council. The revised conceptual framework simply entitled "Learner-Centered CORE" was approved in October 2013 and provides carefully articulated definitions for each component of CORE. CORE represents the unit's firm beliefs that their candidates are Called to serve, Open to change, Responsive to all, and Empowered to succeed.

III. Unit Standards

The following pages contain a summary of the findings for each of the six NCATE unit standards.

Standard 1

Standard 1. Candidate Knowledge, Skills, and Professional Dispositions

Candidates preparing to work in schools as teachers or other school professionals know and

demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

1.1 Overall Findings

What did the evidence reveal about the unit continuing to meet this standard?

Initial Programs: NNU's education programs have been approved by the State of Idaho. Upon completion, a candidate may be recommended for certification in Idaho or other states. Initial programs include traditional undergraduate programs in elementary and secondary education and are part of the College of Arts and Sciences (CAS). Another set of initial programs, Adult and Professional Programs in Education (APP-ED), are included in the College of Graduate Studies (CAGS). The unit also includes other departments in the College of Arts and Sciences that provide content preparation for secondary education programs.

The Learner-Centered CORE embeds the four university values: service, transformation, community, and truth, relevant for both the initial and advanced programs.
The unit's assessment system is aligned with the conceptual framework and with state and national INTASC standards. The unit assesses candidates' progress within teaching programs and monitors their progress at four transition points. The unit aggregates and disaggregates performance data to show trends that faculty, Teacher Education Council, and advisory groups analyze to evaluate and improve programs.

Dispositions assessed in initial programs measure proficiencies in communication, relationships, social-emotional presence, professional commitment, advocacy, and cognitive processing.

Each initial program's assessment plan is based on distinctive proficiencies identified in the following state standards: Initial programs in Teacher Education– Idaho Core Teaching Standards, derived from INTASC standards. The Praxis II tests results are one measure of competency in content required by the state of Idaho. The unit uses these scores to monitor and adjust curriculum.

The state of Idaho recently changed the required Praxis II test for elementary certification. For candidates starting their program before June of 2013, the state requires the Elementary Content Praxis (0014/5014) and the Principles of Learning and Teaching (0622/5622. Initial candidates before June 2013 did not have to obtain a single subject endorsement. Candidates beginning their program after July of 2013, are required to take the Elementary Education: Multiple Subjects Praxis (series 5031) made up of four subtests: Reading, Science, Mathematics and Social Studies. Candidates are also required to add an endorsement in a single subject area by meeting content requirements and taking a Praxis test in a single subject endorsement (middle school endorsement).

Data indicate that NNU initial program candidates performed well on the Elementary Content Praxis (0014) and the Elementary PLT Praxis (5622), with 98% of first attempts successful. The unit reports that the pass rate was above the state average for first time passing rates in both 2012 and 2013. As candidates who failed their first attempt at passing either test retook the test, 100% of NNU candidates passed the PLT and 99% passed the Elementary Content Praxis.

ETS changed the Elementary Education: Multiple Subjects test to series 5001 and in September 2014, and the unit reports that the transition to the four new elementary content Praxis tests has been difficult. Data indicate that NNU candidate first time pass rates on the new Praxis exams are below the state average in three contents, exceeding the state average only in mathematics. The unit states that none of the pass rates, however, are at acceptable levels for the initial programs and that these results are not unique to NNU. The unit is reviewing the current pass rates of the initial candidates' Praxis elementary

content exams. According to unit faculty, the unit has collected the course requirements, faculty qualifications and program requirements in the four general Praxis test areas and plans to use this information to consider program changes in entrance requirements, types of classes required and faculty requirements for specific classes in the initial programs. Information obtained in interviews confirm that the unit has started conversations with general education faculty in social studies, science and mathematics about future program changes.

The unit reports that an area of relative strength for NNU candidates is the Praxis Middle School Content area test results. In all four areas in which NNU has defined a path for recommendation to certification, NNU first time pass rates exceed the state average on these exams. Data indicate 100% pass rate for the candidates who have sought to endorse in Science on their first attempt since the requirement was instituted in July of 2013.

Another area that impacts the first time pass rate for NNU candidates are for candidates who are exploring a return to the university as non-traditional students in the APP Education program. Professional Programs in Education (APP-ED) are included in the College of Graduate Studies (CAGS). Many of them are returning to school after several years have elapsed since taking content courses. In this accelerated program, candidates are required to pass their Praxis tests before entering the program. The unit reported that almost 20% of the middle school content tests taken at NNU in 2012-2014 were APP students, half of which passed on their first attempt.

Data indicate that candidates meet or exceed expectations related to knowledge of content. Data from Praxis II, course grades, GPAs, follow-up surveys, and interviews with candidates, supervisors, faculty and school-based faculty indicate that candidates know and are able to demonstrate mastery in their content areas.

Initial candidate in NNU teacher education programs demonstrate pedagogical content knowledge through course assignments, field experiences, and student teaching evaluations. Data from these assessments indicate that candidates can use appropriate teaching strategies and implement effective lesson plans and utilize technology in the classroom to support K-12 student learning.

Candidates demonstrate professional and pedagogical content knowledge and skills though field placements, reflections and student teaching. In each course there is a field placement component. Candidates observe teachers using structured observations and write reflections on their observations. These reflections are assessed by faculty and discussed with the candidates. Samples of structured observations and the corresponding reflections, as well as interviews with candidates, confirm that candidates can apply the professional and pedagogical content knowledge and skills they have learned. All candidates are extensively involved in service activities in the community which helps them to know and understand the school, family, and community contexts in which they work.

In the Advanced Programs the unit offers advanced master's programs in Curriculum and Instruction, Educational Leadership, and School Counseling. Exceptional Child and Reading programs were discontinued as of Fall 2014. Current candidates who are already attending NNU may still complete these programs. The unit offers three Education Specialist programs: Building Administration; director of Special Education Services; and Superintendency. The unit offers an EdD program in Educational Leadership.
Advanced programs in education and those in school counseling are part of the College of Adult and Graduate Studies. Elementary Education candidates must complete additional requirements for a middle school emphasis in science, social studies, mathematics, or language arts. Secondary candidates certify in one teaching area or in a first and second teaching field.

The state does not review Curriculum and Instruction or doctoral programs in Educational Leadership,

since these do not lead to licensure. Other initial and advanced programs hold state approval and will be reviewed.

Dispositions assessed in advanced programs in education include proficiencies in the following areas: professionalism, collaboration, work ethic, respect, and personal growth.
Each advanced program's assessment plan is based on distinctive proficiencies identified in the following state standards: Advanced program in Curriculum and Instruction – Idaho Core Teaching Standards, derived from INTASC; Advanced programs in School Administration – Idaho Foundation Standards for School Administrators; Doctor of Education in Educational Leadership – Idaho Foundation Standards for School Superintendents; School Counseling – Council for Accreditation of Counseling and Related Educational Programs (CACREP) Standards.

The Building Administrator program closely aligns with the education department's Learner-Centered CORE conceptual framework. As the candidates progress through the program, they are regularly challenged to reflect on why they are looking to obtain administrative roles.

NNU also offers the Education Specialist degree in the School Superintendency, The EdS program, offered primarily online, employs Canvas as its course management platform. Faculty and administrators shared that this cohort model program offers flexibility for students to enter the program at courses several points throughout the year. Candidates complete the first courses with their cohort members in face-to-face settings in July and take all remaining courses online, which are designed to meet the requirements for Superintendent certification as outlined by the Idaho State Department of Education. Assessment of candidates starts at the application process and continues past the completion of the program. Candidates coming into the Director of Special Education (DSE) and Related Services program at NNU must have a master's degree or higher in special education.

1.2 Moving Toward Target or Continuous Improvement

Please respond to 1.2.a if this is the standard on which the unit is moving to the target level. If it is not the standard on which the unit is moving to the target level, respond to 1.2.b.

1.2.a Movement Toward Target.

Based on the criteria for Movement Toward Target, provide a summary of the unit's performance.

N/A

1.2.b Continuous Improvement.

What activities and outcomes demonstrate that the unit has been engaged in continuous improvement?

Initial Programs: Interviews with faculty confirmed that in 2012-2013, the Department of Education revisited each Secondary Content Area Endorsement. Working collaboratively with content department chairs and faculty, each area was evaluated for its alignment with current State Department requirements for endorsements and the Praxis II content test.

According to unit faculty, several adjustments were made and approved to be included in the 2013-2014 university catalog. Interviews with the unit faculty, undergraduate and graduate advisory councils confirm that the unit aggregates and analyzes assessment data annually in order to improve assessment procedures and unit operations. Based on these data and feedback from candidates, unit faculty, and K-12 partners, professional partners are involved in examining and updating assessment procedures, transition points and program requirements.

Faculty, administrators, and advisory council members confirm that the multicultural infusion charts were reviewed and updated in 2014. One example of programmatic change based on data analysis leading to candidate improvement has been the added requirement of candidate proficiency in technology instruction. Required technology courses in all programs have been upgraded. The unit requires a new course and field experience, EDUC2250 Cultural Diversity in Education in 2009, to better prepare initial candidates to impact learning by all students. The unit confirmed that course maps were developed to show all courses in each program, learning outcomes, key assessments, textbooks, and alignment with university values, state standards, and conceptual framework. In 2013 the unit clarified and improved its disposition assessment systems across transition points in all initial and advanced programs.

In the Advanced Programs the unit reports that the Educational Leadership – Building Administrator program is based on a strong belief building administrators are more than building managers but instead serve as instructional leaders within their buildings and exhibit a strong understanding of curriculum, assessment, and student learning blended with the necessary skills to lead the staff and students on a steadily improving path of learning for all students. Faculty stated in site visit interviews that candidates increase their understanding of themselves as leaders and how to apply that understanding as they interact with the staff and students in their buildings while developing and implementing an achievable vision of learning for their schools.

Interviews confirm that the unit conducts follow-up surveys with graduates and their employers regarding candidates' pedagogical content knowledge. Data from these surveys indicate that the candidates in both the initial and advanced teacher education programs demonstrate the knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn.

Interviews with faculty, administrators and advisory council members indicate that advanced candidates show strong understanding and use of theories to inform decision making and instructional practice to help all students learn. Ninety-nine percent of advanced candidates meet or exceed acceptable proficiency levels on key assessments of pedagogical content knowledge.

1.2.b.i Strengths.

What areas of the standard are being addressed at the target level?

Criteria for Movement Toward Target

NO EVIDENCE	MOVING TOWARD TARGET		AT TARGET
	EMERGING	DEVELOPING	ATTAINED
Clear, convincing and sufficient evidence was not presented to demonstrate that the unit is performing as described in any aspect of the target level rubric for this standard. ***AND***	Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in some aspect of the target level rubric for this standard. ***OR***	Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in some aspect of the target level of the rubric for this standard. ***AND***	Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in all aspects of the target level rubric for this standard. ***AND***

There are no plans and timelines for attaining target level performance as described in the unit standard.	There are plans and timelines for attaining and/or sustaining target level performance as described in the unit standard. [BOE specifies which is present and which is not in their findings.]	There are plans and timelines for attaining and/or sustaining target level performance as described in the unit standard.	There are plans and timelines for sustaining target level performance as described in the unit standard.

1.3 Areas for Improvement and Rationales

1.3.a What AFIs have been removed?

AFI	AFI Rationale

1.3.b What AFIs are continued from last visit?

AFI	AFI Rationale

1.3.c What new AFIs are recommended?

AFI	AFI Rationale

1.4 Recommendations

For Standard 1

Level	Recommendation
Initial Teacher Preparation	Met
Advanced Preparation	Met

Target Level

Level	Recommendation
Initial Teacher Preparation	
Advanced Preparation	

Standard 2

Standard 2: Assessment System And Unit Evaluation

The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the performance of candidates, the unit, and its programs.

2.1 Overall Findings

What did the evidence reveal about the unit continuing to meet this standard?

The unit's assessment is well-developed and fully operational in the initial and advanced programs. NNU recognizes the importance of an aligned assessment system and takes the responsibility of monitoring candidates seriously. The unit understands that program completers must be of the highest quality so that they can meet the challenges of our nation's ever-changing classrooms and schools. As evidenced in the unit's Teacher Education Handbook, The unit's Assessment Handbook and through onsite interviews, expectations of candidates are clearly communicated. Key assessments throughout the initial programs are aligned with state and professional standards. Program goals, assessments and surveys are also aligned with the unit's conceptual framework, The Learner-Centered Core. Providing additional guidance for candidate performance and assessment, the unit utilizes Danielson's Framework for Teaching which has been adopted by the state of Idaho. Attainment in each of the four areas is expected of all candidates. Administrators, P-12 school personnel, unit faculty, and candidates are aware of the significance of these expectations.

Key assessments provide the foundational structure for the unit's four decision making points identified as Checkpoints 1, 2, 3, and 4. Within this checkpoint structure of the assessment system, unit faculty have identified dispositions that are expected of teacher candidates. The professional dispositions that are assessed are communication, relationships, social-emotional presence, professional commitment, advocacy and cognitive processing. In addition to these identified competencies, candidates are encouraged to set personal goals for growth. Candidates verify that dispositions are known and shared among them and that their professional growth is monitored. In addition to dispositional key assessments, the unit collects, analyzes and uses data as outlined in the four Checkpoints. Examples of these key assessments include, grades in education courses, GPA's, standardized test scores, lesson plans, Teacher Work Samples, Classroom Management Plans, Field Experience Assessments, Employability Ratings and Student Teaching notebooks. TK20 is the data management system used to collect data. During the onsite review, faculty and candidates indicate that the system has been helpful in the monitoring of candidate progress. Candidates state that they upload requested artifacts for each course and faculty assess their work using TK20. Rubrics are designed for each assessment and candidates have access to their work for ten years after they graduate. TK20 allows faculty and program directors the ability to analyze all data from their programs. As a result, trends can be identified and action can be taken, if needed. The unit's field experience director states that the data from TK20 has been particularly useful in the placement and monitoring of field experience and student teaching placements. The system helps to ensure that exceptional placements for candidates continue. Interviews with P-12 school faculty and current candidates support that fact high quality placements are made and both groups are satisfied with the process.

At the advanced level an assessment system is fully operational, monitored and yields relevant data to inform progress of its graduate students. Data from the system is utilized to inform and improve programs and unit operations. The Assessment System Handbook clearly outlines the assessment process for advanced programs. The Handbook is a valuable tool for graduate candidates and faculty. NNU offers four master of education degrees (MED), a master of science degree in school counseling, and three Educational Specialist endorsements. The foundation of the assessment system is based upon the The Learner-Centered Core which is used in the initial program. These dispositional core values in advanced Education programs measure professionalism, collaboration, work ethic, respect, and personal growth. The School Counseling program assesses conscientiousness, self-awareness, intrapersonal depth, interpersonal skills, ethics—professionalism, legal behavior, political sense, self-regulation, character, integrity, academic honesty, critical thinking, appreciation of learning and spirituality.

Graduate candidate knowledge and professional skills are assessed through course-based assignments and checkpoint key assessments. Three checkpoints are used in the advanced programs to monitor progress of candidates. Each of the advanced programs has a clearly delineated chart of key assessments required of graduate candidates. Interviews confirm that this chart is followed and candidates are aware

of what program requirements are. TK20 is the management system used in the advanced program. Candidates and faculty indicate that assignments are dropped into the system, assessed and then aggregate the data derived from the system.

2.2 Moving Toward Target or Continuous Improvement

Please respond to 2.2.a if this is the standard on which the unit is moving to the target level. If it is not the standard on which the unit is moving to the target level, respond to 2.2.b.

2.2.a Movement Toward Target.

Based on the criteria for Movement Toward Target, provide a summary of the unit's performance.

2.2.b Continuous Improvement.

What activities and outcomes demonstrate that the unit has been engaged in continuous improvement?

Interviews conducted during the onsite review, provided evidence that the unit engages in ongoing learning and continuous improvement based upon a philosophical commitment to the learning and growth of its candidates in the initial and advanced programs. Unit administrators, faculty and candidates are committed to an ongoing and fluid assessment process. Numerous changes and improvements have occurred since the last onsite review. A thorough list of all changes and improvements are highlighted in the Institutional Report and the unit's addendum. In 2010, the unit reviewed and updated its conceptual framework. At this time, unit faculty and stakeholders added and articulated a learner-centered core for both the initial and advanced programs. In 2013, NNU's Teacher Education Council assisted in the implementation of a conceptual framework that provided more clarity for the 2010 conceptual framework. As a result of these significant changes courses were revised and many forms were revised to reflect the new philosophy. To enhance the usability of data, TK20 was added as the unit's data management system. The use of this system has transformed the ability to monitor candidate progress and improve unit operations. Faculty and candidates are able to track dispositions, field experience evaluations and placements, key assessments and employability ratings. A unit administrator is assigned to oversee the assessment system and other assessment activities. The 2015 Idaho Core Teaching Standards have been aligned with the assessment system as well as the alignment with the 2013 conceptual framework revision. With the completion of a new building, The Learning Commons, this facility allows all students access to innovative technology for the enhancement and enrichment of P-12 students.

2.2.b.i Strengths.

What areas of the standard are being addressed at the target level?

Criteria for Movement Toward Target

NO EVIDENCE	MOVING TOWARD TARGET		AT TARGET
	EMERGING	DEVELOPING	ATTAINED
Clear, convincing and sufficient evidence was not presented to	Clear, convincing and sufficient evidence demonstrates that the	Clear, convincing and sufficient evidence demonstrates that the	Clear, convincing and sufficient evidence demonstrates that the

demonstrate that the unit is performing as described in any aspect of the target level rubric for this standard. ***AND*** There are no plans and timelines for attaining target level performance as described in the unit standard.	unit is performing as described in some aspect of the target level rubric for this standard. ***OR*** There are plans and timelines for attaining and/or sustaining target level performance as described in the unit standard. [BOE specifies which is present and which is not in their findings.]	unit is performing as described in some aspect of the target level of the rubric for this standard. ***AND*** There are plans and timelines for attaining and/or sustaining target level performance as described in the unit standard.	unit is performing as described in all aspects of the target level rubric for this standard. ***AND*** There are plans and timelines for sustaining target level performance as described in the unit standard.

2.3 Areas for Improvement and Rationales

2.3.a What AFIs have been removed?

AFI	AFI Rationale

2.3.b What AFIs are continued from last visit?

AFI	AFI Rationale

2.3.c What new AFIs are recommended?

AFI	AFI Rationale

2.4 Recommendations

For Standard 2

Level	Recommendation
Initial Teacher Preparation	Met
Advanced Preparation	Met

Target Level

Level	Recommendation
Initial Teacher Preparation	
Advanced Preparation	

Standard 3

Standard 3: Field Experiences And Clinical Practice

The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn.

3.1 Overall Findings

What did the evidence reveal about the unit continuing to meet this standard?

The unit believes that field experience and clinical practice are central to the development of knowledge, skills, and dispositions for all initial and most advanced program candidates. In initial programs, candidates complete more than 100 hours of course-based field experiences prior to student teaching. Advanced programs in Leadership, Reading, and Exceptional Child include internships that enable candidates to extend and apply their growing understanding of factors that support learning by all students. These field experiences and internships also provide opportunity for candidates to assume responsibilities for the roles for which they are preparing.

The unit, its P-12 school partners, and other members of the professional community design, deliver, and evaluate field experiences and clinical practice to help candidates grow professionally. In initial programs, the Teacher Education Council, which includes members of the local professional community, meets several times a year to serve in an advisory capacity for program evaluation and design. The director of student teaching and faculty liaisons communicate regularly with teachers and principals to ensure alignment of clinical practice goals and processes. During the onsite visit, this was validated through interviews with principals and cooperating teachers who reported that they meet with a liaison from the unit weekly to discuss the unit's candidate. Also during the onsite interviews, it was validated that the director and liaisons hold an orientation session for elementary interns, cooperating teachers, and principals from host schools to clarify expectations at the beginning of every year. Cooperating teacher and principals are also invited back at the end of school year to evaluate what went well and provide input to changes that will strengthen the unit's candidate preparation program. Candidates are also surveyed through exit interviews at the end of the student teaching experience by the director to discuss their ideas for program improvement.

Through interviews during the onsite visit, it was validates that the unit and its P-12 school partners jointly determine specific placements of candidates. In initial programs the director of student teaching brings together school principals and unit faculty in the spring to make placement decisions for the following year. In fall 2013 formal criteria were developed to aid in the selection of strong mentor teachers and partner schools. Faculty in advanced programs work collaboratively with candidates and their site supervisors to ensure solid internship experiences within their own schools.

The unit and their P-12 partners support candidates through the learning process in field experiences and clinical practice by ensuring open communication with everyone involved. During the onsite visit, interviews with current candidates and cooperating teachers revealed meetings with a liaison from the unit take place every week during the candidate's internship experience. The unit's faculty makes it a priority to stay current with local and state initiatives. It is through this continued professional growth that the unit's faculty ensures their candidates remain current with the mandates they will experience in the field.

3.2 Moving Toward Target or Continuous Improvement

Please respond to 3.2.a if this is the standard on which the unit is moving to the target level. If it is not the standard on which the unit is moving to the target level, respond to 3.2.b.

3.2.a Movement Toward Target.

Based on the criteria for Movement Toward Target, provide a summary of the unit's performance.

The unit has met the target level in the Initial program, particularly with respect to documenting the partnership between the unit and its P-12 school partners. The unit and its school partners share expertise and integrate resources to support candidate learning and participate in shared professional development activities. A member unit's faculty serves on the 21st Century Advisory Board for Nampa School District, a role in which the unit's faculty member helps partner schools to oversee after-school programs. In partnership with the Idaho State Department of Education and the Higher Education Institutions in Idaho, the unit obtained Teachscape licenses for all university supervisors for clinical practice in initial programs. Teachscape and its licensure component for K-12 administrators ensure that supervisors are proficient in the use of the Danielson Framework for Teaching as an evaluative tool. Working through each component of the Framework, supervisors revisit the major ideas, work to eliminate possible biases, and pursue inter-rater reliability. In addition, the unit elected to be part of an ongoing research project with the Idaho Higher Education coalition focusing on supervision practices within the Framework.

The unit works closely with school-based faculty to design, implement and evaluate the conceptual framework, with the latest revision being made with input from school partners in fall 2013. Through the director of student teaching and graduate program directors, the unit works collaboratively with school partners on program evaluation, recommended changes, and placement of student teachers and interns. During the onsite visit, it was validated that in the initial programs the director of field placements meets with building principals and teachers to explain and solicit input on field experience outcomes. Through the Graduate Advisory Committee and Graduate Admissions Committee, the unit maintains quality control of internships in advanced programs. The Teacher Education Handbook outlines expectations for field experiences, clinical practices, and internships.

Through meaningful involvement and collaboration in schools, faculty provides in-services and help to districts and schools to initiate professional development courses on site. Almost half of the unit's Education Department faculty is actively involved with technology training and research through the university's Doceo Center for Innovation in Teaching in Learning. This was validated during the onsite visit through interviews with current candidates as well as faculty technology demonstrations.

Through continuous reflection the unit has met the target level in its initial programs in their field experiences and clinical practice. All field experiences are associated with courses that include assignments and peer-to-peer reflections based on observations and experiences in P-12 classrooms. Through interviews with current candidates during the onsite visit, it was validated that during student teaching/internship in initial programs, candidates reflect on their experience in required lesson reflections, weekly reflection journals, and peer-topper discussions during Student Teaching Seminars. Professional dispositions, components of the unit's conceptual framework, and Danielson's Framework for Teaching are taught and reflected upon in all education courses.

During clinical practice, candidate learning is integrated into the school program and into teaching practice, where they observe and are observed by others. This is apparent in the Student Teaching Seminar syllabus, observation feedback on the Danielson Observation Form completed regularly by cooperating teachers and university supervisors, lesson plan notebooks, reflection journals, formative Coaching Guides, and Teacher Work Samples documenting candidate work with struggling readers during the year-long elementary internship. Current candidates validated this point through onsite interviews and reported multiple weekly informal visits to their classrooms from a liaison from the unit to discuss their teaching and the impact on student learning.

Candidates work collaboratively with other candidates and clinical faculty to critique and reflect on their practice. Prior to student teaching, candidates in various courses take part in peer review of lesson plans

and micro-teaching. In Student Teaching Seminar candidates collaboratively reflect on their work as teachers and on their impact on student learning. During interviews on the onsite visit, candidates also reported weekly professional learning community meetings take place at their internship site with a liaison from the unit where they discuss best practices or strategies to implement. Candidates analyze the impact of their instruction on student learning in the completion of Teacher Work Samples in the Elementary Education and Special Education programs.

The unit has carefully planned a series of field experiences and clinical practice to ensure strong development and exploration of knowledge, skills, and dispositions in a developmentally appropriate way. Candidate growth in teaching is facilitated by coursework and related field placements focusing on meeting the needs of all learners – those learners with exceptionalities and those from diverse backgrounds. During the onsite visit, it was validated through interviews that candidates in EDUC 2250 Cultural Diversity in Education complete a field experience targeted at helping culturally diverse students who may be struggling academically. Lesson planning templates required in all methods courses require candidates to identify accommodations that will be made in order to reach all students. Interviews during the onsite visit also validated that candidates are taught SIOP (Sheltered Instruction Observatijons)

3.2.b Continuous Improvement.

What activities and outcomes demonstrate that the unit has been engaged in continuous improvement?

3.2.b.i Strengths.

What areas of the standard are being addressed at the target level?

Criteria for Movement Toward Target

NO EVIDENCE	MOVING TOWARD TARGET		AT TARGET
	EMERGING	DEVELOPING	ATTAINED
Clear, convincing and sufficient evidence was not presented to demonstrate that the unit is performing as described in any aspect of the target level rubric for this standard. ***AND*** There are no plans and timelines for attaining target level performance as described in the unit standard.	Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in some aspect of the target level rubric for this standard. ***OR*** There are plans and timelines for attaining and/or sustaining target level performance as described in the unit standard.	Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in some aspect of the target level of the rubric for this standard. ***AND*** There are plans and timelines for attaining and/or sustaining target level performance as described in the unit standard.	Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in all aspects of the target level rubric for this standard. ***AND*** There are plans and timelines for sustaining target level performance as described in the unit standard.

	[BOE specifies which is present and which is not in their findings.]		

3.3 Areas for Improvement and Rationales

3.3.a What AFIs have been removed?

AFI	AFI Rationale

3.3.b What AFIs are continued from last visit?

AFI	AFI Rationale

3.3.c What new AFIs are recommended?

AFI	AFI Rationale

3.4 Recommendations

For Standard 3

Level	Recommendation
Initial Teacher Preparation	Met
Advanced Preparation	Met

Target Level

Level	Recommendation
Initial Teacher Preparation	At Target (attained)
Advanced Preparation	Movement Toward Target (developing or emerging)

Standard 4

Standard 4: Diversity

The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P–12 school faculty, candidates, and students in P–12 schools.

4.1 Overall Findings

What did the evidence reveal about the unit continuing to meet this standard?

As confirmed during the onsite visit, the unit designs, implements and evaluates curriculum and experiences to ensure that candidates receive a well-grounded framework for understanding diversity, including English language learners and students with exceptionalities. The conceptual framework articulates seven proficiencies related to diversity that are embedded and assessed across required

coursework. These required assignments, projects, and experiences occur in EDUC 2250 Cultural Diversity in Education, EDUC 3310 English Language Learners and EDUC 3410 English Language Learners and Content Literacy. Required field experiences place candidates in schools to work with students representing racial, ethnic or linguistic diversity as well as those with exceptionalities. A major component of the university's mission is to foster servitude and, as a result, all students are required to work with ethnically and racially diverse individuals in fulfillment of this mission.

The P-12 school diversity matrix tracks candidate placement in field work ensuring that all candidates work in diverse settings across their various assigned placements. Artifacts and onsite interviews validate that field work occurs in P-12 schools serving populations from at least two ethnic or racial groups. Sample course assignments validates that candidates demonstrate knowledge of how to develop and teach lessons that incorporate diversity and connect instruction and service to students' experiences and cultures.
The unit provides a synthesis and alignment chart for proficiencies related to diversity linking the seven proficiencies articulated in the conceptual framework to Idaho state standards and NCATE Standard 4.a. Exhibit 4.4.a documenting data on proficiencies related to diversity and impact on student learning. Assessment data indicate that candidates
are performing at nearly 100% level of competency on measures of diversity proficiencies.

Faculty engage in a wide range of international experiences that enhance their teaching. These rich experiences, in turn, enrich candidates' appreciation of global issues of diversity and help to foster international understandings. Candidate surveys and course assignments addressing issues of diversity and candidate reflections upon their own field experiences working with diverse students are posted in TK20. Faculty assess these surveys for themes that further inform and advance class discussion and reflection among candidates regarding methods for how to meet every learner's needs.

Faculty relationships with schools in various countries afford candidates the opportunity to student teach in South Korea and to conduct research in countries including Thailand, Mongolia, China and others. The Confucius Classroom Program is yet another opportunity for candidates to engage with students and scholars from China to enhance the understanding and friendship between the people of the U.S. and China.

In the advanced programs, the multicultural project serves to enhance candidate knowledge and abilities to work with learners from diverse settings and populations. At the earliest stages of the initial program, the cultural autobiography focuses on teaching candidates to develop classroom and school climates that value diversity. The onsite visit confirms that the unit uses data on proficiencies related to diversity and impact on student learning to refine courses and enhance learning experiences of its candidates with respect to helping students from diverse populations to learn.

Onsite interviews validate that candidates have the opportunity to interact with school, unit and other faculty from diverse ethnic, racial and gender groups. Professional education faculty are more diverse than all faculty in the institution. Exhibit 4.4.d was validated in the onsite visit indicating professional education faculty teaching only in initial programs as 11% Hispanic and 89% White with 41% male and 59% female. Advanced program faculty are 3% Black or African American and 97% White with 38% male and 62% female. Faculty who teach in both initial and advanced programs are 7% Asian and 93% White with 36% male and 64% female. Additional information provided at the onsite review indicates that P-12 school personnel are comprised of 7.4% Hispanic, 2.3% American Indian or Alaska Native, .9% Asian, .3% Black or African American, .1% Native Hawaiian or other Pacific Islander, and 89% White.

Interviews during the onsite visit validate that faculty have knowledge and experiences to help candidates work with students from diverse groups including ELL and students with exceptionalities.

Faculty's international experiences include living and working abroad, conducting missionary work, overseeing student teaching and study abroad among others. Faculty provided examples of how these direct experiences are shared with candidates to inform candidate understanding of multiple perspectives and to support their growth in knowledge and sensitizing their practice to working effectively with students representing global populations.

In response to the Area For Improvement (AFI) citing that candidates have limited opportunities to interact with faculty from diverse ethnic and racial backgrounds, the unit updated its Unit Plan to Recruit and Retain Faculty Representing Minority Populations. Although the unit reports having limited success recruiting and retaining faculty representing minority populations citing the mission of the institution in hiring faculty willing to adhere to a statement of faith as posing a challenge, unit faculty diversity now exceeds that of the university at large. Faculty diversity in the unit increased with 4.2% Hispanic, 3% Black or African American and 7% Asian faculty hired since the last visit. Further, onsite interviews validate the unit's good faith efforts to attract and retain faculty representing diverse groups thereby further enhancing its diversity.

Candidates have experiences interacting and working with other candidates from diverse ethnic, racial, gender and economic groups. Overall diversity of candidates in initial and advanced programs is higher than that of candidates across the institution. Candidates in initial programs are 6.9% Hispanic, .38% American Indian or Alaska Native, 1.1% Asian, .38% Black or African American, 76.6% White, 2.3% two or more races and 12.3% race/ethnicity unknown with 18% males and 82% female. Candidates in advanced programs are 4.2% Hispanic, 6.3% Asian, 87.4% White, .84% two or more races, 1.3% race/ethnicity unknown with 29.8% male and 70.2 percent female. Unit and university-level committees and clubs provide opportunities for candidates from diverse groups to interact with one another. Course work and collaborative projects provide additional venues for candidates from diverse groups to interact.

Onsite interviews validate that the unit displays good faith effort to further diversify the number of candidates representing racial and ethnic groups through its updated Unit Plan to Recruit and Retain Candidates Representing Minority Populations. Recruitment efforts include advising candidates working in minority rich schools to encourage P-12 students to consider a career in teaching, working with institution's enrollment management office to focus on recruiting minority candidates for teacher preparation and exploring funding possibilities for scholarships for minority students planning to prepare to teach. Retention efforts include such things as monitoring progress of minority populations at midterm of each semester, meeting with students having difficulty with grades, monitoring financial needs, and encouraging meetings with academic advisors at least twice a semester.

The onsite visit verified that initial and advanced program candidates have experiences working with diverse students in P-12 schools. The multiple field placements within the initial program is tracked utilizing the school diversity rating system ensuring that every candidate has the opportunity to experience working with students from diverse racial and ethnic groups as well as students with exceptionalities. Advanced program candidates' first placement is typically at their place of employment and the required second placement must be at a school different from their place of employment. Initial program candidate placements occur within clinical practice schools where two or more ethnic or racial groups are represented within each school.

Onsite interviews and artifacts validate that feedback from faculty helps candidates reflect on their ability to help all students learn.

4.2 Moving Toward Target or Continuous Improvement

Please respond to 4.2.a if this is the standard on which the unit is moving to the target level. If it is

not the standard on which the unit is moving to the target level, respond to 4.2.b.

4.2.a Movement Toward Target.

Based on the criteria for Movement Toward Target, provide a summary of the unit's performance.

4.2.b Continuous Improvement.

What activities and outcomes demonstrate that the unit has been engaged in continuous improvement?

The unit examined its multicultural infusion charts for each program to target diversity proficiencies and strengthen assessments and make curricular changes. The required EDUC 2250 Cultural Diversity in Education, expansion of lesson planning instruction to meet the needs of all learners, the addition of a content literacy portfolio in EDUC 3410 requiring evidence of instructional planning to meet the needs of diverse learners across content areas, and the strong infusion of the Sheltered Instruction Observation Protocol (SIOP) theory and strategies for increasing effectiveness in working with English language learners point to the unit's active engagement in continuous improvement.

Onsite interviews provide evidence that the unit is engaging in efforts to help its candidates from both the initial and advanced programs to reflect multicultural and global perspectives. Diversity and equity in the teaching and learning process experienced through coursework, field experiences, and clinical practice engage candidates in discussion while experiences are tracked, assessed and utilized to determine the efficacy of candidates in addressing the needs of English language learners, students with exceptionalities and those from ethnically and racially diverse populations.

4.2.b.i Strengths.

What areas of the standard are being addressed at the target level?

Criteria for Movement Toward Target

NO EVIDENCE	MOVING TOWARD TARGET		AT TARGET
	EMERGING	DEVELOPING	ATTAINED
Clear, convincing and sufficient evidence was not presented to demonstrate that the unit is performing as described in any aspect of the target level rubric for this standard. ***AND*** There are no plans and timelines for attaining target level performance as described in the unit	Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in some aspect of the target level rubric for this standard. ***OR*** There are plans and timelines for attaining and/or sustaining target level performance as described in the unit	Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in some aspect of the target level of the rubric for this standard. ***AND*** There are plans and timelines for attaining and/or sustaining target level performance as described in the unit	Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in all aspects of the target level rubric for this standard. ***AND*** There are plans and timelines for sustaining target level performance as described in the unit standard.

standard.	standard. [BOE specifies which is present and which is not in their findings.]	standard.	

4.3 Areas for Improvement and Rationales

4.3.a What AFIs have been removed?

AFI	AFI Rationale
Candidates have limited opportunities to interact with faculty members from diverse ethnic and racial backgrounds.	Opportunities for candidates to interact with faculty members from diverse ethnic and racial backgrounds has increased since the last visit. Recruitment and retention of faculty representing minority populations has resulted in an increase in the percentages of female, Hispanic, Asian and African American faculty.

4.3.b What AFIs are continued from last visit?

AFI	AFI Rationale

4.3.c What new AFIs are recommended?

AFI	AFI Rationale

4.4 Recommendations

For Standard 4

Level	Recommendation
Initial Teacher Preparation	Met
Advanced Preparation	Met

Target Level

Level	Recommendation
Initial Teacher Preparation	
Advanced Preparation	

Standard 5

Standard 5: Faculty Qualifications, Performance And Development

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

5.1 Overall Findings

What did the evidence reveal about the unit continuing to meet this standard?

Artifacts submitted by the Unit indicate full time professional education faculty at Northwest Nazarene University are well qualified. Twelve of 13 have earned doctorates and most have contemporary school-based professional experiences. Most full time professional faculty are or have been licensed in the fields they teach. Evidence for clinical faculty indicate that most are licensed and have contemporary professional experiences in the areas they teach and supervise. According to documents submitted in the IR, the minimum qualifications for adjunct faculty include at least three years teaching experience and a bachelor's degree or higher. A review of adjunct faculty documents provided during the onsite review indicate all adjunct faculty meet or exceed minimum expectations with 98% having a terminal degree. All clinical faculty meet the and most have more than four years teaching experience in their area of licensure. Evidence provided in the IR, the addendum, and additional on-site exhibits substantiate that professional education faculty model best practices in their teaching. A review of vita and resumes indicate that faculty have a thorough understanding of the content they teach, and most are active teacher scholars. An examination of syllabi indicate faculty integrate learning experiences related to diversity, technology and the institutional mission into their coursework and use multiple instructional and assessment strategies. Evidence indicates faculty value candidate learning and encourage reflection, critical thinking, problem solving, and professional dispositions.

A review of full time faculty vita and a table listing faculty qualifications indicate most faculty demonstrate scholarly work in their fields of specialization. Evidence also indicates some faculty involvement in professional organizations and conference planning groups. Most full time faculty engaged in scholarly work through presentations, professional development, and journal articles. According to annual performance reviews, most faculty are effective in modeling best practices in service to the university, P-12 education and the professional education community. Document review and interviews combined with a review of performance evaluations substantiates faculty work closely with school-based partners and support efforts to improve teaching and learning in the schools. Unit faculty are involved with the Doceõ Center for Innovation in Teaching and Learning. The center has as its mission to improve student outcomes in P-16 classrooms through effective use of technology. "The Doceõ Center seeks to research and explore the convergence of technological innovation with effective teaching strategies and then to use information gathered to develop and deliver training to equip and build capacity of in-service programs for teachers." The Center provides significant support for faculty development in use of technology to support instructional practices.

According to the Northwest Nazarene University Policy and Procedures Manual, faculty performance reviews are based on accomplishments in teaching, scholarship and service. The review process includes at least one classroom observation for non-tenured faculty and observations every five years for tenured faculty. Student evaluations are an element of all faculty evaluations. The university has policies and practices that encourage professional education faculty's professional development. As a part of the annual review process, faculty members draft a self-evaluation and a plan to guide their growth for the following year. Faculty receive professional development funds to support their scholarship efforts.

5.2 Moving Toward Target or Continuous Improvement

Please respond to 5.2.a if this is the standard on which the unit is moving to the target level. If it is not the standard on which the unit is moving to the target level, respond to 5.2.b.

5.2.a Movement Toward Target.

Based on the criteria for Movement Toward Target, provide a summary of the unit's performance.

What activities and outcomes demonstrate that the unit has been engaged in continuous improvement?

The Idaho State Department of Education has a two-year rotating cycle of curricular revision resulting in changes in curricular requirements by IHE every five-years. The faculty at the University are diligent in staying updated and ahead of the curricular revision cycle that necessitates changes every two years in some programs and every five years in all programs. Faculty continue to work to enhance their teaching and pedagogy through presentations, attending professional conferences, engaging in scholarly work, international travel and community engagement.

5.2.b.i Strengths.

What areas of the standard are being addressed at the target level?

The professional education faculty are highly regarded across campus and exhibit best practice in instructional delivery. Utilization of technology as a means to augment and enhance content mastery is evident from candidate interviews and staff within the technology department.

Criteria for Movement Toward Target

NO EVIDENCE	MOVING TOWARD TARGET		AT TARGET
	EMERGING	DEVELOPING	ATTAINED
Clear, convincing and sufficient evidence was not presented to demonstrate that the unit is performing as described in any aspect of the target level rubric for this standard. ***AND*** There are no plans and timelines for attaining target level performance as described in the unit standard.	Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in some aspect of the target level rubric for this standard. ***OR*** There are plans and timelines for attaining and/or sustaining target level performance as described in the unit standard. [BOE specifies which is present and which is not in their findings.]	Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in some aspect of the target level of the rubric for this standard. ***AND*** There are plans and timelines for attaining and/or sustaining target level performance as described in the unit standard.	Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in all aspects of the target level rubric for this standard. ***AND*** There are plans and timelines for sustaining target level performance as described in the unit standard.

5.3 Areas for Improvement and Rationales

5.3.a What AFIs have been removed?

AFI	AFI Rationale

5.3.b What AFIs are continued from last visit?

AFI	AFI Rationale

5.3.c What new AFIs are recommended?

AFI	AFI Rationale

5.4 Recommendations

For Standard 5

Level	Recommendation
Initial Teacher Preparation	Met
Advanced Preparation	Met

Target Level

Level	Recommendation
Initial Teacher Preparation Advanced Preparation	

Standard 6

Standard 6: Unit Governance And Resources

The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

6.1 Overall Findings

What did the evidence reveal about the unit continuing to meet this standard?

The unit has a governance structure to effectively plan, deliver, and operate coherent programs of study. The governance structure provides an adequate system for implementing and monitoring assessment plans and curricular oversight. Because Northwest Nazarene University has recently reorganized (i.e., within the last two years), the result is a Committee Governance Structure that functions between the College of Adult and Graduate Studies and the College of Arts and Sciences with components of the unit in each college. While reported by faculty that the structure is somewhat cumbersome, there is evidence to support it is functional assuring unit authority by the dean. The College of Adult and Graduate Studies houses the initial adult programs and the advanced programs with the initial (i.e., traditional undergraduate) programs housed in the College of Arts and Sciences (CAS). The department chair for undergraduate programs is housed within this college. While the chairperson has a dual report line (i.e., to the College of Adult and Graduate Studies and to CAS), there is a disparity of support for undergraduate faculty housed within this department as compared to Professional Education Faculty housed within the College of Adult and Graduate Studies.

Policies and procedures such as admission, degree requirements, and transition points are clearly and consistently described in university catalogs and online resources. The unit ensures that candidates have adequate access to student services. Faculty members provide academic advising and mentor advanced candidates through the programs including dissertation completion. Evidence indicates that candidates in

the unit are additionally served by the Doceõ Center for Innovation in Teaching and Learning; Academic Support service such as testing, tutoring and study skills; and technology and media resources. Faculty involved in the preparation of educators, P– 12 candidates, and other members of the professional community provide input into program design, implementation, and evaluation. For example both the initial and advanced programs have advisory boards that are active and inform programmatic decisions. The advisory boards are composed of faculty, students, and P-12 partners (teachers and administrators) and meet two times per year to review practices and programming and to support continuous improvement efforts.

The unit receives sufficient budgetary allocations to provide programs that prepare candidates to meet the standards. The budget adequately supports on-campus and clinical work essential for preparation of professional educators. Information provided in the IR was validated through conversations with unit and university personnel during the visit. Faculty members may apply for up to $800 per year for professional development and for additional funding with department chair support, through the Doceõ Center for Innovation in Teaching and Learning. Additionally, the dean of College of Adult and Graduate Studies as the unit head, provides additional support for professional development through strategic use of funds within the unit. Unit faculty typically receive an additional $200 to $600 support for professional engagement. As evidenced by the Policies, Procedures, and Practices for Faculty Workload, Chapter 4 of the NNU Faculty Handbook, unit faculty are hired for 9, 10, 11 or 12 months. The workload units range from 24 to 34 depending on the contract. While the standard teaching load is 24 credit hours for undergraduate and 18 credit hours for graduates, NNU has devised a workload policy to include administration and supervision. Thus, an 11 month contracted faculty member within and advanced program has a workload of 18 credit hours inclusive of the academic year with required teaching during the summer and administrative work to reach the equivalent of 31 load units. The university has devised a system of workload units to recognize the administrative responsibilities of faculty tied to contracted months and compensation. While the assigned teaching load reports are at the upper limits of 12 hours for undergraduate courses and 9 hours for graduate courses with paid overloads, the contracted structure of months combined with the concept of load units requires careful and thoughtful oversight to assure adequacy of appropriately assigned time. While faculty members demonstrate a strong commitment to the unit and their programs, the many and varied additional assignments may contribute to a potentially less effective unit than might be if there were less fragmentation of faculty duties and responsibilities combined with heavy teaching loads.

6.2 Moving Toward Target or Continuous Improvement

Please respond to 6.2.a if this is the standard on which the unit is moving to the target level. If it is not the standard on which the unit is moving to the target level, respond to 6.2.b.

6.2.a Movement Toward Target.

Based on the criteria for Movement Toward Target, provide a summary of the unit's performance.

6.2.b Continuous Improvement.

What activities and outcomes demonstrate that the unit has been engaged in continuous improvement?

There is overwhelming evidence of university support for technology infrastructure, hardware and software to enhance instruction, day-to-day operations and candidate learning. The recently opened Learning Commons, which also houses the library, is a state-of-the art learning center that exemplifies

resource use at its finest. There is evidence of sufficiency of library resources to develop and implement programs and the unit's assessment system with electronic holdings for candidates' use of ebooks at no cost, full access to ProQuest online dissertations and interlibrary loan with Idaho State University and Boise State University.

6.2.b.i Strengths.

What areas of the standard are being addressed at the target level?

Criteria for Movement Toward Target

NO EVIDENCE	MOVING TOWARD TARGET		AT TARGET
	EMERGING	DEVELOPING	ATTAINED
Clear, convincing and sufficient evidence was not presented to demonstrate that the unit is performing as described in any aspect of the target level rubric for this standard. ***AND*** There are no plans and timelines for attaining target level performance as described in the unit standard.	Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in some aspect of the target level rubric for this standard. ***OR*** There are plans and timelines for attaining and/or sustaining target level performance as described in the unit standard. [BOE specifies which is present and which is not in their findings.]	Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in some aspect of the target level of the rubric for this standard. ***AND*** There are plans and timelines for attaining and/or sustaining target level performance as described in the unit standard.	Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in all aspects of the target level rubric for this standard. ***AND*** There are plans and timelines for sustaining target level performance as described in the unit standard.

6.3 Areas for Improvement and Rationales

6.3.a What AFIs have been removed?

AFI	AFI Rationale

6.3.b What AFIs are continued from last visit?

AFI	AFI Rationale

6.3.c What new AFIs are recommended?

AFI	AFI Rationale

6.4 Recommendations

For Standard 6

Level	Recommendation
Initial Teacher Preparation	Met
Advanced Preparation	Met

Target Level

Level	Recommendation
Initial Teacher Preparation	
Advanced Preparation	

IV. Sources of Evidence

Documents Reviewed

Persons Interviewed

Education Department Accreditation
Interview List
Sunday, March 1, 2015
Monday, March 2, 2015

1:00 PM—Field Placement
Mike Poe
Ryan Roberts
Whitney Ward

2:00 PM—Faculty
Tawny Billings
Heidi Curtis
Lynette Hill
Russ Joki
Cathy Beals
Kathleen Hanson
Jennifer Hill
Ryan Roberts
Lori Sanchez
Duane Slemmer
Lori Werth

2:00 PM—Initial Students/Recent Grads
Elementary
Pepper Allen
Natasha Johnson
Brittney Schulz
Ashlin Uribe
Jenna Whitney
Courtney Brewer

Secondary Math
Elizabeth La Tulippe
Val Samano

Secondary PE/Health
Taylor Roberts
Cody Henderson

Secondary Art
Tina Pittman
Drew Williams

Secondary ELA
Rachael Barr
Brenna Greenwood
Janelle Steer
Mikayla Walker

Secondary Music
Emily Godfrey
Nate Thomas

Secondary Science
Sam Cook
Jazmine Martin
Stacey Stanton

Secondary Social Studies
Kaleb DeHaas
Toni Lyon
David Martinez

3:00 PM—Graduate Advisory Council
Amy Ackley
Tawny Billings
Ryan Cantrell
Heidi Curtis
Leon Dickson
Frank Estell
Wendy French
Lynette Hill
Adam Johnson
Mike Poe
Lori Sanchez
Lori Werth
Greg Wiles

3:00 PM—Secondary Spanish Students/Recent Grads
Kaleb DeHaas
Toni Lyon
Callie Pugel

3:00 PM—Undergraduate Advisory Council
Anita Christenson
Ryan Roberts
Larita Schandorff
Duane Slemmer
Whitney Ward

4:00—Secondary Methods Instructors/Cooperating Teachers
Elementary
Amy Ackley
Katie Cook
Connie Hanson
Veronica Knutson
Lisa Martell
Izzy McConnel
Jackie Miller
Denise Vincent

Art
Barb Pace

ELA
Tawny Billings
Gina Davis
Jennifer Hill

Social Studies
Lewey Dean

Math
Cary Hill
Leora White

Music
Ron Curtis
Judy Marlett
Sara Neddo

PE/Health
Holly Hammons

Science
Anne Crimchin
Dan Nogales

4:00—Current Graduate Students/Recent Graduates
Sherry Ann Adams
Don Bingham
Ryan Cantrell
Nick Channer
Jim Eisentranger
Amanda Eller

Andy Grover
Robert Gwyn
Tyler Harding
Kelsey Le-Duc Williams
Jannel Lester
Peter McPherson
Lynn Munoz
Angie Neal
Josh Noteboom
Robert Sanchez
Greg Wiles

5:00—Interviews
Eric Kellerer—Director of Doceo Center for Innovation in Teaching and Learning
Burton Webb—Vice President of Academic Affairs

Monday, March 2
NNU Content Faculty
3:00—Science: John Cossel
4:00—Social Studies: Christian Esh
Spanish: Ben Earwicker
5:00—PE/Health: Scott Kinnamon

Please upload sources of evidence and the list of persons interviewed.

V. State Addendum (if applicable)

Please upload the state addendum (if applicable).

Please click "Next"

This is the end of the report. Please click "Next" to proceed.

TAB	DESCRIPTION	ACTION
1	**EASTERN IDAHO TECHNICAL COLLEGE - PROGRESS REPORT**	Information Item
2	**PRESIDENTS' COUNCIL REPORT**	Information Item
3	**IDAHO PUBLIC TELEVISION - ANNUAL REPORT**	Information Item
4	**2017 LEGISLATIVE IDEAS**	Motion to Approve
5	**INSTITUTION/AGENCY STRATEGIC PLANS**	Motion to Approve
6	**EARLY LITERACY ASSESSMENT WORKING GROUP REPORT**	Motion to Approve
7	**AMENDMENT TO BOARD POLICY – BYLAWS - FIRST READING**	Motion to Approve
8	**BOARD POLICY I.P. IDAHO INDIAN EDUCATION COMMITTEE – SECOND READING**	Motion to Approve
9	**BOARD POLICY – I.Q. ACCOUNTABILITY OVERSIGHT COMMITTEE – SECOND READING**	Motion to Approve
10	**BOARD POLICY I.T. TITLE IX POLICY – SECOND READING**	Motion to Approve
11	**BOARD POLICY IV.B. STATE DEPARTMENT OF EDUCATION, STANDARDS SETTING – SECOND READING**	Motion to Approve

12	**CAREER TECHNICAL EDUCATION – CONTENT STANDARDS**	Motion to Approve
13	**BOISE STATE UNIVERSITY – ALCOHOL PERMITS FOR 2016 HOME FOOTBALL GAMES – CAVEN WILLIAMS SPORTS COMPLEX**	Motion to Approve
14	**BOISE STATE UNIVERSITY - ALCOHOL PERMITS FOR 2016 HOME FOOTBALL GAMES – STUECKLE SKY CENTER**	Motion to Approve
15	**IDAHO STATE UNIVERSITY - ALCOHOL PERMITS FOR 2016 HOME FOOTBALL GAMES**	Motion to Approve
16	**UNIVERSITY OF IDAHO - ALCOHOL PERMITS FOR 2016 HOME FOOTBALL GAMES – PRE GAME EVENTS**	Motion to Approve
17	**UNIVERSITY OF IDAHO – ALCOHOL PERMITS FOR 2016 HOME FOOTBALL GAMES – CLUB SEATING**	Motion to Approve
18	**COMMUNITY COLLEGE TRUSTEE ZONES**	Motion to Approve

SUBJECT

Eastern Idaho Technical College (EITC) Biennial Progress Report

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.M.3.

BACKGROUND/DISCUSSION

This agenda item fulfills the Idaho State Board of Education's (Board) requirement for EITC to provide a progress report on the institution's strategic plan, details of implementation, status of goals and objectives and information on other points of interest in accordance with a schedule and format established by the Board's Executive Director.

President Aman will provide a 15-minute overview of EITC's progress in carrying out the institutions strategic plan.

IMPACT

EITC's strategic plan drives the College's integrated planning; programming, budgeting, and assessment cycle and is the basis for the institution's annual budget requests and performance measure reports to the Board, the Division of Financial Management and the Legislative Services Office.

ATTACHMENT

Attachment 1 – Progress Report Page 3

STAFF COMMENTS AND RECOMMENDATIONS

As part of President Aman's progress report to the Board, the report will include a tour of key areas on EITC's campus. Specific details regarding the institutions progress toward meeting its strategic plan goals may be found in the attached report.

BOARD ACTION

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

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Eastern Idaho Technical College Progress Report
June 2016
Presented by: Dr. Rick Aman, President

Strategic plan Implementation

- Details of implementation
  EITC has implemented our strategic plan and aligned it to the State Board of Education's (Board) strategic plan. The EITC strategic plan was revised in 2015 with an intent to parallel the EITC comprehensive self-study for NWCCU accreditation. EITC hosted our seven year accreditation onsite visit in April, 2016 with a team of nine visitors. Given recommendations from the Board and our preliminary accreditation report, EITC will revise and update our strategic plan for academic year 2016-17 when faculty return in fall. General areas of discussion for the college will be the review of methods to collect and utilize data, decision making processes, reduction in number of sub areas in the strategic plan, improvements to better tie our budgeting processes to mission fulfillment, and better system wide performance measures with an eye toward a potential community college mission. Primary revisions are expected to include implementing ongoing systematic collection and analysis of meaningful data at both the program and institution levels. EITC will improve processes which fundamentally connect institutional core themes and budget processes leading to mission fulfillment.

- Status of goals and objectives
  Goal/Core Theme 1 - Learning for Work and Life: EITC is a college where students prepare for careers and an effective role as an informed citizen. We embrace hands-on learning and provide instruction that is not only academically rigorous, but tailored to the needs of the community. Learning for work and life takes place in all areas of campus through career-technical education, adult basic education, and workforce education.

  Highlights and emphasis for EITC in meeting this goal include a renewed emphasis on becoming more involved with program advisory committees to ensure continuous feedback regarding our student performance in internships as well as post-degree employment. It is critical to have input from regional employers for changes in technology and best industry practices. There is also emphasis for exploring potentials for new programing in eastern Idaho such as areas of cyber security technicians, non-destructive testing, drafting, software programming and entrepreneurial endeavors.

  EITC measures success in the area of learning for work and life through continued emphasis with measuring retention, degree completion, positive placements and speed to deployment of customized workforce training courses. Importance is placed on engagement with local advisory committees, students enrolled in programs, student completers and successful placements in careers related to programs. EITC as an open enrollment institution places emphasis on accepting a student at any level and providing skill improvement through our ABE programming, GED preparation and testing and work with remediation of students to provide them with the skills needed

for college level work. EITC measures success in the area of workforce development based on the number of customized workforce training courses as well as student and employer satisfaction with these courses as well as our ability to listen to demands of local employers and attempting to accelerate high value programs into degree programs when appropriate.

Goal/Core Theme 2 - Student Centered: EITC faculty and staff throughout the college are committed to students and their success. Well-functioning student support areas are critical to our students' success, help model important workplace behaviors, and provide comprehensive student support from pre-enrollment through employment.

Highlights for EITC within the theme of Student Centered include all the wrap around services for students beginning with the first introduction of the potential student to the college, through advising and placement; the support for students with tutoring and Center for New Directions along with support for internships and help with career placement. Of particular note EITC received commendations from the NWCCU accreditation team for our tutoring and ABE, GED, ESL functions. EITC is working to improve our student's experience through a shift of bookstore operations to a contract with Follett. Additionally, an RFP is currently open for proposals for enhanced cafeteria operations and library functions are being reviewed to provide varied information services to students in innovative ways.

EITC measures of success for Theme 2 is to include the use of the Noel Levitz Annual Survey. The Noel Levitz approach is used to measure the importance of a service and then the level at which an institution performs related to that service. EITC compares that performance gap with that of peer institutions. In areas such as admissions, financial aid, information technology, library, and tutoring EITC has a gap of 1.0 or less and compares more favorably with peer institutions. Other measurements of student centered activities used for continuous improvement include end of course evaluations, helpdesk responsiveness and workforce training satisfaction surveys.

Goal/Core Theme 3 - Community Engagement: EITC values its role within our community and strives with continued efforts in presenting a safe, clean and inviting campus, which fosters communication and professional growth. EITC supports collaborative relationships within the local, regional, and academic communities who are working toward improving the economic health of the region.

EITC places emphasis on our role in supporting students, business, industry, government and organizations in the undertaking of economic development. We pride ourselves in opening our campus to civic events and having an inviting campus. Our NWCCU accreditation team provided commendation for EITC in developing strong community partnerships that leverage resources and increase opportunities for the campus and local community in support of its core theme of Community Engagement.

College measures of success within core Theme 3 include Noel Levitz student survey for campus safety, multiple measures of communications with college staff and students, number of students who receive scholarships from our Foundation, and programming input from college advisory committees.

- Special Appropriations
  The State Division of CTE has provided capacity building funding for EITC to be used this upcoming academic year. Given this additional funding, EITC projects the following increases in students beginning this fall:

  - Registered Nursing: 40 students total (currently 20)
  - LPN: 15 students total (currently 10)
  - Welding: 15 new students each semester (10 current each semester)
  - Light Diesel: 15 students for a new program
  - Surg Tech: 4 additional students (12 current) This is possible because of new clinical sites and the addition of .5 FTE.

Enrollment Numbers (As reported in the performance measure report)
- FY2013 Accrued Headcount: 1,172
- FY2013 FTE: 485
- FY2013 Short-Term Training Accrued Headcount:11,289

Retention Rates (As reported in the performance measure report)
- Retention Rate of Full Time Students Fall 2014 to Fall 2015: 68%

Graduation Rates (As reported in the performance measure report)
- Graduate Training Related Placement Rate: 73.1%
- Graduation Rate (IPEDS 2016 report for 2011 cohort): 38% normal time, 51% - 150% of normal time, and 55% - 200% of normal time

Research and Economic Development
The President of the college serves on the Board of Directors of each of the following local and regional economic development agencies in eastern Idaho:

- REDI – An investor-based organization dedicated to the development and growth of Idaho Falls, Ammon and Bonneville County. REDI plays an important role in the expansion of existing business, job retention and the attraction of new business to our area.

- Partnership for Science & Technology - A non-profit, public-interest organization advocating for the advancement of science, energy and technology, and providing accurate and timely information on related regional activities, including those at Idaho National Laboratory (INL).

- The Development Company (Rexburg) – The Development Company serves both local businesses and governments in order to develop and expand the economy of the region.

- Educate Idaho initiative for the eastern region - EITC has hosted two events with the largest being 60 participants. The EITC president and Director of United Way are co-chairs for the outreach. In cooperation with Pocatello, our region's emphasis will be on the Department of Labor's Career Information System (CIS) and methods to engage both high school and junior high students as well as non-traditional students in career exploration and educational opportunities.

- Chamber of Commerce Advocacy Committee – This Chamber Committee provides input to State legislatives bodies with regard to economic and educational issues for the region. EITC hosts the weekly legislative video conference updates between eastern Idaho elected officials and constituents in Idaho Falls.

Highlight of College Programs

- **Creation of a Community College Taxing District** - EITC's President has been engaged in the regional exploration for the creation of a fourth community college taxing district in Bonneville Co. He is working as an advisor to a Community College Exploratory Panel who will provide a public recommendation in late July. Additionally, he has been working with civic and business groups to provide information on the benefits of a comprehensive community college for eastern Idaho.
- **The Adult Basic Education** program has served over 500 students this year, and has post-tested 70% of those students. This number represents a high level of persistence in classes. ABE also reached the highest percentage of academic gains of any year. The student contact hours have increased from 88 hours/student to 102 hours/student because of distance learning options we have added. EITC has also added 14 new classes in ABE and ESL in June in order to serve even more students. ABE has begun transitioning to WIOA by offering Computer Literacy and Essential Job Skills classes in both ABE and ESL. In addition, we have added an online GED class to better serve our rural communities.
- **Placement Plan**. EITC has piloted a successful placement plan for students who may need remediation in Math or English. This plan was very successful in increasing the rate of students entering credit bearing courses in the first year. Many of these students went from GED to credit bearing courses with a decrease in remediation.
- **NIMS Certification**. EITC is applying for NIMS certification for advanced manufacturing. We would be the first to implement NIMS in the state and most of the western states. This certification has been the "gold standard" in the eastern part of the U.S. and is very desirable to industry partners in Idaho.

Collaborations with Other Institutions or Industry:

- **Vocational Rehabilitation and Department of Labor** - EITC currently provides office space on campus to Voc Rehab and we are extending this offer to DOL and Veteran Affairs over the summer to provide on-campus services as well as community outreach for these services.
- **Battelle Energy Alliance Environmental Safety & Health Training Program** – EITC works with Battelle Energy Alliance to provide environmental, safety, and health regulations-driven classes to approximately 5,000 INL employees annually. Accomplishments include the revision and delivery of over 50 standardized training classes in occupational upgrade areas such as radiological, respiratory, and industrial safety. Classes are conducted both on site at the INL and the EITC campus making it convenient for employees located at numerous locations both in Idaho Falls and at a desert facilities.
- **Certified Home Health Care, Day Care Providers, and the Midwifery Group of Generations Home Birth –** The College trained approximately 75 participants in Adult First Aid and CPR training.
- **CH2M-WG IDAHO, LLC**- National Electric Code update and OSHA Hazwoper Training.
- **EIRMC** – 50 employees are currently taking Hazwoper Awareness and Department of Transportation classes.
- **Saint Anthony Juvenile Correction Center –** Flagging training is provided to inmates seeking marketing job skills upon release.
- **Idaho Department of Labor –** EITC works closely with the IDOL Regional Labor Economist and Regional Business Specialist to meet with new and existing business to determine viable entry-level training and incumbent worker training. EITC is working on several proposals to partner with local business and industry for DOL "sector grants."
- **Naval Reactor Facility –** the College provides learning space to the Naval Reactor Facility at the Idaho National laboratory in numerous Environmental Safety & Health disciplines.
- **The EITC Transition Office** - works closely with high schools located within College District VI in developing articulation agreements that allow high school students the opportunity to receive college credits for successfully completing approved courses.
- **EITC's Energy Systems Technology program** - is designed for students to complete a Technical Certificate and then transfer to the College of Technology at Idaho State University to complete an Associate's of Applied Science degree.
- **The Health Care Education Building** – is a shared facility by EITC and ISU. The facility is located on the EITC campus. Recently, ISU has initiated delivery of Dental Hygiene courses utilizing the facility.
- **College of Southern Idaho** is leasing classroom space in Idaho Falls in an off campus center for delivery of general education courses for transfer into university bachelor's programs (ISU, UofI, BSU, and BYUI). EITC is partnering with CSI for additional classroom space, instructors and curriculum.
- **Wildland Fire Science Training** – The College designed and delivered large-scale training programs to the BLM, Forest Service, Bureau of Indian Affairs, and the Idaho Department of Lands. Wildland firefighters trained at EITC fight wildland fires

in southern Idaho, western Wyoming, all of Utah, Nevada, and nationally. Structural firefighters from over 20 volunteer and paid fire departments receive classroom and hands-on training at the Eastern Idaho Fire Academy hosted by the College each June.

- **Advanced Manufacturing** - EITC has worked with the Idaho Department of Labor (DOL), Commerce, University of Idaho (UI), Battelle Energy Alliance, and the Development Company to meet with manufacturers in eastern Idaho to assess the need for the development of a Certificate, Associate of Applied Science Degree at EITC, and a Bachelors of Applied Technology Degree in Advanced Manufacturing from the UI in Idaho Falls. The intent is to establish a "two plus three" program with the UI to provide graduates with multiple exit opportunities which lead to various occupational levels in the growing manufacturing sector. As a result, EITC and the UI are collaborating in the design and usage of a lab to support the programs.
- **Veteran Community** - Presently EITC serves about 18 program veteran students. Given an eastern Idaho projection of 6,000 veterans there significant room for college outreach to this demographic. There is collaboration starting between EITC and local veteran groups such as Employers Support Guard and Reserves (ESGR), Recruiting Centers, DOL Veteran's Outreach, Help 4 Vets and the Eastern Idaho Military Affairs Committee. Emphasis will be to attract potential veterans to utilize their educational benefits.

Capital Campaign – EITC Foundation (EITCF)

- EITC Foundation Scholarship Endowment as of May 2014 : $3,492,648
- Approximately 1/3 of our student population applies and receive scholarship funding
- Nearly $200,000 in scholarships has been awarded from our office each academic year in the past 3 years
- EITCF has managed and allocated over 1.4 million scholarship dollars since 2009.
- EITCF has anywhere from $30-$45K annually in pass thru scholarship funding from external organizations and citizens.
- EITCF organizes nearly (30) fundraiser and outreach event for our office alone each year and participates in another (10-15) community outreach events.
- In 2016-2017 we will be awarding nearly $60K in campus grants to support college initiatives to further support our faculty, staff and students.

Community Partnerships

- **District 93** – District 93 is in the process of expanding high school facilities as part of a successful capital bond effort. EITC is working with District 93 in fall to provide classrooms for up to 120 high school students who are enrolled in "dual credit" courses. Although EITC is not able to partner with the schools in dual credit, we are providing needed facilities and access to a college environment for high school juniors and seniors during the building phase.
- **The Regional Adult Learning Center** - provides outreach GED instruction in Rexburg and Salmon and is establishing services in Driggs fall of 2014. Also, Adult Basic Education courses are offered in Challis/Mackay and Rexburg, and will be providing services in Driggs the fall of 2014.
- **The Workforce Training Department** - has offered outreach training and community education in Driggs, Rexburg, Salmon and St. Anthony.

- **Through its Online Instruction Center,** - the college offers over 300 non-credit classes and programs serving place bound and rural businesses and residents.
- **Development Company** – EITC works closely in their efforts to secure funding for the renovation of their facility in Driggs. The project is expected to provide space for adult education, workforce training activities and serve as a business incubator in the Teton Valley.

New Buildings
EITC has no plans for near term construction of new academic buildings. Throughout the years EITC, working with the Division of Public Works, has carefully modified its older facilities to accommodate changing needs in the academic and work environment. There are funds this year to repair deteriorating sidewalks, parking lots, addition of security cameras and interior locking classroom doors.

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PRESIDENTS' COUNCIL

SUBJECT

Presidents' Council Report

BACKGROUND/DISCUSSION

President Tony Fernández, Lewis-Clark State College President and current chair of the Presidents' Council, will give a report on the Presidents' Council meeting held on April 5, 2016. During the April 5, meeting the group discussed the presidential review form, Direct Admissions, Outcomes-Based Funding, Community College Trustee Zoning, and reviewed the 2016 Legislative session. The May meeting was cancelled.

BOARD ACTION

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

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SUBJECT

Idaho Public Television (IPTV) Annual Report

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.M.3.

BACKGROUND/DISCUSSION

This agenda item fulfills the Board's requirement for IPTV to provide a progress report on the agency's strategic plan, details of implementation, status of goals and objectives and information on other points of interest in accordance with a schedule and format established by the Board's Executive Director.

Ron Pisaneschi, General Manager of the Idaho Public Television, will provide an overview of IPTV's progress in carrying out the agency's strategic plan.

ATTACHMENTS

Attachment 1 – IPTV Annual Agency Review PowerPoint Presentation Page 3
Attachment 2 – PBS Trust Booklet Page 9
Attachment 3 – PBS Learn More Report Page 29

BOARD ACTION

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

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50 YEARS IDAHO PUBLIC TELEVISION

Annual Agency Overview

June 16, 2016

Ron Pisaneschi, General Manager

Today's Presentation

- Overview of Content and Services
- Budget
- Statewide Delivery Systems
- Challenges

Educational Resources for All Ages

- Preschool
- Elementary Grades
- Secondary Grades
- Post-Secondary
- Lifelong Learning

Educators and Parents Trust Us

- Teachers Use PBS Content More Than Any Other Source
- Parents Trust PBS More Than Any Other Media Brand
- PBS Kids Is the #1 Educational Media Brand

Preschool Services

- Broadcast Programs
- Online Apps & Games
- Parental Resources Including Progress Tracker
- New 24 x 7 Broadcast & Live Streaming Channel
- Events for Families
- Training for Parents & Caregivers

Elementary Services

- Broadcast Programs
- *Science Trek* Interactive Local Production
- Online Apps & Games
- Scout/PBS Learning Media – 100,000+ Searchable Videos
- Parental Resources Including Progress Tracker
- New 24 x 7 Broadcast & Live Streaming Channel
- Afterschool Activities in Conjunction With Libraries
- Training & Resources for Teachers

Content Delivers Results

- Kids Who Engage With PBS Children's Programming Outscored Non-Watchers on Standardized Test That Measure Math Skills
- Similar Results With Literacy Skills Tests

Secondary Services

- Broadcast Programs Such As *NOVA, American Experience, Idaho Reports*
- Scout/PBS Learning Media – 100,000+ Searchable Videos
- Journey to College Videos, Including *Journey to Opportunity* Documentary

Post-Secondary Services

- Student Training & Internships
- Broadcast & Online Telecourses
- EPSCoR
- Scout/PBS Learning Media – 100,000+ Searchable Videos
- Journey to College Videos, Including *Journey to Opportunity* Documentary

Lifelong Learning Services

- 4 Digital Channels Including Learn/Create Channel, World Channel
- Online Content Available Anytime, Anywhere
- Local Productions
- Outreach Events Such As *Last Days of Vietnam, Cancer: Emperor of All Maladies,* and *Outdoor Idaho: 50 Years of Wilderness*

Valued Services to All Idahoans

460,000+ People View Each Week

- More Children & Ethnically Diverse Than Commercial Stations
- #2 in U.S. for Broadcast Only Households

Source: Feb. 2015, Nielsen Media

Online Access via Desktop & Mobile

iOS & Android Apps; Roku, Chromecast, AppleTV Channels

Broadcast vs. Online

Video Viewing Is Still Mostly on Television

Television
30.3 Hours per Week

Online
2.0 Hours per Week

Source: November 2015 Nielsen Company

Local Productions

Outdoor Idaho
dialogue
Science TREK
IDAHO REPORTS
The Idaho DEBATES
Gem of Idaho
IDAHO SESSION
IDAHO Science Journal
IDAHO State of Wonder
THE COLOR OF CONSCIENCE
INTO AFRICA

Award Winning Production

48 National & Regional Awards in FY 2016

Emmy Award

Edward R. Murrow Award

Critical Success Factor

- It Is Critical to Donor Funding to Provide Award-Winning Programs and Services
- High Quality = High Donations

Private Giving Exceeds Peers

- Higher Percentage of Donors Per Capita
  - 1.1% versus .5%
- Higher Average Gift Amount
  - $97 versus $52

Grow Endowment

- Friends of Idaho Public TV Board Initiative
- $5 Million for Our 50th Anniversary
- Raised More Than $500,000 in New Funds

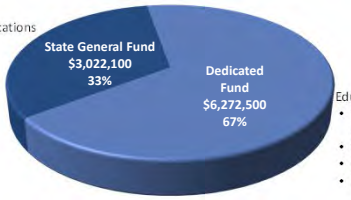
National Programming

Coming in January 2017

Appropriated Funding FY 2017

$ 9,294,600*

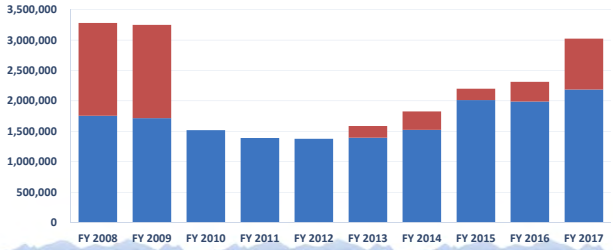
Statewide Delivery System
- Deliver content to nearly every Idaho household
- Support education
- Emergency communications
- Deliver government (*Idaho in Session*)



Educational Content
- National and Regional Programming
- Local Program Creation
- Online Resources
- Educational Outreach

* Includes One-Time Capital: General - $835,800 and Dedicated - $370,000

General Fund History



Peer Group Comparison

STATE	FY17 STATE FUNDS	$/PERSON
Alabama	$8,407,250	$1.73
Arkansas	$9,038,533	$3.05
Georgia	$15,158,097	$1.50
Iowa	$9,090,846	$2.93
Kentucky	$14,073,200	$3.24
Louisiana	$5,132,436	$1.13
Maryland	$8,198,000	$1.42

STATE	FY17 STATE FUNDS	$/PERSON
Mississippi	$6,800,000	$2.27
Nebraska	$10,329,068	$5.49
Oklahoma	$3,153,548	$0.84
South Carolina	$7,639,083	$1.65
South Dakota	$4,052,806	$4.75
Wisconsin	$6,569,740	$1.16
West Virginia	$4,703,785	$2.54

14 State Average	$7,691,233	$2.37
Idaho	$3,022,100	$1.83

Operational Funding Outlook

- Congressional Funding to CPB Flat or Shrinking
- Already Outperform Peers in Private Fundraising – Limited Growth Projected
- Only 13 of 63 FTE Funded With State Funds – CEC Costs Come Out of Operations

FY18 Line Item Request

- 2 Education Positions to Provide Outreach & Training on Using IdahoPTV Resources for Teachers, Parents, Librarians With Related Expenses
- Total Request $193,100

Reaching Nearly 100% of Households!

- 5 Transmitters
- 47 Repeaters
- Studios in Each Region

IDAHO PLUS WORLD LEARN CREATE

Equipment Funding

Critical Equipment & Infrastructure Concerns

- $24 Million in State Assets
- $18 Million (77%) Is Depreciated
- Federal Grant Programs Eliminated
- Significant Deferral of Asset Replacement

Digital Microwave

- Partnership With State Dept of Public Safety
- Equipment We Supplied Allowed for Lease Discount
- Equipment Has Reached "End of Life" so Lease Payments Will Increase Substantially

Spectrum Auction/Repacking

Congress Authorized the FCC to Take Back TV Spectrum & Auction to Broadband Providers

- Already Sold Channels 52+
- Auctioning Channels 30-51 in 2016
- Repacking All Broadcasters Into Channels 2-29 From 2016-2018

Spectrum Auction/Repacking

FCC Will Find New Channels & Pay Costs of Channel Changes for Transmitters but Not Translators

- Lewiston Moved to Channel 25 – Funded FY15
- Coeur d'Alene Transmitter on Channel 45 Will Have to Move – Funded by Auction

Spectrum Auction/Repacking

New Translator Frequencies Not Guaranteed – Transmitter Moves Can Bump Translators

- 18 Translators in Channels 30-51 Range
- 7 Additional Translators Fed by These 18
- Remaining Translators Below Channel 30 Could Be Bumped by Displaced Transmitters
- May Not Be Enough Channels to Go Around

Spectrum Auction/Repacking

FCC Will Find New Channels & Pay Costs of Channel Changes for Transmitters but Not Translators

- Cost Estimated at Average of $50,000 per Translator
- Cost Could Exceed $1,000,000

Q & A

PBS
TODAY'S PBS
TRUSTED
VALUED
ESSENTIAL
2016

Working collaboratively with our 350 independently owned and operated local member stations, PBS provides the American public with top-quality content and educational services that reach people anywhere they are – meeting our mission to provide universal access in innovative ways that seize the opportunities made possible by digital technology.

Across genres and across platforms, PBS and local stations tell smart, engaging stories that invite people from every walk of life to explore new places, new ideas and new experiences – all of which have inspired the American public to name PBS the country's most–trusted public institution and an excellent use of tax dollars, outranked only by military defense, for 13 consecutive years.

For more information about how PBS & local stations deliver outstanding return on investment to the nation, visit **valuepbs.org**.

Public media is made possible through a singular public-private partnership that combines critical seed money from the federal government with funds from corporations, foundations and of course, viewers. Donations from viewers to their local stations are the single largest source of funding for our system.

This report presents the results of a national survey conducted by Survey Sampling International (SSI) CATI in January 2016. The SSI study included 1,000 adults, 18 years of age and older, who participated via phone January 4-20, 2016. Results were weighted to be statistically representative of the adult U.S. population.

OVER THE COURSE OF 1 YEAR

82% OF ALL U.S. TELEVISION HOUSEHOLDS WATCH PBS

Source: Nielsen NPower, 9/22/2014-9/20/2015

IN 2015 AMERICANS VIEWED MORE THAN

5.1 BILLION

VIDEOS ACROSS ALL PBS DIGITAL PLATFORMS

A NEW RECORD FOR PBS

Source: Google Analytics, January-December 2015

PBS

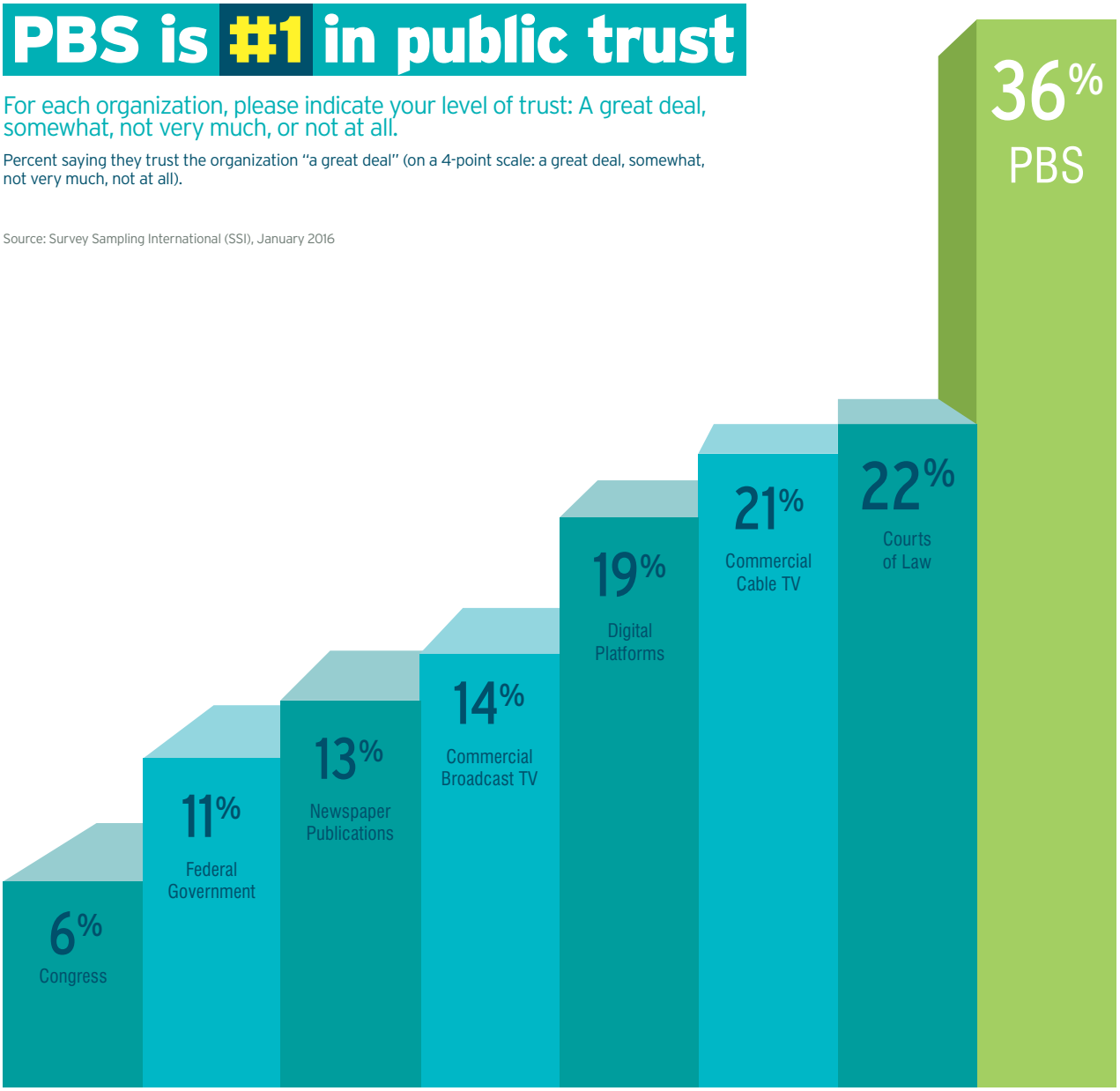
A TRUSTED & VALUED PUBLIC INSTITUTION

PBS is #1 in public trust

For each organization, please indicate your level of trust: A great deal, somewhat, not very much, or not at all.

Percent saying they trust the organization "a great deal" (on a 4-point scale: a great deal, somewhat, not very much, not at all).

Source: Survey Sampling International (SSI), January 2016



1

IN 2015 MORE THAN
8.5 MILLION
PBS VIEWERS WATCHED OVER
375 MILLION
VIDEOS ON PBS OTT APPS

Source: Google Analytics, January - December 2015

PBS IS THE **5TH MOST-WATCHED** NETWORK AMONG ALL OF BROADCAST & CABLE

Source: Nielsen NPower, 9/22/14-9/20/15

PBS

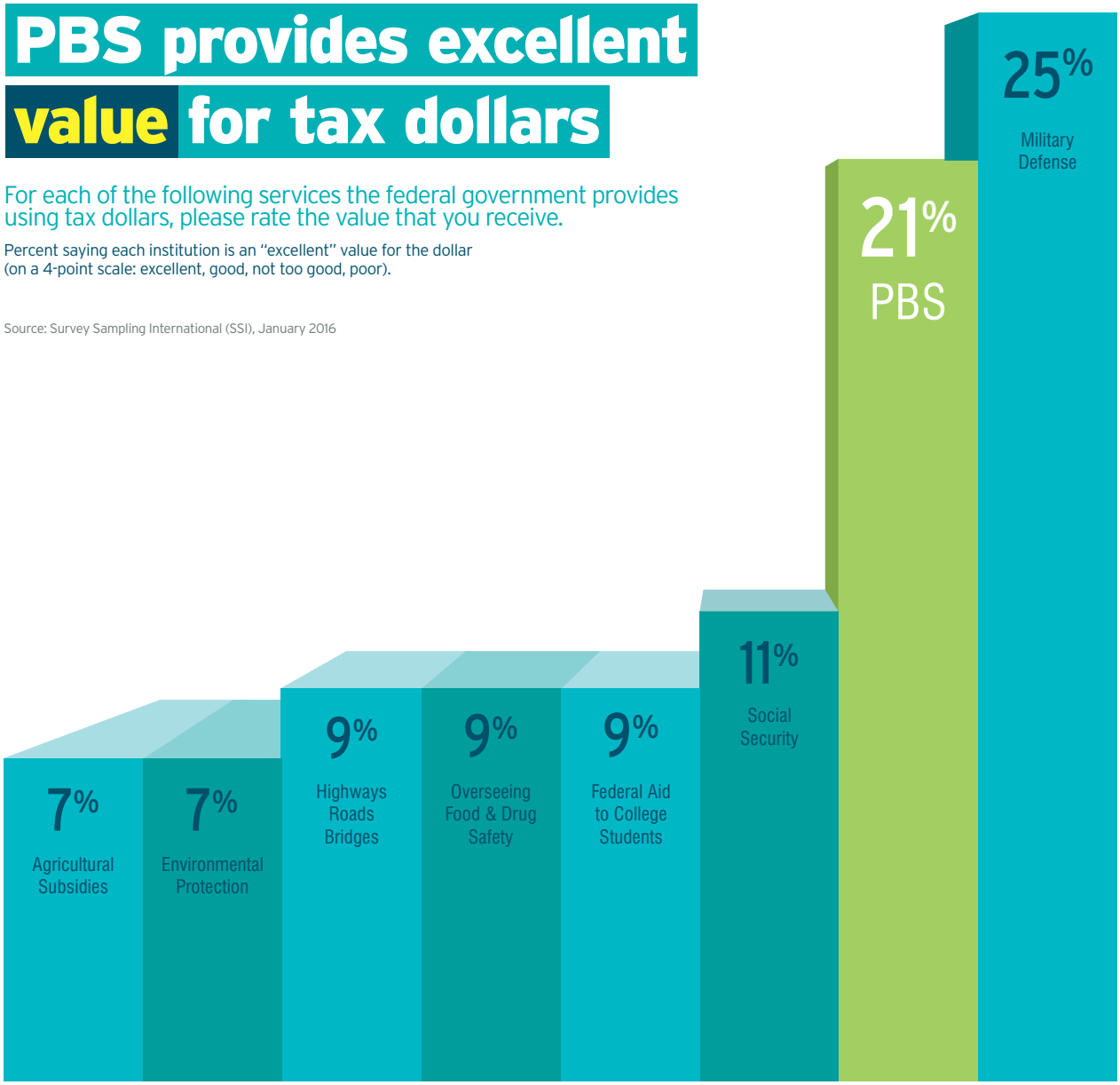
A TRUSTED & VALUED PUBLIC INSTITUTION

PBS provides excellent value for tax dollars

For each of the following services the federal government provides using tax dollars, please rate the value that you receive.

Percent saying each institution is an "excellent" value for the dollar (on a 4-point scale: excellent, good, not too good, poor).

Source: Survey Sampling International (SSI), January 2016



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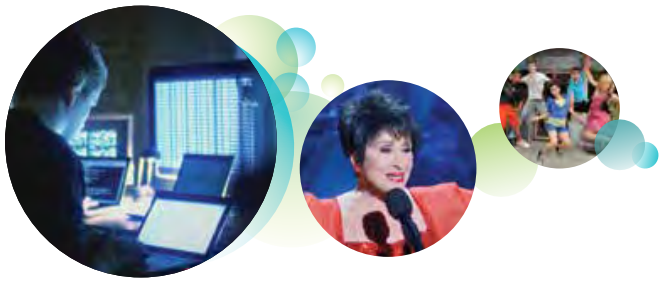


EACH MONTH NEARLY
100 MILLION
PEOPLE WATCH THEIR
LOCAL PBS STATIONS

Source: Nielsen NPower, 9/22/2014-9/20/2015

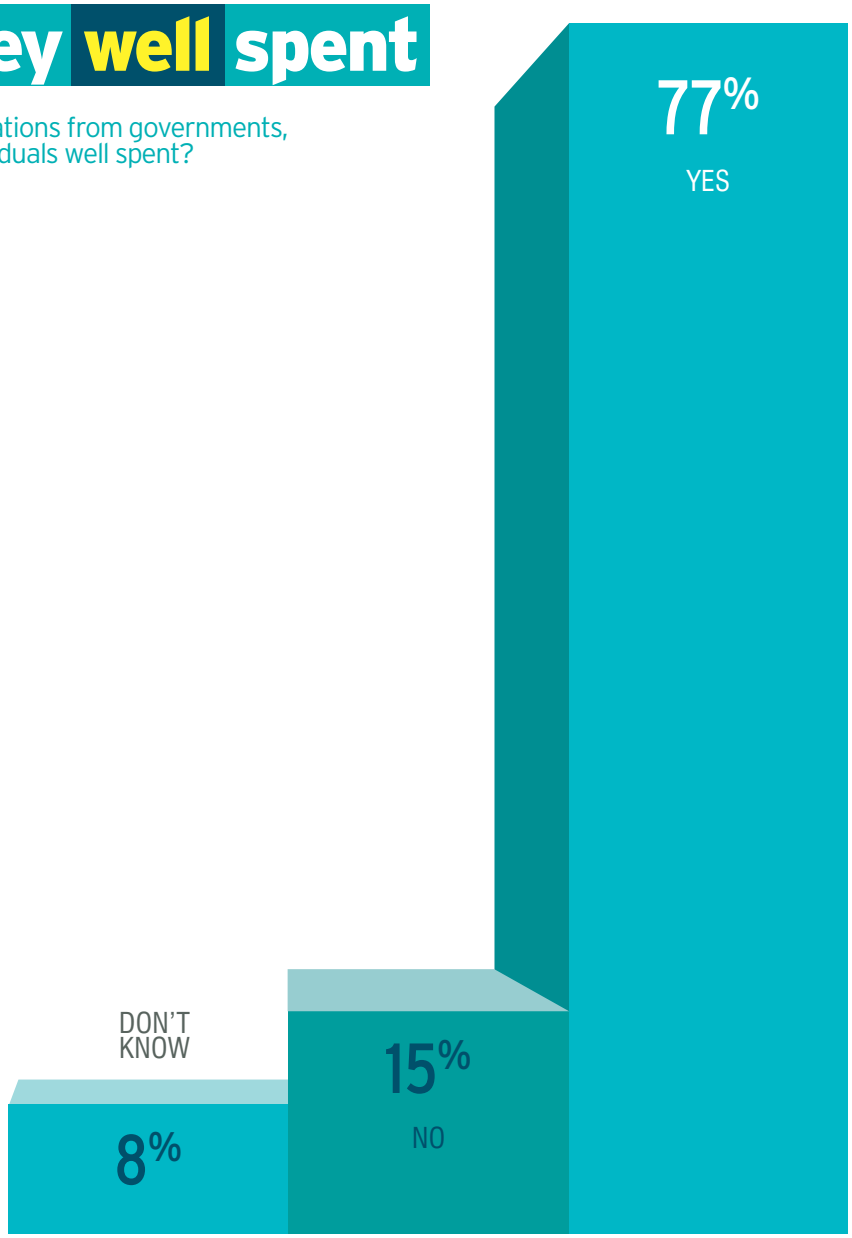
PBS

A TRUSTED & VALUED PUBLIC INSTITUTION

PBS is money well spent

Is the money that is given to PBS stations from governments, corporations, foundations and individuals well spent?

Source: Survey Sampling International (SSI), January 2016



3

EDUCATORS HAVE ACCESS TO MORE THAN **100,000** CURRICULUM-ALIGNED DIGITAL RESOURCES THAT INCLUDE CONTENT ALIGNED TO NATIONAL & COMMON CORE STATE STANDARDS

PBS LearningMedia

SERVES AN ESTIMATED **40 MILLION** STUDENTS NATIONWIDE

Source: PBS and Learning: 2015 Literature Review

MORE THAN **95%** OF MEMBER STATIONS ARE ACTIVELY INVOLVED IN EDUCATION THROUGH LOCALIZED PBS LEARNINGMEDIA SITES

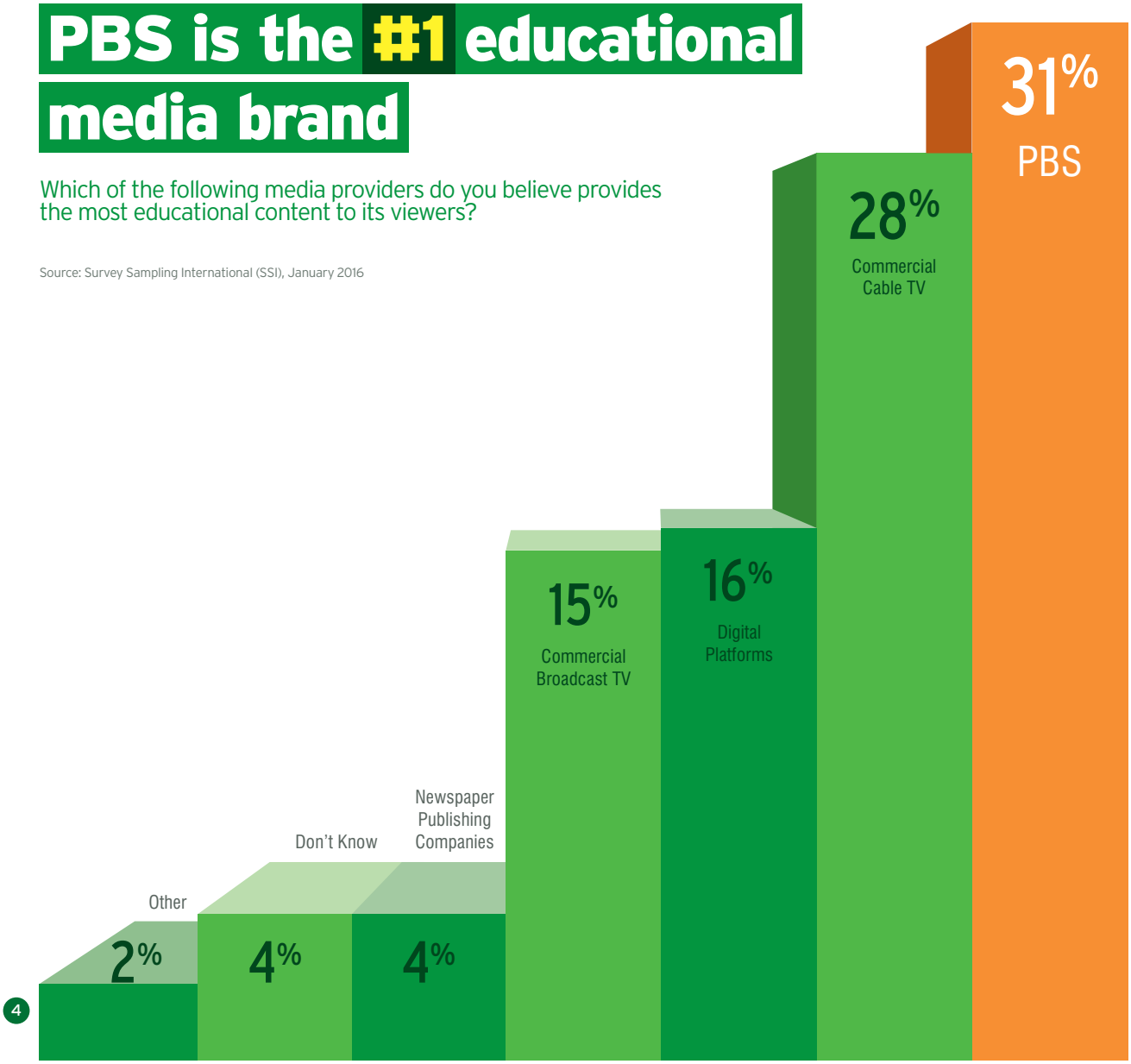
PBS

AMERICA'S LARGEST CLASSROOM

PBS is the #1 educational media brand

Which of the following media providers do you believe provides the most educational content to its viewers?

Source: Survey Sampling International (SSI), January 2016



4

PARENTS OF YOUNG CHILDREN RANK **PBSKIDS** AS THE MOST TRUSTED & RELIED UPON MEDIA BRAND FOR SCHOOL READINESS

Source: Smarty Pants, 2014

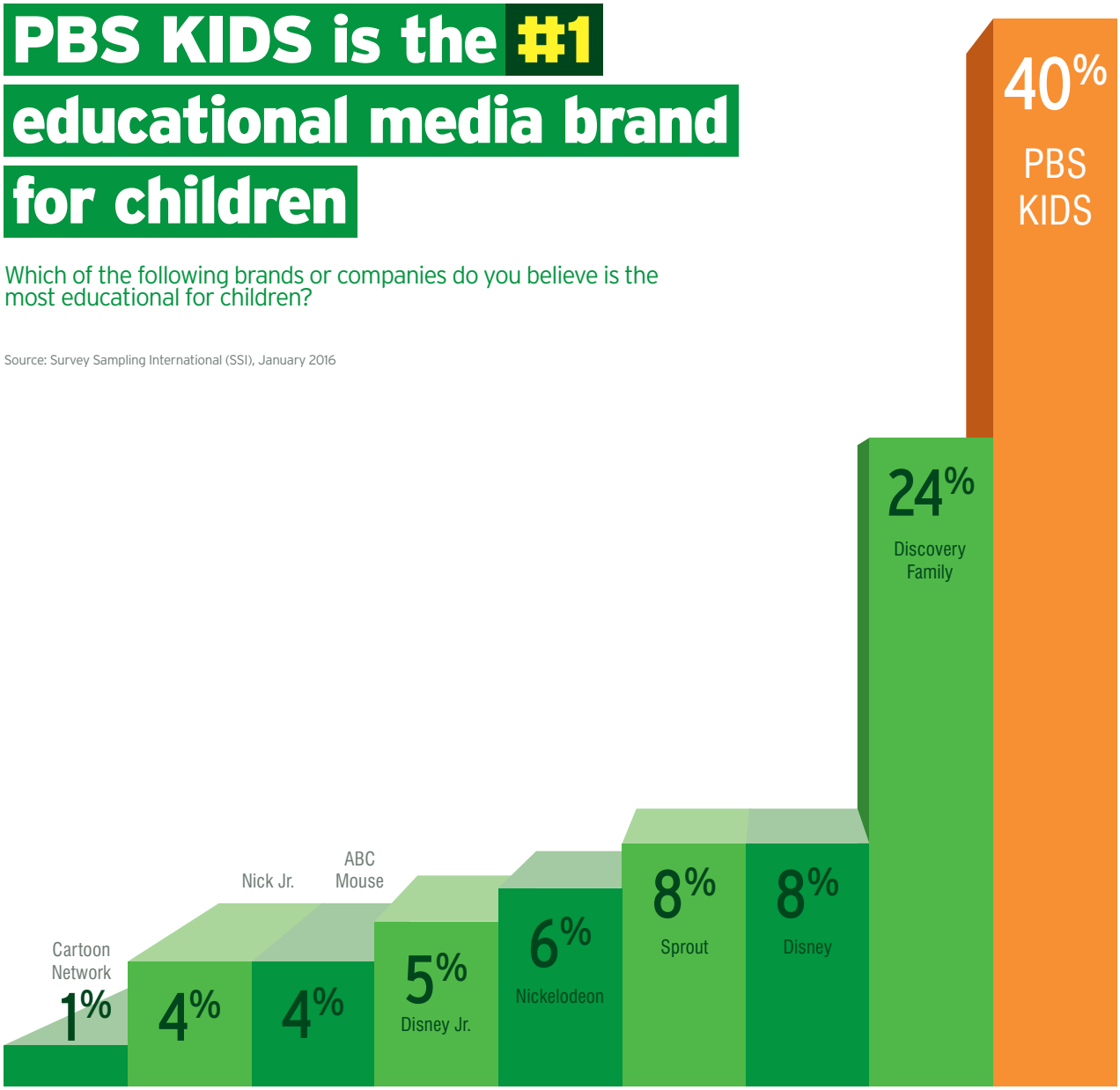
PBS

AMERICA'S LARGEST CLASSROOM

PBS KIDS is the #1 educational media brand for children

Which of the following brands or companies do you believe is the most educational for children?

Source: Survey Sampling International (SSI), January 2016



5

PBS STATIONS IN MORE THAN 30 STATES PARTNERED WITH MORE THAN 1,400 COMMUNITY LEADERS, LOCAL ORGANIZATIONS & SCHOOLS TO HELP STUDENTS SUCCEED ON THE PATH FROM PRESCHOOL THROUGH HIGH SCHOOL GRADUATION

Source: Civic Enterprises Report: Building a Grad Nation, February 2013

PBS HAS MORE THAN 17.7 MILLION FOLLOWERS ACROSS 10 DIFFERENT SOCIAL NETWORKS INCLUDING FACEBOOK, GOOGLE+, TUMBLR, TWITTER & YOUTUBE

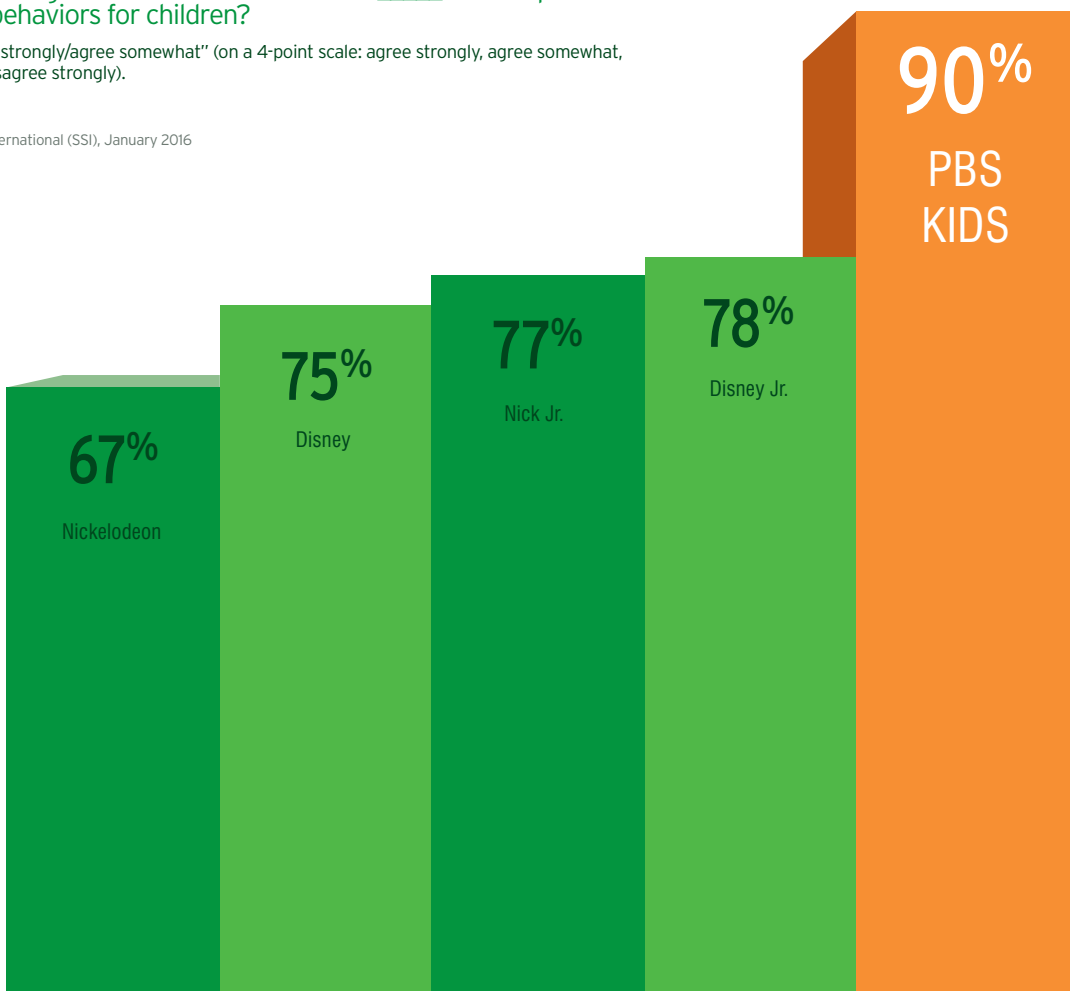
AMERICA'S LARGEST CLASSROOM

PBS models positive social & emotional behaviors for children

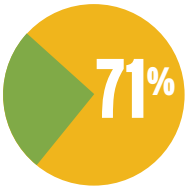
How much do you agree with the statement that _____ models positive social and emotional behaviors for children?

Percent saying "agree strongly/agree somewhat" (on a 4-point scale: agree strongly, agree somewhat, disagree somewhat, disagree strongly).

Source: Survey Sampling International (SSI), January 2016



6



OF ALL KIDS
AGES 2-8
WATCH PBS

Source: Nielsen NPower, 9/22/2014-9/20/2015

IN 2015
MORE MINUTES
WERE SPENT VIEWING VIDEO ON
pbskids.org
THAN ANY OTHER KIDS' SITE

Source: comScore VideoMetrix, January-December 2015

PBS

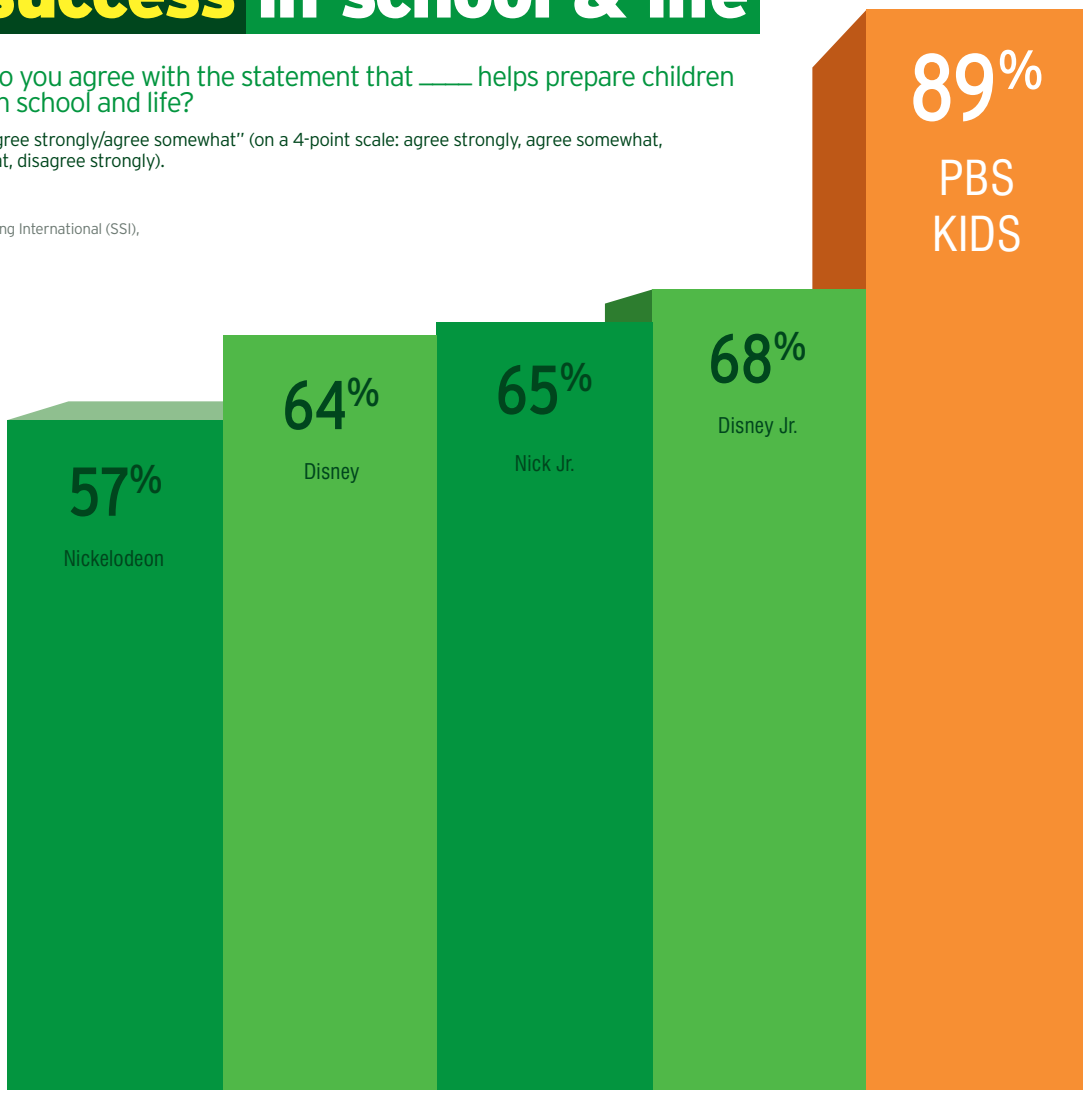
AMERICA'S LARGEST CLASSROOM

PBS helps prepare children for success in school & life

How much do you agree with the statement that ____ helps prepare children for success in school and life?

Percent saying "agree strongly/agree somewhat" (on a 4-point scale: agree strongly, agree somewhat, disagree somewhat, disagree strongly).

Source: Survey Sampling International (SSI), January 2016



7

PBS KIDS RESOURCES CAN HELP CLOSE THE MATH ACHIEVEMENT GAP FOR CHILDREN FROM LOW-INCOME FAMILIES & BETTER PREPARE THEM FOR KINDERGARTEN

Source: Engaging Families in Early Mathematics Learning: A Study of a Preschool Family Engagement Model. WestEd, 2014

PBS

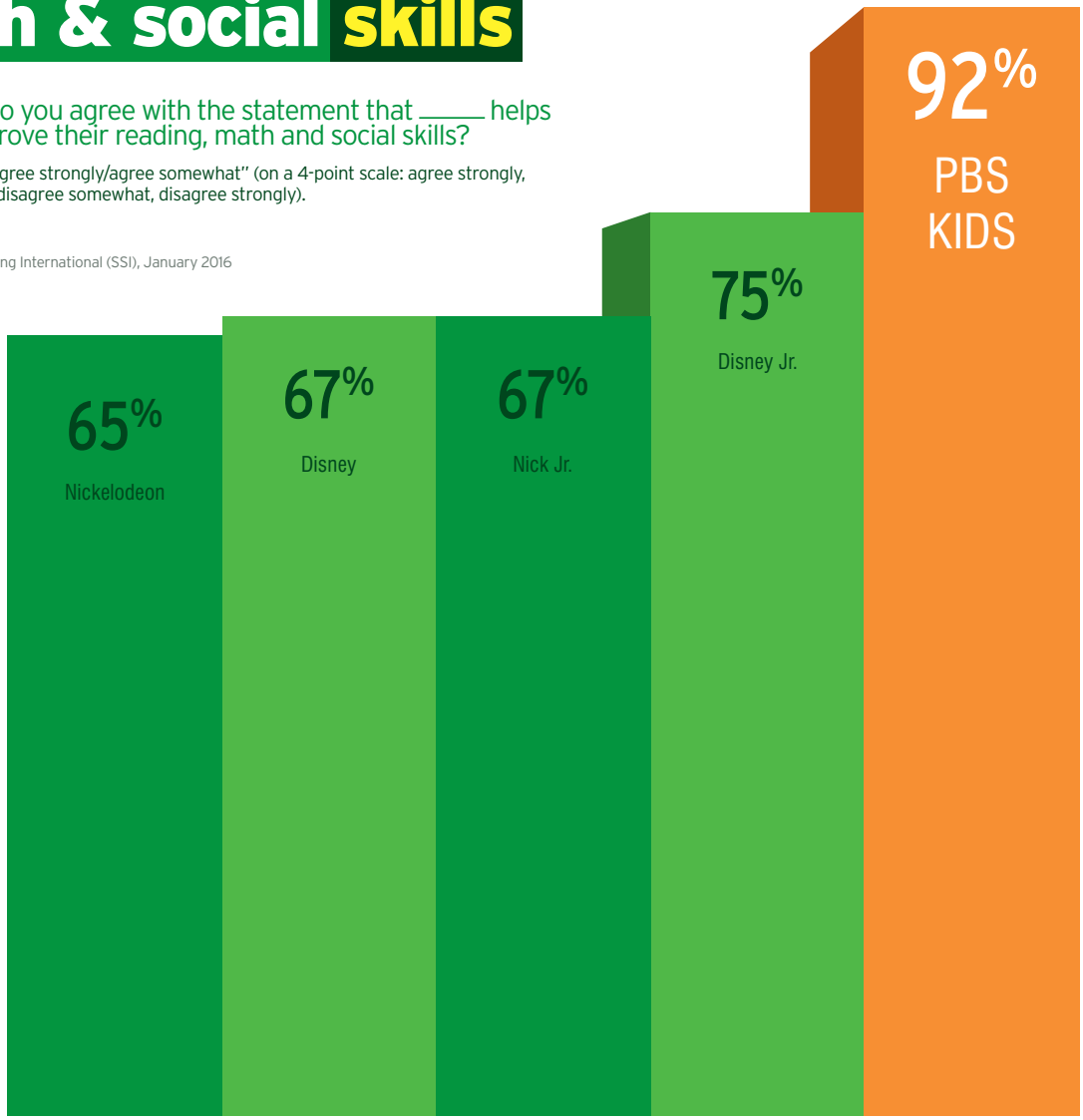
AMERICA'S LARGEST CLASSROOM

PBS helps children learn reading, math & social skills

How much do you agree with the statement that _____ helps children improve their reading, math and social skills?

Percent saying "agree strongly/agree somewhat" (on a 4-point scale: agree strongly, agree somewhat, disagree somewhat, disagree strongly).

Source: Survey Sampling International (SSI), January 2016



8

IN A RECENT STUDY, CHILDREN WHO USED MEDIA CONTENT FROM PBS KIDS' SERIES PEG + CAT SHOWED IMPROVEMENT IN CRITICAL MATH AREAS INVOLVING ORDINAL NUMBERS, SPATIAL RELATIONSHIPS & 3-D SHAPES

Source: Supporting Parent-Child Experiences with PEG+CAT Early Math Concepts: Report to the CPB-PBS Ready To Learn Initiative November 2015

PBS STATIONS REACH MORE **KIDS AGE 2-5** MORE MOMS WITH **YOUNG CHILDREN** AND MORE CHILDREN FROM **LOW-INCOME FAMILIES** THAN ANY OTHER KIDS TV NETWORK

Source: Nielsen NPower, 9/22/2014-9/20/2015

PBS

AMERICA'S LARGEST CLASSROOM

PBS KIDS curriculum provides content that addresses essential skills

STEM (Science, Technology, Engineering & Math)

- THE CAT IN THE HAT
- CURIOUS GEORGE
- CYBERCHASE
- DINOSAUR TRAIN
- NATURE CAT
- ODD SQUAD
- PEG + CAT
- READY JET GO!
- SESAME STREET
- SID THE SCIENCE KID
- WILD KRATTS

LITERACY

- MARTHA SPEAKS
- SESAME STREET
- SUPER WHY!
- WORDGIRL

SOCIAL & EMOTIONAL DEVELOPMENT

- ARTHUR
- BOB THE BUILDER
- DANIEL TIGER'S NEIGHBORHOOD
- SESAME STREET
- THOMAS & FRIENDS™

EACH MONTH, NEARLY
11 MILLION
PEOPLE VISIT
pbskids.org

Source: Google Analytics, January–December 2015

PBS

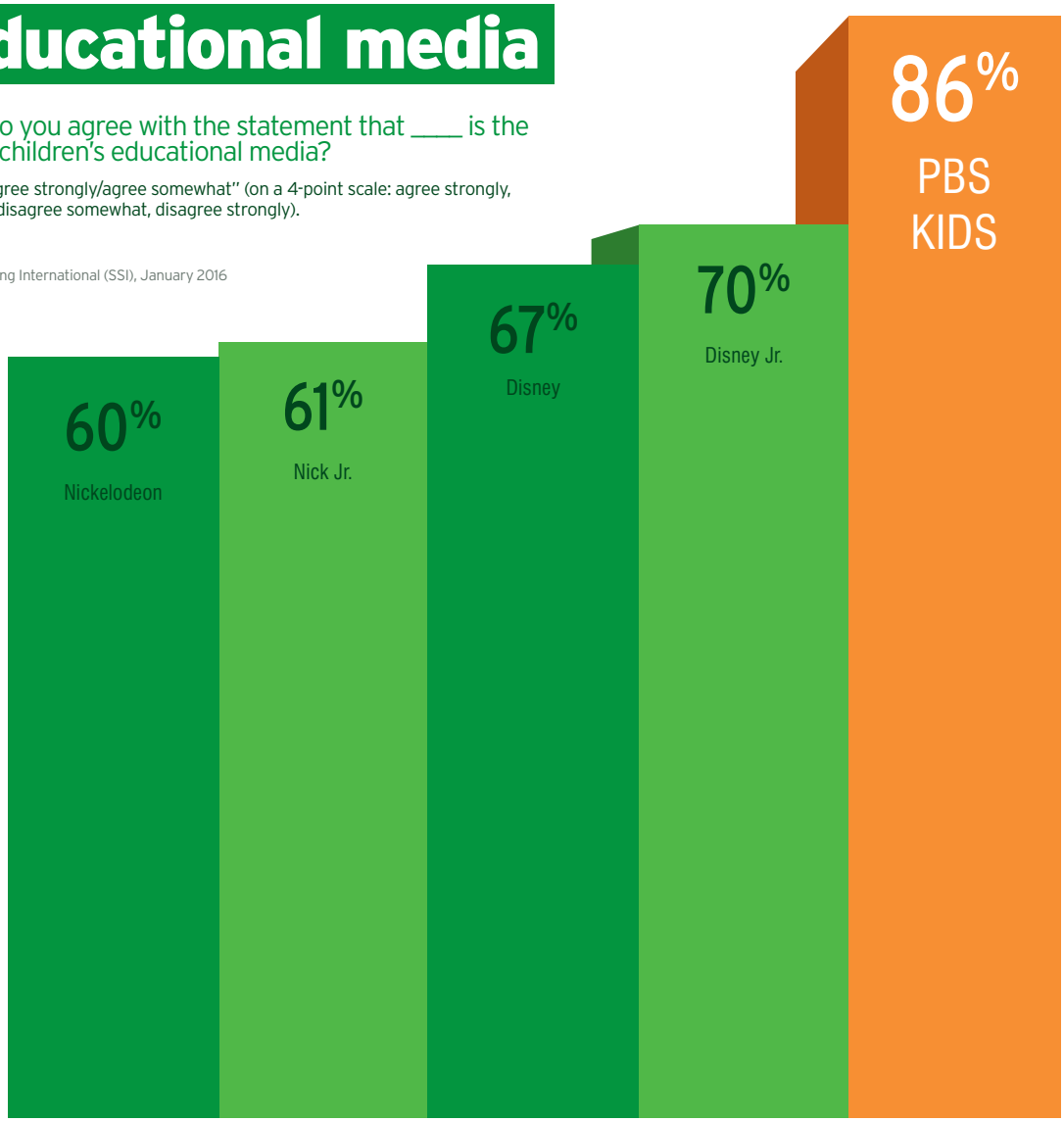
AMERICA'S LARGEST CLASSROOM

PBS KIDS is a leading innovator in educational media

How much do you agree with the statement that ____ is the innovator in children's educational media?

Percent saying "agree strongly/agree somewhat" (on a 4-point scale: agree strongly, agree somewhat, disagree somewhat, disagree strongly).

Source: Survey Sampling International (SSI), January 2016



10

IN 2015 PBS KIDS OFFERED MORE THAN **4,400 HOURS** OF CHILDREN'S EDUCATIONAL PROGRAMMING

IN 2015 PBSKIDS PROGRAMMING **WON 10 DAYTIME EMMY AWARDS**

PBS

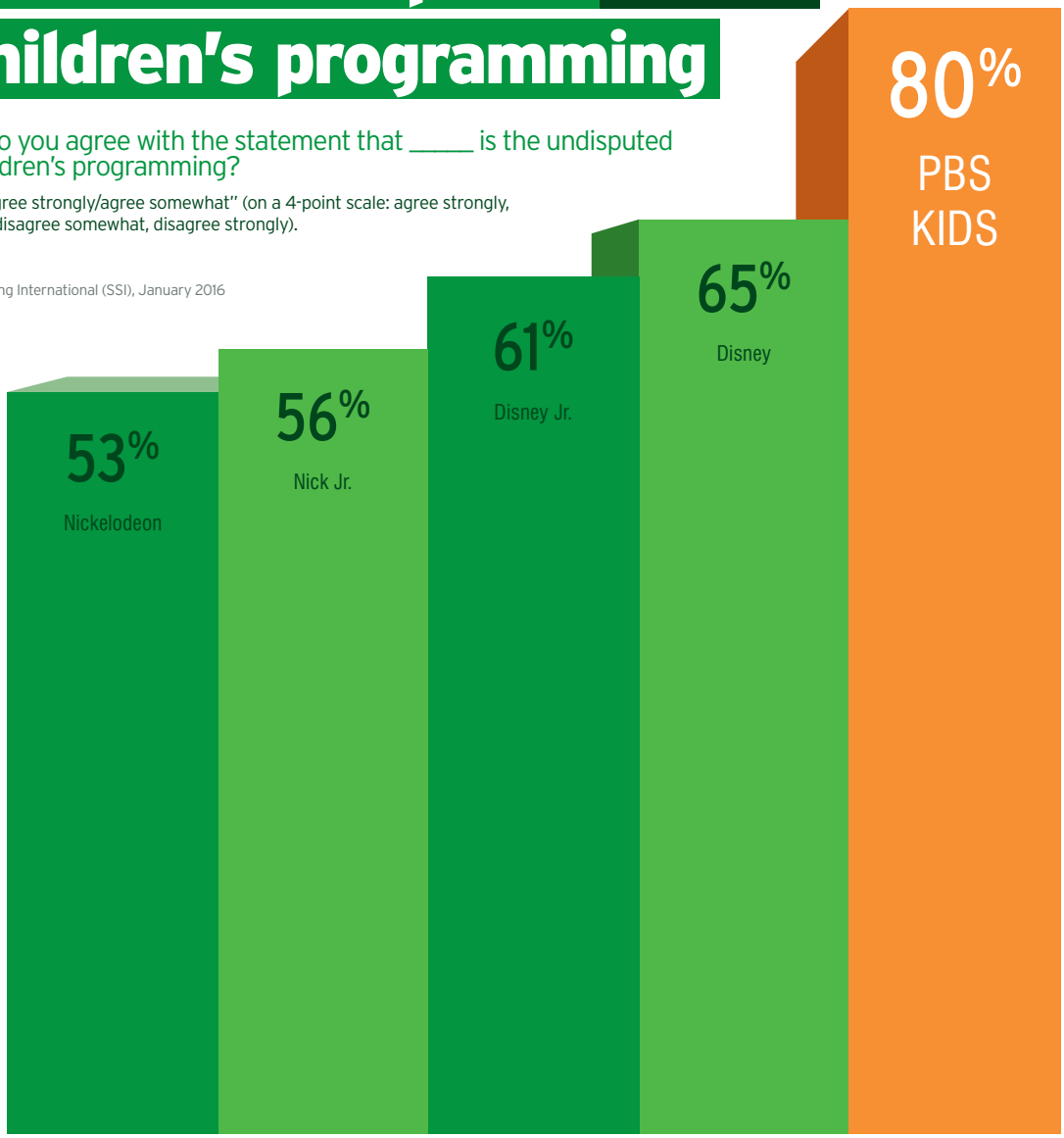
AMERICA'S LARGEST CLASSROOM

PBS is the undisputed leader in children's programming

How much do you agree with the statement that _____ is the undisputed leader in children's programming?

Percent saying "agree strongly/agree somewhat" (on a 4-point scale: agree strongly, agree somewhat, disagree somewhat, disagree strongly).

Source: Survey Sampling International (SSI), January 2016



11

IN 2015 PBS KIDS MOBILE APPS AVERAGED MORE THAN **352 MILLION** VIDEO STREAMS PER MONTH

Source: Google Analytics January - December 2015

PBS

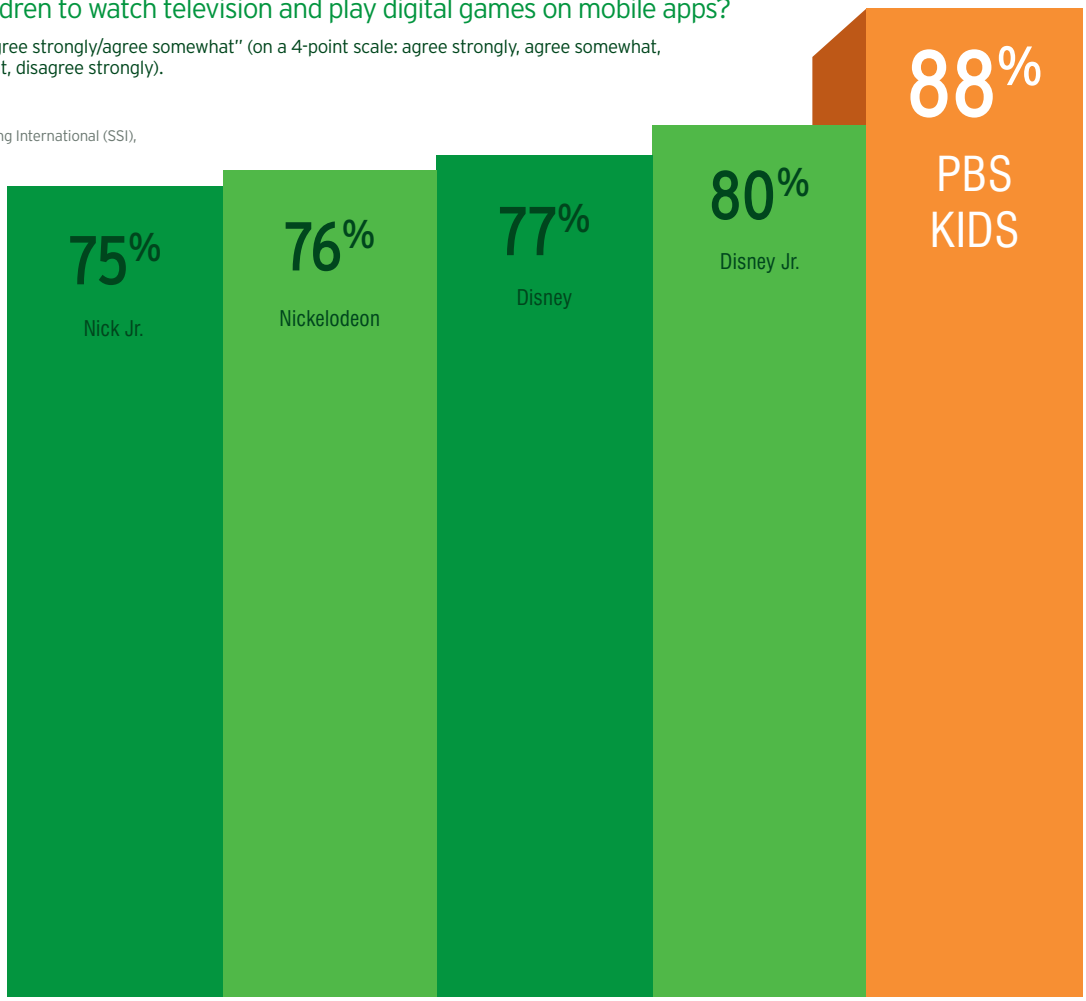
AMERICA'S LARGEST CLASSROOM

PBS is a trusted & safe place to watch television & visit digital platforms

How much do you agree with the statement that _____ is a trusted and safe place for children to watch television and play digital games on mobile apps?

Percent saying "agree strongly/agree somewhat" (on a 4-point scale: agree strongly, agree somewhat, disagree somewhat, disagree strongly).

Source: Survey Sampling International (SSI), January 2016



12

CHILDREN WHO ENGAGED WITH **PBS KIDS MATH CONTENT** SAW **GREAT IMPROVEMENT** ON STANDARDIZED MATH ASSESSMENTS

Source: Learning with PBS KIDS: A Study of Family Engagement and Early Mathematics Achievement

PBS

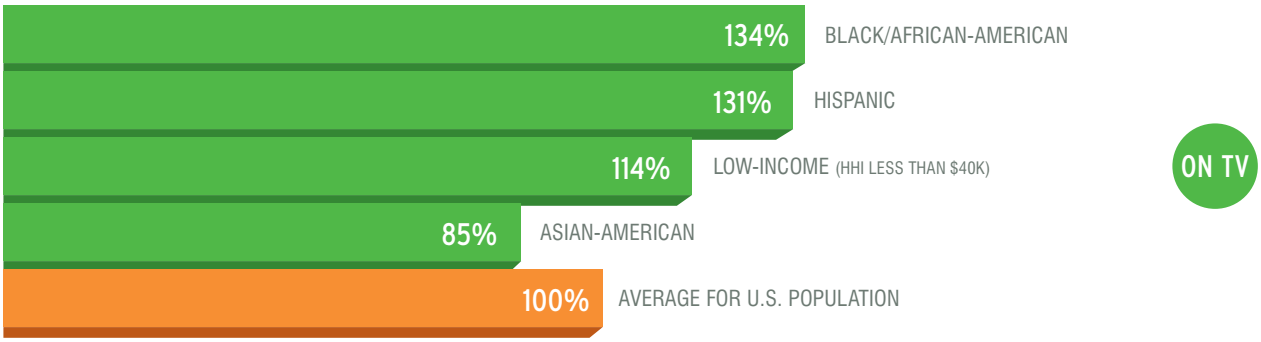
AMERICA'S LARGEST CLASSROOM

PBS serves all children

PBS KIDS attracts a higher proportion of viewers from African-American, Hispanic and low-income homes compared to their representation in the U.S. population.

PBS KIDS program audience (green) indexed to total U.S. population (orange).

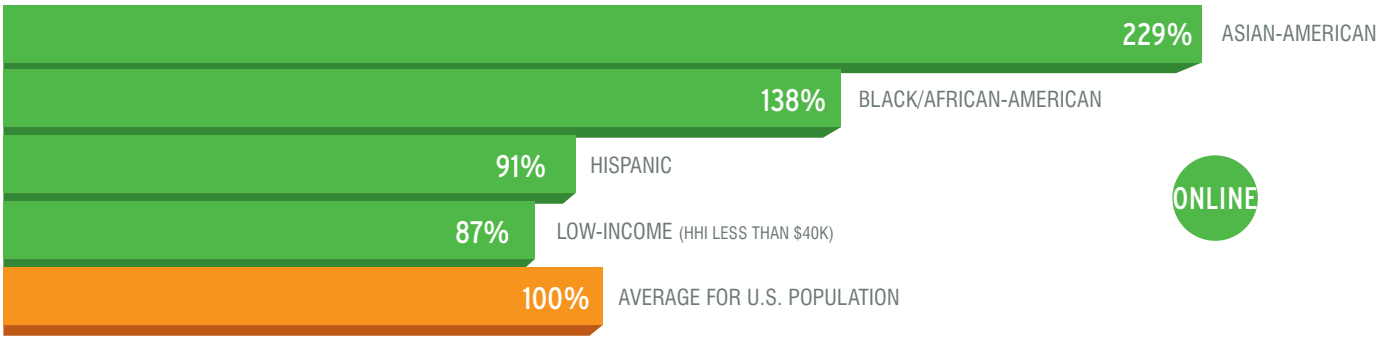
Source: Nielsen NPower, 4th quarter cume 2015



PBSKIDS.org attracts a higher proportion of web users of Asian-American and African-American homes compared to their representation in the U.S. population.

PBS KIDS program audience (green) indexed to total U.S. population (orange).

Source: Nielsen NPower, 4th quarter cume 2015



#1 MORE VOTERS TRUST PBS THAN ANY OTHER TELEVISION NEWS SOURCE

Public Policy Polling, 1/30/2014

IN 2015 PBS WON 17 NEWS & DOCUMENTARY EMMY AWARDS

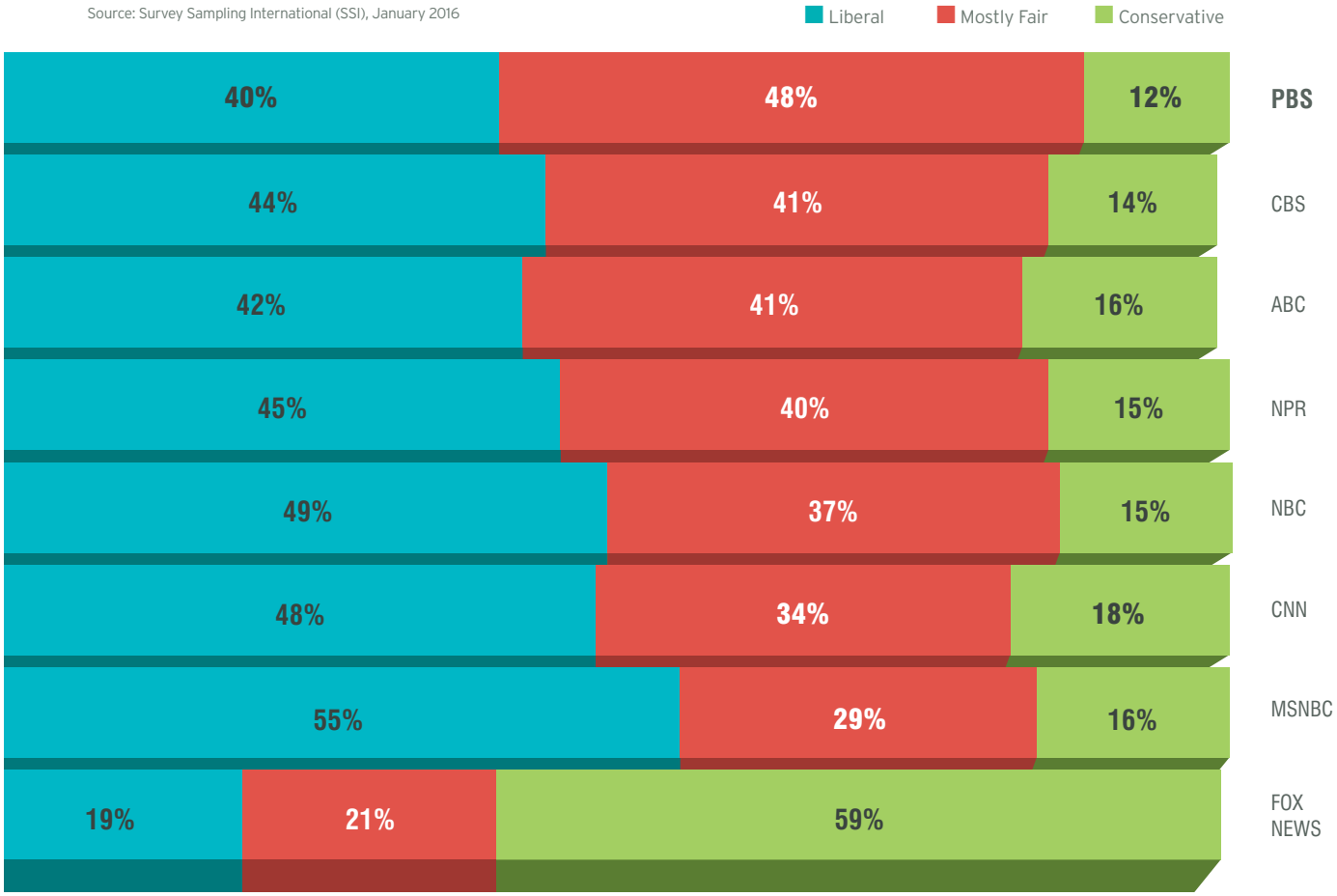
PBS

A TRUSTED WINDOW TO THE WORLD

PBS is the most fair

When it comes to news coverage, investigations and discussions of major issues on each of these networks, would you say the programs are strongly liberal, moderately liberal, moderately conservative, strongly conservative or are they mostly fair?

Source: Survey Sampling International (SSI), January 2016



IN TOTAL, PBS MOBILE APPS HAVE BEEN DOWNLOADED **20.9 MILLION TIMES**

Source: AppFigures, through December 2015

IN 2015 PBS WAS HONORED WITH **4 PEABODY AWARDS**

PBS

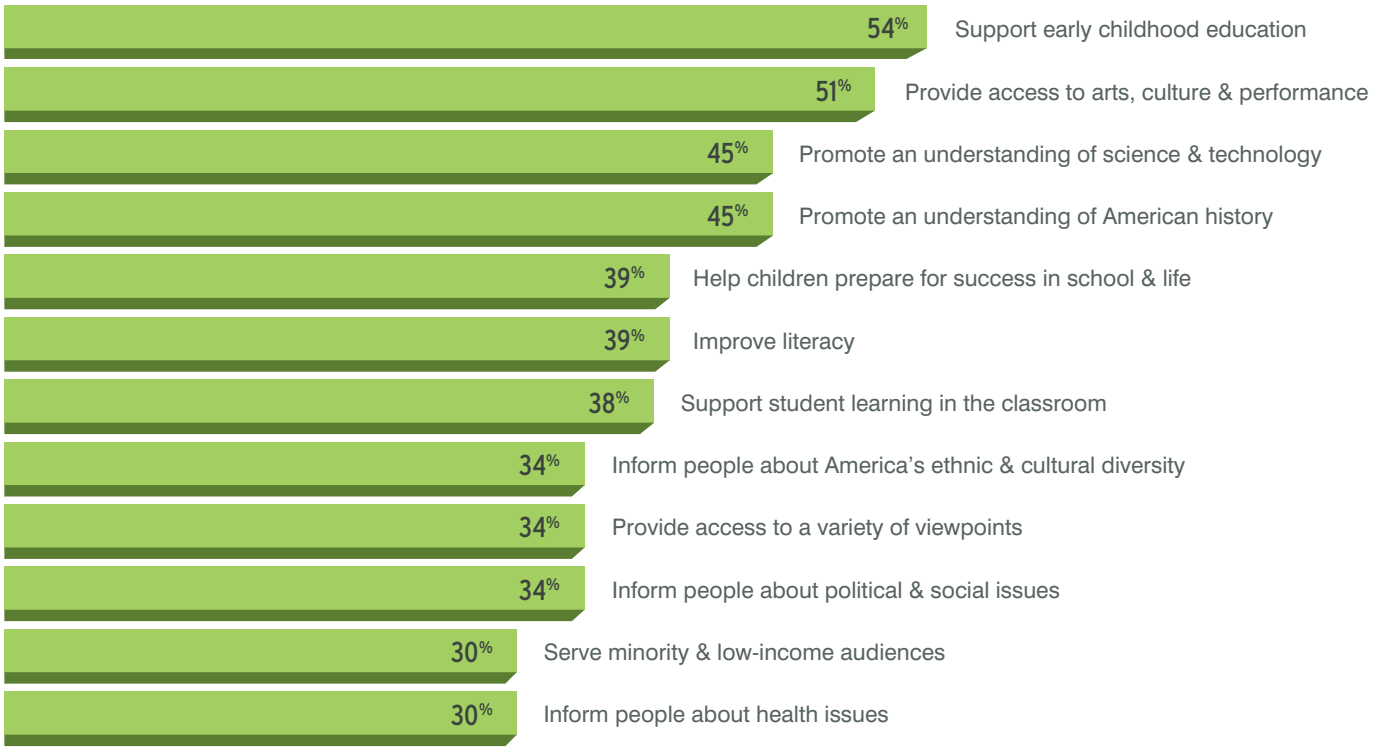
A TRUSTED WINDOW TO THE WORLD

PBS is a leader in addressing important issues

How well do PBS programs – for both children and adults – address these items?

Percent saying "addresses very well" (on a 4-point scale: very well, moderately well, not very well, not well at all).

Source: Survey Sampling International (SSI), January 2016



DURING THE 2014-15 SEASON
PBS OFFERED NEARLY
600 HOURS
OF ARTS & CULTURAL PROGRAMMING

Source: Nielsen NPower, 9/22/2014-9/20/2015

IN 2014-15 MORE THAN
113 MILLION
PEOPLE WATCHED PBS
ARTS & CULTURAL
PROGRAMMING

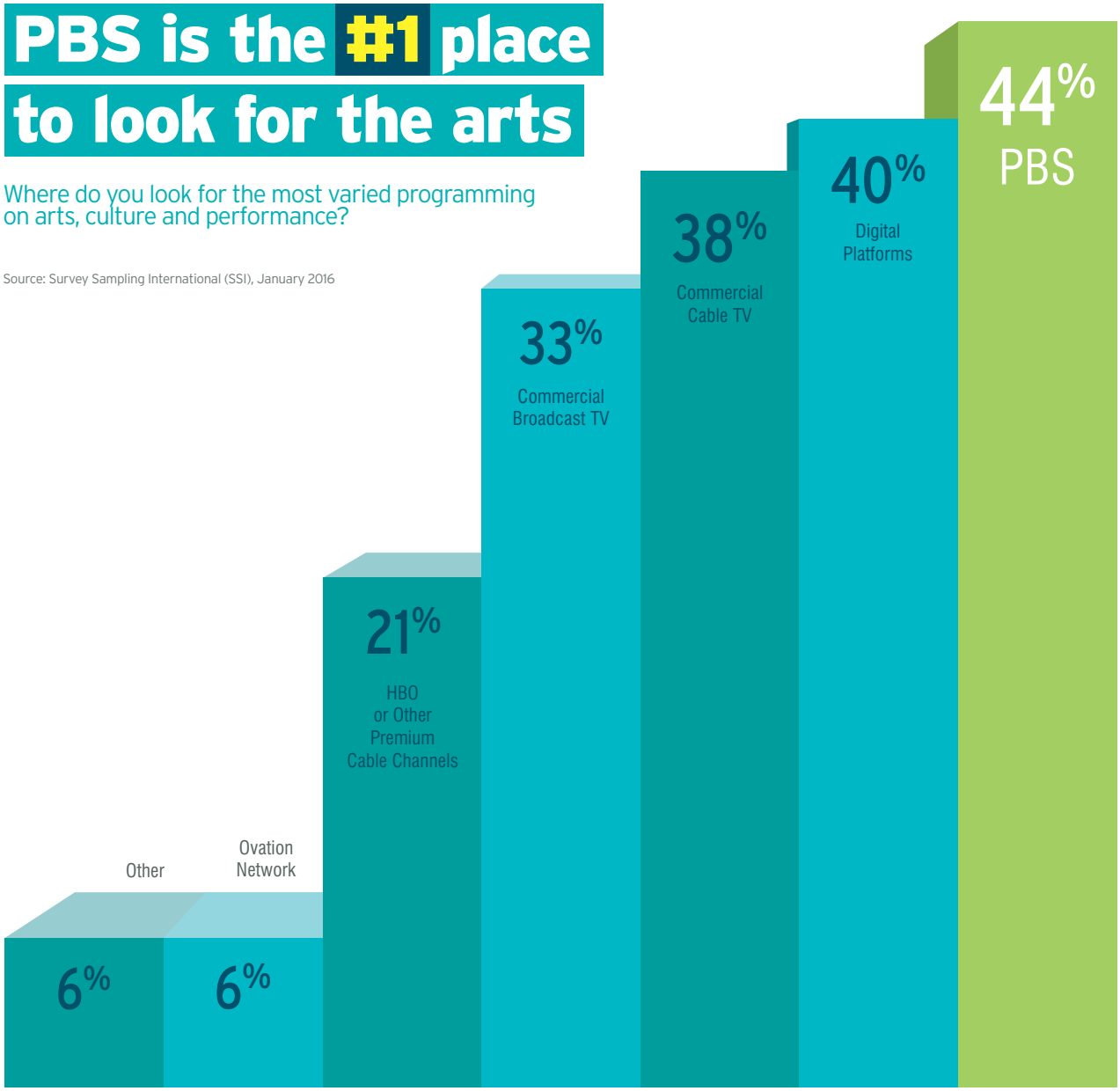
PBS

A TRUSTED WINDOW TO THE WORLD

PBS is the #1 place to look for the arts

Where do you look for the most varied programming on arts, culture and performance?

Source: Survey Sampling International (SSI), January 2016



16

PBS, with 350 member stations, offers all Americans the opportunity to explore new ideas and new worlds through television and online content. Each month, PBS reaches nearly 100 million people through television and over 33 million people online, inviting them to experience the worlds of science, history, nature and public affairs; to hear diverse viewpoints; and to take front row seats to world-class drama and performances.

PBS' broad array of programs has been consistently honored by the industry's most coveted award competitions. Teachers of children from pre-K through 12th grade turn to PBS for digital content and services that help bring classroom lessons to life. PBS' premier children's TV programming and its website, pbskids.org, are parents' and teachers' most trusted partners in inspiring and nurturing curiosity and love of learning in children.

More information about PBS is available at www.pbs.org, one of the leading dot-org websites on the Internet, or by following PBS on Twitter, Facebook or through our apps for mobile devices. Specific program information and updates for press are available at pbs.org/pressroom or by following PBS Pressroom on Twitter.

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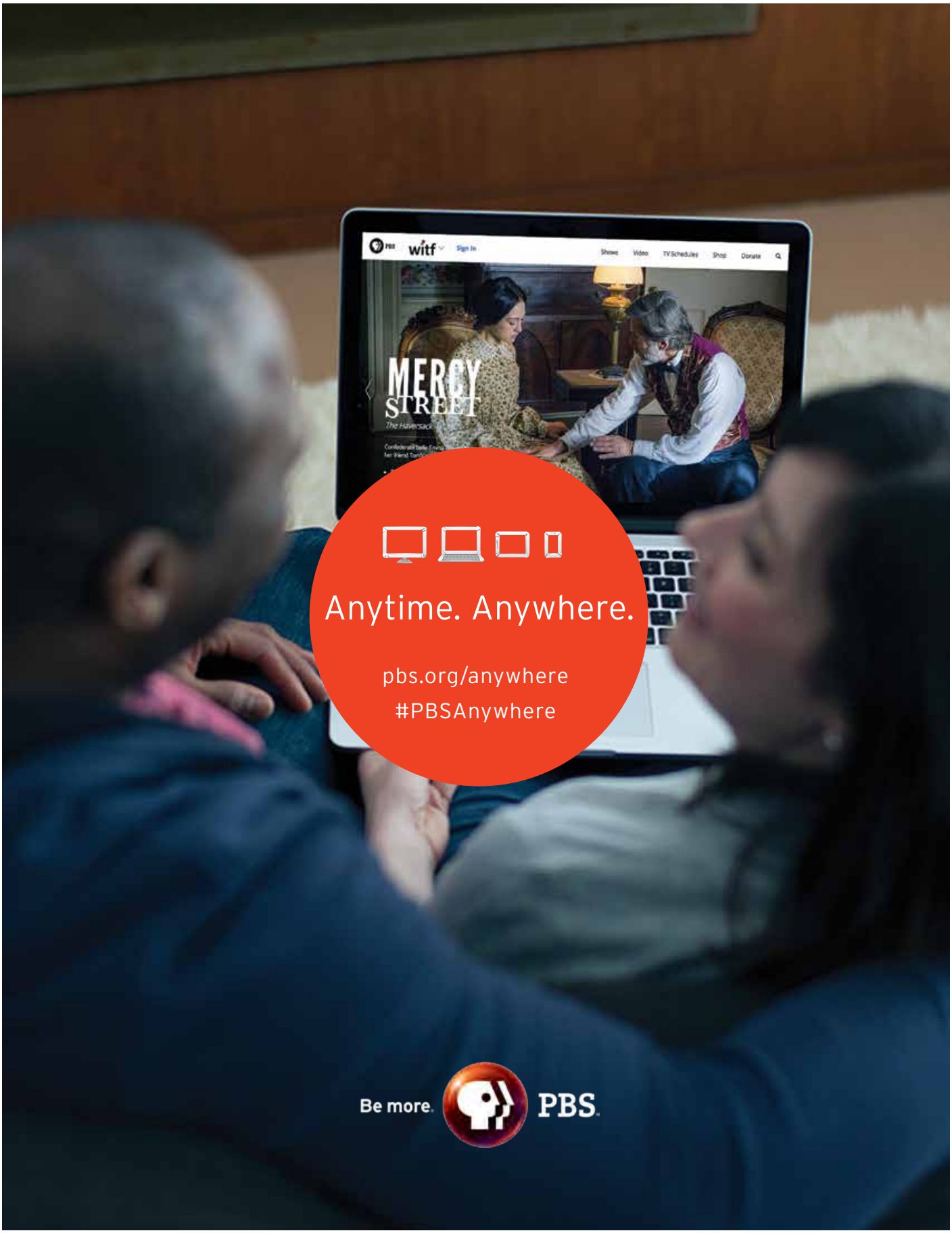
Maing, ©MudHorsePictures; POV Beats of the Antonov, women in refugee camp photo courtesy of Hajooj Kuka; Photo of man and woman at laptop, courtesy of Andy Reynolds; MERCY STREET photo courtesy of Antony Platt/PBS.


witf
MERCY STREET
Anytime. Anywhere.
pbs.org/anywhere
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Be more.
PBS

PBS: LEARN MORE

The Impact of America's Largest Classroom on Learning

PBS | Education

PBS: LEARN MORE

THE IMPACT OF AMERICA'S LARGEST CLASSROOM ON LEARNING

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Foreword

At PBS, education is in our DNA.

PBS was founded to use the power of media to educate, engage, and inspire all Americans. We take that mission very seriously.

For decades, we've used our on-air content to get children ready for success in school and in life. We have also sparked people's curiosity about the world around them, paving the way for a nation of lifelong learners. PBS content does more than entertain, it also inspires and teaches viewers of all ages.

> "We have also sparked people's curiosity about the world around them, paving the way for a nation of lifelong learners."

To connect with viewers wherever they are, PBS has innovated and expanded its offerings beyond television. Today we make our high-quality children's and adult programming available through broadcast, mobile and digital offerings at home and in school designed to help people learn anywhere at anytime.

Just as we have done for decades, we test and evaluate the educational effectiveness of our content to guide us in how to create and deliver media that impacts achievement for learners of all ages. This report highlights the results of three studies that prove that our work is truly making a difference in learning.

This report would not have been possible without our member stations and partners, including the Corporation for Public Broadcasting, who have worked with us to both produce and evaluate much of the content studied.

I invite you to read more about our exciting work and its impact on learning. We look forward to continuing our important work in education both at home and in classrooms around the nation.

Sincerely,
Paula Kerger, *President and CEO*
PBS

Overview

Since the debut of PBS 45 years ago, education has been at the center of our mission. Many PBS member stations still have the words "educational television" in their name, even as they develop content in interactive media platforms, print, and other formats. From high-quality children's programming to a vast array of cultural, historical, scientific, and public affairs programming and tools, the broadcast and digital programming offerings of PBS are designed to help enable learning anywhere at anytime.

Since its inception, PBS has invested in evaluations to determine the educational effectiveness of its content and to use the findings to inform the development of new content. This report highlights three recent investigations into how PBS content influences learning, the effectiveness of PBS content in improving student achievement, and the readiness of PBS to connect with the next generation of educators and learners.

This report is divided into three sections:

1. The first synthesizes much of the research conducted by a broad range of scholars and research organizations over the last 15 years regarding the effectiveness of PBS content in helping to educate and inform the many audiences PBS serves.
2. The second section contains results from a new impact study conducted for PBS by the Education Development Center (EDC)—an independent, nonprofit research organization that has conducted numerous studies of the impact of digital content—examining the impact of PBS LearningMedia content on student performance when integrated into curricula. The study focused on four core subject areas in middle schools.
3. The third section shares findings from a national survey focused on the types of technology, tools, and content that today's teachers are using—and those they expect to use in the coming years. Understanding the needs of its users is an important element of PBS' work and this survey, like many others PBS has conducted over the years, influences our work.

This collective research explores the impact of PBS content across all ages and levels of schooling, and how well it works in different contexts and on multiple platforms.

PART 1: PBS and Learning: 2015 Literature Review and Quantitative Analysis

WHAT IS THE IMPACT OF PBS CONTENT ON LEARNING?

PBS creates content that inspires, engages, and educates. But what is the educational effectiveness of content developed by PBS and its partners?

To answer that question, PBS embarked on a project to gather research and do a literature review of studies evaluating the educational effectiveness of the most recent generation of programming and educational tools available from PBS. PBS also asked Education Development Center, Inc., a nonprofit research and evaluation company, to conduct a quantitative review and synthesis of all the studies to determine the impact of PBS content when used in six areas:

1. Early childhood education
2. In-school learning
3. Science, technology, engineering and mathematics (STEM) education
4. Extracurricular and lifelong learning
5. Technology platforms, such as television, computers (desktop, laptops), and mobile devices (phones, tablets)
6. Teacher professional learning.

The results reveal that 90 percent or more of the studies with measurable outcomes* show that PBS assets have significant positive impacts. The analyses demonstrate unequivocally that PBS content has a consistently positive and statistically significant effect on learning. **The research provides comprehensive evidence that PBS content makes a difference for all age groups and across commonly studied subjects and all delivery platforms.**

* These studies include both positive findings (in this report, called "fully positive" findings) or a mix of measured outcomes (referred to here as "mixed" findings). The mixed findings show positive impact for many, but not all outcomes. Only a miniscule percentage of studies found no impact across all of the areas measured. This synthesis of the results of the studies presents a top-level review of the findings, which did not take into account many of the specific features of the measures used, and thus provides a summary of findings but does not constitute a meta-analysis.

The review of 146 research studies, which were conducted principally from 2000 to 2015, covered a range of content areas (English language arts, mathematics, science), age groups (preschool through adulthood), settings (home, school, afterschool, camp), program/research purposes (student learning, adult learning, teacher professional development, features of resources, participant views of the resources), and types of technology products PBS developed to support programming (television, video, tablet, games, hand-held devices and other interactive technology).

KEY FINDINGS:

- The research findings are extremely positive, demonstrating that **PBS content has educational effectiveness and a statistically significant impact on learning**. Researchers found that 90 percent or more of the studies within a category showed a significant or positive impact of PBS content on student learning outcomes.
- **These findings remain constant across all subject areas and no matter where students learn.** This is true whether students or adults learn at home, in school, or in the community, and whether the learning took place using TV, video, tablet, games, or handheld devices and other interactive technology.
- The effectiveness of using various types of PBS content (such as video, lesson plans, interactive games)—drawn from different PBS properties in different combinations with different kinds of media platforms—affirms that **using different PBS content over various platforms to support each other improves learning.**
- The findings, taken as a whole, affirm that **PBS content adds high value to learning that goes beyond being informative and inspiring** and helps people develop skills and knowledge.

On the following pages you will find more detail about the key findings of the review of the research on PBS educational media.

Early Childhood Education

Since its inception, PBS has conducted rigorous research that has consistently demonstrated that high-quality educational television and digital content can help children learn. The impact is particularly high for reading development and also includes significant learning gains in mathematics and science, relatively newer areas of PBS content that have not been studied as extensively.

- **English language arts**. Most of the research focused on the preschool and kindergarten levels, with fewer studies of learning at the first, second, and third grades. Of the 33 relevant studies that looked at English language arts (ELA) learning from pre-K through grade three, 97 percent showed that PBS content had a statistically significant impact on student learning (55 percent fully positive, 42 percent mixed). Research findings in this area are so robust that researchers noted that some PBS products, such as *Martha Speaks* and *Between the Lions*, have the potential of helping to eliminate the achievement gap that exists between low-income students and students of color and their peers.[1]
- **Mathematics.** Of the 13 relevant studies, 69 percent had fully positive findings and 4 percent had mixed findings related to student learning.
- **Science.** All five of the studies of early childhood education that measured science learning found significant learning for students using PBS materials, although they used different assessment instruments, making comparisons difficult. Researchers noted that the findings suggest that the use of PBS materials is a promising approach to increasing science learning; however, additional research is needed to determine the specific factors within the PBS materials that influence science learning as well as which activity features are best at various ages and grade levels.

RESEARCH SPOTLIGHT: **EARLY LEARNING**

The success of educational shows on PBS has led to an expansion of excellent digital offerings, school curricula, and other early learning content across a large array of PBS KIDS programs. Research has continually confirmed that these shows help young people learn to read, use numbers, and gain social and emotional skills. The shows are effective in part because they come with additional products, tools, formats, and characters that were carefully designed to work for children and improve their learning.

Between the Lions

When compared with similar children who did not watch the show, low-income kindergartners who watched 17 episodes of *Between the Lions* had significantly greater gains in key literacy skills, such as recognizing letters and reading whole words. The show has been found to be especially effective for bilingual kindergartners, helping them to strengthen their awareness of letter-sound relationships in English (Linebarger, D. L. et al., 2004).

Curious George

A 2014 study showed that *Curious George* helped increase students' mathematical skills related to number comparison and informal concepts and increased understanding of science and science tools. The intervention also had beneficial effects on students from different ability levels (McCarthy, B. et al. 2014).

Martha Speaks

Studies showed that *Martha Speaks* provides strong support for word learning compared to the average educational television program, resulting in vocabulary knowledge scores that were between 1.39 (Moses et al., 2010) and 2.22 times higher (Pasnik et al., 2007).

Sid the Science Kid

A 2012 study found that *Sid the Science Kid* increases student understanding of science and science tools. A 2010 study found that kids using the materials asked more sophisticated questions related to concepts, replicated activities, and used terminology from the show that reflected scientific investigation and observation (Bachrach, E. R., 2012, 2010).

Super Why!

A 2009 study showed that *SuperWhy!* boosts scores on various measures of literacy development, including knowledge of letters and awareness of letter-sound relationships, with low-income children posting the greatest gains. Watching just 20 episodes was more than enough to give them a significant boost in literacy skills (Linebarger, D. L. et al., 2009).

In-School Learning

Studies exploring the impact of PBS content on learning outcomes in school settings, including classrooms and computer labs, showed significant learning gains. Of the 36 relevant studies, 94 percent showed significant impact (50 percent fully positive, 44 percent mixed findings).

The analysis showed similar positive results for each subject area.

- **English.** Of the 21 relevant studies of the impact of PBS materials on English language arts, 95 percent showed significant impact (43 percent fully positive, 52 percent mixed).
- **Mathematics.** Of the 13 relevant mathematics studies, 92 percent showed significant impact (69 percent fully positive, 23 percent mixed).
- **Science.** Of the 11 relevant studies focused on science only, all showed significant impact (82 percent fully positive, 18 percent mixed).

Taken together these findings demonstrate the benefits of using PBS assets to encourage learning within schools. The next section of this report takes a deeper look at the impact PBS content has on student achievement.

RESEARCH SPOTLIGHT: **PBS NEWSHOUR Broadens High Schoolers' Skills**

A 2013 study of 500 high school students participating in PBS NewsHour Student Reporting Labs at member stations indicated that in addition to gaining skills in communication, collaboration, and technology, students gained significant new knowledge across a wide range of subjects, became more self-confident and intellectually curious, and gained media literacy skills. Students also demonstrated an increased commitment to civic involvement (Hobbs, R. & Donnelly, K., 2013).

STEM Learning

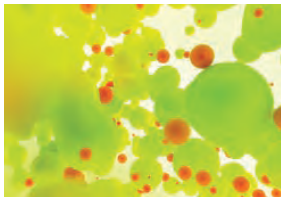
PBS science, technology, engineering, and math (STEM) resources geared to all ages have helped students and adults become more able to understand key concepts, apply what they learn, and increase their interest in STEM fields. Of the 35 relevant STEM studies, 97 percent found significant learning (74 percent fully positive, 23 percent mixed). Of the 19 of these studies focused on math learning only, 95 percent showed significant results (63 percent fully positive, 32 mixed). Of the 11 studies focused on science only, all showed positive impact (82 percent fully positive, 18 percent mixed). All five STEM studies focused on both math and science had fully positive outcomes.

RESEARCH SPOTLIGHT: **PBS Programs and STEM Learning**

Studies of the impact of STEM content in grades three to five, supported by Ready to Learn grants, indicate that *CYBERCHASE* and *DragonFlyTV*—two programs that use real, inquiry-based investigations to teach science—helped increase children's content knowledge significantly and build critical thinking and problem-solving skills as well as student interest in science fields (Fisch, et al., 2010; Flagg 2009; and Rockman and Borland, 2006).

Similarly, elementary and middle school students watching a variety of shows—including *Mission: Solar System, FETCH!,* and *Lost in Loop*—increased their knowledge of math and science (Paulsen, 2013).

In middle and high school, studies of the impact of PBS STEM content—such as *Get the Math Modules, Design Squad Nation,* and *NOVA Labs*—showed that students demonstrated improvement in the ability to apply concepts and procedures to new problems, to understand key science and engineering concepts and processes, and to interpret and use scientific data (Fisch, 2012; Paulsen, et al., 2011; Sickler and Wojton, 2014). PBS content from *Design Squad Nation* also was shown to dispel negative stereotypes about these fields and to spark student interest in pursuing them (Paulsen, et al., 2011).



Lifelong and Out-of-School Learning

For adult learners, researchers have studied the impact of several PBS shows on student and public knowledge of current events as well as civic engagement. PBS content has been shown to increase adults' knowledge of science, technology, scientific research, and crucial issues in science, and to encourage people to pay more attention to these issues and discuss them with colleagues, friends, and family.

In fact, **all of the relevant studies for adult learning (82 percent fully positive, 18 percent mixed) showed statistically significant impacts on learning.** Specifically, programs such as *NOVA Making Stuff* and *NOVA scienceNOW,* as well as shows on specific science topics, were shown to increase public understanding of, and interest in, science issues and scientific research. Research has shown that science content knowledge increased as a result of watching, and knowledge gains were stable over time.[2] Research also indicates that community campaigns run in partnership with PBS member stations raise awareness about key issues.[3, 4]

In addition, **all of the studies of student learning outside of school demonstrated significant learning** for students using PBS content, whether at home (61 percent fully positive, 39 percent mixed), at camp (83 percent fully positive, 17 percent mixed), or in after-school programs (80 percent positive, 20 percent mixed).

Many of these extracurricular learning efforts are PBS station-led initiatives in partnership with local organizations. These efforts—in schools, libraries, community centers, museums and science centers, and PBS stations—provide after-school and summer academic enrichment to bolster learning and student confidence, and opportunities for guardians, families and childcare providers to learn more about how they can help children learn. They also provide opportunities for members of communities to come together across age groups and other characteristics to participate in informal, community-based learning experiences.

RESEARCH SPOTLIGHT: **SUMMER CAMPS**

Some PBS member stations host Summer Learning Camps associated with *The Electric Company* and *SuperWhy!* Studies of these camps have shown:

- significant learning gains
- increase in skills and knowledge
- elimination of summer learning loss

Specifically, children participating in *The Electric Company's* Summer Learning Program showed:

- 20 percent gain in numeracy skills
- 41 percent gain in mathematics vocabulary
- 17 percent gain in phonics skills

(McCarthy et al., 2011)

Similarly, in a study of 80 *Super Why!* Reading Camps, participating children showed:

- 112 percent gain in word decoding
- 64 percent gain in encoding
- 33 percent gain in reading words
- 20 percent gain in letter sounds

(Marshall et al., 2011, cited in CPB, Findings from *Ready to Learn,* 2005-2010)

Technology Platforms

As the way people engage with media continues to evolve, there has been continuous research on the impact of technology on learning, from mobile devices and apps to online games and other media.

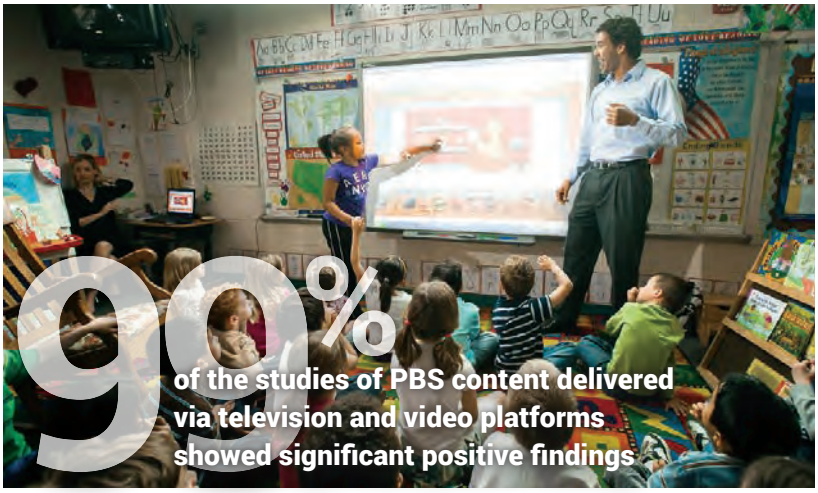
The research shows that combining PBS digital games, hands-on learning activities, and video episodes from different programs increases student literacy and numeracy skills, is useful for children at different levels of performance, and can help families work with children to improve their skills.[5, 6]

Across 63 studies about video and television delivery, 99 percent showed statistically significant impact (59 percent fully positive findings, 40 percent mixed). All of the studies involving games, interactives, and tablets (62 percent fully positive, 38 percent mixed); web pages (69 percent fully positive, 31 percent mixed); and use of documents and lesson plans (57 percent fully positive, 43 percent mixed) revealed significant student learning outcomes. Of the 28 relevant studies exploring the impact of PBS online teacher resources, 97 percent showed significant impact (79 percent fully positive findings, 18 percent mixed).

PBS content is effective because it makes the best use of different kinds of media and continues to combine these to reach young people in ways that produce the best results.

For example:

- All of the 13 relevant studies focused on a combination of television and/or video and web pages (77 percent fully positive, 23 percent mixed). All of the six relevant studies exploring how PBS television and video were combined with web pages and online teacher resources showed positive results as well (83 percent fully positive, 17 percent mixed).
- All of the six relevant studies reviewed that explored how PBS television and video were combined with games, interactive, or tablet activity and web page materials had fully positive findings.

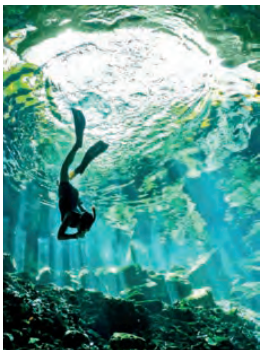


Teacher Professional Learning

Numerous studies indicate that PBS content for educators has helped teachers become more effective in teaching literacy, math, and science skills. PBS content—much of which comes from PBS TeacherLine's professional development courses—also has helped teachers to become more knowledgeable about subject matter, more able to integrate technology, more adept at introducing instructional approaches tied to best practices, and more confident in their teaching.[7, 8, 9, 10]

In fact, all of the 24 studies reviewed that had data on student learning (most of which was teacher self-reported data from surveys) found statistically significant results (75 percent fully positive findings, 25 percent mixed), including for ELA teachers (62 percent fully positive, 38 percent mixed) and math and science teachers (80 percent fully positive findings, 20 percent mixed).

The research shows that teachers rely on PBS for educational content and that efforts like *DragonFly TV*,[11] *The Electric Company*,[12] *NOVA Labs*, *PBS Transmedia Math, Project VITAL, QUEST, Sid the Science Kid, Teaching Tips*, and PBS LearningMedia have a significant impact on teaching practice, and in many cases, on student learning, engagement, and understanding of complex concepts.[13, 14, 15]



PART 2: 2015 PBS LearningMedia Impact Study

Changes in technology have transformed consumer and classroom behaviors. "Digital natives" enter school hungry for rich digital experiences. Educators see technology as a tool for classroom innovation. In response to this growing need, PBS, in partnership with the WGBH Educational Foundation, created PBS LearningMedia in 2011. An online digital media library, PBS LearningMedia is a free resource of educational materials for teachers, students, parents, and home-schooling families nationwide.

The library aggregates the research-based content produced by PBS, member stations, and public media partners, including the National Archives and NASA. It also draws from our rich history of programming, which includes such critically acclaimed PBS programs as *NOVA, FRONTLINE, American Experience,* and *PBS KIDS*.

PBS LearningMedia has the fastest-growing library of curated digital resources for educators in the PreK-12 market. The digital library currently offers teachers more than 100,000 videos, images, interactives, lesson plans, and articles in major subjects covering more than 7,000 PreK-12 curriculum topics. Among its most rapidly growing set of materials is a library of more than 1,000 Spanish-language videos spanning a wide range of subjects, including a large number in STEM fields.

But to what extent does PBS content have an impact on teaching and learning in classrooms?

To understand what happens to student achievement when students use PBS LearningMedia intensively, PBS in June 2014 engaged EDC to examine learning outcomes in 36 middle school science, math, English language arts, and social studies classrooms.

The impact study was designed to address:

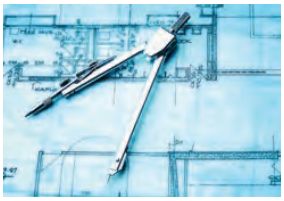
- What is the effect of the use of PBS LearningMedia resources on student learning?
- What is the effect of the use of PBS LearningMedia resources on teachers and the quality of instruction?

KEY FINDINGS **IN CLASSROOMS USING PBS DIGITAL CONTENT**

- **Students outperformed national assessment norms (NAEP) by 10 percentage points** and state assessment norms by 11 percentage points.
- **Students made sizeable gains in content knowledge across all four subjects**—science, math, English language arts, and social studies. On average, students made gains of 8 percentage points on content assessments from pretests to post-tests in each of the four subjects.
- **Students made significant gains in critical thinking skills.** More than half (56 percent) of students showed an increase in critical thinking skills after using the material for several weeks.
- **Teachers using PBS LearningMedia materials spent less time lecturing** and reported that the digital resources helped make student learning more active, collaborative, and engaging; improved critical thinking in the classroom; increased classroom resources; and provided more ways to use technology and individualize instruction.
- **The vast majority of teachers would recommend PBS LearningMedia** in their subject areas—English language arts (94 percent), social studies (90 percent), science (80 percent); and math (77 percent).

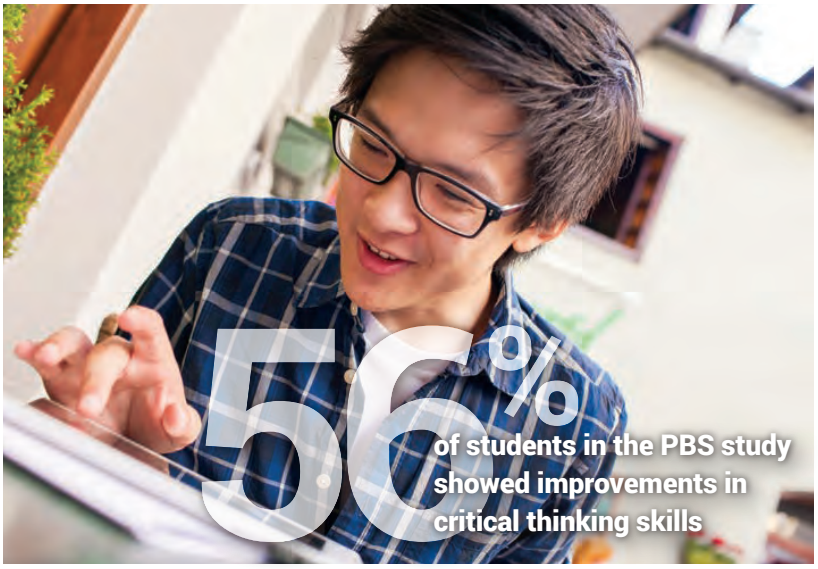
Participating teachers used a common set of PBS LearningMedia tools (two resources per lesson for 12-30 lessons) over a six- to 10-week period, allowing researchers to get a clear picture of the impact of consistent and intense use of purposefully selected digital content. The supplemental learning materials were identified by educators, PBS staff members familiar with PBS content, and EDC. They began by using existing curricula within the districts as starting points and searched for additional resources from the PBS LearningMedia service to enhance the lessons.

The EDC research gathered information based on student test results on highly trusted assessments of subject matter knowledge and higher-order thinking skills (including questions from the National Assessment of Educational Progress and a state assessment) as well as from instructional logs, surveys of teachers and students, classroom observations, and informal interviews.



PBS LearningMedia improves student achievement and teaching

The new research found significant increases in student achievement and deeper learning across four subject areas. The research reiterates what scores of other studies have shown: PBS digital resources add significant value to student knowledge, engagement, and higher-order thinking skills and help teachers work smarter and more effectively.



Students in classes with PBS LearningMedia content made sizable gains in content knowledge. Students' average scores on content-area assessments were significantly higher after using the LearningMedia-enhanced lessons. The number of students who answered the content questions correctly on the post-assessment increased by 8 percentage points across subject areas. On several questions, students who performed below national norms on pretests significantly exceeded them after using PBS LearningMedia. **On average, students participating in the study outperformed the national average for selected NAEP assessment questions by 10 percentage points.**

Students made significant gains in critical thinking skills. Some 56 percent of the students participating in the study showed an increase in critical thinking practices.

Using PBS LearningMedia tools improves teaching. PBS digital content met the rigorous expectations of the teachers who planned their curriculum with PBS LearningMedia resources. Specifically, teachers made significant shifts in their teaching practice and valued what the resources did for their classrooms.

The majority of participating teachers in three of the four subject areas—science (91 percent), math (69 percent), and English (54 percent)—say that PBS LearningMedia has helped their students become better able to connect the ideas covered in their classes to real-world contexts.

All social studies teachers (100 percent) and seven in 10 math teachers (69 percent) and nearly half of ELA teachers (46 percent) agreed or strongly agreed that they spend less time lecturing during class thanks to PBS LearningMedia tools and materials. Teachers in all subject areas said that the availability of the PBS content enabled them to help make student learning more active, collaborative, and engaging. For example:

- Almost three-quarters of science teachers (73 percent) agreed or strongly agreed that they are asking their students more open-ended questions with PBS LearningMedia resources, and more than nine in 10 (91 percent) participating science teachers say students are more engaged/interested.
- Nearly three-quarters of social studies teachers (72 percent) and more than half of science teachers (55 percent) reported that their students worked in small groups more frequently.
- Seven in 10 (70 percent) of participating social studies teachers and 46 percent of ELA teachers say their students are asking more and better questions during class.

In addition, social studies and science teachers, in particular, noted that the use of PBS digital resources prompted students to think more critically and to better understand content. About six in 10 participating science teachers (64 percent) and social studies teachers (60 percent) say their students think more critically as a result of using PBS LearningMedia in their classrooms. Meanwhile, 55 percent of participating science teachers say students better understand the concepts.

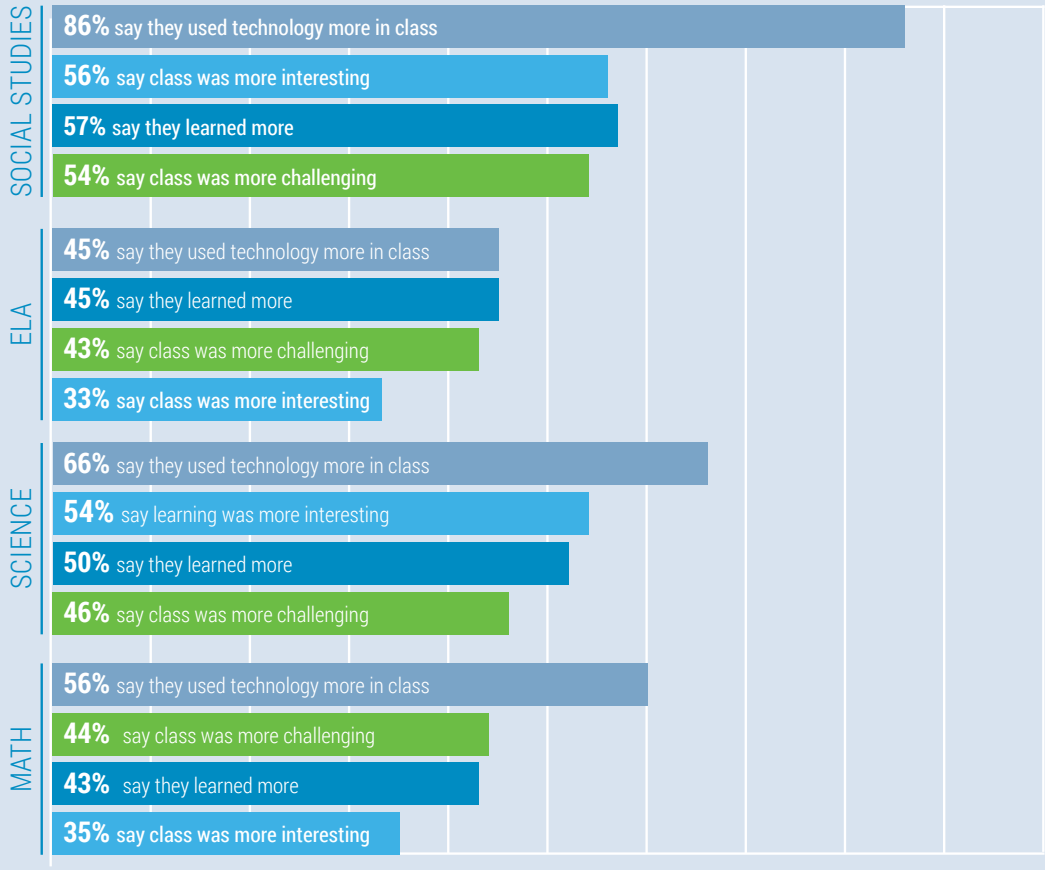
Between 80 and 100 percent of all teachers in each subject area agreed or strongly agreed that PBS LearningMedia materials provide more resources that educators can draw upon to support teaching and learning. Specifically, all science teachers, 92 percent of ELA teachers, 82 percent of math teachers, and 80 percent of social studies teachers agreed or strongly agreed that this was the case.

The vast majority of teachers would recommend PBS LearningMedia in their subject areas—English language arts (94 percent); social studies (90 percent); science (80 percent); and math (77 percent).

PBS's history of creating high-impact content has found a home in the rich offerings of PBS LearningMedia. The next section focuses on how PBS will continue to build its education portfolio with new products, tools and services.

STUDENT PERCEPTIONS BY SUBJECT AREA

Students say that PBS LearningMedia classrooms are more challenging and interesting, and that they learn more in them. Students participating in the EDC study noted that the digital resources brought classrooms alive and helped them visualize content, engage with learning activities, explore in deeper ways, engage more extensively with material, and work at their own pace.



PART 3: 2015 Future of Digital Learning Survey

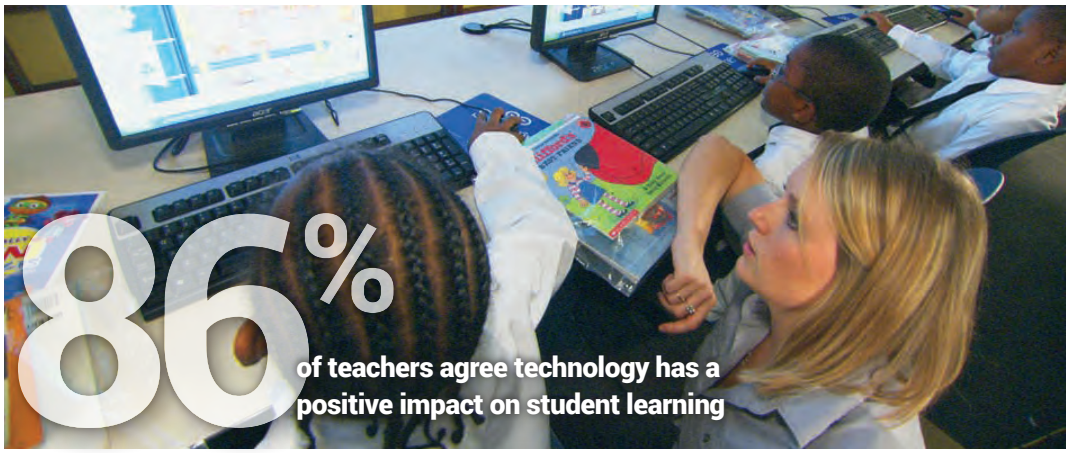
The learning landscape has shifted significantly over the past several years. Learning is now multi-platform and multi-dimensional. Learners want information in the ways they are most likely to use it—in multiple formats using new devices. The classroom is no exception to this shifting landscape, requiring that PBS continue to develop and test new ways of delivering its content.

The best way to determine what educators will need and how they will use digital content is to ask the educators themselves what they are doing now and how that is changing. PBS conducted its most recent survey, the *Future of Digital Learning Survey*, in 2015 to better understand how PBS will need to adapt its content to improve teaching and learning in new educational contexts. More than 1,500 educators responded to a call for more information. Nearly two-thirds (65 percent) identified themselves as classroom teachers, roughly evenly divided among elementary, middle, and secondary schools.

The study tells us how educators think technology will continue to transform teaching and learning in the years to come. Most excitingly, the research serves as a compass for PBS, reaffirming that our content and platforms like PBS LearningMedia are designed for the future of digital learning.

KEY FINDINGS:

- **Teachers value digital resources that support their lessons.** Teachers cite images, videos, and online lesson plans as the most valuable supplemental content, followed by games/interactives, apps, online professional development, and social media/blogs. Teachers overwhelmingly turn to the Internet to find these materials, with more than nine in 10 using Web searches and free education websites like PBS LearningMedia to find materials.
- **Nearly six in 10 educators (58 percent) think that they will use digital media to supplement textbooks,** indicating that they will look to content from sources like PBS LearningMedia to supply what textbooks alone cannot.
- **Teachers see future uses of technology continuing to evolve.** Most believe technology will continue to serve a supplementary role in the next few years, but that project-based learning, 1:1 device implementation, game-based learning, and blended learning will become increasingly important. These strategies are already being put into use, with two-thirds of teachers using project-based learning, while half have used game-based learning and 44 percent have used blended learning strategies.
- **Teachers believe their role will change as they implement more technology.** Currently, they are almost evenly split between being comfortable with experimenting with new tools and desiring additional support or direction from their schools.
- **Tools are becoming more mobile—and more personal.** The tools teachers say they are using more frequently than in past years are the ones that support 1:1 learning (each student with his or her own technology device), including tablets, e-readers, and mobile devices encouraged by bring your own device (BYOD) policies. While these tools are also among the ones large numbers of teachers report not yet using in their classrooms, they lead the technologies educators believe will be used more frequently over the next five to seven years.



Following are the findings in greater detail:

Educators who use technology overwhelmingly see its benefits. Large majorities of survey respondents agree or strongly agree that classrooms need to embrace a 21st-century curriculum (88 percent), that technology is a teaching aid that would be hard to live without (84 percent), that technology is a new and exciting way to communicate with and motivate students (92 percent), that it allows teachers to go deeper into core curriculum topics than ever before (85 percent), that it has a noticeable positive impact on student learning (86 percent), and that it creates an environment of greater student collaboration (78 percent). Conversely, just one in three believes that using technology requires too much work on the part of teachers.

Not all technology-savvy teachers have access to multiple media. While more than eight in 10 have access to personal computers, only a little more than half have interactive whiteboards, tablets, and electronic readers. Other tools, including mobile devices, are used daily by at least one-fourth of teachers.

Technology Used by Educators	
TEACHERS SUREYED	1,544
Personal computers or laptops	81%
Interactive white board (e.g., SMART Board)	58%
Tablets/electronic readers (iPad, Kindle, etc.)	52%
Mobile devices (including cell phones, smart phones, iTouch devices)	41%
Portable lab	29%
Chromebooks	23%
Other	9%
None of these	1%

Technology is being used more frequently in the classrooms of teachers who are most comfortable with it. Fewer than one in 10 educators surveyed said that they are using these tools less frequently than in past years, and fewer than 10 percent of teachers said they never use any type of technology specified as instructional tools.

Tools are becoming more mobile—and more personal. The tools that tech-savvy teachers say they are using more frequently than in past years are the kinds of devices that support 1:1 learning, including tablets, e-readers, and mobile devices such as those encouraged by bring your own device (BYOD) policies. However, these tools are also the ones that the largest numbers of teachers say they have never used in their classrooms, suggesting that the implementation of these tools and policies remains uneven. But that is likely to change: tablets, e-readers, and mobile devices also lead the technologies teachers believe will be used more frequently over the next five to seven years.

Teachers who use technology believe these tools help them in important ways. Large majorities believe that using educational technology helps them reinforce and expand on the content they are teaching (88 percent), demonstrate something they couldn't otherwise show (80 percent), and respond to students with different learning styles (79 percent). Other benefits more than half of all teachers cite include increasing student motivation, making students more technology-literate, providing additional practice for struggling students, changing the pace of classroom work, and teaching current events and breaking news.

Technology users value digital resources that can support their lessons. They rank images, videos, and online lesson plans as the most valuable supplemental content, followed by games/interactives, apps, online professional development, and social media/blogs. Those who use these resources use them regularly—nearly one in three teachers uses images in lessons every day.

Educators who use technology overwhelmingly turn to the Internet to find supplemental content. Most teachers find digital learning materials through Web searches (93 percent), free education websites including PBS LearningMedia (91 percent), and video sites like YouTube (88 percent). Fewer than half access school and district-supplied resources (40 percent) or paid services (38 percent). Teachers also say these readily available materials are sufficient for their needs: More than three-quarters of teachers (76 percent) say they have the content they need to support technology use in their classrooms.

Online Resources Used by Educators	
TEACHERS SUREYED	1,544
Web searches (Google, Bing, etc.)	93%
Free education sites (e.g. Share My Lesson, PBS LearningMedia)	91%
Video sites (YouTube, SchoolTube, etc.)	88%
News sites (NBC, CNN, etc.)	42%
School or district supplied resources	40%
Paid subscriptions (e.g. Discovery, Safari Montage)	38%
Other	8%
None of these	1%

Educators who use technology believe digital media will continue to serve a supplementary role in the next few years. Teachers are skeptical about online textbooks, with less than a third of teachers believing their teaching materials will become online-only in the next five to seven years. Most (58 percent) expect to continue to use digital resources to support traditional textbooks during that time period.

But the nature of supplementary technology will continue to evolve, these educators say. Teachers believe project-based learning and 1:1 device implementation will become more important classroom techniques over the next five to seven years, as will game-based and blended learning scenarios. And they're already being put into use—two-thirds of teachers (74 percent) already are using project-based learning, while half (50 percent) have used game-based learning and 44 percent have used blended learning strategies.

Supplementary Technology Forecast	
TEACHERS SUREYED	1,544
Project-based learning	74%
Game-based learning	50%
Blended learning	44%
1:1 device implementation	35%
Bring Your Own Device (BYOD)	31%
Flipped learning	24%
Coding	17%
Other	3%
None of these	8%

Teachers know how to use these tools—but they want more training on how to put them to better use. Only 12 percent of teachers have not had any formal educational technology training, but large numbers say they want more, particularly for specific tools whose use is growing. More than half (51 percent) want more training on tablets and e-readers, while 36 percent want training on supporting the use of mobile devices by students. Nearly as many (46 percent) say they need more training for interactive whiteboards. Teachers are roughly split between being comfortable with experimenting with new tools and desiring support—nearly four in 10 say they wish their schools or districts had a special department to support teachers on technology, and one-quarter wished they had more direction on how to use it.

Teachers know their role is changing. Majorities believe that as technology becomes more prevalent in the classroom, teachers will focus more on technology implementation, spend more of their time teaching online, and will require new skills in technology support. Less than 15 percent agree or strongly agree that their role will stay the same.

Conclusion

As this report shows, numerous studies by a variety of researchers have found, across multiple subject areas and formats, that PBS content has a statistically significant positive impact on learners of all ages. This impact is likely to continue well into the future as digital media continues to play an important role in learners' everyday lives.

PBS, its member stations, and partner organizations remain committed to producing high-quality educational content, informed by research, that inspires, engages, and entertains learners of all ages — wherever learning is happening. Our approach is to optimize learning for all age groups in ways that work in diverse settings. With support from federal agencies, partners, and members, PBS will continue to deliver rich, trusted, and effective digital media to help people learn more and be more.

Endnotes

1 Urban children who watched Martha Speaks at home over 4 weeks (16 episodes) made such large gains in vocabulary that researchers noted the significant promise of educational television to help prepare readers and to lower failure rates in school: "[E]ducational television designed using evidence-based vocabulary instructional best practices is an easily scalable, near universally available intervention tool with the power to reach young children most at-risk for early and lasting reading and school failure." See Linebarger, D. L. (2010), *Television's impact on children's reading skills: A longitudinal study.* Philadelphia, PA: Annenberg School for Communication, University of Pennsylvania.

In a series of studies, researchers at the University of Pennsylvania found that students learned more by watching *Between the Lions* and reading books and print materials based on the same characters than by simply watching the show. Researchers then found large gains when teachers were also supported with lesson plans, additional learning tools, and coaching and mentoring. A 2010 randomized controlled study by researcher Deborah Linebarger found that low-income African-American students in classes where teachers had all of these supports made gains of up to 300 percent on key aspects of early literacy—including tests of oral language and vocabulary, word recognition, and phonemic awareness. (See http://www.cpb.org/rtl/FindingsFromReadyToLearn2005-2010.pdf, p. 19).

In 30 weeks, the gains posted by low-income and African-American children were large enough to put them on course to catch up with middle-class and European-American children. See Linebarger, D. L. (April 2009) *Evaluation of the Between the Lions Mississippi Literacy Initiative 2007–2008.* Philadelphia, PA: Children's Media Lab, Annenberg School for Communication, University of Pennsylvania.

A longitudinal study conducted by Linebarger of 141 kindergarten children living in low-income, rural settings in the Appalachian region of the United States showed that children who used *SuperWHY!* for a four-week period at the beginning of the school year improved their early literacy skills continually throughout the academic year. She also found that higher levels of exposure (including viewing the program, engaging with classroom literacy materials, and playing a character's game of the week online) added further benefits. See Linebarger, D. L. (2010). *Television's impact on children's reading skills: A longitudinal study.* Philadelphia, PA: Annenberg School for Communication, University of Pennsylvania.

2 The *NOVA Making Stuff* Season 2 series and website were shown to significantly increase public understanding that basic research leads to technological innovation. The series and the website engaged the public and made them excited about scientific innovation and more interested in learning about it. See Paulsen, C. A., Beauchamp, A., & Bylund, J. (2014). *NOVA Making Stuff Season 2: Summative evaluation report.* Concord, MA: Concord Evaluation Group.

Adults watching *NOVA scienceNOW* on TV and online reported that the program contributed to their sustained interest in current scientific research. They appreciated content that was related to an existing topic of interest, that was innovative and exciting, and that pushed the boundaries of their thinking. Participants increased their use of multimedia resources to learn about current science research. They were inspired to seek out additional information and to discuss stories from the series and website with family, friends and colleagues, and particularly their young children. Participants actively searched to join science cafes associated with *NOVA scienceNOW* in their area(s). See Bachrach, E. R., Parkinson, K., & Goodman, I. F. (2011). *NOVA scienceNOW Season 5 summative evaluation: Executive summary.* Cambridge, MA: Goodman Research Group, Inc.

Viewers of *NOVA scienceNOW* believe the program is successful in making science content approachable for all viewers. Science content knowledge increases as a result of watching, and knowledge gains remain over time. The topics featured in NSN often lead to later conversations with friends, family, or colleagues. During a three-month viewer study, almost all participants discussed at least one NSN topic with a friend, family member, or colleague. Interest in both biomedical topics and careers were positively influenced by the NSN activities (Peterman, K., Pressman, E., Goodman, I., 2007).

3 Orlando, E., Coddington, N., Herman, T., & Knestis, K. (2011). *WXXI/WSKG LSI (Local Service Initiative), Healthy You/Working on Wellness: Child obesity prevention in the western and southern regions of New York State, final evaluation report.* Syracuse, NY: Hezel Associates.

4 Goodman Research Group (March 2001). *Building Big outreach evaluation: Executive summary.* Cambridge, MA: Author.

5 Penuel, W. R., Bates, L, Gallagher, L. P., Pasnik, S., Llorentea, C., Townsend, E., Hupert, N., Domínguez, X., and VanderBorght, M. (2012). Supplementing literacy instruction with a media-rich intervention: Results of a randomized controlled trial. *Early Childhood Research Quarterly* 27 (1), 115–127.

6 Pasnik, S., & Llorente, C. (2013). *Preschool teachers can use a PBS KIDS transmedia curriculum supplement to support young children's mathematics learning: Results of a randomized controlled trial.* A report to the CPB-PBS Ready To Learn Initiative. Waltham, MA: Education Development Center & Menlo Park, CA: SRI International.

7 See, for example, the following studies on TeacherLine: Hezel Associates, LLC (2010). *Testing the efficacy and impact of a selected PBS TeacherLine course: Final report.* Prepared for PBS Teacherline. Syracuse, N.Y.: Author.

8 McCarthy, B., Tiu, M.; Li, J., Martinez, S., Tafoya, A., and Flaherty, J. (2011). *Evaluation of PBS TeacherLine Peer Connection Website.* A report prepared for the Public Broadcasting Service. Washington, D.C.: WestEd.

9 Overbaugh, R. &Lu, R. (2008). The impact of a NCLB-EETT funded professional development program on teacher self-efficacy and resultant implementation. *ISTE Journal of Research on Technology in Education,* 41 (1). Retrieved from http://files.eric.ed.gov/fulltext/EJ810574.pdf.

10 Lowther, D., Ross, C., Burgette, J., Huang, Y., Zoblotsky, T., & Sivin-Kachala, J. (2012). *Teaching climate change: Results from the Fall 2010 - Winter 2011 evaluation of PBS TeacherLine's Global Climate Change Education (GCCE) Professional Development.* Memphis, TN: Center for Research in Educational Policy.

11 Rockman, S. and Borland, J. (2006). *Using video in the science classroom: Report on a four-month study of teachers' use of DragonflyTV videos and educator guides.* San Francisco, CA: Rockman et al.

12 McCarthy, B., Michel, L., Tiu, M., Atienza, S., Rice, J., Nakamoto, J., & Tafoya, A. (2011). *An evaluation of The Electric Company summer learning program.* A report prepared for the Corporation for Public Broadcasting and the Public Broadcasting Service. Washington, DC: WestEd.

13 Paulsen, C.A., Green, S. & Carroll, S. (2011). *Design Squad Nation: Evaluation report.* Concord, MA: Concord Evaluation Group, LLC.

14 Hezel Associates (2008). *Project VITAL final summative evaluation report.* Prepared for PBS Channel Thirteen/WNET. Syracuse, NY: Author.

15 McCarthy, B., Atienza, S., & Tiu, M. (2012). *Evaluation of Boston University's Teaching Tips Modules for using PBS KIDS transmedia suites in kindergarten classrooms.* A report to the CPB-PBS Ready To Learn Initiative. San Francisco, CA: WestEd.

A complete bibliography of the studies examined in this report is available online at http://pbs.bento.storage.s3.amazonaws.com/hostedbento-prod/filer_public/PBSLM%20Marketing/PBS%20Learn%20More%20Bibliography.pdf

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PBS | Education

SUBJECT

Legislative Ideas - 2017 Legislative Session

REFERENCE

June 2012	The Board approved six (6) legislative ideas to be submitted through the Governor's Executive Agency Legislation process.
June 2013	The Board approved eight (8) of eleven (11) legislative ideas to be submitted through the Governor's Executive Agency Legislation process.
June 2014	The Board approved ten (10) of twelve (12) legislative ideas to be submitted through the Governor's Executive Agency Legislation process.
June 2015	The Board approved sixteen (16) legislative ideas to be submitted through the Governor's Executive Agency Legislation process.

BACKGROUND/ DISCUSSION

The State Board of Education's legislative process starts with the approval of legislative ideas, legislative ideas that are approved by the Board are submitted electronically to the Division of Financial Management (DFM) through the Governor's Executive Agency Legislative process. A legislative idea consists of a statement of purpose and a fiscal note. If approved by the Board, the actual legislative language will be brought back to the Board at a later date for final approval prior to submittal to the legislature for consideration during the 2017 Legislative Session. Legislative ideas submitted to DFM are forwarded for consideration by the Governor.

In accordance with the Board's Master Planning Calendar, the institutions and agencies are required to submit legislative ideas for Board approval at the June Board meeting. The Board office received one (1) legislative idea from the Board's Indian Education Committee and two (2) legislative ideas from the Division of Career Technical Education (CTE). No legislative ideas were submitted by the institutions. One of the legislative ideas submitted by CTE requires additional development prior to consideration by the Board and will be brought back with the proposed legislation if finalized.

Descriptive summaries of the legislative ideas are provided in Attachment 1 and Attachment 2.

IMPACT

Staff will move Board-approved legislative ideas through the legislative process and will bring the legislative language back to the Board at a future meeting for approval. Legislative ideas not approved will not be submitted to DFM.

ATTACHMENTS

Attachment 1 – Recommended Legislative Ideas Page 3

STAFF COMMENTS AND RECOMMENDATIONS

The legislative idea submitted by the Indian Education Committee amends section 33-1252, Idaho Code pertaining to the makeup of the Professional Standards Commission (PSC). The proposed amendment would increase the size of the committee by one to 19 members, and specify that the new member shall be an American Indian educator from the public school system. The committee felt strongly about the need for this amendment and provided letters of support from three of Idaho's tribes. While the Board has recognized the need to focus on identifying policies and initiatives that could help Idaho reduce the education gap for American Indian students the proposed amendment could be problematic. American Indian students are not the only population within the state that is traditionally underserved and has a large educational achievement gap. The current PSC nomination process is silent with respect to consideration of any specific population, and allows for nominations from a wide range of stakeholder groups or individuals. If the Board were to single out positions on the PSC for each of our traditionally underserved populations with a large educational achievement gap, it would need to do so for other populations (e.g. Hispanic/Latino). For this reason alone, Board staff does not recommend approval of this legislative idea at this time. The Board may want to consider the development of policies and procedures that are within the current statute parameters that encourage individuals who work in our public schools system and our members of these groups to apply for membership on the PSC and are considered equally.

Legislative ideas are required to be submitted to DFM by August 5, 2016. During the process of working through legislative ideas, additional ideas of merit sometimes surface before the DFM submittal deadline. The Board has traditionally authorized the Executive Director to submit these ideas. Actual legislative language for all submitted legislative ideas will be brought back to the Board prior to the DFM September deadline for final Board approval.

BOARD ACTION

I move to approve the legislative ideas as submitted in Attachment 1 and to authorize the Executive Director to submit these and additional proposals as necessary through the Governor's legislative process.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Recommended Legislative Ideas

Related to Task Force Recommendations

As part of the work implementing the Governor's Task Force for Education Improvement recommendations Board staff have been tasked with regularly reviewing and identifying education sections of code that could be repealed or amended to provide school districts with greater autonomy while maintaining accountability. Board staff have Identified the following legislative ideas:

1. Statement of Purpose

Section 33-208, Idaho Code specify that it is not mandatory for students to attend kindergarten and Section 33-202, Idaho Code contain language regarding the age range for compulsory school attendance. The proposed legislation would combine the sections and update language for consistency. The purpose of the change it to help individuals to find the information and help with inquiries regarding how the two section work together.

Fiscal Note

There would be no fiscal impact from the proposed legislation.

2. Statement of Purpose

The proposed amendment would repeal section 33-503A, Idaho Code. This section of code identified the timeframe for transitioning school trustee terms from three to four years. These timeframes have based on this section is no longer necessary.

Fiscal Note

There would be no fiscal impact from the proposed legislation.

3. Statement of Purpose

Section 33-602, Idaho Code authorizes school buildings or vacant land owned by a school district to be used as a community center or for other public purposes. School districts already have this ability, and it is not necessary to specifically authorize it through this statute. The proposed legislation would repeal the section.

Fiscal Note

There would be no fiscal impact from the proposed legislation.

4. Statement of Purpose

Section 33-604 and 33-605, Idaho Code, authorizes school Boards of Trustees to develop, build, and maintain systems for collecting renewable energy and to then sell excess energy that had been collected. Boards of Trustees have the ability to authorize the development of renewable energy sources for school district use, and it has become common practice for individuals who have developed such systems to sell back excess energy if the power companies are interested. It has been determined that these sections of code are unnecessary, the proposed legislation would repeal them.

Fiscal Note

There would be no fiscal impact from the proposed legislation.

5. Statement of Purpose

Section 33-1206, Idaho Code grandfathered in teaching certificates that were in valid and in good standing prior to September 1st, 1947, and some protection for individuals who held a valid certificate issued after August 31st, 1947, subject to any amendments to certification regulations that the Board may adopt. It has been determined that this section is no longer needed. The proposed legislation would repeal this section of code.

Fiscal Note

There would be no fiscal impact from the proposed legislation.

6. Statement of Purpose

Title 33, Chapter 18 (School Safety Patrols) authorizes Boards of Trustees to appoint school safety patrols from the student body for directing traffic at school crossings and makes it unlawful for drivers to disregard the reasonable directions from these individuals. Much of the language in this Chapter is outdated. Additionally, Boards of Trustees have the ability to create safety patrols without this specific authority. The proposed legislation would repeal the Chapter and move the language specific to the disobeying school safety patrol directions to Chapter 6, Title 49 (Rules of the Road, Motor Vehicles), which already contains language pertaining to school zones. If approved Board staff will work with law enforcement on moving the applicable language to Title 49.

Fiscal Note

There would be no fiscal impact from the proposed legislation.

7. Statement of Purpose

Chapter 19, Title 33 prohibits the creation of fraternities, sororities, or secret societies in public schools and makes it unlawful to establish a fraternity, sorority or other secret society whose membership is comprised in whole or in part of pupils enrolled in the public elementary or secondary schools or to solicit students to become a member of such organization. Much of the language in this chapter is antiquated and outdated. The proposed legislation would repeal the Chapter and Board staff would work with law enforcement to determine if any language needed to be retained in the criminal section of Idaho Code.

Fiscal Note

There would be no fiscal impact from the proposed legislation.

8. Statement of Purpose

Section 33-2006, Idaho Code, requires school districts to educate expectant mothers. The section of code is outdated and no longer necessary. School districts are required to educate students residing within the school district's boundaries (with few exceptions), there is no exception for expectant or delivered mothers. The proposed legislation would repeal this section of code.

Fiscal Note

There would be no fiscal impact from the proposed legislation.

9. Statement of Purpose

Chapter 48, Title 33, Idaho Code sets out the provisions for the Public School Technology Grant program. This program provided grants to schools to provide equipment and resources necessary to integrate technology with instruction and was enacted in 1994. Since that time, these grants have been funded at various level cumulating in the Technology Pilot grant funding in FY14 and FY15. The Task Force recommended ending the Technology Pilot grant program and providing the funding directly to school districts. In FY16 and FY17, funding appropriated for technology was distributed directly to school districts rather than through a grant process. The proposed legislation would repeal this chapter and move the language regarding the importance of integrating technology into learning to another section of code.

Fiscal Note

There would be no fiscal impact from the proposed legislation.

10. Statement of Purpose

Section 44-1302, Idaho Code prohibits students under the age of sixteen (16) from being employed while their local school district is in session "unless he can read at sight and write legibly simple sentences in the English language…" The language in this section is outdated and does not take into account the various modes and alternative schedules for instructions our public school students have available to them. The proposed legislation would repeal this section of code. Board staff will work with the Department of Labor to assure there are no portions of the language that need to be retained that impact other sections, however, a preliminary review has identified no areas of concern.

Fiscal Note

There would be no fiscal impact from the proposed legislation.

11. Statement of Purpose

Section 33-4501, Idaho Code, was enacted in 1990 and sets out the requirements for a statewide model school accountability report card as well as the minimum measures that would be contained in it. This requirement is separate from the federal accountability requirements and had been coopted by the federal reporting. School districts did not understand that even with the federal accountability reporting requirements the statutory ones also had to be included in their report cards, resulting in many of the required measures being dropped off the school district report cards. The Task Force subcommittee recommended the system be re-evaluated and updated. The proposed legislation would update this section of code based on the recommendation of the Accountability Oversight Committee recommendations, resulting in a single system of statewide accountability that meet both our state needs as well as the federal requirements.

Fiscal Note

There would be no fiscal impact from the proposed legislation.

Other Recommended Legislative Ideas

12. Statement of Purpose

Section 33-3604, Idaho Code, was enacted in 1963, with the enactment of the compact for cooperation in higher education. This compact provides the provision for Idaho's participation in the Western Interstate Commission for Higher Education. At that time students participating in what is now referred to as the Western Undergraduate Exchange program were obligated to pay back Idaho's cost, with interest for the student to participate if the student did not work in Idaho for a period of two years, within three years, of completion of the program. The current language is not in alignment with how the program now works, the proposed legislation would update this section with language applicable to current practices or repeal it in its entirety if it is found to no longer be applicable.

Fiscal Note

There would be no fiscal impact from the proposed legislation. There are currently no payments being received from these students.

13. Statement of Purpose

The purpose of this legislation would be to provide a means for school districts to provide health insurance coverage for their staff that would leverage the combined buying power of the school districts through the use of the Idaho School District Council. The Idaho School District Council is a cooperative service agency formed for the purpose of providing educational services more economically through cooperatives with two or more member districts, enter into contracts to employ specialized personnel and/or purchase materials or services including life, dental and supplemental health insurance, and study issues and develop recommendation on issues of mutual concern. Administration costs for the council are covered by annual membership dues and contract provisions.

Fiscal Note

The fiscal impact will be developed based on the actual provisions of the legislation. The intent is to provide a cost savings to the school districts as a whole.

14. Statement of Purpose

Section 33-5213, Idaho Code establishes the Public Charter School Commission including provisions regarding appointment to the commission and terms for said appointments. The proposed legislation would provide clarifying language regarding the terms of appointment and the rotation for the appointment of members. Originally, all members were appointed by the Governor. In 2013, appointments were changed so that they are made by the Governor, Speaker of the House, and the President Pro Tempore of the Senate, on a rotating basis, such that three members in a row are appointed by the Governor, until all positions appointed prior to 2013 have been reappointed or new members have been appointed. Following this schedule each member is then reappointed by the same appointing authority that originally appointed them. This processes has caused some confusion and the Board has been asked to amend the section to clarify the order of appointments.

Fiscal Note
There would be no fiscal impact from the proposed legislation.

15. Statement of Purpose
Proposed changes would amend section 33-2403, Idaho Code, adding clarifying language regarding which schools are exempt from registration. Currently individuals or entities that are regulated by another state agency, commission or board pursuant to Title 54, Idaho Code are exempt from registration. Additional clarifying language will be added regarding the exemption of proprietary schools that provide training for these individuals. This legislation was approved by the Board last year and then held for consideration at the request of the Bureau of Occupational Licensing to allow them time to run concurrent legislation regarding the same issue.

Fiscal Note
There would be no fiscal impact from the proposed legislation.

16. Statement of Purpose
As part of the work being done on addressing some of our teacher shortage area the inability to hiring recently retired teachers has been identified as a barrier, specifically the restriction on re-employing an individual within ninety (90) days from their retirement date. The proposed legislation would remove barriers to re-employing retired teachers to allow them to return to work. These individuals typically would service on a part-time bases teaching one or two classes a day or working in a mentoring capacity. If approved by the Board, Board staff would work with the Public Employee Retirement System (PERS) to develop the legislation to assure there were no unintended consequences.

Fiscal Note
There would be no fiscal impact from the proposed legislation.

17. Statement of Purpose
Section 33-1001, Idaho Code contains the definitions that are used throughout Chapter 10, Title 33. This includes the definition of pupil services staff and instructional staff as they are used in the career ladder. The proposed amendment would provide technical changes to the definition of instructional staff to make it clear that certificated teachers working in a mentoring capacity still fall within the classification. These individuals currently are within this classification, however, we have received questions asking for verification of this fact. The changes to the language would make it clear so there is no confusion in the future.

Fiscal Note
There would be no fiscal impact from the proposed legislation.

18. Statement of Purpose
During the 2015 Legislative Session the legislature requested the Board add pupil service staff to the career ladder and the master teacher premium provisions. During the 2016 Legislative Session pupil service staff were added to the career ladder. This legislation would amend Section 33-1004I, Idaho Code, making pupil service staff eligible for the

Master Teacher Premium. This change was not made during the 2016 Legislative Session to allow time for the Master Teacher Premium requirements to be developed. Development of these standards will allow Board staff to better explain the high standard that will be in place for these premiums when they become available July 1, 2019.

Fiscal Note
The fiscal impact would be variable based on the number of pupil service staff that were eligible and chose to apply for the premium.

19. Statement of Purpose
During the 2016 Legislative Session, HB 570 created a new chapter, Chapter 58, Title 33, Idaho Code known as the Innovation School Act. The Board office has received questions regarding some of the provisions within the Act and how they work together. The proposed legislation would add clarifying language to help school districts to better understand the process and requirements. Because the section of code is not effective until July 1, 2016 it is difficult at this time to know how large some of these issues are. Due to the timing of legislative ideas, Board staff is providing this as a place holder. Final language would be considered by the Board prior to submission of the legislation and will be dependent on stakeholder input and issues identified by the school districts.

Fiscal Note
There would be no fiscal impact from the proposed legislation.

20. Statement of Purpose
Section 67-5303, Idaho Code, provides for the application of the state personnel system on certain employees. Section 67-5303(j) defines those position that are part of our public educational system that are non-classified employees. The current language in this section includes a definition of “officer” that includes pay grade and Hay Points that are not in alignment with Idaho’s current pay grades. The proposed legislation would update the definition to be in alignment with Idaho’s current pay grades.

Fiscal Note
There would be no fiscal impact from the proposed legislation.

21. Statement of Purpose
Section 33-1004J, Idaho Code sets out the provisions for the Leadership Premiums, during the 2016 Legislative Session this section of code was amended to require individuals who receive the premium to receive not less than $900. The appropriation is based on $850 per full-time equivalent (FTE) instructional and pupil service staff position employed by the school district. The Board has been asked to consider an amendment that would allow very small districts the ability to award the amount appropriated rather than the $900 minimum. Should the Board approve this legislative idea, Board staff would work with the sponsor of the 2016 amendments in developing the language of the legislation.

Fiscal Note
There would be no fiscal impact from the proposed legislation.

22. Statement of Purpose
Section 33-1207A, Idaho Code, provides for provision that required teacher preparation programs to be responsible for a preservice assessment for all kindergarten through grade 12 that measures teaching skills and knowledge congruent with current research on reading practices. The proposed legislation would update the language to allow for multiple measures, in alignment with best practices, for the demonstration of these skills rather than a single assessment.

Fiscal Note
There would be no fiscal impact from the proposed legislation.

23. Statement of Purpose
During the 2016 Legislative Session, the Board was asked to look at possible amendments to the funding formula for literacy intervention funds. There were concerns that funding based on the number of students who were not proficient would be a perverse incentive and encourage school districts to underperform. Staff are working on possible scenarios for Board consideration. Due to the timing of submittal of legislative ideas this item is a placeholder.

Fiscal Note
The fiscal impact would be dependent on the final mechanism that is chosen.

24. Statement of Purpose
Section 33-203, Idaho Code requires school districts to allow students who are enrolled in a non-public school or a public charter school to be dually enrolled in the school district. This is typically done if a student is attending a school that does not have an elective program such as band or athletic program that the student is attending. The enrollment is restricted to a school district whose attendance zone the student resides in. There has been some confusion if this also applies to other charter schools whose attendance area the student resides in. The proposed amendments would clarify that the provisions apply to all public schools including charter schools.

Fiscal Note
There would be no fiscal impact from the proposed legislation.

25. Statement of Purpose
Section 33-133, Idaho Code, specifies student data privacy requirements. Proposed amendments would provide clarification regarding the definition of personally identifiable student data and the combination of data elements that allows for the student to be identified as opposed to data elements that when in used as a standalone data set and cannot be tied back to a student.

Fiscal Note
There would be no fiscal impact from the proposed legislation.

26. Statement of Purpose
Section 33-5109, Idaho Code, authorizes students to enroll in dual credit courses, regardless of whether or not they are participating in an advanced opportunities program funded by the state. Originally enacted in 1997, and last amended in 1998, this section did not consider students taking credits other than academic credits and uses the term "academic" credit in discussing the credits allowed. The proposed legislation would make a technical amendment to specify that the credits could be academic or career technical as applicable to the course being completed.

Fiscal Note
There would be no fiscal impact from the proposed legislation.

27. Statement of Purpose
Sections 33-2107A through 33-2107B, Idaho Code authorize community colleges to offer third and fourth year college curriculum contingent to specific provisions being met and State Board of Education approval. These sections of code were enacted in 1965 and much of the language contained therein is outdated. Proposed amendments would update the language in these sections to current terms and conditions as well as provide additional provisions that would allow for the teaching of third and fourth year curriculum with State Board of Education approval when there is an identified need within the community college service area that cannot be met either by the four year university or through an agreement or memorandum of understanding with the four year university.

Fiscal Note
There would be no fiscal impact from the proposed legislation.

Division of Career Technical Education
CTE Secondary Incentive Funding

28. Statement of Purpose
The proposed legislation creates a new section of Idaho Code to provide incentive funding for Career Technical Education (CTE) secondary programs in the five CTE education program of: Business Management and Marketing, Engineering and Technology, Family and Consumer Sciences, Health Professions, and Skilled and Technical Sciences. This legislation would expand incentive funding opportunities currently available only for Agricultural and Natural Resources education programs pursuant to section 33-1629.

Under the proposed legislation, the Division would provide incentive-based funding to both high performing programs and those programs in need of additional support and technical assistance. This performance-based approach would more clearly demonstrate the return on investment provided by career technical education and hold CTE programs more accountable for producing results. The performance measures and procedures for CTE program incentive-based funding would be established by the Idaho Division of Career Technical Education and approved by the State Board of Education.

Fiscal Note

The fiscal impact for FY2018 would be $415,350 to the General Fund. Of that total, $75,000 would be used to develop performance measures and a data reporting system, $325,000 would be awarded to the five programs areas, and $15,350 would cover 25 percent of a requested Grants Operations Analyst position. The requested position is a full-time position, the remaining 75 percent of this position would be used to oversee the incentive funding for Agricultural and Natural Resources education programs as outlined in section 33-1629.

Other Legislative Ideas – Not recommended at this time.

Indian Education Committee

Statement of Purpose

Amend language in section §33-1252, Idaho Code relating to the Professional Standards Commission for expansion of existing membership to include an American Indian educator in the public school systems of the State of Idaho.

Fiscal Note

The addition of a Commission member would result in increased meeting costs including travel. The actual dollar amount would be dependent on where the new member was travel from in any given year. The cost for the Professional Standards Commission currently come from a portion of the fees collected for certification.

COEUR D'ALENE TRIBE
OFFICE OF THE CHAIRMAN
CHIEF J. ALLAN
P.O. BOX 408
PLUMMER, IDAHO 83851
(208) 686-1800 • Fax (208) 686-8813

May 10, 2016

Matt Freeman
OSBE Executive Director
650 W. State St
Boise, ID 83720-0037

RE: Professional Standards Commission Recommendation

Dear Mr. Freeman,

On behalf of the Coeur d'Alene Tribe, I would like to communicate our support for an amendment to existing Idaho law which would require the Professional Standards Commission membership to include an Idaho educator who is also an enrolled member of a federally-recognized Indian Tribe.

The Coeur d'Alene Tribe and our representatives are active members of the Idaho Indian Education Committee and we support of the Idaho Indian Education Strategic Plan. This proposed recommendation is in alignment with the Idaho Indian Education Strategic Plan Goal Two and there is no fiscal impact if amended.

We believe that including a Native American educator on the Commission will promote the improvement of professional teaching practices and lead to improved educational opportunities for all students. It will also provide opportunities to increase cultural sensitivity and assist Native American students in their pursuit of academic success.

We hope that you will consider the foregoing in your evaluation of this important matter. Please feel free to contact me with any questions.

Respectfully,

Chief J. Allan, Chairman
Coeur d'Alene Tribe

CC: Johanna Jones, Office of Indian Education Coordinator, SDE
Patty Sanchez, SDE Academic Affairs Program Manager
Lori Pahvitse, SBT EET/Tribal Education Director

Nez Perce
TRIBAL EXECUTIVE COMMITTEE
P.O. BOX 305 • LAPWAI, IDAHO 83540 • (208) 843-2253

May 11, 2016

Matt Freeman, OSBE Executive Director
650 W. State Street
Boise, ID 83720-0037

Re: Professional Standards Commission Recommendation

Dear Mr. Freeman,

The Nez Perce Tribal Executive Committee respectfully submits this letter in support of the State of Idaho Indian Education Committee for the following:

In support of the Idaho Indian Education Strategic Plan, the Idaho Indian education Committee is recommending a revision of existing §33-1252, Idaho Code for the Professional Standards Commission membership. ***Amend language in section §33-1252, Idaho Code relating to the Professional Standards Commission for expansion of existing membership to include an American Indian educator in the public school systems of the State of Idaho.***

This proposed recommendation is in alignment with the Idaho Indian Education Strategic Plan Goal Two and §33-1252, Idaho Code. Both promote the improvement of professional teaching practices to improve the quality of education for all students. The recommendation will provide opportunities for the incorporation and validation of culturally relevant pedagogy, Indigenous scholarship, and culturally responsive teaching practices to increase the relationality of learning.

In closing, this recommendation will provide opportunities to increase student engagement among American Indian students to connect their learning experiences with their own lives for the cultivation of academic success.

Respectfully,

Mary Jane Miles
Chairman

CC: Johanna Jones, Office of Indian Education Coordinator, SDE
Patty Sanchez, SDE Academic Affairs Program Manager

The SHOSHONE-BANNOCK TRIBES

FORT HALL INDIAN RESERVATION
PHONE (208) 478-3700
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FORT HALL BUSINESS COUNCIL
P.O. BOX 306
FORT HALL, IDAHO 83203

May 6, 2016

Matt Freeman, OSBE Executive Director
650 W. State St
Boise, ID 83720-0037

Regarding: Professional Standards Commission Recommendation

Dear Mr. Freeman,

We, the Shoshone-Bannock Tribes of Fort Hall, Idaho and active members of the State of Idaho Indian Education committee respectfully submit this letter of support in regards to the following purpose:

Amend language in section §33-1252, Idaho Code relating to the Professional Standards Commission for expansion of existing membership to include an American Indian educator in the public school systems of the State of Idaho.

In support of the Idaho Indian Education Strategic Plan, the Idaho Indian Education Committee is recommending a revision of existing §33-1252, Idaho Code for the Professional Standards Commission membership. There is no fiscal impact if amended.

This proposed recommendation is in alignment with the Idaho Indian Education Strategic Plan Goal Two and§33-1252, Idaho Code. Both promote the improvement of professional teaching practices to improve the quality of education for all students. The recommendation will provide opportunities for the incorporation and validation of culturally relevant pedagogy, Indigenous scholarship, and culturally responsive teaching practices to increase the relationality of learning.

Further, the recommendation will provide opportunities to increase student engagement among American Indian students to connect their learning experiences with their own lives for the cultivation of academic success.

Respectfully,

Blaine Edmo
Chairman of the Fort Hall Business Council
Shoshone-Bannock Tribes of Fort Hall, Idaho

CC: Johanna Jones, Office of Indian Education Coordinator, SDE
Patty Sanchez, SDE Academic Affairs Program Manager
Lori Pahvitse, SBT EET/Tribal Education Director

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SUBJECT

Institution, Agency, and Special/Health Programs Strategic Plans

REFERENCE

April 2015	The Board reviewed the institution, agency, and special/health programs strategic plans.
June 2015	Board approved the strategic plans for the agencies, community colleges, and the special/health programs.
April 2016	The Board reviewed the institution, agency, and special/health programs strategic plans.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.M.1.
Section 67-1901 through 67-1903, Idaho Code.

BACKGROUND/ DISCUSSION

Pursuant to section 67-1901 through 1903, Idaho Code, and Board Policy I.M. the institutions, agencies and special/health programs under the oversight of the Board are required to submit an updated strategic plan each year. The plans must encompass at a minimum the current year and four years going forward. The Board planning calendar schedules these plans to come forward annually at the April and June Board meetings. This timeline allows the Board to review the plans and ask questions in April, and then have them brought back to the regular June Board meeting with changes for final approval while still meeting the state requirement that they be submitted to the Division of Financial Management (DFM) by July 1 of each year. Once approved by the Board the Office of the State Board of Education submits the plans to DFM.

The requirements set by the Board are in alignment with DFM's guidelines and the requirements set out in section 67-1901 through 67-1903, Idaho Code. Each strategic plan must include:

- **Vision:** An Outcome-Based Vision statement is an inspiring picture of a preferred future. The Vision Statement provides the reader with a clear description of how the agency/institution sees the future should their goals and objectives be achieved.
- **Mission Statement:** Agency/Institution Mission specifies an agency's/institution's purpose. It concisely identifies what the agency/institution does, why, and for whom. A mission statement identifies the unique purposes promoted and served by the agency/institution.

  Institution mission statements must articulate a purpose appropriate for a degree-granting institution of higher education, with its primary purpose to serve the educational interests of its students and its principal programs leading to recognized degrees. In alignment with regional accreditation, the institution

must articulate its purpose in a mission statement, and identify core themes that comprise essential elements of that mission.

- **Goals:** A goal is a planning element that describes the broad condition or outcome that an agency, institution or program is trying to achieve. Goals are the general ends toward which agencies direct their efforts. A goal addresses issues by stating policy intention. Goals can be presented in both qualitative and quantitative form. In a strategic planning system, goals are ranked for priority. Goals stretch and challenge an agency, but they are realistic and achievable.
- **Objectives:** The objective is a planning element that describes how the agency plans to achieve a goal. Objectives are clear targets for specific action. They mark quantifiable interim steps toward achieving an agency's/institutions long-range mission and goals. Linked directly to agency/institution goals, objectives are measurable, time-based statements of intent. They emphasize the results of agency/institution actions at the end of a specific time period.
- **Strategies (optional):** Strategies are methods to achieve goals and objectives. Formulated from goals and objectives, a strategy is the means for transforming inputs into outputs, and ultimately outcomes, with the best use of resources. A strategy reflects budgetary and other resources.
- **Performance Measures:** Performance measures assess the progress the agency is making in achieving a goal (quantifiable indicator). Performance Measures are gauges of the actual impact or effect upon a stated condition or problem. They are tools to assess the effectiveness of an agency's/institutions performance and the public benefit derived.
- **Benchmarks:** Benchmarks are performance targets for each performance measure for at a minimum the next fiscal year (and an explanation of how the benchmark level was established which can mean an industry standard or agency research of circumstances that impact performance capabilities).
- **External Factors:** Identify external factors that are beyond the control of the agency that affect the achievement of goals. Key factors external to the agency are those factors which are beyond the control of the organization. They include changes in economic, social, technological, ecological or regulatory environments which could impact the agency and its ability to fulfill its mission and goals.

In addition to the required strategic plan components the Board requires each of the institutions to incorporate the following performance measures into their strategic plans:

- **Graduation Rate:**
  This area is made up of two measures.
  a) Total degree production (split by undergraduate/graduate).
  b) Unduplicated headcount of graduates and percent of graduates to total unduplicated headcount (split by undergraduate/graduate).

- **Retention Rate:**
  Total full-time new and transfer students that are retained or graduate the following year (excluding death, military service, and mission).
- **Cost of College**:
  The audited financial statements are used for determining these measures.
  a) Cost per credit hour – Financials divided by total weighted undergraduate credit hours.
  b) Efficiency – Certificates (of at least 1-year or more) and degree completions per $100,000 of financials.
- **Dual Credit:**
  Total credit hours earned and the unduplicated headcount of participating students.
- **Remediation** (Optional: may be reported under Cases Served rather than a Performance Measures):
  Number and percentage of first-time freshmen who graduated from an Idaho high school in the previous year requiring remedial education as determined by institutional placement benchmarks.

The "Remediation" performance measure is not a measure of the institutions performance, but that of the secondary schools the freshmen are coming from. It is included in the list of performance measures and may be reported by the institutions on the performance measure report under "Cases Served" or as a performance measure with a benchmark.

In addition to these components all of the strategic plans are required to be in alignment with the Board's system-wide strategic plans, these include the Board's overarching K-20 education strategic plan, the Science, Technology, Engineering and Math (STEM) Education Strategic Plan, Higher Education Research Strategic Plan, and the Idaho Indian Education Strategic Plan.

IMPACT

Final review of the institutions, agencies and special/health programs strategic plans for approval.

ATTACHMENTS

Agencies

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Institutions		
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Community Colleges
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Health/Special Programs
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STAFF COMMENTS AND RECOMMENDATIONS

At the April 2016 Board meeting the Board requested the institutions make a few institution specific changes and that Boise State University, Lewis-Clark State College, Idaho State University, University of Idaho, and Eastern Idaho Technical College make small amendments to their mission statement to word them in such a way as to indicated what they do rather than what they were. The conversation centered on the mission statements reading more like a definition rather than a statement of purpose. In working with the chair of the Planning, Policy and Governmental Affairs Committee it was determined that the changes to the mission statements, while small, would not be able to be accomplished prior to the June Board meeting. The Committee will work with the four-year institutions between now and the April 2017 Board meeting to make these changes. All other requested changes have been made by the institutions.

Following Board approval, the strategic plans are submitted by the Board office to DFM by the July 1 due date. DFM is charged with administration of the statutory requirements. In addition to the statutory strategic planning requirements, Board policy Section I.M. Annual Planning and Reporting specifies the Board's annual planning and reporting requirements including those related to strategic planning and includes language specifying that the policy applies to each of the colleges and universities, the Division of Vocational Rehabilitation, Division of Career Technical Education, and Idaho Public Television. This section does not currently mention the Department of Education. Pursuant to Section 67-1902, Idaho Code the strategic planning requirement does not apply to "elective offices, in the executive department of state government" this category includes the State Superintendent of Public Instruction. This provision has historically been interpreted by DFM and the Board as meaning the Superintendent is not required to submit a plan for the Department of Education. DFM identifies those plans that are required to be submitted based on appropriated budgets. There are two separate budgets managed or distributed by the Department of Education: the

Department of Education budget and the Public Schools budget. While the Department of Education is exempt from submission of a strategic plan, historically a strategic plan pertaining to the Public Schools budget has been required. As part of the Board's responsibility for oversight and governance of Idaho's public school system, it is appropriate that the Board consider the strategic direction and planning for the K-12 portion of the public education system. This is done through the approval of the Public Schools strategic plan. The strategic plan submitted by the Department for consideration during the April Board meeting contained components that could be cross-walked with the statutorily required components; however, the benchmarks (milestones) are required to be tied to specific performance measures.

Staff recommends approval

BOARD ACTION

I move to approve the Institution, Agency, and Special/Health programs strategic plans as submitted in attachments 1 through 22.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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Idaho State Department of Education

Public Schools Strategic Plan
FY2016-FY2021

Vision Statement

Supporting Schools and Students to Achieve.

Mission Statement

The Idaho State Department of Education is dedicated to providing the highest quality of support and collaboration to Idaho's public schools, teachers, students and parents.

Indicators of a High-Quality Education System

- High student achievement
- Low dropout rate
- High percentage of students going on to postsecondary education
- Closed achievement gap
- All decisions based on current accurate data
- Efficient use of all resources
- Individualized education through technology

Guiding Principles

1. The needs of children must drive any necessary change.
2. Every student can learn and must have a highly effective teacher in every classroom.
3. Current and new resources must focus on the demands of the 21st Century.

With these indicators and guiding principles as our focus, the Idaho State Department of Education will increase student achievement by focusing on the following areas:

- Maintain and continue to improve Idaho's new system of increased accountability which focuses on student academic growth for all students, provides multiple measures of school and student success based on outcomes, and provides for meaningful teacher and principal evaluations.

- Expanding student learning by creating a 21St century classroom that is not limited by walls, bell schedules, availability of courses, and geography. Every student and all teachers will have equal access to the latest technology no matter where they live.

- Continuing to work with districts on accurate and timely submissions of data to the Idaho System for Education Excellence (ISEE) and ensure the quality of submissions.

- Continue to implement the Idaho System for Education Excellence (ISEE) in which every teacher in Idaho will have access to timely and relevant information on student achievement, digital content, and formative assessments through a statewide item bank and end-of-course assessments.

- Increasing choice options for students including charter, magnet, and alternative schools as well as course offerings through digital learning, including the Idaho Education Network.

The State Department of Education partners with independent school districts to ensure all students receive an education that prepares students for successful post-secondary education, employment and life.

Goal 1: All Idaho students persevere in life and are ready for college and careers.

Objective 1: Increase of the number of students proficient or advanced on the ISAT (prior to the implementation of higher standards)

Performance Measures: Percent of students who score proficient or advanced on the ISAT.

Benchmark: 90 percent of students proficient on reading, 82 percent of students proficient of math, 77 of students proficient in language arts.

Objective 2. Implement higher standards in English Language Arts and Mathematics.

Performance Measures: Percentage of students who pass the new Idaho Standards Achievement Tests (ISAT) based on higher English Language Arts and Mathematics standards.

Benchmark: Sixty percent of students in grades 3-8 will achieve proficiency on the new ISAT in math and English language arts after it is first administered in Spring 2015.

Objective 3: Improve access to postsecondary education while in high school.

Performance Measures: Percentage of students completing an advanced opportunity.

Benchmark: Sixty percent of students completing a dual credit, AP course or Tech Prep.

Objective 4: Every high school junior will take a college readiness exam.

Performance Measure: Percentage of students who score college- and career-ready in areas of exam: reading, writing and math.

Benchmark: 40 percent of high school students score college and career ready on a college readiness exam.

Goal 2: Implement a longitudinal data system where teachers, administrators and parents have accurate student achievement data for a child's educational career.

Objective1: Create reports with longitudinal statistics to guide system-level improvement efforts.

Performance Measure: Development of aggregate-level longitudinal data for individualized student growth expectations.

Benchmark: Every Idaho student who takes the ISAT has a growth report available to his/her teacher and parents/guardians.

Objective2: Improve data quality in ISEE uploads to ensure accuracy.

Performance Measure: Random district audits of data quality including enrollment, attendance, and achievement tied to students and staff.

Benchmark: Audits matching data submitted within a less than 10 percent margin of error.

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Idaho Division of Vocational Rehabilitation

2017 - 2021

Content and Format

The Plan is divided into four sections. The first three sections describe the programs administered under the Idaho Division of Vocational Rehabilitation (IDVR). Each of the programs described, Vocational Rehabilitation, Extended Employment Services, and the Council for the Deaf and Hard of Hearing, outline specific goals, objectives, performance measures and benchmarks for achieving their stated goals. The final section addresses external factors impacting IDVR.

Since Federal and Idaho State governments operate according to different fiscal years, and since IDVR is accountable to Rehabilitation Services Administration (RSA) on a federal year basis (October 1 – September 30), the agency will use federal year statistics for reporting the Vocational Rehabilitation program portion of IDVR. Any comparisons noted in benchmarks will reflect the most complete FFY data available. Since the Extended Employment Services and the Council for the Deaf and Hard of Hearing programs are state funded only, all reporting will be based on a state fiscal year. This Plan will cover fiscal years (SFY) 2017 through 2021.

Vocational Rehabilitation

Vocational Rehabilitation Program Vision Statement

"Your success at work means our work is a success."

Vocational Rehabilitation Program Mission Statement

"Preparing individuals with disabilities for employment and community enrichment."

Vocational Rehabilitation Program Goals

Goal #1 – P~~To p~~rovide excellent vocational rehabilitation services to individuals with disabilities while they prepare to obtain, maintain, or regain competitive integrated employment.

1. ***Objective***: ~~To p~~Provide ~~customers with~~ appropriate and effective vocational rehabilitation services to eligible customers to include job supports and training to increase employment opportunities, job stability, and employment retention.

   Performance Measure: The number of customers who successfully achieve~~enter~~ employment.

   Benchmark: Meet or exceed FFY 2016 performance.

   Baseline: 2,186 customers entered employment in FFY 2015.

   Performance Measure: ~~The a~~Average hourly wage of ~~all~~ customers who successfully obtain~~enter~~ employment.

   Benchmark: Meet or exceed FFY 2016 average hourly wage.

   Baseline: Customers earned an average hourly wage of $11.74 in FFY 2015.

2. ***Objective***: D~~To d~~eliver comprehensive transition services to transition age students and youth with disabilities to prepare them for employment.

   A. ***Performance Measure***: The number applications for ~~of~~ students and youth entering the IDVR program.

   Benchmark: Meet or exceed FFY 2016 numbers.

   Baseline: Number of applications for students and youth in FFY 2015: 1,782

   B. ***Performance Measure***: The number of students and youth ~~exiting IDVR who~~ who achieve an employment outcome.

   Benchmark: Meet or exceed FFY 2016 numbers.

   Baseline: Number of students and youth who achieved employment in FFY 2015: 574.

   3. Objective: I~~To i~~ncrease customer engagement in the VR process.

A. ***Performance Measure***: The number of first time approved Individualized Plans for Employment (IPE).

Benchmark: Meet or exceed FFY 2016 numbers.

Baseline: Number of first time approved plans in FFY 2015: 3,859

B. ***Performance Measure***: The rehabilitation rate of individuals exiting the IDVR program.

Benchmark: M~~Will m~~eet or exceed the f~~F~~ederal performance standard of 55.8%.

Baseline: FFY 2015 rate = 56.59%

~~3. ***Objective***[TP1][TLB2]: To offer benefits planning to all customers receiving SSI and/or SSDI entering,~~
~~4. during, and exiting the IDVR process to include Partnership Plus.~~

~~***Performance Measure***: To provide benefits planning information and referral material to customers initiating and exiting the VR program, specifically Partnership Plus and Medicaid for Workers with Disabilities.~~

~~***Benchmark***: Increase Social Security reimbursements to VR in FFY 2017 from FFY 2016 performance.~~
~~***Baseline***:~~

Goal #2 - P~~To p~~rovide organizational excellence within the agency through increased customer satisfaction, federal and state compliance.

1. ***Objective***: Evaluate the ~~customer~~ satisfaction of customer's vocational rehabilitation experience and service delivery.

   Performance Measure: Customer satisfaction rate.

   Benchmark: Maintain a customer satisfaction rate of at least 90% (agree and strongly agree).

   Baseline: Customer overall satisfaction rate for FFY 2015: 87.61%

2. ***Objective***: Demonstrate compliance with s~~S~~tate and f~~F~~ederal regulations.

   Performance Measure: The number of federal and state audit findings.

Benchmark: Zero findings for performance year.

Baseline: Two audits completed in FFY 2015:

- Management Audit for FY 2009-2013: 3 findings were identified.
- Single Audit for SY 2014 (results presented in SY 2015): 1 finding identified.

3. ***Objective***[TP3][TLB4]: IDVR will recruit, ~~and~~ employ and retain the most qualified staff to deliver quality services to individuals with disabilities.

Performance Measure: Comprehensive System of Personnel Development (CSPD) compliance.

Benchmark: Maintain a CSPD rate of 85% or better.

Baseline: CSPD rate for FFY 2015: 81%.

Goal #3 - Develop strong relationships with businesses and employers to provide ~~high~~ quality employment opportunities for individuals with disabilities.

~~1.~~ ***Objective***: ~~For~~ IDVR to be recognized as the disability expert in the workforce ~~development~~ system to meet the needs of the business
~~2.~~1. community.

A. ***Performance Measure***: The number of different employers hiring IDVR customers.

Benchmark: Meet or exceed previous performance.
~~TBD.~~
Baseline: 1519 different employers hired IDVR customers in FFY 2015.

Extended Employment Services

Mission

Idahoans with significant disabilities are some of the state's most vulnerable citizens. The Extended Employment Services (EES) Program provides people with significant disabilities employment opportunities either in a community supported or workshop setting.

Vision

Provide meaningful employment opportunities to enable Idaho's Most Severely Disabled to seek, train-for and retain real work success.

Goal #1 – Provide employment opportunities for individuals who require long-term support services through the Extended Employment Services program.

1. ***Objective***: Maximize the use of State funds to serve individuals who require long-term vocational supports, using the principles of informed choice, for meaningful employment.

   Performance Measure: Number of individuals served.

   Benchmark: Meet or exceed previous number served.

   Baseline: 754 customers were served in SFY 2015.

   Performance Measure: Number of individuals on the EES waitlist.

   Benchmark: Reduce the waitlist from previous number.~~performance.~~

   Baseline: 357 individuals were on the waitlist at the end of SY 2015.

Council for the Deaf and Hard of Hearing (CDHH)

Role of CDHH

CDHH is an independent agency. This is a flow-through council for budgetary and administrative support purposes only with no direct programmatic implication for IDVR. The following is the Council for the Deaf and Hard of Hearing's Strategic Plan.

Mission

Dedicated to making Idaho a place where persons, of all ages, who are deaf or hard of hearing have an equal opportunity to participate fully as active, productive and independent citizens.

Vision

To ensure that individuals who are deaf, hard of hearing, or hearing impaired have a centralized location to obtain resources and information about services available.

Goal #1 – Work to increase access to employment, educational and social-interaction opportunities for persons who are deaf or hard of hearing.

1. ***Objective***: Continue to provide information and resources.

   Performance Measure: Track when information and resources are given to consumers.

   Benchmark: Create and maintain several brochures, website pages and other information about employment, education and social-interaction.

Goal #2 – Increase the awareness of the needs of persons who are deaf and hard of hearing through educational and informational programs.

1. ***Objective***: Continue to increase the awareness.

   Performance Measure: Give presentations and trainings to various groups through education and social media.

   Benchmark: Present to various organizations including state agencies, corrections, courts, schools, veterans groups, and businesses about the needs of persons who are deaf and hard of hearing.

Goal #3 – Encourage consultation and cooperation among departments, agencies, and institutions serving the deaf and hard of hearing.

1. ***Objective***: Continue encouraging consultation and cooperation.

   Performance Measure: Track when departments, agencies, and institutions are cooperating (such as Department of Corrections and Health and Welfare.)

   Benchmark: Present to various local, state, and federal (if requested) agencies about the need for cooperation providing services needed for deaf and hard of hearing individuals.

Goal #4 – Provide a network through which all state and federal programs dealing with the deaf and hard of hearing individuals can be channeled.

1. ***Objective***: The Council's office will provide the network.

   Performance Measure: Tract when information is provided.

   Benchmark: The Council will continue to maintain a network through their website, social media, brochures, telephone calls, video phone calls and personal communication.

Goal #5 – Determine the extent and availability of services to the deaf and hard of hearing, determine the need for further services and make recommendations to government officials to insure that the needs of deaf and hard of hearing citizens are best served.

1. ***Objective***: The Council will determine the availability of services available.

   Performance Measure: The Council will administer assessments, facilitate meetings to determine the needs.

   Benchmark: The Council will continue to monitor the recommendations of the Mental Health Task Force and Findings and Recommendations for Provision of Mental Health Services from the Idaho Council for the Deaf and Hard of Hearing Report 2014, as issued by the Division of Behavioral Health Analysis and Response to ensure compliance. The Council will also continue to work with Idaho Hospital systems to develop strategies and plans to strengthen the relationship with the deaf and hard of hearing community in the field of healthcare.

   Benchmark: The Council will support the Legislative process for the Licensure of Sign Language Interpreters. The Council also will participate in the medical advisory committees and meetings to further the goal.

Goal #6 – To coordinate, advocate for, and recommend the development of public policies and programs that provide full and equal opportunity and accessibility for the deaf and hard of hearing persons in Idaho.

1. ***Objective***: The Council will make available copies of policies concerning deaf and hard of hearing issues.

   Performance Measure: Materials that are distributed about public policies.

   Benchmark: The Executive Director of the Council for the Deaf and Hard of Hearing will continue to facilitate meetings with different agencies including Health and Welfare, corrections, schools, veteran's groups, medical centers, and businesses to create public policy, including Interpreter standards.

Goal #7 – To monitor consumer protection issues that involves the deaf and hard of hearing in the state of Idaho.

1. ***Objective***: The Council will be the "go to" agency for resolving complaints from deaf and hard of hearing consumers concerning the Americans with Disabilities Act.

   Performance Measure: Track how many complaints are received regarding the ADA.

   Benchmark: The Council will provide information and create brochures regarding all aspects of the ADA that affect persons with hearing loss. In addition, the Council will partner with the Northwest ADA Center – Idaho to provide accurate information and guidance, on disability, rehabilitation, business, rehabilitation engineering, special education, the build environment, accessibility to buildings, website accessibility, civil rights law, and the role of the ADA Coordinator

Goal #8 – Submit periodic reports to the Governor, the legislature, and departments of state government on how current federal and state programs, rules, regulations, and legislation affect services to persons with hearing loss.

1. ***Objective***: The Council will submit reports.

   Performance Measure: Reports will be accurate and detailed.

   Benchmark: The Council will continue to create and provide periodic reports to the Governor's office. The Council will continue to present a needs assessment report to certain departments/agencies as needed.

External Factors Impacting IDVR

The field of Vocational Rehabilitation is dynamic due to the nature and demographics of the customers served and the variety of disabilities addressed. Challenges facing the Division include:

Adequate Supply of Qualified Personnel

IDVR is dedicated to providing the most qualified personnel to address the needs of the customers they serve. Challenges in recruitment have been prevalent over the past several years. Recruiting efforts have been stifled by low wages as compared to other Idaho state agencies as well as neighboring states. IDVR has identified the need to develop relationships with universities specifically offering a Master's Degree in Rehabilitation Counseling. Furthermore, IDVR has identified universities offering coursework for other degree programs that will meet eligbility for the Certified~~cation~~ ~~in~~ Rehabilitation Counselor~~ing~~ (CRC). Lastly, IDVR has collaborated with the University of Idaho to advance the profession of rehabilitation counseling.

State and Federal Economic and Political Climate

While Idaho has seen some improvement in its economic growth over the past year there are a variety of influences which can affect progress. Influences can vary from natural disasters to international conflicts. Individuals with disabilities have historically experienced much higher unemployment rates, even in strong economic times. Furthermore, Idaho has one of the highest percentages per capita of workers in the country making minimum wage. IDVR recognizes this and strives to develop relationships within both the private and public sectors in an effort to increase employment opportunities and livable wages for its customers.

The political elements are by far the most difficult for IDVR to overcome. At the state level, the Division is subject to legislative action regarding annual budget requests including service dollars and personnel expansion. Any legislation pertaining to service provision either by public or private sectors will have a definite impact on Division services and service providers.

IDVR is also affected by decisions made at the federal level. Significant changes impacting the Vocational Rehabilitation program came ~~in~~to light on July 22, 2014, with the enactment of the Workforce Innovation and Opportunity Act (WIOA). This law replaces the Workforce Investment Act (WIA), which formerly governed the Vocational Rehabilitation program. WIOA includes many substantial changes aimed to improve the nation's workforce development system to help states and local areas better align workforce programs, with each other, and with the needs of employers for a skilled workforce

While all of the implications to WIOA remain unclear due to the absence of final regulations, IDVR is taking steps to strategize and incorporate those changes that can be implemented now. IDVR is also working with the core WIOA partners to develop strategies on initiatives that require joint collaboration, such as the C~~c~~ombined State P~~p~~lan and common performance measures.

WIOA will require IDVR to implement substantial programmatic changes. These changes will impact policy development, staff training, and compliance reporting requirements. The most impactful changes are the fiscal and programmatic requirements to increase and expand services to students and youth with disabilities. The Division has ~~been~~ diligently been working to address this new requirement and continues to move forward with implementation of pre-employment transition service provision and strategically evaluating~~e~~ the impact of this requirement to the overall program.

Adequate Availability of Services

Due to the rural nature of Idaho, there are isolated pockets of the state with limited vendor options. This can directly impact customer informed choice. Furthermore, a vendor's inability to meet required credentialing under IDAPA could impact a customer's options. Lastly, changes to other program criteria could eliminate services to customers. A change in Health and Welfare's criteria for the HCBS Medicaid Waiver is one example affecting program services.

Technological Advances in Both Assistive Rehabilitation Products and Information Technology

IDVR recognizes the importance of both information and assistive technology advances as intricate to the success of the D~~d~~ivision as well as the customers it serves. The cost and rapid changes in these technologies influence the overall program success. IDVR is dedicated to keeping current of the latest trends in both assistive rehabilitation technology and information technology, and in training Vocational Rehabilitation Counselors and staff. IDVR employs ~~an~~ Information Technology staff to develop innovative ways to utilize technology in carrying out its mission. IDVR also collaborates with the Idaho Assistive Technology Project through the University of Idaho with center locations throughout the state.

All staff of the Idaho Division of Vocational Rehabilitation take~~s~~ pride in providing the most effective, efficient services available to individuals with disabilities seeking employment. Management is committed to continued service to the people of Idaho. The goals and objectives outlined in the IDVR Strategic Plan are designed to maximize the provision of services to Idahoans with disabilities as well as promote program accountability.

Idaho Public Television STRATEGIC PLAN

FY 2017-2021

Idaho Public Television
STRATEGIC PLAN FY 2017-2021

Idaho Public Television is an integral part of the State Board of Education's overall plan and process for the delivery of quality education throughout Idaho. This Plan describes the primary vision, needs, concerns, goals and objectives of the staff and administration toward achieving those goals. The mission and vision of our agency reflect an ongoing commitment to meet the needs and reflect the interests of our varied audiences.

Idaho Public Television's services are in alignment with the guiding goals & objectives of the State Board of Education (SBoE). This Plan displays SBoE goals alongside the Agency's Strategic Planning Issues.

(3/04/16)
Ron Pisaneschi
General Manager
Idaho Public Television

VISION STATEMENT

Inspire, enrich and educate the people we serve, enabling them to make a better world.

MISSION STATEMENT

The mission of Idaho Public Television is to meet the needs and reflect the interests of its varied audiences by:

- Establishing and maintaining statewide industry-standard delivery systems to provide television and other media to Idaho homes and schools;
- Providing quality educational, informational and cultural television and related resources;
- Creating Idaho-based educational, informational and cultural programs and resources;
- Providing learning opportunities and fostering participation and collaboration in educational and civic activities; and
- Attracting, developing and retaining talented and motivated employees who are committed to accomplishing the shared vision of Idaho Public Television.

Idaho Public Television
STRATEGIC PLAN FY 2017-2021

SBoE Goal 1: A WELL-EDUCATED CITIZENRY
Idaho's P-20 educational system will provide opportunities for individual advancement across Idaho's diverse population.

IdahoPTV Objectives:

1) Progress toward digital implementation as a statewide infrastructure in cooperation with public and private entities.
   - Performance Measures:
     - Number of DTV translators.
       - Benchmark: FY17 – 48
       - Benchmark: FY21 – 48
         (established by industry standard)
     - Number of cable companies carrying our multiple digital channels.
       - Benchmark: FY17 – 28
       - Benchmark: FY21 – 28
         (established by industry standard)
     - Number of Direct Broadcast Satellite (DBS) providers carrying our prime digital channel.
       - Benchmark: FY17 – 8
       - Benchmark: FY21 – 8
         (established by industry standard)
     - Percentage of Idaho's population within our signal coverage area.
       - Benchmark: FY17 – 98.4%
       - Benchmark: FY21 – 98.4%
         (established by industry standard)

2) Nurture and foster collaborative partnerships with other Idaho state entities and educational institutions to provide services to the citizens of Idaho.
   - Performance Measure:
     - Number of partnerships with other Idaho state entities and educational institutions.
       - Benchmark: FY17 – 21
       - Benchmark: FY21 – 26
         (established by agency research)

3) Operate an efficient statewide delivery/distribution system.
   - Performance Measure:
     - Total FTE in content delivery and distribution.
       - Benchmark: FY17 – less than 29
       - Benchmark: FY21 – less than 24
         (established by industry standard)

4) Provide access to IdahoPTV television content that accommodates the needs of the hearing and sight impaired.
   - Performance Measures:
     - Percentage of broadcast hours of closed captioned programming (non-live, i.e. videotaped) to aid visual learners and the hearing impaired.
       - Benchmark: FY17 – 98.5%
       - Benchmark: FY21 – 100%
         (established by industry standard)
     - Percentage of online hours of closed captioned programming (non-live, i.e. videotaped) to aid visual learners and the hearing impaired.
       - Benchmark: FY17 – 25%
       - Benchmark: FY21 – 75%
         (established by industry standard)

5) Provide access to IdahoPTV new media content to citizens anywhere in the state, which supports citizen participation and education.
   - Performance Measures:
     - Number of visitors to our websites.
       - Benchmark: FY17 – 1,575,000
       - Benchmark: FY21 – 1,750,000
         (established by agency research)
     - Number of visitors to IdahoPTV/PBS video player.
       - Benchmark: FY17 – 350,000
       - Benchmark: FY21 – 400,000
         (established by agency research)
     - Number of alternative delivery platforms and applications on which our content is delivered.
       - Benchmark: FY17 – 6
       - Benchmark: FY21 – 12
         (established by agency research)

6) Broadcast educational programs and provide related resources that serve the needs of Idahoans, which include children, ethnic minorities, learners, and teachers.
   - Performance Measure:
     - Number of broadcast hours of educational programming.
       - Benchmark: FY17 – 28,000
       - Benchmark: FY21 – 29,000
         (established by agency research)

7) Contribute to a well-informed citizenry.
   - Performance Measure:
     - Number of broadcast hours of news, public affairs and documentaries.
       - Benchmark: FY17 – 13,000
       - Benchmark: FY21 – 13,500
         (established by agency research)

8) Provide relevant Idaho-specific information.
   - Performance Measure:
     - Number of broadcast hours of Idaho-specific educational and informational programming.
       - Benchmark: FY17 – 2,000
       - Benchmark: FY21 – 2,000
         (established by agency research)

9) Provide high-quality, educational television programming and new media content.
   - Performance Measure:
     - Number of awards for IdahoPTV media and services.
       - Benchmark: FY17 – 40
       - Benchmark: FY21 – 55
         (established by industry standard)

10) Be a relevant, educational and informational resource to all citizens.
   - Performance Measure:
     - Full-day average weekly cume (percentage of TV households watching) as compared to peer group of PBS state networks.
       - Benchmark: FY17 – 21.3%
       - Benchmark: FY21 – 21.3%
         (established by industry standard)

11) Operate an effective and efficient organization.
   - Performance Measure:
     - Successfully comply with FCC policies/PBS programming, underwriting and membership policies/and CPB guidelines.
       - Benchmark: FY17 – Yes/Yes/Yes
       - Benchmark: FY21 – Yes/Yes/Yes
         (established by industry standard)

SBoE GOAL 2: INNOVATION AND ECONOMIC DEVELOPMENT
The educational system will provide an environment that facilitates the creation of practical and theoretical knowledge leading to new ideas.

IdahoPTV Objectives:

1) Nurture and foster collaborative partnerships with other Idaho state entities and educational institutions to provide services to the citizens of Idaho.
   - Performance Measure:
     - Number of partnerships with other Idaho state entities and educational institutions.
       - Benchmark: FY17 – 21
       - Benchmark: FY21 – 26
         (established by agency research)

2) Provide access to IdahoPTV new media content to citizens anywhere in the state, which supports citizen participation and education.
   - Performance Measures:
     - Number of visitors to our websites.
       - Benchmark: FY17 – 1,575,000
       - Benchmark: FY21 – 1,750,000
         (established by agency research)
     - Number of visitors to IdahoPTV/PBS video player.
       - Benchmark: FY17 – 350,000
       - Benchmark: FY21 – 400,000
         (established by agency research)

3) Broadcast educational programs and provide related resources that serve the needs of Idahoans, which include children, ethnic minorities, learners, and teachers.
   - Performance Measure:
     - Number of broadcast hours of educational programming.
       - Benchmark: FY17 – 28,000
       - Benchmark: FY21 – 29,000
         (established by agency research)

4) Contribute to a well-informed citizenry.
   - Performance Measure:
     - Number of broadcast hours of news, public affairs and documentaries.
       - Benchmark: FY17 – 13,000
       - Benchmark: FY21 – 13,500
         (established by agency research)

5) Provide relevant Idaho-specific information.
   - Performance Measure:
     - Number of broadcast hours of Idaho-specific educational and informational programming.
       - Benchmark: FY17 – 2,000
       - Benchmark: FY21 – 2,000
         (established by agency research)

6) Provide high-quality, educational television programming and new media content.
   - Performance Measure:
     - Number of awards for IdahoPTV media and services.
       - Benchmark: FY17 – 40
       - Benchmark: FY21 – 55
         (established by agency research)

7) Be a relevant, educational and informational resource to all citizens.
   - Performance Measure:
     - Full-day average weekly cume (percentage of TV households watching) as compared to peer group of PBS state networks.
       - Benchmark: FY17 – 21.3%
       - Benchmark: FY21 – 21.3%
         (established by industry standard)

8) Operate an effective and efficient organization.
   - Performance Measure:
     - Successfully comply with FCC policies/PBS programming, underwriting and membership policies/and CPB guidelines.
       - Benchmark: FY17 – Yes/Yes/Yes
       - Benchmark: FY21 – Yes/Yes/Yes
         (established by industry standard)

SBoE GOAL 3: EFFECTIVE AND EFFICIENT EDUCATIONAL DELIVERY SYSTEM
Ensure educational resources are coordinated throughout the state and used effectively.

IdahoPTV Objectives:

1) Progress toward digital implementation as a statewide infrastructure in cooperation with public and private entities.
   - Performance Measures:
     - Number of DTV translators.
       - Benchmark: FY17 – 48
       - Benchmark: FY21 – 48
         (established by industry standard)
     - Number of cable companies carrying our multiple digital channels.
       - Benchmark: FY17 – 28
       - Benchmark: FY21 – 28
         (established by industry standard)
     - Number of Direct Broadcast Satellite (DBS) providers carrying our prime digital channel.
       - Benchmark: FY17 – 8
       - Benchmark: FY21 – 8
         (established by industry standard)
     - Percentage of Idaho's population within our signal coverage area.
       - Benchmark: FY17 – 98.4%
       - Benchmark: FY21 – 98.4%
         (established by industry standard)

2) Nurture and foster collaborative partnerships with other Idaho state entities and educational institutions to provide services to the citizens of Idaho.
   - Performance Measure:
     - Number of partnerships with other Idaho state entities and educational institutions.
       - Benchmark: FY17 – 21
       - Benchmark: FY21 – 26
         (established by agency research)

3) Operate an efficient statewide delivery/distribution system.
   - Performance Measure:
     - Total FTE in content delivery and distribution.
       - Benchmark: FY17 – less than 29
       - Benchmark: FY21 – less than 24
         (established by industry standard)

4) Provide access to IdahoPTV new media content to citizens anywhere in the state, which supports citizen participation and education.
   - Performance Measures:
     - Number of visitors to our websites.
       - Benchmark: FY17 – 1,575,000
       - Benchmark: FY21 – 1,750,000
         (established by agency research)
     - Number of visitors to IdahoPTV/PBS video player.
       - Benchmark: FY17 – 350,000
       - Benchmark: FY21 – 400,000
         (established by agency research)
     - Number of alternative delivery platforms and applications on which our content is delivered.
       - Benchmark: FY17 – 6
       - Benchmark: FY21 – 12
         (established by agency research)

5) Provide high-quality, educational television programming and new media content.
   - Performance Measure:
     - Number of awards for IdahoPTV media and services.
       - Benchmark: FY17 – 40
       - Benchmark: FY21 – 55
         (established by industry standard)

6) Be a relevant, educational and informational resource to all citizens.
   - Performance Measure:
     - Full-day average weekly cume (percentage of TV households watching) as compared to peer group of PBS state networks.
       - Benchmark: FY17 – 21.3%
       - Benchmark: FY21 – 21.3%
         (established by industry standard)

7) Operate an effective and efficient organization.
   - Performance Measure:
     - Successfully comply with FCC policies/PBS programming, underwriting and membership policies/and CPB guidelines.
       - Benchmark: FY17 – Yes/Yes/Yes
       - Benchmark: FY21 – Yes/Yes/Yes
         (established by industry standard)

Key External Factors
(Beyond the control of Idaho Public Television):

IdahoPTV provides numerous services to various state entities.

Funding:
Idaho Public Television's current strategic goals and objectives are based on a sustainable level of all funding sources: State of Idaho, Corporation for Public Broadcasting, and private contributions.

We are starting to see the impact of state entities passing on significant costs of operational expenses such as endowment land leases. This also includes the Idaho Bureau of Homeland Security (after 2019) that IdahoPTV has partnered with to provide data connectivity for broadcast signal distribution.

Much of the content that Idaho Public Television airs comes from program distributors or producers, both nationally and regionally. If these program production funding sources change (up or down), it could have an impact on IdahoPTV's ability to meet its goals and objectives targets.

Federal Government:
Various aspects of IdahoPTV's program functions fall under federal oversight, including the Federal Communications Commission, United States Department of Commerce, United States Department of Agriculture, Federal Aviation Administration, United States Department of Homeland Security, Internal Revenue Service, etc. Any change of federal rules and funding by any of these entities could also affect our ability to fulfill this strategic plan.

The FCC is currently engaged in auctioning frequencies to non-broadcast providers that have traditionally been used by broadcasters including Idaho Public Television. In doing so, the FCC is requiring stations to move to their transmitters and translators to different frequencies "repacking" them into fewer more congested frequencies. This has the potential of costing stations significant funds, and in some cases losing service to particular communities when available frequencies don't exist.

As viewers increasingly obtain their video content via new devices (computers, iPads, smartphones, broadband delivered set-top-boxes, etc.) in addition to traditional broadcast, cable and satellite, Idaho Public Television must invest in the technology to meet our viewers' needs. The ability of public television stations to raise private contributions and other revenue via these new platforms continues to be a significant challenge.

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Idaho Public Television
FY 2017 – 2021 Strategic Plan Supplemental

Performance Measure	FY 2015 Data	FY 2017 Benchmark	FY 2021 Benchmark
Number of DTV translators.	47 of 49	48	48
Number of cable companies carrying our multiple digital channels.	*	28	28
Number of Direct Broadcast Satellite (DBS) providers carrying our prime digital channel.	8	8	8
Percentage of Idaho's population within our signal coverage area.	98.4%	98.4%	98.4%
Number of partnerships with other Idaho state entities and educational institutions.	22	21	26
Total FTE in content delivery and distribution.	18.5	Less than 29	Less than 24
Percentage of broadcast hours of closed captioned programming (non-live) to aid visual learners and the hearing impaired.	98.4%	98.5%	100%
Percentage of online hours of closed captioned programming (non-live) to aid visual learners and the hearing impaired.	25.11%	25%	75%
Number of visitors to our websites.	1,670,923	1,575,000	1,750,000
Number of visitors to IdahoPTV/PBS video player.	344,651	350,000	400,000
Number of alternative delivery platforms and applications on which our content is delivered.	**	6	12
Number of broadcast hours of educational programming.	28,374	28,000	29,000
Number of broadcast hours of news, public affairs and documentaries.	13,450	13,000	13,500
Number of broadcast hours of Idaho-specific educational and informational programming.	1,955	2,000	2,000
Number of awards for IdahoPTV media and services.	55	40	55
Full-day average weekly cume (percentage of TV households watching) as compared to peer group of PBS state networks.	31.1%	21.3%	21.3%
Successfully comply with FCC policies/PBS programming, underwriting and membership policies/and CPB guidelines.	Yes/Yes/Yes	Yes/Yes/Yes	Yes/Yes/Yes

* New performance measure beginning FY 2017.
**New performance measure beginning FY 2016.

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Strategic Plan

2017-2021

Legal Authority

This strategic plan has been developed by the Idaho Division of Career Technical Education (ICTE) in compliance with Idaho Code, Title 67, Chapter 19, Sections 67-1901 through 67-1905, as amended. It supersedes all previous ICTE strategic plans.

Statutory authority for and definition of career & technical education (CTE) is delineated in Idaho Code, Chapter 22, Sections 33-2201 through 33-2212. IDAPA 55 states the role of ICTE is to administer career & technical education in Idaho and lists specific functions.

Mission

The mission of the Career Technical Education system is to prepare Idaho youth and adults for high skill, in-demand careers.

Vision

The vision of the Division of Career Technical Education is to be:

1. A premiere educational opportunity for students and adults to gain relevant workforce and leadership skills in an applied setting;
2. A gateway to meaningful careers and additional educational opportunities; and
3. A strong talent pipeline that meets Idaho business workforce needs.

Core Functions

- Administration
- Programs
- Technical assistance
- Fiscal oversight
- Research, planning, and performance management

External Factors

- Labor market and general economic conditions
- Lack of knowledge, perceptions, and stigma regarding career opportunities available through career & technical education
- Availability of funds
- Policies, practices, legislation, and governance external to the Division
- Ability to attract and retain qualified instructors
- Local autonomy and regional distinctions including technical college institutional priorities/varied missions

Initiatives

1. Career Advising – Assist CTE students with their high school, post high school education, and career planning.

2. Program Standards Alignment – Align program standards to industry requirements. Serves as a foundational component to the long-term objective of seamless secondary to postsecondary transitions and SkillStack implementation.

3. CTE Digital – Expand the availability of identified CTE programs to students using an on-line or distance learning model, as appropriate.

4. Workplace Readiness – Assure workplace readiness skills are an integral component of all CTE programs and student technical skill sets.

5. Limited Occupational Specialists – Identify recruitment and retention issues among limited occupational specialists, including opportunities for the Division to promote more mentorship and support.

6. Program Quality – Identify those factors at both the secondary and postsecondary level that help define a quality program.

7. CTE Image - Improve statewide perceptions and understanding of career & technical education to ensure that both career & technical programs and careers will be valued by Idaho's students, parents and educators.

8. Leadership and Advocacy – Provide leadership and collaboration among state agencies, education and workforce partners to benefit the economic growth of Idaho's businesses.

Definitions

For the purposes of this document, terms and phrases are defined as follows:

- Advanced Opportunities: The State Board of Education recognizes four advanced opportunity programs:
    1. Advanced Placement® (AP)
    2. Dual Credit
    3. Technical Competency Credit (formerly known as Tech Prep)
    4. International Baccalaureate program

- Board of Education III.Y Policy: This policy provides program standards for advanced opportunities for secondary students by preparing secondary graduates for postsecondary programs and to enhance postsecondary goals.
- Completer: A college student who has graduated from a CTE program of study.
- Concentrator: A high school junior or senior enrolled in the identified capstone course of a pathway or career speciality program.
- ISEE: Idaho System for Educational Excellence
- Level gain: Measures skill improvement between a pre and post-test, using a state-approved assessment.
- NCHEMS: The National Center for Higher Education Management Systems
- Positive Placement: Transition to additional education, military, or job placement.
- Postsecondary: A credit bearing program beyond high school.
- Postsecondary CTE Student: student admitted/accepted into a CTE program and enrolled in one or more of the required courses for the session or year.
- PTE (now referred to as Career & Technical Education): Cutting edge, rigorous and relevant education that prepares youth and adults for a wide range of high-wage, high-skill, in-demand careers.
- Secondary: Grades 7-12
- SkillStack: SkillStack is competency-based, online platform that will provide badges/micro-certifications that lead to nationally recognized industry certifications and credentials. This will enhance the ability of students to effectively gain college credit while in high school.
- SLDS: Statewide Longitudinal Data System
- TSA (Technical Skill Assessment): An end of program assessment, administered by a third party organization that provides a summative assessment of the student's technical knowledge and skills.
- Workforce training: Non-credit bearing training for basic entry level programs, workers who have lost their jobs, customized training for business and industry, upgrade training, related instruction for apprentices, and emergency services training for first responders.

Goals and Objectives

This plan is divided into three sections according to each of the Idaho State Board of Education's goals. The Division has crafted objectives, performance measures, and benchmarks that align with each of the Board's three goals.

Board Goal 1: A Well Educated Citizenry – Idaho's P-20 system will provide opportunities for individual advancement across Idaho's diverse population.

1. CTE Objective: Student Success – Create systems, services, resources, and operations that support high performing students in high performing programs and lead to positive placements.

   Performance Measure: Secondary and postsecondary student pass rate for Technical Skill Assessment (TSA).
   FY 2017 Benchmarks:
   Secondary: 75.6 (Baseline FY15 – 71.7)
   Postsecondary: 92.5 (Baseline FY15 – 92.6)

   Performance Measure: Positive placement rate of secondary concentrators and postsecondary program completers.
   FY 2017 Benchmarks:
   Secondary: 94.2 (Baseline FY15 – 94.1)
   Postsecondary: 95.5 (Baseline FY15 – 84.7)

   Performance Measure: Rate of secondary concentrators who transition to postsecondary education.
   FY 2020 Benchmark: 70 (Baseline FY15 – 64)

   Performance Measure: Placement rate of postsecondary program completers in jobs related to their training.
   FY 2020 Benchmark: 65 (Baseline FY15 – 68)

   Performance Measure: The percentage of postsecondary students at the six technical colleges who are enrolled in CTE programs.
   Annual Benchmark: Identify strategies for growth

2. CTE Objective: Advanced Opportunities – Support State Board Policy III.Y by aligning similar first semester CTE programs among the technical colleges and ensuring that secondary program standards align to those postsecondary programs.

   Performance Measure: Number of postsecondary programs that have aligned their first semester.

FY 2017 Benchmark: 24 programs are aligned (Baseline FY16 – 9 programs aligned)

Performance Measure: The percent of secondary CTE concentrators who transition to postsecondary CTE programs.

FY 2017 Benchmark: Identify baseline data

Board Goal 2: Innovation and Economic Development – The educational system will provide an environment that facilitates the creation of practical and theoretical knowledge leading to new ideas.

3. CTE Objective: Talent Pipelines/Career Pathways – CTE students will successfully transition from high school and postsecondary education to the workplace through a statewide career pathways model. Workforce training will provide additional support in delivering skilled talent to Idaho's employers.

Performance Measure: Implementation of competency-based SkillStack microcertifications (created using program standards).

FY 2017Benchmarks:

i. SkillStack is formally launched in Fall 2016, supporting 5-10 CTE programs of study (number of programs dependent on successful postsecondary alignment and execution of statewide articulation).
ii. SkillStack is adopted by Workforce Training Centers and other postsecondary institutions (e.g. Boise State)

FY 2018 Benchmark: Additional 10 programs of study will be added to SkillStack

FY 2019 Benchmark: The remaining programs of study for which standards are available will be added to SkillStack

Performance Measure: Number of program standards and outcomes that have industry endorsement and align with industry standards.

FY 2020 Benchmark: 100% of programs align to industry standards

Performance Measure: Percent of students who enter an occupation related to their workforce training (non-credit bearing training).

FY 2017 Benchmark: Workforce Training Centers begin reporting data to SLDS for training programs on the state Eligible Training Provider list

4. CTE Objective: Adult Basic Education (ABE) – ABE will assist adults in becoming literate and obtaining the knowledge and skills necessary for employment and economic self-sufficiency.

   Performance Measure: The percent of ABE students making measurable improvements in basic skills necessary for employment, college, and training (i.e. - literacy, numeracy, English language, and workplace readiness).

   FY 2020 Benchmark: 51% of reportable ABE students will demonstrate a level gain

   Performance Measure: The percent of low-skilled adults provided with a viable alternative "entry point" for the workforce and Career Pathway system, who have a positive student placement after program exit.

   FY 2019 Benchmarks: Identify baseline data for the Workforce Innovation and Opportunity Act (WIOA) performance targets in FY 2019

5. CTE Objective: Centers for New Directions (CND) – CNDs will help foster positive student outcomes, provide community outreach events and workshops, as well as collaborate with other agencies.

   Performance Measure: Percent of positive outcomes/retention that lead to completing a CTE program of study, entering employment or continuing their training.

   Annual Benchmark: Maintain a 90% positive outcome rate or greater

   Performance Measure: Number of institutional and community event/workshop hours provided annually that connect students to resources with other agencies, in addition to institutional resources.

   Annual Benchmark: Maintain 5,000 contact hours of institutional and community event/workshops

Board Goal 3: Effective and Efficient Educational System – Ensure educational resources are coordinated throughout the state and used effectively.

6. CTE Objective: Technical assistance and support for CTE programs – Provide timely, accurate, and comprehensive support to CTE programs that meets the needs of administrators and instructors at both the secondary and postsecondary levels.

   Performance Measure: The overall satisfaction levels of administrators and instructors with the support and assistance provided by PTE.

   FY 2017 Benchmark: Improve operational satisfaction levels in key areas identified by secondary and postsecondary respondents (Baseline survey results provided in April 2016 survey)

7. PTE Objective: Data-informed improvement – Develop quality and performance management practices that will contribute to system improvement, including current research, data analysis, and strategic and operational planning.

   Performance Measure: Full implementation of Career & Technical Education Management System (C-TEMS).
   FY 2017 Benchmark: Launch C-TEMS

   Performance Measure: Incorporation of CTE Postsecondary teacher certifications into the Secondary database system to increase automation, accuracy, and standardization.
   FY 2017 Benchmark: Transfer 20% of postsecondary certifications and documents to the secondary SDE database

   Performance Measure: The percent of secondary programs reviewed for quality and performance on an annual basis.
   Annual Benchmark: 20% of programs (Baseline FY15 – 20%)

8. CTE Objective: Funding Quality Programs –Secondary and postsecondary programs will include key components that meet the definition of a quality program and are responsive to the needs of business and industry.

   Performance Measure: A secondary program assessment model that clearly identifies the elements of a quality program.
   FY 2017 Benchmark: Develop a plan for secondary quality program assessment
   FY 2018 Benchmark: Identify strategies to increase funding for high quality secondary CTE programs

9. CTE Objective: Highly Qualified Staff – The teacher preparation and certification process will provide for the recruitment and retention of quality CTE teachers.

   Performance Measure: Number of qualified teachers in every program
   FY 2020 Benchmark: 100% of all employed teachers in secondary/postsecondary CTE programs meet the appropriate endorsement standards

Eastern Idaho Technical College

Strategic Plan 2016-2020

2016

VISION

Our vision is to be a superior professional-technical college. We value a dynamic environment as a foundation for building our College into a nationally recognized technical education role model. We are committed to educating all students through progressive and proven educational philosophies. We will continue to provide high quality education and state-of-the-art facilities and equipment for our students. We seek to achieve a comprehensive curriculum that prepares our students for entering the workforce, articulation to any college and full participation in society. We acknowledge the nature of change, the need for growth, and the potential of all challenges.

MISSION

Eastern Idaho Technical College provides superior educational services in a positive learning environment that champion's student success and regional workforce needs.

CORE THEMES

Learning for work and Life: EITC is a place of learning where students prepare for careers and effective citizenship. We embrace hands-on learning and provide instruction that is not only academically rigorous, but tailored to the needs of the community. Learning for work and life takes place in all areas of campus through professional-technical education, adult basic education, and workforce education.

Student Centered: EITC faculty and staff throughout the college are committed to students and their success. Well-functioning student support areas are critical to our students' success, help model outstanding workplace behaviors, and provide comprehensive student support from pre-enrollment through employment.

Community Engagement: EITC's value of community is evident in our safe, clean and inviting campus, which fosters communication and professional growth; and our broader, collaborative relationships within the local, regional, and academic communities who are key stakeholders.

STRATEGIC PLAN GOALS, METHODS, AND OBJECTIVES

GOAL 1: LEARNING FOR WORK AND LIFE

Objective A: Eastern Idaho Technical College will provide industry-driven Career and Technical Education (CTE).

Method 1: Program Reporting

- **Performance Measure**: Number of program advisory committee meetings annually
- **Benchmark**: One meeting per year for each full-time program

FY	Advisory Meetings held per Program
FY 2012	1
FY 2013	1
FY 2014	1
FY 2015	1

Method 2: Degree Production (SBOE Goal 1 Objective B)

- Performance Measure: Degree and certificate production and headcount of recipients
  (Split by undergraduate/graduate).
- Benchmark: Increase number of completions greater than prior year

FY	Degrees (completions)	Headcount (completers)
FY 2012	244	243
FY 2013	232	231
FY 2014	240	239
FY 2015	217	216

- **Performance Measure:** Unduplicated number of graduates over rolling 3-year average degree seeking FTE (split by undergraduate/graduate). (SBOE Goal 1 Objective B) (CTE Objective D ii.)
- **Benchmark**: Maintain at or above 55%

FY	Degrees	3-year average degree seeking FTE	Status	Comments
FY 2012	243	549	44%	Undergraduates Only
FY 2013	231	513	45%	
FY 2014	239	499	48%	
FY 2015	217	450	48%	

- **Performance Measure:** Pass rates on Technical Skills Assessments (SBOE Goal 2 Objective B) (CTE Objective D ii.)
- **Benchmark**: Students performance will meet the 90% of the Perkins State performance level measure. (Perkins Performance Measures Report – State performance required level is 92%)

FY	EITC Performance Level	State Performance Level
FY 2012	92%	91%
FY 2013	89%	92%
FY 2014	92%	92%
FY 2015	95%	92%

Method 3: EITC Placement Office Report

- **Performance Measure:** Training Related Placement Rates (SBOE Goal 1 Objective D) (CTE Benchmark Attained Objective D vii.)
- **Benchmark**: Maintain 85% placement rate

FY	Placement Rate
FY 2011	73%
FY 2012	70%
FY 2013	79%
FY 2014	76%
FY 2015	73%

Objective B : Adult Learner Re-Integration – Improve the process and increase the options for re-integration of adult learners into the education system.

Method 1: A designed pathway to transition students from Adult Basic Education (ABE) into EITC without further remediation
Performance Measure: Percentage of student's continuing education at EITC from ABE (SBOE Goal 1 Objective C) (CTE Objective D iii.)

- **Benchmark:** 60% of ABE students entering into EITC

FY	Status	Comments
FY 2012	*	* FY2012 NRS guidelines changed calculation
FY 2013	45%	
FY 2014	45%	
FY 2015	49%	

- **Performance Measure:** Academic gains of ABE students (SBOE Goal 1 Objective C)
- **Benchmark**: Meets state targets for academic gains for all levels

FY	Comments
FY 2012	*See Attachment 1 for data
FY 2013	
FY 2014	
FY 2015	

Method 2: Remediation - Monitor remedial needs in English and Math

- **Performance Measure:** Percentage of students successfully completing English and Math plus classes (Complete College Initiative) (SBOE Goal 1 Objective C)
- **Benchmark**: 70% of students successfully complete plus classes

FY	Status
FY 2012	74%
FY 2013	70%
FY 2014	72%
FY 2015	76%

- **Performance Measure:** Number and percentage of first-time freshmen who graduated from an Idaho high school in the previous year requiring remedial education –unduplicated.
- **Benchmark:** Decrease students enrolled in remedial courses by two percent (2%) annually.

FY	Freshmen	% Requiring remedial
FY 2012	12	24%
FY 2013	13	22%
FY 2014	7	14%
FY 2015	10	23%

Objective C: Workforce Training division will provide on-demand customized training**.**

Method 1: Respond to industry requests or identified needs. (SBOE Goal 1 Objective B) (CTE Objective C iii.)

- **Performance Measure**: Provide customized training to local industries
- **Benchmark**: Increase Workforce Training headcount annually

FY	Headcount
FY 2012	14, 143
FY 2013	11,789
FY 2014	11,446
FY 2015	11,289

Objective D: Services will be efficient and cost effective.

Method 1: Monitor cost of college to deliver educational resources

- **Performance Measure**: Undergraduate cost per credit - Non-weighted (SBOE Goal 3 Objective A)
- **Benchmark**: At or below 25% of IPEDS Peers

FY	Cost per credit hour	IPEDS PEERS	EITC	Comments
FY 2012	$599	$13,078	$17,877	Peer comparison form IPEDS DFR report Fig.15 (Instruction, academic support, student services, institutional support)
FY 2013	$671	$15,210	$17,978	
FY 2014	$663	$15,937	$20,102	
FY 2015	$730	$17,095	$19,863	

- **Performance Measure**: Graduates per $100,000: Total cost of certificate or degree completions (e.g. cost of instruction, academic support, student services, institutional support, and other expenses) (SBOE Goal 3 Objective A)
- **Benchmark:** Within 20% of statewide mean for 2 year college peers

FY	EITC Efficiency	Peers	Comments
FY 2012	2.32	1.67	Peers compared are state funded 2-year colleges average (CSI, CWI, NIC) * Data comes from peer reports
FY 2013	2.16	2.16	
FY 2014	2.31	*	
FY 2015	2.04	*	

GOAL 2: STUDENT CENTERED: EITC FACULTY AND STAFF ARE COMMITTED TO STUDENTS AND THEIR SUCCESS.

Objective A: EITC Faculty Provides Effective and Student Centered Instruction**.** (SBOE Goal 1 Objective B for all under objective A)

Method 1: Faculty utilization of the Learning Management System (LMS) to communicate with students efficiently.

- **Performance Measure:** Percentage of faculty using the LMS (SBOE Goal 3 Objective B)
- **Benchmark**: 100%

FY	Status
FY 2012	90%
FY 2013	100%
FY 2014	100%
FY 2015	100%

Method 2: Utilization of annual Student Satisfaction Survey results for Student Centeredness (Noel Levitz Annual Survey)

- **Performance Measure:** Noel Levitz scale report gap result for Student Centeredness
- **Benchmark**: Performance gap less than our peer comparisons

FY	EITC Gap	Peer Gap	Status	Comments
FY 2012	0.38	0.62	less than peers	Annual survey administered in the FY Fall
FY 2013	0.39	0.61	less than peers	
FY 2014	0.60	0.63	less than peers	
FY 2015	0.33	0.60	less than peers	

Method 3: Utilization of annual Student Satisfaction Survey results for Instructional Effectiveness (Noel Levitz Annual Survey).

- **Performance Measure:** Noel Levitz scale report gap result for Instructional Effectiveness
- **Benchmark:** Performance gap less than our peer comparisons

FY	EITC Gap	Peer Gap	Status	Comments
FY 2012	0.52	0.79	less than peers	Annual survey administered in the FY Fall
FY 2013	0.54	0.78	less than peers	
FY 2014	0.71	0.79	less than peers	

FY 2015	0.47	0.76	less than peers	

Method 4: Fall to Fall Retention - IPEDS Fall Enrollment Report
(SBOE Goal 1 Objective B)

- **Performance Measure:** Fall to Fall First-time, full-time student retention rate
- **Benchmark:** At or above 70%

FY	Status
FY 2012	59%
FY 2013	62%
FY 2014	64%
FY 2015	68%

Objective B: EITC Staff Provides Effective and Student Centered Support Services. (SBOE Goal 1 Objective B for all listed under this objective)

Method 1: Utilization of annual Student Satisfaction Survey results for Admission Services (Noel Levitz Annual Survey

- **Performance Measure:** EITC Admissions services meets the expectations of students
- **Benchmark:** Performance gap less than our peer comparisons

FY	EITC Gap	Peer Gap	Status	Comments
FY 2012	0.51	0.75	less than peers	Annual survey administered in the FY Fall
FY 2013	0.66	0.73	less than peers	
FY 2014	0.64	0.74	less than peers	
FY 2015	0.39	0.71	less than peers	

Method 2: Utilization of results of Student Satisfaction Survey results for Financial Aid Services (Noel Levitz Annual Survey)

- Performance Measure: Financial Aid services meets the expectations of students
- **Benchmark:** Performance gap less than our peer comparisons

FY	EITC Gap	Peer Gap	Status	Comments
FY 2012	0.82	1.09	less than peers	Annual survey administered in the FY
FY 2013	0.78	1.06	less than peers	

FY 2014	0.74	1.04	less than peers	Fall
FY 2015	0.65	1.01	less than peers	

Objective C: Tutoring center provides services to support education success (SBOE Goal 1 Objective B for all of objective C)

Method 1: End of semester student evaluations of effectiveness

- **Performance Measure:** Percentage of students satisfied
- **Benchmark:** 80 % satisfaction (*FY 2015 benchmark at 95%)

FY	Status
FY 2012	96%
FY 2013	94%
FY 2014	94%
FY 2015	99%

Method 2: Tutoring contact hours to support student needs.

- **Performance Measure:** Number of contact hours annually per unduplicated headcount
- **Benchmark:** 6 hours

FY	Status
FY 2012	4 hours
FY 2013	6 hours
FY 2014	5 Hours
FY 2015	4 Hours

Objective D: EITC Technology Services meet the expectations of students (SBOE Goal 1 Objective B for all in this objective)

Method 1: Utilization of results of Student Satisfaction Survey results for Information Technology Services (Noel Levitz Annual Survey)

- **Performance Measure:** Information Technology services meet the expectations of students
- **Benchmark:** Student satisfaction ratings report less than a 1.0 gap between importance and satisfaction

FY	Importance	Satisfaction	Gap	Comments
FY 2014			*	

FY 2015	6.46	6.31	.16	*New measure for 2014FA – * No Peer data on NL survey

Method 2: EITC helpdesk satisfaction surveys.

- **Performance Measure:** Measure: Information technology services meet the expectations of students, faculty, and staff
- **Benchmark:** Customer satisfaction levels at or above 90%

FY	Status	Comments
FY 2014		New Measure – for FY 2015
FY 2015	99% Avg.	

Objective E: EITC library services meets the expectation of students. (SBOE Goal 1 Objective B)

Method 1: Noel Levitz Survey

- **Performance Measure:** Library services meet the expectations of students
- **Benchmark:** Performance gap less than our peer comparisons

FY	EITC Gap	Peer Gap	Status	Comments
FY 2012	0.78	0.46	more than peers	Annual survey administered in the FY Fall
FY 2013	0.60	0.49	more than peers	
FY 2014	0.83	0.44	more than peers	
FY 2015	0.38	0.39	less than peers	

Objective F: Increase the reach of the Center for New Directions (CND) to individuals seeking to make positive life changes. (SBOE Goal 1 Objective C for all in Objective F)

Method 1: CND Reporting

- **Performance Measure:** Number of applicants/students receiving CND services.
- **Benchmark:** Number of clients served per year, increase by at least one percent (1%).

FY	Clients Served
FY 2012	686
FY 2013	518
FY 2014	411
FY 2015	258

- **Performance Measure:** Number of client contact hours

- **Benchmark:** Number of contact hours per year, increase by at least one percent (1%).

FY	Contact Hours	Comments
FY 2012		* New measure
FY 2013		
FY 2014	825	
FY 2015	1020	

GOAL 3: COMMUNITY ENGAGEMENT

Objective A: On Campus Community provides a safe interactive professional learning environment

Method 1: Comply with federal safety reporting.

- **Performance Measure**: Annual safety reporting (Title IX, Clery Act)
- **Benchmark:** 100% compliance

FY	% Compliance	Comments
FY 2012	100%	* New measure
FY 2013	100%	
FY 2014	100%	
FY 2015	100%	

Method 2: Maintain active EITC safety committee

- **Performance Measure**: Regular meetings to review and improve safety
- **Benchmark:** 10 meetings annually, 10 reports

FY	# Meetings	Comments
FY 2012		* New measure
FY 2013	0	
FY 2014	3	
FY 2015	9	

Method 3: Noel Levitz Survey Safety and Security Scale Report

- **Performance Measure:** On Campus safety and security student satisfaction
- **Benchmark:** Performance gap less than our peer comparisons

FY	EITC Gap	Peer Gap	Status	Comments

FY 2012	1.11	1.02	more than peers	Annual survey administered in the FY Fall
FY 2013	0.84	1.00	less than peers	
FY 2014	0.78	0.93	less than peers	
FY 2015	0.66	0.87	less than peers	

Method 4: On-Campus Communication

- **Performance Measure:** Publish and distribute college newsletter
- **Benchmark:** 6 issues annually

FY	# Issues	Comments
FY 2012	6 issues	Measurement changing to Twice Monthly President update for FY16
FY 2013	6 issues	
FY 2014	6 issues	
FY 2015	6 issues	

Method 5: On-Campus Communication

- **Performance Measure:** President forums
- **Benchmark:** 2 forums annually

FY	# Forums
FY 2012	2 forums
FY 2013	2 forums
FY 2014	2 forums
FY 2015	2 forums

Method 6: Professional Development

- **Performance Measure:** Provide funds for faculty and staff professional development
- **Benchmark:** 10K Annually

FY	Benchmark Results
FY 2013	New Measure No Data Available
FY 2014	$10,000 Annual
FY 2015	$10,000 Annual

Method 7: Professional Development (SBOE Goal 2 Objective B)

- **Performance Measure:** Faculty and staff that participate in professional development
- **Benchmark:** 80% participation

FY	Benchmark Results

FY 2014	New Measure
FY 2015	95% participation

Objective B : Regional Community Engagement - EITC will seek input and will provide regional community members educational opportunities (SBOE Goal 1 Objective A)

Method 1: Enrollment reports of credit and non-credit courses (SBOE Goal 1 Objective B)

- **Performance Measure**: Headcount (Unduplicated) in regional centers
- **Benchmark:** Increase headcount 1% annually at off-campus sites

FY	Headcount
FY 2012	612
FY 2013	533
FY 2014	347
FY 2015	328

Method 2: Annual Report from the Eastern Idaho Technical College Foundation (EITCF) (SBOE Goal 1 Objective A)

- **Performance Measure**: Percentage of students receiving EITCF scholarships
- **Benchmark**: 25%

FY	% EITC Scholarships
FY 2012	18%
FY 2013	25%
FY 2014	26%
FY 2015	28%

Method 3: Eastern Idaho Technical College Advisory Council Meetings

- Performance Measure: Council will meet at least 2 times per calendar year.
- Benchmark: Measure Attained

FY	# Meetings
FY 2013	New Measure
FY 2014	2
FY 2015	2

Objective C: EITC supports statewide educational initiatives (SBOE Goal 1 Objective C for all listed in EITC Objective C)

Method 1: State Board of Education (SBOE) confirmation of participation

- Performance Measure: Participate in SBOE statewide initiatives (i.e. Complete College Idaho, General Education Reform, GEM stamping, etc.)
- Benchmark: College participation

FY	Benchmark Results
FY 2012	College participation
FY 2013	College participation
FY 2014	College participation
FY 2015	College participation

Method 2: Idaho Division for Career and Technical Education (CTE) confirmation of participation

- Performance Measure: Participate in CTE statewide initiatives (i.e. TCLC Meetings, Advanced Placement Opportunities, Host Institution Delivery, etc.)
- Benchmark: College participation

FY	Benchmark Results
FY 2012	College participation
FY 2013	College participation
FY 2014	College participation
FY 2015	College participation

Attachment 1 –

Goal 1, Objective B, Method 1. Academic gains of Adult Basic Education (ABE) students

FY12 Results	FY12 State Target	FY13 Results	FY13 State Target	FY14 Results	FY14 State Target	FY15 Results	FY15 State Target
ABE1 41%	36%	ABE1 33%	52%	ABE1 N/A	41%	ABE1 50%	54%
ABE2 53%	41%	ABE2 57%	45%	ABE2 58%	44%	ABE2 57%	52%
ABE3 52%	40%	ABE3 54%	46%	ABE3 58%	43%	ABE3 58%	47%
ABE4 37%	32%	ABE4 36%	36%	ABE4 48%	33%	ABE4 51%	44%
ABE5 33%	30%	ABE5 41%	30%	ABE5 44%	31%	ABE5 41%	40%
ESL1 45%	39%	ESL1 56%	50%	ESL1 (no students)	42%	ESL1 20%	51%
ESL2 39%	40%	ESL2 53%	54%	ESL2 57%	44%	ESL2 33%	55%
ESL3 47%	44%	ESL3 50%	49%	ESL3 48%	46%	ESL3 44%	55%
ESL4 47%	39%	ESL4 33%	45%	ESL4 42%	42%	ESL4 48%	45%
ESL5 37%	30%	ESL5 32%	42%	ESL5 40%	35%	ESL5 50%	45%
ESL6 29%	20%	ESL6 20%	22%	ESL6 25%	21%	ESL6 19%	26%

IDAHO STATE BOARD OF EDUCATION OBJECTIVES AND MEASURES FOR HIGHER EDUCATION	EITC STRATEGIC PLAN GOALS		
	Learning for work and Life	Student Centered	Community Engagement
GOAL 1: A WELL EDUCATED CITIZENRY			
Objective A: Access - Set policy and advocate for increasing access for individuals of all ages, abilities, and economic means to Idaho's P-20 educational system.			✓
Objective B: Higher Level of Educational Attainment – Increase the educational attainment of all Idahoans through participation and retention in Idaho's educational system.	✓	✓	
Objective C: Adult learner Re-Integration – Improve the processes and increase the options for re-integration of adult learners into the education system	✓	✓	✓
Objective D: Transition – Improve the ability of the educational system to meet educational needs and allow students to efficiently and effectively transition into the workforce	✓		
GOAL 2: CRITICAL THINKING AND INNOVATION			
Objective A: Critical Thinking, Innovation and Creativity – Increase research and development of new ideas into solutions that benefit society.	✓		
Objective B: Quality Instruction – Increase student performance through the development, recruitment, and retention of a diverse and highly qualified workforce of teachers, faculty, and staff.	✓		✓
GOAL 3: EFFECTIVE AND EFFICIENT DELIVERY SYSTEMS			
Objective A: Cost Effective and Fiscally Prudent – Increased productivity and cost-effectiveness	✓		
		✓	

	Objective B: Data-informed Decision Making - Increase the quality, thoroughness, and accessibility of data for informed decision-making and continuous improvement of Idaho's educational system.			

✓ *Indicates the specific SBOE's Goals and Objectives that are supported by EITC's Strategic Plan.*

Some EITC goals fit into more than one SBOE category and have been identified in a single category

Key External Factors

Funding:

Many of our strategic goals and objectives assume on-going and sometimes significant additional levels of State legislative appropriations. Availability of state revenues (for appropriation), gubernatorial, and legislative support for some Board initiatives can be uncertain. An example is our

Goal 1 Objective A Methods 2 and 3: The number of awards each year is restricted by the current number of programs being offered and their respective capacity. We will be offering a new program beginning the fall of 2015 which has the potential of adding approximately 15 certificates/degrees per year. This addition was made possible through a state-wide line-item funding request facilitated by the State Division for Professional Technical Education. The potential for additional certificates/awards will rely on this technique in addition to specific line-item requests made by the institution. Our ability to produce a greater number of awards will in part be dictated by support for additional funding.

Compliance:

Ever increasing compliance issues arise from State and Federal policies/programs. This creates a tremendous burden on staff resources.

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University of Idaho

Strategic Plan and Process

(Second Draft for the State Board of Education)

2016-2025

Research universities prepare their students not just with today's knowledge, but with the ability to discover new knowledge, solve novel problems, lead and thereby construct the future. The University of Idaho (UI) is Idaho's major public research university, serving a land-grant mission in support of Idaho's economy and society by educating students at the undergraduate, graduate and professional levels to meet the needs of Idaho and our region; by conducting research, scholarship and creative activity of impact and purpose (basic and applied); and by engaging statewide to improve the lives of Idahoans.

UI will serve any qualified student, with a focus on giving all qualified Idaho students access to education at a research university. Our students will be a cross-section of Idaho in ethnic, socioeconomic and demographic terms. Education at the University of Idaho is dedicated not simply to the transmission of knowledge but also to preparing students to become problem solvers and lifelong learners.

The university will also be a purpose-driven organization, a vibrant intellectual community that attracts, retains and develops great faculty and staff. We will achieve this by using our existing resources effectively, generating additional resources and improving our physical and professional environment.

President Chuck Staben
Charge to Provost to Lead Strategic Planning Efforts
August 17, 2015

Strategic Plan Summary

Our journey to the highest level of excellence

Unlike many contemporary university strategic plans, this plan seeks a long view of our future with an extended timeline. This plan has many interesting parallels with the "Plan for Tomorrow, 1960-70" developed by the University of Idaho (UI) under the direction of President D.R. Theophilus. Both plans allude to goals of a 50 percent increase in enrollment with appropriate increases in research and graduate programs, increases in staff and faculty retention and improved efficiency. The pace of change in our modern world and especially in higher education continues to accelerate which makes the implementation process a vital ingredient that will ensure the success of this new plan for UI.

The philosophy of this strategic plan can be metaphorically compared to a journey. Our university's *mission summary statement* defines the space in which we move and the landscape in which we thrive and grow:

The University of Idaho will shape the future through innovative thinking, community engagement and transformative education.

Within that landscape and our ability to traverse it, the university's *vision* describes where we plan to arrive within the next decade:

The University of Idaho will expand the institution's intellectual and economic impact and make higher education relevant and accessible to qualified students of all backgrounds.

The successful completion of our journey requires organizing our activities along overarching goals and objectives. We will move through our journey in phases, seeking arrival to key landmarks or waypoints along the way. These waypoints will be three-year tactical plans that seek to make headway in specific areas. The tactical plans, or cascaded plans, will be developed and implemented in all units throughout the university and will become embedded within our annual budget process. Given the diversity of the many units within our university, the cascaded plan from any given college or unit will likely focus on a few of the goals rather than attempting to spread effort across all four goals. Our institutional "navigation" will be provided by an inclusive implementation committee that will overlay this current plan with ongoing budgeting, resource allocation, planning and prioritization processes that are vital to the university's continued evolution toward excellence.

Our Mission

The University of Idaho shapes the future through innovative thinking, community engagement and transformative education.

The University of Idaho is the state's land-grant research university. From this distinctive origin and identity comes our commitment to enhance the scientific, economic, social, legal and cultural assets of our state and to develop solutions for complex problems facing our society. We deliver focused excellence in teaching, research, outreach and engagement in a collaborative environment at our residential main campus in Moscow, regional centers, extension offices and research facilities across Idaho. Consistent with the land-grant ideal, our outreach activities serve the state as well as strengthen our teaching, scholarly and creative capacities statewide.

Our educational offerings seek to transform the lives of our students through engaged learning and self-reflection. Our teaching and learning includes undergraduate, graduate, professional and continuing education offered through face-to-face instruction, technology-enabled delivery and hands-on experience. Our educational programs continually strive for excellence and are enriched by the knowledge, collaboration, diversity and creativity of our faculty, students and staff.

Our Vision

The University of Idaho will expand the institution's intellectual and economic impact and make higher education relevant and accessible to qualified students of all backgrounds.

Exceptional research universities such as the University of Idaho prepare their students not just with today's knowledge but also with the ability to discover new knowledge, solve novel problems, lead and construct the future. We educate students at the undergraduate, graduate, and professional levels to meet the needs of Idaho and the world. We improve lives by creating knowledge and impact through our research, scholarship and creative activity.

As Idaho's land-grant university, UI will maintain its current leadership in research and engagement with Idaho communities. Putting new knowledge into action requires persistent growth in creating and executing ideas that matter. We will continue to provide leading graduate and professional education including enhanced production of doctoral, masters and professional degrees. The University of Idaho will become a Carnegie R1 (Highest Research Activity) institution known for excellence in our areas of strength and recognized for interdisciplinary research.

UI will serve any qualified student by providing access to the unique educational experience that a research university affords. The university will enroll a mix of resident and non-resident (including international) students at the graduate and undergraduate levels. Our resident students will represent a cross-section of Idaho in ethnic, socioeconomic and demographic terms. Education at UI is not simply the transmission of knowledge, but is also the preparation for students to become problem solvers and lifelong learners. This is why we augment discipline-specific learning with a strong foundation in the liberal arts.

The university will excel in student success as measured by the transformative educational experience and the achievement of student learning outcomes; and by readily quantifiable measures such as high retention and graduation rates, employment/career outcomes for students, other measures of student engagement and learning to include the National Survey of Student Engagement (NSSE) and internal measures. The university will engage and lead across the state in an effort to help Idaho achieve its goal of 60 percent postsecondary education attainment. To achieve this goal, UI undergraduate enrollment and graduates will increase 50 percent over current levels. The university will be a purpose-driven organization, a vibrant intellectual community that attracts, retains and develops great faculty and staff. We will achieve this outcome by using our existing resources effectively, generating additional resources and improving our physical and professional environment.

Priority Institutional Metrics

We will use metrics to guide our efforts and task prioritization. Each metric is carefully defined in the attached appendix. Each of the major goals that follow has an articulated list of metrics which will be the focus of the cascaded plans. But each goal also has one or two key metric(s) which will guide the evolution of the strategic plan from an institutional level but also several other key metrics including relevant metrics contained within the State Board of Education strategic plan. The key institutional metrics include:

Performance Measures	Baseline	July 2017	July 2018	July 2019	Waypoint 2 July 2022	Final Goal
Terminal Degrees (PhD, MFA etc.)	275	285	300	325	380	425
Societal Impact (Go On)	In Process					+50%
Enrollment (Heads)	11,372	12,000	12,500	13,000	15,000	17,000
Equity Metric: First term GPA & Credits (% equivalent – see appendix for definition)	75%	80%	85%	90%	95.0%	100%
"Great Colleges to Work For" Survey	In Process					Survey Avg in 4th Group (of 5)

UI's Principles and Values

Excellence

Individual commitment to excellence is central to the values we promote. We value the purposeful pursuit of knowledge that improves our communities and prepares us for a lifetime of service. We believe in a culture of leadership and promotion of excellence that passionately educates those seeking knowledge and celebrates success when that knowledge is applied to address societal challenges.

Respect

Central to our productivity and morale is a climate that is considerate and respectful. The University of Idaho is an extensive and diverse community of people from varied backgrounds and beliefs. We welcome the viewpoints and contributions of everyone in our community. We believe that an institution is only as strong as its ability to include diverse perspectives that critically contribute to the University of Idaho's mission.

Integrity

We believe that adherence to and a shared understanding of ethical principles is necessary for effective collaboration within an educational community. The University of Idaho is committed to internal congruence as well as openness and transparency in decision-making and leadership.

Perseverance

The University of Idaho is a community that is brave and bold in our pursuit of higher aspirations, always pushing to offer the best opportunities and environment for our students, faculty, staff and community. We are confident in our ability to succeed and have demonstrated long-term discipline to achieve our goals.

Sustainability

We embrace our personal and social obligation to ensure the sustainability of our future. For this community, ensuring a sustainable healthy lifestyle is part of a comprehensive desire to acknowledge stewardship of the natural environment to human interactions and well-being.

Innovate

Scholarly and creative work with impact

Goal 1: Scholarly and creative products of the highest quality and scope, resulting in significant positive impact for the region and the world.[1]

Objective A: Build a culture of collaboration that increases scholarly and creative productivity through interdisciplinary, regional, national and global partnerships.

Indicators: Increases in research expenditures and scholarly/creative works derived from collaborative partnerships.

Objective B: Create, validate and apply knowledge through the co-production of scholarly and creative works by students, staff, faculty and diverse external partners.

Indicators: Increased number of terminal degrees and non-faculty scholars (e.g. post-doctoral researchers), increased number of undergraduate and graduate students supported on extramural funds, and increased percentage of undergraduates participating in research.

Objective C: Grow reputation by increasing the range, number, type and size of external awards, exhibitions, publications, presentations, performances, contracts, commissions and grants.

Indicators: Increase in above measures as well as invention disclosures.

[1] Quality and scope will be measured via comparison to Carnegie R1 institutions with the intent of the University of Idaho attaining R1 status by 2025. See methodology as described on the Carnegie Foundation website (http://carnegieclassifications.iu.edu/).

First Waypoint Metrics 2016/17-2018/19

The leading indicator for this goal is the number of conferred "highest degrees in field" or terminal degrees. Research expenditures are typically highly correlated to advanced degrees conferred as well as other important factors (e.g. postdoctoral researchers), since funding and other factors are required to support advanced graduate student work. Our mission is knowledge production and dissemination. We choose terminal degrees as a proxy for the various measures of scholarly excellence. This measure also allows for the inclusion of applied research generated through master's degrees and creative activity generated through MFA and professional degrees. These projections are predicated on enrollment increases which bring about a faculty expansion from the current 450 tenure track faculty to nominally 650 tenure track faculty by 2025. The lead indicator and other measures are:

Performance Measures	Baseline (2014-15)	July 2017	July 2018	July 2019	Waypt 2 2022	Final Goal 2025
Terminal degrees in given field (PhD, MFA, etc.)	275	285	300	325	380	425
Number of Postdocs, and Non-faculty Research Staff with Doctorates	66	70	75	80	100	120
Research Expenditures ($ million)	95	100	105	115	135	160
Invention Disclosures	17	20	25	30	40	50
Number of undergraduate and graduate students paid from sponsored projects (System wide metric)	575(UG) & 574 (GR) 1149 Total	598 (UG) & 597(GR) 1195 Total	610 (UG) & 609 (GR) 1237 Total	622 (UG) & 621 (GR) 1268 Total	660 UG) & 659 (GR) 1320 Total	687 (UG) & 686 (GR) 1373 Total
% of students involved in undergraduate research (System wide metric)	66%	68%	69%	71%	74%	75%

Engage

Outreach that inspires innovation and culture

Goal 2: Suggest and influence change that addresses societal needs and global issues, and advances economic development and culture.

Objective A: Inventory and continuously assess engagement programs and select new opportunities and methods that provide solutions for societal or global issues, support economic drivers and/or promote the advancement of culture.

Indicators: Number of University of Idaho Extension direct contacts with communities.

Objective B: Develop community, regional, national and/or international collaborations which promote innovation and use University of Idaho research and creative expertise to address emerging issues.

Indicators: Number of active responses/programs in progress that seek to address the identified societal issues or collaborate with communities on research, the arts or cultural enhancement as reflected by the percentage of faculty collaboration with communities (reported in HERI survey) as well as total economic impact assessment (EMSI).

Objective C: Engage individuals (alumni, friends, stakeholders and collaborators), businesses, industry, agencies and communities in meaningful and beneficial ways that support the University of Idaho's mission.

Indicators: National Survey on Student Engagement (NSSE) service learning metric, alumni participation rate, and dual credit engagement.

First Waypoint Metrics 2016/17-2018/19

The State Board of Education and Governor of Idaho's Go-On Initiative outlines the first societal issue we will address and serve as the leading indicator for this goal. In parallel, we will seek input on other critical issues facing society both in Idaho and globally. The lead and other measures follow in the table below:

Performance Measures	Baseline (2014-15)	July 2017	July 2018	July 2019	Waypt 2 2022	Final Goal 2025
Go-On Impact[2]	In process					+50%
Number of Direct UI Extension Contacts	338,261	348,000	359,000	370,000	375,000	380,000
% Faculty Collaboration with Communities (HERI)	57%	61%	63%	65%	68%	70%
NSSE Mean Service Learning, Field Placement or Study Abroad	52%	56%	58%	60%	66%	72%
Alumni Participation Rate[3]	9%	9%	10%	11%	13%	15%
Economic Impact ($ Billion)	1.1	1.1	1.2	1.3	1.7	2.0
Dual credit (System wide metric) a) Total Credit Hours b) Unduplicated Headcount	 6,002 1,178	 6,500 1,200	 6,700 1,250	 6,700 1,250	 6,700 1,250	 6,700 1,250

[2] Measured via survey of newly enrolled students, we will seek to estimate the number of new students that were not anticipating attending college a year earlier.
[3] Given data availability and importance for national rankings, percent of alumni giving is used for this measure.

Transform

Educational experiences that improve lives

Goal 3: Increase our educational impact.

Objective A: Provide greater access to educational opportunities to meet the evolving needs of society.

Indicators: Total number of enrolled students and conferred degrees (both undergraduate and graduate).

Objective B: Foster educational excellence via curricular innovation and evolution.

Indicators: Increased retention, numbers of graduates, NSSE High Impact Practices score and reductions in remediation via curricular innovation.

Objective C: Create an inclusive learning environment that encourages students to take an active role in their student experience.

Indicators: Measures educational parity and retention rates (for new and for transfer students).

First Waypoint Metrics 2016/17-2018/19

To accomplish this goal, we must grow enrollment and improve retention and persistence so we attain an increased number of graduates. We will focus on enrollment growth in the first waypoint, shifting our focus to increasing the number of graduates as the primary measure by the time we reach the final waypoint. College education is greatly enhanced when graduates have sufficient exposure to enriching experiences in college such as the NSSE high impact practices (experiences that promote contextual learning outside the classroom – see appendix). The lead and other measures follow in the table below:

Performance Measures	Baseline (2014-15)	July 2017	July 2018	July 2019	Waypt 2 2022	Final Goal 2025
Enrollment	11,372	12,000	12,500	13,000	15,000	17,000
Equity Metric: First term GPA & Credits (% equivalent)	75%	80.0%	85%	90%	95%	100%
Retention – New Students (System wide metric)	80.1%	82%	83%	84%	87%	90%
Retention – Transfer Students (System wide metric)	77%	77%	78%	79%	82%	85%
Graduates (All Degrees: IPEDS)[4]	2,861	2,900	2,950	3,000	3,500	4,000
a) Undergraduate Degree (PMR)	1,767	1,800	1,800	1,850	2,200	2,500
b) Graduate / Prof Degree (PMR)	741/123	700/130	750/130	800/150	850/170	1000/200
c) % of enrolled UG that graduate (System wide metric)	20%	20%	20%	20%	20%	20%
d) % of enrolled Grad students that graduate (System wide metric)	29%	29%	30%	31%	33%	35%
NSSE High Impact Practices	67%	70%	70%	75%	80%	85%
Remediation (System wide metric)						
a) Number	150	153	158	142	124	103
b) % of first time freshman	14%	14%	14%	12%	10%	8%

[4] The IPEDS method for counting degrees and those used to aggregate the numbers reported on the Performance Measurement Report (PMR) for the State Board of Education (SBOE) use different methods of aggregation. As such the sum of the degrees by level will not match the total.

Cultivate

A valued and diverse community

Goal 4: Foster an inclusive, diverse community of students, faculty and staff and improve cohesion and morale.

Objective A: Build an inclusive, diverse community that welcomes multicultural and international perspectives.

Indicators: Increased multicultural student enrollment, international student enrollment, percent of multicultural faculty and staff.

Objective B: Enhance the University of Idaho's ability to compete for and retain outstanding scholars and skilled staff.

Indicators: Improved job satisfaction scores and reduced staff turnover rate.

Objective C: Improve efficiency, transparency and communication.

Indicators: Invest resources wisely to enhance end user experiences (e.g. more customer service oriented) and maintain affordability for students (cost per credit hour and SBOE efficiency measure).

First Waypoint Metrics 2016/17-2018/19

The University of Idaho is a purpose-driven organization. Our people invest their hearts and souls into providing a nurturing environment for all. We seek adjustments in culture, compensation and behavior consistent with our high aspirations. The lead and other measures follow in the table below:

Performance Measures	Baseline (2014-15)	July 2017	July 2018	July 2019	Waypt 2 2022	Final Goal 2025
Chronicle Survey Score: Job Satisfaction	In process					Survey Avg in 4th Group (of 5)
Multicultural Student Enrollment (heads)	2,605	2,922	3,130	3,305	4,000	4,300
International Student Enrollment (heads)	766	800	950	1,100	1,500	2,000
Full-time Staff Turnover Rate	17.6%	17%	16%	15%	12%	10%
% Multicultural Faculty and Staff	19% & 12%	20% & 13%	21% & 14%	22% & 15%	23% & 17%	25% & 18%
Cost per credit hour (System wide metric)	$335	$355	$366	$377	$412	$450
Efficiency (graduates per $100K) (System wide metric)	1.20	1.26	1.32	1.37	1.54	1.70

Plan Implementation

Resourcing the Strategic Plan via Integrated Planning

The strategic plan presented here is just one piece of a larger puzzle and cannot be pursued as an independent undertaking. Indeed, the incorporation of the strategic plan into other important university functions is vital to its success. The strategic plan will be connected to several key components of UI operations –budgeting, enrollment planning, accreditation, program prioritization, hiring, capital construction planning and fundraising.

The financial resources needed to meet the goals outlined in the strategic plan will come from multiple sources, including targeted investments from donors and the State of Idaho. The bulk of the new resources needed, however, will come from tuition revenue generated from enrollment growth, which fundamentally underpins the plan. Growing enrollment from roughly 11,400 students to over 17,000 over the next nine years will yield revenue that will enable the achievement of the goals outlined in this strategic plan.

The University of Idaho recognizes the role faculty, staff, students and university leadership share in the growth and nurturing of our mission, vision and enterprise. As we move forward together, we will harmonize the numerous processes outlined in this plan via an Institutional Planning and Effectiveness (IPE) committee. This committee will advise the President and the State Board of Education on a variety of matters and will coordinate multiple processes in a way that ensures progress toward meeting the goals and aspirations of the overarching strategic plan.

The strategic plan itself will require additional detail. This detail, which will be defined within the cascaded plans, will be provided by colleges and units across the university. The cascaded plans will address how current resources will be used in support of meeting strategic plan goals. They will also include new concepts and ideas that can accelerate our progress towards achieving key strategic objectives and metrics. The first phase of planning, or first waypoint, will take three years. The IPE committee will provide a structure to collect, implement and monitor cascaded plans. In addition, the IPE committee will start working with the various subcommittees handling other key university operations such as enrollment management, budget and capital planning and fundraising.

External Factors

Factors beyond our control that affect achievement of goals

1. The general economy, tax funding and allocations to higher education.
2. The overall number of students graduating from high school in Idaho and the region.
3. Federal guidelines for eligibility for financial aid.
4. Increased administrative burden increasing the cost of delivery of education, outreach and research activities.

Appendix: Metric and Data Definitions

Guiding principle for metric selection and use.

The core guiding principle used in selecting, defining and tracking the metrics used in the strategic plan is to focus on measures key to university success while remaining as consistent with the metrics used when reporting to state, federal, institutional accreditation other key external entities. The desire is to report data efficiently and consistently across the various groups by careful consideration of the alignment of metrics for all these groups where possible. The order of priority for selecting the metrics used in the strategic plan is a) to use data based in the state reporting systems where possible, and b) then move to data based in federal and/or key national reporting bodies. Only then is the construction of unique institution metrics undertaken.

Metrics for Goal 1 (Innovate):

1.) Terminal Degrees in given field is the number of Ph.D., P.S.M., M.F.A., M.L.A., M.Arch, M.N.R., J.D., D.A.T., and Ed.D degrees awarded annually pulled for the IR Degrees Awarded Mult table used for reporting to state and federal constituents. This data is updated regularly and will be reported annually.
2.) Postdocs, and Non-faculty Research Staff with Doctorates as reported annually in the Graduate Students and Postdoctorates in Science and Engineering Survey (http://www.nsf.gov/statistics/srvygradpostdoc/#qs).
3.) Research Expenditures as reported annually in the Higher Education Research and Development Survey (http://www.nsf.gov/statistics/srvyherd/).
4.) Invention Disclosures as reported annually in the Association of University Technology Mangers Licensing Activity Survey (http://www.autm.net/resources-surveys/research-reports-databases/licensing-surveys/).
5.) Number of undergraduate and graduate students paid from sponsored projects: This metric is a newly established SBOE metric. It is calculated by the Office of Research and reported annually.
6.) Percent of students engaged in undergraduate research: This is a metric from the PMR for the SBOE. These PMR data are pulled from the Graduating Senior Survey annually.

Metrics for Goal 2 (Engage):

1.) Impact (UI Enrollment that increases the Go-On rate): The metric will rely on one or two items added to the HERI CIRP First Year Student Survey. We will seek to estimate the number of new students that were not anticipating attending college a year earlier. As the items are refined, baseline and reporting of the results will be updated.

2.) Extension Contacts: Outreach to offices in relevant Colleges (CALS, CNR, Engineering, etc.) will provide data from the yearly report to the Federal Government on contacts. This represents direct teaching contacts made throughout the year by recording attendance at all extension classes, workshops, producer schools, seminars and short courses.
3.) Collaboration with Communities: HERI Faculty Survey completed by undergraduate faculty where respondents indicated that over the past two years they had, "Collaborated with the local community in research/teaching." This survey is administered every three to five years.
4.) NSSE Mean Service Learning, Field Placement or Study Abroad: This is the average percentage of those who engaged in service learning (item 12 2015 NSSE), field experience (item 11a NSSE) and study abroad (item 11d) from the NSSE.
5.) Alumni Participation Rate: This is provided annually by University Advancement and represents the percentage of alumni that are giving to UI. It is calculated based on the data reported for the Voluntary Support of Education (VSE) report. (http://cae.org/fundraising-in-education/). It is updated annually.
6.) Economic Impact: This is taken from the EMSI UI report as the summary of economic impact. This report is updated periodically and the data will be updated as it becomes available.
7.) Dual Credit: These data are pulled from the PMR which is developed for the SBOE annually.

Metrics for Goal 3 (Transform):

1.) Enrollment: This metric consists of headcounts from the data set used in reporting headcounts to the SBOE, IPEDS and the Common Data Set as of census date. The data is updated annually.
2.) Equity Metric: This metric is derived from the census date data used for reporting retention and graduation rate which is updated annually. The analysis is limited to first-time full-time students. The mean term 1 GPA and semester hours completed for FTFT students is calculated for the all students combined and separately for each IPEDS race/ethnicity category. The mean for the 8 groups are compared to the overall mean. The eight groups identified here are American Indian or Alaska Native, Asian, Black or African American, Hispanic/Latino, International, Native Hawaiian or Other Pacific Islander, Two or More Races and White. If the mean for a group is below the overall mean by 1/3 or more of a standard deviation it is considered below expectations/equity. The percentage of these 8 groups meeting the equity cut off is reported. So for example if 6 of the 8 groups meet equity it is reported as 75%. As there are groups with low numbers the best method for selecting the cut off was based on the principle of effect size (i.e., https://researchrundowns.wordpress.com/quantitative-methods/effect-size/).
3.) Retention: This is reported as first-time full-time student retention at year 1 using the data reported to the SBOE, IPEDs and the Common Data set. This is updated annually. The final goal was selected based on the mean of the 2015-16 year for the aspiration peer group for first-year retention as reported in the Common Data Set. This group includes Virginia Tech, Michigan State University and Iowa State University.
4.) Graduates (all degrees): This is reported from the annual data used to report for IPEDS and the Common Data set for the most recent year and includes certificates.
5.) Degrees by level: Items (a) to (c) under Graduates are pulled from the PMR established by the SBOE. These numbers differ from IPEDs as they are aggregated differently and so the numbers do not sum to the IPEDs total.

6.) NSSE High Impact Practices: This metric is for overall participation of seniors in two or more High Impact Practices (HIP). The national norms for 2015 from NSSE is saved in the NSSE folders on the IRA shared drive. The norms for 2015 HIP seniors places UI's percentage at 67%, well above R1/DRU (64%) and RH (60%) as benchmarks. The highest group (Bach. Colleges- Arts & Sciences) was 85%. The goal is to reach at least this level by 2025.
7.) Remediation: This metric comes from the PMR of the SBOE. It is updated annually.

Metrics for Goal 4 (Cultivate):

1.) Chronicle Survey Score (Survey Average): This metric is being baselined in spring 2016 and will utilize the "Survey Average" score. The desire is to reach the "Good" range (65%-74%), which is the 4th group of 5, or higher. The survey can be found here http://chroniclegreatcolleges.com/reports-services/.
2.) Multicultural Student Enrollment: The headcounts used for this metric will be derived from the data set used to report to the SBOE at fall census date. This is based on the categories used by IPEDS and the Common Data Set. The census date data is updated annually.
3.) International Student Enrollment: The headcounts used for this metric will be derived from the data set used to report to the SBOE at fall census date. This is based on the categories used by IPEDS and the Common Data Set. The census date data is updated annually.
4.) Full-time Staff Turnover Rate is obtained from UI Human Resources on an annual basis.
5.) Percentage of Multicultural Faculty and Staff is the percentage of full-time faculty and staff that are not Caucasian/Unknown from the IPEDS report. Full-time faculty is as reported in IPEDS HR Part A1 for full-time tenured and tenure track. Full-time staff is as reported in IPEDS B1 using occupational category totals for full-time non-instructional staff.
6.) Cost per credit hour: This metric is from the PMR for the SBOE and is update annually.
7.) Efficiency: This metric is from the PMR for the SBOE and is update annually.

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BOISE STATE UNIVERSITY

UPDATED FOR FY2017 THROUGH FY2021

MISSION STATEMENT
CORE THEMES
VISION
STRATEGIC PLAN
MAPPING OF STRATEGIC PLAN TO THE SBOE STRATEGIC PLAN
MAPPING OF STRATEGIC PLAN TO THE COMPLETE COLLEGE IDAHO PLAN
KEY EXTERNAL FACTORS

Focus on Effectiveness

Mission Statement

Boise State University is a public, metropolitan research university providing leadership in academics, research, and civic engagement. The university offers an array of undergraduate degrees and experiences that foster student success, lifelong learning, community engagement, innovation, and creativity. Research, creative activity and graduate programs, including select doctoral degrees, advance new knowledge and benefit the community, the state and the nation. The university is an integral part of its metropolitan environment and is engaged in its economic vitality, policy issues, professional and continuing education programming, and cultural enrichment.

Core Themes

Each core theme describes a key aspect of our mission. A complete description can be accessed at http://academics.boisestate.edu/planning/accreditation-standard-one/.

Undergraduate Education. *Our university provides access to high quality undergraduate education that cultivates the personal and professional growth of our students and meets the educational needs of our community, state, and nation. We engage our students and focus on their success.*

Graduate Education. *Our university provides access to graduate education that addresses the needs of our region, is meaningful in a global context, is respected for its high quality, and is delivered within a supportive graduate culture.*

Research and Creative Activity. *Through our endeavors in basic and applied research and in creative activity, our researchers, artists, and students create knowledge and understanding of our world and of ourselves, and transfer that knowledge to provide societal, economic, and cultural benefits. Students are integral to our faculty research and creative activity.*

Community Commitment. *The university is a vital part of the community, and our commitment to the community extends beyond our educational programs, research, and creative activity. We collaborate in the development of partnerships that address community and university issues. The community and university share knowledge and expertise with each other. We look to the community to inform our goals, actions, and measures of success. We work with the community to create a rich mix of culture, learning experiences, and entertainment that educates and enriches the lives of our citizens. Our campus culture and climate promote civility, inclusivity and collegiality.*

Vision for Strategic Plan

Boise State University aspires to be a research university known for the finest undergraduate education in the region, and outstanding research and graduate programs. With its exceptional faculty, staff and student body, and its location in the heart of a thriving metropolitan area, the university will be viewed as an engine that drives the Idaho economy, providing significant return on public investment.

Focus on Effectiveness: A Strategic Plan for Boise State University
Initially developed for the years 2012-2017
Updated in this document to cover the fiscal years 2017-2021

Goal 1: **Create a signature, high-quality educational experience for all students.**

Objectives:

- Develop the Foundational Studies Program into a memorable centerpiece of the undergraduate experience.
- Provide bountiful opportunities within and across disciplines for experiential learning.

- Facilitate respect for the diversity of human cultures, institutions, and experiences in curricular and co-curricular education.
- Cultivate intellectual community among students and faculty.
- Invest in faculty development, innovative pedagogies, and an engaging environment for learning.

Goal 1: Key Performance Measures	**Recent data**				**Performance Targets**	
					For FY2017	**For FY2021**
% students achieving University Learning Outcomes >Written & oral communication (ULOs 1-2) >Critical inquiry, innovation, teamwork (ULOs 3-4) >Civic & Ethical foundations (ULOs 5-6)	Preliminary scores re: DLS courses; Fall 2015. 4-point scale; 3 = "satisfactory" >Understanding indiv. as members of a culture 3.0 >Understanding Historical & Cultural Forces 3.0 >Reasoning, Inquiry, and Problem Solving 2.9 >Responsibility & Personal Reflection 2.9				Initial assessment of ULO's 1, 3, 5, 6 in spring 2016 via ePortfolios	90% of graduates rated as "good" or "exemplary"
	2012	**2013**	**2014**	**2015**	**For FY 2018**	**For FY 2021**
Students participating in internships in research >Number of students with internship credit >Number of students with research credit[1]	860 -	847 -	833 -	876 -	900 No baseline	1000
	2008	**2010**	**2012**	**2015**	**For FY 2018**	**For FY 2021**
NSSE % of students participating in internships (and similar experiences), and in research > % of students participating in internship and similar experiences[2] >% of students participating in research[3]	51% 15%	47% 15%	43.6% 16.4%	51.2% 20.4%	52% 22%	55% 27%
				FY16	**For FY 2018**	**For FY 2021**
Vertically Integrated Projects[4] (VIPs) >Number of students enrolled in VIP >Number of VIP teams			New program	60 6	72 6	180 18
	2008	**2010**	**2012**	**2015**	**For FY2018**	**For FY2021**
NSSE benchmarks of student perception of quality of educational experience (% of urban peer; seniors)						
>Level of academic challenge	97.8%	98.2%	98.5%	See below		
>Active and collaborative learning	102.0%	96.5%	97.9%			
>Student-faculty interaction	96.9%	87.0%	90.8%			
>Enriching educational experience	96.7%	95.9%	93.0%			
>Supportive campus environment	90.0%	90.1%	88.3%			

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[1] Boise State recently created a set of university-wide course numbers to enable the tracking of numbers of students who participate in research. Because it is a new measure, there is no baseline data and any sort of performance target would be overly speculative.

[2] % of seniors reporting in the NSSE survey to have participated in an internship. Note that there were slight changes in how the questions were asked in the surveys from 2008-2012 to 2015. 2012: "Practicum, internship, field experience, co-op experience, or clinical assignment." 2015: "Internship, co-op, field experience, student teaching, or clinical placement."

[3] % of seniors reporting in the NSSE survey to have participated in an internship. Note that there were slight changes in how the questions were asked in the surveys from 2008-2012 to 2015. 2012:"Work on a research project with a faculty member outside of course or program requirement." 2015:"Work with faculty member on a research project."

[4] Boise State University recently implemented a Vertically Integrated Projects (VIPs) initiative. VIPs unite undergraduate education with faculty research in a team-based context. Students earn credit for participation. Boise State is a member of the VIP national consortium that includes more than 20 universities and is hosted by Georgia Tech.

	2008	2010	2012	2015	For FY2018	For FY2021
Revised[5] NSSE benchmark measures (% of peer group rating; for seniors only):						
Academic Challenge						
>Higher-Order Learning				99%⇔[6]	100%	105%[7]
>Reflective & Integrative Learning				102⇔	100%	105%
>Learning Strategies				97%⇩	100%	105%
>Quantitative Reasoning				102⇔	100%	105%
Learning with Peers						
>Collaborative Learning				103%⇧	100%	105%
>Discussions with Diverse Others				94%⇩	98%	100%
Experiences with Faculty						
>Student-Faculty Interaction				90%⇩	95%	100%
>Effective Teaching Practices				96⇩	100%	100%
Campus Environment						
>Quality of Interactions				101⇔	100%	105%
>Supportive Environment				91%⇩	95%	100%

[5] The NSSE was revised in 2013 to more accurately represent the constructs of student engagement being measured
[6] ⇔ indicates that Boise State's score is statistically the same as peers; ⇩ & ⇧ indicate statistically lower and higher than peers
[7] A percentage of 105% indicates that Boise State would score 5% better than peers.

Goal 2: Facilitate the timely attainment of educational goals of our diverse student population.

Objectives:

- Identify and remove barriers to graduation.
- Bring classes to students using advanced technologies and multiple delivery formats.
- Design and implement innovative policies and processes that facilitate student success.
- Connect students with university services that address their individual needs.
- Ensure that faculty and staff understand their roles and responsibilities in facilitating student success.

Goal 2: Key Performance Measures	Recent data				Performance Targets	
	FY 2012	FY 2013	FY 2014	FY 2015	For FY2017	For FY2021
Number degree graduates (distinct by award level)[5]*						
>Associate	195	165	132	166	150	150
>Baccalaureate	2,584	2,716	2,764	2,971	3,250	3,800
(SBOE target for baccalaureate graduates[6])	(2,270)	(2,413)	(2,557)	(2,700)	(2,986)	(3,565)[7]
>Graduate Certificate	170	167	192	226	250	250
>Master's	653	691	640	703	740	800
>Doctoral	11	11	34	14	32	40
Total distinct graduates	3,503	3,621	3,629	3,938		
	F2011 cohort	F2012 cohort	F2013 cohort	F2014 cohort	F2016 cohort	F2019 cohort
Retention[8]*						
>Percent first-time, full-time freshmen retained to year 2	71.5%	70.9%	74.5%	75.6%	78%	80%
>Percent full-time transfers retained or graduated by year 2	74.1%	74.0%	71.9%	73.5%	77%	80%
	F2006 cohort	F2007 cohort	F2008 Cohort	F2009 Cohort	Fall 2011 Cohort	Fall 2014 Cohort
6-year graduation rate of first-time, full-time freshmen	29.5%	38.2%	37.1%	37.9%	44%	50%
	FY 2012	FY 2013	FY 2014	FY 2015	For FY2017	For FY2021
Dual enrollment [9]*						
>#credits produced	10,770	11,607	12,111	14,820	17,500	22,000
>#students served	2,410	2,624	2,699	3,586	4,250	5,750
eCampus (Distance Education)						
>Student Credit Hours	55,571	60,146	66,058	73,668	85,000	105,000
>Distinct Students Enrolled	9,381	9,787	10,620	11,369	12,700	15,000
	FY 2012	FY 2013	FY 2014	FY 2015	For FY2017	For FY2021
Baccalaureate graduates per 3-year average FTE[10]	18.2	18.9	19.2	20.7	21.0	22.5
Graduate degree graduates per 3-year average FTE[11]*	54.4	55.0	48.6	47.2	50.0	50.0

[5] Distinct graduates by award level, totaled for summer, fall, and spring terms. Note that these totals cannot be summed to get the overall distinct graduate count due to some students earning more than one award (e.g., graduate certificate and a master's) in the same year.
[6] Number in parentheses is the SBOE target for the # of baccalaureate graduates as per PPGA agenda materials, August 12, 2012, Tab 10 page 3.
[7] FY2021 number for SBOE target assumes the same annual rate of increase (4.4%) as previous years; SBOE specified targets only through 2020.
[8] Retention is measured as the percent of first-time, full-time baccalaureate-seeking freshmen cohort returning to enroll the subsequent year. Transfer retention reflects the percent of the full-time baccalaureate-seeking transfer cohort that returned to enroll the following year or graduated by that time.
[9] Dual enrollment credits and students are measures of activity that occur over the entire year at multiple locations using various delivery methods. When providing measures of this activity, counts over the full year (instead of by term) provide the most complete picture of the number of unduplicated students that are enrolled and the number of credits earned. Reflects data from the annual Dual Credit report to the Board.
[10] Includes the unduplicated number of annual baccalaureate degree graduates divided by a three-year running average of FTE. FTE are determined using PSR1 Annual methodology of total annual credits taken by degree-seeking undergraduates divided by 30.
[11] Includes unduplicated number of annual graduate certificates and master's and doctoral degree graduates divided by a three-year running average of FTE. FTE are determined using PSR1 Annual methodology of total annual credits taken by degree-seeking graduate students divided by 24.

Goal 2 (*continued*)

	F2006 cohort	F2007 cohort	F2008 Cohort	F2009 Cohort	Fall 2011 Cohort	Fall 2014 Cohort
Success and Progress Rate (at six years)[12]						
>First-time, full-time Freshmen cohort	64%	70%	70%	66%	72%	75%
>Full-time Transfer student cohort	75%	74%	77%	72%	77.5%	81%
	2008	**2010**	**2012**	**2015**	**For FY2017**	**For FY2021**
NSSE student rating of administrative offices (as % of urban peer average score)	94.5%	97.1%	96.9%	See below		
Revised[13] **NSSE measures** (% of peer group rating; for seniors only; higher score indicates better interaction):						
>Quality of interaction with academic advisors				100.5%⇔	105%	105%
>Quality of interaction with student services staff (career services, student activities, housing, etc.)				97.7%⇔	100%	100%
>Quality of interaction with other administrative staff and offices (registrar, financial aid, etc.)				104.7%⇧	105%	105%
	FY 2012	**FY 2013**	**FY 2014**	**FY 2015**	**For FY2017**	**For FY2021**
Degrees and Certificates Awarded[14]*						
>Professional Technical Degrees & Certificates						
>Associate	218	168	137	168	152	152
>Baccalaureate	2,766	2905	2,900	3,154	3,450	4,035
>Graduate Certificate	170	171	195	237	260	260
>Master's	664	691	640	703	740	800
>Doctoral	11	11	34	14	32	40
Unduplicated graduates per 3-YR average FTE[15]*						
>Undergraduate	19.4	19.8	20.0	21.7	23.0	25.0

[12] "Success and Graduation Rate" is used by the Voluntary System of Accountability to provide a more comprehensive view of progress and attainment than can be provided by measures such as the 6-year graduation rate or the 1-year retention rate. The rate equals the total percent of students who fall into one of the following groups: graduated from or are still enrolled at Boise State, or graduated or still enrolled elsewhere.

[13] The NSSE was revised in 2013 to more accurately represent the constructs of student engagement being measured

[14] Reflects the number of awards made (first major, second major, plus certificates as reported to IPEDS). This is greater than the number of graduating students because some graduating students received multiple awards.

[15] Includes the unduplicated number of annual undergraduate degree graduates (Associate plus Bachelor's) divided by a three-year running average of FTE. FTE are determined using PSR1 Annual methodology of total annual credits taken by degree-seeking undergraduates divided by 30. Boise State focuses on the ratio pertaining to baccalaureate graduates since that is our primary mission.

Goal 3: Gain distinction as a doctoral research university.

Objectives:

- Recruit, retain, and support highly qualified faculty, staff, and students from diverse backgrounds.
- Identify and invest in select areas of excellence with the greatest potential for economic, societal, and cultural benefit.
- Build select doctoral programs with a priority in professional and STEM disciplines.
- Build infrastructure to keep pace with growing research and creative activity.
- Design systems to support and reward interdisciplinary collaboration.

Goal 3: Key Performance Measures	Recent data				Performance Targets	
	FY 2012	FY 2013	FY 2014	FY 2015	For FY2017	For FY2021
Total Research & Development Expenditures (as reported to the National Science Foundation)	$27.9M	$25.7M	$26.6M	$31.3M (tentative)	$34.0 M	$38 M
Number of doctoral graduates (PhD and EdD)	11	11	34	14	32	40
New doctoral programs	Fall 2012 start: PhD Biomol-ecular Science; PhD Material Science & Engineering; EdD Educational Technology	Fall 2013 start: Doctor of Nursing Practice; PhD in Public Policy	No new doctoral programs	PhD in Ecology, Evolution, & Behavior; (approved February 2016)	PhD Computing	
	CY 2008-12	CY 2009-13	CY 2010-14	CY 2011-14	For CY 2013-17	For CY 2017-21
Number of peer-reviewed publications over 5-year period[16]	1,317	1,411	1,449	1,533	1,750	2,300
	CY 2008-12	CY 2009-13	CY 2010-14	CY 2011-14	For CY 2013-17	For CY 2017-21
Citations of publications by Boise State authors over five year span[17]	5,445	7,264	9,499	11,190	15,000	20,000

[16] # of publications over five year span with Boise State listed as an address for one or more authors; from Web of Science.

[17] Total citations, during the listed five year span, of peer-reviewed publications published in that same five year span, limited to those publications with Boise State listed as an address for at least one author. From Web of Science. http://library.boisestate.edu/researchindicators/index.php

- Include community impact in the creation and assessment of university programs and activities.
- Leverage knowledge and expertise within the community to develop mutually beneficial partnerships.
- Collaborate with external partners to increase Idaho students' readiness for and enrollment in higher education.
- Increase student recruitment, retention, and graduation in STEM disciplines.
- Evaluate our institutional impact and effectiveness on a regular basis and publicize results.

Goal 4: Key Performance Measures	**Recent data**				**Performance Targets**	
	FY 2012	**FY 2013**	**FY 2014**	**FY 2015**	**For FY2017**	**For FY2021**
Number of graduates with high impact on Idaho's college completion rate						
Baccalaureate graduates traditionally underrepresented groups [18] >from rural counties[19] >from ethnic minorities	 142 170	 158 194	 157 220	 153 273	 165 360	 195 550
Baccalaureate graduates who are Idaho residents	2,264	2,317	2,298	2,408	2,635	3,080
Baccalaureate graduates who are of non-traditional age (age 30 and up)	767	811	859	822	900	1,050
Baccalaureate graduates who began as transfers from Idaho community college (in transfer cohort)	122	167	188	269	500	750
Number of graduates in high demand disciplines (bachelor's, master's, doctoral)[20]	1,661	1,741	1,705	1,968	2,153	2,517
Number of STEM graduates (bachelor's, STEM education, master's, doctoral)[21]	407	454	499	540	675	830
Students Participating in Courses with Service Learning Component	2,648	2,398	2,151	2,334	2,775	3,000
# of students requiring remedial coursework[22]*	123 10.4%	102 8.7%	110 9.4%	142 11.7%	100 8%	100 8%
Carnegie Foundation Community Engagement Classification recognizing community partnerships and curricular engagement	Boise State was one of 76 recipients of the 2006 inaugural awarding of this designation. The classification was renewed in Spring 2015				Renewal of Community Engagement Classification in 2020	

[18] Distinct number of graduates who began college as members of one or more in the following groups traditionally underrepresented as college graduates: (i) from a rural county in Boise State's 10 county service area (Ada and Canyon counties are excluded) and (ii) identified as American Indian/Alaska Native or Hispanic/Latino

[19] "Rural counties" is defined as the ten service area counties minus Ada and Canyon counties.

[20] Defined as distinct number of graduates in those disciplines appropriate for the top 25% of jobs listed by the Idaho Department of Labor, based on projected # of openings 2008-2018.

[21] STEM refers to Science, Technology, Engineering, and Math. We define STEM disciplines as being included in either or both of the NSF-defined list of STEM disciplines and the NCES-defined list of STEM disciplines. We also include STEM secondary education graduates.

[22] Includes all new Idaho students who have been out of high school 1 year or less taking Math 15 or 25. remedial coursework.

Goal 5: Transform our operations to serve the contemporary mission of the university.

Objectives:

- Reinvent our academic and business practices to improve service and efficiency.
- Simplify or eliminate policies and regulations that waste effort and resources.
- Invest in faculty and staff to develop key competencies and motivate top performance.
- Break down silos that inhibit communication, collaboration and creativity.
- Provide widespread and timely access to reliable and understandable data, and use it to drive decision-making across the university.
- Build an infrastructure to encourage and accommodate external funding, philanthropic support, private-sector relationships, and a diversity of funding models.
- Develop and implement a model for resource allocation that supports strategic goals and promotes innovation, effectiveness, and responsible risk-taking.
- Develop and implement a model for resource allocation that supports strategic goals and promotes innovation, effectiveness, and responsible risk-taking.

Goal 5: Key Performance Measures		Recent data				Performance Targets	
		FY 2012	FY 2013	FY 2014	FY 2015	For FY2017	For FY2021
Cost of education[23] (resident undergrad with 15-cr load per semester; tuition & fees per year)	Boise State> WICHE avg> BSU as % of W>	$5,566 $6.645 83.8%	$5,884 $7,037 83.6%	$6,292 $7,331 85.8%	$6,640 $7,558 87.9%	Remain less than the WICHE state average	Remain less than the WICHE state average
	CPI adjusted?	FY 2012	FY 2013	FY 2014	FY 2015	For FY2017	For FY2021
Total Expense per EWA-resident Weighted SCH delivered: Undergrad Only[24]*	***In 2011 $$>*** Unadjusted>	***$247.02*** $252.13	***$258.60*** $267.81	***$270.73*** *$284.92*	***$281.35*** *$284.92*	No increase in Consumer Price Index (CPI) adjusted $$	No increase in CPI adjusted $$
Total Expense per EWA-resident Weighted SCH delivered: Undergrad & Graduate	***In 2011 $$>*** Unadjusted>	***$229.95*** $234.71	***$239.40*** $247.92	***$248.98*** $262.03	***$256.83*** *$284.92*	No increase in CPI adjusted $$	No increase in CPI adjusted $$
Total Expense per EWA-Total Weighted SCH delivered: Undergrad Only[25]*	***In 2011 $$>*** Unadjusted>	***$231.71*** $236.50	***$239.51*** *$248.04*	***$247.30*** *$260.27*	***$256.26*** *$266.86*	No increase in CPI adjusted $$	No increase in CPI adjusted $$
Total Expense per EWA-Total Weighted SCH delivered: Undergraduate and Graduate	***In 2011 $$>*** Unadjusted>	***$217.90*** $222.41	***$224.71*** $232.72	***$231.40*** $243.53	***$235.87*** *$248.54*	No increase in CPI adjusted $$	No increase in CPI adjusted $$
Distinct baccalaureate graduates per $100k undergraduate expense[26]	***In 2011 $$>*** Unadjusted>	***1.43*** 1.40	***1.44*** 1.39	***1.43*** 1.36	***1.49*** 1.42	No decrease in CPI adjusted # per $100k	No decrease in CPI adjusted # per $100k

[23] WICHE average from Table 1a of annual Tuition and Fees report. We use the average without California. A typical report can be found at http://www.wiche.edu/pub/tf

[24] Expense information is from the Cost of College study, produced yearly by Boise State's controller office. Includes the all categories of expense: Instruction/Student Services (Instruction, Academic Support, Student Services, Library), Institutional/Facilities (Cultural, Religious Life and Recreation, Museums, Gardens, etc., Net Cost of Intercollegiate Athletics, Net Cost of Other Auxiliary Operations, Plant Operations, Depreciation: Facilities, Depreciation: Equipment, Facility Fees Charged Directly to Students, Interest, Institutional Support), and Financial Aid. "Undergrad only" uses Undergrad costs and the sum of EWA weighted SCH for remedial, lower division, upper division. "Undergrad and graduate" uses undergraduate and graduate expenses, and includes EWA weighed credit hours from the undergraduate and graduate levels. "EWA-resident weighted SCH" refers to those credits not excluded by EWA calculation rules, which exclude non-residents paying full tuition.

[25] Expense information as in previous footnote. "EWA-resident Total SCH" refers to all credits, resident and nonresident, weighted using standard EWA calculation rules.

[26] Expense information is from the Cost of College study. Distinct graduates reflect unduplicated numbers of baccalaureate graduates for summer, fall, and spring terms.

Goal 5 (*continued*)

Measures required by OSBE but not used by Boise State							
	CPI adjusted?	**FY 2012**	**FY 2013**	**FY 2014**	**FY 2015**	**For FY2017**	**For FY2021**
Distinct baccalaureate, grad certificate, and graduate degree graduates per $100k total undergraduate and graduate expenses[27]	***In 2011 $$>*** Unadjusted>	***1.58*** 1.55	***1.57*** 1.52	***1.53*** 1.45	***1.58*** 1.50	No decrease in CPI adjusted # per $100k	No decrease in CPI adjusted # per $100k
Distinct undergraduate graduates (baccalaureate plus associate) per $100k undergraduate expense[28]*	***In 2011 $$>*** Unadjusted>	***1.52*** 1.49	***1.51*** 1.46	***1.48*** 1.41	***1.58*** 1.50	No decrease in CPI adjusted # per $100k	No decrease in CPI adjusted # per $100k

[27] Expense information is from the Cost of College study and includes undergraduate and graduate expenses. Distinct graduates reflect unduplicated numbers of graduates at the baccalaureate, graduate certificate, and graduate degree (master's and doctoral) levels for summer, fall, and spring terms.
[28] Expense information includes undergraduate costs from the Cost of College study. Distinct undergraduate graduates include unduplicated associate's and baccalaureate degree completers for summer, fall, and spring terms.

Mapping of Boise State University's Strategic Plan onto the SBOE Strategic Plan					
Boise State Strategic Goals→ → ↓SBOE Strategic Goals↓	*Goal 1: Create a signature, high-quality education experience for all students*	*Goal 2: Facilitate the timely attainment of educational goals of our diverse student population.*	*Goal 3: Gain distinction as a doctoral research university*	*Goal 4: Align university programs and activities with community needs.*	*Goal 5: Transform our operations to serve the contemporary mission of the university.*
Goal 1: A well-educated citizenry					
Objective A: Access- Set policy and advocate for increasing access to Idaho's educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.		✓		✓	
Objective B: Adult learner re-integration- Improve the processes and increase the options for re-integration of adult learners, including veterans, into the education system.		✓		✓	
Objective C: Higher level educational attainment - Increase successful progression through Idaho's educational system.		✓		✓	
Objective D: Quality education– Improve the ability of the educational system to meet educational needs and allow students to efficiently and effectively transition into the workforce.	✓	✓	✓	✓	
Objective E: Education to workforce alignment- Deliver relevant education that meets the needs of Idaho and the region.			✓	✓	
Goal 2: Innovation and economic development					
Objective A: Workforce readiness– Prepare students to efficiently and effectively enter and succeed in the workforce.	✓	✓		✓	
Objective B: Innovation and creativity - Increase creation and development of new ideas and solutions that benefit society.			✓	✓	
Goal 3: Effective and efficient educational system					

Objective A: Data-informed decision making- Increase the quality, thoroughness, security of data and accessibility of aggregate data for informed decision-making and continuous improvement of Idaho's educational system.				✓	✓
Objective B: Quality teaching workforce- Develop, recruit and retain a diverse and highly qualified workforce of teachers, faculty, and staff.	✓			✓	✓
Objective C: Alignment and coordination- Facilitate and promote the articulation and transfer of students throughout the education pipeline.	✓	✓		✓	
Objective D: Productivity and efficiency- Apply the principles of program prioritization for resource allocation and reallocation.				✓	✓
Objective E: Advocacy and communication- Educate the public and their elected representatives by advocating the value and impact of the educational system.			✓	✓	

Mapping of Boise State University's Strategic Plan onto the Complete College Idaho Plan					
Boise State Strategic Goals→ → ↓Complete College Idaho Strategic Goals↓	***Goal 1: Create a signature, high-quality education experience for all students***	***Goal 2: Facilitate the timely attainment of educational goals of our diverse student population.***	***Goal 3: Gain distinction as a doctoral research university***	***Goal 4: Align university programs and activities with community needs.***	***Goal 5: Transform our operations to serve the contemporary mission of the university.***
STRENGTHEN THE PIPELINE					
Ensure College and Career Readiness		✓		✓	
Develop Intentional Advising Along the K-20 Continuum that Links Education with Careers		✓			
Support Accelerated High School to Postsecondary and Career Pathways		✓			
TRANSFORM REMEDIATION					
Clarify and Implement College and Career Readiness Education and Assessments		✓			
Develop a Statewide Model for Transformation of Remedial Placement and Support		✓			
Provide three options: Co-requisite , Emporium , or Accelerated		✓			
STRUCTURE FOR SUCCESS					
Communicate Strong, Clear, and Guaranteed Statewide Articulation and Transfer Options		✓			
REWARD PROGRESS & COMPLETION					
Establish Metrics and Accountability Tied to Institutional Mission					✓
Recognize and Reward Performance		✓			✓
Redesign the State's Current Offerings of Financial Support for Postsecondary Students		✓			✓
LEVERAGE PARTNERSHIPS					
Strengthen Collaborations Between Education and Business/Industry Partners				✓	
College Access Network				✓	
STEM Education			✓	✓	

Mapping of Boise State University's Strategic Plan onto the Strategic Research Plan for Idaho Higher Education					
Boise State Strategic Goals→ **→** **↓Strategic Research Plan Strategic Research Goals↓**	***Goal 1: Create a signature, high-quality education experience for all students***	***Goal 2: Facilitate the timely attainment of educational goals of our diverse student population.***	***Goal 3: Gain distinction as a doctoral research university***	***Goal 4: Align university programs and activities with community needs.***	***Goal 5: Transform our operations to serve the contemporary mission of the university.***
Goal 1: Increase research and collaboration among, Idaho universities and colleges to advance areas of research strength and opportunity.					
Objective 1.A: Ensure growth and sustainability of public university research efforts.	✓		✓	✓	
Objective 1.B: Ensure the growth and sustainability of the existing collaborative research at the Center for Advanced Energy Studies (CAES).			✓	✓	
Objective 1.C: Expand joint research ventures among the state universities.	✓		✓		
Goal 2: Create research and development opportunities that strengthen the relationship between state universities and the private sector.					
Objective 2.A: Increase the number of sponsored projects involving the private sector.			✓	✓	
Goal 3: Contribute to the economic development of the State of Idaho.					
Objective 3.A: Increase the amount of university-generated intellectual property introduced into the marketplace.			✓	✓	✓
Objective 3.B: Increase the number of university startup companies.			✓	✓	
Goal 4: Enhance learning and professional development through research and scholarly activity.					
Objective 4.A: Increase the number of university and college students and staff involved in sponsored project activities.	✓	✓	✓		

Key External Factors

A wide variety of factors affect Boise State University's ability to implement our strategic plan. Here we present three factors that we regard as impediments to progress and that can be influenced by the state government and its agencies.

Lack of funding of Enrollment Workload Adjustment. Lack of consistent funding for the Enrollment Workload Adjustment, especially during the recession, has resulted in a significant base funding reduction to Boise State University. As a result, Boise State University students receive less appropriated funding compared to other Idaho universities.

Administrative Oversight. Boise State University is subject to substantial administrative oversight through the State of Idaho Department of Administration and other Executive agencies. Significant operational areas subject to this oversight include capital projects, personnel and benefit management, and risk and insurance. The additional oversight results in increased costs due to additional bureaucracy and in decreased accountability because of less transparency in process. The current system places much of the authority with the Department of Administration and the other agencies, but funding responsibility and ultimate accountability for performance with the State Board of Education and the University. As a result, two levels of monitoring and policy exist, which is costly, duplicative, and compromises true accountability. In 2010, the state legislature passed legislation that exempted the University, under certain conditions, from oversight by the State's Division of Purchasing. As a result, the university has streamlined policy and procedure and has gained substantial efficiencies in work process and in customer satisfaction, while at the same time maintaining the integrity of the purchasing process. Additional relief from administrative oversight in other areas should produce similar increases in efficiency and customer satisfaction.

Compliance. Increases in state and federal compliance requirements are a growing challenge in terms of cost and in terms of institutional effectiveness and efficiency.

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Idaho State University Strategic Plan

Mapping Our Future:
Leading in Opportunity and Innovation

2017-2021

Idaho State University
Strategic Plan
2017-2021

Vision: Leading in Opportunity and Innovation

Mission

Idaho State University is a public research-based institution that advances scholarly and creative endeavors through academic instruction, and the creation of new knowledge, research, and artistic works. Idaho State University provides leadership in the health professions, biomedical, and pharmaceutical sciences, as well as serving the region and the nation through its environmental science and energy programs. The University provides access to its regional and rural communities through delivery of preeminent technical, undergraduate, graduate, professional, and interdisciplinary education. The University fosters a culture of diversity, and engages and impacts its communities through partnerships and services.

STRATEGIC PLAN GOALS AND OBJECTIVES

Goal 1: LEARNING AND DISCOVERY – Idaho State University fosters student learning and discovery through teaching, research, and creative activity. ISU delivers high quality academic programs at all levels: technical certificates; undergraduate, graduate, and professional degrees; and postgraduate professional training.

Objective 1.1 ISU fosters student learning through teaching, research, and creative activity. Students learn through opportunities that develop their careers, and engage in research and scholarly activities. Faculty are actively engaged in research and creative activities.

Objective 1.1: Performance Measures	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	Benchmark	Benchmark Definition
1.1.1a Number peer reviewed creative works and research presentations as examples of innovation, creativity and research				**591**	**442**	**542**	Two-year average plus a five-percent increase over five years
1.1.1b Number of non-peer reviewed creative works and research presentations as examples of innovation, creativity and research				**415**	**251**	**400**	Two-year average plus a five-percent increase over five years
1.1.2 Number of theses and dissertations completed	**137**	**132**	**153**	**130**	**130**	**143**	The five-year average plus five-percent increase from 2015 over five years
1.1.3 Number of students employed to work with faculty on research projects	**385**	**413**	**372**	**373**	**369**	**402**	Five-year average plus five-percent increase over five years
1.1.4 Number of graduate assistantships with teaching and/or research responsibilities	**243**	**251**	**240**	**250**	**333**	**366**	**A 10-percent increase from 2015 over five years**
1.1.5 Percentage of students enrolled in either an undergraduate or a graduate research course		**1,424**	**1,634**	**2,131**	**1,813**	**1,903**	**A five-percent increase from 2015 over five years**

(red text indicates 2013-2014 SBOE-required measures for all institutions/ blue text indicates a new indicator)

Objective 1.2 ISU provides high-quality programs at all levels; demonstrates academic excellence at all program levels; technical certificates, undergraduate, graduate, and professional degrees; and postgraduate professional training. Academic programs prepare students for employment or postgraduate study.

Objective 1.2 : Performance Measures	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	Benchmark	Benchmark Definition
1.2.1 Number of students employed as content-area tutors	**191**	**112**	**141**	**134**	**118**	**146**	Five-year average plus five-percent increase over five years
1.2.2 Number of students participating in Career Path Internships	**241**	**583**	**651**	**762**	**890**	**935**	Five percent increase from 2015 over five years
1.2.3 Number of certificate, associate, and baccalaureate students who enroll in programs at the next degree level upon graduating	**285**	**324**	**281**	**240**	**225**	**298**	Five-year average plus 10-percent increase over five years
1.2.4a Percentage of graduate placement in academic programs in College of Technology				**95**	**90**	**97**	Five-percent increase from 2015 over five years
1.2.4b Percentage of graduate placement in Professional Technical programs in College of Technology	**92**	**91**	**93**	**98**	**97**	**99**	Five-year average plus five-percent increase over five years
1.2.5 Number of regular comprehensive program and specialized accreditation reviews conducted each year			**2**	**2**	**2**	**Yes/No**	Did the University complete internal program review and/or specialized accreditation requirements in that year (1-No/2-Yes)
1.2.6 Number of undergraduate and graduate degrees awarded	**2163**	**2279**	**2343**	**2361**	**2283**	**2,628**	Increase of 345 from the trend (average 69 x5) 2011-2015 over five years

(red text indicates 2013-2014 SBOE-required measures for all institutions/ blue text indicates a new indicator)

Goal 2: ACCESS AND OPPORTUNITY – Idaho State University provides diverse pathways to retention and graduation through educational preparation, academic and co-curricular opportunities, and extensive student support services.

Objective 2.1 ISU provides educational pathways with multiple access points and diverse opportunities for students to enter and be successful in higher education.

Objective 2.1: Performance Measure	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	Benchmark	Benchmark Definition
2.1.1a Number of students enrolled in ISU's Early College Program	**1,425**	**1,669**	**1914**	**2,111**	**2,232**	**2,344**	**Five-percent increase from 2015 over five years**
2.1.1b Total number of credits earned in ISU's Early College Program	**8,644**	**10,453**	**11,438**	**12,746**	**13,855**	**18,746**	**Average difference from 2013 to 2015 (1,146) then multiply that number by five and add to the 2015 data to equate to the five-year growth**
2.1.2 In-state tuition and fees are competitive with peer institutions (rank)	**2**	**4**	**3**	**3**	**3**	**2**	Maintain #2 ranking among peers
2.1.3 Out-of-state tuition and fees are competitive with peer institutions (rank)	**5**	**6**	**9**	**8**	**8**	**7**	Maintain #7 ranking among peers
2.1.4 Number of total programs taught at all ISU locations (rollup)	**502**	**588**	**574**	**582**	**596**	**618**	Roll up of total # of program offerings @ ISU and its Centers for Learning
2.1.4a Number of programs taught at main campus in Pocatello	**418**	**490**	**476**	**496**	**497**	**500**	Increase of three program offerings from 2015 over five years
2.1.4b Number of programs taught at Idaho Falls Center for Learning	**28**	**40**	**41**	**41**	**45**	**50**	Increase of five program offerings from 2015 over five years

(red text indicates 2013-2014 SBOE-required measures for all institutions/ blue text indicates a new indicator)

2.1.4c Number of programs taught at Twin Falls Center for Learning	**30**	**30**	**30**	**14**	**14**	**20**	Increase of five program offerings from 2015 over five years
2.1.4d Number of programs taught at Meridian Health Science Center for Learning	**18**	**19**	**17**	**17**	**17**	**20**	Increase of three program offerings from 2015 over five years
2.1.4e Number of on-line Center for Learning programs taught (e-ISU)	**8**	**9**	**8**	**14**	**23**	**28**	Increase of five program offerings from 2015 over five years
2.1.5 Number of Early College Program courses taught at High Schools	**258**	**299**	**345**	**350**	**356**	**427**	Twenty-percent increase from 2015 over five years
2.1.6 Number of on-line Center for Learning courses taught (e-ISU)	**509**	**727**	**849**	**1,023**	**1,111**	**1,667**	Fifty-percent increase from 2015 over five years
2.1.7 University enrollment	**18,640**	**19,284**	**19,180**	**18,640**	**18,073**	**21,688**	Twenty-percent increase from 2015 over five years

(red text indicates 2013-2014 SBOE-required measures for all institutions)

Objective 2.2 ISU provides support services and resources designed to enhance the academic success and non-cognitive skills of every student, while respecting their varying interests, abilities, academic goals, and levels of readiness.

Objective 2.2: Performance Measure	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	Benchmark	Benchmark Definition
2.2.1 Number of reported coach advisor contacts with students							**New Indicator (collecting data to establish baseline)**
2.2.2 Number of reported advising center contacts with students	**7,737**	**7,171**	**8,436**	**8,495**	**10,714**	**11,250**	Five-percent increase from 2015 over five years
2.2.3 Number Retention rate of degree seeking new transfer degree-seeking students	**21,409**	**22,576**	**22,319**	**18,946**	**12,699**	**21,549**	Five-year average, plus a 10% increase over five years
2.2.4 Number of reported Student Support Network contacts with students.			**296**	**463**	**331**	**400**	Three-year average, plus a 10% increase over three years
2.2.5 Retention rate of degree seeking first-time students		**62%**	**62.1%**	**73.5%**	**74.3%**	**80%**	Set by the Idaho SBOE
2.2.6 Retention rate of degree seeking new transfer degree-seeking students		**73.8%**	**69.2%**	**73.5%**	**74.3%**	**85%**	Set by the Idaho SBOE
2.2.7 Cost per weighted credit hour to deliver undergraduate education.	**$280.68**	**$287.65**	**$301.93**	**$308.44**	**$324.41**	**$340.63**	**Positively impact by limiting increase by 5% over next 3 years**

(red text indicates 2013-2014 SBOE-required measures for all institutions/ blue text indicates a new indicator)

2.2.8 Completion of undergraduate certificates (1 year or greater) and degrees per $100,000 of education and related spending (i.e., full cost of instruction and student services, plus the portion of institutional support and maintenance assigned to instruction).	**1.29**	**1.25**	**1.25**	**1.29**	**1.19**	**1.70**	**Positively impact this ratio by 5% over next 3 years**
2.2.9a Total degree production (undergraduate)	**1608**	**1644**	**1709**	**1741**	**1685**	**1769**	**Increase graduate awards by 5% over the next 3 years**
2.2.9b Total degree production (graduate)	**547**	**635**	**634**	**620**	**598**	**628**	**Increase undergraduate awards by 5% over the next 3 years**
2.2.10a Unduplicated headcount of graduates and percent of graduates to total unduplicated headcount (undergraduate).	**1,562/ 19%**	**1,577/ 19%**	**1,626/ 19%**	**1,676/ 20%**	**1631/ 20%**	**1713**	**Positively impacts this ratio by 5% over next 3 years**
2.2.10b Unduplicated headcount of graduates and percent of graduates to total unduplicated headcount (graduate).	**546/ 35%**	**633/ 35%**	**633/ 35%**	**615/ 35%**	**590/ 31%**	**620**	**Positively impacts this ratio by 5% over next 3 years**

(red text indicates 2013-2014 SBOE-required measures for all institutions)

Objective 2.3 ISU provides opportunities for students to effectively transition to college, participate in co-curricular programs, and prepare for career success in an increasingly diverse society.

Objective 2.3: Performance Measure	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	Benchmark	Benchmark Definition
2.3.1 Number of programs that serve diverse populations					**48**	**50**	Five-percent increase from 2015 over five years
2.3.2 Number of different co-curricular programs available to students	**142**	**143**	**148**	**153**	**149**	**156**	Five-percent increase from 2015 over five years
2.3.3 Number of students participating in co-curricular programs	**3,238**	**4,191**	**4,273**	**4,782**	**5,185**	**5,444**	Five-percent increase from 2015 over five years
2.3.4 Number of transition-related courses	**65**	**75**	**77**	**79**	**86**	**116**	Increase of 26 from the trend (average 5.65 x5) 2011-2015 over five years
2.3.5 Number of transition-related programs				**3**	**3**	**3**	Maintain the number of transition related programs from 2015
2.3.6 Number of career path-related opportunities	**241**	**583**	**651**	**762**	**890**	**935**	Five-percent increase from 2015 over five years

Goal 3 THREE: LEADERSHIP IN THE HEALTH SCIENCES – Idaho State University provides statewide leadership in the health sciences. With the academic support of its colleges and the division, the University offers a broad spectrum of degree levels and provides residency training in the health professions. New knowledge is created through biomedical, translational, clinical, rural, and health services research. Teaching, research, practice, and community partnerships provide interprofessional education and excellence in patient care. University clinics provide an environment for learning, inquiry and comprehensive health care service to the community.

Objective 3.1 ISU consistently provides Idaho the broadest array of high-quality health professions programs distributed throughout the state.

Objective 3.1: Performance Measure	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	Benchmark	Benchmark Definition
3.1.1 Number of health professions programs offered	**52**	**57**	**56**	**55**	**58**	**61**	Five-percent increase from 2015 over five years
3.1.2 Number of degrees/certificates awarded in the health professions	**490**	**757**	**758**	**798**	**729**	**777**	Five-year average plus 10-percent increase over five years
3.1.3 **Number of graduates completing within 150% of expected time to degree/ options/ certificate in the health professions.**							**New Indicator (collecting data to establish baseline)**
3.1.4 Pass rates on first time licensure, and certification, and registration exams in the health professions	**2**	**2**	**2**	**1**	**2**	**Yes/No**	Did the University's Health Sciences programs achieve at or above standards for National Pass
3.1.5 **Number of locations of didactic and clinical educational sites throughout the state**							**New Indicator (collecting data to establish baseline)**

(red text indicates 2013-2014 SBOE-required measures for all institutions/ blue text indicates a new indicator)

Objective 3.2 ISU contributes to the development of new knowledge in the biomedical, translational, rural, and health services research.

Objective 3.2: Performance Measure	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	Benchmark	Benchmark Definition
3.2.1 Dollar amount of extramural support for research in the Health Sciences ($Million)	**$3.6M**	**$4M**	**$6.2M**	**$7.3M**	**$9.2M**	**$13.3M**	Increase of $4M from 2015 over five years

Objective 3.3 ISU emphasizes expanded interprofessional experiences through teaching, research, and community partnerships.

Objective 3.3: Performance Measure	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	Benchmark	Benchmark Definition
3.3.1 Number of IPE educational activities							**New Indicator (collecting data to establish baseline)**
3.3.2 Number of IPE research activities							**New Indicator (collecting data to establish baseline)**
3.3.3 Number of IPE service/clinical activities							**New Indicator (collecting data to establish baseline)**
3.3.4 Number of team-taught courses which multiple professions participate AND co-teaching							**New Indicator (collecting data to establish baseline)**

Objective 3.4 ISU delivers health-related services and patient care in the state through its clinics, postgraduate residency training sites, and other community venues.

Objective 3.4: Performance Measure	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	Benchmark	Benchmark Definition
3.4.1 Number of client visits to outpatient clinics in a fiscal year	**51,8117**	**54,234**	**49,394**	**47,357**	**46,112**	**48,030**	Established benchmark using the following formula from 2015 data- Pharm: +15%, Health: +5%, Dental: +1%, Psych: +5%, Reside: +5%, Audio: -65%, Speech: +1%. This is a 1,918 increase over a five-year period
3.4.2 Income from clinic service in a fiscal year.			**$3.477M**	**$3.684M**	**$3.820M**	**$4.321M**	Established the benchmark using the following formula from 2015 data- Pharm: +15%, Health: +5%, Dental: +1%, Psych: +5%, Audio/Speech:-10%. This is a $500,692 increase over a five-year period
3.4.3 Number of clinics	**15**	**15**	**15**	**15**	**16**	**18**	Increase of two clinical sites over the next five years

Goal 4: COMMUNITY ENGAGEMENT AND IMPACT – As an integral component of the community, Idaho State University develops partnerships and affiliations through the exchange of knowledge, resources, research, and expertise. Through a diverse university staff, faculty, and student body, ISU provides cultural, social, economic, and other opportunities to enrich the lives of citizens.

Objective 4.1 Number of community activities and events that meet university and community needs (e.g., CommUniversity, Donor Visits, Continuing Ed, Workforce Training, Health Fairs, Clinics, Community Health Screenings, etc.).

Performance Measure	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	Benchmark	Benchmark Definition
4.1.1 Total economic impact of the University	**$312M**	**$318M**	**$323M**	**$328M**	**$328M**	**$345M**	A 5-percent increase from 2015 over five years
4.1.2 Number of community events held at ISU which involve the community, (e.g., high school and university athletics, cultural events, symposia)					**217**	**239**	Ten-percent increase from 2015 over five years
4.1.3 Economic impact of ISU identified through student enrollment, community fundraising, federal and state resources secured through programs (including research), the provision of ISU facilities to community programs, and CommUniversity collaborations (e.g., Bengal Pharmacies). ($Million	**312**	**318**	**323**	**328**	**329**	**$349M**	Increase of $20M from a five-year trend (4 per year average from 2011-2015) over five years

Objective 4.2 Idaho State University collaborates with its local, regional/state, national, and global communities for the mutually beneficial exchange of knowledge and resources to address issues of public concern.

Objective 4.2: Performance Measure	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	Benchmark	Benchmark Definition
4.2.1 Number of faculty who volunteer or serve community organizations				**298**	**322**	**354**	Based on 60% of full time faculty (590)
4.2.2 **Number of affiliation agreements, contracts, MOUs, etc. w/community partners**							**New Indicator (collecting data to establish a baseline)**
4.2.3 Number of ISU semi-annual meetings/surveys with community members to assess their attitudes about the institution's activities in and interactions with its communities					**3**	**8**	Each Center for Learning and the main campus should hold two meetings a year

Key External Factors
(BEYOND DIRECT CONTROL OF IDAHO STATE UNIVERSITY)

Funding

Many Idaho State University strategic goals and objectives assume on-going and sometimes substantive additional levels of State legislative appropriations. Availability of state revenues, upon which appropriation levels depend, can be uncertain from year to year. Similarly, while gubernatorial and legislative support for ISU efforts are significant, priorities set by those bodies vary from year to year, affecting planning for institutional initiatives and priorities. When we experience several successive years of deep reductions in state appropriated funding, as has occurred in the recent past, it makes it increasingly difficult to plan for and implement strategic growth.

Legislation/Rules

Beyond funding considerations, many institutional and SBOE policies are embedded in state statute and are not under institutional control. Changes to statute desired by the institution are accomplished according to state guidelines. Proposed legislation, including both one-time and ongoing requests for appropriated funding, must be supported by the Governor, gain approval in the germane legislative committees, and pass both houses of the Legislature.

The recent directives related to creation of the Student Longitudinal Data System, revision of general education and remedial education, common core standards, Smarter Balance Assessment, Complete College America/Idaho, the 60% Goal, zero-based budgeting, performance-based funding, and the additional financial and institutional research reporting requirements have required the reallocation of staff resources and time and effort to comply.

Institutional and Specialized Accreditation Standards

The Northwest Commission on Colleges and Universities (NWCCU), our regional accreditation body, continues to refine the revised 2010 standards and associated7-year review cycle. Similarly, the specialized accrediting bodies for our professional programs periodically make changes to their accreditation standards and requirements, which we must address.

ISU has the largest number of degree programs with specialized accreditation among the state institutions, which significantly increases the workload in these programs due to the requirements for data collection and preparation of periodic reports. The programs in the health professions are reliant on the availability of clerkship sites in the public and private hospitals, clinics, and medical offices within the state and

region. The potential for growth in these programs is dependent on maintaining the student to faculty ratios mandated by the specialized accrediting bodies, as well as the availability of a sufficient number of appropriate clerkship sites for our students.

Federal Government

A great deal of educational and extramural research funding for ISU and the SBOE is provided by the federal government. Funding is often tied to specific federal programs and objectives, and therefore can greatly influence both education policy and extramurally-funded research agendas at the state and the institutional levels. The recent decrease in funding for Pell Grants has had a negative impact on need-based financial aid for our students. The impact of the sequestration-mandated federal budget reductions initiated in early 2013 will likely have a negative impact on higher education.

Local/Regional/National/Global Economic Outlook

Conventional wisdom has long tied cyclic economic trends to corresponding trends in higher education enrollments. While some recent factors have caused this long relationship to be shaken in terms of funding students have available for higher education, in general the perceived and actual economic outlooks experienced by students continues to affect both recruitment into our colleges and universities as well as degree progress and completion rates. A greater proportion of our students must work and therefore are less able to complete their education in a timely manner.

Idaho State UNIVERSITY

STATE BOARD OF EDUCATION GOALS & OBJECTIVES	ISU STRATEGIC PLAN GOALS				
	Learning and Discovery.	Access and Opportunity.	Leadership in the Health Sciences.	Community Engagement and Impact.	
GOAL 1- A WELL EDUCATED CITIZENRY: Idaho's P-20 educational system will provide opportunities for individual advancement across Idaho's diverse population.	✓	✓	✓	✓	
– Set policy and advocate for increasing access to Idaho's educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.	✓	✓	✓	✓	
– Improve the processes and increase the options for re-integration of adult learners into the education system.	✓	✓			
– Increase successful progression through Idaho's educational system.					
– Quality Education: Deliver quality programs that foster the development of individuals who are entrepreneurial, broadminded, critical thinkers, and creative.		✓	✓		
– Education to Workforce Alignment: Deliver relevant education that meets the needs of Idaho and the region.	✓	✓	✓		
	✓		✓	✓	

✓ Indicates the specific SBOE's Goals and Objectives that are supported by ISU's Strategic Plan.

(red text indicates 2013-2014 SBOE-required measures for all institutions/ blue text indicates a new indicator)

		ISU STRATEGIC PLAN GOALS				
		Learning and Discovery.	Access and Opportunity.	Leadership in the Health Sciences.	Community Engagement and Impact.	
STATE BOARD OF EDUCATION GOALS & OBJECTIVES	**GOAL 2- Innovation and Economic Development:** The educational system will provide an environment that facilitates the creation of practical and theoretical knowledge leading to new ideas.	✓	✓	✓	✓	
	– Workforce Readiness: Prepare students to efficiently and effectively enter and succeed in the workforce.	✓	✓	✓	✓	
	– Innovation and Creativity: Increase creation and development of new ideas and solutions that benefit society.	✓		✓		
	– Economic Growth: New objective currently under development.	✓				

✓ Indicates the specific SBOE's Goals and Objectives that are supported by ISU's Strategic Plan.

(red text indicates 2013-2014 SBOE-required measures for all institutions/ blue text indicates a new indicator)

STATE BOARD OF EDUCATION GOALS & OBJECTIVES	ISU STRATEGIC PLAN GOALS			
	Learning and Discovery.	Access and Opportunity.	Leadership in the Health Sciences.	Community Engagement and Impact.
GOAL 3- Effective and Efficient Educational System: Ensure educational resources are coordinated throughout the state and used effectively.	✓	✓	✓	✓
– Data-informed Decision Making: Increase the quality, thoroughness, security of data and accessibility of aggregate data for informed decision-making and continuous improvement of Idaho's educational system.	✓	✓	✓	✓
– Quality Teaching Workforce: Develop, recruit and retain a diverse and highly qualified workforce of teachers, faculty, and staff.	✓		✓	
– Alignment and Coordination: Facilitate and promote the articulation and transfer of students throughout the education pipeline	✓			
– Productivity and Efficiency: Apply the principles of program prioritization for resource allocation and reallocation.	✓	✓	✓	✓
– Advocacy and Communication: Educate the public and their elected representatives by advocating the value and impact of the educational system.				✓

✓ Indicates the specific SBOE's Goals and Objectives that are supported by ISU's Strategic Plan.

(red text indicates 2013-2014 SBOE-required measures for all institutions/ blue text indicates a new indicator)

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LEWIS-CLARK STATE COLLEGE

STRATEGIC PLAN FY 2017-2021

LEWIS-CLARK STATE COLLEGE

Connecting Learning to Life

STRATEGIC PLAN
FY 2017-2021

LEWIS-CLARK STATE COLLEGE 1893

June 7, 2016

VISION

Lewis-Clark State College (LCSC) will fulfill the Idaho State Board of Education's vision of a seamless public education system by integrating traditional baccalaureate programs, professional-technical training programs, and community college and community support programs within a single institution, serving diverse needs within a single student body, and providing outstanding teaching and support by a single faculty and administrative team.

The college's one-mission, one-team approach will prepare citizens from all walks of life to make the most of their individual potential and will contribute to the common good by fostering respect and close teamwork among all Idahoans. Sustaining a tradition that dates back to its founding as a teacher training college in 1893, LCSC will continue to place paramount emphasis on effective instruction—focusing on the quality of the teaching and learning environment for traditional and non-traditional academic classes, professional-technical education, and community instructional programs.

As professed in the college's motto, "Connecting Learning to Life," instruction will foster powerful links between classroom knowledge and theory and personal experience and application. Accordingly, LCSC will:

- Actively partner with the K-12 school system, community service agencies, and private enterprises and support regional economic and cultural development
- Strive to sustain its tradition as the most accessible four-year higher-education institution in Idaho by rigorously managing program costs, student fees, housing, textbook and lab costs, and financial assistance to ensure affordability
- Vigorously manage the academic accessibility of its programs through accurate placement, use of student-centered course curricula, and constant oversight of faculty teaching effectiveness
- Nurture the development of strong personal values and emphasize teamwork to equip its students to become productive and effective citizens who will work together to make a positive difference in the region, the state, the nation, and the world.

MISSION

Lewis-Clark State College is a regional state college offering instruction in the liberal arts and sciences, professional areas tailored to the educational needs of Idaho, applied technical programs which support the local and state economy and other educational programs designed to meet the needs of Idahoans.

Core Theme One: Connecting Learning to Life Through Academic Programs
The first segment of the three part mission of Lewis-Clark State College is fulfilled under aegis of Academic Programs. This theme guides the offering of undergraduate instruction in the liberal arts and sciences and professional programs tailored to the educational needs of Idaho.

Core Theme Two: Connecting Learning to Life Through Professional-Technical Programs
The second segment of the three part mission of Lewis-Clark State College is fulfilled under the aegis of Professional-Technical Programs. LCSC functions under this theme by offering an array of credit and non-credit educational experiences to prepare skilled workers in established and emerging occupations that serve the region's employers.

Core Theme Three: Connecting Learning to Life Through Community Programs
The third and last theme of Lewis-Clark State College is fulfilled through Community Programs. The primary function of Community Programs is to provide quality delivery of outreach programs and services to students, customers, and communities throughout Region II as well as degree completion programs in Region I.

STRATEGIC PLAN
FY 2017-2021

Goal 1
Sustain and enhance excellence in teaching and learning.

Objective 1A.
Strengthen courses, programs, and curricula consonant with the mission and core themes of the institution.

Courses and programs will be assessed. The college will identify opportunities for improvement, expansion, and/or elimination of courses and programs; will foster closer collaboration and integration with the K-12 system; and will engage the local community and business leadership in the planning of current and future program offerings. The college will explore initiatives to improve student preparation and readiness to succeed in college level courses.

Timeline: FY 2017-2021 ongoing
Action: President, Provost and Vice Presidents, Director of Institutional Planning, Research and Assessment, Assessment Coordination Committee, Functional Area Assessment Committees, Division/Unit Assessment Groups

Progress: Based on LCSC's program prioritization process and in support of the President's Strategic enrollment initiative, all instructional programs have been reviewed for relevancy and efficiency. Several programs/certificates were eliminated due to low enrollments. New academic and professional-technical majors, minors, and certificates have been identified for inclusion in the SBOE's 5-year plan for FY17 and beyond. Summer School has been reworked to include a predictable menu of courses to enhance student progression. Dual Credit has been shifted to Academic Programs which will strengthen the relationship between the divisions, college faculty, and high school faculty. NACEP accreditation is in progress. All instructional programs continue to engage in annual assessments, and when applicable, in ongoing work related to specialized accreditation. During AY 15-16, the President and Provost met with many academic and professional-technical program Advisory Committees to learn how the college and programs can continue to meet local and regional industry needs.

Performance Measure(s):

Assessment submission
Benchmark: All units of the college will submit assessment documents that reflect genuine analysis and accurate reporting
Performance: 100% of units completed assessment (FY 2015)

First-time licensing/certification exam pass rates for professional programs
Benchmark: Meet or exceed national average
Performance: RN: LCSC 89%/National 83%, PN: 100%/82%, ARRT 100%/88% (FY 2015)

Percentage of responding LCSC graduates with positive placement
Benchmark: 95**%** of responding LCSC graduates will have positive placement
Performance: 92% (FY 2015)

Number of Idaho teachers who are certified each year by specialty and meet the Federal Highly Qualified Teacher definition
Benchmark: The percentage of first-time students passing the PRAXIS II will exceed 90%
Note: Given the changes made to the PRAXIS II exam, we are considering adjusting this benchmark to a more realistic one for our institution. PRAXIS II scores have gone down statewide.
Performance: 68% (FY 2015)

Median number of credits earned at completion of certificate or degree program
Benchmark: Associate- 69 (SBOE Benchmark) Bachelor - 138 (SBOE Benchmark)
Performance: Associate 101, Bachelor 140 (FY 2015)

Objective 1B.
Ensure the General Education Core achieves its expected learning outcomes.

The alignment of the General Education Core with institutional General Education goals and statewide General Education standards will be assessed. Cross-disciplinary communication and collaboration will improve faculty design and delivery of General Education Core courses. The college will ensure faculty with teaching assignments within the General Education Core understand institutional General Education goals.

Timeline: FY 2017-2021 (ongoing)
Action: Provost, Dean of Academic Programs, General Education Committee

Progress: All general education courses have been aligned with the new state competencies, and new courses will be approved on an ongoing basis. During summer 2015, assessment rubrics were drafted in support of general education assessment. Along with the Dean for Academic Programs, a team of faculty attended a general education assessment conference in fall 2015 to determine additional ways to enhance assessment practices. As a result of early assessment data, General Education assessment leaders are planning a summer retreat to strengthen and improve the General Education Capstone Seminar. The ETS Proficiency Profile is one measure of general education goals and outcomes, and is delivered every three years (spring 2017).

Performance Measure(s):

ETS Proficiency Profile critical thinking construct
Benchmark: LCSC will score at the 90th percentile or better of comparison participating institutions (Carnegie Classification-Baccalaureate Diverse) on the ETS Proficiency Profile critical thinking construct.
Performance: 88th percentile (FY 2014)
Note: ETS Proficiency testing takes place every three years. We will update this measure with FY2017 result when they are available.

Objective 1C.
Optimize technology-based course delivery, resources, and support services for students, faculty, and staff.

Equipment, software, and technological capabilities will be current and sufficient for student, faculty, and staff needs. Training in effective online course design and instruction for faculty will be strengthened.

Timeline: FY 2017-2021 (ongoing)
Action: Provost, Chief Technology Officer, Director of e-Learning Services, Data Advisory Committee, Instructional Technology Advisory Committee

Progress: LCSC has had a successful year using the Blackboard LMS managed hosting and outsourced Help Desk features. e-Learning Services provides basic operational tutorials for first-time online instructors and guides faculty in the use of Quality Matters principles and practices. The Teaching-Learning Center hosted numerous events during 2015 focused on pedagogy and best practices, including internal discussion groups and presentations by regional experts. The Dean for Academic Programs continues to provide course development stipends in support of the new Interdisciplinary degree options and other high demand programs. Ongoing enhancements include focus on ADA accessibility in online course delivery.

Performance Measure(s):

Annual end-of-term duplicated headcount for students enrolled in web, hybrid, and lecture/web-enhanced courses
Benchmark: 10,000
Performance: 8,780 (FY 2015)

Objective 1D.
Maximize direct faculty and student interactions inside and outside the classroom.

LCSC will maintain appropriate student-to-faculty ratios by providing adequate numbers of sections for high- demand courses and by keeping course capacities at appropriate levels. The college will seek to increase student participation and engagement in academic and non-curricular activities.

Timeline: FY 2017-2021 (ongoing)
Action: Provost, Vice President for Student Affairs, Director of Institutional Planning, Research and Assessment

Progress: Each semester the Dean for Academic Programs along with central advising staff, work to determine the appropriate number of needed course sections, particularly in first-year and general education areas. We continue to explore options for evening and weekend course sections and hybrid programming which could have a weekend component.

Students engage in many collaborative initiatives with faculty including Center for Arts and History events, presentations and competitions at regional conferences, the Research Symposium in Lewiston and Coeur d'Alene, INBRE poster sessions and conference events, campus presentations, informal activities, and field trips.

Performance Measure(s):

Student-to-faculty ratio
Benchmark: LCSC will maintain a 16 to 1 student-to-faculty ratio
Performance: 14 to 1 (FY 2015)

Number of students participating in undergraduate research
Benchmark: 400
Performance: 352 (FY 2015)

Objective 1E.
Recruit and retain a highly qualified and diverse faculty and staff.

The college will work to provide fair and competitive compensation for faculty and staff and will support increased opportunities for faculty and staff development. All faculty and staff pay will meet or exceed the median reported from peer institutions. Faculty development opportunities will be increased. Adjunct faculty pay will be increased.

Timeline: FY 2017-2021 (ongoing)
Action: President, Provost and Vice Presidents, Deans

Progress: The College continues to work toward faculty/staff compensation that aligns with peer institutions. In FY16, a state 3% change in employee compensation was distributed. Additional institutional dollars were used to address the most egregious salary gaps and to augment promotion increases. Adjunct pay was also increased by 3%.

In 2016, the college is moving away from a per head payment schedule for summer session where faculty often teach for very low wages, and instead align summer pay with the adjunct pay schedule. Each year the full (though modest) balance of Faculty Development funds, plus additional funds from the Office of the Provost, are distributed by a faculty peer committee (Faculty Affairs) in support of faculty research, professional presentations, or conference attendance. Higher Education Research Council (HERC) funds have been used to incentivize faculty and staff to submit external grant applications. Faculty development opportunities with stipends are available through the Teaching-Learning Center and course development is supported through Academic Programs.

Performance Measure(s):

Classified Staff (State of Idaho Classified Staff Pay Schedule)
Benchmark: Classified Staff pay will be 100% of State of Idaho Policy
Performance: 84.4% of staff meet or exceed 100% of policy (October 2015)

Instructional Personnel (Integrated Postsecondary Education Data System (IPEDS), Human Resources Report)
Benchmark: Compensation for instructional personnel will be 90% of the average of peer institutions by academic rank as reported by IPEDS
Performance: Mean faculty salaries are 87% of that averaged over peer institutions

Objective 1F.
Provide a safe, healthy, and positive environment for teaching and learning.

The college will increase the accessibility and safety of campus facilities and processes, expand wellness and healthy lifestyle participation, and foster a positive learning and working environment.

Timeline: FY 2017-2021 (ongoing)
Action: Vice President for Finance and Administration

Progress: In 2015 a totally renovated Silverthorne Theater was opened. This renovation was predicated on providing a fully accessible facility, including in the main theater, entrances, and greenrooms. During the summer of 2016, phase two of the ADA improvements to the interior sidewalk system will be completed. The project will continue to remove deteriorated brick walkways and replace with concrete. Designated sidewalk improvements and handicapped curb cuts will also be installed at that time. Additionally, an ad-hoc committee was formed to address ADA issues and concerns and to make recommendations to the college administration for needed improvements to campus and facilities. The committee is made up students, staff and faculty and is directed by the Director of Student Counseling and Disability Support Services and works in close coordination with the Campus Safety Committee. Finally, in the fall of 2015, design work started on a major multi-phased project to restore one of the older buildings on campus, Spalding Hall. The top priorities for the restoration are to improve accessibility and life safety by providing fire sprinklers throughout, create a third means of egress, upgrade existing building entrances so they meet ADA and fire code standards, upgrade mechanical and electrical systems and remove asbestos. The first phase of construction is planned to start in the Fall of 2017.

Performance Measure(s):

ADA compliance
Benchmark: Zero ADA-related discrepancies noted in annual Division of Building Safety (DBS) campus inspection (and prompt action to respond to any such discrepancies if benchmark not achieved)
Performance: Benchmark achieved—no ADA-related write-ups in 2015 DBS inspection

Campus Safety
Benchmark: 100% of students will report that they feel safe on campus in the bi-annual campus climate survey
Performance: 90.1% (395/435 students – FY15)

Goal 2
Optimize student enrollment and promote student success.

Objective 2A.
Marketing efforts will focus on clearly identified populations of prospective students.

The college will establish a brand identity for advertising and marketing. It will expand outreach to students seeking a residential college experience and to potential students who do not think they need college, do not think they can succeed in college, or do not think they can afford college. The college will increase its recruiting efforts for non-traditional students, strengthen its support of community college transfer students, and establish enrollment targets for out-of-state and international students. The college will leverage dual credit programs as a means to connect with high school students and invest in scholarships to strategically grow enrollment.

Timeline: FY 2017-2021 ongoing
Action: Vice President for Student Affairs, Director of College Communications, Director of New Student Recruitment, Director of International Programs

Progress: The College has made substantial progress in its marketing and advertising efforts. A new Director of College Communications has been hired. In his first months on the job, he published a style guide and has promoted consistency in the college's marketing messages and logos. The college has significantly expanded its outreach to traditional students throughout Idaho, Eastern Oregon, Eastern Washington, and Northern Nevada. The demand for a residential experience has grown such that a new residence hall is being planned. In the Fall of 2015, the college offered a course intended to introduce non-traditional students to on-line education. The president of the college initiated a new enrollment planning process, which addresses strategies for enticing adult learners to enroll at LCSC and also outlines strategies for enticing the college's dual credit students to enroll as degree-seeking students.

Performance Measure(s):

High school students participating in concurrent enrollment programs (headcount and total credit hours)
Benchmark: Annual Enrollment – 2,000 Annual Total Credit Hours – 8,500
Performance: 1,750; 8,071 (FY 2015)

Scholarship dollars awarded per student FTE
Benchmark: $2,500
Performance: $2,289 (FY 2015)

Objective 2B.
Retain and graduate a diverse student body.

LCSC will implement a student success course to enhance academic skills, impart post-secondary values and expectations, and coach students during their first semester. The course will supplement other curricular and advising reforms targeted towards students who place into Math and English courses below core levels.

Timeline: FY 2014-2017
Action: Provost, Vice President for Student Affairs, Dean of Academic Programs

Progress: A 3-credit student success course, ID 140, was approved by the faculty senate and has been taught for 4 semesters. The retention rates for the students required to take the class have shown to be slightly above the retention rate for the general population but, due to concerns about the sustainability of the course (e.g., financial, faculty) and concerns from academic leadership about the academic rigor the course, it has been discontinued effective Fall 2016. In its place, the college will expand its orientation program to include instruction for all new-entering, full-time, degree-seeking students throughout their initial semester. The courses that will be used are SD 107 and SD 307.

The college will continue the implementation of a centralized advising model to serve incoming freshmen and implement an advising assessment tool that students will complete during the course registration process. Student Affairs will develop pre-admission programs, including financial literacy, to help prospective students and their families prepare for college.

Timeline: FY 2014-2018 (ongoing)
Action: Vice President for Student Affairs

Progress: Centralized Advising continues to serve all new-entering freshmen and transfer students who have not completed their core math and English requirements. Additional support for new advisees comes from the recently created First-Year Experience program, which focus on prescriptive advising and follow-up for students who have a greater risk of attrition.

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LCSC will continue to leverage the Center for Teaching and Learning to support and share improvements in teaching, assessment, and curriculum development.

Timeline: FY 2017-2021 (ongoing)
Action: Provost, Vice President for Student Affairs

Progress: The Teaching-Learning Center has been fully functional for one year, with a full-time LCSC Professor serving as Director. Over the past year, the TLC has facilitated faculty development and weekly discussion events related to experiential and active learning, online teaching, and writing and research across campus. The TLC has also hosted invited regional speakers to discuss equity in the classroom and tools for student engagement. Four faculty learning communities which have included teachers from the local school district, have developed and implemented strategies for enhancing student success in the classroom. These faculty have presented their work at the annual Research Symposium and through other modes of communication. Teachers from the local school district are also currently collaborating with LC faculty on integration of high impact practices into K-12 science classrooms.

Performance Measures:

(SBOE system-wide performance measure)
Total degree production (undergraduate)
Benchmark: 800
Performance: 771 (FY 2015)

(SBOE system-wide performance measure)
Unduplicated headcount of graduates and percent of graduates to total unduplicated headcount (split by undergraduate/graduate).
Benchmark: 800, 20%
Performance: 713; 15% (FY 2015)

(SBOE system-wide performance measure)
Unduplicated headcount of graduates over rolling 3-year average degree-seeking FTE (split by undergraduate/graduate).
Benchmark: 25%
Performance: 713/2,973; 24% (FY 2015)

(SBOE system-wide performance measure)
Total full-time new and transfer degree seeking students that are retained or graduate the following year (excluding death, military service, and mission) (split by new and transfer students)
Benchmark: 70% for new students; 80% for transfer students
Performance – New Students: 304/474 = 64% (FY 2015)
Performance – Transfer Students: 141/202 = 70% (FY2015)

First-year/ full-time cohort retention rate
Benchmark: 75 %
Performance: 61% (FY 2015)

The number of degrees and certificates awarded per 100 FTE undergraduate students enrolled
Benchmark: 28
Performance: 26 (FY 2015)

First-year/ full-time cohort 150% graduation rate
Benchmark: 35%
Performance: 27% **(FY 2015)**

Objective 2C.
Maximize student satisfaction and engagement.

The college will conduct student satisfaction surveys on an annual basis and participate in the National Survey of Student Engagement (NSSE) every three years. The college will also conduct an internal analysis to identify areas for improvement in the student enrollment cycle and academic cycle. The college will expand infrastructure to entice students to reside on campus and, with the input and guidance of student government, will support a wide variety of social and academic student activities.

Timeline: FY 2017-2021 (ongoing)
Action: Vice President for Student Affairs, Director of Institutional Planning, Research and Assessment

Progress: The College has established a student survey schedule. In cooperation with Institutional Planning, Research, and Assessment, Student Affairs staff will develop a new survey to be issued to LCSC students in late April of 2016 in order to continue to assess students' satisfaction with services, programs, and extra-curricular activities. In addition, the college issues a survey to freshmen shortly after they have begun their courses in order to determine their concerns and interests. LCSC also participates in the American College Health Association's National College Health Assessment, which provides data about student's concerns, as well as the National Survey of Student Engagement (NSSE). These data are being used to shape the content of the student success programming referenced in the first update for Objective 2B.

Performance Measure(s):

National Survey of Student Engagement (NSSE)
Benchmark: 90% of LCSC students will be satisfied
Performance: 89% (FY 2014)
Note: We will administer NSSE again in FY 2017.

Goal 3

Strengthen and expand collaborative relationships and partnerships.

Objective 3A.
Increase volunteer, internship, and career placement opportunities.

The college will foster, promote and track student internship opportunities within each division, determine local business and industry needs through periodic surveys or professional forums, and leverage campus expertise to build and maintain relationships with local business and industry. All matriculated students will serve as volunteers and/or interns as part of their educational program.

Timeline: FY 2017-2018
Action: Provost, Deans

Progress: Many students participate in internships as a required component of their educational programs. Hiring an Internship Coordinator continues to be a goal of Academic Affairs. In fall 2015, the Work Scholars program was introduced. This program pairs eligible students with an on or off campus work experience, which includes mentoring and active advisement by the supervisor and Program Director. A total of 20 spaces are available, with more industry supported slots in progress. Service Learning continues in many campus courses and is required of Work Scholars. The Teaching-Learning Center is developing a campus wide Service Learning plan.

Performance Measure(s):

Number of students participating in internships
Benchmark: 800
Performance: 743 (FY 2015)

Objective 3B.
Collaborate with relevant businesses, industries, agencies, practitioners, and organizations for the beneficial exchange of knowledge and resources.

The college will continue to utilize and market an inventory of faculty expertise that committees and boards of local organizations may draw upon. Faculty and staff will actively participate in statewide development of processes and systems to strengthen K-20 partnerships. LCSC will foster, promote, and support student, faculty, and staff research or other projects that benefit the community and region. LCSC will increase Workforce Training efforts.

Timeline: FY 2017
Action: Provost, Dean of Community Programs and Governmental Relations, Director of Grants and Contracts

Progress: Faculty in the Teacher Education Preparation program are actively engaged in partnerships with our K-12 community school partners. External grant dollars have been received to facilitate professional development opportunities with our K-12 partners related to math and science education (TESLA and IRMC). In addition, further collaboration between LCSC faculty and local school districts has focused on the integration of mobile technologies (i.e. iPads) into classroom learning. Faculty are involved in a number of research initiatives that benefit the region (e.g., through EPSCOR: nitrate levels in Hells Canyon, health of Tammany Creek in Hells Canyon, and monitoring water quality in the Lewiston-Clarkston Valley). The Research Symposium which provides a forum for the dissemination of student and faculty research, continues to be a successful event on the campus as well as at the Coeur d'Alene Center.

LCSC's Workforce Training Center collaborate with regional partners to provide entry level, upgrade, and industry-specific professional technical and safety training to meet individual and business/industry needs, including Idaho State employees throughout Idaho Educational Region II. Job related training (pre-employment or job skill upgrade) includes, but not limited to: apprenticeship(s), custom/contract, and short-term, industry specific training

Performance Measure(s):

Number of adults (duplicated) enrolled in workforce training programs
Benchmark: 4,000
Performance: 3,471 (FY 2015)

Objective 3C.
Increase cooperation and engagement of alumni for the advancement of the college.

LCSC will invite alumni to participate in ongoing networking activities and campus events, create an alumni mentorship program for students, and incorporate alumni presence and testimonials in institutional advertising campaigns and recruiting efforts.

Timeline: FY 2017-2021 (ongoing)
Action: Director of College Advancement, Director of Alumni and Community Relations, President of the LCSC Alumni Association

Progress: The LCSC Alumni Association is increasingly aware of the vital role it plays in the life of the College. More alumni are participating in the mentoring program and engaging with current students, volunteering for alumni committees and programs, and attending local and regional events. We have four active alumni chapters and in 2015 created an international group so that alumni can connect with each other throughout the world. This year the LCSCAA played a major role in hosting LC's first homecoming event in 38 years.

Performance Measure(s):

Number of Alumni Association members
Benchmark: 17,500
Performance: 16,009 (FY15)

Objective 3D.
Advance the college with community members, business leaders, political leaders, and current and future donors.

The college will invite local community and business leaders to participate in college activities and arrange for current students and alumni to meet with key individuals to promote the benefits of higher education and the needs of LCSC. LCSC will create opportunities for business and political leaders and future donors to engage in learning sessions with current students.

Timeline: FY 2017-2021 (Ongoing)
Action: President, Provost and Vice Presidents, Deans, Director of College Advancement, President of the LCSC Foundation

Progress: To more fully engage with the campus community, the LCSC Foundation Board of Directors routinely invites departments to give presentations and tours during Board meetings. This provides the Board with opportunities to learn about funding needs, program goals, and volunteer opportunities. This interaction has provided the Foundation Board with a better understanding on how donations and community engagement can enhance campus life for students, staff and faculty at LCSC. The Foundation hosts annual events such as the Scholarship Luncheon and President's Circle which allow key stakeholders to engage with scholarship recipients and learn about institutional goals and objectives.

The Foundation Board has approved a portion of the organizational budget for marketing efforts to better educate the community on the function of the Foundation and ways to get involved. The LCSC Foundation and its Board actively participate in: Rotary, Kiwanis, LCV Chamber of Commerce, Women's Connection, Governmental Affairs Council, Clearwater Estate Council, Nez Perce County Democrats, Nez Perce County Republicans, and a variety of Governor appointed Commissions.

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LCSC will continue to strengthen its relationship to the local community through promotion of the National Association of Intercollegiate Athletics Champions of Character student-athlete program

Timeline: FY 2017-2021 (ongoing)
Action: Athletic Director

Performance Measure(s):
Benchmark: Annually meet National Association of Intercollegiate Athletics (NAIA) Five Star Champions of Character criteria
Performance: Met criteria (FY 2015)

Goal 4

Leverage resources to maximize institutional strength and efficiency.

Objective 4A.
Allocate and reallocate funds to support priorities and program areas that are significant in meeting the role and mission of the institution.

Budget and assessment instruments will provide clear links to the strategic plan. Information regarding existing and expected financial resources and targeted priorities will be readily available.

Timeline: FY 2017-2021 (ongoing)
Actions: President, Provost and Vice Presidents, Deans, Chair of Faculty Senate

Progress: Presidential Planning Guidance (PGs) and Unit Action Plan templates and procedures were revamped prior to the Fall 2015 planning and budgeting cycle to reflect the new LCSC strategic plan and included initiatives identified through the Program Prioritization Process (PPP) for review and improvement. Unit Action Plan proposals were directly tied to the new strategic plan. A new Institutional Assessment Plan was developed to reflect the strategic plan, and PPP guidelines were embedded in an expanded program assessment process. All planning and assessment reference materials and plans/reports were posted on the LCSC intranet for the Fall 2014 and Spring 2015 planning, budgeting, and assessment cycles. Strategic Plan priorities and budget plans were briefed by the President to faculty, staff, students and other key stakeholders. Budgets, strategic plan documents, annual performance measures reports, and assessment documents—directly linked to the overall strategic plan—are readily available.

Performance Measure(s):

(SBOE system-wide performance measure)
Cost per credit hour – Financials divided by total weighted academic credit hours from the EWA report and unweighted professional-technical hours from the PSR1 (new calculation)
Benchmark: $400
Performance: $497 (FY 2015)

Objective 4B.
Assess and modify organizational structure and institutional processes to ensure the most effective use of resources.

LCSC will review current organizational structure and implement modifications to streamline processes and enhance communication.

Timeline: FY 2017
Action: President, Provost and Vice Presidents, Faculty Senate, Professional Staff Organization, Classified staff Organization

Progress: The College continues to explore ways to improve organizational structure and implement changes to allow processes to be more efficient and effective. Examples include the expansion of the Grants and Contracts Office reporting to the Vice President for Finance and Administration and the reassignment of support accounting and reporting duties to the Controller's Office for the Foundation reporting. Program assessment and Program Prioritization continue to be addressed in a Division/Department Assessment Committee and Functional Area Assessment Committee process which engages units and personnel across the college.

Performance Measure(s):

(SBOE system-wide performance measure)
Efficiency – Graduates (of at least 1-year or more) and degree completions per $100,000 of financials
Benchmark: 2
Performance: 1.6 (FY 2015)

Objective 4C.
Continuously improve campus buildings, grounds, and infrastructure to maximize environmental sustainability and learning opportunities.

The college will assess and update the Campus Facilities Master Plan on an annual basis, with priority given to classrooms and teaching. The college will implement building maintenance initiatives to increase energy efficiency, use of green technology, and recycling.

Timeline: FY 2017-2021 (ongoing)
Action: Provost, Vice President for Finance and Administration

Progress: A new Campus Facilities Master Plan was developed to reflect the new LCSC strategic plan and went into effect in July 2013. Classroom refurnishing and carpeting projects continued during FY 2014 and FY 2015. As of December 2015, the State has authorized over $3 M in alteration and repair projects on campus. The College completed a renovation of the Childcare Building providing new space for the Early Childhood Development program. Funds from the State were combined with institutional funds to start the renovation of Spalding Hall, an academic office building. This project is scheduled to start in Fiscal Year 2016 with the first phase to be completed in the Fall of 2017. The College has also initiated planning for a multi-purpose playfield and is in the initial planning stage of a Living and Learning Center that will house academic and student affairs programs along with a residence hall for up to 150 students.

Performance Measure(s):

Percentage of operating expenditures dedicated to capital project completion
Benchmark: 10%
Performance: 1.9% ($921,500/$48,861,907 - FY 2015)

Objective 4D.
Create a timetable for the sustainable acquisition and replacement of instruments, machinery, equipment, and technologies and ensure required infrastructure is in place.

LCSC will create an inventory schedule of campus physical resources that includes lifespans, maintenance contracts, and estimated replacement dates, and will update the schedule on an annual basis. The college will develop a campus-wide funding plan for maintenance and replacement of resources.

Timeline: FY 2017-2021 (ongoing)
Action: Provost, Vice President for Finance and Administration

Progress: LCSC's capital equipment has been inventoried and, using the value of these assets and the depreciation schedules based on the useful life spans of the various equipment categories, the college submitted capital replacement requests to the Legislature for the FY 2015 and FY 2016 state budgets. The college received $825,700 in FY 2016 to be used for equipment replacement, with a majority of those funds being dedicated to central technology equipment and software. The College was successful in providing funds for the standing reserve for unplanned contingencies for central technology systems and classroom technology. A capital equipment replacement funding mechanism has also been established within the Student Union operating budget to address planned or emergency replacement of high-cost equipment used by dining services and replacement of equipment and furniture in public areas of the building.

Performance Measure(s):

Ratio of Acquisition Costs to Depreciation Value of Fixed Assets
Benchmark: Ratio equal to or greater than 1
Performance: 0.39 ($410,389/$1,065,588)

Objective 4E.
Identify and secure public and private funding to support strategic plan priorities.

Faculty and staff capacity to secure external funding will be strengthened by supporting grant writing efforts at both the departmental and institutional level. LCSC will collaborate with public and private stakeholders to generate the resources necessary to expand facilities and programs and will broaden communication and outreach to connect the entire college community to the LCSC Foundation and evolving fundraising initiatives.

Timeline: FY 2017-2021 (Ongoing)
Action: President, Provost and Vice Presidents, Director of College Advancement, President of the LCSC Foundation, Director of Grants and Contracts

Progress: LCSC's total General Education and Professional-Technical budget increased from FY 2015 to FY 2016 by nearly $2.8 million to $37,017,256, and shows an encouraging trend of support from the State of Idaho compared to recent years. The Grants Office was reorganized in 2014 to combine all grant pre-award and post-award activities within a single shop. Training of new grant writers and unit supervisors continues. In 2015, an incentive program was implemented that provided a series of rewards for writing and successfully obtaining grant funds. At the end of FY 2015, the college had over 64 active grants worth over $5.2 million. As of December 30, 2015 the college had active grants worth more than $5.5 million. In College Advancement the LCSC Foundation's total assets reached an all-time high of over $7.8M at the end of calendar year 2015.

Performance Measure(s):

Institution funding from competitive grants
Benchmark: $3.0M
Performance: $2.3M (FY15)

LCSC Consolidated Financial Index (CFI)
Benchmark: 3.0
Performance: 5.57

Lewis-Clark State College FY 2017-2021 Appendix 1

Goal 1 - Sustain and enhance excellence in teaching and learning

Performance Measure	FY 2012	FY 2013	FY 2014	FY 2015	Benchmark
Objective 1A: Strengthen courses, programs and curricula consonant with the mission and core themes of the institution					
Assessment submission	85%	97%	98%	100%	**All units of the college will submit assessment documents**
First-time licensing/certification exam pass rates	NCLEX RN 89% (National Average=90%)	NCLEX RN 92% (National Average=91%)	NCLEX RN 95% (National Average=84%)	NCLEX RN 89% (National Average=83%)	**Meet or Exceed National Average**
	NCLEX PN 86% (National Average=84%)	NCLEX PN 100% (National Average=85%)	NCLEX PN 75% (National Average=85%)	NCLEX PN 100% (National Average=82%)	**Meet or Exceed National Average**
	ARRT 100% (National Average=93%)	ARRT 92% (National Average=90%)	ARRT 100% (National Average=89%)	ARRT 100% (National Average=88%)	**Meet or Exceed National Average**
Percentage of LCSC graduates with positive placement	87%	92%	95%	92%	**95%**
Number of Idaho teachers who are certified each year by specialty and meet the Federal Highly Qualified Teacher definition	PRAXIS II 90%	PRAXIS II 93%	PRAXIS II 83%	PRAXIS II 68%	**90%**
Average number of credits earned at completion of certificate or degree program	Associate 107	Associate 102	Associate 94	Associate 101	**Associate 69**
	Bachelor 148	Bachelor 147	Bachelor 148	Bachelor 140	**Bachelor 138**
Objective 1B: Ensure the General Education Core achieves its expected outcomes.					
ETS Proficiency Profile Critical Thinking Construct [1]			88%		**90% or better of comparison participating institutions**
Objective 1C: Optimize technology-based course delivery, resources, and support services for students, faculty, and staff.					
Fall end of term duplicated headcount for student enrolled in web and hybrid courses	7,945	7,726	8,726	8,780	**10,000**
Objective 1D: Maximize direct faculty and student interactions inside and outside the classroom.					
Student to teacher ratio	16:1	16:1	16:1	14:1	**16:1**
Number of students participating in undergraduate research	237	268	284	352	**400**
Objective 1E: Recruit and retain a highly qualified and diverse faculty and staff.					
State of Idaho Classified Staff Pay Schedule [2]	81.7%	80.9%	81.2%	84.4%	**100% of Policy**
Instructional Personnel-Integrated Postsecondary Education Data System (IPEDS) Data Feedback Report[3]	87%	86%	89%	87%	**100% of Average of Peer Institutions all Academic Rank**
Objective 1F: Provide a safe, healthy, and positive environment for teaching and learning					
ADA Compliance			0	0	**Zero ADA-related discrepancies**
Students Who Feel Safe on Campus in Bi-Annual Climate survey (new measure)				90.1%	**100%**

Goal 2 - Optimize student enrollment and promote student success					
Performance Measure	**FY 2012**	**FY 2013**	**FY 2014**	**FY 2015**	**Benchmark**
Objective 2A: Marketing efforts will focus on clearly identified populations of prospective students.					
Credit hours of high school students participating in concurrent enrollment programs	6,972	8,312	7,963	8,071	**8,500**
Headcount of high school students participating in concurrent enrollment programs.	1,805	1,797	1,959	1,750	**2,000**
Scholarship dollars per FTE	$1,728	$1,831	$2,142	$2,260	**$2,500**
Objective 2B: Retain and graduate a diverse student body.					
Total degree production and headcount (undergraduate)*	773/ 712	688/ 652	739/ 675	771/713	**800**
Unduplicated headcount of graduates and percent of graduates to total unduplicated headcount (split by undergraduate and graduate)*	712/ 12%	652/ 11%	675/12%	713/15%	**800/20%**
Unduplicated number of graduates over rolling 3-year average degree-seeking FTE (separated by undergraduate/graduate)	712/ 2762 26%	652/ 2812 24%	675/ 2756 25%	713/2973 24%	**25%**
Total full-time new and transfer students that are retained or graduate the following year (exclude death, military service, and mission)(split by transfer and new freshmen)*	New Freshmen 197/416 47%	New Freshmen 203/341 60%	New Freshmen 167/280 60%	New Freshmen 304/474 64%	**70%**
	Transfer 162/253 64%	Transfer 182/234 78%	Transfer 141/200 71%	Transfer 141/202 70%	**80%**
First-time full-time degree-seeking freshman retention rate	57%	51%	61%	61%	**75%**
Total certificates and degrees conferred and number of undergraduate certificate and degree completions per 100 (FTE) undergraduate students enrolled.	23	22	25	26	**28**
First-time/full-time cohort 150% graduation rate	31%	30%	27%	27%	**35%**
Objective 2C: Maximize student satisfactions and engagement.					
NSSE-National Survey of Student Engagement[4]			89%		**90% LCSC Students Satisfied**

Goal 3 - Strengthen and expand collaborative relationships and partnerships

Performance Measure	FY 2012	FY 2013	FY 2014	FY 2015	Benchmark
Objective 3A: Increase volunteer, internship, and career placement opportunities.					
Number of students participating in internships	698	654	655	743	**800**
Objective 3B: Collaborate with relevant businesses, industries, agencies, practitioners, and organizations for the beneficial exchange of knowledge.					
Number of adults (duplicated) enrolled in workforce training programs	3,627	3,659	3,533	3,471	**4,000**
Objective 3C: Increase cooperation and engagement of alumni for the advancement of the college.					
Number of Alumni Association members	12,726	13,301	13.904	16,009	**17,500**

Goal 4 - Leverage resources to maximize institutional strengths and efficiency

Performance Measure	FY 2012	FY 2013	FY 2014	FY 2015	Benchmark
Objective 4A: Allocate and reallocate funds to support priorities and program areas that are significant in meeting the role and mission of the institution.					
Cost per credit hour - Financials divided by total weighted undergraduate credit hours from the EWA report.*	$409	$467	$471	$497	**$400**
Objective 4B: Assess and modify organizational structure and institutional processes to ensure the most effective use of resources.					
Efficiency - Graduates (of at least 1-year or more) and degree completions per $100,000 of financials*	1.5	1.4	1.5	1.6	2

*** Indicates SBOE System-wide performance measures**

Notes:

1. This test is administered every 3 years. LCSC Mean Critical Thinking score for 2014 was 114.55 which places us in the 88 percentile and means that 88% of institutions who used this exam had a mean score lower than LC per the ETS Proficiency Profile Comparative Data.

2. These values represent the percentage of individuals in this class who are making 90% of policy.

3. The percentages for faculty represent LCSC's weighted average 9-month equivalent salary divided by the weighted average 9-month equivalent salary of LCSC's peer institutions.

4. Reflects the overall percentage of students satisfied with LCSC. This survey is administered every 3 years.

Key External Factors Appendix 2

Academic Year 2014-2015 Data: Student headcount for the fall semester was 4,304 and the full-time equivalent enrollment was 2,958. The college employed 182 faculty, 84 adjunct faculty, 151 professional staff, and 133 classified staff.

Growth: The Idaho State Board of Education has directed the higher education institutions under its supervision to double the proportion and number of Idahoans (25 to 34 year old cohort) with a college certificate or degree by 2020. The following factors will affect LCSC's output:

LCSC is essentially an open-access institution—reducing admission standards likely would not generate significant numbers of new students. As LCSC reaches out to encourage college participation by underserved segments in Idaho's population, the average level of college-preparedness of the student body is likely to decrease, and the level of support needed for students is likely to increase.

The current demographic trends in Idaho foretell growth in the number of secondary students, with significant growth in the Hispanic population. Thus, output of the K-12 pipeline may lead to an increase in enrollment at LCSC, perhaps to begin during the five-year planning window. Additionally, LCSC may be able to increase the number of high school graduates who elect to enroll in college, taking into account that Idaho's current participation rate, less than 50%, is one of the lowest in the nation.

Currently, unemployment in Idaho is low. Strategically, this means it is unlikely that systemic structural unemployment rates will be a major driver of additional students applying to LCSC before the end of the five-year planning horizon. In fact, improving employment rates in Idaho have reduced the applicant pool in PTE programs as workers enter or re-enter the work force as the effects of the recession have eased.

Infrastructure: Currently-available facilities, or a modest expansion thereof, are sufficient to support an increase in on-campus students proportionate to LCSC's share of the State Board of Education's 60% goal. Classroom and laboratory utilization rates have sufficient slack time throughout the day and week to absorb an estimated 50% or more increase in student enrollment. Within the course of the five-year planning window, the college, if necessary, could increase faculty and staff office space and student housing. If the combined impact of LCSC action strategies to increase enrollment, improve retention, and increase program completion rates were to double the historical rate to 6% per year, the main campus student population would increase 50 percent by 2020—a level which, with good planning, could be accommodated by the current physical infrastructure.

Unlike the situation on the Normal Hill campus, infrastructure is a major limiting factor for LCSC's Coeur d'Alene operations. The joint facility to serve LCSC, North Idaho College (NIC), and University of Idaho students and staff on the NIC campus has been funded. The new facility could be opened toward the end of the current five-year planning window. Infrastructure at the other LCSC outreach centers is estimated to be sufficient to support operations over the next five years.

Deferred maintenance needs over the course of the five-year planning window are estimated at roughly over $20 million for alteration and repair of existing facilities. Recent momentum in addressing HVAC and roof repairs needs to be sustained, but will depend primarily on availability of Permanent Building Fund dollars.

Over the past decade several major capital projects to expand facilities on the main campus have been completed (e.g., Activity Center, Sacajawea Hall, new parking lots, upgrades of Meriwether Lewis Hall and Thomas Jefferson Hall). For the main campus, LCSC's strategy for five-year planning window is to focus on upgrades of existing facilities; however, because the available student housing units are currently at maximum capacity the feasibility of building and new student resident hall is being evaluated.

Classroom capacity is sufficient to sustain current and projected enrollment levels for brick-and-mortar classes. Increased enrollment will necessitate scheduling adjustments that spread classes throughout day, evening, and weekend hours. Utility costs of extended class hours would increase marginally, but overall efficiency of facility operations would increase with the reduction of slack hours.

Recent efforts have increased the number of classroom seats and modernized classrooms and labs. Nevertheless, continued efforts are needed to modernize the classroom and lab infrastructure (teaching technology, lighting, furniture, acoustical treatments, and flooring).

On-campus and neighborhood parking is adequate to sustain employee and student operations. The college has acquired property on the perimeter of the Normal Hill campus to accommodate additional parking (or facility construction) when needed. Parking options for LCSC's downtown facilities are more limited and cooperation with the city and local merchants will be needed if main street operations continue to expand.

Recent office space modernization efforts need to continue over the five-year planning window. In the event of growth of faculty and staff beyond current levels, additional office space could be provided through conversion of rental housing units and/or conversion of older residential hall space into modern offices.

A major vulnerability continues to be the lack of redundant capabilities for heating and cooling of major buildings—almost every major structure is dependent upon a single source of HVAC. The main campus needs a loop to interconnect multiple facilities and provide a backup in the event of single-point failure. Use of energy-saving incentive dollars and cooperative projects with external entities could help fund these improvements.

Personnel: While the current physical infrastructure of LCSC (with the exception of the Coeur d'Alene Center) is sufficient to support the increased output envisioned by the Idaho State Board of Education, this is not the case with respect to faculty and staff. Although class sizes could be increased in some upper division courses, many lower division courses and some professional courses are already up against faculty-student ratio limits imposed by specialized accreditation agencies and could not significantly expand without concomitant expansion of faculty and supporting staff. Faculty and staff workload levels at LCSC are high compared to other higher education institutions. An expanded LCSC student population will require ratios at least as low as current levels. Based on peak hiring periods over the past decade, funding an expansion spread over the next five years is technically feasible, but would require careful planning and coordination.

While increased utilization of distance learning technology could alleviate stress on the physical infrastructure, it is not the critical factor limiting expansion. While in some cases learning technology may enhance the effectiveness of course delivery and student success, it does not reduce the need for student-faculty interaction or significantly increase the desirable maximum ratio of students to faculty members. The current student to faculty ratios for academic and professional courses (15:1, and 8:1, respectively)

may not be at a maximum level; the course delivery mode, however, is probably not the primary factor in establishing the ideal balance as we seek to maintain high levels of faculty-student engagement and interaction.

Economy and the Political Climate: Many factors and trends will have a major impact on LCSC strategies to achieve its goals and objectives over the five-year planning window.

Funding for higher education has been used as a rainy day reserve to support other state operations, most notably K-12, during economic downturns. There has been limited enthusiasm among Idaho policy makers to restore pre-crisis levels of funding to higher education, but progress has been made.

Over the past 2 years, the state has provided funding to cover some maintenance of current operation costs (replacement of capital items and employee salaries) and has funded some LCSC line-item budget requests to support increased enrollment, including LCSC's Complete College Idaho request that directly supports State Board of Education goals.

Employee salary levels at LCSC are significantly lower than those at peer institutions. Increases in employee compensation has been funded during the past 2 years - half of the cost of those increases were transferred by state policymakers to student tuition.

There is no interest in providing funding to support the State Board-assigned community college function for LCSC and ISU. There has been strong political support to expand concurrent enrollment programs to enable completion of college-level coursework while students are still in high school; however, there has been no support for funding directed to higher education for this purpose. The dual impacts of community college expansion and in-high school programs erode for LCSC the probability of future revenues for lower-division courses.

The relative financial burden borne by students for college costs has dramatically shifted, with student tuition and fees now nearly equal to the general fund appropriation. Notwithstanding the facts that reduced state support has necessitated tuition increases to sustain higher education operations and that Idaho tuition rates remain well below regional and national averages, state policymakers are reluctant to support additional tuition increases.

Students in Idaho and across the nation have become more dependent upon federal financial aid to pay for college, and increased student debt load and default rates have caused consternation among policymakers. Federal funding available for higher education has been reduced in some cases and new policy restrictions aimed at curbing operations of for-profit higher education enterprises have inflicted collateral damage on public college operations.

Economic and population growth within LCSC's local operating area, Region II, has been flat. The highest growth rates in the state have been focused in southern Idaho and the northern panhandle. LCSC is increasingly reliant on a statewide market.

Implications for Lewis-Clark State College: The College cannot depend upon major infusions of state-appropriated dollars to fund growth and new initiatives during the next five years. The primary sources of funding for strategic initiatives will be reallocation of current funds and utilization of student tuition and fee dollars. The primary engine for funding growth is increased tuition from students as a result of

increased enrollment (higher accessions, increased retention) with tuition rate increases likely to be restricted by policymakers.

LCSC needs to continue to build its grassroots support within the region and throughout the state to increase awareness of its unique strengths and its support of the values of Idaho's citizens. Strong support of students, parents, alumni, community members, and businesses is essential to undergird the tangible support provided to LCSC by Idaho policymakers.

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COLLEGE OF SOUTHERN IDAHO STRATEGIC PLAN 2017-2021

OUR VISION

To improve the quality of life of those impacted by our services.

OUR MISSION

To provide quality educational, social, cultural, economic, and workforce development opportunities that meet the diverse needs of the communities we serve.

DEFINITIONS OF MISSION TERMS

"Provide quality…opportunities that meet…the diverse needs": **This phrase is operationally defined within the document. Demonstration of mission fulfillment is based upon our ability to meet the performance indicators, benchmarks, and targets established in this document. These have been created to establish standards of quality that can be regularly assessed to ensure that we are providing quality opportunities that meet the diverse needs of the communities we serve.**

"Educational": **Relating to activities typically encompassed by teaching and learning.**

"Social": **Relating to the welfare of human beings as members of society.**

"Cultural": **Relating to the customs, traditions, and values of a society.**

"Economic": **Relating to economic development and economic welfare.**

"Workforce Development": **Relating to the training of a qualified workforce.**

"Communities we serve": **The communities we serve include the diverse populations of students, employees, and community members impacted by the college. These communities can be organized in many different ways. They include those living in our eight county service area as well as those who interact with the college from afar. They can also be organized by any number of demographic characteristics which transcend geographical boundaries.**

DEFINITIONS OF PLAN TERMS

Core Themes/Goals: **Individually, core themes manifest the essential elements of our mission and collectively they encompass the mission. They represent the broad themes that guide planning processes designed to lead to mission fulfillment.**

Objectives: **Planning goals contained within each core theme that collectively lead to fulfillment of the core theme.**

Strategies: **Specific action items contained within each objective that guide the college toward fulfillment of the objective.**

Performance Measure Indicator: **A quantitative or qualitative indicator used to measure progress in meeting strategies, objectives, core themes, and ultimately, mission fulfillment.**

Critical Success Activity: **A specific action item that must be completed in order to reach fulfillment of a strategy, objective, or core theme.**

Benchmarks/Targets: **Targets established by the college in an effort to assess achievement, track progress over time, and set goals for improvement.**

Core Theme/Goal 1: Community Success

As a community college, we are committed to responding to the diverse needs of the communities we serve and to taking a leadership role in improving the quality of life of the members of those communities.

- **Objective #1: Strengthen the social fabric in the communities we serve**
- **Objective #2: Cultivate economic partnerships across the communities we serve**
- **Objective #3: Meet the workforce needs of the communities we serve**

Core Theme/Goal 1 Performance Measures

Workforce Training Headcount				
Workforce: Total duplicated headcount of workforce training completers (Source: State Workforce Training Report)				
FY2012	**FY2013**	**FY2014**	**FY2015**	**Benchmark**
4,426 (2011-2012)	3,368 (2012-2013)	3,137 (2013-2014)	4,319 (2014-2015)	Meet the workforce training needs of our area as determined by industry
Note: This is a new metric; a new benchmark is currently being established which will allow the college to better compare industry needs against CSI's ability to provide workforce training.				

Career Technical Education Completers				
CTE: Count of earned awards in CTE during the year (Source: VFA)				
FY2012	**FY2013**	**FY2014**	**FY2015**	**Benchmark**
454	584	489	493	Meet the workforce training needs of our area as determined by industry
Note: This is a new metric; a new benchmark is currently being established which will allow the college to better compare industry needs against CSI's ability to provide CTE training.				

Career Technical Education Placement				
CTE: Percentage of CTE completers employed or continuing their education (Source: Idaho CTE Follow-up)				
FY2012	**FY2013**	**FY2014**	**FY2015**	**Benchmark**
85.1%	86.1%	93.4%	94.1%	Maintain placement at or above the average for the previous four years (90%)

Additional Performance Measures Under Consideration/Development:
Establish tracking measures and benchmarks for the level and quality of community social partnerships
Establish tracking measures and benchmarks for satisfaction rates of community social partners
Establish tracking measures and benchmarks for the level and quality of community economic partnerships

Establish tracking measures and benchmarks for the satisfaction rates of community economic partners
Establish tracking measures and benchmarks for participation levels and satisfaction rates in enrichment activities
Establish tracking measures and benchmarks for community access to campus and services
Establish tracking measures and benchmarks for the number of industry recognized credentials awarded to workforce completers annually
Establish tracking measures and benchmarks for post workforce program completion median wage growth
Establish tracking measures and benchmarks for pre- and post-completer earnings
Establish tracking measures and benchmarks for student satisfaction rates
Establish tracking measures and benchmarks for employer satisfaction rates

Critical Success Activities:
Establish additional performance measures and benchmarks (Summer 2016; begin reporting spring 2017)

Core Theme/Goal 2: Student Success

As an institution of higher education, we exist to meet the diverse educational needs of the communities we serve. Above all institutional priorities is the desire for every student to experience success in the pursuit of a quality education.

- **Objective #1: Foster participation in post-secondary education**
- **Objective #2: Reinforce a commitment to instructional excellence**
- **Objective #3: Support student progress toward achievement of educational goals**
- **Objective #4: Provide evidence of achievement of student learning outcomes**
- **Objective #5: Offer opportunities for student engagement that go beyond the classroom**

Core Theme/Goal 2 Performance Measures

Institutional Enrollment				
Annual Enrollment: Annual unduplicated headcount (Source: PSR Annual Enrollment Report)				
FY2012	**FY2013**	**FY2014**	**FY2015**	**Benchmark**
12,915 (2011-12)	12,042 (2012-13)	11,747 (2013-14)	10,686 (2014-15)	Reverse trend of post-recession declining enrollment

Institutional Enrollment				
Annual Enrollment: Annual FTE enrollment (Source: PSR Annual Enrollment Report)				
FY2012	**FY2013**	**FY2014**	**FY2015**	**Benchmark**
5,182.73 (2011-12)	4,934.83 (2012-13)	4,468.17 (2013-14)	4,153.70 (2014-15)	Reverse trend of post-recession declining enrollment

Dual Credit Enrollment				
Dual Credit: Total dual credit hours earned for an entire academic year and unduplicated headcount of participating students. (Statewide Performance Measure) (Source: SBOE Dual Credit Report)				
FY2012	**FY2013**	**FY2014**	**FY2015**	**Benchmark**
14,187 credits 2,685 headcount (2011-2012)	14,218 credits 2,774 headcount (2012-2013)	12,171 credits 2,486 headcount (2013-2014)	16,331 credits 3,178 headcount (2014-2015)	Manage expected enrollment increases by increasing institutional dual credit infrastructure
Note: This is a new metric; a new benchmark is currently being established.				

Tuition and Fees				
Tuition and Fees: Per credit tuition and fees (Source: CSI)				
FY2012	**FY2013**	**FY2014**	**FY2015**	**Benchmark**
$110 (2011-2012)	$110 (2012-2013)	$110 (2013-2014)	$115 (2014-2015)	Maintain tuition at or below other Idaho Community Colleges

Remediation Rate				
Remediation Rate: First-time, first-year students attending Idaho high school within last 12 months (Statewide Performance Measure) (Source: CSI)				
FY2012	**FY2013**	**FY2014**	**FY2015**	**Benchmark/Target**
69.5% (892 / 1284) (2011-12)	65.6% (820 / 1250) (2012-13)	60.6% (692 / 1141) (2013-14)	60.6% (659 / 1087) (2014-15)	This measure is an input from the K-12 system and is not benchmarkable, per SBOE.

Retention Rate					
Retention Rate: Percentage of full-time new and transfer, degree seeking students retained or graduated the following year (excluding death or permanent disability, military, foreign aid service, and mission) (Statewide Performance Measure) (Source: IPEDS)					
	FY2012	**FY2013**	**FY2014**	**FY2015**	**Benchmark/Target**
First-time, Full-time, degree seeking (IPEDS)	54% (623/1148) Fall 2010 Cohort	57% (574/1005) Fall 2011 Cohort	56% (574/1020) Fall 2012 Cohort	56% (441/783) Fall 2013 Cohort	60%
Transfer-in, full-time, degree seeking students (VFA)	The college has not traditionally tracked the retention rates of students transferring into the college. Mechanisms for tracking these students are currently being established.				TBD

Number of degrees and certificates awarded				
Degree Production: Degrees and certificates awarded and headcount of recipients (Statewide Performance Measure) (Source: IPEDS Completions)				
FY2012	**FY2013**	**FY2014**	**FY2015**	**Benchmark/Target**
1,129 awards 1,029 graduates (2011-12)	1,271 awards 1100 graduates (2012-13)	1,152 awards 963 graduates (2013-14)	1,137 awards 970 graduates (2014-15)	Maintain graduation rates at or above the median for IPEDS peer group.

Number of degrees and certificates awarded				
Degree Production: Unduplicated headcount of graduates over rolling 3-year average of degree seeking FTE (Statewide Performance Measure) **(Source: IPEDS Completions and PSR 1 Annual Degree Seeking FTE)**				
FY2012	**FY2013**	**FY2014**	**FY2015**	**Benchmark/Target**
23.4% (1,029/4,392) (2011-12)	25.2% (1,100/4,360) (2012-13)	23.3% (963/4,135) (2013-14)	25.6% (970/3,784) (2014-15)	27%

Graduation Rate				
Graduation Rate: Percentage of first-time, full-time degree/certificate seeking students who graduate within 150% of time **(Source: IPEDS)**				
FY2012	**FY2013**	**FY2014**	**FY2015**	**Benchmark/Target**
17% (165/949) Fall 2008 Cohort	19% (200/1062) Fall 2009 Cohort	18% (186/1011) Fall 2010 Cohort	19% (180/966) Fall 2011 Cohort	21%

Remediation Success				
Remediation Success--Math: Percentage of students who were referred to developmental Math and successfully completed any college level course work in Math. **(Source: VFA)**				
Fall 2007 Cohort (through summer 2013)	41.5% 334/805	Fall 2008 Cohort (through summer 2014)	42.1% 319/757	**Benchmark/Target** 44%

Remediation Success				
Remediation Success—English: Percentage of students who were referred to developmental English and successfully completed any college level course work in English. **(Source: VFA)**				
Fall 2007 Cohort (through summer 2013)	38.1% 145/381	Fall 2008 Cohort (through summer 2014)	44.5% 171/384	**Benchmark/Target** 46%

Academic Progress				
Academic Progress: Percentage of students who successfully reached semester credit hours of 24 credits for part-time and 42 credits for full-time by the end of the second academic year. (Source: VFA)				
Fall 2011 Cohort (through summer 2013)	46.3% 646/1394	Fall 2012 Cohort (through summer 2014)	33.4% 324/968	**Benchmark/Target** 40%

Academic Progress				
Academic Progress: Percent of students, who have completed a certificate or degree, transferred without completing a certificate or degree, or are still enrolled. (Source: VFA)				
Fall 2007 Cohort (through summer 2013)	60% 638/1060	Fall 2008 Cohort (through summer 2014)	57.9% 525/906	**Benchmark/Target** 61%

Additional Performance Measures Under Development/Consideration:
Establish tracking measures and benchmarks for enrollment rates of Hispanic students
Establish tracking measures and benchmarks for enrollment rates of adult reentry students
Establish tracking measures and benchmarks for enrollment rates of post ABE/GED students
Establish tracking measures and benchmarks for enrollment rates from regional high schools
Establish tracking measures and benchmarks for the implementation of quality standards
Establish tracking measures and benchmarks for Career Technical Education advisory committee input
Establish tracking measures and benchmarks for faculty satisfaction with professional development
Establish tracking measures and benchmarks for student feedback
Establish tracking measures and benchmarks for average number of credits completed by students at graduation
Establish tracking measures and benchmarks for D, F, W percentages in loss point courses
Establish tracking measures and benchmarks for average debt load at graduation
Establish tracking measures and benchmarks for number of post-associate degrees available at CSI
Establish tracking measures and benchmarks for licensure pass rate of graduates

Critical Success Activities:
Publication of all degree and program level student learning outcomes
Finalize assessment of General Education program student learning outcomes
Finalize program level student learning outcome assessment for all transfer programs
Finalize program level student learning outcome assessment for all Career Technical Education programs

Core Theme/Goal 3: Institutional Stability

Sustainable community and student success can only come from a solid institutional foundation. The stability of our institution is dependent upon ensuring that we have adequate capacity and resources to ensure the effectiveness of our operations.

- **Objective #1: Provide employees with a work environment that values employee success and satisfaction**
- **Objective #2: Ensure that the college maintains the financial resources necessary to meet its mission**
- **Objective #3: Maintain a strong relationship with the CSI Foundation**
- **Objective #4: Enhance infrastructure resources to ensure the college is safe, sustainable, and inviting to all of the members of our communities**
- **Objective #5: Engage in ongoing, purposeful, systematic, integrated, and comprehensive planning and assessment**
- **Objective #6: Improve institutional effectiveness by focusing on both internal and external communication strategies and processes**

Core Theme/Goal 3 Performance Measures

Institutional costs per credit hour				
Undergraduate Cost Per Credit: IPEDS instruction, academic support, student services, institutional support, and other expenses and deductions, divided by annual credit hours; credits are weighted (Statewide Performance Measure) (Source: Cost: IPEDS Finance Survey, Part C; Credits: Weighted PSR 1.5 [including non-resident] plus PTE credits weighted at 1.0)				
FY2012	**FY2013**	**FY2014**	**FY2015**	**Benchmark/Target**
NA	NA	$ 299.04 ($54,200,584/ 181,270) (2012-13 year)	$ 299.58 ($50,246,494/ 167,724) (2013-14 year)	$300
Note: This metric has undergone several revisions over the past few years. Additionally, CSI has altered its reporting methodology for IPEDS financials. These factors have eliminated the ability to provide comparative data for FY2012 or FY2013 and have led to revised figures for FY14 and FY15 compared to previous reports.				

Institutional efficiency				
Graduates Per $100,000: Unduplicated headcount of all undergraduate degrees and certificates divided by IPEDS instruction, academic support, student services, institutional support, and other expenses and deductions, (Statewide Performance Measure) (Source: IPEDS Completions of any degree or certificate; IPEDS Finance Survey, Part C;)				
FY2012	**FY2013**	**FY2014**	**FY2015**	**Benchmark/Target**
NA	NA	2.345 (1271/$542.00) (2012-13 year)	2.292 (1152/$502.46) (2013-14 year)	2.4

Note: This metric has undergone several revisions over the past few years. Additionally, CSI has altered its reporting methodology for IPEDS financials. These factors have eliminated the ability to provide comparative data for FY2012 or FY2013 and have led to revised figures for FY14 and FY15 compared to previous reports.

Grants Development				
Grants Development: Total Yearly Dollar Amounts Generated Through External Grants (Source: CSI)				
FY2012	**FY2013**	**FY2014**	**FY2015**	**Benchmark/Target**
$3,740,814 (2012-13 year)	$3,832,100 (2012-13 year)	$3,608,174 (2013-14 year)	$4,389,174 (2014-15 year)	$4 million

Foundation Scholarship Awards				
Foundation Scholarship Awards: Total Yearly Dollar Amounts Generated Through External Grants (Source: CSI)				
FY2012	**FY2013**	**FY2014**	**FY2015**	**Benchmark/Target**
$1.12 million	$1.3 million	$1.71 million	$1.78 million	$1.9 million

Additional Performance Measures Under Consideration:
Establish tracking measures and benchmarks for employee professional development opportunities
Establish tracking measures and benchmarks for employee enrichment opportunities
Establish tracking measures and benchmarks for employee wellness program participation
Establish tracking measures and benchmarks for employee satisfaction
Establish tracking measures and benchmarks for Campus Master Plan implementation
Establish tracking measures and benchmarks for technology master plan implementation

Critical Success Activities:
Implementation and refinement of new strategic plan (2016)

External factors:

Changes in the economic environment
Changes in national or state priorities
Significant changes in local, state, or federal funding levels
Circumstances of and strategies employed by our partners (e.g. K-12, higher education institutions, local industry)
Legal and regulatory changes

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College of Western Idaho

Institutional Effectiveness

Updated February 2016
Board of Trustee Approval Feb 16, 2016

Strategic Plan 2017 – 2021

MISSION

The College of Western Idaho is a public, open-access, and comprehensive community college committed to providing affordable access to quality teaching/learning opportunities to the residents of its service area in Western Idaho.

VISION

The College of Western Idaho provides affordable, quality teaching and learning opportunities for all to excel at learning for life

CORE THEMES

Professional technical programs
General education courses/programs
Basic skills courses
Community outreach

CORE VALUES

Acting with integrity
Serving all in an atmosphere of caring
Sustaining our quality of life for future generations
Respecting the dignity of opinions
Innovating for the 21st Century
Leaving a legacy of learning

STATUTORY AUTHORITY

This plan has been developed in accordance with Northwest Commission on Colleges and Universities (NWCCU) and Idaho State Board of Education standards. The statutory authority and the enumerated general powers and duties of the Board of Trustees of a junior (community) college district are established in Sections 33-2101, 33-2103 to 33-2115, Idaho Code.

Mail Stop 1000 P.O. Box 3010 Nampa, Idaho 83653 phone 208.562.3505 fax 208.562.3538 www.cwidaho.cc

STRATEGIC PRIORITIES, OBJECTIVES, and MEASURES

GOAL 1: Student Success

CWI values its students and is committed to supporting their success (in reaching their educational and/or career goals).

Objective 1	**CWI will improve student retention and persistence**

Performance Measures	• Improve Course Completion rates
	  • *Benchmark: Course Completion rates will meet or exceed 80% by 2019*
	• Improve Semester-to-Semester Persistence rates
	  • *Benchmark: Semester-to-Semester Persistence rates will meet or exceed 80% by 2019*
	• Improve Fall-to-Fall Retention Rates
	  • *Benchmark: Fall-to-Fall Retention Rates will meet or exceed 55% by 2019*
	• Develop and report all Voluntary Framework of Accountability (VFA) Student Progress and Outcome Measures
	  • *Benchmark: Report 100% of required VFA measures by 2019*

Objective 2	**CWI will improve student degree and certificate completion**

Performance Measures	• Increase awarded AA, AS, and AAS degrees
	  • *Benchmark: Grant 750 AA, AS, and AAS degrees annually by 2019*
	• Increase awarded technical certificates
	  • *Benchmark: Grant 250 technical certificates annually by 2019*
	• Increase awarded certificates of completion through Workforce Development non-credit programs
	  • *Benchmark: Grant 9,300 certificates of completion annually by 2019*

Objective 3	**CWI will provide support services that improve student success**

Performance Measures	• Increase Applicant to Enrolled matriculation rate
	  • *Benchmark: Applicant to Enrolled matriculation rate will meet or exceed 40% by 2019*
	• Improve Persistence Rate (first to second semester of enrollment) for "1st time college attenders"
	  • *Benchmark: Persistence Rate will meet or exceed 77% by 2019*
	• Improve Completion Rate within 150% of program/major requirements
	  • *Benchmark: Completion Rate within 150% of program/major requirements will meet or exceed the Community College national average of 19.6% by 2019*
	• Decrease Average loan indebtedness and borrowing rates for CWI students
	  • *Benchmark: Average loan indebtedness and borrowing rates for CWI students will be below national averages (IPEDS) by 2019*
	• CWI will improve tutoring support services
	  • *Benchmark: CWI will provide tutoring support services that result in a penetration rate of 40% by 2019*

Objective 4	**CWI will develop educational pathways and services to improve accessibility**

Performance Measures	• Develop pathways for students who complete college prep course work to earn a C or better in the corresponding gateway course
	  • *Benchmark: 60% of Students who complete college prep course work will earn a C or better in the corresponding gateway course by 2019*
	• Increase Dual Credits awarded to high school students
	  • *Benchmark: Dual Credits awarded will meet or exceed 17,000 credits by 2019*
	• Increase discrete annual enrollments in online courses
	  • *Benchmark: Discrete annual enrollments in online courses will meet or exceed 20,000 by 2019*

GOAL 2: Employee Success

CWI values its employees and is committed to a culture of individual, team, and institutional growth which is supported and celebrated.

Objective 1	**Employees will have the resources, information, and other support to be successful in their roles**

Performance Measures	• Improve IT Help Desk tickets resolution upon initial contact
	  • *Benchmark: >=65% of IT Help Desk tickets are resolved upon initial contact*
	• Implement and improve processes to increase employee satisfaction, measured via the annual Employee Survey, on the questions listed below:
	  • CWI does a good job of meeting the needs of staff / faculty
	  • I have the information I need to do my job well
	  • It is easy for me to get information at CWI
	  • I feel my supervisor supports me
	  • I am empowered to resolve problems quickly
	  i. Benchmark: >= 80 % agree/strongly agree on listed annual Employee Survey questions

Objective 2	**CWI will provide employees with professional development, training and learning opportunities**

Performance Measures	• Implement and improve processes to increase employee satisfaction, measured via the annual Employee Survey, on the questions listed below:
	  • I have adequate opportunities for professional development and training to improve my skills
	  • My supervisor helps me improve my job performance
	  i. Benchmark: >= 80 % agree/strongly agree on listed annual Employee Survey questions

Objective 3	**Provide clear expectations for job performance and growth opportunities**

Performance Measures	• Implement and improve processes to increase employee satisfaction, measured via the annual Employee Survey, on the questions listed below:
	  • My job description accurately reflects my job duties
	  • My responsibilities are communicated clearly to me
	  • My department or work unit has written, up-to-date objectives
	  • I have adequate opportunities for advancement
	  i. Benchmark: >=80% agree/strongly agree on listed annual Employee Survey questions

Objective 4	**Promote a culture to recognize employee excellence**

Performance Measures	• Implement and improve processes to increase employee satisfaction, measured via the annual Employee Survey, on the questions listed below:
	  • I feel appreciated for the work that I do
	  • The type of work I do on most days is personally rewarding
	  i. Benchmark: >= 80 % agree/strongly agree on listed annual Employee Survey questions

GOAL 3: Fiscal Stability

The College of Western Idaho will operate within its available resources and implement strategies to increase revenue, while improving operating efficiencies.

Objective 1	**CWI will operate using an annual balanced budget, will actively manage expenditures, and create operational efficiencies**

Performance Measures	• Improve processes to actively identify unfavorable revenue & expense trends
	  • *Benchmark: Develop at least 2 measures each year to actively identify unfavorable revenue & expense trends*
	• Improve efficiency in college business processes each year
	  • *Benchmark: Conduct analyses of three college business processes each year to identify and correct inefficiencies*
	• Improve student utilization related to annual operating budget
	  • *Benchmark: Incorporate student fees for strategic reserve into annual operating budget*

Objective 2	**CWI will maintain the integrity of existing revenue streams and will actively seek out new forms of revenue consistent with the College's mission**

Performance Measures	• Comply with all requirements of funding agencies to ensure continued and increased revenue streams
	  • *Benchmark: 100% compliance with funding agency requirements*
	• Advocate for additional state funding
	  • *Benchmark: Achieve parity with other Idaho Community Colleges by 2019*
	• Apply for new grant funds each year that support the strategic mission of the college
	  • *Benchmark: Increase grant revenue by 10% annually*
	• Reapply for all applicable ongoing grants each year
	  • *Benchmark: 100% reapplication rate for applicable ongoing grants*
	• Increase amount of monetary awards through grants
	  • *Benchmark: Increase monetary awards 10% each year*
	• Reduce the amount of unpaid tuition balances sent to collections
	  • *Benchmark: Achieve a reduction of 5% each year*
	• Increase annual revenue growth in Workforce Development
	  • *Benchmark: Increase revenue growth by 10% each year*

Objective 3	**CWI will work to maintain and enhance its facilities & technology and actively plan for future space and technology needs**

Performance Measures	• Improve facility utilization rates
	  • *Benchmark: Increase facility utilization rates to 75% by 2019*
	• Improve completion of technology work-plan each year
	  • *Benchmark: Achieve 75% completion of technology work-plan each year*

GOAL 4: Community Connections

The College of Western Idaho will implement a variety of educational and developmental programs to bring the college into the community in meaningful ways.

Objective 1	**CWI creates and delivers educational programs and services to the community through short-term training programs which foster economic development**

Performance Measures	• Increase the number of people served through Workforce Development
	  • *Benchmark: Increase people served through Workforce Development by 10% each year*
	• Improve Workforce Development satisfaction, as measured by the Workforce Development participant survey
	  • *Benchmark: Workforce Development participant survey will meet or exceed 85% positive satisfaction*

Objective 2	**CWI engages in educational, cultural, and organizational activities that enrich our community**

Performance Measures	• Increase the number of hours CWI facilities are used by non-CWI organizations
	  • *Benchmark: Achieve increased utilization year over year*
	• Participate in events that support community enrichment
	  • *Benchmark: Participate in at least 50 events each year*
	• Increase Basic Skills Education to the 8 non-district counties in southwest Idaho
	  • *Benchmark: Increase BSE services provided year over year*
	• Increase CWI student-to-community engagement
	  • *Benchmark: Student-to-community engagement will exceed 6000 hours annually*

Objective 3	**Expand CWI's community connections within its service area**

Performance Measures	• Ensure Professional Technical Education programs and Apprenticeship programs in Workforce Development have Technical Advisory Committees with local business and industry members
	  • *Benchmark: 100% of Professional Technical Education programs and Apprenticeship programs have Technical Advisory Committees*
	• CWI will engage in outreach activities with public high schools
	  • *Benchmark: Engage in outreach activities with 100% of public high schools in the service area*
	• Increase number of active business partnerships
	  • *Benchmark: Increase active business partnerships by 25% by 2019*

GOAL 5: Institutional Sustainability

The College of Western Idaho (CWI) finds strength through its people and viability in its operations and infrastructure; therefore the institution will continually evaluate the colleges' health to ensure sustainability.

Objective 1	**CWI will promote the college's health and wellbeing**

Performance Measures	• Assess annual employee health and well-being through the Employee Survey questions listed below:
	  • Overall, I am satisfied with my employment with CWI
	  i. Benchmark: >= 80% agree/strongly agree by 2019
	  • There are effective lines of communication between departments
	  i. Benchmark: >=75% agree/strongly agree by 2019

Objective 2	**CWI will have effective and efficient infrastructure**

Performance Measures	• CWI will improve infrastructure and operating efficiencies
	  • *Benchmark: CWI will consolidate locations & target development of 2 major campuses in Ada & Canyon Counties by 2019*
	• Assess procedures efficiency through the annual Employee Survey question "CWI has clearly written and defined procedures"
	  • *Benchmark: >= 80 % agree/strongly agree by 2019*
	• CWI will reduce utility consumption (units consumed) on college owned properties
	  • *Benchmark: Reduce utility consumption by 10% by 2019*
	• CWI will optimize its' Core Information & Technology (IT) Network
	  • *Benchmark: Achieve an annual target of 99.99% network availability*

EXTERNAL FACTORS

There are a number of key external factors that can have significant impact on our ability to fulfill our mission and institutional priorities in the years to come. Some of these include:

- Continued revenue. Over a quarter of CWI's revenue comes from State of Idaho provided funds (general fund, PTE, etc.) Achieving parity with the state's other community colleges is a stated objective within our strategic plan. Ongoing state funding is vital to the continued success of CWI.
- Enrollment. CWI is actively engaged in recruiting and retention efforts in all of its facets. With nearly 50% of revenue generated by active enrollments, it is critical that CWI reach out in meaningful ways to its service area to support ongoing learning opportunities for the community and maintain fiscal stability for the college.
- Economy. Recent years have shown that the state and national economy have significant impacts on the success of higher education.

For Additional Information Regarding The

College Of Western Idaho

2017-2021 Strategic Plan

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North Idaho College

North Idaho College Strategic Plan

2017-2021

Mission

North Idaho College meets the diverse educational needs of students, employers, and the northern Idaho communities it serves through a commitment to student success, educational excellence, community engagement, and lifelong learning.

Vision

As a comprehensive community college, North Idaho College strives to provide accessible, affordable, quality learning opportunities. North Idaho College endeavors to be an innovative, flexible leader recognized as a center of educational, cultural, economic, and civic activities by the communities it serves.

Accreditation Core Themes

The college mission is reflected in its five accreditation core themes:

- Student Success
- Educational Excellence
- Community Engagement
- Stewardship
- Diversity

Key External Factors

- Changes in the economic environment
- Changes in local, state, or federal funding levels
- Changes in local, state, or national educational priorities
- Changes in education market (competitive environment)

Values

North Idaho College is dedicated to these core values which guide its decisions and actions.

Goal 1 – Student Success: A vibrant, lifelong learning environment that engages students as partners in achieving educational goals to enhance their quality of life

Objectives

1) Provide innovative, progressive, and student-centered programs and services.
2) Engage and empower students to take personal responsibility and to actively participate in their educational experience.
3) Promote programs and services to enhance access and successful student transitions.

Performance Measures

- Percentage of full-time, first-time and new transfer-in students who a) were awarded a degree or certificate, b) transferred without an award to a 2- or 4-year institution, c) are still enrolled, and d) left the institution within six years.
  Benchmark: Increase average of awards and transfer annually

- Total number of employers (out of total respondents) who indicate satisfaction with overall preparation of CTE completers
  Benchmark: 80% of employers indicate satisfaction with preparation of completers
- Fall to Spring Persistence Rate, credit students
  Benchmark: 84% persist
- First-time, full-time, student retention rates
  Benchmark: 63%
- First-time, part-time, student retention rates
  Benchmark: 45%

Goal 2 - Educational Excellence: High academic standards, passionate and skillful instruction, professional development, and innovative programming while continuously improving all services and outcomes

Objectives
1) Evaluate, create and adapt programs that respond to the educational and training needs of the region.
2) Engage students in critical and creative thinking through disciplinary and interdisciplinary teaching and learning.
3) Strengthen institutional effectiveness, teaching excellence and student learning through challenging and relevant course content, and continuous assessment and improvement.
4) Recognize and expand faculty and staff scholarship through professional development.

Performance Measures
- Student Learning Outcomes Assessment goals are met annually
  Benchmark: 80% percent or more of annual assessment goals are consistently met over 3-year plan
- Full-time to Part-time faculty ratio
  Benchmark: Maintain above average ratio
- NIC is responsive to faculty and staff professional development needs
  Benchmark: Maintain or increase funding levels available for professional development
- Licensure pass rates at or above national pass rates
  Benchmark: Maintain at 85% or above
- Dual Credit students who enroll at NIC as degree-seeking postsecondary students as a percentage of total headcount
  Benchmark: Sustain or increase
- All instructional programs submit annual summary reports documenting program improvements as a result of assessment
  Benchmark: 20% of total programs per year over five years until fully implemented

Goal 3 - Community Engagement: Collaborative partnerships with businesses, organizations, community members, and educational institutions to identify and address changing educational needs

Objectives
1) Advance and nurture relationships throughout our service region to enhance the lives of the citizens and students we serve.
2) Demonstrate commitment to the economic/business development of the region.
3) Promote North Idaho College in the communities we serve.
4) Enhance community access to college facilities.

Performance Measures

- Distance Learning proportion of credit hours
  Benchmark: Increase annually by 2% until 25% of total student population is achieved
- Dual Credit annual credit hours in the high schools
  Benchmark: Increase by 5% annually
- Dual Credit annual credit hours taught via distance delivery
  Benchmark: Increase by 5% annually
- Market Penetration (Credit Students): Unduplicated headcount of credit students as a percentage of NIC's total service area population
  Benchmark: 3.6%
- Market Penetration (Non-Credit Students): Unduplicated headcount of non-credit students as a percentage of NIC's total service area population
  Benchmark: 3.0%
- Percentage of student evaluations of community education courses reflect a satisfaction rating of above average
  Benchmark: 85% of total number score a satisfaction rating of above average

Goal 4 – Diversity: A learning environment that celebrates the uniqueness of all individuals and encourages cultural competency

Objectives
1) Foster a culture of inclusion.
2) Promote a safe and respectful environment.
3) Develop culturally competent faculty, staff and students.

Performance Measures
- Number of students enrolled from diverse populations
  Benchmark: Maintain a diverse, or more diverse population than the population within NIC's service region
- Students surveyed perceive NIC encourages contact among students from different economic, social, and racial or ethnic backgrounds
  Benchmark: Increase by 2% annually until the national average is met or exceeded

Goal 5 – Stewardship: Economic and environmental sustainability through leadership, awareness, and responsiveness to changing community resources

Objectives
1) Exhibit trustworthy stewardship of resources.
2) Demonstrate commitment to an inclusive and integrated planning environment.
3) Explore, adopt, and promote initiatives that help sustain the environment.

Performance Measures
- Dollars secured through the Development Department via private donations and grants
  Benchmark: $2,000,000
- College-wide replacement schedule for personal computers
  Benchmark: 100% of the computers are replaced within the 42 month window
- Efficiency measures and energy upgrades result in dollars saved
  Benchmark: Sustain or Increase
- Tuition and Fees for full-time, in-district students (full academic year)
  Benchmark: Maintain rank in the lowest 40% against comparator institutions

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North Idaho College Strategic Plan

Strategic Plan Supplement

2017 – 2021

Student Success Performance Measures

- Percentage of full-time, first-time and new transfer-in students who a) were awarded a degree or certificate, b) transferred without an award to a 2- or 4-year institution, c) are still enrolled, and d) left the institution within six years
  Benchmark: *Increase average of awards and transfer annually*
  Status: *a) 25.6% b) 27.7% c) 2.8% d) 43.9%*
- Total number of employers (out of total respondents) who indicate satisfaction with overall preparation of CTE completers
  Benchmark: *80% of employers indicate satisfaction with preparation of completers*
  Status: *96%*
- Fall to Spring Persistence Rate, credit students
  Benchmark: *84% persist*
  Status: *84.4%*
- First-time, full-time, student retention rates
  Benchmark: *63%*
  Status: *58%*
- First-time, part-time, student retention rates
  Benchmark: *45%*
  Status: *39%*

Educational Excellence Performance Measures

- Student Learning Outcomes Assessment goals are met annually
  Benchmark: *80% percent or more of annual assessment goals are consistently met over 3-yr plan*
  Status: 72%
- Full-time to Part-time faculty ratio
  Benchmark: *Maintain above average ratio*
  Status: *0.8:1.0 (163 full-time and 194 part-time)*
- NIC is responsive to faculty and staff professional development needs
  Benchmark: *Maintain or increase funding levels available for professional development*
  Status: *$78,000 in current funding*
- Licensure pass rates at or above national pass rates
  Benchmark: *Maintain at 85% or above*
  Status: *98% or above for all programs for which data is available*
- Dual Credit students who enroll at NIC as degree-seeking postsecondary students as a percentage of total headcount
  Benchmark: *Sustain or Increase*
  Status: *2.2%*

- All instructional programs submit annual summary reports documenting program improvements as a result of assessment
  Benchmark: *20% of total programs per year over five years until fully implemented*
  Status: *This is a new measure; no status available*

Community Engagement Performance Measures

- Distance Learning proportion of credit hours
  Benchmark: *Increase annually by 2% until 25% of total student population is achieved*
  Status: *24.3%*
- Dual Credit annual credit hours in the high schools
  Benchmark: *Increase by 5% annually*
  Status: *2,969*
- Dual Credit annual credit hours taught via distance delivery
  Benchmark: *Increase by 5% annually*
  Status: *2,822*
- Market Penetration (Credit Students): Unduplicated headcount of credit students as a percentage of NIC's total service area population
  Benchmark: *3.6%*
  Status: *3.3%*
- Market Penetration (Non-Credit Students): Unduplicated headcount of non-credit students as a percentage of NIC's total service area population
  Benchmark: *3.0%*
  Status: *2.1%*
- Percentage of student evaluations of community education courses reflect a satisfaction rating of above average
  Benchmark: *85% of total number score a satisfaction rating of above average*
  Status: *94%*

Diversity Performance Measures

- Number of students enrolled from diverse populations
  Benchmark: *Maintain a diverse, or more diverse population than the population within NIC's service region*
  Status: *80% White, 14% Other; 6% Unknown*
- Students surveyed perceive NIC encourages contact among students from different economic, social, and racial or ethnic backgrounds
  Benchmark: *Increase by 2% annually until the national average is met or exceeded*
  Status: *39.6% (compared to national average of 53.5%)*

Stewardship Performance Measures

- Dollars secured through the Development Department via private donations and grants
  Benchmark: *$2,000,000*
  Status: *$8.2 million*
- College-wide replacement schedule for personal computers
  Benchmark: *100% of the computers are replaced within the 42 month window*
  Status: *ERS A: 94.0%; ERS B: 98.9%*
- Efficiency measures and energy upgrades result in dollars saved

Benchmark: Sustain or Increase
Status: 12.5% overall decrease (over 7 year period) in utilities expenditures

- Tuition and Fees for full-time, in-district students (full academic year)
  Benchmark: Maintain rank in the lowest 40% against comparator institutions
  Status: $3,022

Idaho State Board of Education System-Wide Performance Measures

- Degree Production – Degree and certificate production and headcount of recipients
  Benchmark: Maintain graduation rate at or above the median for IPEDS peer group
  Status: 965 awards / 898 headcount

- Degree Production - Unduplicated headcount of graduates over rolling 3-year average degree seeking FTE
  Benchmark: Compare favorably against Idaho peer group
  Status: 23.5%

- Retention Rate - Percent of full-time new and transfer degree-seeking students that are retained or graduate the following year
  Benchmark: To be defined after three years of VFA data is collected
  Status: 58% (new); 57% (transfer)

- Undergraduate cost per credit
  Benchmark: Compare favorably against Idaho peer group
  Status: $302.49

- Graduates per $100k – Graduates per $100,000 of education and related spending by institutions
  Benchmark: Maintain rank at or above the median for IPEDS peer group
  Status: 2.04

- Remediation - Number and percentage of first-time freshmen who graduated from an Idaho high school in the previous year requiring remedial education as determined by institutional benchmarks.
  Benchmark: This measure is an input from the K-12 system and is not benchmarkable, per ISBOE
  Status: 58.6%

- Dual Credit – Total annual credit hours
  Benchmark: This measure is an input from the K-12 system and is not benchmarkable, per ISBOE
  Status: 9,922

- Dual Credit – Unduplicated Annual Headcount
  Benchmark: This measure is an input from the K-12 system and is not benchmarkable, per ISBOE
  Status: 993

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University of Idaho

AGRICULTURAL RESEARCH & EXTENSION SERVICE

STRATEGIC PLAN

2017-2021

COLLEGE OF AGRICULTURAL AND LIFE SCIENCES
Agricultural Research and Extension Service
Strategic Plan
2017-2021

MISSION STATEMENT

The College of Agricultural and Life Sciences fulfills the intent and purpose of the land-grant mission and serves the food-industry, people and communities of Idaho and our nation:

- through identification of critical needs and development of creative solutions,
- through the discovery, application, and dissemination of science-based knowledge,
- by preparing individuals through education and life-long learning to become leaders and contributing members of society,
- by fostering healthy populations as individuals and as a society,
- by supporting a vibrant economy, benefiting the individual, families and society as a whole.

VALUES STATEMENT

The College of Agricultural and Life Sciences values:

- excellence in creative discovery, instruction and outreach,
- open communication and innovation,
- individual and institutional accountability,
- integrity and ethical conduct,
- accomplishment through teamwork and partnership,
- responsiveness and flexibility,
- individual and institutional health and happiness.

VISION STATEMENT

We will be the recognized state-wide leader and innovator in meeting the state's current and future challenges to create healthy individuals, families and communities, and enhance sustainable food systems respected regionally and nationally through focused areas of excellence in teaching, research and outreach with Extension serving as a critical knowledge bridge between the University of Idaho, College of Agricultural and Life Sciences, and the people of Idaho.

Goals

Scholarly and Creative Activity: Promote excellence in scholarship and creative activity to enhance life today and prepare us for tomorrow.

Objectives:

1. Increase grant submissions and awards from agencies, commissions, foundations, and private industry by all tenure and non-tenure track faculty, staff, and administration for scholarship and creative activities in research, Extension, and teaching.
   Performance Measure: Number of grant proposals submitted per year, number of grant awards received per year, and amount of grant funding received per year.
   Benchmark: Five percent increase over 5 years in the number of grants submitted.

2. Increase grants awarded to faculty by hiring grant specialists to assist in identifying funding opportunities and grant writers to assist in proposal development.
   Performance Measures: Availability and use of grant specialists and grant writers, number of grants identified by grant specialists and, number of grants submitted using the services of a grant writer.
   Benchmark: Attain an average of $20 million in extramural funding across research, Extension, and teaching scholarship during the 2017-2021 time period.

3. Allocate resources preferentially to defined college Programs of Distinction and departmental areas of excellence, and to emerging Programs of Distinction and areas of excellence.
   Performance Measures: Funds or in-kind donations acquired through development, endowments, and collaborations with public and private organizations.
   Benchmark: Develop plan consistent with the expectations of the next U of I Capital Campaign.

4. Provide Graduate Student support to reward faculty participation in interdisciplinary programs to improve competitiveness of center- or team-based grant proposals.
   Performance Measures: Number of Graduate Students supported.
   Benchmark: Support 20 additional Graduate Students by 2021.

Outreach and Engagement: Meet society's critical needs by engaging in mutually beneficial partnerships.

1. Actively participate in identifying, developing, and providing seed money for Programs of Distinction and areas of excellence.
   Performance Measures: Programs of Distinction identified, work plans created, and measures of effectiveness established for each Program of Distinction by 2017; measures assessed annually thereafter.
   Benchmark: Twenty percent of faculty working effectively in Programs of Distinction and engaged with clientele and stakeholders.

2. Redirect internal resources and recruit industry and agency funding for student internships and student service learning projects that support outreach and engagement in priority areas.
   Performance Measures: Amount of funding redirected and recruited annually; number of students engaged in internships and in service learning projects during their undergraduate or graduate programs.
   Benchmark: By 2017, funding for internships related to outreach and engagement and student research projects will be increased to above the 2013 benchmark.

3. Recognize faculty for outreach and engagement accomplishments as part of annual evaluation, promotion and tenure.
   Performance Measures: Unit administrators recognize, value, and reward significant outreach and engagement outcomes and impacts.
   Benchmark: Unit administrators can clearly communicate outcomes and impacts resulting from outreach and engagement accomplishments of their faculty.

4. Expand the role of all advisory boards by utilizing the networking capabilities of advisory board members to enhance partnership development.
   Performance Measures: Partnerships developed through collaborative efforts with advisory board members, Development, and administration.
   Benchmark: Outreach and engagement programming enhanced through partnerships with key agencies, organizations, and foundations.

5. Market outcomes of Programs of Distinction and areas of excellence through college publications, popular press articles, and presentations to decision makers and stakeholders.
   Performance Measures: Number of articles featuring outcomes and impacts of Programs of Distinction and areas of excellence; number of major presentations featuring Programs of Distinction and areas of excellence outcomes and impacts.

Benchmark: Outcomes of Programs of Distinction and areas of excellence have been documented and reported to stakeholders and decision makers by 2018.

Organization, Culture and Climate: Be a purposeful, ethical, vibrant and open community.

1. Include an emphasis on diversity by providing multi-cultural events and training opportunities or by participating in University sponsored activities.
   Performance Measures: Number of faculty and staff who complete a multi-cultural competency training in addition to increased faculty, staff, and student participation in multi-cultural events or UI sponsored activity.
   Benchmark: Increased diversity awareness among faculty, staff, and students.

2. Seek private and public funding for scholarships to increase enrollment by underrepresented groups.
   Performance Measures: Amount of funding raised.
   Benchmark: Increase the number of scholarships by 2021.

3. Utilize established university policies and procedures to address problematic behaviors.
   Performance Measures: Number of reported incidences and investigations.
   Benchmark: Reduce the number of reported incidences and investigations relative to the average of the previous five years.

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University of Idaho Forest Utilization Research and Outreach (FUR)

STRATEGIC PLAN

2017-2021

Forest Utilization Research and Outreach (FUR)

MISSION

The Forest Utilization Research and Outreach (FUR) program is located in the College of Natural Resources at The University of Idaho. Its purpose is to increase the productivity of Idaho's forests and rangelands by developing, analyzing, and demonstrating methods to improve land management and related problems such as post-wildfire rehabilitation using state-of-the-art forest and rangeland regeneration and restoration techniques. Other focal areas include sustainable forest harvesting and livestock grazing practices, including air and water quality protection, as well as improved nursery management practices, increased wood use, and enhanced wood utilization technologies for bioenergy and bioproducts. The program also assesses forest products markets and opportunities for expansion, the economic impacts of forest and rangeland management activities, and the importance of resource-based industries to communities and the state's economic development. In addition the Policy Analysis Group follows a legislative mandate to provide unbiased factual and timely information on natural resources issues facing Idaho's decision makers. Through collaboration and consultation FUR programs promote the application of science and technology to support sustainable lifestyles and civic infrastructures of Idaho's communities in an increasingly interdependent and competitive global setting.

OUTCOME-BASED VISION STATEMENT

The scholarly, creative, and educational activities related to and supported by Forest Utilization Research and Outreach (FUR) programs will lead to improved capabilities in Idaho's workforce to address critical natural resource issues by producing and applying new knowledge and developing leaders for land management organizations concerned with sustainable forest and rangeland management, including fire science and management, and a full spectrum of forest and rangeland ecosystem services and products. This work will be shaped by a passion to integrate scientific knowledge with natural resource management practices. All FUR programs will promote collaborative learning partnerships across organizational boundaries such as governments and private sector enterprises, as well as landowner and non-governmental organizations with interests in sustainable forest and rangeland management. In addition, FUR programs will catalyze entrepreneurial innovation that will enhance stewardship of Idaho's forest and rangelands, natural resources, and environmental quality.

GOALS & OBJECTIVES

Goal 1: Scholarship and Creativity

Achieve excellence in scholarship and creative activity through an institutional culture that values and promotes strong academic areas and interdisciplinary collaboration among them.

Objective A: Promote an environment that increases faculty, student, and constituency engagement in disciplinary and interdisciplinary scholarship.

Strategies:

1. Upgrade and develop university human resource competencies (faculty, staff and students) to strengthen disciplinary and interdisciplinary scholarship that advances the college's strategic themes and land-grant mission directly linked to FUR.

2. Establish, renew, remodel, and reallocate facilities to encourage funded collaborative disciplinary and interdisciplinary inquiry in alignment with FUR programs in forest and nursery management as well as the Rangeland Center and Policy Analysis Group.

Performance Measures:

- Number of CNR faculty, staff, students and constituency groups involved in FUR-related scholarship or capacity building activities.
- Non-FUR funding leveraged by FUR-funded indoor and outdoor laboratories, field facilities, and teaching, research and outreach programs.

Benchmarks:
Numbers of CNR faculty, staff, students and constituency groups set at 2016 level with an ongoing objective for them to stay the same or increase based on the investment level in this aspect of FUR programming.

Start with a 3:1 return on investment ratio meaning every one dollar of FUR state funding leverages at least three non-FUR funded dollars from other sources.

Objective B: Emphasize scholarly and creative outputs that reflect our research-extensive and land-grant missions, the university and college's strategic themes, and stakeholder needs, especially when they directly support our academic programming in natural resources.

Strategies:

1. Enhance scholarly modes of discovery, application and integration that address issues of importance to the citizens of Idaho that improve forest and rangeland productivity, regeneration, and rehabilitation, including nursery management practices, fire science and management, and a full spectrum of

ecosystem services and products, including environmental quality, and their economic importance.

2. Create new products, technologies, protocols and processes useful to private sector natural resource businesses — such as timber harvesting and processing operations, forest and rangeland regeneration and rehabilitation firms, working livestock ranches, as well as governmental and non-governmental enterprises and operating units.

3. Conduct research and do unbiased policy analyses to aid decision-makers and citizens understanding of natural resource and land use policy issues.

Performance Measure:

- An accounting of products (e.g., seedlings produced, research reports, refereed journal articles) and services (e.g., protocols for new species shared with stakeholders, policy education programs and materials provided, accessible data bases or market models) created and delivered including an identification of those which are recognized and given credibility by external reviewers through licensing, patenting, publishing in refereed journals, etc.
- Number of external stakeholders (non-university entities) that request information and/or consultancies on FUR-funded protocols for technologies or knowledge related to programs such as regeneration of native plants and seedlings, fire science, timber harvesting, wood residue utilization, livestock grazing, forest and rangeland restoration, market opportunities, economic impact, etc.

Benchmark:
Numbers and types of products and services delivered and stakeholders serviced as of 2014-2016 average levels with an ongoing objective for benchmarks to stay the same or increase based on investment levels in this aspect of FUR programming during the defined period.

Goal 2: Outreach and Engagement

Engage with the public, private and non-profit sectors through mutually beneficial partnerships that enhance teaching, learning, discovery, and creativity.

Objective A: Build upon, strengthen, and connect the College of Natural Resources with other parts of the University to engage in mutually beneficial partnerships with stakeholders to address areas targeted in FUR.

Strategies:

1. Enhance the capacity of the College of Natural Resources to engage with communities by involving faculty and students in programs relevant to local and regional issues associated with forest and rangeland management, maintenance of environmental quality, and economic development.

2. Engage with communities, governmental and non-governmental organizations through flexible partnerships that share resources and respond to local needs and expectations.
3. Foster key industry and business relationships that benefit entrepreneurship and social and economic development through innovation and technology transfer that will increase the productivity of Idaho's forests and rangelands while enhancing air and water quality.

Performance Measure:
Document cases:

- Communities served and resulting documentable impact;
- Governmental agencies served and resulting documentable impact;
- Non-governmental agencies and resulting documentable impact;
- Private businesses and resulting documentable impact; and
- Private landowners and resulting documentable impact.

Benchmark:
Meeting target numbers for audiences identified above as well as developing and experimenting with a scale for measuring documentable impact.

Goal 3: Teaching and Learning

Engage students in a transformational experience of discovery, understanding, and global citizenship.

Objective A: Develop effective integrative learning activities to engage and expand student minds.

Strategies:

1. Provide undergraduate, graduate and professional students with education and research opportunities in nursery management, wood utilization technologies including bioenergy and bioproducts, forest and rangeland regeneration and restoration, fire science and management, and ecosystem services and products and their valuation.
2. Integrate educational experiences into ongoing FUR and non-FUR research programs at CNR outdoor laboratories, including the University of Idaho Experimental Forest, the Forest Nursery complex, and McCall campus.
3. Engage alumni and stakeholders as partners in research, learning, and outreach.

Performance Measures:

- Number and diversity (as measured by variety of academic programs impacted) of courses which use full or partially FUR funded projects, facilities or equipment to educate, undergraduate, graduate and professional students.

- Number of hits on PAG and other FUR-related web-sites, and where feasible number of documents or other products downloaded by stakeholders.

Benchmark:

Meeting or being above target numbers for the audiences and programming proposed above as per investment in a given funding cycle.

KEY EXTERNAL FACTORS

The key external factors likely to affect the ability of FUR programs to fulfill the mission and goals are as follows: (1) the availability of funding from external sources to leverage state-provided FUR funding; (2) changes in human resources due to retirements or employees relocating due to better employment opportunities; (3) continued uncertainty relative to global, national and regional economic conditions; and (4) changing demand for the state and region's ecosystem services and products.

Idaho Geological Survey (IGS) 2017-2021

STRATEGIC PLAN

Idaho Geological Survey

VISION STATEMENT

The Idaho Geological Survey vision is to provide the state with the best geologic information possible through strong and competitive applied research, effective program accomplishments, and transparent access. We are committed to the advancement of the science and emphasize the practical application of geology to benefit society. We seek to accomplish our responsibilities through *service, research, outreach, collaboration and educational* activities.

MISSION STATEMENT

The Idaho Geological Survey is the lead state agency for the collection, interpretation, and dissemination of geologic and mineral data for Idaho. The agency has served the state since 1919 and prior to 1984 was named the Idaho Bureau of Mines and Geology.

Members of the Idaho Geological Survey staff acquire geologic information through field and laboratory investigations and through cooperative programs with other governmental, academic and private sector alliances. The Idaho Geological Survey provides timely and meaningful information to the public, industry, academia and legislative decision makers by conducting geologic mapping, geohazard assessments that focus on earthquakes and landslides, mineral and energy resource assessments, groundwater and hydrology research and educational and outreach opportunities. The Survey's Digital Mapping Laboratory is central to compiling, producing, and delivering new digital geologic maps and publications for the agency. The Idaho Geological Survey is also engaged in the collection and compilation of data and information pertaining to abandoned and inactive mines in the state, earth science education and a newly added focus of petroleum geology assessments. As Idaho grows, demand is increasing for geologic information related to population growth, energy- mineraland water-resource development, landslide hazards and earthquake monitoring.

AUTHORITY

Idaho Code provides for the creation, purpose, duties, reporting, offices, and Advisory Board of the Idaho Geological Survey. The Code specifies the authority to conduct investigations and establish cooperative projects and seek research funding. The Idaho Geological Survey publishes an Annual Report as required by its enabling act.

Service and Outreach

Goal 1: Achieve excellence in collecting and disseminating geologic information and mineral data to the mining, energy, agriculture, utility, construction, insurance, and

banking industries, educational institutions, civic and professional organizations, elected officials, governmental agencies, and the public. Continue to strive for increased efficiency and access to survey information primarily through publications, website products, in-house collections and customer inquiries. Emphasize website delivery of digital products and compliance with new revision of state documents requirements (Idaho Code 33-2505).

Objective 1: Develop and publish survey documents ***Performance Measure:*** Number of Published Reports on Geology/Hydrology/Geohazards/Mineral & Energy Resources (985 Publications, Maps and Reports cumulative; 15 maps published during 2015).

Benchmark: The number and scope of published reports will be equal to or greater than the number of publications from the preceding year.

Objective 2: Build and deliver website products
Performance Measure: Number of website products used or downloaded (For 2015: 155,577 downloads and 432,321 visitors to the IGS website).

Benchmark: The number of website products used or downloaded will be equal to or greater than the preceding year.

Objective 3: Sustain Idaho State Documents Depository Program and Georef Catalog (International)
Performance Measure: Percentage total of Survey documents available through these programs (~ 99%).

Benchmark: 100%

Objective 4: Sustain voluntary compliance with uploads of new geologic mapping published at the Idaho Geologic Survey to the National Geologic Map Database Website managed by the U.S. Geological Survey.
Performance Measure: *Number of Geologic Maps that are uploaded to this national website depicting detailed geologic mapping in Idaho (583 maps cumulative have been uploaded).*

Benchmark: 100% of all geologic maps that are published at the Idaho Geological Survey each year will be uploaded to this website.

Research

Goal 2: Promote, foster, and sustain a climate for research excellence. Develop existing competitive strengths in geological expertise. Maintain national level recognition and research competitiveness in digital geological mapping and applied research activities. Sustain and build a strong research program through interdisciplinary collaboration with academic institutions, state and federal land management agencies and industry partners.

Objective 1: Sustain and enhance geological mapping and related studies

Performance Measure: Increase the geologic map coverage of Idaho by mapping priority areas of socioeconomic importance and areas that are predisposed to geologic hazards as designated by Idaho Geological Mapping Advisory Committee.

Benchmark: Increase the cumulative percentage of Idaho's area covered by modern geologic mapping.

Objective 2: Sustain and build external research funding

Performance Measure: Externally funded grant and contract dollars.

Benchmark: The number of externally funded grant and contract dollars compared to five year average.

Education

Goal 3: Support knowledge and understanding of Idaho's geologic setting and resources through earth science education. Achieve excellence in scholarly and creative activities through collaboration and building partnerships that enhance teaching, discovery, and lifelong learning.

Objective 1: Develop and deliver earth science education programs and public presentations

Performance Measure: Educational programs for public audiences.

Benchmark: The number of educational presentations will be equal to or greater than the previous year.

Key External Factors:

Funding:

Achievement of strategic goals and objectives is dependent on appropriate state funding.

External research support is subject to federal funding and there is increasing state competition for federal programs. Because most federal programs require a state match, the capability to secure these grants is dependent on state funds and the number of full time equivalent employees.

Emerging natural gas and condensate infrastructure and development in southwestern Idaho will necessitate new research tools and personnel at the Survey to maintain research capabilities and to provide pertinent information to the public and the Idaho legislature. Economic partnerships with the energy industry are currently under negotiation.

New partnerships are also being sought through universities, state agencies and natural resource industries.

Demand for services and products:

Changes in demand for geologic information due to energy and mineral economics play an important role in the achievement of strategic goals and objectives. Over the past five years, IGS has experienced a 76% increase in the number of downloaded products from the Survey's website. The number of visitors to the IGS website has increased by 111% over the same five year time frame. State population growth and requirements for geologic information by public decision makers and land managers are also key external factors that are projected to increase over time.

Aspirational Goals for the Idaho Geological Survey:

Provide high quality petroleum assessments and geologic services to evaluate oil gas potential in perspective areas of the state by augmenting the Survey's annual budget with a small percentage (~ 0.25%) of the proceeds from oil and gas severance taxes.

Provide critical mass for primary customer services and state agency collaboration through consolidation of two satellite offices in the southern part of the state at the Boise Water Center.

Provide better agency access for public patrons and growth potential for the IGS by relocation of the Moscow office to a more suitable facility on campus at the University of Idaho.

Increase the number and scope of digital web applications for the Survey's maps and geologic information to accommodate smart phone and tablet technologies for the public.

University of Idaho

Idaho (Washington-Idaho-Montana-Utah, WIMU) Veterinary Medical Education Program STRATEGIC PLAN 2017 - 2021

Idaho (Washington-Idaho-Montana-Utah, WIMU) Veterinary Medical Education Program

STRATEGIC PLAN 2017-2021

VISION STATEMENT:

Improved health and productivity of Idaho's food-producing livestock

MISSION STATEMENT:

Transfer science-based medical information and technology concerning animal well-being, zoonotic diseases, food safety, and related environmental issues – through education, research, public service, and outreach – to veterinary students, veterinarians, animal owners, and the public, thereby effecting positive change in the livelihood of the people of Idaho and the region.

Goal 1. Education

Objective A: Continue to provide and improve the highly-rated and effective experiential veterinary clinical teaching program.

Action Items:

- Ensure offerings of elective rotations for experiential learning opportunities that meet contractual requirements (minimum of 65 rotations offered)

Performance Measures:

- Percentage of elective offerings (blocks) filled
- Number of seniors selecting rotations
- Number/percentage of Idaho resident graduates licensed to practice veterinary medicine in Idaho

Benchmark:

- Student participation in at least 80% of elective rotations offered
- Greater than 40 students selecting rotations
- At least 7 Idaho resident graduates (65%) licensed to practice veterinary medicine in Idaho

Objective B: Pre-clinical veterinary educational opportunities

Action items:

- Administer experiential summer learning opportunities for first- and second-year students in veterinary education program (Northwest Bovine Veterinary Experience Program – NW-BVEP)
-

Performance Measures:

- Annual recurring placement of students

Benchmark:

- Total of 12 first- and second-year veterinary students in the NW-BVEP annually

Goal 2. Scholarly and Creative Activity

Objective: To provide the atmosphere, environment, encouragement, and time for faculty members to cultivate and nurture their scholarly and creative abilities.

Action Items:

- Encourage faculty to remain influential in their professional/educational disciplines appropriate to the educational mission
- Contribute to the AVS Department areas of excellence and the CALS Beef Program of Distinction through grants and publications of research

Performance Measures:

- Number of fellows in disciplinary associations
- Personnel elected to leadership role in professional organizations
- External grants received
- Refereed journal articles

Benchmark:

- Participation in at least one departmental area of excellence and in the CALS Beef POD
- At least one invited presentation by each faculty member to local, state, regional, national, or international meeting.
- At least one external research grant per year funded for scholarly activities and funding of NW-BVEP
- At least one refereed journal article published per year per faculty FTE

External Factors:
The Caine Veterinary Teaching Center (CVTC) has provided years of valued education for 4th year veterinary students from Washington State University College of Veterinary Medicine (WSU-CVM) and now WIMU. CVTC blocks are no longer a required component of the veterinary degree in WIMU. The CVTC is a referral veterinary clinic receiving cases from practitioners in the area. The number of cases referred has been steadily declining over the past 5-10 years. Since the original group of faculty was hired in the 1970s, no new faculty member has attained tenure and remained at CVTC. Currently only a single faculty member remains after resignations of two faculty in FY 2016. Significant Idaho Agricultural Experiment Station funds have been allocated to CVTC with expectations of research productivity; however, little research activity has occurred in the past few years. In order to address potentially a changing educational environment and to use research funds effectively, a review of the CVTC occurred the past year culminating with stakeholder input at a review in June. Veterinary education was identified as the essential function of CVTC. Expectations in veterinary education from WSU-CVM leadership have indicated that the food animal blocks offered through CVTC are important to meeting accreditation but some changes need to occur to fill holes not available through blocks offered in Pullman. Part of the issue is the desire by WSU-CVM for food animal population-based medicine experiences in Idaho. This is difficult due to the “referral” nature of the CVTC clinic. In order for greater field opportunities on farms and ranches in the food animal blocks, a change in faculty access to herds and flocks needs to occur. Utilizing University of Idaho animal resources will be the initial method to enhance access to herds and flocks. As such, faculty with primary responsibility to veterinary medical teaching will be located near existing University of Idaho farms and ranches, and in the heart of the dairy area, Magic Valley. As such, the CVTC will be closed by the end of FY 2017.

WWAMI

Idaho WWAMI (Washington, Wyoming, Alaska, Montana, Idaho) Medical Education Program

Strategic Plan 2017-2021

WWAMI is Idaho's regional medical education program, under the leadership and institutional mission of the **University of Idaho**, in partnership with the **University of Washington School of Medicine** (UWSOM). In August 2015, we began the new 2015 WWAMI medical school curriculum at all six WWAMI sites. Students started with a multi-week clinical immersion experience—intensively learning the clinical skills and professional habits to serve them throughout their careers. For their first 18 months, students spend a full day each week learning and practicing clinical skills in a community primary care clinic and in workshops. This is in addition to their hospital-based Colleges training with a faculty mentor and small group of peers. This new curriculum allows our students to be on the University of Idaho campus for 3 terms, instead of 2. It also provides our medical students with the option to spend all four years of their medical education in the State of Idaho. The development and implementation of the new WWAMI curriculum is first in the nation to represent the collaborative efforts of faculty, staff, students and others across many states in building and implementing an entire common curriculum.

Over the past three years, the Idaho State Legislature appropriated funding to continue the support for 5 more first-year medical seats in the Idaho WWAMI Targeted Rural and Underserved Track program (TRUST). The mission of TRUST is to provide a continuous connection between underserved communities, medical education, and health professionals in our region. This creates a full-circle pipeline that guides qualified students through a special curriculum connecting them with underserved communities in Idaho. In addition, this creates linkages to the UWSOM's network of affiliated residency programs. The goal of this effort is to increase the medical workforce in underserved regions. In addition, the State of Idaho appropriated funding for 5 additional traditional WWAMI students, expanding the Idaho class size to 35 medical students starting in fall 2015 with the ultimate goal of reaching 40 medical students by fall 2016.

As the **medical education contract program for the State of Idaho** with the University of Washington, the **UI-WWAMI Medical Program** supports the Strategic

Action Plan of its host university, the University of Idaho, while recognizing its obligation to the mission, goals, and objectives of its nationally accredited partner program, the UWSOM.

UWSOM and its partners in the WWAMI region are dedicated to improving the general health and wellbeing of the public. In pursuit of our goals, we are committed to **excellence in biomedical education, research, and health care**. The UWSOM and WWAMI are also dedicated to ethical conduct in all of our activities. As the **pre-eminent academic medical center in our region** and as a national leader in biomedical research, UWSOM places special emphasis on educating and training physicians, scientists, and allied health professionals **dedicated to two distinct missions:**

- **Meeting the health care and workforce needs of our region**, especially by recognizing the importance of **primary care** and providing service to **underserved populations;**
- **Advancing knowledge** and assuming leadership in the **biomedical sciences and in academic medicine.**

We acknowledge a **special responsibility to the people** in the states of Washington, Wyoming, Alaska, Montana, and **Idaho,** who have joined in a unique regional partnership. UWSOM and WWAMI are **committed to building and sustaining a diverse academic community** of faculty, staff, fellows, residents, and students and **to assuring that access to education and training** is open to learners from all segments of society, acknowledging a **particular responsibility to the diverse populations within our region**.

Vision for Medical Student Education

Our students will be highly competent, knowledgeable, caring, culturally sensitive, ethical, dedicated to service, and engaged in lifelong learning.

UWSOM – Idaho WWAMI Medical Student Education Mission Statement

Our mission is to improve the health and wellbeing of people and communities throughout the WWAMI region, the nation, and the world through educating, training, and mentoring our students to be excellent physicians.

Goals for Medical Student Education

In support of our mission to educate physicians, our goals for medical student training are to:

1. Challenge students and faculty to achieve excellence;
2. Maintain a learner-centered curriculum that focuses on patient-centered care and that is innovative and responsive to changes in medical practice and healthcare needs;
3. Provide students with a strong foundation in science and medicine that prepares them for diverse roles and careers;
4. Advance patient care and improve health through discovery and application of new knowledge;
5. Teach, model, and promote:
    a. the highest standards of professionalism, honor, integrity, empathy, compassion, and respect;
    b. a team approach to the practice of medicine, including individual responsibility and accountability, with respect for the contributions of all health professions and medical specialties;
    c. the skills necessary to provide quality care in a culturally sensitive and linguistically appropriate manner;
6. Encourage students to maintain and model a balanced and healthy lifestyle;
7. Foster dedication to service, including caring for the underserved;
8. Engage students in healthcare delivery, public health, and research to strengthen their understanding of healthcare disparities and regional and global health issues; and
9. Provide leadership in medical education, research, and health policy for the benefit of those we serve regionally, nationally, and globally.

Alignment with the Idaho State Board of Education's Strategic Plan 2017-2021

Goal I: A WELL EDUCATED CITIZENRY –Continuously improve access to medical education for individuals of all backgrounds, ages, abilities, and economic means.

Objective A: Access - Provide outreach activities that help recruit a strong medical student applicant pool for Idaho WWAMI.

- ***Performance measure***: the number of Idaho WWAMI medical school applicants per year and the ratio of Idaho applicants per funded medical student seat.
- ***Benchmark*:** National ratio of state applicants to medical school per state-supported seats.

Objective B: Transition to Workforce - Maintain a high rate of return for Idaho WWAMI graduate physicians who choose to practice medicine in Idaho, equal to or better than the national state return rate.

- ***Performance measure***: Cumulative Idaho WWAMI return rate for graduates who practice medicine in Idaho.
- ***Benchmark***: target rate – national average or better.

GOAL 2: CRITICAL THINKING AND INNOVATION - WWAMI will provide an environment for the development of new ideas, and practical and theoretical knowledge to foster the development of biomedical researchers, medical students, and future physicians who contribute to the health and wellbeing of Idaho's people and communities.

Objective A: Critical Thinking, Innovation and Creativity – Generate research and development of new ideas into solutions that benefit health and society.

- ***Performance Measure***: WWAMI faculty funding from competitive federally funded grants.
- ***Benchmark***: $3M annually, through FY16.

Objective B: Innovation and Creativity – Educate medical students who will contribute creative and innovative ideas to enhance health and society.

- ***Performance Measures*:** Percentage of Idaho WWAMI medical students participating in medical research (laboratory and/or community health)

- ***Benchmark*:** 100%

Objective C: Quality Instruction – Provide excellent medical education in biomedical sciences and clinical skills.

- ***Performance measure***: pass rate on the U.S. Medical Licensing Examination (USMLE), Steps 1 & 2, taken during medical training.

- ***Benchmark***: U.S. medical student pass rates, Steps 1 & 2.

GOAL 3: Effective and Efficient Delivery Systems – Deliver medical education, training, research, and service in a manner which makes efficient use of resources and contributes to the successful completion of our medical education program goals for Idaho.

Objective A: Increase medical student early interest in rural and primary care practice in Idaho.

- ***Performance measure***: the number of WWAMI rural summer training placements in Idaho each year.
- ***Benchmark***: 20 rural training placements following first year of medical education.

Objective B: Increase medical student participation in Idaho clinical rotations (clerkships) as a part of their medical education.

- ***Performance measure***: the number of WWAMI medical students completing clerkships in Idaho each year.
- ***Benchmark***: 20 clerkship students each year.

Objective C: Support and maintain interest in primary care and identified physician workforce specialty needs for medical career choices among Idaho WWAMI students.

- ***Performance measure***: Percent of Idaho WWAMI graduates choosing primary care, psychiatry, general surgery, and OB/GYN specialties for residency training each year.
- ***Benchmark***: 50% of Idaho WWAMI graduating class choosing needed work force specialties for residency training each year.

Objective D: Maintain a high level Return on Investment (ROI) for all WWAMI graduates who return to practice medicine in Idaho.

- ***Performance measure***: Ratio of all WWAMI graduates who return to practice medicine in Idaho, regardless of WWAMI origin, divided by the total number of Idaho medical student graduates funded by the State.
- ***Benchmark***: target ratio – 60%

Objective E: Efficiently deliver medical education under the WWAMI contract, making use of Idaho academic and training resources.

- ***Performance measure***: Percent of Idaho WWAMI medical education contract dollars spent in Idaho each year.
- ***Benchmark***: 50%

Key External Factors (beyond the control of the Idaho WWAMI Medical Program):

Funding: the number of state-supported Idaho medical student seats each year is tied to State legislative appropriations. Availability of revenues and competing funding priorities may vary each year.

Medical Education Partnerships: as a distributed medical education model, the University of Idaho and the UWSOM WWAMI Medical Program rely on medical education partnership with local and regional physicians, clinics, hospitals, and other educational institutions in the delivery of medical training in Idaho. The availability of these groups to participate in a distributed model of medical education varies according to their own budget resources and competing demands on their time and staff each year.

Population Changes in Idaho: with a growing population and an aging physician workforce, the need for doctors and medical education for Idaho's students only increases. Changes in population statistics in Idaho may affect applicant numbers to medical school, clinical care demands in local communities and hospitals, and availability of training physicians from year to year.

New Medical Curriculum Implemented in 2015: the University of Washington School of Medicine engaged in a major review and revision of the medical school curriculum which will impacted delivery of education and training in the WWAMI programs in Idaho. Given that students will be on the University of Idaho campus for three terms instead of two, adjustments must be made to accommodate the increased number of medical students on campus. Expanded facilities, enhanced technology, additional faculty and support staff are necessary for the additional students and delivering this new state of the art curriculum. The University of Idaho is already anticipating these needs and working toward expanding facilities to accommodate the increased number of students. Tuition funds from third term medical students will help support the program's needs. The University of Idaho has identified and hired the necessary faculty to support programmatic changes implemented in fall 2015. This curriculum renewal offers Idaho the opportunity to keep Idaho students in-state all four years of their medical education, which is a significant advantage in retaining students as they transition to clinical practice.

For-profit Medical Schools in Idaho: There is an increasing need for more high quality clerkships for our students. The current challenge in developing clinical training opportunities is that multiple programs such as medical students, physician assistant students, nurse practitioner students, family medicine residents, internal medicine residents and psychiatry residents are all seeking clinical training sites in Idaho. The proposed introduction of a for-profit medical school in Idaho adding 300 additional students needing clinical training, would create significant challenges for clinicians in Idaho to meet those needs. The saturation of clinical training sites in Idaho has the potential to impact clinical opportunities for Idaho's only public supported medical education program housed in Idaho (WWAMI). Without strategic and thoughtful growth for medical education, the states only allopathic medical education opportunities for Idaho residents may be negatively impacted.

Supplement: Performance Measures

Goal 1 / Objective A. The benchmark is the national ratio of state applicants to medical school to the number of state supported seats. The ratio of applicants in Idaho to the number of available seats was 4.7:1; the national ratio of in-state applicants to available seats is 2.2:1.

Goal 1 / Objective B. The benchmark is 41%, the national average of students that return to their native state to practice medicine. In Idaho, the return rate was 51% (292/578).

Goal 2 / Objective A. The benchmark for this objective is $1.4M annually, through 2015. In FY15, UI WWAMI faculty earned $2.3M in new funding from federal grants.

Goal 2 / Objective B. The benchmark is 100% of Idaho WWAMI students participating in medical research. All students at the UWSOM must participate in a research activity.

Goal 2 / Objective C. The benchmark for the U.S. Medical Licensing Examination (USMLE), Steps 1 & 2, is the U. S. medical student pass rates.

Goal 3 / Objective A. The benchmark is 20 rural training placements following the first year of medical education. During the past summer, 23 students completed a R/UOP experience in Idaho.

Goal 3 / Objective B. The benchmark is 20 clerkship students per year in Idaho. The Idaho Track is a voluntary program of the University of Washington School of Medicine in which students complete the majority of required clinical clerkships within Idaho. Third-year Idaho Track medical students complete five of six required clerkships in

Idaho, and fourth-year Idaho Track medical students complete three of four required clerkships in Idaho. Twelve third-year students and seventeen fourth-year students participated in the Idaho Track during the 2014-2015 academic year. In addition to Idaho Track students, other UWSOM students rotated among the various clinical clerkships in Idaho. During academic year 2014-15, a total of 91 UWSOM students completed one or more clinical rotations in Idaho. Those 91 medical students completed a total of 260 individual clinical rotations in Idaho.

Goal 3 / Objective C. The benchmark is 50% of the Idaho WWAMI graduating class choosing a specialty for residency training that is needed in the state (primary care, psychiatry, general surgery, and OB/GYN specialties). The specialties of the 201 graduating class are as follows:

Emergency medicine (1)
Family Medicine (6)
Internal Medicine (5)
Obstetrics – Gynecology (3)
Transitional Medicine (1)
Orthopedic surgery (1)
Pediatrics (4)
Radiation – Diagnostic (1)
Vascular Surgery (1)

Goal 3 / Objective D. The benchmark for the Return on Investment (ROI) for all WWAMI graduates who return to practice medicine in Idaho is 60%. The current ROI is 75% (435/578).

Goal 3 / Objective E. The benchmark for this objective is 50%, the percentage of Idaho WWAMI medical education dollars spent in Idaho each year. In FY15, 72% of the State appropriations were spent in Idaho.

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ISU Department of Family Medicine
Strategic Plan
2017-2021

Vision:

The Idaho State University Family Medicine Residency (ISU FMR) envisions a clinically rich residency program; graduating courteous, competent, rural physicians.

Mission:

ISU FMR is committed to interdisciplinary, evidence-based care and service to our patients and community; university-based education of residents and students; and recruitment of physicians for the State of Idaho.

Values:

PROFESSIONALISM – We adhere to the highest level of professionalism in our relationships with our patients, staff and colleagues

COMMUNICATION – We aspire to clear, open communications with each other and our patients; and to precise, well-formatted presentation of medical information to other physicians

QUALITY – We continually seek ways to analyze and improve the quality of care provided to our patients, and to fulfill the published criteria of excellence in residency education.

COLLEGIALITY – As medical educators and learners we coordinate education and care with colleagues from a wide range specialties and health professions.

INNOVATION – We espouse current innovations in primary health care including electronic record keeping and communication, and the Patient Centered Medical Home Model.

ACCOUNTABILITY – We are accountable to ourselves and to our sponsors for the financial viability of the residency and the efficiency of the department.

RESPONSIBILITY – We take responsibility for our actions and work to improve patient care through excellence in medical education.

RESPECT – We demonstrate respect for each other and those with whom we interact. We remain courteous in our interactions and in respecting diversity. Even if we disagree, we do so with both civility and a desire to reach mutually beneficial solutions.

JUSTICE – We believe all patients have a fundamental right of access to appropriate health care. We advocate for our patients and assist them in navigating through the health care system.

BENEFICENCE – Primum non nocere. Patients will not be harmed by our care. Resident education will not be abusive or excessive in work hours or disrespectful of personal needs.

AUTONOMY – We respect a patient's right to decide their health care, and to information to assist in the decision making process.

GOAL 1: Access – Recruitment of physicians for Idaho
Objectives for access:

a. Ensure national reputation and online national exposure to maintain a high number of high caliber applicants to the ISU FMR.
   - *Performance measure:*
     - *High application rate and interview rate.*
   - *Benchmark:*
     - *Applicant rate should be above 200 and interview rate should be 10 times the number of resident positions, or above 70 per year.*

b. Match successfully each year through the Electronic Residency Application System.
   - *Performance measure:*
     - Successful match each March for the ISU FMR.
   - *Benchmark:*
     - Initial fill rate for seven positions: 100%. Supplemental match rate (SOAP): 0%

c. Structure the program so that 50% of graduates open their practices in Idaho
   - *Performance Measure*
     - Number of graduates practicing in Idaho
   - *Benchmark:*
     - 50% of graduates practicing in Idaho

d. Train and encourage residents to settle and serve rural and underserved (CHC, IHS, HPSA, MUA) locations.
   - *Performance measure:*
     - Number of graduates practicing in rural and underserved areas.
   - *Benchmark:*
     - 75% of graduates practice in rural and underserved areas.

GOAL 2: Quality – Sustain and continuously improve medical care for Idaho citizens through education, quality improvement, and clinical research
Objectives for quality:

a. Prepare and ensure that residents are educated to become board certified in family medicine.
   - *Performance measure:*
     - Number of residents who take the American Board of Family Medicine exam within one year of training.
   - *Benchmark:*
     - 100% of resident graduates take the ABFM exam within one year.

b. Achieve a high board examination pass rate.
   - *Performance measure:*
     - *Board examinations passed.*
   - *Benchmark:*
     - *90% of graduates passed the ABFM exam in the last five years.*

c. Achieve high resident quality improvement rate.
   - *Performance measure:*
     - *Number of quality improvement projects.*
   - *Benchmark:*
     - *100% of residents will complete QI project by the end of PGY3.*

d. Achieve a high scholarly activity rate.
   - *Performance measure:*
     - *Scholarly department output.*
   - *Benchmark:*
     - *Number of scholarly activities by faculty and residents– publications & presentations.*

GOAL 3: Efficiency – improve long-term financial viability of the department/residency program

Objectives for efficiency:

a. Maintain the best operational and financial structure to maximize funding streams and clinical revenues
   - *Performance measure:*
     - Maintain the New Access Point for Health West Pocatello Family Medicine.
   - *Benchmark:*
     - Completed and maintained affiliation agreement.

b. Transition residency program through change in ownership and administration of Portneuf Medical Center (PMC)
   - *Performance measure:*
     - Level of support from PMC for ISU Family Medicine
   - *Benchmark:*
     - Completed affiliation agreement with negotiated and maintained financial and programmatic support.

c. Maintained GME reimbursement
   - *Performance measure:*
     - GME dollars reimbursed through cost reports.
   - *Benchmark:*
     - Maximize GME reimbursement per FTE.

d. Additional funding streams.
   - *Performance measure:*
     - Identify and maintain additional funding streams.
   - *Benchmark:*
     - Number of grants funded, donations foundation giving, maximized patient revenue, HRSA funds, and contractual funding.

External Factors (beyond control of the ISU Department of Family Medicine)

1. **Access – Recruitment of physicians for Idaho.**
   a. Number of applicants depends upon the pool of medical students choosing family medicine.
   b. Number of applicants who match in the program is dependent on multiple factors including geographic ties and choice.
   c. Number of residents settling in rural locations and in Idaho is dependent on freedom from other commitments such as loan repayment, military service, and service obligations to other states.

2. **Quality – Sustain and continuously improve medical care for Idaho citizens through education, quality improvement, and clinical research.**
   a. Board examination pass rates are set nationally.
   b. For quality projects, we are dependent on the efficiency of data base retrieval systems.
   c. For medical research projects, we are dependent on external funding opportunities that vary nationally over time.

3. **Efficiency- Improve the Long-term financial viability of the department/residency program.**
   a. Health West Board decisions.
   b. Parent Legacy corporate decisions regarding PMC.
   c. National decisions regarding payment for graduate medical education.

Strategic Planning – Mid-term (3-5 years)
The ISU Department of Family Medicine has defined mid-term (3-5 years) and long-term (6-10 years) strategic planning components some of which are outlined below.

GOAL 1: Access – Recruitment of physicians for Idaho
Objectives for access
1. Maintain core residency program at 7-7-7.

- *Performance measure:*
  - Number of residents.
  - Benchmark: 21 residents in training.

2. Explore and develop opportunities for expansion of residency training:
   - Fill existing faculty vacancies and add additional new faculty and other infrastructure to support expansion.
   - Relocate the residency administrative offices and main clinical site to a larger location:
     - To better match the current heavy clinical demands
     - To expand opportunities for inter-professional clinical training in pharmacy, behavioral health, radiation technology, nutrition and other health professions disciplines
     - Will allow the opportunity to expand class size at the base program.
   - Identify and develop Rural Training Track sites
   - Establish satellite Family Practice Center clinical training sites in collaboration with Health West and other partners.

GOAL 2: Efficiency – Improve long-term financial viability of the department/residency program

Objectives for access

1. Develop collaborative and supportive affiliation with Health West.
   - *Performance measure:*
     - Completion of joint budgeting process
   - *Benchmark:*
     - Meeting joint budgetary goal
2. Develop collaborative and supportive affiliation with PMC.
   - *Performance measure:*
     - Completion of affiliation agreement with agreed ongoing support.
   - *Benchmark:*
     - Dollar amount of financial support

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Part I – Agency Profile

Agency Overview

There are now three family medicine residencies in Idaho – the ISU Family Medicine Residency (ISU FMR) in Pocatello, the Family Medicine Residency of Idaho (FMRI) in Boise and the Kootenai Family Medicine Residency in Coeur d'Alene. All three programs are funded from State allocations, grants, local hospitals, Medicare and patient revenues. Idaho State University is recognized by the Accreditation Council for Graduate Medical Education (ACGME) as the official sponsoring institution of ISU – Family Medicine Residency (ISU FMR). Brandon Mickelsen, DO is the Interim Director of the ISU FMR and William M. Woodhouse, MD is the Department's Director of External Relations for Health Affairs.

Core Functions/ Idaho Code

1. **Training family physicians to provide care to populations throughout Idaho, both rural and urban.**
   Idaho ranks 49th out of 50 states in physicians per capita. Over 90% of the State is a federally-designated HPSA for primary care, including Bannock County where the Residency resides. Idaho's family medicine residency programs have an excellent track record of recruiting family physicians who then practice in Idaho, ranking seventh in the nation for retention of graduates. Eighty-three percent of the Residency's graduates go on to practice in rural and underserved settings. The ISU FMR has 21 family medicine residents, two pharmacotherapy residents and 3 psychology interns in training, and graduates seven new family physicians each June. Fifty-five of ISU FMR's 109 graduates have stayed in Idaho, including six of the seven 2015 graduates, who now practice in Burley, Rexburg, Sand Point, Idaho Falls and Pocatello (2).

2. **Provision of services to underserved populations in Idaho:**
   Reimbursement for medical services has been declining, while program costs have been climbing. The ISU FMR staffs community services such as the Health Department, adolescent detention centers, prison services, free clinics and HIV clinics. The Indian Health Service, migrant workers, nursing home residents, behavioral health unit patients, developmentally challenged children, and the home-bound also receive medical support from the residents and faculty. With the conversion of the residency clinic to become a New Access Point for Health West, a Federally Qualified Community Health Center, ISU is now better able to serve the indigent and uninsured of Southeast Idaho.

Revenue and Expenditures

Revenue	FY 2012	FY 2013	FY 2014	FY 2015
General Fund	$857.300	$873,000	$905,200	$923,100
Total	**$857,300**	**$873,000**	**$905,200**	**$923,100**
Expenditure	**FY 2012**	**FY 2013**	**FY 2014**	**FY 2015**
Personnel Costs	$566,300	$583,000	$583,600	$601,500
Operating Expenditures	$291,000	$291,000	$321,600	$321,600
Capital Outlay	$0	$0	$0	$0
Total	**$857,300**	**$873,000**	**$905,200**	**$923,100**

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2012	FY 2013	FY 2014	FY 2015
Number of Residents in Training	21	21	21	21
Average Total State Funded Dollar Cost per Resident as a Percent of Total Residency Training Costs	12.7%	12.8%	12.9%	13.1%
Number of Health Profession Students (non-physician) Receiving Clinical Training at FMR Facilities	2NP, 3psych, 12 pharmacy (17)	2NP, 3psych, 10 pharmacy (15)	2NP, 3psych 11 pharmacy (16)	1NP, 3PA, 3psych 9pharmacy (16)

Dollar Cost per resident
State dollars received by ISU FMR are $923,100. Approximately 25% of these dollars are used for departmental support, leaving $692,000 for 21 residents or $33,000 per resident as our best estimate of dollar cost per resident. Total departmental budget is $7.0M; $923,100 is 13.1%. Components specifically attributed to residency costs is 10%.

Part II – Performance Measures

Performance Measure	FY 2012	FY 2013	FY 2014	FY 2015	Benchmark
Percentage of Physician Residents Graduating[1]	100%	100%	100%	100%	100%
Percentage of Graduates Successfully Completing Board Examination[1]	71%	100%	100%	100%	100%
Percentage of Resident Training Graduates Practicing in Idaho[1]	49%	48%	48%	50%	50%
Number of Residents Matched Annually[1]	7	7	7	7	7
Percentage of Qualified Idaho Residents Offered Interviews for Residency [1]	100%	100%	100%	100%	100%
Number of Pediatric Rotations in 3rd year	0	0	6	7	7
Meeting National PCMH Criteria[2]	N/A	50% Met	90% Met	100%	100% Met
Increase GME Reimbursement[3]	$2M 18.1 FTE	$2.4M 18.6 FTE	$2.4M 18.6 FTE	$2.5 M 19.1 FTE	$2.4 M 18.6/21 FTE

Performance Measure Notes:

1. All of these measures speak to increased Access by ensuring well qualified medical students are recruited to be trained in Idaho, successfully graduate, pass their Boards so that they can be licensed and settle in Idaho.
2. Meeting Patient Centered Medical Home Criteria: The Residency's clinic, Health West / ISU Family Medicine, received Level 3 Recognition (score of 89 out of 100 points), the highest of three levels, from the National Committee for Quality Assurance (NCQA). Certification is valid from 4/16/2015 through 4/16/2018.
3. The residency maximizes its Medicare Graduate Medical Education Reimbursement (GME) through documenting Resident FTE education through the annual hospital cost report.

For More Information Contact

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Strategic Plan

2016-2021

Background:

The Idaho Small Business Development Center (Idaho SBDC) was established in 1986 as part of a nationwide network created to improve the success of small businesses. The U. S. Small Business Administration, the State of Idaho, the hosting institutes of higher education, and private donations fund the organization.

The Idaho SBDC network includes business consultants, trainers, support staff and volunteers that operate from the state's colleges and universities. Boise State University's College of Business and Economics serves as the main host with administrative responsibility for directing the type and quality of services across the state. Six Regional offices are funded under sub-awards with their host institutions. The locations result in 90% of Idaho's businesses located within a 1 hour drive of each of the following locations:

- ❶ North Idaho College - Coeur d'Alene
- ❷ Lewis-Clark State College - Lewiston
- ❷ Boise State University – Boise and Nampa
- ❹ College of Southern Idaho - Twin Falls
- ❺ Idaho State University - Pocatello
- ❻ Idaho State University - Idaho Falls

Services include confidential one-on-one consulting and focused training. Staff members are very involved in the business and economic development efforts in their areas and; therefore, are positioned to respond rapidly to the changing business environment.

Mission:

To enhance the success of small businesses in Idaho by providing high-quality consulting and training, leveraging the resources of colleges and universities.

Vision:

Idaho SBDC clients are recognized as consistently outperforming their peers.

Tag Line:

Empowering Business Success

Operating Principles:

The Idaho SBDC is committed to four principles to maintain a high standard of service:

1. Focus on the Client: The very future of the Idaho SBDC program depends on creating satisfied clients. To this end, each client contact is considered an opportunity to focus on client needs and desires. Responding quickly with individual attention to specific and carefully identified client needs, then seeking critical evaluation of performance are standard processes followed with each client and training attendee.

2. Devotion to Quality: Providing consulting and training through a quality process and constantly seeking ways to improve that process are necessary to providing exceptional service. Fostering teamwork, eliminating physical and organizational barriers that separate people, establishing long-term relationships with partners and encouraging all to participate in quality improvement are some of the actions that demonstrate devotion to quality.

3. Concentration on Innovation: To innovate is to improve through change. Staff members constantly seek ways to improve methods and processes and assume a leadership role in trying new approaches to serve clients. Regular performance reviews, participation in related organizations, and attending professional development workshops are some of the ways that innovation is supported.

4. Commitment to Integrity: The Idaho SBDC values integrity and conducts all services in an ethical and consistent manner. We will do our best to provide honest advice to our clients with our primary motivation to be the success of the business. In return, we also expect our clients to be straight forward and share all information necessary to assist them in their business.

Priorities:

The Idaho SBDC is focused on the following strategic priorities:

1. Maximum client impact – While the SBDC provides services to all for-profit small businesses, it is clear that a small percentage of businesses will contribute the majority of the impact. Improving the ability to identify impact clients, develop services to assist them, and create long-term connections will increase the effectiveness of the Idaho SBDC.

2. Strong brand recognition – The Idaho SBDC remains unknown to a large number of businesses and entrepreneurs, as well as stakeholders. A consistent message and image to convey the SBDC value in conjunction with systematic marketing are necessary to raise the awareness of the SBDC value to both potential clients and stakeholders.

3. Increased resources – Federal funding remained level from 1998 until 2007 resulting in a very lean operating budget and loss of several positions. A slight increase was received for 2008 however; funding was again reduced from the state and host institutions during the recession. Additional resources – both cash and in-kind – are necessary to have an impact on a greater portion of small businesses and entrepreneurs.

4. Organizational excellence – The Idaho SBDC has received accreditation with no conditions for the past 3 cycles covering over 12 years. The organization must continually improve to maintain this excellence.

Market Segments:

The small business market served by the Idaho SBDC can be divided into four key segments. With limited resources and the knowledge that in-depth, on-going consulting gives greater returns, the focus is on Segment 3 – high impact clients.

Segment 1:

Pre-venture – These potential clients are not yet in business. They will be assessed for the level of effort already put into the venture. Entrepreneurs who have not moved beyond the idea stage will be directed to a variety of resources to help them evaluate the feasibility of their idea. They will need to take further steps before scheduling an appointment with a consultant. These pre-venture clients will be less than 40% of the total clients and will receive 25% or less of consulting services. A small segment of these clients will be designated as high impact potential clients (Segment 3) and/or export/tech clients (segment 4).

Segment 2:
Established businesses – This segment contains established businesses. A consultant will meet with them to evaluate their needs and formulate a plan to work together. The majority of businesses in this category will have 20 employees or less. Over 60% of Idaho SBDC clients and over 75% of consulting time will be spend on clients in this category. This segment will also contain some businesses that will be designated as high impact potential (segment 3) and/or export/tech clients (segment 4).

Segment 3:
Impact clients – This segment is composed of businesses with the potential to grow sales and jobs. It is further divided into those with expected short-term impact and those that are considered long-term growth clients. These businesses will receive focused long-term services and coaching and be tracked separately in the MIS system with a goal of spending at least 40% of time on these clients. A proactive approach will be used with these clients.

Segment 4:
Export and Technology clients – Focus in this segment brings wealth into the state through exporting and the creation of higher paying jobs with technology companies. Cross network teams have been created to assist these clients. Export companies are typically existing businesses while tech companies can occur in either pre-venture or existing business segments.

Segment 5:
Rural businesses – Ensuring that the Idaho SBDC serves all counties in Idaho is important for local and regional economies. In conjunction with local economic development initiatives, the Idaho SBDC provides consulting, coaching and training to help small businesses in rural areas operate efficiently and effectively in a changing economy.

Success:

Success is defined as a client achieving the best possible outcome given their abilities and resources. Success does not necessarily mean that the business will start or that there will be increases in capital, sales, and jobs. For some clients, the best possible outcome is to decide not to open a business which has a high likelihood of failure. Preserving capital can be success in some situations. There may also be circumstances that cause a client to choose to limit the growth of their business. It is important to recognize the clients' goals, help them understand their potential, and then jointly identify success.

Allocation of Resources:

The Idaho SBDC shifts resources as appropriate to achieve the goals of the Strategic Plan. Lean budgets have prompted shifting financial resources from operating to personnel to assure that Idaho small businesses receive the same level of service. Currently, the operating budget for the Idaho SBDC is at what is considered a floor for supporting existing personnel and offices. The annual budget for the Idaho SBDC is distributed as follows:

- Personnel = 71% of total budget, 90% excluding indirect costs
- Operating (travel, supplies, etc.) = 8% of total budget, 10% excluding indirect costs
- Indirect costs = 21%

Increases in funding will be directed toward client assistance. Reduction in funding will favor minor reductions in employee hours versus eliminating positions.

In addition to financial constraints, the *Operations Manual* sets a policy for allocation of time as 60% consulting, 20% training, and 20% administrative. Milestones for each center and minimum hours for consultants and regional directors are based on the time allocation. To maintain service at the existing level, operate within the financial constraints, and meet the time allocation policy, the Idaho SBDC focuses on shifting personnel resources to achieve strategic plan goals. For example, to shift the focus to high impact clients, requests for assistance from pre-venture businesses are shifted to training and web resources to free up consulting time. The SBDC will continue to use this model for distribution of resources to achieve the strategic plan goals as long as a constraint remains on operating resources.

Needs:

In the statewide needs assessment process, the following areas were identified as top client needs and will be incorporated into trainings and professional development.

- Access to capital
- Financials/cash flow
- Marketing
- Business model

SWOT

INTERNAL	EXTERNAL
Strengths	Opportunities
• No-cost • Staff – expertise, passion, and professional development system • Public and private partnerships and networks including host colleges and universities • Systems for high performance • Leadership at all levels	• Changes in the economy • Strategic partners – leveraging resources • Entrepreneurial culture • Increase in angel investors • New business trends • Baby boomers
Weaknesses	Threats
• Market position – penetration of established small business market, brand, awareness beyond startup assistance (attraction of high growth companies) • Sharing tools and resources at state and national levels • Large geographical area to cover	• Economy – especially in rural areas, hard for businesses to succeed and hard for businesses in all area to find funding • Past funding reductions at state and federal level • Competitors

Goals and Objectives:

Goal 1: Maximum Client Impact

Meet yearly established critical measures.

Objective 1.1: Integrate the Business Model Canvas approach into the network.
Performance Measure: Incorporate into professional development conference and present at national association meeting.
Benchmark: All staff are proficient in using the approach by 2019.

Objective 1.2: Develop long-term relationships with growth and impact clients.
Performance Measure: Percent of impact clients
Benchmark: 50% impact clients by 2019.

Objective 1.3: Expand expertise available to clients through cross-network consulting, adding programs, using tools, and increasing partnerships.

Performance Measure: Integrate the PTAC program, increase cross-network consulting and identify new tools.

Benchmark: Accepted PTAC proposal, 10% hours of cross-network consulting/region, # of tools used, # new partnerships created.

Goal 2: Strong Brand Recognition

Increase brand awareness with stakeholders and the target market.

Objective 2.1: Increase website usage and linkage with services.

Performance Measure: Continually refresh website.

Benchmark: Increase website usage by 20% by December 2016.

Objective 2.2: Maintain strong community engagement through presentations, newsletters, articles, press releases, Chambers, etc.

Performance Measure: client referrals

Benchmark: Increase referrals from community partners.

Objective 2.3: Create and implement a yearly marketing plan.

Performance Measure: Marketing Plan

Benchmark: Completed Marketing Plan

Goal 3: Increase Resources

Increase funding and resources to serve Idaho's small businesses.

Objective 3.1: Bring additional resources to clients through partnerships, students, and volunteers.

Performance Measure: hours of consulting from non-SBDC staff

Benchmark: 20% of hours

Objective 3.2: Develop specialized training such as around the Business Model Canvas approach.

Performance Measure: new workshops generating additional revenue

Benchmark: a new workshop/year to 2019

Objective 3.3: Seek additional funding for Phase 0 program and to leverage DLA funding for the PTAC.

Performance Measure: funding increase

Benchmark: $50,000 for Phase 0 program and $50,000 for PTAC

Objective 3.4: Seek continued and/or additional grants (FAST, ITD, etc.), sponsorships, etc. for increased funding in focused areas.

Performance Measure: funds received

Benchmark: $200,000 in funds each year

Organizational Excellence

Goal 4: The percentage of Idaho SBDC clients' impact to the total national impact is greater than Idaho's percentage of SBA funding.

Objective 4.1: Integrate the highest standards and systems into day-to-day operating practices to achieve excellence on all reviews and meet goals.
Performance Measure: Achieve highest rating and/or meet goals for SBA exam, program reviews, Accreditation, SBA goals, etc.
Benchmark: Highest rating

Objective 4.2: Update new employee orientation and certification process.
Performance Measure: Completion of update
Benchmark: Completion by December 2016

Objective 4.3: Add 2 export certified consultant to the network.
Performance Measure: Completion of hire
Benchmark: total of 2 export certified consultants by Dec. 2019

External Factors

The items below are external factors that significantly impact the Idaho SBDCs ability to provide our services and are outside of our control.

1. **Economy**. The general state of the economy in Idaho and across the nation has a huge impact on the Idaho SBDC's ability to create impact through our assistance to entrepreneurs. The Idaho SBDC has observed that businesses that use our services do much better in poor economic times than the average business in Idaho. The recent economic downturn has highlighted how challenging it is to grow sales, increase jobs, raise capital, and start a new business.

2. **Funding.** Funding from federal, university and state sources directly impact the resources available to the Idaho SBDC. Without the financial resources available to hire and retain the right people and provide them with the tools they need (phone, computers, professional development, etc), it will be challenging to serve Idaho's entrepreneurs effectively.

Critical Measures

Meeting the measures below will assure that the Idaho SBDC is meeting strategic plan goals.

Metric	Post Falls	Lewiston	Boise	Twin Falls	Pocatello	Idaho Falls	Total
Hours	2,724	2,132	7,171	2,100	2,434	2,579	19,140
Avg. hours/client	8.5	8.5	18.5	8.5	8.5	8.5	61
Impact %	40%	40%	40%	40%	40%	40%	40%
5+ hour clients	78	66	228	61	59	74	566
Business starts	12	13	37	10	11	11	94
Capital raised (MM)	$ 3.70	$ 2.15	$ 11.86	$ 3.28	$ 3.29	$ 3.49	$ 27.77
Jobs created	81	63	228	68	73	77	590
Sales growth (MM)	$ 3.98	$ 3.05	$ 12.64	$ 3.28	$ 3.53	$ 3.75	$ 30.22
Training Hours	1,000	728	1,520	728	1,000	1,000	5,976
Satisfaction	90%	90%	90%	90%	90%	90%	90%
Return on Investment							4:1

Idaho Dental Education Program

S T R A T E G I C P L A N

2017-2021

VISION STATEMENT

The Idaho Dental Education Program envisions **an elite educational program; graduating competent and ethical dentists who benefit the residents of Idaho as professionals.**

MISSION STATEMENT

The Mission of the Idaho Dental Education Program is to provide Idaho residents with access to quality educational opportunities in the field of dentistry.

The Idaho Dental Education Program is designed to provide Idaho with outstanding dental professionals through a combination of adequate access for residents and the high quality of education provided. The graduates of the Idaho Dental Education Program will possess the ability to practice today's dentistry. Furthermore, they will have the background to evaluate changes in future treatment methods as they relate to providing outstanding patient care.

The Idaho Dental Education Program is managed so that it fulfills its mission and vision in the most effective and efficient manner possible. This management style compliments the design of the program and provides the best value for the citizens of Idaho who fund the program.

GOALS OF THE IDAHO DENTAL EDUCATION PROGRAM

The Idaho Dental Education Program (IDEP) serves as the sole route of state supported dental education for residents of Idaho. The IDEP program has been consistent in adhering to the mission statement by fulfilling the following goals:

Goal 1: Provide access to a quality dental education for qualified Idaho residents.

Objective:
Provide dental education opportunities for Idaho residents comparable to residents of other states.

- *Performance Measure:*
  - Contract for 4-year dental education for at least 8 Idaho residents.
- *Benchmark:*
  - Current contract in place with Creighton University School of Dentistry or another accredited dental school.

- *Performance Measure:*
  - Board examination scores on both Parts I and II of the Dental National Boards.
- *Benchmark:*

- Pass rate will meet or exceed 90%.

- *Performance Measure:*
  - Percentage of first time pass rate on the Western Regional Board Examination or Central Regional Dental Testing Service.
- *Benchmark:*
  - Pass rate will meet or exceed 90%.

Objective:
Provide additional opportunities for Idaho residents to obtain a quality dental education.

- *Performance Measure:*
  - Number of students in the program.
- *Benchmark:*
  - Increase the number of students in the program from 8 to 10.

Goal 2: Maintain some control over the rising costs of dental education.

Objective:
Provide the State of Idaho with a competitive value in educating Idaho dentists.

- *Performance Measure:*
  - State cost per student.
- *Benchmark:*
  - Cost per student will be less than 50% of the national average state cost per DDSE (DDS Equivalent). The cost per DDSE is a commonly utilized measure to evaluate the relative cost of a dental education program.

Goal 3: Serve as a mechanism for responding to the present and/or the anticipated distribution of dental personnel in Idaho.

Objective:
Help meet the needs for dentists in all geographic regions of the state.

- *Performance Measure:*
  - Geographical acceptance of students into the IDEP program.
- *Benchmark:*
  - Students from each of the 4 regions of Idaho (North, Central, Southwest, and Southeast) granted acceptance each year.

- *Performance Measure:*
  - Return rates
- *Benchmark:*
  - Maintain return rates of program graduates in private practice which average greater than 50%.

Goal 4: Provide access for dental professionals to facilities, equipment, and resources to update and maintain professional skills.

Objective:
Provide current resources to aid the residents of Idaho by maintaining/increasing the professional skills of Idaho Dentists.

- *Performance Measure:*
  - Continuing Dental Education (CDE).
- *Benchmark:*
  - Provide continuing dental education opportunities for regional dental professionals when the need arises.

- *Performance Measure:*
  - Remediation of Idaho dentists (if/when necessary).
- *Benchmark:*
  - Successfully aid in the remediation of any Idaho dentist, in cooperation with the State Board of Dentistry and the Idaho Advanced General Dentistry Program, such that the individual dentist may successfully return to practice.

KEY EXTERNAL FACTORS:

Funding:
Most Idaho Dental Education Program goals and objectives assume ongoing, and in some cases additional, levels of State legislative appropriations. Availability of these funds can be uncertain. Currently with State budget considerations that specifically impact our program, the goal to increase the number of available positions within the program from 8 to 10 has not been feasible. This will remain a long-term goal for the program.

Program Participant Choice:
Some IDEP goals are dependent upon choices made by individual students, such as choosing where to practice. Even though this is beyond our control, we have had an excellent track record of program graduates returning to Idaho to practice.

Idaho Dentist to Population Ratio
The more populated areas of Idaho are more saturated with dentists, making it difficult for new graduates to enter the workforce in these areas. With this in mind, we have still seen a good percentage of program graduates return to Idaho to practice.

Educational Debt of Graduates
The average educational debt of IDEP graduates continues to be an area of concern (for 2015 it was $162,562). This amount of debt may limit graduates to more urban areas of practice initially.

Student Performance

Some of the goals of the program are dependent upon pre-program students to excel in their preparation for the program. However, we have not encountered difficulty in finding highly qualified applicants from all areas of the State.

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Part I – Agency Profile

Agency Overview

The Idaho Dental Education Program (IDEP) is Idaho's assisted route of access for dental education. There are currently eight (8) seats available per year for Idaho residents to obtain their dental education. The Program began in 1981 with a cooperative agreement between Idaho State University and The University of Washington School of Dentistry, where five (5) Idaho residents received their dental education. In 1982 the program became a cooperative effort between Creighton University's School of Dentistry in Omaha, Nebraska and Idaho State University in Pocatello, Idaho. The program involves a decentralized first year of education taught at Idaho State University and the second through fourth years taught at Creighton University.

The program currently has five (5) regular employees and five (5) adjunct employees in Pocatello. Dr. Jeff Ybarguen (IDEP graduate) is the program director and works with Dr. Brian Crawford who is the Chair of the Department of Dental Sciences at ISU. Jeri Larsen is the Department Coordinator and works with both the IDEP program and the Idaho Advanced Graduate Dentistry (IAGD) residency program. These programs are located in the same facility at Idaho State University.

Core Functions/Idaho Code

The mission of the Idaho Dental Education Program is two-fold: First, to provide residents of Idaho with ready access to a high quality dental education; and second, to help the population of Idaho have ready access to high quality dental professionals. As the majority of students graduating from the program return to Idaho to practice, residents of the state have access to high quality dental treatment. [Statutory Authority: Idaho Code §33-3720]

Revenue and Expenditures:

Revenue	FY 2012	FY 2013	FY 2014	FY 2015
General Fund	$1,312,000	$1,336,900	$1,348,700	$1,505,600
Unrestricted Current	$511,200	$487,800	$554,400	$625,000
Total	**$1,823,200**	**$1,824,700**	**$1,903,100**	**$2,130,600**
Expenditure	**FY 2012**	**FY 2013**	**FY 2014**	**FY 2015**
Personnel Costs	$319,100	$331,900	$339,200	$331,500
Operating Expenditures	$30,90000	$12,900	$13,800	$14,400
Capital Outlay	$77,300	$5,400	$0	$5,400
Trustee/Benefit Payments	$1,095,400	$1,114,100	$1,125,300	$1,160,900
Total	**$1,522,700**	**$1,464,300**	**$1,478,300**	**$1,512,200**

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2012	FY 2013	FY 2014	FY 2015
Number of Program Applicants	46	46	30	52
Number of Program Applicants Accepted	8	8	8	8
Number of Graduates (since program's inception)	198	206	214	223

Performance Highlights:
The program has been in service since 1981 and has been very successful in accomplishing its mission. Since inception 64% of IDEP graduates have returned to Idaho to practice. The statewide distribution closely follows the state geographic population with 10% of graduates practicing in South Central Idaho, 18% in Northern, 31% in Southeastern, and 41% in Southwestern Idaho. Seventy-five percent (75%) of graduates practice general dentistry while 25% practice as specialists. 65% practice in Idaho's urban areas with 35% practicing in rural areas. There are currently 13 IDEP graduates furthering their education through residency training and may return to Idaho to practice once they have completed their training and there are currently 10 IDEP graduates actively serving in the military as dentists.

The IDEP has been successful in attracting the highest quality students. The average DAT scores and undergraduate GPA's of our students consistently exceed that of the average marks of matriculated students in dental schools nationally. IDEP students consistently graduate in the top 25% of the graduating class at Creighton. All IDEP graduates finished in the top half of their class and 5 finished in the top 10 out of 85 students.

Part II – Performance Measures

Performance Measure	2012	2013	2014	FY 2015	Benchmark
Goal 1 of Strategic Plan - Contract for 4-year dental education for at least 8 Idaho residents	Creighton University School of Dentistry	Creighton University School of Dentistry	Creighton University School of Dentistry	Creighton University School of Dentistry	Current contract in place with Creighton University School of Dentistry or another accredited dental school
Goal 1 of Strategic Plan - Average student scores on Dental National Boards Part I written examination *	86.4%	100%	100% Pass	100% Pass	>70%
Goal 1 of Strategic Plan - Average student scores on Dental National Boards Part II written examination *	85.6%	100%	100% Pass	100% Pass	>70%
Goal 1 of Strategic Plan - 1st time pass rate on Clinical Board Examination necessary to obtain dental license	86%	100%	100%	100%	90%
Goal 1 of Strategic Plan - Number of students in the program**	8	8	8	8	10
Goal 2 of Strategic Plan - Average Cost per student***	37%	34%	34%	33%	<50% National Average

Goal 3 of Strategic Plan - Geographical acceptance of students into the IDEP program	No: No Central Idaho Acceptable Applicants	Yes	Yes	Yes	Students from each of the 4 regions of Idaho (North, Central, Southwest, and Southeast) granted acceptance each year
Goal 3 of Strategic Plan - Percentage of IDEP Graduates Returning to Idaho to practice ****	50%	60%	50%	60%	>50%
Goal 4 of Strategic Plan - Continuing Dental Education (CDE)	Yes	Yes	Yes	Yes	Provide continuing dental education opportunities for regional dental professionals when the need arises.
Goal 4 of Strategic Plan - Remediation of Idaho dentists (if/when necessary)*****	Yes	Yes	Yes	Yes	Successfully aid in the remediation of any Idaho dentist, in cooperation with the State Board of Dentistry and the Idaho Advanced General Dentistry Program, such that the individual dentist may successfully return to practice.

Performance Measure Explanatory Notes:

Beginning in 2013 changes were made to the Dental National Board Examinations (Part I and Part II). Students will no longer be given a numerical score. The will be scored and either "pass" or "fail."

** Our goal has been to expand the program to facilitate 10 students per year. We currently have 8 students per year in the program and understand that potential expansion of the program will not be considered under the current economic climate. We are exploring the possibility of expanding the contract to 10 students at the same cost, to the State of Idaho, as 8 students.

*** The cost per DDSE (DDS Equivalent) is a commonly utilized measure to evaluate the relative cost of a dental education program. This information is tabulated in the *ADA Survey of Dental Education*, published by the American Dental Association. From this publication (inflation Adjusted) the national average cost per student for state programs is $142,282 in 2015. The IDEP cost per student for 2014 was $47,256 (33% of the national average). The program is accomplishing the goal of providing a competitive value in educating Idaho dentists.

**** Our goal is to have greater than 50% of our program participants return to Idaho to practice Dentistry. This year 9 IDEP students graduated from Creighton: 8 that were scheduled to graduate and one student who had to delay his education while in the program due to health reasons. 4 of the 9 graduates in 2015 are furthering their education through post-graduate residency programs and may return to Idaho at the completion of their residency training. One of the four in residency programs is in our AEGD residency on the Pocatello campus. 3 of the 5 graduates entering private practice have returned to Idaho. One previous IDEP graduate completed his specialty residency and has returned to Idaho to practice.

***** We have served to aid the State Board of Dentistry in the remediation of any Idaho dentists when called upon by the Board of Dentistry. We have not been called upon to serve this function during the reporting period.

For More Information Contact

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Idaho Museum of Natural History Strategic Plan Revision FY2017-2021

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Idaho Museum of Natural History

Introduction

The Idaho Museum of Natural History (IMNH) is the state's premier institution of its kind for discovering, interpreting, preserving and disseminating knowledge in the core disciplines of Natural History. These include:

Earth Sciences and Ancient Environments
- paleontology
- rocks and minerals
- earth history

Life Sciences and Ecosystems
- botany
- mammals, birds, fish and reptiles
- ecosystems and adaptations

Peoples, Cultures, and Ancient Lifeways
- anthropology
- archaeology
- human ecology

Accredited by the American Association of Museums, IMNH operates under the auspices of the State Board of Education from the campus of Idaho State University, a doctoral-level university in Pocatello. The university provides substantial support, advocacy and supervision. This is a mutually beneficial and supportive relationship that facilitates museum engagement with students, faculty, K-12 educators and other important constituents locally, statewide and around the world.

Our four divisions -- anthropology, earth sciences, life sciences and education -- operate in facilities that include classrooms, research laboratories, artifact and fossil preparation laboratories, storage for permanent collections, and an exhibition fabrication shop. The museum houses an exhibition gallery, the Idaho Virtualization Laboratory, curator offices, and research areas for students and visiting scientists. There also are administrative offices, the Education Resource Center, Discovery Room and the Museum Store.

Through a range of opportunities for learning and enrichment, we reach out continually to diverse constituencies, from K-12 and graduate students to higher-education faculties and field researchers.

Our roots

The museum is rooted in Idaho's higher-education system. A group of forward-looking professors and community leaders founded it in 1934 as the Historical Museum at the Southern Branch of the University of Idaho — today's Idaho State University. In 1977, Gov. John Evans signed a proclamation designating IMNH as Idaho's museum of natural history; in 1986 the Legislature made the proclamation law.

Our mission

The mission of the Idaho Museum of Natural History is to acquire, preserve, study, interpret, and display objects relating to the natural history of Idaho and the Northern Intermountain West for research and education. The Museum seeks to enhance in the citizens of Idaho and visitors an understanding of and delight in Idaho's natural and cultural heritage. Specific areas of interest encompass the anthropology, botany, geology, paleontology, and zoology of Idaho and the Northern Intermountain West. Audiences served include citizens of Idaho, visitors, and the national and international community of students and scholars. Information is disseminated through exhibitions, public and professional presentations, publications, formal and informal education, telecommunications, and other interpretative programs.

Our vision

The Idaho Museum of Natural History strives to make science and cultural history accessible, relevant and meaningful. We aspire to make our research and knowledge portfolios more broadly accessible through measures that will mitigate the limitations of brick-and-mortar facilities.

We see existing and emerging information technologies as tools that will enable us to overcome logistical, geographic and financial barriers to learning. There is no substitute for a leisurely afternoon spent among our exhibits. Yet there is a new frontier: bringing Idaho's museum to the people wherever they live, work and learn.

In this spirit, our staff is eager to augment our physical facilities in Pocatello with Internet-driven tools that will help us deliver the scientific, educational, cultural and economic benefits of this institution to its stakeholders wherever they are.

We work each day at IMNH to expand our contribution to Idaho as a productive research and education resource for the State and region. We are committed to being efficient and innovative in work that fulfills our mandate. So over the next five years IMNH will focus on making the benefits of our work known and available to all.

We will accomplish this through the following means:

- scholarship, exhibitions and educational programs
- partnerships and fundraising
- outreach, lectures and symposiums
- information technologies

IMNH Today

Organizational Chart

- Dr. Leif Tapanila, Director & Earth Science and John White Paleontological Repository Curator
    - Dr. Andy Speer, Anthropology & Earl Swanson Archaeological Repository Curator
        - Amber Tews, Anthropology Collections Manager
        - Amy Commendador-Dudgeon, Earl Swanson Archaeological Repository Collections Manager
    - Dr. Rick Williams, Life Science & Ray J. Davis Herbarium Curator
        - Janet Bala, Life Science & Ray J. Davis Herbarium Collections Manager
    - Dr. Mary Thompson, Earth Science & John White Paleontological Repository Senior Collections Manager
    - Education Resource Coordinator
    - Curt Schmitz, Registrar
    - Robert Schlader, Idaho Virtualization Laboratory (IVL) Manager
        - Nicholas Clement, IVL Tech Specialist
        - Jesse Pruitt, IVL Tech Specialist
        - Brandon Jacobia, IVL Tech Specialist
    - Faith Tan, Administrative Assistant & Store and Gallery Manager
    - Lindy Warden, Financial Technician

We are currently enhancing the museum's professional and scientific stature by expanding the museum's collections and research activity in three key areas:

The **John A. White Paleontological Repository** houses the largest paleontological collections in Idaho. We are expanding these collections through extensive field research, and using these collections to assist the State of Idaho in meeting new US Government regulations concerning the discovery of paleontological resources on State and Federal lands.

The **Swanson Archaeological Repository** at the IMNH currently houses and preserves archaeological collections from southern and eastern Idaho that belong to state and federal agencies. This includes hundreds of boxes containing over 300,000 archaeological specimens. These collections are growing through active field research and contractual arrangement with a number of agencies. We are further expanding the existing Swanson Archaeological Repository to store collections for federal and state agencies outside of Idaho as well.

The **Ray J. Davis Herbarium**, with a collection of nearly 80,000 plants, is expanding through a consortium of regional herbaria through grants and cooperative agreements. Students and staff are actively collecting and processing plant specimens expanding our holdings, and making possible new studies of biodiversity and range management.

Collection efforts are substantial in all other areas of the museum as well. Active expansion in ethnography, mammalogy, herpetology, and geology are making the museum a stronger research and education institution, and enhancing our National and International reputation.

Guiding IMNH's future

Stakeholder groups will be central to our success over the next five years. The new **Executive Committee**, comprised of IMNH curators, is tasked with long-range planning, seeking consensus in key areas of management, and building a team approach to solving important management priorities, including budgets. **Friends of the Museum** is a community auxiliary to the museum with broad subscription membership from southern Idaho. The Friends will provide an organizing network, sponsor lectures, field trips and community events. The 16-member **Museum Advisory Committee** includes state legislators, bankers, philanthropists, mayors, and business and community leaders; it is our organizational and advisory leadership unit, providing opportunities to reach out across Idaho and the Nation.

Goals and objectives

FY 2017-2021

Goal 1
Engage the Community.

The public face of the Museum is defined by its exhibits, programs and events. Over the decades our Museum has varied its level of intensity in delivering content to the public. We recognize the fundamental mission of the Museum is to inform the citizens of Idaho about their past culture and natural history. Our goal is to reinvest in our front-end experience to broaden the engagement with our community and region. As part of this effort the museum recognizes it needs to be more proactive at marketing itself and its activities and shaping the local perception of the museum as being a vibrant place to be entertained and enlightened, to visit regularly, and to be supported as an integral member of Pocatello's community.

Objective 1.1 Increase museum attendance by 10% per year

Performance Measure 1: Develop an exhibit rotation 2 years in advance

Benchmark: Sustain exhibit rotation 2 years in advance

Performance Measure 2: Develop and revise a marketing strategy

Benchmarks: In this coming FY2017, create and complete 2-yr plan; In FY2018, create and complete 5-yr plan; Update 5-yr plan every 2 years

Performance Measure 3: Diversify funding sources to provide budgets for exhibits and marketing; Beginning in FY2017, reestablish previous donors to the museum

Benchmark: Increase funding by 5% per year

Goal 2
Synergize with ISU

The Idaho Museum of Natural History began as an outgrowth of collections made by university professors in 1934. The long association of our museum with Ida State University and our location on campus is a great asset to both institutions and for the state of Idaho. As a goal we would like to build stronger bridges between the stakeholders at ISU and the Museum to find areas of mutual benefit that can provide services for ISU students facilitate ISU research while serving a mission of the museum. We recognize five new objectives:

Objective 2.1 Programming and events for students: Nearly 12,000 ISU students are on the Pocatello campus annually, yet, historically their participation and attendance has been low at the Museum. We intend on reversing strand by specifically creating programs events and exhibits that will appeal to ISU students and occur at times when they are more likely able to participate. Marketing efforts will also focus on student body.

Performance Measures: Establish specific programs for students; Seek funding through student activity fee

Benchmarks: Student participation in programs up 10%; Activity fee funded

Objective 2.2 Afterschool programs: For years the Museum has offered K-12 programming in collaboration with regional school districts. We intend to work with the on campus daycare facility, the Early Learning Center, to provide a new venue for afterschool programming to take place at the Museum. At our venue we will be able to offer a science oriented activities, giving parents a new option in Pocatello for afterschool care. The addition of afterschool programs at the Museum will directly and positively impact the many ISU student and faculty families who rely on ELC services.

Performance Measures: Renovate museum classroom/Discover Room in preparation for afterschool program; Develop a financial strategy with ELC

Benchmarks: Our first after school class will begin in FY2018; By FY2019 we have 2 concurrent afterschool programs running annually

Objective 2.3 Affiliate curators: Each major division of the Museum including the Life sciences, Earth Sciences and Anthropology has a curator who oversees the collections in

each area. The museum is interested in reinvigorating the affiliate curator program by enlisting research active faculty at ISU who are engaged in specimens based research and who complement existing strengths at the Museum.

Performance Measure: Engage ISU departments in science fields to become participants with the museum

Benchmark: Recruit 2 ISU faculty for affiliate curator positions for each division by FY2018

Objective 2.4 Broader impacts: The primary federal funding agencies for research including NSF NIH and NEH have prioritized the inclusion of broader impacts in the evaluation of research proposals. Broader impacts often include ways of leveraging research products for education and outreach. The Museum proposes to serve a university function as a broader impacts department which will work with principal investigators from ISU to plan and fulfill the broader impact needs on funded grants. The Museum has served this role informally on an ad hoc basis, however we see an advantage to offering a formalized role for the Museum as the broader impacts department that can be included in any federal grant proposed at ISU. Museum staff includes expertise in formal and informal education for teachers and students, and generation of digital media.

Performance Measure: Formalize museum relationship with Office for Research as a dedicated provider for broader impact services

Benchmark: In FY2017 service 2 broader impacts and increase by 2 per year in the first 3 years

Objective 2.5 Expanding to nontraditional units: Natural history traditionally includes the life sciences earth sciences and anthropology, but these historical sciences are relevant to a broad range of modern fields. The development of the Idaho virtualization lab provides a leading venue for generating analyzing and making accessible Digital Products for our region. We will explore how hard digital capabilities can interface with nontraditional fields for the Museum including medicine, the fine arts, and the college of technology.

Performance Measure: Engage ISU departments in Division of Health Sciences, College of Technology, and College of Arts and Letters to become participants with the museum

Benchmark: In FY2017, establish 2 new partnerships with faculty in one of these nontraditional fields and increase by 1 per year for the next 3 years

Goal 3

Be a Leader in Idaho's K-12 STEM education.

The Museum has a long history in providing K-12 programming for our region, both in urban and rural settings. This is a central mission for the museum and we plan on investing more effort to this cost. Southeast Idaho in particular needs our help. Current statistics demonstrate that our region ranks nationally at the bottom of Go-on rates, the number of students that go on to postsecondary education. This new reality significantly impacts ISU, but more importantly predicts a shortfall of highly trained competitive workforce in the

future. The museum can contribute to changing this trend by working more closely with school districts and private funders to facilitate museum and campus visitation to encourage patterns of lifelong learning.

Objective 3.1 Hire Education Resources Coordinator
Performance Measure: Secure position in the museum
Benchmark: Hire dedicated Education Resources Coordinator by FY2018
Objective 3.2 Seek travel funding for K-12 student visitation to museum
Performance Measure: Identify local businesses to fund travel
Benchmark: Generate $2000 in FY2017 and increase by 10% per year

Goal 4
Museum Development

Programming, exhibits and events are not currently supported through perennial funds. In order to meet our goals and to advance the impact of the Museum, we must develop an internal culture and process for fundraising.

Objective 4.1 Increase private and corporate funding
Performance Measure 1: Recruit senior development officer
Benchmark: Hire development officer in FY2017
Performance Measure 2: Fundraisers and benefits
Benchmark: Host 2 annual fundraisers
Performance Measure 3: Engage museum alumni
Benchmark: In FY2017, create a list of past students of museum curators
Performance Measure 4: Reconstitute newsletter
Benchmark: In FY2017, increase subscribers to e-newsletter
Performance Measure 5: Rebuild the Friends of the Museum organization
Benchmark: In FY2018, host first meeting of 10 members

Goal 5

Invest in new collections-based research.

Our collections define the Museum's identity and distinguish us from other regional museums and exhibit houses. The rate of new collections has waned in recent decades compared to the early days of our museum's foundation. We establish as a goal a renewed

excitement for field expeditions that will uncover specimens from across the state of Idaho, grow our capacity for research, and create materials to exhibit to the public.

Objective 5.1 Increase number of new Idaho collections held by the museum

Performance Measure 1: Encourage researchers from ISU and beyond to conduct Idaho studies

Benchmark: Increase collections in life science, earth science, and anthropology

Performance Measure 2: Build new digital collections in partnership with other Idaho institutions

Benchmark: Increase the number of digital resources for Idaho collections, buildings, and landscapes as part of a virtual Idaho project

Goal 6

A new museum building

We have maximized what can be done with the former library building we occupy on the Idaho State University campus. We cannot grow and expand our services to Idaho for the long term and remain in our current building.

Our operations are confined to 35,786 square feet as follows:

Basement: 15,337 sq. ft.
Main floor: 15,693 sq. ft.
Warehouse: 3,606 sq. ft.
Garden: 1,150 sq. ft.

Participation in one of our most popular and effective programs for children, the Science Trek sleepover program, provides an example of the impact our building is having on service to our constituents. Necessary remodeling has imposed space limitations that, in turn, hold participation to 120 children. Science Trek previously accommodated up to 150 children.

Meeting spaces also have been reduced so that classroom and auditorium capacity no longer permits comfortable seating for lectures and programs with more than approximately 25 people.

We have been resourceful and adaptable in making the best of our building, yet it has never been adequate for the work of a research- and exhibit-oriented public museum that must meet the expectations of constituents and stakeholders in the 21st century.

Obstacles the current building presents include the following:

- little or no room for expansion
- overcrowded collections areas
- security, environmental, pest-management and parking issues posed by sharing facilities with other campus operations
- lack of adequate storage for exhibits and educational materials

If the museum is to maximize its benefits to Idaho and focus increasingly on well-funded research, education and public engagement, a new building — constructed specifically for museum uses — is a necessary investment.

Objective 6.1 : Plan a capital campaign for a new building

In partnership with our advisory and stakeholder groups, we will plan the launch of a multi-year capital campaign. The campaign would raise major financial gifts for construction, maintenance and operation of a museum-centered U.S. Green Building Council LEED-certified building to be located on the ISU campus.

Performance Measures: Identify stakeholders and develop fundraising plan in FY2019

Benchmark: Will have identified majority sponsors by FY2020

Benchmarks and Performance Measures

In the following areas of museum operations, we shall target 10 percent increases per year in each year of this plan:

- philanthropic financial gifts
- research grants and other grants
- scientific publication
- public visitation
- enrollment in public programs

Cases Managed and/or Key Services Provided	FY 2012	FY 2013*	FY 2014*	FY 2015
Number of General Public Visitors	7,469	6,030	9,147	6,448
Number of Educational Programs for Public Audiences	45	64	45	47
Number of K12 Students on Class Tours	2,836	581*	770*	1,765
Number of Outreach Visits to Idaho Schools	**	86	11*	69

Number of K12 Students Visited for Outreach Visits to Idaho Schools	3,060	3,523	606*	2,336
Number of K12 and Adult Tours	97	19	35*	65
Number of Community Events	**	**	**	6
Number of General Public Visitors at Community Events	**	**	**	12,323
Cases Managed and/or Key Services Provided	**FY 2012**	**FY 2013***	**FY 2014***	**FY 2015**
Digital Outreach Audience (Social Media and Web Resources)	**	**	**	179,058
Exhibitions Mounted	9	16	3	3
Loans from Collections	28	32	16	18
Visiting Scientists	34	16	38	24
Volunteer Hours	2045.75	1926	1737.75	906.5

*Some Performance Measures were impacted by the long-term emergency medical leave of the museum education coordinator.
** No data to record.

External Factors

All external factors are based in the success or failure of finding initiatives.

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Part I – Agency Profile

Agency Overview:

Recognizing the importance of our natural heritage to the citizens of the State, the Idaho Museum of Natural History (IMNH) is charged with preserving and interpreting cultural and natural history for the citizens of Idaho. It is the mission of the Idaho Museum of Natural History to actively nurture an understanding of and delight in Idaho's natural and cultural heritage. As the official state museum of natural history, it acquires, preserves, studies, interprets, and displays natural and cultural objects for Idaho residents, visitors, and the world's community of students and scholars. The Museum also supports and encourages Idaho's other natural history museums through mentoring and training in sound museological practices and is building educational and research collaborations across the state.

The Idaho Museum of Natural History is home to collections in anthropology, archaeology, paleontology, earth science, and the life sciences. It holds an archive of collection related documentation, and field notes, historic and research documents, ethnographic photographs, and audio recordings. It also houses the eastern branch of the Archaeological Survey of Idaho. Researchers pursue scholarly study of the collections and publish their findings in peer reviewed and Museum-sponsored publications. Exhibitions emphasize the collections and mission of the Museum, and include permanent and special offerings. Educational classes for children, families, and adults provide more in-depth exploration of the natural history of Idaho.

Core Functions/Idaho Code:

The Idaho Museum of Natural History has two core functions:
1) To collect, care for, preserve, research, interpret and present — through educational programs and exhibitions — Idaho's cultural and natural heritage.
2) To support and encourage local and municipal natural history museums throughout the state of Idaho.

Revenue and Expenditures

Revenue		FY 2012	FY 2013	FY 2014	FY 2015
General Fund		$435,200	$452,500	$476,600	$503,900
	Total	**$435,200**	**$452,500**	**$476,000**	**$503,900**
Expenditure		**FY 2012**	**FY 2013**	**FY 2014**	**FY 2015**
Personnel Costs		$420,945	$438,700	$441,600	$440,600
Operating Expenditures		$12,855	$13,800	$14,900	$13,800
Capital Outlay		$1,400	$0	$20,100	$49,500
	Total	**$435,200**	**$452,500**	**$476,600**	**$503,900**

Profile of Cases Managed and/or Key Services Provided:

Cases Managed and/or Key Services Provided	FY 2012	FY 2013*	FY 2014*	FY 2015
Number of General Public Visitors	7,469	6,030	9,147	6,448
Number of Educational Programs for Public Audiences	45	64	45	47
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Visiting Scientists	34	16	38	24
Volunteer Hours	2045.75	1926	1737.75	906.5

*Some Performance Measures were impacted by the long-term emergency medical leave of the museum education coordinator.
** No data to record.

1) **Collections and Associated Research:** a) secure space, care and storage of collections; b) access to collections records and other archived information; c) research and presentation of new knowledge. These services are provided to those depositing collections, scholars, other natural history organizations, and Idaho's and others' museums.
2) **Education and Training:** on-site and web-based training via workshops, classes, outreach materials, internships, facilitated tours and exhibitions. These are provided to K-12 students, higher education students, instructors and teachers, residents and visitors.
3) **Resources, Expertise, and Consultation:** a) natural history object identification; b) specialty equipment for natural history object study; c) technical services supporting collections and research; d) expertise for compliance with Federal and State collections regulations; e) as a venue / space for exhibitions; f) as a source for natural history traveling exhibitions; g) expertise on natural history topics and museology. These are provided to residents, visitors, scholars, organizations and agencies required to repository collections in an accredited 36 CFR Part 79 compliant repository, other natural history organization, Idaho's and others' museums.

Performance Highlights:

Our traveling exhibit, "Whorl Tooth Sharks of Idaho," was rented by the Point Defiance Zoo and Aquarium, Tacoma (June 2014-Dec 2014) and Seward's Alaska Sea Life Center (April 2015-September 2015), generating $35,000 in revenue, which helped support IMNH education and exhibit programs in 2015. This shark exhibit and the natural history of Idaho reached more than 550,000 people this year.

Three major external grants continued this year.

- The Virtual Museum of Idaho project, sponsored by the Murdock Fund, is generating virtual 3D files of important IMNH collections in archeology, paleontology, and biology to be developed in an online accessible format.

- Two archeology projects based in Alaska are funded to develop prototypes for putting entire archaeological collections online in 3D images.

The continuing $600,000 grant from the Hitz Foundation is critically important to our service mission as The Idaho Museum of Natural History. The Museum continued an effort to put all of our collections on-line in a format readily accessible to the people of Idaho. The IMNH Virtual Museum of Idaho will be the foundation for presenting our Natural History to the world.

Accomplishments

- Booked traveling exhibit on the Whorl-tooth sharks for part of 2016, 2017.
- Created and installed the "When Giants Roamed Idaho," and "Evolving Idaho" exhibits (4,000 sq ft).
- Biology Division co-published "Idaho Widlflowers" phone app
- Expanded access to collections.
- Completed cataloging projects.

Awards and Honors

- IMNH research on fossil sharks featured in Nature magazine; featured in "River Monsters" tv show.

Education

- IMNH staff taught courses in Museum Studies.
- IMNH staff mentored 36 student interns and 12 volunteers.

K12 Programs offered throughout the year:

Museum Magic was a single day education event open to all members of the community that focused on STEM education. Museum guests were able to visit different activity stations throughout the museum, and learn about how organisms are adapted to cold environments. Dr. Steve Shropshire of the ISU physics department hosted a cold physics show in the ballroom. 392 community members attended this event.

Science Trek is an overnight program offered to 3rd - 4th grade Idaho students. This program, a partnership with Idaho Public Television, has brought STEM to 3,553 students over the past 27 years. Science Trek is unique because K-12 students get more than a science lesson; they get to interact with real scientists and ISU students studying to be scientists. 143 students attended Science Trek this year.

After School Program: The IMNH visited 8 schools in Pocatello and 3 class groups in American Falls once a month over the school year. Students participated in activities related to pollinators, ecology, and biology. At the end of the year, the after school students planted Milkweed seeds that were raised at ISU and planted around Southeast Idaho and in Boise.

Museums for Monarchs: The IMNH has been working with the After School Program, the Pocatello Community Charter School, Idaho Fish and Game, Idaho State University, and University of Idaho to establish butterfly gardens and map out Milkweed habitat. Students from K-12 schools and volunteers identified Milkweed patches at Market Lake WMA and recorded Monarch breeding activity on those patches. We will continue to expand this project and use Citizen Science as an education tool.

On Site Public Classes: The museum offers on-site programming for Pre-k through 6th Grade students with the intention of getting them excited about STEM fields. These classes are offered throughout the year and make use of the museum's collections and gallery space to give children a truly unique experience. This year, students participated in programs related to entomology, archaeology, paleontology, and biology.

Part II – Performance Measures

Performance Measure	FY 2012	FY 2013	FY 2014*	FY 2015	Benchmark
Number of People Served by the General Public Museum Programs	13,365	10,134	10,523*	10,549	Increase by 15%
Grants/Contracts, Donations, Revenue Received (includes admission, education, IVL)	$619,348	$939,627	$756,381	$694,137	Increase by 10%
Number of Exhibitions Developed	7	14	2**	3	3
Museum Store Revenue Received	$10,179	$11,297	$15,304	$13,615	Increase by 10%
Number of Educational Programs	184	215	61***	181	Increase by 5%

* Outreach Performance Measures were impacted by the long-term emergency medical leave of the museum education coordinator. Education attendance data from July 2013 – February 2014 are not available.
** Transition to fewer but larger and more spectacular exhibits.
*** Decrease in number due to data not available for educational programs from July 2013 – January 2014.

Performance Measure Explanatory Notes:

The Idaho Museum of Natural History went through significant changes during 2009 – 2010. These changes included the loss of staff due to retirement, reduction in force driven by deep cuts in funding, restructuring of core museum programs, and finding other employment. Staff numbers were decreased from 13 to 9 (six with full time appointments, three ranging from .15 to .6 appointments). These reductions in an already small staff impacted the number of programs offered in all years since that time.

The challenging economic climate and gallery remodeling affected the numbers of K12 school groups visiting the museum and numbers of children registered in K12 programs offered through the museum. One continuing program will be offering Museum learning experiences; both outreach and in gallery, to the 21st Century Afterschool program children through School District #25. This project works with 250 children at six different schools every month throughout the school year.

Museum activity for the next one - two years will be focused on the development of strong collections areas, the development of rigorous research performed by IMNH curators, and the delivery of knowledge to Idaho's learning communities in the form of new exhibits, although because of budget reductions, we no longer have any staff dedicated to exhibits. Critical to our future is the creation of the Virtual Museum of Idaho, so that students, public, and researchers may use our collections from anywhere in the world.

For More Information, Contact:

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Idaho Museum of Natural History
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TechHelp Strategic Plan
2017 – 2021

Vision - Business Definition

TechHelp is Idaho's Manufacturing Extension Partnership (MEP) center. Working in partnership with the state universities, we provide assistance to manufacturers, food and dairy processors, service industry and inventors to grow their revenues, to increase their productivity and performance, and to strengthen their global competitiveness. "Our identity is shaped by our results."

Strategic Mission Statement

TechHelp will be a respected, customer-focused, industry recognized organization with strong employee loyalty, confidence of its business partners and with the resources and systems in place to achieve the following sustained annual results in 2020:

- 80 manufacturers reporting $100,000,000 economic impact
- 180 jobs created
- > $20,000 and < $50,000 Net Income

Core Strategy

TechHelp will use a team-based network of experienced staff and proven partners from private industry, Idaho's Universities and the National MEP network to develop trusted and lasting relationships with Idaho companies and communities. TechHelp will have a reputation for developing, teaching and delivering innovative processes and services that enable Idaho's medium, small and rural companies to drive profitable growth through self-sustaining business practices.

Goals

Goal I: Economic Impact on Manufacturing in Idaho – Deliver a quantifiable positive return on both private business investments and public investments in TechHelp by adding value to the manufacturing client and the community.

Objectives:

1. Offer technical consulting services and workshops that meet Idaho manufacturers' product and process innovation needs.
    a. *Performance Measure:*
        i. Client reported economic impacts (sales, cost savings, investments and jobs) resulting from projects
    b. *Benchmark:*
        i. Reported cumulative annual impacts improve by five percent over the prior year achieving $100,000,000 and 180 new jobs annual reported impact by 2021.

2. Offer a range of services to address the needs of Small, Rural, Start-up and Other manufacturers Idaho.
    a. *Performance Measure:*
        i. Number of impacted clients categorized as Small, Rural, Start-up and Other as reported in the MEP MEIS system
    b. *Benchmark:*
        i. Number of clients served by category exceeds MEP goal as follows by 2021:

        15 Small,

        20 Rural,

        10 Start-up,

        35 Other
3. Ensure manufacturing clients are satisfied with services.
    a. *Performance Measure:*
        i. Customer satisfaction reported on MEP survey
    b. *Benchmark:*
        i. Customer satisfaction score is consistently > 8 out of 10

Goal II: Operational Efficiency – Make efficient and effective use of TechHelp staff, systems, partners and third parties, and Advisory Board members.

Objectives for Efficiency:

1. Increase the number of client projects and events.
    a. *Performance Measure:*
        i. State dollars expended per project/event
    b. *Benchmark:*
        i. Dollars per project/event expended is less than prior year's total

2. Offer services to numerous Idaho manufacturers.
    a. *Performance Measure:*
        ii. Number of impacted clients per $ Million federal investment as reported on MEP sCOREcard
    b. *Benchmark:*
        iii. Number of clients served exceeds federal minimum with a goal of 80 clients surveyed (i.e.,110 clients per $ Million) by 2021

Goal III: Financial Health – Increase the amount of program revenue and the level of external funding to assure the fiscal health of TechHelp.

Objectives for Financial Health:

1. Increase total client fees received for services.
    a. *Performance Measure:*
        i. Gross and Net revenue from client projects
    b. *Benchmark:*
        i. Annual gross and net revenue exceeds the prior year by five percent achieving $1,200,000 gross and $700,000 net annually be 2021

2. Increase external funding to support operations and client services.
    a. *Performance Measure:*
        i. Total dollars of non-client funding (e.g. grants) for operations and client services
    b. *Benchmark:*
        i. Total dollars of non-client funding for operations and client services exceed the prior year's total achieving $1,300,000 by 2021

Key External Factors

State Funding:

Nationally, state funding is the only variable that correlates highly with the performance of the Manufacturing Extension Partnership centers. State funding is subject to availability of state revenues as well as gubernatorial and legislative support and can be uncertain.

Federal Funding:

The federal government is TechHelp's single largest investor. While federal funding has been stable, it is subject to availability of federal revenues as well as executive and congressional support and can be uncertain.

Economic Conditions:

Fees for services comprise a significant portion of TechHelp's total revenue. We are encouraged by current economic activity and believe it will support the ability of Idaho manufacturers to contract TechHelp's services.

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SUBJECT

Early Literacy Assessment Working Group Report

REFERENCE

September 2013	Board approves Taskforce for Improving Education recommendations.
August 2015	Board adopts the Literacy Implementation Committee Report, including a recommendation to establish a working group to provide recommendations regarding potential changes to the assessment used for the Idaho Reading Indicator (IRI).

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Code 33-1614, Idaho Administrative Code 08.02.03.111

BACKGROUND/DISCUSSION

The Early Literacy Assessment Working Group is a subsidiary of the Literacy Implementation Committee of the Governor's Task Force for Improving Education. The Working Group included nine (9) individuals from across Idaho, including: state agency staff from the Office of the State Board of Education and the State Department of Education, two individuals with experience as district Assessment Coordinators, two literacy/assessment experts from higher education, two individuals with special education experience, an elementary principal, and a teacher. The Working Group was tasked to provide detailed recommendations related to the Literacy Committee's proposal for the state to implement a new assessment for the Idaho Reading Indicator, as adopted by the Board at its August 2015, meeting. Before determining their recommendations, the Working Group completed independent research of available assessments, completed a 50 state review of current early literacy assessment practices, and conducted a formal Request for Information (RFI) process. Working Group members also sought feedback from stakeholders to aid the group in determining the early literacy assessment needs of the state, local districts, schools, and teachers.

The Early Literacy Assessment Working Group's report is provided as Attachment 1. This report includes recommendations, fiscal impact estimates, and a Draft RFP. The working group would like to highlight the following items, which are the primary and most critical pieces of their work:

1. **Recommendation to use an electronically administered, computer-adaptive assessment**

   The Early Literacy Assessment Working Group's Report gave this recommendation substantial consideration. Ultimately, this recommendation was based on the group's in-depth review of the early literacy assessment market and available assessments (based on the group's research and

review of RFI responses), stakeholder feedback, and analysis of the most efficient and effective way to meet the needs of the state, districts, and schools. Full rationale for this recommendation is provided in the Early Literacy Assessment Working Group's Report (report pages 2-3), as provided as Attachment 1.

2. **The list of Critical Features that the Early Literacy Assessment Working Group believes will address the needs of the state, as outlined in the Table included in Section 8.1.2 of the Draft RFP document**

   During the process of developing their recommendations, the Early Literacy Assessment Working Group developed and refined a list of "needs" and "wants" for an updated early literacy assessment for the state (including districts, schools, and teachers). The list was revisited throughout the group's process and was eventually embedded into the Draft RFP document as the Tables in Sections 8.1.2 and 8.1.3., as provided as Appendix B of the group's report. The Table in Section 8.1.2 includes all of the "needs" identified by the group as critical features for a new IRI assessment. When the group integrated the list into the Draft RFP document, they also identified information and evidence they believe vendors should provide to demonstrate that they are capable of appropriately providing a given feature.

IMPACT

Depending on Board action, a Request for Proposals (RFP) process may be initiated.

ATTACHMENTS

Attachment 1 – Idaho Early Literacy Assessment Working Group Report Page 5
Attachment 2 – Early Literacy Assessment Request for Information (RFI) Page 75

STAFF COMMENTS AND RECOMMENDATIONS

The attached report is formatted in such a way that it includes five recommendations (three of these recommendations, though not worded exactly the same, were already adopted by the Board, in whole or in part, in the adoption of the Literacy Implementation Committee recommendations). Staff does not recommend adoption of these recommendation whole scale as written as it may cause confusion when considered against those recommendations already adopted by the Board. (The Board is being requested to consider the two pieces that it has not previously considered.)

These include: (i) that the current statewide reading assessment (Idaho Reading Indicator) be replaced with an electronically-administered, computer adaptive assessment; and (ii) that the Request for Proposal (RFP) contained in the report be forwarded to the Department of Education for initiation of the RFP process. The Board already adopted the recommendation that the assessment package include diagnostic assessment for districts and schools. As stated in the attached

report, the Working Group consulted with the Division of Purchasing to create a Request for Information (RFI). The RFI was distributed through the Division of Purchasing process and from the responses to the RFI the RFP was developed.

BOARD ACTION

I move to adopt the recommendations from the Early Literacy Assessment Working Group to replace the current statewide Idaho reading assessment with an electronically-administered, computer adaptive assessment and to forward the request for proposal provided as part of Attachment 1 to the Department of Education for initiation of the request for proposal process.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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Early Literacy Assessment Working Group
Report and Recommendations

Members:

Lisa Boyd	Principal, Desert Springs Elementary School, Vallivue School District
Meghan Graham	3rd grade Teacher, Sage International School of Boise
Alison Henken	K-12 Accountability and Projects Manager, Idaho Office of the State Board of Education
Teresa Jones	Director of Elementary Programs, Twin Falls School District
Stephanie Lee	Assessment Specialist, Idaho State Department of Education
Diann Roberts	English Language Arts/Literacy Coordinator, Idaho State Department of Education
Michelle Schroeder	Associate Lecturer, Idaho State University
Leslie Stevens	Special Education Director and Assessment Coordinator, Camas County School District
Whitney Ward	Assistant Professor, Northwest Nazarene University

Working Group Charge: to review available early literacy assessments and make recommendations to the Literacy Committee regarding potential changes to be made to the Idaho Reading Indicator (IRI).

Deliverables

- **Recommendations on identifying and implementing a new early literacy assessment package.**
- **A draft Request for Proposals (RFP) to contract a vendor to provide a new assessment for use as the Idaho Reading Indicator (IRI).**

Objectives and Components

The objective is to support the State's goal to have 60% or more of its students prepared for career or college by ensuring students have the literacy skills needed to succeed in primary and secondary schooling and the postsecondary path of their choice.

To achieve this goal, Idaho must develop a system to support K-12 literacy that includes the following components:

- Strong **leadership and collaboration** are needed at all levels, from statewide agencies to local schools, to ensure that schools, teachers, students, and parents have the support and resources they need to guide students to high levels of literacy. Funding and resources are critical and must be provided by the state. Additionally, we must also ensure that district and school leaders

are well-trained and supported in developing schools that have a strong, positive culture that supports teachers in guiding all students to develop strong literacy skills.

- **Effective instruction** is crucial to ensuring that struggling students receive the support they need while on-level and advanced students are pushed to high levels of excellence. Effective instruction happens when teachers are well-prepared to implement rigorous content standards in ways that engage students.

- **Assessment and data** should be used responsibly and effectively to inform state policy, and more importantly, to guide educational practice. Districts and schools should use data to ensure programs and strategies are effective. Teachers should review student data and adjust their daily instruction. Finally, student-level data should be used by teachers, students, and parents to develop educational plans and goals that address each student's challenges and harness their unique strengths and interests.

Recommendations

The Early Literacy Assessment Working Group has undergone a substantial process to develop its recommendations. Over the course of eleven (11) meetings, from August 2015 to May 2016, the group met for over 64 hours. Working group members also regularly completed individual tasks outside of meetings. The Early Literacy Assessment Working Group completed the following:

- researched early literacy assessment options and reviewed details about fourteen (14) assessments;
- developed and released a formal Request for Information (RFI);
- reviewed nine (9) RFI responses from vendors;
- completed a 50-state review of current early literacy assessment practices;
- directly contacted five (5) state departments of education to request in-depth information about their assessment experiences; and
- met with experts from the Idaho State Department of Education and the Idaho State Department of Purchasing to consult on the development of the Draft RFP and Fiscal Impact statement.

Utilizing the information and knowledge gained through this process, the Early Literacy Assessment Working Group makes the following recommendations:

1. **We recommend the state adopt a new early literacy assessment for use as the Idaho Reading Indicator. We recommend this assessment be an electronically-administered, computer-adaptive assessment and that it be administered statewide two times per year (fall and spring).**

a. Based on research regarding literacy acquisition and stakeholder feedback, we recommend that the new IRI assess the following domains of literacy: phonological awareness, phonics, vocabulary, and text comprehension.

   i. Based on the responses received through the RFI process, it is clear no vendors facilitating electronically-administered assessments currently have adequate technology to measure oral reading fluency with accuracy and validity of the results. Thus, we recommend that the state require vendors to include measurement of fluency in the diagnostic assessments that will be contracted as a part of the assessment package supplemental resources as outlined in sub-point (b) below.

b. Based on stakeholder feedback and logistical considerations related to other statewide assessments, we recommend that the fall and spring statewide administrations of the Idaho Reading Indicator take no longer than an average of 45 minutes when administered to a group.

c. Based on the research of the Early Literacy Assessment Working Group and the responses the group received through a Response for Information (RFI) process, it is clear that in order for the state to assess multiple domains of literacy in a reasonable amount of time, the state must move to an electronically-administered assessment.

   i. An electronically-administered assessment provides superior data and reports to parents, teachers, schools, districts, and the state. This data can be efficiently accessed and utilized to drive instruction.

   ii. Based on the responses received through the RFI process, we recommend that the state use a computer-adaptive assessment for the new Idaho Reading Indicator (IRI). A computer-adaptive assessment provides more detailed, accurate information regarding student performance, regardless of whether students are below, at, or above grade level.

   iii. Using an electronically-administered assessment will aid in preparing young students for the experience of taking the ISAT.

   iv. Based on the responses received through the RFI process, we believe that most electronically-administered assessments will be more engaging for young learners than paper-pencil administered tests.

   v. Using an electronically-administered assessment that can be group administered will reduce the number of proctors necessary to facilitate the IRI.

   vi. Based on the responses received through the RFI process, it is clear that vendors who provide electronically-administered assessments have and are refining processes to ensure that even the youngest of learners (i.e. kindergarten students) can be accurately assessed through electronic administration.

vii. Based on the responses received through the RFI process, it is clear that the majority of testing vendors have already or are planning to move to exclusively offering electronically-administered assessments.

viii. Based on the responses received through the RFI process, it is clear that the majority of electronically-administered assessments provide superior accommodations for special education students when compared to paper-pencil administered tests.

d. We recommend that the new IRI assessment be well-aligned to the Idaho State Content Standards and that vendors be required to thoroughly *demonstrate* that alignment through the RFP process.

2. We recommend the assessment package purchased and adopted by the state include diagnostic assessments for districts and schools.

a. Based on stakeholder feedback and current practice, it is clear that schools and educators need detailed, timely information about student's literacy skills in order to inform instruction and intervention.

b. Based on commonly recognized appropriate assessment practices, we recommend that the state clearly delineate between the types of assessments needed for various applications of data. The statewide IRI should be administered twice per year: in the fall to provide baseline performance information and initial screening of students for intervention and in the spring to provide a measurement of summative performance in comparison to the standards. We recommend using the statewide administrations of the assessment to calculate both student proficiency and within-year growth (fall to spring). However, it is not appropriate to use the same assessment for other purposes throughout the year, as an assessment utilized for statewide purposes will not provide an adequate level of detail for instructional / diagnostic purposes. While the statewide assessment will provide information regarding student performance at the domain level (phonological awareness, phonics, vocabulary, and text comprehension), educators need information regarding students' performance on specific skills *within* the domains. Additional diagnostic tools are necessary and quality diagnostic assessments must be available to all Idaho schools.

i. Currently, there is variation across the state in districts' and schools' access to quality diagnostics.

3. We recommend a formal RFP process be conducted to identify and contract a vendor to provide and administer a new Idaho Reading Indicator Assessment.

a. We recommend the RFP process for a new IRI assessment be opened as soon as funds have been allocated.

b. We recommend the RFP draft provided as Appendix B be used as a template / starting point. We recommend that particular attention be given to the Table included in Section 8.1.2, as the Required Features outlined in this table represent critical features of a new IRI assessment, as identified by the Early Literacy Assessment Working Group. We recommend that this Draft RFP be supplemented with more detailed Technical Specifications, using a spreadsheet similar to the sample included with the Draft RFP as Attachment 5.

c. In an effort to ensure the ideal vendor is chosen for the contract, we make the following recommendation for the RFP process:

   i. We recommend the establishment of a balanced, experienced, knowledgeable RFP Review Committee, with consideration for inclusion of the following types of people (please note that one person may address more than one role):

      - At least one member who previously served on the Early Literacy Assessment Working Group
      - At least one Assessment Coordinator from a K-12 district who has direct experience implementing the statewide early literacy assessment (IRI)
      - At least one member with a background in special education
      - At least one educator (Superintendent, Principal, Assessment Coordinator, Teacher, etc.) from a small and/or rural district who has direct experience with early literacy assessment
      - At least one educator (Superintendent, Principal, Assessment Coordinator, Teacher, etc.) from a medium- to large-sized district who has direct experience with early literacy assessment
      - At least one literacy expert from higher education
      - At least one assessment expert or psychometrician
      - At least one government employee who works directly with literacy and/or assessment

   ii. We recommend the following RFP process:

      - The RFP Review Committee members individually review the proposals and give them a Technical Score. These scores are averaged to create the Overall Technical Score.
      - Based on the Technical Scores, up to six (6) proposals that meet the minimum points requirement as outlined below are required to provide a product demonstration.

- The RFP Review Committee members individually give the proposals a Product Demonstration Score. These scores are averaged to create the Overall Product Demonstration Score.
- Based on the combined Overall Technical Score and Overall Product Demonstration Score, up to three (3) proposals that meet the minimum points requirement as outlined below are required to participate in a final interview.
- The RFP Review Committee members individually give the proposals an Interview Score. These scores are averaged to create the Overall Interview Score.
- Based on the combined Overall Technical Score, Overall Product Demonstration Score, and Overall Interview Score, the proposals that meet the minimum points requirement as outlined below will have their Cost Proposal opened.
- The contract will be awarded based on the fully combined score (Overall Technical, Overall Product Demonstration, Overall Interview, and Cost Proposal).

Score Type	Points Possible	Combined Points Possible	Minimum Points Required to Move to Next Step of Process*
Technical Score	600	N/A	360 (60%)
Product Demo Score	200	800	480 (60%)
Interview Score	100	900	540 (60%)
Cost Proposal Score	300	1200	N/A

*Please Note: The minimum points required to continue in the process, as outlined in the table above, are based on the Department of Purchasing's scoring process, which awards 0, 1, 5, or 10 (0%, 10%, 50%, or 100% of points) for each question, as demonstrated in the sample Scoring Rubric included with the Draft RFP as Attachment 6. If a different scoring process is used, we recommend appropriately adjusting the minimum points required.

4. **We recommend that the state implement a three-year rollout of the new Idaho Reading Indicator assessment.**

   a. We recommend that professional development, as provided through the state's contract with the chosen vendor, begin in the 2017-2018 school year, continue through the rollout process (2018-2019 and 2019-2020), and be maintained at an appropriate level, as needed, indefinitely.

   b. In alignment with the Literacy Committee recommendations, we recommend that the state conduct preliminary testing in the 2017-2018 school year with 18 districts and between 45-50 schools.

i. We recommend that the chosen districts and schools include a diverse sampling from every region in the state, with districts and schools of various sizes and demographic populations.

ii. Based on previous experience implementing assessments, commonly accepted best practices in assessment, and the work of the Early Literacy Assessment Working Group, we believe the preliminary testing is an important step in implementing a new assessment for the following reasons:

- Preliminary testing allows the state to ensure that the chosen assessment effectively meets the identified needs of the state
- Preliminary testing allows the state to identify any issues with the test or technology and to work with the vendor to solve them before implementing the test statewide
- The preliminary testing year will also be a focused professional development year, allowing the state to work with the chosen vendor to ensure that all districts and schools are well prepared to implement the test before field testing

c. In alignment with the Literacy Committee recommendations, we recommend that the state conduct statewide field testing of the assessment in the 2018-2019 school year.

i. We recommend the statewide field testing be conducted with all school districts and schools.

ii. We recommend the statewide field testing be used to establish baseline data, performance benchmarks, and cut scores as necessary (depending on the vendor).

iii. Based on previous experience implementing assessments, commonly accepted best practices in assessment, and the work of the Early Literacy Assessment Working Group, field testing is a critical and non-optional step in implementing a new assessment, as it is necessary to establish performance cut scores for the state (i.e. the scores that will categorize a student as advanced, proficient, basic, or below basic).

d. In alignment with the Literacy Committee recommendations, we recommend that the state fully implement a new IRI assessment in the 2019-2020 school year.

i. If the Literacy Committee or the State Board of Education does not believe that a three-year rollout is viable or preferred, we recommend, at a minimum, a two-year rollout. The two-year rollout would consist of statewide field testing in the 2017-2018 school year and full implementation in the 2018-2019 school year.

e. The above timelines are designed for the statewide administrations of the Idaho Reading Indicator. We recommend that any other available resources (such as diagnostics) be provided to districts and schools in the school year when field testing takes place.

5. **We recommend the following fiscal impact for purposes of adopting a new Idaho Reading Indicator (IRI) assessment.**

   a. We recommend the state provide funding to contract with a vendor to provide and implement a new IRI assessment, as outlined in Appendix A.

   b. We recommend the state provide funding for professional development directly related to the implementation of the IRI, as described in recommendation 4 and outlined in Appendix A.

   c. We recommend the state provide funding for technology infrastructure and hardware to ensure all elementary schools have the capacity to electronically administer all required spring statewide assessments (ISAT and IRI) during the same testing window.

      i. We recommend that the state expand the Idaho High School Wireless Managed Service Project to K-3 to ensure that schools have adequate wireless capacity to simultaneously operate all devices being used for statewide assessments.

         - We recommend expanding the Idaho High School Wireless Managed Service Project to address the needs of schools because it will ensure that schools have access to the expertise and support they need to appropriately and effectively expand their infrastructure. Further, this is an efficient approach to addressing schools' needs, as it takes advantage of a currently existing structure.
         - While the ongoing costs for this expansion are substantial, it is necessary to ensure that our schools are able to thrive in a continually expanding technology-rich education environment.

      ii. We recommend that funding for technology hardware be provided through need-based grants to school districts.

         - School districts may apply for a Technology Hardware Grant that addresses the needs of their schools. Districts may apply for funding for as many devices as they can demonstrate need, with the intention that schools will be able to administer the IRI electronically without impacting other required statewide testing or instruction. We recommend that funding be distributed based on a grant review process that prioritizes need and distributes funds as evenly as possible. Ongoing funds for replacement of devices should also be done through a need-based grant process.

Definitions of Key Terms

"60%" or "60% Goal" refers to the Idaho State Board of Education's goal to have 60% or more of its citizens entering the workforce with some form of postsecondary degree or certificate (1, 2, 4, or more) by 2020. The supporting goal is that Idahoans age 25-34 will have achieved the 60% goal. The Literacy Committee's has focused on developing strategies to ensure that students in the K-12 system develop the literacy skills needed to successful pursue postsecondary degrees or certificates.

"**Screening assessment**" refers to an assessment given "to determine whether students may need specialized assistance or services, or whether they are ready to being a course, grade level, or academic program."[1] These simple, time-efficient, and objective measures produce data, including reading levels, to inform judicious real-time instructional decisions, thus enabling true individualization of instruction at the student's point of learning.

"**Diagnostic assessment**" refers to an assessment given to identify a student's specific learning challenges and needs and, as appropriate, diagnose learning disabilities to determine eligibility for special education services. These assessments are typically administered after a student's results on a screening assessment have identified the student as in need of support; they provide more detailed information related to the student's abilities and knowledge and are typically related to a specific content area.

Appendices

A. **Early Literacy Assessment Fiscal Impact**
B. **Early Literacy Assessment Draft RFP and Attachments**

References

Glossary of Education Reform (n.d.). "Assessment." Web at http://edglossary.org/assessment.

[1] Glossary of Education Reform, n.d.

Appendix B: Fiscal Impact of Early Literacy Assessment Working Group Recommendations

	Cost Breakdown	FY18	FY19	FY20	FY21	
Preliminary Testing and Professional Development from Vendor	$11.00 per student x 10,476 students[2,3]	115,236.00				
Testing, Diagnostics, and Professional Development from Vendor (costs will be the same for field testing in FY19 and full implementation in FY20 and forward)	$11.00 per student x 90,204 students[1]		992,244.00			
Technology Hardware	FY18 funding for Technology Hardware Grants for devices & 1/3 replacement of computers ongoing beginning in FY21[4]	3,150,000.00			1,050,000.00	
Technology Infrastructure	$30 per user x 90,204 students[5]	2,706,120.00				Total Ongoing FY21 forward
	TOTALS	5,971,356.00	992,244.00	0.00	1,050,000.00	4,748,364.00

KEY
One-time Cost
Ongoing Cost

1 The total number of students used in the calculation is based on the 2015-2016 fall enrollment for kindergarten through third grade, as reported by the SDE. Enrollment is anticipated to continue to increase over time, which should be considered in ongoing costs.

2 The cost per student is based on the reported costs of vendors providing electronic, computer-adaptive early literacy assessments, as gathered through the RFI process conducted by the Early Literacy Assessment Working Group. This total cost includes the following estimated per student per year costs: approximately $6 for the assessment (including both administrations), approximately $3 for diagnostics, and approximately $2 for vendor-provided professional development / customer support.

3 The total number of student for the validity testing year was calculated by taking the the statewide total enrollment K-12 (291,209) and dividing it by the total number of districts statewide (155) to first identify an average number of students per district (1,879). The K-3 average proportion of enrollment was then calculated by comparing identifying the percentage that K-3 enrollment (90,204) is when compared to the total enrollment (291,209), which is 30.98%. By applying that percentage to the average district size, we can estimate that, on average, districts have 582 students in grades K-3. The Early Literacy Assessment Working Group recommends doing validity testing with 18 districts, so we estimate the total number of students to be 10,476.

4 Each Technology Hardware Grant package would include adequate computers for a IRI testing including 30 PC computers (cost estimated at $250 each for Chromebooks) for use in 1st through 3rd grade students and 10 tablets with touch capacity (cost estimated at $300 each for Dell Venue 10 inch) for use with kindergarten students. Thus, each grant package is estimated to cost $10,500. We estimate that in 2017-2018, having 300 of these full packages available will be adequate to address the needs of all elementary schools (of which there are approximately 400 in the state), since some schools may not need any additional hardware and some may not need the full package. The ongoing cost estimate is based on a 1/3 replacement rate, to be alotted annually beginning in FY21.

5 The $30 per user cost is estimated based on the current Idaho High School Wireless Managed Service Project $21 per user cost plus expected inflation. The current $21 per user cost is based on an existing, long-term contract that will soon be ending and the Project Manager has indicated an anticipated increase in cost to approximately $30 per user.

STATE OF IDAHO

If RFP is being released by DOP enter DIVISION OF PURCHASING FOR THE DEPARTMENT OF AGENCY NAME; otherwise enter THE DEPARTMENT OF AGENCY NAME

REQUEST FOR PROPOSAL (RFP)

RFP TITLE
RFP Number

Issue Date Enter Date of Release

[Right click on table of contents and "update field" and "entire table" when RFP is complete.]

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Tailor these sections to your project; adding and modifying as appropriate
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Tailor these sections to your project needs; adding and modifying as appropriate
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1 RFP Administrative Information

RFP Title:	Title
RFP Project Description:	Short Description of Project
RFP Lead:	Name, Title Agency Address E-mail Phone
Submit sealed Proposal (if submitting manually): MANUAL PROPOSALS MUST BE RECEIVED AT THE PHYSICAL ADDRESS DESIGNATED FOR COURIER SERVICE AND TIME/DATE STAMPED BY DOP [REPLACE WITH AGENCY NAME IF AGENCY IS RELEASING RFP] PRIOR TO THE CLOSING DATE AND TIME. Submit electronically via IPRO (*if permitted by the terms of the RFP*):	Address for Courier Enter Address for Courier Address for US Mail (if different) Address for Mail Electronic Submission https://purchasing.idaho.gov/iprologin.html
Pre-Proposal Conference: Pre-Proposal Conference Location:	Day of week, date, time Mountain Time Address/Room # (include any additional information if agency has security desk)
Deadline To Receive Questions:	Day of week, date, 11:59:59 p.m. Mountain Time
RFP Closing Date:	*See* IPRO Header Document
RFP Opening Date:	10:30 a.m. Mountain Time the following business day after closing
Oral Presentations (if they will be conducted otherwise remove)	Tentatively scheduled for the week of Enter Date
Initial Term of Contract and Renewals:	Spell out the number (#) years. Upon mutual, written agreement, the Contract may be renewed, extended or amended. The anticipated total Contract term is Spell out number of years (#) years.

2 OVERVIEW

2.1 Purpose

Brief Statement of Purpose of RFP

2.2 Background Information

(Insert Background Information here. Any RFP-specific defined terms should be included on **Attachment 4, Definitions.**)

For Marketing/Media Purchases (or other projects that may involve printing by the Contractor) add:

The resulting contract is subject to the provisions of Idaho Code Title 60 chapter 1. Except as provided in this paragraph, the Contractor shall ensure all printing, binding, engraving, and stationary work is executed within the state of Idaho. The Contractor may execute such work outside the state of Idaho if any of the exemptions in Idaho Code §60-103 apply

2.3 Pre-Proposal Conference

A non-mandatory pre-proposal conference will be held at the location and time as indicated in **Section 1**, page 1 of this RFP. This will be your opportunity to ask questions, in person, with the Agency Name (Acronym) staff. All parties interested are invited to participate either by attending the conference or by an established call in number. **Those choosing to participate must pre-register to receive phone conferencing and meeting details by submitting the completed Pre-Proposal Conference Registration Form (Attachment 3) via email to the RFP Lead. Parties interested are asked to register by date.** Any oral answers given by the State during the pre-proposal conference are unofficial, and will not be binding on the State. Conference attendance is at the participant's own expense. (*If space or phone ports are limited, add language such as: "limited to three (3) representatives from each vendor, as space is limited"*)

2.4 Questions

2.4.1 This Solicitation is issued by the State via the State's e-Procurement system, IPRO (https://purchasing.idaho.gov/iprologin.html). The RFP Lead is the only contact for this Solicitation. (Remove the highlighted sentence if Solicitation is issued by the agency). All correspondence must be in writing. In the event that it becomes necessary to revise any part of this RFP, addenda will be posted at IPRO. It is the responsibility of parties interested in this RFP to monitor IPRO for any updates or amendments. Any oral interpretations or clarifications of this RFP must not be relied upon. All changes to this RFP will be in writing and must be posted to IPRO to be valid. Alternate Proposals are not allowed.

2.4.2 Questions or other correspondence must be submitted in writing to the RFP Lead listed below.
QUESTIONS MUST BE RECEIVED BY 11:59:59 P.M. MOUNTAIN TIME ON THE DATE LISTED IN THE RFP ADMINISTRATIVE INFORMATION.

Contact Name, Contact Title

Agency
Address
City, State Zip Code
Fax:
E-mail:

2.4.3 **Written questions must be submitted using Attachment 1,** Offeror Questions. Official answers to all written questions will be posted on IPRO as an amendment to this RFP.

2.4.4 Any questions regarding the State of Idaho Standard Contract Terms and Conditions, found at http://purchasing.idaho.gov/terms_and_conditions.html, must also be submitted in writing, using **Attachment 1,** Offeror Questions, by the deadline identified in the RFP Administrative Information. The State will not consider proposed modifications to these requirements after the date and time set for receiving questions. Questions regarding these requirements must contain the following:

1. The rationale for the specific requirement being unacceptable to the party submitting the question (define the deficiency).

2. Recommended verbiage for the State's consideration that is consistent in content, context, and form with the State's requirement that is being questioned.

3. Explanation of how the State's acceptance of the recommended verbiage is fair and equitable to both the State and to the party submitting the question.

2.4.5 **Proposals which condition the Proposal based upon the State accepting other terms and conditions not found in the RFP, or which take exception to the State's terms and conditions, will be found non-responsive, and no further consideration of the Proposal will be given.**

3 INSTRUCTIONS FOR SUBMISSION OF PROPOSAL

(For Sections 3.1 and 3.2, if electronic submission is not allowed, delete Section 3.1 and renumber the remainder of the section, then delete this sentence.)

3.1 Submission of Proposals

Proposals may be submitted manually or electronically.

If your Proposal contains trade secret information which you have identified, you must also submit a redacted copy of the Technical Proposal (in electronic format, with the word "redacted" in the file name) with all trade secret information removed or blacked out; as well as a separate document containing a complete list (per the instructions in subsection 5.3, below) of all trade secret information which was removed or blacked out in the redacted copy.

3.1.1 Electronically Submitted Proposals

Electronically submitted Proposals must be submitted through IPRO, at https://purchasing.idaho.gov/iprologin.html. When submitting through IPRO, enter your "Total Cost" in IPRO as "$0," and UPLOAD YOUR TECHNICAL PROPOSAL, COST PROPOSAL, AND ALL OTHER REQUIRED SUBMITTAL ITEMS. The Technical Proposal consists of Section 5 Mandatory Submission Requirements; Section 6 Business Information; Section 7 Organization and Staffing; and Section 8 Scope of Work.

If submitting via IPRO, be advised that that the Offeror for Proposal evaluation and award purposes is the entity profile under which the Proposal is submitted in IPRO, which must be the same legal entity presented in the uploaded response materials. If the entity identified on the state supplied Signature Page differs from the entity under which you submit your Proposal in IPRO, the information provided on the Signature Page prevails.

While it is not mandatory to submit your Proposal electronically via IPRO, all Offerors participating in a Solicitation issued through IPRO must establish an account in the IPRO system (even if submitting a Proposal manually outside of IPRO) as it is necessary in order to process and/or award the resulting Contract(s). Establishing an account is free and only takes a few minutes.

Offerors are further advised to upload response materials with descriptive file names, organized and consolidated in a manner which allows evaluators to efficiently navigate the Offeror's response; as the State will print uploaded documents for evaluation in the manner received via IPRO.

3.1.2 Manually Submitted Proposals

The Proposals must be addressed to the RFP Lead and clearly marked "TECHNICAL PROPOSAL – RFP Number RFP Title."

Each Proposal must be submitted in one (1) original with Write Number of Copies (Enter Numeric Number) copies of the Technical Proposal and one (1) original and one (1) copy of the Cost Proposal.

Offerors submitting manually must also submit one (1) electronic copy of the Proposal on CD or USB device. Word or Excel format is required (the only exception is for financials, brochures or other information only available in an alternate format). The format and content must be the same as the manually submitted Proposal. The electronic version must NOT be password protected or locked in any way.

Your Proposal must be sealed, and identified as "**RFP Number RFP Title**."

The Cost Proposal must be separately sealed, identified as "**Cost Proposal – RFP Number RFP Title**."

The Technical Proposal and separately sealed Cost Proposal must be submitted at the same time (place all Proposal response materials within a larger package).

3.2 (M) Signature Page

All Proposals must be submitted with a state supplied Signature Page, located on the IPRO header page as an attachment. For electronically submitted Proposals, submit a completed, scanned signature page. For manually submitted Proposals, the signature page must contain an **ORIGINAL HANDWRITTEN** signature executed in **INK** OR **AN ELECTRONIC SIGNATURE**, and be returned with the relevant Solicitation documents. **PHOTOCOPIED SIGNATURES** or **FACSIMILE SIGNATURES** are **NOT ACCEPTABLE for manually submitted Proposals (and will result in a finding that your Proposal is non-responsive).** Your ORIGINAL Signature Page should be included at the FRONT of your ORIGINAL Technical Proposal.

4 PROPOSAL FORMAT

These instructions describe the format to be used when submitting a Proposal. The format is designed to ensure a complete submission of information necessary for an equitable analysis and evaluation of submitted Proposals. There is no intent to limit the content of Proposals.

4.1 Evaluation Codes

(M) Mandatory Specification or Requirement - failure to comply with any mandatory specification or requirement will render Offeror's Proposal non-responsive and no further evaluation will occur.

(ME) Mandatory and Evaluated Specification - failure to comply will render Offeror's Proposal non-responsive and no further evaluation will occur. Offeror is required to respond to this specification with a detailed response identifying its understanding and how it will comply. Points will be awarded based on predetermined criteria.

(E) Evaluated Specification - a response is desired and will be evaluated and scored. If not available, respond with "Not Available" or other response that identifies Offeror's ability or inability to supply the item or service or meet the specification. Failure to respond will result in zero (0) points awarded for the specification. If available, Offeror is to respond to this specification with a detailed response identifying its understanding and how it will comply, and points will be awarded based on predetermined criteria.

Note: Offerors are directed to IDAPA 38.05.01.074.03.a, as well as IDAPA 38.05.01.091.05, which allow the designated State official to waive minor informalities as well as minor deviations. The State also reserves the right to seek clarification on any M, ME or E requirement.

4.2 Table of Contents

Include a table of contents in the Technical Proposal identifying the contents of each section, including page numbers of major subsections.

4.3 Format

Proposals shall follow the numerical order of this RFP starting at the beginning and continuing through the end of the RFP. Proposal sections and subsections must be identified with the corresponding numbers and headings used in this RFP. In your response, restate the RFP section and/or subsection, followed with your response.

Offerors are encouraged to use a different color font, bold text, italics, or other indicator to clearly distinguish the RFP section or subsection from the Offeror's response. It is recommended that the Offeror make every effort to provide a proposal that can be easily navigated by reviewers. To this end, hyperlinks in electronic documents or dividers/tabs in hard copy documents are suggested.

5 Mandatory Submission Requirements

5.1 (M) Cover Letter

The Technical Proposal must include a cover letter on official letterhead of the Offeror; with the Offeror's name, mailing address, telephone number, facsimile number, e-mail address, and name of Offeror's authorized signer. The cover letter must identify the RFP Title and number, and must be signed by an individual authorized to commit the Offeror to the work proposed. In addition, the cover letter must include:

5.1.1 Identification of the Offeror's corporate or other legal entity status. Offerors must include their tax identification number. The Offeror must be a legal entity with the legal right to contract.

5.1.2 A statement indicating the Offeror's acceptance of and willingness to comply with the requirements of the RFP and attachments, including but not limited to the State of Idaho Standard Contract Terms and Conditions (http://purchasing.idaho.gov/terms_and_conditions.html) and any Special Terms and Conditions included in **Appendix D**. *Remove if there are no Special Terms and Conditions*.

5.1.3. A statement of the Offeror's compliance with affirmative action and equal employment regulations.

5.1.4 A statement that Offeror has not employed any company or person other than a bona fide employee working solely for the Offeror or a company regularly employed as its marketing agent, to solicit or secure the Contract, and that it has not paid or agreed to pay any company or person, other than a bona fide employee working solely for the Contractor or a company regularly employed by the Contractor as its marketing agent, any fee, commission, percentage, brokerage fee, gifts or any other consideration contingent upon or resulting from the award of the Contract. The Offeror must affirm its understanding and agreement that for breach or violation of this term, the State has the right to annul the Contract without liability or, in its discretion, to deduct from the Contract price the amount of any such fee, commission, percentage, brokerage fee, gifts or contingencies.

5.1.5 A statement naming the firms and/or staff responsible for writing the Proposal.

5.1.6 A statement that Offeror is not currently suspended, debarred or otherwise excluded from federal or state procurement and non-procurement programs. Vendor information is available on the Internet at: https://sam.gov.

5.1.7 A statement affirming the Proposal will be firm and binding for one-hundred eighty (180) calendar days from the Proposal opening date.

5.1.8 A statement that the Offeror warrants that it does not knowingly and willfully employ persons who cannot legally work in this country; it takes steps to verify that it does not hire persons who have entered our nation illegally or cannot legally work in the United States; and that any misrepresentation in this regard or any employment of persons who have entered our nation illegally or cannot legally work in the United States constitutes a material breach and will

be cause for the imposition of monetary penalties up to five percent (5%) of the Contract price, per violation, and/or termination of its Contract.

5.2 (M) Acknowledgement of Amendments

If the RFP is amended, the Offeror must acknowledge each amendment with a signature on the acknowledgement form provided with each amendment. Failure to return a signed copy of each amendment acknowledgement form with the Proposal may result in the Proposal being found non-responsive. IDAPA 38.05.01.52

5.3 Trade Secrets

Paragraph 28 of the Solicitation Instructions to Vendors describes trade secrets to "*include a formula, pattern, compilation, program, computer program, device, method, technique or process that derives economic value, actual or potential, from not being generally known to, and not being readily ascertainable by proper means by other persons and is subject to the efforts that are reasonable under the circumstances to maintain its secrecy*." In addition to marking each page of the document with a trade secret notation (as applicable; and as provided in Paragraph 28 of the Solicitation Instructions to Vendors), Offerors must also:

Identify with particularity the precise text, illustration, or other information contained within each page marked "trade secret" (it is not sufficient to simply mark the entire page). The specific information you deem "trade secret" within each noted page must be highlighted, italicized, identified by asterisks, contained within a text border, or otherwise clearly delineated from other text/information and specifically identified as a "trade secret."

Provide a separate document entitled "List of Redacted Trade Secret Information" which provides a succinct list of all trade secret information noted in your Proposal; listed in the order it appears in your submittal documents, identified by Page #, Section #/Paragraph #, Title of Section/Paragraph, specific portions of text/illustrations; or in a manner otherwise sufficient to allow the State's procurement personnel to determine the precise text/material subject to the notation. Additionally, this list must identify with each notation the specific basis for your position that the material be treated as exempt from disclosure and how the exempting the material complies with the Public Records Law.

5.4 Executive Summary

Include an executive summary in the Technical Proposal providing a condensed overview of the contents of the Technical Proposal demonstrating an understanding of the services to be performed.

6 Business Information

Tailor these sections to your project; adding and modifying as appropriate

6.1 (ME) Experience

Describe in detail your knowledge and experience in providing services similar to those required in this RFP. Include Offeror's business history, description of current service area, and customer base. Customize this section as needed for your project.

6.2 (E) References

Provide three (3) completed Reference Questionnaires. ***See*** **Attachment 2**.

As a general rule, DOP recommends financials be included for Contracts in excess of $1M or for which the Contractor will be required to make a significant up-front investment – or as the State/agency otherwise determine to be necessary or advisable in the evaluation of Offerors.

6.3 (M) Financials **(remove this section if financials not required)**

Offerors are required to provide a D&B Comprehensive Insight Plus credit report or Experian ProfilePlus report (Credit Report), indicating the Offeror's current credit score, with the Proposal submission. The Offeror should stamp or write "Trade Secret" or "Confidential" on each page of the Credit Report information that it does not want released. The information will be held in confidence to the extent that law allows. Credit Report must be current and have been established within thirty (30) calendar days of the Proposal closing date.

Credit Reports must be for the exact organization submitting the Proposal as identified on the state supplied signature page. The Credit Report cannot be combined or consolidated with the information from any entity other than the company submitting the Proposal. If the Offeror's name on the Proposal does not match the name on the Credit Report, it will not be accepted and the Offeror will be found non-responsive .

The (M) Mandatory elements of this section are two-fold: the Offeror must provide a credit score on one of the named reports AND the report provided in response to the RFP must demonstrate a CSC (credit score class) rating of 1 – 3 or a CRS (credit ranking score) rating of 26 – 100.

Failure to provide one of the named reports (or failure to provide one of the designated credit scores) will result in a finding that the Offeror is non-responsive.

In addition:

A company receiving a CSC rating of High risk (5) or High Medium risk (4) of experiencing financial stress and delinquent payments will not be considered for Contract award.

CSC of 1 = Low Risk
CSC of 2 = Low Medium Risk
CSC of 3 = Medium Risk
CSC of 4 = High Medium Risk
CSC of 5 = High Risk

A company receiving a rating of High risk (0-10) or High Medium risk (11-25) of experiencing financial stress and delinquent payments will not be considered for Contract award.

CRS of 76-100 = Low Risk
CRS of 51-75 = Low Medium Risk
CRS of 26-50 = Medium Risk
CRS of 11-25 = High Medium Risk
CRS of 0-10 = High Risk

7 Organization and Staffing

Describe your qualifications to successfully complete the requirements of the RFP by providing a detailed response to the following:

Tailor these sections to your project needs; adding and modifying as appropriate

7.1 (ME) Key Personnel and Qualifications

Provide a list of key management, customer service and other personnel to be used in the fulfillment of this Contract, to include all pertinent contact information. Provide resumes for employees who will be managing and/or directly providing services under the Contract. For positions that are not filled, a position description (including requisite qualifications/experience) must be provided.

7.2 (ME) Subcontractors

If you intend to utilize subcontractors, describe the extent to which they will be used to comply with Contract requirements. Include each position providing service, and provide a detailed description of how the subcontractors are anticipated to be involved under the Contract. Include a description of how the Offeror will ensure that all subcontractors and their employees will meet all Scope of Work requirements.

Subcontractors will be required to provide the same qualification, resume, and reference information as Offerors. Offerors must disclose the location of the subcontractor's business office and the location(s) of where the actual work will be performed.

If the Offeror's proposal does not include use of subcontractors, please provide a statement indicating that services will be provided directly by the Offeror.

[Other agency/project-specific requested information related to organization and staffing]

8 SCOPE OF WORK

8.1 (ME) Requirements

Use this Proposal outline as part of your response to the RFP. Keep in mind, the evaluators will be scoring your Proposal based on the methodologies proposed and the completeness of the response to each item listed below.

Describe how you will meet each requirement listed below (e.g. personnel, proposed time lines, methodologies to be used, etc.):

8.1.1 Proposed Solution (ME)

Description of proposed solution (Pull from other RFP draft)

8.1.2 Required Features (ME)

Describe how your solution provides the following required features. Provide evidence as outlined in table below.

ITEM #	Eval Code	REQUIRED FEATURE	EVIDENCE / INFO TO PROVIDE
8.1.2.1	ME	An assessment or assessment package that addresses the needs of schools and educators working with students who need interventions, including screening, diagnostics, and easy progress monitoring If the Offeror cannot demonstrate that oral reading fluency will be accurately and validly measured through the primary assessment (to be used for statewide administration), fluency must be included in the diagnostic assessments.	Describe the assessment included in your proposed solution that can be used to screen students for intervention and why it is appropriate to use this assessment as a screener. Describe the diagnostic assessments included in the Offeror's solution. If the Offeror does not have diagnostic assessments as a part of a common package, the Offeror may work with a sub-contractor to provide them. Describe the tools that will be available to give teachers highly detailed information about a student's skills in specific area(s) of literacy. Does your solution offer additional / different assessments than the primary screener or interim assessment for diagnostic purposes and/or progress monitoring? How can this solution (assessment and resulting data) be used for progress monitoring?
8.1.2.2	ME	An assessment or assessment package that addresses the State's need for an end-of the year assessment (summative or pseudo-summative, such as a well-developed interim) that	Describe the assessment included in your proposed solution that can be used as an end-of-year summative assessment and why it is appropriate to use this assessment as an end-of-year summative.

		allows for calculation of a student's literacy proficiency and growth. Resulting data should be appropriate for use for statewide accountability.	Demonstrate how the resulting data is appropriate for statewide accountability. If other states have used the proposed solution for statewide accountability, describe its use.
8.1.2.3	ME	The State intends to require assessment of all students two times per year: in the fall and spring. The fall assessment will be used to screen students for interventions; the spring end-of-year assessment will be used for accountability purposes. Districts and schools may do additional administrations of interim or diagnostic assessments. Fall statewide assessment: maximum of 5 minutes if administered individually (one-to-one proctor to student ratio) or maximum 45 minutes if administered to a group. If an assessment has both individual and group administration, the times must not exceed the established limits for each type of administration (5 minutes individually proctored, 45 minutes group proctored). Spring statewide assessment: maximum of 5 minutes if administered individually (one-to-one proctor to student ratio) or maximum 45 minutes if administered to a group. If an assessment has both individual and group administration, the times must not exceed the established limits for each type of administration (5 minutes individually proctored, 45 minutes group proctored). Additional administrations by districts/schools: time flexible	Demonstrate how your solution falls within the outlined time limits for the fall and spring statewide administrations.

8.1.2.4	ME	An assessment or assessment package that measures both proficiency and growth of students' skills relative to the Idaho English Language Arts/Literacy Content Standards	For each assessment that includes a proficiency score, provide a detailed description regarding how a student is identified as proficient based on their grade level. Include an outline demonstrating how each literacy domain (i.e. phonological awareness, comprehension, etc.) is weighted to combine into a final score. Include detailed information about the process used to set cut scores identifying students into performance tiers / categories. Provide the standard deviation for the final index score, overall and per category strand. For each assessment that includes a growth calculation, provide a detailed description of the growth model used, including the time period used for the growth calculation (i.e. fall to spring or spring to spring). If the State prefers to use a different growth model calculation than the one used by the Offeror, is it possible for the Offeror to work with the State to use assessment data from the proposed solution to calculate growth using a State-specific growth model, either in addition to or in place of the model currently used by the Offeror?
8.1.2.5	ME	An assessment that is aligned to the Idaho State English Language Arts / Literacy Content Standards. At a minimum, the assessment being used for the spring end-of-year, statewide summative, must be at least 90% aligned to Idaho's ELA / Literacy Foundational Standards for grades K-3 and must have questions aligned to comprehension-related standards (as found within other areas of the Idaho ELA/Literacy Standards).	Demonstrate how your assessment aligns to at least 90% of the Idaho State English Language Arts / Literacy Foundational Content Standards (K-3). Provide detailed information, by grade level. Give specific examples, showing sample questions and designating the standards to which they align. Demonstrate how your assessment aligns to comprehension-related standards from within the Idaho ELA/Literacy Standards for grades K-3. Provide detailed information, by grade level. Give specific examples, showing sample questions and designating the standards to which they align. How does your solution provide prompting and support for students, as required by the standards?
8.1.2.6	ME	An assessment or assessment package that provides schools and educators with reports and data in a timely manner	Demonstrate the reports available for each assessment included in your solution. Provide details regarding the levels of reporting available: state, district, school, grade level, classroom, student, and parent reports. If any

		and in formats that can be used to inform instruction. At a minimum, reports must include: student growth and proficiency reports at the individual student level, classroom level, grade level, district level, and state level; parent reports with explanation; and detailed individual student performance report (including at a minimum student performance on phonological awareness, phonics, vocabulary, text comprehension). Additionally, the State is interested in the following reports: multi-year longitudinal reports; and a detailed classroom performance report (including at a minimum classroom-level student performance on phonological awareness, phonics, vocabulary, text comprehension).	level of reporting is not available, please indicate whether and how the State can work with the Offeror to create customized reports. For each report, describe if and how scores and information can be filtered and analyzed by skill being assessed. Show examples of reports.
8.1.2.7	ME	An assessment or assessment package that includes appropriate accommodations for those who are receiving support services, including those who have an Individual Education Plan (IEP), 504 plan, or are English language learners	For each assessment included in the proposed solution, list the specific accommodations available. Describe how the accommodations are to be provided (embedded, non-embedded, etc.).
8.1.2.8	ME	An assessment or assessment package that has user-friendly administration for both proctors and students	Provide a detailed description of how each assessment included in the proposed solution can be administered in a manner that is user-friendly for both proctors and students
8.1.2.9	ME	An assessment or assessment package that includes professional development, webinars/online training, and/or other customer support	Provide a detailed description of the professional development available, clearly outlining which products and services would be included in the proposed solution and which are available for additional fees (please note: do not

		to assist the State, educators, and Idaho students in using the Offeror's solution	include costs in your response, as they should be outlined in Appendix A and Appendix B only). Provide a detailed description of the customer service supports available to the State, districts, schools, teachers, and students/parents, as applicable to your proposed solution. Clearly outline which products and services would be included in the proposed solution and which are available for additional fees (please note: do not include costs in your response, as they should be outlined in Appendix A and Appendix B only). Demonstrate the effectiveness of your professional development and customer service supports. Provide references, testimonials, customer service wait times, and any results of customer/client satisfaction surveys.
8.1.2.10	ME	For the fall and spring statewide administrations, the State requires an electronically-administered, computer-adaptive assessment that includes appropriate methods of test administration for young learners (i.e. kindergartners) that ensures all students can access and easily use the assessment and that resulting data is accurate and valid.	Describe specifically how the electronic assessment is administered- what is the hosting platform (online, software, etc.)? Describe how you ensure the technical stability of the administration of your assessment and minimize and address technical glitches, crashes, etc. In the case of technical issues with the assessment, what safeguards exist to protect student privacy and prevent data loss? Provide data, examples, and references to demonstrate the Offeror's capacity to provide the solution statewide with no/very limited technical issues. Please describe how the computer-adaptive assessment is used to accurately identify a student's literacy skill level, regardless of whether the student is below, at, or above grade level. What is the grade level span (above and below a given student's grade level) available through the computer-adaptive system used for each applicable assessment? Demonstrate how the assessment is accessible to young learners. Demonstrate the practice activities used to ensure that a student has the skills and capacity to complete the assessment electronically using the available, compatible technology. If a student does not demonstrate the skills and capacity to complete the

			assessment, describe in detail the additional options for administration. Indicate how you ensure that students' scores on the assessment are based on their literacy knowledge and skills, rather than their ability to use technology.
8.1.2.11	ME	An assessment or assessment package that measures phonological awareness, phonics, vocabulary, and text comprehension (ideally with both fiction and non-fiction text)	For each of the identified literacy domains (phonological awareness, phonics, vocabulary, and text comprehension), provide a list of components in your assessment(s) that address that domain specifically. Specify how many items/questions address each domain. Describe your process for item development and the decision-making process used to determine whether items should be included in your assessment(s). Demonstrate the effectiveness of the assessment items in measuring the intended domain.
8.1.2.12	ME	For the fall and spring statewide administrations, an electronically-administered, computer-adaptive assessment that can be administered, at a minimum, on all standard types of PCs, laptops, and tablets (i.e. Apple, PC, Android, etc.)	Provide details regarding each type of device on which the assessment can be administered. Include information regarding the minimum software requirements for each possible device.
8.1.2.13	ME	An assessment or assessment package with a data and reporting system that is compatible with or allows customization to align the system with the State's longitudinal data system (including linking students to their established EDU IDs).	Provide details regarding how the Offeror's assessment, data, and reporting system is compatible or can be aligned to the State's longitudinal data system. Include information regarding how students will be identified by their established EDU IDs.
8.1.2.14	ME	An assessment or assessment package with a data and reporting system that allows for easy exporting of *all* data (including detailed, student-level data) into Excel or CSV.	Provide details regarding the process of exporting assessment data, including each program/format into which the data can be exported. Provide images or screen shots showing the export process.
8.1.2.15	ME	Secure data storage that adheres to FERPA and Idaho's Data Privacy Law.	Describe how the data associated with your assessment securely stored? If it is cloud-based, how do you address data security?

8.1.3 **Other Features**

Describe how your solution will or will not provide the following other features. As applicable, provide evidence as outlined in the table below.

ITEM #	Eval Code	OTHER FEATURE	EVIDENCE / INFO TO PROVIDE
8.1.3.1	E	An assessment or assessment package that is presented in a manner that is engaging for young students.	Describe your approach to engaging young students in your assessment(s). Provide a variety of images or samples of assessment questions.
8.1.3.2	E	For the assessment to be used for the fall and spring statewide administrations, an assessment or assessment package that effectively measures oral reading fluency. Points may also be awarded to proposals that demonstrate that the Offeror has a clear plan to add reading fluency to the assessment for launch by the 2019-2020 school year.	If the Offeror has an assessment that includes oral reading fluency, provide a detailed description of how the fluency is measured and demonstrate the validity of this measurement. If the Offeror intends to add a measurement of oral reading fluency to the assessment, describe the process the Offeror is engaged in to develop and test this aspect of the assessment and include a detailed timeline for rollout.
8.1.3.3	Optional	An assessment or assessment package that includes or may later include a measurement of students' writing skills (either within the primary assessment or as a supplemental offering)	If the Offerors' solution includes a measurement of students' writing skills, provide information regarding the assessment in which these skills are measured. Include details regarding the assessment format, length, aspects of written language measured, and the means by which they are assessed. Indicate what, if any, portion of the written language assessment is hand-scored, by whom, and the length of time that hand-scoring requires.
8.1.3.4	Optional	An assessment or assessment package that has aligned / complementary curriculum or resources available for schools, educators and/or parents (available for free within the package or for purchase by the state or at the district or school level).	Provide clear, detailed information about the instructional theory and sequence used to create the aligned curriculum. If there is an additional fee or range of fees for the curriculum, please provide that cost and clearly designate the separate costs for the assessment / assessment package and the curriculum. Costs should be included in Appendix [ ] only.
8.1.3.5	Optional	An assessment or assessment package that has assessments that can be used by districts or schools to measure the	If the Offeror has aligned assessments available for grades beyond grade 3, provide information regarding the assessments. Include the following details about the

		literacy skills of students in grades beyond grade 3 (available for free within the package or for purchase by the state or at the district or school level).	assessments: format, length, literacy domains measured, and the means by which they are assessed. If there is an additional fee or range of fees for assessments beyond 3rd grade, please provide the costs and clearly designate the separate costs for the K-3 assessment(s) and the additional assessments. Costs should be included in Appendix [ ] only.
8.1.3.6	E	For the fall and spring statewide administrations, an electronically-administered, computer-adaptive assessment that can be fully administered through both keyboard/mouse and touch screen. Points may also be awarded to proposals that demonstrate that the Offeror has a clear plan to move to flexible administration using both approaches (keyboard/mouse and touch screen) for launch by the 2019-2020 school year.	If the Offeror's solution includes assessment(s) that can be administered through both keyboard/mouse and touch screen, clearly outline the assessment(s) that can be administered in these ways. Provide details regarding how touch screen administration is done and include images or screen shots that demonstrate this administration approach. Include information regarding the experience the Offeror has offering touch screen administration (i.e. number of years) and any technical issues the Offeror has dealt with and how these issues have been managed or addressed. If the Offeror's solution currently includes assessments only administered using only one of the approaches (keyboard/mouse or touch screen device) and the Offeror intends to add the other administration approach, describe the process the Offeror is engaged in to develop and test the new administration approach and include a detailed timeline for rollout.

8.1.4 **Research (ME)**
Summarize your relevant research demonstrating the data validity, reliability and/or functional effectiveness of the assessment or assessment package. Provide full research in the Appendices.

8.1.5 **Pertinent Questions (E)**

Respond to the following questions:

8.1.5.1. Have you seen any challenges in using computerized assessments with young learners? If so, how have you addressed those challenges?

8.1.5.2. What technological infrastructure is necessary for your assessment to be administered

effectively on a large scale (internet bandwidth, whether a local caching server is necessary, etc.)? How will you address the needs of the State or districts if there are issues?

8.1.5.3 How is the data associated with your assessment stored? If it is cloud-based, how do you address data security?

8.1.5.4. If the Respondent's proposal includes both electronic and non-electronic assessments, does the Respondent intend to continue to provide non-electronic assessments long-term, or does the Respondent intend to transition all assessments to be electronic? Please describe your plan for any changes.

8.1.5.5. What, if any, adjustments do you plan to make to your assessment or assessment package within the next 5 years, and how might that affect the cost of a future contract for the State?

9 COST PROPOSAL AND BILLING PROCEDURE

9.1 (ME) Cost Proposal

Use the format established in **Appendix A** to respond to the Cost Proposal of this RFP, and identify it as "**Appendix A** - Cost Proposal – RFP Number RFP Title." Altering the format may result in a finding that your Proposal is non-responsive.

The Offeror must provide a fully-burdened rate which must include, **but not be limited to**, all operating and personnel expenses, such as: overhead, salaries, administrative expenses, profit, and supplies. Include other items as appropriate, with regard to local/non-local travel, per diem, etc.

Add any agency/project specific requirements/limitations/conditions; address unit costs, etc.

9.2 Billing Procedure

[Modify as appropriate for your agency needs; add agency-specific requirements as appropriate: e.g. Invoices and reports must be submitted to the (Department/Agency) no later than # days after #; Invoices received without the required report(s)/documentation will be returned to the Contractor for resubmission with the required report(s)/documentation; etc. Remove this language before posting]

The Contractor must provide a signed invoice upon [Agency acceptance/delivery/service completion/completion of each line item/etc.]. The invoice [and respective reports] must be submitted no later thirty (30) calendar days after [acceptance/delivery/services were provided]. No invoice will be accepted or paid without receipt of required [reports/documentation/etc.]. Invoices submitted without the required [reports/documentation] will be returned to the Contractor for resubmission.

The Contractor must provide the following information with each invoice:

1 IPRO contract number (and name of project/product, if appropriate); and agency purchase order number, if applicable.
2 Identification of the billing period.
3 Total amount billed for the billing period.
4 Detailed description of services/products provided and associated # of hours/$ amounts, as appropriate.
5 Name of authorized individual/contact information for Contractor.

Invoices and reports must be submitted to:
Name
Agency name
Address

[*Add agency-specific requirements as appropriate: e.g. Final invoices and reports must be submitted to the (Department/Agency) no later than # days after #; Invoices received without the required report(s)/documentation will be returned to the contractor for resubmission with the final report(s)/documentation; etc. Remove this language before posting*]

10 PROPOSAL REVIEW, EVALUATION AND AWARD

The objective of the State in soliciting and evaluating Proposals is to ensure the selection of a firm or individual that will produce the best possible results for the funds expended.

10.1 All Proposals will be reviewed first to ensure that they meet the Mandatory Submission Requirements of the RFP as addressed in **Sections noted with an (M) or (ME)**. Any Proposal (s) not meeting the Mandatory Submission Requirements may be found non-responsive.

10.2 The Technical Proposal will be reviewed first on a "pass" or "fail" basis to determine compliance with those requirements listed in the RFP with an **(M) or (ME)**. All Proposals which are determined by the State, in its sole discretion, to be responsive in this regard will continue in the evaluation process outlined in this Section.

10.3 The Technical Proposal will be evaluated and scored utilizing one (1) or more Technical Proposal Evaluation Committee(s).

10.4 The scores for the Technical Proposal will be normalized as follows: The proposal with the highest raw Technical Proposal Score will receive all available Technical Points 000. Other proposals will be assigned a portion of the maximum available Technical Points, using the formula: 000 X raw score of technical proposal being evaluated/highest raw technical score.

10.5 Oral Presentations/Demonstrations

10.5.1 After initial scoring of the Technical Proposal, up to six (6) proposals that have received at least 60% of available Technical Proposal Points will be required to provide a Product Demonstration; and

[option 3] Offeror demonstrations of proposed property - Offeror must be prepared to confirm its ability to provide all proposed property to the State. Any required confirmation must be provided at a site approved by the State and at no cost to the State.

The scores for the Product Demonstration will be normalized as follows: The proposal with the highest raw Product Demonstration Score will receive all available Production Demonstration Points 000. Other Proposals will be assigned a portion of the maximum available Production Demonstration Points, using the formula: 000 X raw score of product demonstration being evaluated/highest raw product demonstration score.

- 10.5.2. After the Product Demonstrations are evaluated and the Product Demonstration Scores are combined with the Technical Proposal Scores, up to three (3) proposals that have received at least 60% of available combined Technical Proposal and Product Demonstration Points will be required to participate in an Offeror Interview. The Oral Presentations and Interviews shall be evaluated by the Technical Proposal evaluators.

The scores for the Offeror Interview will be normalized as follows: The proposal with the highest raw Offeror Interview Score will receive all available Offeror Interview Points 000. Other proposals will be assigned a portion of the maximum available Offeror Interview Points, using the formula: 000 X raw score of Offeror Interview being evaluated/highest raw Offeror Interview score.

10.6 The Cost Proposal will be opened and evaluated for the Offerors with proposals that have received at least 60% of available combined Technical Proposal, Product Demonstration, and Offeror Interview Points.

10.7 The scores for the Cost Proposal will be normalized as follows: The cost evaluation will be based on describe what cost information will be used; e.g. 'the total cost proposed for required services as itemized in Appendix A' then remove this instruction. The Proposal with the lowest overall Total Cost proposed will receive a score of 000. Other Proposals will be assigned a portion of the maximum score using the formula: 000 X lowest cost Proposal/cost Proposal being evaluated.

10.8 The number of total points for each Proposal will be determined by adding the normalized score for the Technical Proposal, the normalized score for the Product Demonstration, and the normalized score for the Offeror Interview to the normalized score for the Cost Proposal.

10.9 Evaluation Criteria

Technical Proposal:	600 points
Mandatory Submission Requirements	Pass/Fail
Business Information (Section 6)	points
Organization and Staffing (Section 7)	points
Scope of Work (Section 8)	points
Product Demonstrations	*200 points*
Offeror Interview	*100 points*
Cost Proposal (**Appendix A**)	300 points
Total Points	*1,200 points*

10.10 Award

Award of Contract will be made to the responsive, responsible Offeror whose Proposal receives the highest number of total points. The State reserves the right to add functionality in future contracts provided that the additional functionality is closely related to the scope of the original contract.

APPENDIX A – COST PROPOSAL

RFP Number and Title

[*Describe type of Cost structure required, e.g. based on the service industry norm. Insert line items and/or a table, as appropriate; remove this language before posting*]**:**

This Appendix A "Cost Proposal" must be completed and returned with your response.

Company Name: _____

Name of Individual submitting Proposal:_____

Phone: _____ Fax: _____

E-mail: _____

APPENDIX B - PERFORMANCE METRICS

[Insert Performance Metrics, if applicable – suggested format, below; otherwise delete Appendix B – If no liquidated damages, delete the reference to 1.1]

[*Events of default where liquidated damages could be assessed or failure to comply could put the state agency at risk. Remove this language before posting*]

1.1 Performance Metrics

1. **Metric Description:**
   Required Level of Expectation: %
   Method of Monitoring:
   Strategy for Correcting Non-Compliance:

2. **Metric Description:**
   Required Level of Expectation: %
   Method of Monitoring:
   Strategy for Correcting Non-Compliance:

3. **Metric Description:**
   Required Level of Expectation: %
   Method of Monitoring:
   Strategy for Correcting Non-Compliance:

4. **Metric Description:**
   Required Level of Expectation: %
   Method of Monitoring:
   Strategy for Correcting Non-Compliance:

1.2 Liquidated Damages

Insert liquidated Damages Language (agencies should consult with their agency's legal counsel and with DOP; DOP can provide example LD language)

APPENDIX C - REPORTS

[*If reports are a required element, add here; otherwise delete Appendix C.*]

Report or Form	Required by Contract Section #	Description	Submitted to	Frequency	Date Due
Customer Service Report					
Technical Errors Report					
System Updates Report					
Report of Ongoing Research		How continuing to research data validity / reliability, ongoing work to ensure norms are accurate			
Performance Level Norms Update		Report of National and Idaho norms			
Usage Report		Number of students who took assessment; average time it took students to take it (per grade); number/frequency of different reports pulled, etc.			

APPENDIX D - SPECIAL TERMS AND CONDITIONS

[if there are special terms and conditions, such as those that are specific to the project at hand, or to an agency, which may include: Reference to applicable State/Fed laws/regulations (e.g. HIPAA, Clean Water Act, etc.), Ownership (expanding or modifying the standard term); Software Requirements (specific to the project); additional or modified insurance requirements (e.g. Technology E/O, Professional Liability, Cyber Risk, abuse and molestation, etc.); add those here; otherwise delete Appendix E (if there are no special terms and conditions)]

ATTACHMENT 1 - OFFEROR QUESTIONS

PLEASE DO NOT IDENTIFY YOUR NAME OR YOUR COMPANY'S NAME OR PRODUCT NAMES OF INTELLECTUAL PROPERTY IN YOUR QUESTIONS.

ADD ROWS BY HITTING THE TAB KEY WHILE WITHIN THE TABLE AND WITHIN THE FINAL ROW.

The following instructions must be followed when submitting questions using the question format on the following page.

1. DO NOT CHANGE THE FORMAT OR FONT. Do not bold your questions or change the color of the font.
2. Enter the RFP section number that the question is for in the "RFP Section" field (column 2). If the question is a general question not related to a specific RFP section, enter "General" in column 2. If the question is in regards to a State Term and Condition or a Special Term and Condition, state the clause number in column 2. If the question is in regard to an attachment, enter the attachment identifier (example "Attachment A") in the "RFP Section" (column 2), and the attachment page number in the "RFP page" field (column 3).
3. Do not enter text the "Response" field (column 5). This is for the State's use only.
4. Once completed, this form is to be e-mailed per the instructions in the RFP. The e-mail subject line is to state the RFP number followed by "Questions."

Enter Number Enter Title

Question	RFP Section	RFP Page	Question	Response
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
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22				
23				

ATTACHMENT 2 - (E) REFERENCES

INSTRUCTIONS TO THE OFFEROR:

Offerors will be scored on three (3) completed reference questionnaires (if fewer than three (3) are received prior to the RFP closing date and time, the Offeror will receive a zero (0) for all questions not scored and questionnaires not received). Scores from reference questionnaires will be averaged. The reference questionnaires must be from individuals, companies, or agencies for whom the Offeror provided products or services that are similar in nature and scope to those requested by this RFP, and within the last enter # years from the date this RFP was posted to IPRO. The agency name may not be utilized as a reference. Only one (1) reference will be received/qualify per reference company/agency. If multiple references are received from the same company/agency, only the first received will be accepted. Insert any other restrictions on references that may be appropriate.

References outside the requisite number of years (*See* paragraph above), and references determined by the State, in its sole discretion, to be not of a similar nature and scope to the products or services requested in this RFP will receive a score of zero (0). **Determination of similar will be made by using the information provided by the reference in Section II of the Reference Questionnaire, General Information, and any additional information provided by the reference, or otherwise obtained by the State**. It is in the State's sole discretion as to whether or not any references will be contacted for clarification or for additional information.

REFERENCES MUST BE RECEIVED BY THE RFP LEAD, DIRECTLY FROM THE REFERENCE, IN ORDER TO BE CONSIDERED.

1. Offerors must complete the following information on page 2 of the "Reference's Response To" document before sending it to the Reference for response.

   a. Print the name of your reference (company/organization) on the "REFERENCE NAME" line.

   b. Print the name of your company/organization on the "OFFEROR NAME" line.

   c. Be certain that the RFP closing date and time in Instruction 5, on the following page, is correct.

2. Send the "Reference's Response To" document to your references to complete.

NOTES: It is the Offeror's responsibility to follow up with its references to ensure timely receipt of all questionnaires. Offerors may e-mail the RFP Lead prior to the RFP closing date to verify receipt of references.

References are not scored by a Technical Proposal evaluation committee. References will provide scores via the reference questionnaires and the RFP Lead will enter the scores for qualifying references into a spreadsheet that will calculate averaged scores.

REFERENCE QUESTIONNAIRE
REFERENCE'S RESPONSE TO:
RFP Number
RFP Title

REFERENCE NAME (Company/Organization): _____

OFFEROR (Vendor) NAME (Company/Organization): _____has submitted a Proposal to the State of Idaho, Agency, to provide the following services: . We've chosen you as one of our references.

INSTRUCTIONS

1. Complete **Section I. RATING** using the Rating Scale provided.

2. Complete **Section II. GENERAL INFORMATION** (*This section is for information only and will not be scored.)*

3. Complete **Section III. ACKNOWLEDGEMENT** by manually signing and dating the document. *(Reference documents must include an actual signature.)*

4. E-mail or fax **THIS PAGE** and your completed reference document, **SECTIONS I through III** to:

   RFP Lead:
   Title

   E-mail:

   Fax: 208-

5. This completed document **MUST** be received no later than Enter Closing Date at 5:00 p.m. Mountain Time. Reference documents received after this time will not be considered. **References received without an actual signature will not be accepted**.

6. DO **NOT** return this document to the Offeror (Vendor).

7. In addition to this document, the State may contact references by phone or e-mail for further clarification, if necessary.

Section I. RATING

Using the Rating Scale provided below, rate the following numbered items by circling the appropriate number for each item:

Rating Scale

Category	Score
Poor or Inadequate Performance	0
Below Average	1 – 3
Average	4 – 6
Above Average	7 - 9
Excellent	10

*Circle **ONE** number for each of the following numbered items:*

[SAMPLE QUESTIONS PROVIDED; REVISE QUESTIONS TO FIT YOUR PROJECT THEN REMOVE THIS LANGUAGE]

1. Rate the overall quality of the vendor's services:

   10 9 8 7 6 5 4 3 2 1 0

2. Rate the response time of this vendor:

   10 9 8 7 6 5 4 3 2 1 0

3. Rate how well the agreed upon, planned schedule was consistently met and deliverables provided on time. *(This pertains to delays under the control of the vendor):*

   10 9 8 7 6 5 4 3 2 1 0

4. Rate the overall customer service and timeliness in responding to customer service inquiries, issues and resolutions:

   10 9 8 7 6 5 4 3 2 1 0

5. Rate the knowledge of the vendor's assigned staff and their ability to accomplish duties as contracted:

   10 9 8 7 6 5 4 3 2 1 0

6. Rate the accuracy and timeliness of the vendor's billing and/or invoices:

   10 9 8 7 6 5 4 3 2 1 0

7. Rate the vendor's ability to quickly and thoroughly resolve a problem related to the services provided:

   10 9 8 7 6 5 4 3 2 1 0

8. Rate the vendor's flexibility in meeting business requirements:

   10 9 8 7 6 5 4 3 2 1 0

9. Rate the likelihood of your company/organization recommending this vendor to others in the future:

   10 9 8 7 6 5 4 3 2 1 0

Section II. GENERAL INFORMATION

1. Please include a brief description of the services provided by this vendor:

2. During what time period did the vendor provide these services for your business?

   Month:_____ Year:_____ to Month:_____ Year:_____

Section III. ACKNOWLEDGEMENT

I affirm to the best of my knowledge that the information I have provided is true, correct, and factual:

_____ _____
Signature of Reference Date

_____ _____
Print Name Title

_____
Phone Number

_____
E-mail address

ATTACHMENT 3 - PRE-PROPOSAL CONFERENCE REGISTRATION FORM

PRE-PROPOSAL CONFERENCE	**Date:** Day, Date, Time Mountain Time
Agency:	**RFP #:** **Title:**

Verbal Information: Questions concerning an RFP must be directed in writing to the RFP Lead in the period of time prescribed in the RFP document. Bids, Proposals, or Quotations deviating from the specifications by any means other than an authorized written addendum will be subject to rejection. The State will not be responsible for any verbal or oral information given to Vendors by anyone other than an authorized purchasing official. Reliance on any verbal representation is at the Vendor's sole risk.

Potential Offerors choosing to participate in the Pre-Proposal Conference **must pre-register** by submitting this completed form, via e-mail, to the RFP Lead at email address. After the RFP Lead receives your form, you will be provided with phone conferencing and meeting details. Please indicate in the appropriate column if your attendance will be by phone. Attendees are asked to register for the Pre-Proposal Conference no later than **time, Mountain Time, day, date.**

PLEASE PRINT:

Name	Company	Email Address	Phone Number	By Phone

ATTACHMENT 4 - DEFINITIONS

Insert RFP-specific Definitions (outside of terms already defined in Code/other Attachments). Delete this Attachment 3 if not applicable.

Attachment 5- Sample Minimum Technical Specifications

RFP# XXXXXXXX

These instructions must be followed when completing the following six (6) tabs in responding to Section 8, Scope of Work to RFP# XXXXXXXX

1. This Attachment 5, Minimum Technical Specifications, is a mandatory part of your Proposal, and must be completed and submitted with your Technical Proposal.

2. Enter Offeror's Name in the Header of each tab to ensure that your response can be associated with your Technical Proposal.

3. Offerors must respond to each requirement in the "Comply Yes/No" field. If the Offeror's proposed solution meets the requirement as offered (i.e. in the version and at the price offered), Offeror is to enter "Yes" or "Y" so stating. If the Offeror's proposed solution does not meet the requirement, Offeror is to enter "No" or "N" so stating.

4. Offerors must provide a detailed response to each requirement in the "Explain how your proposed solution meets the requirement" field as to how the proposed solution complies with the requirement.

For any requirement carrying an evaluation code of "M" or "ME," any "No" or "N" **may result in the Offeror's proposal being deemed non-responsive**, in which case no further consideration will be given to the proposal. **Should the Offeror become the contracted provider, any "Yes" or "Y" response found to be incorrect, regardless of the reason, will deem the Contractor in breach of the Contract, and the Contract may be terminated or the Contractor given an opportunity to cure the breach at its own expense by modifying the proposed solution to meet the requirement.**

If the State terminates the Contract, the State will have no liability to the Contractor, financially or otherwise, for false information given by the Offeror in its proposal, and retains the right to recover damages according to the State's Standard Terms and Conditions and any Special Terms and Conditions contained in this RFP.

Offerors are cautioned and encouraged to seek clarifying information to any requirement by using the time set aside prior to the closing of the solicitation for receiving Offeror questions.

Proposal Name:

Attachment 5- SAMPLE Minimum Technical Specifications
RFP# XXXXXXXX

Item #	Description	Evaluation Code	Comply (Yes/No)	Explain how your proposed solution meets the requirement
GF1	The System must be a web-based SaaS application	M		
GF2	The proposed version of the software must have been live in a commercial production setting for a minimum of one-hundred-twenty (120) days prior to the closing date of this RFP	M		
GF3	The system must be available to users 24 hours a day, 7 days a week, 365 days a year, except for planned and authorized maintenance	M		
GF4	User interface must be via web portal	M		
GF5	All error messages produced by the SaaS must be user-friendly and meaningful so that users can determine how to correct the error or cancel the process	M		
GF6	At a minimum, the system must support the following: Microsoft Internet Explorer 9 or higher, Chrome, and Safari internet browsers; accessibility by mobile device (e.g. cell phones, tablets, etc.)	ME		
GF7	The system must automatically log user activity	M		
GF8	The system must allow Administrative Users to manage functionality by enabling them to easily turn optional features on or off at their discretion.	ME		
GF9	The system must support Americans with Disabilities Act (ADA) section 508 compliance found at: http://www.dol.gov/dol/topic/disability/ada.htm	M		
GF10	The system must support creating, editing and assigning roles based on organizational criteria	M		

Proposal Name:

Attachment 5- SAMPLE Minimum Technical Specifications
RFP# XXXXXXXX

GF11	The system must enable creating, editing and assigning groups based on organizational criteria, roles and talent pools	M		
GF12	Administrative Users must be able to make changes to the system (e.g. changes to workflow requirements, changes to required fields) at no additional cost (whether or not technical support is required.)	ME		
GF13	The system must support integration with email programs (i.e. Microsoft Outlook)	M		
GF14	The system must allow for batch enrollment of employees and Contractor Users	M		
GF15	The system must manage training profiles information found in the HR Information System (HRIS)	M		
GF16	The system must automatically update employee information from the HR system that is tied to CGI_AMS Advantage every night	M		
GF17	The system must store name, address, and phone number(s) of contractors and employees	M		
GF18	The system must have a test version that allows users the ability to make changes and experiment without impacting the production version of the system	M		
GF19	The system must maintain records for employees that no longer work for ITD for a minimum of five (5) years and flag them in some manor as expired/expiring certifications and qualifications; the system must have the capacity to maintain a minimum of 10,000 user profiles (including active and inactive) at a time	M		
GF20	The system must conform with Idaho Technology Authority (ITA) policies P1080 and P4120, available at http://ita.idaho.gov/psg/p1080.pdf and http://ita.idaho.gov/psg/p4120.pdf, respectively	M		

Proposal Name:

Attachment 5- SAMPLE Minimum Technical Specifications
RFP# XXXXXXXX

GF21	The system must have a user interface that runs through a browser rather than a thick client	M		

Proposal Name:

Attachment 5- SAMPLE Minimum Technical Specifications
RFP# XXXXXXXX

Item #	Description	Evaluation Code	Comply (Yes/No)	Explain how your proposed solution meets the requirement
UAS1	The system must allow at least 1800 ITD Users to access the system simultaneously from an unlimited number of locations via web portal	M		
UAS2	The systems must allow a minimum of fifteen (15) Administrative Users, any number of whom must be able to use the system concurrently	M		
UAS3	Administrative Users must be able to create, modify, disable, and reactivate user access and security rights for other users	M		
UAS4	The system must provide an easily maintainable level of individual access through system tables maintained by the system administrator	M		
UAS5	At a minimum, the systems must maintain at least one of the following levels of security A. Database level B. Module level C. Functional level D. Field level	ME		
UAS6	The system must provide a reliable authentication mechanism which controls access to the system by validating each user (e.g. user-ID/password) at the start of each session	M		
UAS7	The system access must be controlled by Read/Read-Write/No Access, Administrator restrictions	M		
UAS8	The system must log unauthorized access attempts by date, time, user id, device and location	M		
UAS9	Contractor must provide backup and restoration services; backup files must be encrypted	M		
UAS10	The system must store authentication credentials in encrypted format	M		

Proposal Name:

Attachment 5- SAMPLE Minimum Technical Specifications
RFP# XXXXXXXX

UAS11	The system must maintain current security and anti-malware with the most recent updates	M		
UAS12	Browser session data must be encrypted between the server and client (i.e. in transit) using Transport Layer Security (TLS) encryption	M		
UAS13	All data stored on Contractor's servers must be encrypted	M		
UAS14	Users must have individual and unique logins and passwords	M		
UAS15	Sessions must timeout (i.e. require logging in again) after a specified length of inactive time in the system; discuss ITD's ability to vary the length of time before the system times out based on factors such as the user's permissions and the tasks being performed	ME		
UAS16	The systems must be able to track users whose permissions have been disabled in the system; disabled users must not be deleted from the system	M		
UAS17	Account modifications must require authorization by Administrative User	M		
UAS18	The Contractor must provide a reliable method of protecting and retrieving data in the event of a system failure	M		
UAS19	All browser sessions shall encrypt data between the server and client (i.e. in transit) using TLS encryption	M		
UAS20	The web server must be separate from the database server, physically or logically	ME		

Proposal Name:

Attachment 5- SAMPLE Minimum Technical Specifications
RFP# XXXXXXXX

UAS21	The system must support management of user profiles (i.e. name changes, address changes, position) by all types of users	M		
UAS22	The system must allow manual entry of non-ITD users/ end-users who, must be certified by ITD.	M		
UAS23	The system must have the ability to restore inactive employees to active status	M		
UAS24	The system must allow single sign-on for users based on Active Directory information	M		
UAS25	The system must allow for multiple levels of user permissions (e.g. Administrative User, Supervisor User, Employee User)	ME		
UAS26	Administrative Users must have the ability to create and edit employment information for all system personnel	M		
UAS27	Personally identifiable information (PII) must be encrypted during transmission, use and storage	M		
UAS28	The system must provide administrator access to data schemas of all data elements used by the system	M		
UAS29	The system must have the ability to limit access (read, edit) to succession plans based on security role	M		

Proposal Name:

Attachment 5- SAMPLE Minimum Technical Specifications
RFP# XXXXXXXX

Item #	Description	Evaluation Code	Comply (Yes/No)	Explain how your proposed solution meets the requirement
CF1	The system must allow Administrative Users to document Employee Expectations	ME		
CF2	The system must provide customizable labels for data entry fields, report elements, page tabs, and other on screen components	ME		
CF3	The system must allow Administrative Users (not an IT person) to change (edit, add, or delete) any forms in the system	M		
CF4	The system must allow Administrative Users to create, configure and copy workflows, templates and form design including approval process management through the interface	ME		
Learning Management Functionality				
CF5	The system must be compliant with SCORM 1.2, Version 2004 Online Training standard training format	M		
CF6	The system must allow ITD to create, buy, or customize online classes, and must accept off-the-shelf, third party and in house created online content.	M		
CF7	The system must automatically generate/update Course calendar when courses are added	M		
CF8	The system must be able to accommodate non-ITD locations for trainings held offsite	M		
CF9	The system must allow ITD to input and maintain non-ITD instructor's information	M		
CF10	The system must allow ITD employees to register for classes or exams by Active Directory (AD) recoded name	M		
CF11	The system must allow online registration of courses for Employee Users, and must have a simple, concise process for ITD Training & Development staff to register Contractor Users	M		

Proposal Name:

Attachment 5- SAMPLE Minimum Technical Specifications
RFP# XXXXXXXX

CF12	The system must allow for assignment of training to groups of employees by job title, supervisors and/or work location	M		
CF13	The system must manage required courses and automatically alert employees and their supervisors of required training	ME		
CF14	The system must be able to create waiting lists once a class is full	M		
CF15	The system must allow users to take a course more than once	M		
CF16	The system must allow for creation of, and compile data from, class surveys	ME		
CF17	The system must allow for online completion of course surveys	M		
CF18	The system must update Employee profiles by listing courses by pass/fail/no show/attended	M		
CF19	The system must allow ITD employees to view and print their transcripts	M		
CF20	The system must allow ITD to grant limited access to Contractors (non-ITD employees) for the purpose of completing courses/testing to achieve required certifications	M		
CF21	The system must allow ITD to define training and testing scores required for specific certifications	ME		
CF22	The system must allow ITD to define certification periods of varying length	M		
CF23	The system must manage certification information so that Employee and Contractor Users can see the certification requirements, their progress toward certification, and when their certification will expire	ME		

Proposal Name:

Attachment 5- SAMPLE Minimum Technical Specifications
RFP# XXXXXXXX

CF24	When a User completes all required training/testing for certification, the system must automatically reset the certification expiration date according to certification length (e.g. one year from date of completion)	M		
CF25	The system must allow for customizable adjustments of individual dates for certifications or qualifications	M		
CF26	The system must allow Administrative Users to input certification suspensions and track those suspensions for a specified amount of time	M		
CF27	The system must track exam failures and prevent future registration for specified time period	M		
Performance Management Functionality				
CF28	The system must provide access to a goal library and allow ITD to upload forms, templates, and third party goal competency libraries for Supervisors and Employees	M		
CF29	The system must include a writing assistant functionality for spelling checks and internally controlled wording	M		
CF30	The system must provide a comments section for Supervisors, Employees and other user performing evaluations	M		
CF31	The system must have the ability to limit access to certain sections of the forms depending on user permissions (e.g. Employee cannot see Supervisor notes, etc.)	M		
CF32	The system must allow a Supervisor to assign as many Employee Goals as necessary	M		

Proposal Name:

Attachment 5- SAMPLE Minimum Technical Specifications
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CF33	The system must demonstrate the logical linkage between Employee Goals and documented Organizational Goals at the appropriate level for the employee	ME		
CF34	The system must allow ITD to configure the goal management framework according to their business requirements (e.g. goal attributes - timeframe, responsibilities, and measurement)	M		
CF35	The system must allow entry of both Goals and Objectives	M		
CF36	The system must support quantitative, qualitative, and weighted Goals/Objectives	ME		
CF37	The system must support cascading Goals (top-down inheritance)	M		
CF38	The system must support sub goals or action items	M		
CF39	The systems must allow Supervisor Users to modify the weighting or prioritization of cascaded Goals	ME		
CF40	The system must allow Supervisors to assign Goals to Employees and lock the Goals	M		
CF41	The system must allow Employee-defined and shared Goals	ME		
CF42	The system must allow Administrative Users to merge goals from multiple Supervisors into one view or report	ME		
CF43	The system must allow the Supervisor to create and update Performance Plans as needed	M		
CF44	The system must allow the Employee and Supervisor to access the Performance Plans at any time for review, to make notes, or provide updates	M		
CF45	The system must automatically update Performance Plan when an assigned course is completed in the system	M		

Proposal Name:

Attachment 5- SAMPLE Minimum Technical Specifications
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CF46	The system must be sufficiently customizable and/or include all fields currently used in ITD's Employee Performance Evaluations (see **Appendix D, Performance Evaluation**, attached in IPRO)	ME		
CF47	The system must allow ITD to define and configure cycles for Performance Evaluations and other tasks (e.g. Performance Evaluations are currently performed annually, with a review period of July 1 - June 30)	M		
CF48	The system must support off-cycle performance reviews at higher frequencies (e.g. quarterly, semi-annual) or for transfers and promotions	M		
CF49	The system must be able to support the ability for mid-year reviews ratings and comments to automatically populate the annual Performance Evaluations (allowing for editing)	ME		
CF50	The system must allow the Supervisor to evaluate employee conduct, progress toward the Performance Plan, and other performance through the Performance Evaluation	M		
CF51	The system must enforce lockstep/sequential completion of the forms	M		
CF52	The system must record the Supervisor's evaluation of the employee's performance and allow attachment of supporting documents in Word, PDF, Excel, JPG, etc.	M		
CF53	The system must allow Supervisors to document any corrective action taken to address Employee problems	M		
CF54	The system must allow Supervisors to assign next-period Goals during the annual Performance Evaluation	ME		

Proposal Name:

Attachment 5- SAMPLE Minimum Technical Specifications
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CF55	The system must allow Supervisor to assign additional training to the Employee and link this requirement to the Employee's existing training record	ME		
CF56	The system must allow Employee and Supervisor comments to be associated with the Performance Evaluation (or any part thereof)	M		
CF57	The system must allow new Supervisors to use the existing goals and progress of a newly transferred or promoted Employee	M		
CF58	The system must allow Supervisors a way to identify high potential Employees	M		
CF59	The system must allow multiple evaluation "types" (Supervisor, peer, subordinate, self-evaluation, etc.) to provide information on any given Performance Evaluation	M		
CF60	The system must track all evaluator responses	M		
CF61	The system must allow selected Users to view and compare evaluator responses by evaluator type	M		
CF62	The system must allow Supervisors to view self-evaluation and other evaluator reviews when assigning a performance rating	M		
CF63	The system must support weighted competencies in Performance Plans and Performance Evaluations	M		
CF64	The system must support a consolidated/overall performance rating based on the weighting of performance results/rating and competencies/values rating	M		
CF65	The system must allow a Supervisor to override calculated score and add explanation	M		
CF66	The system must allow for electronic signature of final Performance Evaluations	M		

Proposal Name:

Attachment 5- SAMPLE Minimum Technical Specifications
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CF67	The system must allow printing of a completed Evaluation, attachments, and text comments	M		
CF68	The system must save an audit trail and archive all Performance Evaluations	M		
CF69	The system must save year-to-year Performance Evaluations and ratings	M		
Talent Management Functionality				
CF70	The system must allow for upload and modification of 3rd party competency libraries	M		
CF71	The system must allow competency models to be assigned to organizational units, job families, jobs, and/or positions by Administrative Users	M		
CF72	The system must allow competency models to be assigned to specific goals or goal groupings by Administrative Users	M		
CF73	The system must support behavioral anchors/attributes for each competency and competency models	M		
CF74	The system must allow Administrative Users to identify critical competencies by organizational unit, job families, jobs, and/or positions	M		
CF75	The system must allow Supervisors to assign competencies to employees	M		
CF76	The system must allow Supervisors to identify candidates on a succession plan for a specific job/position	ME		
CF77	The system must support multiple succession planning grid models (i.e. 4, 6, and 9 box grids)	ME		
CF78	The system must create and display a graphic organizational chart of the Supervisor's direct reports	M		
CF79	The system must allow Supervisors to place Employees in a talent pool	M		

Proposal Name:

Attachment 5- SAMPLE Minimum Technical Specifications
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CF80	The system must allow Supervisor/Administrative Users to enter a turnover risk to be associated with the Employee	M		
CF81	The system must allow any reviewer to add free-form text and display and track comments by user	M		
CF82	The system must allow succession pipelines by role/job	M		
CF83	The system must allow Supervisors to review succession data for all roles reporting to them and highlight gaps for pivotal/critical roles	M		
CF84	The system must allow Supervisors to enter competency assessments (e.g. Leadership) within the talent management functionality	ME		
CF85	The system must allow Supervisors to select a readiness and potential rating for each direct report	M		
CF86	The system must allow multiple ratings for 'potential' to appear on the succession planning grid (e.g. A,B,C or 1,2,3)	M		
CF87	The system must allow multiple 'readiness' scales (ready now, ready 12 months, ready 1-2 years, etc.)	ME		
CF88	The systems must allow the Supervisor to assign a potential role to the Employee's profile	M		
CF89	The system must allow for printing of a customizable talent profile	M		
CF90	The system must allow Supervisors and Administrative Users to share succession scenarios with other Supervisors for talent discussions and/or feedback	ME		
CF91	The system must allow Supervisors and Administrative Users to view a comparison of Employees based on their talent profiles	M		
CF92	The system must allow for creation of custom metrics/formulas (taking multiple ratings and applying custom formula, weighting, measures)	ME		

Proposal Name:

Attachment 5- SAMPLE Minimum Technical Specifications
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CF93	The system must allow for creation of a stand-alone "development plan" that can be accessed from the talent profile to be used as a long-term plan for gaining specific competencies required to move into other positions	M		
CF94	The system must support development planning cycles and periods	M		
CF95	The system must have the ability to enable the synchronization of planned, completed, and "in progress" learning activities in the learning management functionality to the development plan	ME		
CF96	The system must allow Employees and Supervisors to enter comments related to the development plan, which will be saved and associated with the plan	M		
CF97	The system must allow Administrative Users to search across all development plans to identify common development goals and activities	M		

Proposal Name:

Attachment 5- SAMPLE Minimum Technical Specifications
RFP# XXXXXXXX

Item #	Description	Evaluation Code	Comply (Yes/No)	Explain how your proposed solution meets the requirement
NW1	The system must provide user-defined, event-triggered workflow	ME		
NW2	The system must allow for a varying number of approvers in the workflow, with a maximum of 5 levels available	M		
NW3	The system must allow for generated email notifications to multiple users based on intended recipient (i.e. Employee, Supervisor)	M		
NW4	The system must provide management of email reminder notifications (i.e. 30, 60, 90 days)	M		
NW5	The system must notify a Second Level Reviewer (may be Supervisor or Administrative User) of the draft Performance Evaluation when the Supervisor indicates it is ready	M		
NW6	The system must prompt a Supervisor regarding key dates related to an Performance Evaluation	M		
NW7	The system must record the Second Level Reviewer's acceptance or rejection of a draft Performance Evaluation and capture any notes or feedback provided by the Second Level Reviewer	M		
NW8	The system must allow submission of Performance Evaluation if employee is unavailable or unwilling to acknowledge it	M		
NW9	The system must document an Employee's acknowledgment of receipt of their Performance Review or the Supervisor's notification that the Employee has refused to acknowledge it	M		
NW10	The system must submit a completed Performance Evaluation to Human Resources	M		
NW11	The system must inform Supervisors when courses have been completed by an Employee	ME		

Proposal Name:

Attachment 5- SAMPLE Minimum Technical Specifications
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NW12	The system must identify and automatically notify Employee and Supervisor when users are near the expiration of certification	M		
NW13	The system must provide reminder notifications for development planning events	ME		

Proposal Name:

Attachment 5- SAMPLE Minimum Technical Specifications
RFP# XXXXXXXX

Item #	Description	Evaluation Code	Comply (Yes/No)	Explain how your proposed solution meets the requirement
SM1	Contractor must respond to requests for technical support, with a solution or action plan, within one (1) business day	M		
SM2	System support must be provided by the SaaS development company	M		
SM3	Technical support must be available to ITD by phone/email during regular ITD business hours (M-F, 8-6 Mountain Time)	M		
SM4	Contractor must provide three (3) hard copies of the user manual, which must be delivered prior to training with Administrative Users	M		
SM5	Contractor must provide a printable, online user manual that may be accessed through the system interface	M		
SM6	The system must include searchable online help/troubleshooting (in addition to the full user manual), preferably launching specific to the User's current activity in the system	ME		
SM7	Licensing fees, upgrades and patches must be included in the annual system fee	M		

Proposal Name:

Attachment 5- SAMPLE Minimum Technical Specifications
RFP# XXXXXXXX

Item #	Description	Evaluation Code	Comply (Yes/No)	Explain how your proposed solution meets the requirement
R1	At a minimum, the system must provide Supervisors with a graphical display of team performance ratings in a bell curve, stacked view, or categories (i.e. A, B, C)	ME		
R2	The system must provide Administrative Users with a graphical display of multiple team's performance ratings in a bell curve, stacked view, or categories (i.e. A, B, C)	M		
R3	The system must provide ad-hoc reporting and a variety of reports related to turnover, talent/skill pools, etc.	ME		
R4	The system must have the ability to run reports on inactive employees	M		
R5	The system must provide Supervisors and Employees with a graphical view of progress against goals	M		
R6	At a minimum, the system must provide reports on: - Employee training profile; - Mandatory training: 1) By instructor; 2) By Course; 3) By date range (expiring/expired) - Cost (direct/indirect) - Instructor 1) Classes taught; 2) Schedule - Class rosters - Passed/failed/no show/attended - Ad hoc	ME		
R7	The systems must allow export of all data (specify the formats available to the system)	ME		

Offeror Name: _____

6 Business Information

6.1 (ME) Experience

Describe in detail the Offeror's knowledge and experience in providing services similar to those required in this RFP. Include Offeror's business history, description of current service area, and customer base. Additionally, specifically address the following **mandatory minimum requirements**:

6.1.1 The Offeror must have a minimum of two (2) years of experience providing the proposed SaaS to be eligible for award.

6.1.2 The Offeror must have a minimum of two (2) successful implementations of the proposed SaaS (or a previous version thereof) in the last two (2) years to be eligible for award.

6.3 (ME) System Failures

Describe any failures of the proposed SaaS in the last two (2) years that resulted in permanent loss of customer data. Failure to fully disclose information in your response to this section may result in your Proposal being found non-responsive or may be grounds for Contract termination if you are awarded a Contract and the omission is discovered after Contract award.

6.4 (ME) Sustainability of Future Service

Describe any circumstances that have a reasonable likelihood of impeding the Offeror from continuing to provide and support the proposed SaaS system for at least five (5) years after Go Live including, but not limited to, pending lawsuits, sales, or acquisitions. Failure to fully disclose information in your response, to the best of your knowledge, may result in your Proposal being found non-responsive or may be grounds for Contract termination if you are awarded a Contract and the omission is discovered after Contract award.

When evaluating these sections consider:

1. The years of experience, especially working with groups/projects similar to this one. (Section 6.1)
2. The number of implementations in the last two years. (Section 6.1)
3. Any failures of the proposed software. (Section 6.3)
4. If there have been failures, any explanation of how the company addressed the problem. (Section 6.3)
5. The likelihood that this vendor will be available to continue providing services for at least 5 years. (Section 6.4)

Comments:

_____

_____

_____

_____

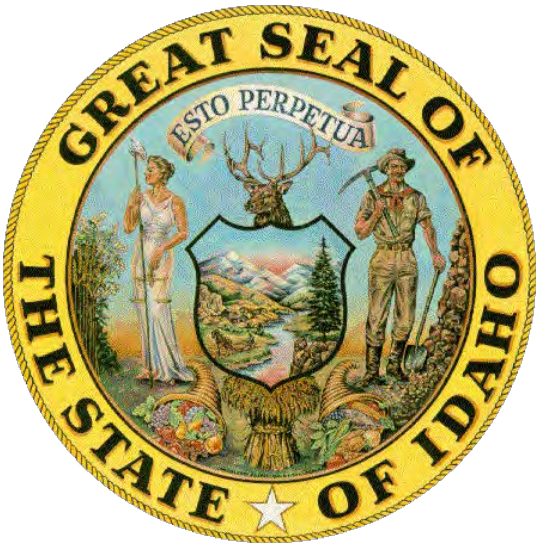
_____

Assigning points: Points are awarded according to the quality of the response with respect to each criterion using the following scale.

0	1 Marginal	5 Average/Moderate	10 Excellent
Offeror has failed to respond to an evaluated requirement; or has simply restated the requirement.	Offeror has addressed the criterion but has not established its capability to perform the requirement; or has otherwise demonstrated only minimum compliance.	The Offeror has an acceptable capability or solution to meet this criterion and has described its approach in sufficient detail to establish expertise, proficiency, or capability. Evaluators are generally confident that an Offeror has adequate experience or will produce satisfactory results.	Offeror exceeds requirements and expectations. Demonstrates lengthy experience on successful large or complex projects.

System Requirement	**Score**
6.1 Experience	
6.3 System Failures	
6.4 Sustainability of Future Service	

Evaluator's ID Number _____ Date: _____



REQUEST FOR INFORMATION (RFI) 16000371

EARLY LITERACY ASSESSMENT

For the Idaho State Board of Education

Issue Date: December 4, 2015

1. General Information

1.1 NOTICE

This is a Request for Information (RFI) regarding available Early Literacy Assessments. This is not a solicitation for quotations, bids or proposals. No contract award will result from this RFI.

The state of Idaho (the "State") may, at its sole discretion, contact any parties responding to the RFI ("Respondents") for additional information, including interviews or product demos, following the RFI. The State shall not be obligated to contact any Respondent, to purchase goods or services related to this RFI from any Respondent, or to use the content of any response in a future RFP.

The State will, at its sole discretion, determine whether or not to proceed with a solicitation for an Early Literacy Assessment following the RFI.

Response to this RFI is NOT mandatory in order to be considered for any future solicitation for an Early Literacy Assessment.

It is entirely the Respondent's responsibility to keep itself informed of the State's issuance of any future solicitation for an Early Literacy Assessment. The State assumes no liability for failure of Respondents to obtain and respond to any such solicitation.

1.2 RFI TIMEFRAME

The Idaho State Board of Education Assessment Working Group (the "Working Group") anticipates following the tentative schedule shown below.

Event	Date and Time
Release RFI	12/04/2015
Responder Questions Due	12/16/2015 by 5:00pm Mountain Time
RFI Reponses Due	01/04/2016 by 5:00pm Mountain Time

1.3 CONTACT

The contact for this RFI is Alison Henken. She may be contacted at alison.henken@osbe.idaho.gov. Deliveries should be sent to:

Direct delivery (UPS, FedEx, etc.): Idaho State Board of Education
650 W. State Street, Room 307
Boise, ID 83702

or

US Postal Service: Idaho State Board of Education

P.O. Box 83720
Boise, ID 83720-0037

1.4 INQUIRIES

Questions relating to this RFI must be submitted in writing via email in either Word or Excel format not later than the date and time outlined in subsection 1.2.

The inquiry should contain:

(i) the name of the party's representative who is responsible for the inquiry;
(ii) the representative's business telephone number and e-mail address; and
(iii) the company's name of the party submitting the questions.

Please note that the State will provide responses to written inquiries received by the established deadline through direct communication with individual vendors. The State will not release all responses.

1.5 SUBMISSION PROCESS

If you are interested in providing the information requested in this RFI, please submit your response in one of the following formats:

- one (1) hard copy delivered or mailed with a thumb drive containing an exact copy of the hard copy submission, with electronic files in either Microsoft Word or PDF format (please make sure that the response is word-searchable)
- one (1) electronic copy via email, to the email address of the contact identified in subsection 1.3, with electronic files in either Microsoft Word or PDF format (please make sure that the response is word-searchable)
- one (1) electronic copy shared via Dropbox to the email address of the contact identified in subsection 1.3, with electronic files in either Microsoft Word or PDF format (please make sure that the response is word-searchable)

Do <u>not</u> attempt to submit your response electronically through IPRO. Direct responses to this RFI are due to the contact identified in subsection 1.3 no later than the due date and time identified in subsection 1.2.

If you mail in your response, clearly mark the package "Early Literacy Assessment – RFI Response" on the outside of the package.

1.6 COST OF PREPARING A RESPONSE TO THIS RFI

Costs of preparing a response are the sole responsibility of the Respondent submitting the response. The State shall not provide reimbursement for such costs and shall not be liable for any response preparation costs.

1.7 TRADE SECRETS

Trade secrets "…include a formula, pattern, compilation, program, computer program, device, method, technique or process that derives economic value, actual or potential, from not being generally known to, and not being readily ascertainable by proper means by other persons and is subject to the efforts that are reasonable under the circumstances to maintain its secrecy." In addition to marking each page of the document that contains trade secrets with a trade secret notation, Respondents must also:

1.7.1 Identify with particularity the precise text, illustration, or other information contained within each page marked "trade secret" (it is not sufficient to simply mark the entire page). The specific information you deem to be a "trade secret" within each noted page must be highlighted, italicized, identified by asterisks, contained within a text border, or otherwise clearly delineated from other text/information and specifically identified as a "trade secret."

1.7.2 Provide a separate document entitled "List of Redacted Trade Secret Information," which provides a succinct list of all trade secret information noted in your response; listed in the order it appears in your submittal documents, identified by Page#, Section#/Paragraph#, Title of Section/Paragraph, specific portions of text/illustrations; or in a manner otherwise sufficient to allow the State's procurement personnel to determine the precise text/material subject to the notation.

If you fail to follow the RFI instructions as they relate to the identification of trade secret information; or to otherwise identify trade secret information with particularity, your trade secret notation(s) may not be honored.

2. Purpose

The Working Group is gathering information to learn more about available Early Literacy Assessments in order to make recommendations to the State regarding the State's existing assessments.

The State is seeking information from vendors regarding existing assessments or assessment packages or a vendor's capacity to custom-design an assessment package to measure literacy skills of students in kindergarten through third grade.

This is an informal action initiated by the State. The State anticipates using the information obtained from this RFI to develop a Request for Proposal (RFP).

2.1 CRITICAL FEATURES

The Working Group has identified the following features as being critical to meet the needs of the State and its schools:

- An assessment or assessment package that addresses the needs of schools and educators working with students who needs interventions, including screening, diagnostics, and easy progress monitoring
- An assessment or assessment package that addresses the State's need for a summative or pseudo-summative assessment (such as a well-developed interim)
- For assessments where all students would be tested (i.e. screener and/or summative/pseudo-summative), test length should be very reasonable, ideally a maximum of 5 minutes if administered individually (one-to-one proctor to student ratio) or maximum 45 minutes if administered to a group
- An assessment or assessment package that measures multiple aspects of literacy, including comprehension
- An assessment or assessment package that measures both students' mastery of literacy skills / the content standards (proficiency) and students' performance growth over time
- An assessment that is aligned to the Idaho State Content Standards
- An assessment or assessment package that provides schools and educators with reports and data in a timely manner and in formats that can be used to inform instruction
- An assessment or assessment package that provides valid and reliable data
- An assessment or assessment package that includes appropriate accommodations for those who are receiving support services, including those who have an Individual Education Plan (IEP), 504 plan, or are English language learners
- An assessment or assessment package that has user-friendly administration for both proctors and students
- An assessment or assessment package that provides a clear, accurate picture of student skills, regardless of whether the student is below, at, or above grade level
- An assessment or assessment package that includes professional development, webinars/online training, and/or other customer support to assist the State, educators, and Idaho students in using the Respondent's solution

2.2 OTHER FEATURES

The Working Group is also interested in receiving information regarding the following potential assessment features:

- An assessment or assessment package that is presented in a manner that is engaging for young students
- An assessment or assessment package that measures all five components of reading (phonemic awareness, phonics, fluency, vocabulary, and text comprehension), with fiction and non-fiction text

- An assessment or assessment package that measures students' writing skills
- An assessment or assessment package that has an aligned / complementary alternate assessment for use with students with significant cognitive or physical impairments
- An assessment or assessment package that has aligned / complementary curriculum or resources available for schools, educators and/or parents (available for free or for purchase at the district or school level)
- An assessment or assessment package that has assessments that can be used by districts or schools to measure students' skills beyond 3rd grade (available for purchase at the district or school level)

3. Response Format

The State requests that Respondents include the following sections in their response. The information provided in the responses must be direct, to the point, and as concise as possible. The response must not exceed thirty (30) pages.

3.1 EXECUTIVE SUMMARY (maximum length of two pages)

Briefly summarize the Respondent's information, including the value proposition and high-level functionality of the solution. Include basic information about the assessment or assessment package, including how it is administered, how long administration takes, and applicable costs.

3.2 CRITICAL FEATURES

This section should include a narrative response demonstrating how the solution meets the functionality of the critical features described in subsection 2.1. Respondents are encouraged to include images, examples, and sample items in the narrative.

3.3 OTHER FEATURES

This section should include a narrative response demonstrating how the solution meets the functionality of the other features described in subsection 2.2. Respondents are encouraged to include images, examples, and sample items in the narrative.

3.4 QUESTIONS

Please respond to the following questions, as applicable:

- Have you conducted validity or reliability research on your tool?
- Have you noticed a trend towards computerized testing?
- Do you believe that hard copy tests will continue to be available and relevant for early learning (K-3)?

- Have you seen any challenges in using computerized assessments with young learners?
- Have vendors in the industry created a method to effectively assess reading fluency through a computerized assessment?
- What trends have you seen in the field of early literacy assessment?

3.5 ADDITIONAL INFORMATION

The State will accept additional pertinent information your company would like to provide not covered in the subsections listed above.

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SUBJECT

Board Bylaws – First Reading

REFERENCE

February 2014	The Board considered, but did not approve amendments to the Board Bylaws.
June 2014	Board approved the first reading of amendments to Board Policy – Bylaws.
October 2014	Board approved a first reading of the Board Bylaws, incorporating language outlining the purpose of the Athletic Committee.
February 2015,	Board approved the second reading of proposed changes to the Board Bylaws, incorporating the Athletic Committee.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures - Bylaws

BACKGROUND/DISCUSSION

At the February 2014 Board meeting staff presented proposed amendments to the Board's Bylaws that would address how to handle Board actions at meetings that were not in existing Board policy as well as amendments forwarded by the Audit Committee regarding the Audit Committee section of the Bylaws. At that time, language was added requiring actions that impact ongoing future behavior of agencies and institutions be incorporated into Board policy. This language did not cover Board action that was the result of a specific request from one of the institutions or agencies that might not, for unforeseen reasons at the time of the request, be acted on within a reasonable amount of time. Periodically these situations come up and the question has been raised if a past Board action that was not acted on could be acted on at a later date. In other words, how long is Board approval of a specific action item effective? The proposed amendments would set a time limit of one year on any Board action. If an institution or agency had not acted on it within that period of time the institution or agency would need to bring the action item back to the Board for reconsideration. This process will allow for the Board to consider the action under current circumstances, rather than action being taken based on past circumstances that may no longer be relevant.

IMPACT

The proposed amendments would clarify the time period for which Board approval on a given item is relevant for and when items needed to be brought back to the Board for reconsideration.

ATTACHMENTS

Attachment 1 – Bylaws – First Reading Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Board policy Section III.G. Program Approval and Discontinuance contains a program approval sunset clause. Any program approved by the Board or the Executive Direct must be implemented within five years or be brought back to the Board or Executive Director, as applicable, for re-approval before it can be implemented.

Staff recommends approval.

BOARD ACTION

I move to approve the first reading of Board policy - Bylaws as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: I. BYLAWS (Operational Procedures) ~~February 2015~~August 2016

A. Office of the State Board of Education

The Board maintains an Office of the State Board for the purpose of carrying out the administrative, financial, and coordinating functions required for the effective operation of the institutions and agencies under the governance of the Board. The staff of the Office of the State Board is under the direction of an executive director responsible directly to the Board.

B. Meetings

1. The Board will maintain a 12-month rolling meeting schedule. To accomplish this, the Board will, at each of its regularly scheduled meetings, update its 12-month rolling schedule of Board meetings, provided, however, that the Board by majority vote, or the Board president after consultation with Board members, may reschedule or cancel any meeting.

2. The Board may hold special meetings by vote of a majority of the Board taken during any regular meeting or by call of the Board president.

3. All meetings of the Board are held at such place or places as may be determined by the Board.

4. Actions that impact ongoing future behavior of agencies and institutions shall be incorporated into Board policy. Actions limited to a specific request from an institution or agency, if not acted on within one year of approval, must be brought back to the Board for reconsideration prior to action by the institution or agency. This requirement does not apply to program approval time limits.

C. Rules of Order

1. Meetings of the Board are conducted in accordance with controlling statutes and applicable bylaws, regulations, procedures, or policies. In the absence of such statutes, bylaws, regulations, procedures, or policies, meetings are conducted in accordance with the current edition of *Robert's Rules of Order Newly Revised*.

2. A quorum of the Board consists of five (5) Board members.

3. With the exception of procedural motions, all motions, resolutions, or other propositions requiring Board action will, whenever practicable, be reduced to writing before submission to a vote.

4. A roll-call vote of the Board is taken on all propositions involving any matters of bonded indebtedness; convening an executive session of the Board; or on any other action at the request of any Board member or upon the advice of legal counsel. The first voter is rotated on each subsequent roll-call vote.

D. Officers and Representatives

1. The officers of the Board include:
   a. A president, a vice president, and a secretary, who are members of the Board.
   b. An executive secretary, who is the state superintendent of public instruction.

2. The president, vice president, and secretary are elected at the organizational meeting for one (1) year terms and hold office until their successors are elected. Vacancies in these offices are filled by election for the remainder of the unexpired term.

3. Board representatives to serve on other boards, commissions, committees, and similar bodies are appointed by the Board president.

4. The executive director is appointed by and serves at the pleasure of the Board unless the contract of employment specifies otherwise. The executive director serves as the chief executive officer of the Office of the State Board of Education.

E. Duties of Board Officers

1. Board President
   a. Presides at all Board meetings, with full power to discuss and vote on all matters before the Board.
   b. Submits such information and recommendations considered proper concerning the business and interests of the Board.
   c. Signs, in accordance with applicable statutes and Board action, all contracts, minutes, agreements, and other documents approved by the Board, except in those instances wherein the Board, by its procedures, has authorized the Board president to designate or has otherwise designated persons to sign in the name of or on behalf of the Board.
   d. Gives prior approval for any official out-of-state travel of seven (7) days or more by Board members, institution heads, and the executive director.
   e. Subject to action of the Board, gives notice and establishes the dates and locations of all regular Board meetings.
   f. Calls special Board meetings at any time and place designated in such call in accordance with the Open Meeting Law.
   g. Establishes screening and selection committees for all appointments of agency and institutional heads.
   h. Appoints Board members to all standing and interim committees of the Board.
   i. Establishes the Board agenda in consultation with the executive director.
   j. Serves as chief spokesperson for the Board and, with the executive director, carries out its policies between meetings.

2. Vice President
   a. Presides at meetings in the event of absence of the Board president.
   b. Performs the Board president's duties in the event of the Board president's inability to do so.
   c. Becomes the acting Board president in the event of the resignation or permanent inability of the Board president until such time as a new president is elected.

3. Secretary
   a. Presides at meetings in the event of absence of the Board president and vice president.
   b. Signs, in accordance with applicable statutes and Board action, all minutes, contracts, agreements, and other documents approved by the Board except in those instances wherein the Board, by its procedures, has authorized or has otherwise designated persons to sign in the name of or on behalf of the Board secretary.

4. Executive Secretary
   The state superintendent of public instruction, when acting as the executive secretary, is responsible for:

a. Carrying out policies, procedures, and duties prescribed by the Constitution of the State of Idaho and the *Idaho Code* or established by the Board for all elementary and secondary school matters.
   b. Presenting to the Board recommendations concerning elementary and secondary school matters and the matters of the State Department of Education.

5. Executive Director

   The executive director serves as the chief executive officer of the Board, as chief administrative officer of Office of the State Board of Education, and as chief executive officer of such federal or state programs as are directly vested in the State Board of Education. The position description for the executive director, as approved by the Board, defines the scope of duties for which the executive director is responsible and is accountable to the Board.

F. Committees of the Board

The Board may organize itself into standing and other committees as necessary. Committee members are appointed by the Board president after informal consultation with other Board members. Any such standing or other committee may make recommendations to the Board, but may not take any action, except when authority to act has been delegated by the Board. The Board president may serve as an ex-officio

member of any standing or other committee. The procedural guidelines for Board committees appear in the Board Governing Policies and Procedures.
For purposes of the bylaws, the University of Idaho, Boise State University, Idaho State University, Lewis-Clark State College, Eastern Idaho Technical College, the College of Southern Idaho the College of Western Idaho, and North Idaho College are included in references to the "institutions;" and Idaho Educational Public Broadcasting System, the Division of Vocational Rehabilitation, the Division of Professional-Technical Education, and the State Department of Education, are included in references to the "agencies."∗ An institution or agency may, at its option and with concurrence of the Board president, comment on any committee report or recommendation.

1. Planning, Policy and Governmental Affairs Committee

   a. Purpose

      The Planning, Policy and Governmental Affairs Committee is a standing advisory committee of the Board. It is responsible for developing and presenting recommendations to the Board on matters of policy, planning, and governmental affairs. The committee, in conjunction with the chief executive officers and chief administrators of the Board governed agencies and institutions, will develop and recommend to the Board future planning initiatives and goals. This committee shall also advise the Board on collaborative and cooperative measures for all education entities and branches of state government necessary to provide for the general supervision, governance and control of the state educational institutions, agencies and public schools, with the goal of producing a seamless educational system.

   b. Composition

      The Planning, Policy and Governmental Affairs Committee is composed of two (2) or more members of the Board, appointed by the president of the Board, who designates one (1) member to serve as the chairperson and spokesperson of the committee, and is staffed by the Board's Chief Planning and Policy Officer. The Planning, Policy and Governmental Affairs Committee may form a working unit or units, as necessary, to advise the committee. The chairperson presents all committee and working unit recommendations to the Board.

   c. Responsibilities and Procedures

∗ Definition provided for purposes of the Bylaws only. Recognizing the Board governance relationship varies with each of these entities, the intent in including representatives of each of the agencies and institutions as much as possible in the committee structure is to ensure proper and adequate representation, but is not intended to obligate or interfere with any other local boards or governing entities.

The Planning, Policy and Governmental Affairs Committee is responsible for making recommendations to the Board in the following general areas:

i. Long range planning and coordination;
ii. Initial discussions and direction on strategic policy initiatives and goals;
iii. Legislative proposals and administrative rules for Board agencies and institutions;
iv. Coordination and communication with the Governor, the Legislature, and all other governmental entities with regard to items of legislation, Board policy and planning initiatives;
v. Review and revision of Board policies, administrative rules and education-related statutes for consistency and compatibility with the Board's strategic direction;
vi. Reports and recommendations from the Presidents' Council and the Agency Heads' Council;
vii. Other matters as assigned by the Board.

At the direction of the Board President, any matter before the Board may be removed to the Planning, Policy and Governmental Affairs Committee for initial action or consideration.

The Planning, Policy and Governmental Affairs Committee may establish necessary procedures to carry out its responsibilities. Such procedures must be consistent with the Board's Governing Policies and Procedures. The Board's Chief Policy and Government Affairs Officer, under the direction of the chairperson, prepares the agenda for the Planning, Policy and Governmental Affairs Committee work that is under consideration at each meeting of the Board.

2. Instruction, Research and Student Affairs Committee

a. Purpose

The Instruction, Research and Student Affairs Committee is a standing advisory committee of the Board. It is responsible for developing and presenting recommendations to the Board on matters of policy and procedure concerning instruction, research and student affairs.

b. Composition

The Instruction, Research and Student Affairs Committee is composed of two (2) or more members of the Board, appointed by the president of the Board, who designates one (1) member to serve as chairperson and spokesperson of the committee, and is staffed by the Board's Chief Academic Officer. The Instruction, Research and Student Affairs Committee may appoint a working unit or units, as necessary, to advise the committee. One such working unit

shall be the Council on Academic Affairs and Programs (CAAP), which shall be composed of the Board's Chief Academic Officer and the chief academic officers of the institutions and agencies. The chairperson presents all committee and working group recommendations to the Board.

c. Responsibilities and Procedures

The Instruction, Research and Student Affairs Committee is responsible for making recommendations to the Board in the following general areas:

i. Agency and institutional instruction, research and student affairs agenda items;
ii. Instruction, academic or professional-technical program approval;
iii. Instruction, academic or professional-technical program review, consolidation, modification, and discontinuance, and course offerings;
iv. Outreach, technology and distant learning impacting programs and their delivery;
v. Long-range instruction, academic and professional-technical planning;
vi. Registration of out-of-state institutions offering programs or courses in Idaho;
vii. Continuing education, professional development, workforce training, programs for at-risk populations, career guidance;
viii. Student organizations' activities and issues; and
ix. Other matters as assigned by the Board.

The Instruction, Research and Student Affairs Committee may establish necessary procedures to carry out its responsibilities. Such procedures must be consistent with the Board's Governing Policies and Procedures. The Board's chief academic officer, under the direction of the chairperson, prepares the agenda for the Instruction, Research and Student Affairs Committee work that is under consideration at each meeting of the Board.

3. Business Affairs and Human Resources Committee

a. Purpose

The Business Affairs and Human Resources Committee is a standing advisory committee of the Board. It is responsible for developing and presenting recommendations to the Board on matters of policy and procedures concerning business affairs and human resources affairs.

b. Composition

The Business Affairs and Human Resources Committee is composed of two (2) or more members of the Board appointed by the president of the Board, who designates one (1) member to serve as chairperson and spokesperson of the committee, and is staffed by the Board's Chief Fiscal Officer. The Business Affairs and Human Resources Committee may appoint a working unit or units, as necessary, to advise the committee. One such working unit shall be the Financial Vice Presidents council, which shall be composed of the Board's Chief Fiscal Officer and the chief financial officers of the institutions and agencies. The chairperson presents all committee recommendations to the Board.

c. Responsibilities and Procedures

The Business Affairs and Human Resources Committee is responsible, through its various working unit or units, for making recommendations to the Board in the following general areas:

i. Agency and institutional financial agenda items;
ii. Coordination and development of guidelines and information for agency and institutional budget requests and operating budgets;
iii. Long-range fiscal planning;
iv. Fiscal analysis of the following:

1) New and expanded financial programs;
2) Establishment, discontinuance or change in designation of administrative units;
3) Consolidation, relocation, or discontinuance of programs;
4) New facilities and any major modifications to facilities which would result in changes in programs or program capacity;
5) Student fees and tuition; and
6) Other matters as assigned by the Board.

The Business Affairs and Human Resources Committee may establish necessary procedures to carry out its responsibilities. Such procedures must be consistent with the Board's Governing Policies and Procedures. The Board's chief fiscal officer, under the direction of the chairperson, prepares the agenda for the Business Affairs and Human Resources Committee work that is under consideration at each meeting of the Board.

4. Audit Committee

   a. Purpose

      The Audit Committee is a standing committee of the Board. The Audit Committee provides oversight to the organizations under its governance (defined in Idaho State Board of Education, Policies and Procedures, Section I. A.1.) for: financial statement integrity, financial practices, internal control systems, financial management, and standards of conduct.

   b. Composition

      The Audit Committee members shall be appointed by the Board and shall consist of five or more members. Three members of the Committee shall be current Board members and at least two members shall be independent non-Board members who are familiar with the audit process and permanent residents of the state of Idaho. No employee of an institution or agency under the governance of the Board shall serve on the Audit Committee. Each Audit Committee member shall be independent, free from any relationship that would interfere with the exercise of her or his independent judgment. Audit Committee members shall not be compensated for their service on the committee, and shall not have a financial interest in, or any other conflict of interest with, any entity doing business with the Board, or any institution or agency under the governance of the Board. However, Audit Committee members who are Board members may be compensated for Board service. The Audit Committee may appoint a working unit or units, which could include the chief financial officers of the institutions and financial officers of the Board office.

      All members shall have an understanding of the Committee and financial affairs and the ability to exercise independent judgment, and at least one member of the Committee shall have current accounting or related financial management expertise in the following areas:

      i. An understanding of generally accepted accounting principles, experience in preparing, auditing, analyzing, or evaluating complex financial statements, and;
      ii. The ability to assess the general application of such principles in the accounting for estimates, accruals, and reserves, and;
      iii. Experience in preparing or auditing financial statements and;
      iv. An understanding of internal controls.

      Members may be reappointed. The Audit Committee chair shall be appointed by the Board President and shall be a Board member.

   c. Responsibilities and Procedures

It is not the Committee's duty to plan or conduct audits or to determine that the institution's financial statements are complete, accurate and in accordance with generally accepted accounting principles. Management of the applicable institutions and agencies shall be responsible for the preparation, presentation, and integrity of the financial statements and for the appropriateness of the accounting principles and reporting policies used. The following shall be the principle duties and responsibilities of the Committee:

i. Recommend the appointment and compensation to the Board of the independent auditors for Board action. Evaluate and oversee the work of the independent auditors. The Committee must approve any services prior to being provided by the independent auditor. The independent auditing firm shall report directly to the Committee as well as the Board and the auditor's "engagement letter" shall be addressed to the Committee and the President of each institution. The Committee shall have the authority to engage the Board's legal counsel and other consultants necessary to carry out its duties.
ii. Discuss with the independent auditors the audit scope, focusing on areas of concern or interest;
iii. Review the financial statements, adequacy of internal controls and findings with the independent auditor. The independent auditor's "management letter" shall include management responses and be addressed to the Audit Committee and President of the institution.
iv. Ensure the independent auditor presents the financial statements to the Board and provides detail and summary reports as appropriate.
v. Oversee standards of conduct (ethical behavior) and conflict of interest policies of the Board and the institutions and agencies under its governance including establishment of confidential complaint mechanisms.
vi. Monitor the integrity of each organization's financial accounting process and systems of internal controls regarding finance, accounting and stewardship of assets;
vii. Monitor the independence and performance of each organization's independent auditors and internal auditing departments;
viii. Provide general guidance for developing risk assessment models for all institutions.
ix. Provide an avenue of communication among the independent auditors, management, the internal audit staff and the Board.
x. Maintain audit review responsibilities of institutional affiliates to include but not limited to foundations and booster organizations.

The Audit Committee will meet as needed. The Committee may establish necessary procedures to carry out its responsibilities. Such procedures must be consistent with the Board's Governing Policies and Procedures. The Board's

Chief Fiscal Officer, under the direction of the chair, prepares the agenda for work that is under consideration at each meeting of the Board.

5. Athletics Committee

a. Purpose

The Athletics Committee is a standing advisory committee of the Board that reports through the Business Affairs and Human Resources Committee. It is responsible for developing and presenting recommendations to the Board on matters of policy and procedures concerning intercollegiate athletics.

b. Composition

The Athletics Committee is composed of two (2) or more members of the Board appointed by the president of the Board, who designates one (1) member to serve as chairperson and spokesperson of the committee, and is staffed by the Board's Chief Fiscal Officer. The Athletics Committee may appoint a working unit or units, as necessary, to advise the committee. One such working unit shall be composed of the institutions' Athletics Directors.

c. Responsibilities and Procedures

The Athletics Committee is responsible for making recommendations to the Board in areas including but not limited to:

i. athletics director and coach contracts;
ii. Athletics Department operating budgets;
iii. Athletics Department reports on revenue, expenditures and student-athlete participation;
iv. Athletics Department employee compensation reports;
v. institutional National Collegiate Athletics Association (NCAA) Academic Progress Rate (APR) reports;
vi. institutional Title IX gender equity reports;
vii. athletics division or conference changes; and
viii. institutional athletics sponsorship and media rights agreements;

The Athletics Committee may establish necessary procedures to carry out its responsibilities. Such procedures must be consistent with the Board's Governing Policies and Procedures. The Board's chief fiscal officer, under the direction of the chairperson, prepares the Athletics Committee work for the Business Affairs and Human Resources Committee agenda that is under consideration at each meeting of the Board.

G. Committee Presentations

1. The agenda for each regular meeting of the Board shall be organized using the areas of responsibility provided for in regard to each permanent standing committee of the Board, as described in Subsection H above, with the exception of the Audit and Athletic Committee.

2. The Board member who is the chair of the permanent standing advisory committee and spokesperson shall present the agenda items in the area of the committee's responsibility. This presentation may include calling on institutional/agency representatives and/or other individuals. In the event of an absence or conflict with respect to the committee chairperson, the Board President may designate a substitute Board member or Board officer to present the agenda items.

H. Presidents' Council

1. Purpose

   The Presidents' Council convenes prior to each Board meeting to discuss and make recommendations, as necessary, on Board agenda items scheduled for Board consideration. The Presidents' Council may also choose or be directed by the Board to meet with the Agency Heads' Council for exchanges of information or to discuss projects of benefit to the entire system. The Presidents' Council reports to the Board through the Planning, Policy and Governmental Affairs Committee of the Board.

2. Composition

   The Presidents' Council is composed of the presidents of the University of Idaho, Idaho State University, Boise State University, Lewis-Clark State College, Eastern Idaho Technical College; and the presidents of North Idaho College, the College of Western Idaho and the College of Southern Idaho, each of whom has one (1) vote. One (1) of the voting members shall serve as chair of the Council, with a new chair selected each academic year such that the chair will rotate among the respective members, such that no two community college presidents' will hold a term in consecutive years. The administrator of the Division of Professional-Technical Education and the Board's Executive Director shall be ex-officio members of the Council.

3. Duties of the Chair

   The Chair:

   a. Presides at all Presidents' Council meetings with full power to discuss and vote on all matters before the Council;
   b. Establishes the Presidents' Council agenda in consultation with the Executive Director; and
   c. Maintains open communications with the Board on agenda matters through the Planning, Policy and Governmental Affairs Committee.

4. The Executive Director will communicate openly and in a timely manner with the Presidents' Council.

I. **Agency Heads' Council**

1. Purpose

   The Agency Heads' Council convenes as necessary to discuss and make recommendations on agenda items scheduled for Board consideration as well as other issues pertinent to the agencies. The Agency Heads' Council may also choose or be directed by the Board to meet with the Presidents' Council for exchanges of information or to discuss projects of benefit to the entire system. The Agency Heads' Council reports to the Board through the Planning, Policy and Governmental Affairs Committee of the Board.

2. Composition

   The Agency Heads' Council is composed of the chief administrators of Idaho Educational Public Broadcasting System, the Division of Vocational Rehabilitation, and the Division of Professional-Technical Education; and representatives from the State Department of Education. The Board's Executive Director shall serve as chair of the Council.

3. Duties of the Chair

   a. Presides at all Agency Heads' Council meetings;
   b. Establishes the Council's agenda in consultation with the Council's members; and
   c. Maintains open communications with the Board on agenda matters through the Planning, Policy and Governmental Affairs Committee.

SUBJECT

Board Policy I.P. Idaho Indian Education Committee – Second Reading

REFERENCE

December 6-7, 2007	The Board was provided an update on the Native American Higher Education Committee's progress.
June 20, 2008	The Board approved the Committee moving forward with scheduling future meetings with each of the Tribes and charged the Committee with reviewing how Board policy can meet the underserved need in the communities through advanced opportunities.
February 21, 2013	The Board approved the first reading of Board Policy I.P.
April 18, 2013	The Board approved the second reading of Board Policy I.P.
April 14, 2016	The Board approved the first reading of Board Policy I.P.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.P. Idaho Indian Education Committee

BACKGROUND/DISCUSSION

The State Board of Education Idaho Indian Education Committee serves as an advisory committee to the State Board of Education (Board) and the State Department of Education (Department) on educational issues and how they impact opportunity, success, and access for Idaho's American Indian student population.

Proposed amendments to Board Policy I.P. would make technical corrections and remove sections covering meeting location, quorum requirements, and establishment of agendas and minutes and move them to the proposed bylaws that will be presented to the Board for consideration at the August 2016 Board meeting should the Board approve the second reading of the proposed amendment to Board Policy I.P.

IMPACT

Approval of amendments will streamline policy language and allow the committee to fulfill its intended purpose. The amendments will also provide greater definition to the role of the committee and its members.

ATTACHMENTS

Attachment 1 – Board Policy I.P. Idaho Indian Education Committee Page 3
Attachment 2 – Proposed Committee By-laws Page 7

STAFF COMMENTS AND RECOMMENDATIONS

There were no changes between the first and second reading, Board staff recommends approval.

BOARD ACTION

I move to approve the second reading of amendments to Board Policy I.P. Idaho Indian Education Committee, as presented in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: I. General Policies

SUBSECTION: P. Idaho Indian Education Committee ~~April 2013~~June 2016

1. Purpose

   The purpose of the Idaho Indian Education Committee (Committee) is to advocate for American Indian students, act as an advisory body to the State Board of Education and the State Superintendent of Public Instruction, and serve as a link between the ~~American Indian Tribes.~~five Idaho tribes. The mission of the ~~Idaho Indian Education~~ Committee is to create the conditions for and support of the efforts of raising the bar and eliminating the ~~gap of~~ academic achievement gap.

2. Roles and Responsibilities

   In order to ensure all American Indian students in Idaho thrive, reach their full potential, and have access to educational services and opportunities, the scope of responsibilities shall include~~, but not be limited to,~~ the following:

   a. Advocate and inform stakeholders~~,~~ and make recommendations for educational policy as it relates to American Indian student access, retention, graduation, and achievement.

   b. Review and make recommendations on instructional materials to ensure inclusion of tribal cultural knowledge and ~~tribal~~ context at ~~the elementary, middle/junior high, and high school, and postsecondary level~~all education levels.

   c. Review and make recommendations on ~~Teacher Certification Programs~~educator certification and recertification programs to ensure inclusion of tribal cultural knowledge and ~~tribal~~ context.

   ~~d~~d. Review and make recommendations on educator preparation program standards to ensure inclusion of tribal cultural knowledge and context.

   e. Review and make recommendations to ensure integration and use of tribal cultural knowledge and ~~tribal~~ context as a component of instructional practice in schools that serve predominantly American Indian students.

   ~~e~~f. Review and make recommendations on funding and programs that serve American Indian students. ~~To include, but not be limited to: Johnson O'Malley, Impact Aid, Title VII, and Enrichment Programs.~~

   ~~f. Review American Indian student achievement data to include, but not be limited to, K-12 standardized tests, K-12 and postsecondary graduation, retention,~~

~~dropout, and completion data; health and safety data; suicide prevention data; drug violence data.~~

g. Review relevant education data to make recommendations on statewide policies, procedures, and to collaborate with Idaho tribes to reflect accurate statistics for making policy recommendations.

h. Identify and promote best practices in supporting the success of American Indian students.

i. The Committee shall meet at a minimum quarterly.

3. Membership

The Idaho Indian Education Committee ~~(Committee)~~ membership shall be composed of the following:

- One representative from each of the eight public postsecondary institutions
  - ~~The representative should be from an Advisory Committee or a Designee (Board~~Nominations will ~~request nomination~~be submitted from the ~~Provost/~~Institution President~~)~~
- One representative from each of the five tribal chairs or designee
- One representative from each of the five tribal education ~~affiliations (K-12)~~departments
- One representative from each of the two Bureau of Indian Education schools
  - Representatives must be a school board member, administrator, or designee
- One representatives from the State Board of Education~~, as an ex-officio member~~

Original appointments shall be for terms that are initially staggered to provide a rolling renewal of appointments. Thereafter, appointments shall be for five years, commencing on July 1st. All members of the Committee shall have equal voting privileges. Appointments to vacant positions during the previous incumbent's term shall be for the remainder of the open term.

The Committee shall elect officers, to include a chairperson and vice-chairperson. Officers are elected to a two (2) year ~~terms~~term at a regularly scheduled spring meeting. No elected officer may serve more than two (2) consecutive terms.

Staff support will come from the State Department of Education through the Indian Education Coordinator position and the Office of the State Board of Education ~~through the Chief Academic Officer and Academic Affairs Program Manager,~~ and will include the following:

- ~~Advisory~~Advisor to the Chair and Committee
- Liaison between Committee and the State Board of Education, State Department of Education, Colleges and Universities, and other stakeholders

- ~~Prepares~~Preparation of the agenda with input from the Committee
- ~~Notifies~~Notification to Committee of upcoming meetings and other communications
- ~~Records, publishes~~Compilation of records, publications and ~~disseminates~~disseminating minutes of meetings

~~Chairperson: Conducts the~~ Board of Education Idaho Indian Education Committee ~~meetings.~~

~~Vice-Chairperson: Acts on behalf of the Chairperson in their absence.~~

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A. Meetings

1. The Committee holds at least four (4) regular meetings annually. A quorum of the Committee consists of eight (8) voting members with the option to poll absent members to reach 8 for a response within three (3) days. A quorum shall be present to conduct any official business.

2. Meeting locations shall be determined by the Committee.

B. Membership

Committee members must uphold the goals and objectives of the Committee and give adequate time and energy to the duties of membership. Decision making is a collective action and all members have a joint responsibility for decisions and actions.

C. Nominating Process

A letter of recommendation for representation of the appropriate entity shall be submitted to the Board of Education (Board) office and receive Board approval before an appointee may act in an official capacity of the Committee.

D. Voting privileges

A Committee member unable to attend a meeting either in person or by telephone conference may send a proxy in his or her place. The proxy will have full voting privileges upon receipt from the absent member of a written statement or a tribal resolution to the chair and staff. Notification must include name and position of proxy and a statement authorizing the proxy to act in the official capacity, including full voting rights, for the determined time period of the meeting, and the proxy has support for voting on behalf of the committee member. The proxy may not vote without this notification.

E. Duties of the Officers

1. The Chair

   a. Presides at Committee meetings, with full power to discuss and vote on all matters before the Committee.
   b. Submits such information and recommendations considered proper concerning the business and interests of the Committee.
   c. Subject to action of the Committee, gives notice and establishes the dates and locations of all regular Committee meetings.
   d. Calls special meetings of the Committee.

e. Appoints Committee members to all standing and interim working groups of the Committee.
f. Establishes the agenda in consultation with the staff support.
g. Provides communication to the public as chief spokesperson for the Committee in coordination with the Board and State Department of Education (Department) Communications officers.

2. The Vice Chair

a. Presides at meetings in the event of absence of the Council chair.
b. Performs the Council chair's duties in the event of the Council chair's inability to do so.
c. Becomes the acting Council chair in the event of the resignation or permanent inability of the Council chair until such time as a new chair is elected.

F. Duties of Staff Support

The staff will work to maintain effective communication among the Committee members, Department, Board office, Board, and key stakeholders. Staff will uphold appropriate organizational structure to carry out the work of the Committee. Staff will provide structure for the meetings, review the progress of the Committee's work, and identify areas of strengths and weaknesses.

1. Board Staff
Provide support to the Chair to carry out the purpose of the Committee. Report on relevant activities of the Board office and the Board. Provide the Board office and the Board of an overview of the Committee's work. Collaborate with the Department staff on communication, meeting details, and other items as necessary to the purpose and duties of the Committee.

2. Department Staff
Provide support to the Chair to carry out the purpose of the Committee. Report on relevant activities of the Department and appropriate key stakeholders. Provide the Superintendent of Public Instruction an overview of the Committee's work. Collaborate with the Program Manager on communication, meeting details, and other items as necessary to the purpose and duties of the Committee.

G. Administration of Committee Work

1. Special Committee assignments shall be designated at the discretion of the Board.

2. Coordination and collaboration of policies and procedures are conducted to maintain the integrity of the Board and the Department.

3. Dissemination of official committee information will go through the Board office and Department.

H. Adoption, Amendment, and Repeal of Bylaws

1. Bylaws and amendments must be approved by the Board before they are officially instituted by the Committee.

2. Recommendations for amendments or repeals of bylaws may be approved at any regular or special meeting of the Committee by a majority vote of the Committee, provided notice has been presented at the preceding meeting of the Committee.

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SUBJECT

Amendment to Board Policy I.Q. Accountability Oversight Committee – Second Reading

REFERENCE

June 2015	The Board approved the second reading of proposed changes to Board Policy I.Q. allowing the Superintendent to designate an alternate in his/her place on the committee.
December 2015	The Board approved the first reading of proposed changes to Board Policy I.Q.
February 2016	The Board approved the second reading of proposed changes to Board Policy I.Q. adding an additional at-large member with experience in Special Education.
May 2016	The Board approved the first reading of proposed changes to Board Policy I.Q.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.Q. Accountability Oversight Committee

BACKGROUND/DISCUSSION

The Board's Accountability Oversight Committee (committee) is charged with providing "recommendations to the Board on the effectiveness of the statewide student achievement system and make recommendations on improvements and/or changes as needed." Board Policy I.Q., Accountability Oversight Committee, outlines the membership and responsibilities of the committee. The committee is composed of two Board members, the Superintendent of Public Instruction (or designee), and five (5) at-large members appointed by the Board.

The proposed amendment would remove the requirement that one of the at-large members serve as the chair of the committee. This would allow the committee chair to be selected from any of the eight committee members.

IMPACT

The proposed changes would allow the committee more flexibility in choosing a chair.

ATTACHMENTS

Attachment 1 – Board Policy I.Q., Accountability Oversight Committee Page 3

STAFF COMMENTS AND RECOMMENDATIONS

There were no changes between the first and second reading, Board staff recommends approval.

BOARD ACTION

I move to approve the second reading of amendments to Board Policy I.Q. Accountability Oversight Committee as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: I. GENERAL GOVERNING POLICIES AND PROCEDURES
SUBSECTION: Q. Accountability Oversight Committee **February 2016**

1. Overview
   The Accountability Oversight Committee will function as an ad hoc committee of the Idaho State Board of Education and be staffed by the Board's Accountability Program Manager.

2. Duties and Responsibilities
   a. Provide recommendations to the Board on the effectiveness of the statewide student achievement system and make recommendations on improvements and/or changes as needed.

   b. Develop and review an annual report of student achievement. This report shall be compiled collaboratively by Board and State Department of Education staff and submitted to the committee for review. The committee will forward the report to the Board with recommendations annually.

3. Meetings and Operating Procedures
   The committee shall meet twice annually, additional meetings may be called by the chair as needed.

4. Membership
   The committee membership shall consist of:

   - Two members of the Idaho State Board of Education, appointed by the Board president;
   - The Superintendent of Public Instruction or designee; and
   - Five members at-large appointed by the Board, one of which will have experience serving in a school district in a special education capacity. ~~The chair of the committee shall be elected from one of the at-large members and shall serve no more than one consecutive annual term as chair.~~

5. Terms of Membership
   Board members appointed to the committee serve at the pleasure of the president of the Board. Committee members appointed by the Board shall serve two-year terms. An incumbent member may be recommended for re-appointment. All terms shall begin on July 1st and end on June 30th of the year(s) beginning or ending said term.

   Appointments shall be staggered to ensure that no more than two (2) appointments will become vacant in any given year.

An appointee who has reached the end of his or her term shall remain in service as a committee member until re-appointment, or until the appointment of a new member by the Board. Committee officers will be nominated and elected by a vote of the committee.

The Superintendent of Public Instruction or designee will serve as an ex-officio member of the committee.

6. Reporting
   This committee shall report directly to the Board.

SUBJECT

Board Policy I.T. Title IX – Second Reading

REFERENCE

April 2016 — The Board approved the first reading of Board Policy I.T. Title IX

APPLICABLE STATUTE, RULE, OR POLICY

Education Amendments of 1972, 10 USC §1681
Title IX, CFR §106.1

BACKGROUND/DISCUSSION

Title IX of the Education Amendments of 1972 and its implementing regulations, 34 C.F.R. Sec. 106 ("Title IX"), prohibit discrimination on the basis of sex in federally funded education programs and activities. Title IX protects students, employees, applicants for admission and employment, and campus visitors from all forms of sexual harassment, including sexual violence and gender-based harassment. All public and private elementary and secondary schools, school districts, and colleges and universities receiving any federal financial assistance must comply with Title IX.

The proposed policy outlines requirements for the publication of the institutions' Title IX policies and procedures as well as notification of the institutions' Title IX resources. Additionally, the policy requires the institutions designate a Title IX coordinator and establish policies and procedures for the education of students and training to prevent sexual violent; the education of parties receiving or adjudicating Title IX complaints, investigations and resolution of Title IX violations, and how disciplinary actions are handled.

IMPACT

The proposed policy will provide guidance to the institutions on meeting Title IX requirements.

ATTACHMENTS

Attachment 1 – Board Policy, I.T. Title IX — Page 3

STAFF COMMENTS AND RECOMMENDATIONS

There were no changes between the first and second reading, Board staff recommends approval.

BOARD ACTION

I move to approve the second reading of Board Policy I.T. Title IX as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: I. GENERAL GOVERNING POLICIES AND PROCEDURES
SUBSECTION: T. Title IX **June 2016**

1. This subsection shall apply to the University of Idaho, Boise State University, Idaho State University, Lewis-Clark State College, Eastern Idaho Technical College, College of Southern Idaho, College of Western Idaho, and North Idaho College (hereinafter "Institutions").

   Title IX of the Education Amendments of 1972 and its implementing regulations, 34 C.F.R. Sec. 106 ("Title IX"), prohibit discrimination on the basis of sex in federally funded education programs and activities. Title IX protects students, employees, applicants for admission and employment, and campus visitors from all forms of sexual harassment, including sexual violence and gender-based harassment.

   Sexual violence includes sexual intercourse without consent, sexual assault, and sexual coercion. Prohibited gender-based harassment may include acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex or sex-stereotyping, even if those acts do not involve conduct of a sexual nature.

   This Policy is intended to supplement, not duplicate, Title IX guidance from the federal Department of Education's Office of Civil Rights ("OCR") for Institutions regarding their compliance with Title IX, specifically in regard to sexual harassment or sexual violence. Institutions should go beyond the requirements of this policy as necessary to address Title IX issues unique to individual campus populations so that students are able to fully receive the benefits of educational programs.

2. Institution Title IX policies
   Each institution shall publish its Title IX policies and procedures for students, staff and faculty. Such policies and procedures shall be updated as necessary and appropriate to comply with Title IX and guidance from OCR. Title IX coordinators shall be involved in the drafting and revision of such policies to ensure compliance with Title IX. If an institution is represented by legal counsel, its attorney also shall review the institution's policies for compliance with Title IX and OCR guidance. Policies shall clearly describe the process for resolving alleged violations of Title IX.

3. Notification of institution Title IX policy and resources
   Notification of institution Title IX policy and resources shall be readily accessible. Institutions shall ensure that the notices of nondiscrimination on the basis of sex required by Title IX are placed prominently on their website home pages, in addition to the placement of notices in offices where students receive services, and included in printed publications for general distribution. Webpage notices shall include easily accessible links to all applicable institution policies as well as a clear and succinct direction regarding:
   - reporting Title IX violations

- accommodations and services available for complainants
- the investigation
- and hearing process, including appeal rights, and all applicable time frames
- the institution's Title IX coordinator, including the Title IX coordinator's name and contact information

4. Title IX Coordinators
   Each institution shall designate a Title IX Coordinator who shall be an integral part of an institution's systematic approach to ensuring Title IX compliance. Title IX coordinators shall have the institutional authority and resources necessary to promote an educational environment that is free of discrimination, which includes stopping any harassment and preventing any reoccurring harassment, as well as the authority to implement accommodations during an investigation so that the complainant does not suffer additional effects of the sexual discrimination or violence.

   Institutions are encouraged to facilitate regular communication between Title IX coordinators in order for them to share best practices and training resources.

5. Education of Students and Training to Prevent Sexual Violence
   Institutions shall implement evidence informed strategies that seek to prevent sexual harassment, sexual assault, gender based violence and high-risk activities, including alcohol education programming and other student outreach efforts (e.g. bystander education programming). Data shall be collected from an institution's constituency on a regular basis to evaluate and improve on the institution's efforts to prevent sexual discrimination.

6. Education of parties receiving or adjudicating Title IX complaints
   All employees shall receive training pertaining to Title IX and the institution's Title IX policy. Employees likely to witness or receive reports of sexual harassment and sexual violence shall receive enhanced training which, at a minimum, includes the requirements of Title IX, the proper method for reporting sexual harassment and sexual violence, and the institution's responsibilities for responding to reports of sexual harassment and sexual violence. Institution employees who will likely require enhanced training include: Title IX coordinators, campus law enforcement personnel, student conduct board members, student affairs personnel, academic advisors, residential housing advisors, and coaches. All employees who learn of an allegation of sexual harassment, including sexual violence and gender-based harassment, (and are not required by law to maintain the confidentiality of the disclosure, such as licensed medical professionals or counselors) are required to report it to the Title IX coordinator within 24 hours.

   Fact finders and decision makers involving resolution of Title IX violations shall also have adequate training or knowledge regarding sexual assault, including the interpretation of relevant medical and forensic evidence.

7. Investigation and resolution of Title IX violations

An institution shall take immediate steps to protect a complainant in the educational setting. Individuals reporting being subjected to sexual violence shall be notified of counseling and medical resources, and provided with necessary accommodations such as academic adjustments and support services, and changes to housing arrangements. In some come cases, a complainant may need extra time to complete or re-take a class or withdraw from a class without academic or financial penalty. Institutions shall not wait for the conclusion of a criminal investigation or proceeding before commencing a Title IX investigation.

Institution Title IX policies shall include a prompt and equitable process for resolution of complaints as early as possible in order to effectively correct individual or systemic problems. Both the complainant and the respondent shall be provided an opportunity to explain the event giving rise to the complaint. All timeframes shall be clearly communicated with the parties and regular status updates shall be provided. Both parties to a complaint shall be notified in writing of the outcome of the complaint, including whether sexual harassment or violence was found based upon a preponderance of the evidence to have occurred and, in accordance with federal and state privacy laws, the sanction imposed. Both the complainant and respondent shall have the same rights of appeal.

In cases involving a student-respondent, withdrawal from the institution shall not be used as a method to avoid completion of the investigation. An institution may place a hold on a student-respondent's student account or otherwise temporarily restrict his or her ability to request an official transcript until completion of the investigation.

8. Disciplinary Actions
If a student is found to have violated an institution's Title IX policy, disciplinary action shall be imposed in accordance with the institution's student code of conduct. If the student is suspended or expelled, that action shall be noted in the student's education records and communicated to a subsequent institution at which the student seeks to enroll, provided that the subsequent institution or student has requested the student's education record from the prior institution. If an institution employee is found to have violated an institution's Title IX policy, disciplinary action will be imposed in accordance with the applicable institution's human resources policies and procedures.

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SUBJECT

Board Policy IV.B. State Department of Education – Second Reading

REFERENCE

April 2016 The Board approved the first reading of proposed changes to Board Policy IV.B.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures IV.B. State Department of Education

BACKGROUND/DISCUSSION

The Department of Education (Department) facilitates the process for review of various minimum subject matter content standards based on long established cycles. Following the review process, the standards are brought forward to the Board with recommended amendments for consideration. Following Board approval of the amendments the standards, as applicable, are then incorporated into administrative rule and move through the rulemaking process. The rulemaking process includes various stages of public comment and additional Board approvals.

The proposed amendments to the policy remove outdated sections of the policy as well as sections that have previously been moved to Idaho code or administrative rule. The new subsections outline the current standards adoption process with the addition of the public comment requirement prior to Board considerations or the recommendations.

IMPACT

The proposed policy will formally establish the process that is currently used for reviewing standards that are approved by the Board.

ATTACHMENTS

Attachment 1 – Board Policy, IV.B. Department of Education, 1st Reading Page 3

STAFF COMMENTS AND RECOMMENDATIONS

There were no changes between the first and second reading, Board staff recommends approval.

BOARD ACTION

I move to approve the second reading of Board Policy IV.B. State Department of Education as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: IV. ORGANIZATION SPECIFIC POLICIES AND PROCEDURES
Subsection: B. State Department of Education ~~December 2005~~**June 2016**

1. Purpose

   The State Department of Education is established by Section 33-125, Idaho Code, as an executive agency of the State Board of Education for elementary and secondary school matters.

2. State Superintendent of Public Instruction

   The State Superintendent of Public Instruction is an elected public official, serves as the executive secretary of the Board, and is the chief executive officer of the State Department of Education. The State Superintendent of Public Instruction (hereinafter known as the "superintendent") is responsible for carrying out the policies, procedures, and duties authorized by applicable state and federal statutes and the policies and procedures of the Board for the elementary and secondary schools in Idaho.

3. Department Organization

   The State Department of Education (hereinafter known as the "department") is organized in a manner as determined by the Board acting on recommendations by the superintendent.

4. General Scope of Department Responsibilities

   The department is responsible for public elementary and secondary school matters as provided by Title 33, Idaho Code, or as determined by the State Board of Education.

5. Consultant and Advisory Services

   The Board allows payments to be made to staff members of the department for consultative services to agencies or organizations other than the public elementary and secondary schools. Such payments may be in addition to the certified salary of the employee and be made during the periods for which any regular salary is paid, as determined by the superintendent. Consultative services must not interfere with the time or duties of the staff member for the department. Requests to undertake consultative services must be submitted to the superintendent or his or her designee and to the Board for prior approval.

6. Policy Manual for Idaho Public Schools

   The superintendent or his or her designee is responsible for the development, establishment, maintenance, and dissemination of the *State Board of Education Rules and Regulations for Public Schools K-12* as approved by the Board. The

procedures used to establish, amend, or otherwise modify the Policy Manual will be in accordance with Board policy and applicable state laws.

7. Internal Policies and Procedures

The superintendent, as the chief executive officer, may establish such additional policies and procedures for the internal management of the department as are necessary and in alignment with the Board policies, Administrative Code, and Idaho code.

8. Basic Educational Technology Standards for Continuing Educators

The proliferation of technology in our daily lives makes it essential that all students are provided an opportunity to become technologically literate. The State Board of Education has established a statewide goal that teachers and administrators be trained in the use of technology for education. This policy was created as a plan of action which provides recognition, encouragement and documentation of demonstrated competencies for educators and school districts by certificates of achievement and by school accreditation.

~~a. Requirements~~

~~By July 1, 1999, the Department of Education will develop and implement a system of accreditation standards and accountability and require reporting on certificated personnel demonstrating mastery of the required basic technology standards.~~

~~By July 1, 1999, all Idaho school districts will have in place a plan that ensures that at least 90% of certificated personnel will meet the technology standards for the school by the completion of the school year 2000-2001. After 2001, administrators, through their respective school districts, will be required to provide specific justification for any certificated personnel who have not met the technology standards.~~

~~By July 1, 1999, each public school must have educational technology competencies as part of the annual professional development plan for each certificated personnel employed by the district. The plan will support successful mastery of the required basic technology standards by the completion of the school year 2000-2001.~~

~~b. Procedures~~

~~Certificated personnel and school districts will be able to use the Idaho Technology Competency Exam, the Idaho Technology Portfolio Assessment, or another process which meets the approval of the State Board of Education to demonstrate the required basic technology competencies.~~

~~c. Technology Standards and Assessments~~

~~The standards will be based on the International Society for Technology in Education (ISTE) foundational standards. The assessments will include the~~

~~Idaho Technology Competency Exam, the Idaho Technology Portfolio Assessment or another process which meets the approval of the State Board of Education. The approval process of an alternative assessment is as follows:~~

~~The proposed assessment will be presented to the Board staff who will collaborate with the state approved Colleges of Education to review the proposed assessment for validation and reliability to ensure that what is being required demonstrates mastery of the competencies of ISTE.~~

~~A recommendation will be made by the Board's staff to the Board based on the review.~~

~~d~~a. Accountability and Recognition

All state approved teacher education institutions or their trained designees (i.e., state department employees, district employees or community college faculty) will issue a State Certificate of Educational Technology Competency to those certificated personnel who have documented mastery of the required basic technology standards.

The State Department of Education will issue annually a State Certificate of a Technology School of Excellence to those schools documenting that at least 90% of the certificated staff have earned the State Certificate of Educational Technology Competency.

The State Department of Education will provide the State Board of Education an annual report on certificated personnel demonstrating mastery of the required basic technology standards by state, by district, and by school beginning with a baseline skill inventory that identifies the number of certificated personnel who have already demonstrated competency by the approved assessments. The results of this baseline will be available for Board review at the September 1998 Board meeting. Reports will continue annually on September 1999 through September of 2001 providing current data from the 1998-1999 school year and continuing through the 2000-2001 school year. The baseline and each annual report will include the following information by state, by district, and by school:

i. Total certificated personnel
ii. Total certificated personnel demonstrating technology competency
iii. Total certificated administrative personnel
iv. Total certificated administrative personnel demonstrating technology competency
v. Total certificated instructional personnel
vi. Total certificated instructional personnel demonstrating technology competency.

Information from the annual reports may be used to inform the citizens of Idaho of the relative standing of each school and each school district. The information will also be used to give proper recognition to schools making excellent progress

towards or achieving the Board's goal. The Board staff will evaluate the policy annually.

~~9. Reading Assessment Results~~

~~During the pilot or phase-in implementation period of the Reading Initiative assessments for grades K - 3, based on the standards of the Idaho Comprehensive Literacy Plan required by Idaho Code Section 33-1614, the Department of Education is directed to carry out the following.~~

~~a. Each school district must notify parents of children who score "Below Grade Level Proficiency" on either the fall or winter assessment. The notice will be sent each year and must include appropriate information about the district's remediation plans including:~~

~~i. Information about participation in a State Board approved extended time tutorial program. The program may be offered as an extended day, extended year, inter-session, or other configuration appropriate to the district;~~

~~ii. Notice that the school district may in some instances recommend in-grade retention for a student; and~~

~~iii. Notice of the development of a remediation plan individualized for the student who is promoted from third to fourth grade even though he or she may still be considered "Below Grade Level Proficiency" in reading.~~

~~b. Each school district must gather data to report by school and district to the Department of Education in such a way that it can be disaggregated to examine the progress of students by categories recognized as needing extra funding for success. The categories include limited English proficient (LEP), migrant, Hispanic, Native American, and those identified through criteria established by special education and Title I.~~

~~c. School districts having 25 percent or more of their K-3 student population assessed as "Below Grade Level Proficiency" by total average skill points on the Idaho Reading Indicator for any or all such grades will apply to the State Department of Education for technical assistance to develop a plan to improve reading performance in the areas of deficiency. Such applications will occur within 30 days of such notice and will be reported on forms provided by the State Department of Education.~~

9. Standards Approval

While maintaining a balance between the local control of school districts and the Idaho constitutional requirement for a uniform and thorough system of public education, the State Board of Education sets minimum standards to provide the framework through which our public school then provide educational opportunities to Idaho students. Prior to any standards being brought forward to the Board the applicable stakeholders and the public shall be provided with an opportunity to

provide feedback. All standards being brought to the Board for consideration shall include the standards themselves, a description of how feedback was solicited, and a summary of the feedback that was received. Amendments to existing standards shall also include a redlined version of the standards showing all amendments.

a. Content Standards

The Idaho Content Standards articulate the minimum knowledge a student is expected to know and be able to use within a content (subject) area at specific grade levels. Content standards are reviewed and updated on a rotating basis in relation to the curricular materials adoption schedule, but may be updated more frequently if an area is identified as needing to be updated in advance of that schedule. Content standards review will be scheduled such that the content standard is reviewed in the year prior to the scheduled curricular materials review. At a minimum all content areas, including those without corresponding curricular materials, will be reviewed every six (6) years and notification will be made to the Office of the State Board of Education of the review and if the review will result in amendments to the standard or if it was determined that no amendments are necessary for the review cycle. Career Technical Education (CTE) content standard reviews will be facilitated by the Division of Career Technical Education and must meet the same review requirements as academic content standards.

The content standards review process will include at a minimum:

i. A review committee consisting of Idaho educators with experience in the applicable content area. The committee shall be made up of elementary and secondary instructional staff and at least one postsecondary faculty member from a four-year institution and at least one from a two-year institution, at least one public school administrator, and at least one parent of school aged children or representative of an organization representing parents with school aged children. Instructional staff and postsecondary faculty members must have experience providing instruction in the applicable content area. Additional members may be included at the discretion of the Department. To the extent possible, representatives shall be chosen from a combination of large and small schools or districts and provide for regional representation.

ii. The review committee will make an initial determination regarding the need to update the standards.

iii. Based on the review, the committee shall meet to develop initial recommendations for the creation of new content standards or amendments to the existing content standards. The Department will provide multiple opportunities for public input on the draft recommendations including but not limited to the Department website and processes that allow for individuals in each region of the state to participate.

iv. Drafts of the recommended amendments will be made available to the public for comment for a period of not less than 20 days. At the close of

the comment period the committee will finalize recommendations for Board consideration.

b. Standards for the Initial Certification of Professional School Personnel

The Standards for the Initial Certification of Professional School Personnel set the minimum standards certificated school personnel must meet in each certification and endorsement area to be eligible for certification or to receive subject area endorsements. Teacher preparation programs must be in alignment with these standards to be considered for approval or re-approval.

The standards are reviewed and updated based on a five (5) year cycle, where 20% of the standards are reviewed each year. Standards may be identified for review in advance of the five (5) year cycle, however, all standards must be reviewed every five (5) years. Reviews of CTE educator standards will be facilitated by the Division of Career Technical Education. The Professional Standards Commission (PSC) is responsible for reviewing and making recommendations to the Board on amendments or additions to the Standards for the Initial Certification of Professional School Personnel. The PSC will report annually to the Office of the State Board of Education the standards reviewed during the previous year and if that review resulted in recommendations for amendments or if no amendments were recommended during the review cycle.

CAREER TECHNICAL EDUCATION

SUBJECT

Career Technical Education Secondary Programs – Content Standards

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-118, Idaho Code
Section 33-1612, Idaho Code
Section 33-2211, Idaho Code
Idaho Administrative code, IDAPA 08.02.03, Rules Governing Thoroughness

BACKGROUND/DISCUSSION

Similar to academic programs, content standards exist for our career technical programs. These content standards are developed with secondary and postsecondary instructors and industry representatives. In the past, interested stakeholders were pulled together to determine the existing program content standards. This work set the basis for the technical program at the secondary level and prepares the foundation for secondary program testing. Postsecondary instructors provided guidance into the postsecondary program, and industry representatives validated the outcomes with current needs of the particular industry occupations supported by the program.

Once the technical standards and student learning outcomes were developed and vetted through the initial development team, the learning outcomes were shared with a larger group of industry representatives. The Division of Career Technical Education (Division) asked industry representatives to rank each learning outcome as to their importance in the workplace. Each learning outcome was then scored and reflected in the program Technical Skills Assessment based on the level of criticality established by the representative community.

Each secondary career-technical program is evaluated regularly by the Division and held to these standards. Currently these standards are standalone documents updated and maintained by the Division. Board approval and subsequent incorporation of these standards into administrative code will elevate the importance of these standards to the same level as academic content standards, provide continuity between those career technical content areas that are taught by academic instructors and career technical instructors, and provide for more transparency in the standards setting process when future updates are made.

The standards being submitted for review have been through the standard setting process, have been subject to an industry criticality survey, and are currently in use statewide.

IMPACT

Formal approval of the proposed standards will bring the standards into alignment with the Board's statutory responsibility and allow for them to be incorporated into administrative code, giving them the same weight as existing academic content standards.

ATTACHMENTS

Attachment 1 – Workplace Readiness Page 3
Attachment 2 – Agricultural and Natural Resources Page 15
Attachment 3 – Business and Marketing Education Page 33
Attachment 4 – Engineering and Technology Education Page 47
Attachment 5 – Family and Consumer Sciences Page 83
Attachment 6 – Skilled and Technical Sciences Page 115

STAFF COMMENTS AND RECOMMENDATIONS

In addition to determining the skills and outcomes expected for each content area and level content standards also directly tie in to teacher certification standards and subject area endorsements. As part of the educator certification work being facilitated by Board staff, the lack of career technical endorsements being authorized through administrative code was identified as one of the issues that will be addressed this year. Because endorsement requirements are tied to content standards, having these standards approved by the Board and ultimately incorporated into administrative rule will create a level of transparency that currently does not exist.

Staff recommends approval.

BOARD ACTION

I move to approve the career technical secondary program content standards as submitted in Attachments 1 through 6.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

CONTENT STANDARD 1.0: DEMONSTRATE WORKPLACE SKILLS FOR CAREER READINESS	
PERFORMANCE STANDARD 1.1: DEMONSTRATE PERSONAL QUALITIES AND PEOPLE SKILLS	
1.1.1	Demonstrate a positive work ethic by coming to work every day on time, a willingness to take direction, and motivation to accomplish the task at hand
1.1.2	Demonstrate integrity by abiding by workplace policies and laws and demonstrating honesty and reliability
1.1.3	Demonstrate teamwork skills by contributing to the success of the team, assisting others, and requesting help when needed
1.1.4	Demonstrate positive self-representation skills by dressing appropriately and using language and manners suitable for the workplace
1.1.5	Demonstrate diversity awareness by working well with all customers and co-workers
1.1.6	Demonstrate conflict-resolution skills by negotiating diplomatic solutions to interpersonal and workplace issues
1.1.7	Demonstrate creativity and resourcefulness by contributing new ideas and working with initiative
PERFORMANCE STANDARD 1.2: DEMONSTRATE PROFESSIONAL KNOWLEDGE AND SKILLS	
1.2.1	Demonstrate effective speaking and listening skills by communicating effectively with customers and employees and following directions
1.2.2	Demonstrate effective reading and writing skills by reading and interpreting workplace documents and writing clearly
1.2.3	Demonstrate critical-thinking and problem-solving skills by analyzing and resolving problems that arise in completing assigned tasks
1.2.4	Demonstrate healthy behaviors and safety skills by following safety guidelines and managing personal health
1.2.5	Demonstrate understanding of workplace organizations, systems, and climates by identifying “big picture” issues and fulfilling the mission of the workplace
1.2.6	Demonstrate lifelong-learning skills by continually acquiring new industry-related information and improving professional skills
1.2.7	Demonstrate job acquisition and advancement skills by preparing to apply for a job and seeking promotion
1.2.8	Demonstrate time, task, and resource management skills by organizing and implementing a productive plan of work
1.2.9	Demonstrate mathematical skills by using mathematical reasoning to accomplish tasks

Draft

1.2.10	Demonstrate customer service skills by identifying and addressing the needs of all customers and providing helpful, courteous, and knowledgeable service

PERFORMANCE STANDARD 1.3	DEMONSTRATE TECHNOLOGY KNOWLEDGE AND SKILLS
1.3.1	Demonstrate proficiency with job-specific technologies by selecting and safely using technological resources to accomplish work responsibilities in a productive manner
1.3.2	Demonstrate proficiency with information technology by using computers, file management techniques, and software/programs effectively
1.3.3	Demonstrate proper Internet use and security by using the Internet appropriately for work
1.3.4	Demonstrate proficiency with telecommunications by selecting and using appropriate devices, services, and applications

Draft

DEFINITIONS AND INSTRUCTIONAL STRATEGIES FOR WORKPLACE SKILLS FOR CAREER READINESS STANDARDS

PERFORMANCE STANDARD 1.1: DEMONSTRATE PERSONAL QUALITIES AND PEOPLE SKILLS

Performance Indicators	Definitions and Instructional Strategies
1.1.1	**Demonstrate a positive work ethic by coming to work every day on time, a willingness to take direction, and motivation to accomplish the task at hand** **Demonstration may include:** • Maintaining punctual and consistent attendance (e.g., accounting for hours worked, arriving on time for work or appointments). • Taking direction willingly (e.g., using active listening techniques, approaching the assigned task with motivation). • Exhibiting motivation to accomplish the task at hand (e.g., remaining on task, working independently, completing the task efficiently, being a self-directed learner). **Instructional strategies may include:** • Define positive work ethic. • Calculate daily/weekly time sheets. • Identify employee traits desired by employers. • Identify and practice active listening techniques. • Role-play an employer or employee that exemplifies good work ethic.
1.1.2	**Demonstrate integrity by abiding by workplace policies and laws and demonstrating honesty and reliability** **Demonstration may include:** • Identifying and abiding by laws and workplace policies (e.g., using personal and sick leave only when necessary, understanding harassment and discrimination policies). • Respecting the property of the employer and co-workers. • Identifying how one's actions and behavior can have far-reaching effects (e.g., personal behavior affects others nearby; business decisions can have global implications or impact the environment). • Exhibiting honesty and reliability. **Instructional strategies may include:** • Define integrity. • Review samples of human resource policies. • Investigate common employer-personnel issues. • Differentiate between honest and reliability.

Draft

1.1.3	**Demonstrate teamwork skills by contributing to the success of the team, assisting others, and requesting help when needed** **Demonstration may include:** • Contributing to the success of the team (e.g., brainstorming solutions, volunteering, collaborating, compromising, valuing individual contributions, performing in accordance with the assigned role). • Assisting others (E.g., supporting team members and leaders, taking initiative). • Requesting help when needed (e.g., asking questions after consulting manuals on policies and procedures, knowing when to seek help from co-workers and supervisors). **Instructional strategies may include:** • Define teamwork. • Interpret the critical skills exhibited by effective team members. • Compare and contrast the various roles of team members. • Participate in team projects to practice communication skills.
1.1.4	**Demonstrate positive self-representation skills by dressing appropriately and using language and manners suitable for the workplace** **Demonstration may include:** • Dressing appropriately (e.g., adhering to professional rather than personal standards, following dress code). • Maintaining personal hygiene. • Using language and manners suitable for the workplace (e.g., adhering to respectful, polite and professional practices). **Instructional strategies may include:** • Research the values of dressing appropriately for a variety of settings including school and business. • Compare and contrast workplace dress versus personal dress. • Analyze different body languages to understand the messages they send. • Practice professional business etiquette and communications.
1.1.5	**Demonstrate diversity awareness by working well with all customers and co-workers** **Demonstration may include:** • Working in a respectful and friendly manner with all customers and co-workers (e.g., treating all with the same degree of professional respect) regardless of national origin, race, appearance, religion, gender, disability, or age. • Respecting cultural differences encountered in the workplace. **Instructional strategies may include:** • Define diversity. • Summarize the Civil Rights Act of 1964 and the American with Disabilities Act of 1990. • Explain the importance of cultural awareness in the global market. • Identify cultural differences that affect communication (e.g., hand gestures, body language, and customs).

Draft

1.1.6	**Demonstrate conflict-resolution skills by negotiating diplomatic solutions to interpersonal and workplace issues** **Demonstration may include:** • Negotiating diplomatic solutions to interpersonal conflicts in the workplace (e.g., personality issues, cultural difference issues, disagreements over how to handle work projects, performance issues). **Instructional strategies may include:** • Identify different types of conflicts. • Identify various viewpoints of an issue in order to encourage sensitivity and to resolve conflicts. • Introduce a problem-solving procedure and role play various conflict scenarios.
1.1.7	**Demonstrate creativity and resourcefulness by contributing new ideas and working with initiative** **Demonstration may include:** • Contributing new and innovative ideas (e.g., for improving products and procedures). • Displaying initiative readily, independently, and responsibly. • Dealing skillfully and promptly with new situations and obstacles. • Developing operation policies and procedures that use resources in a sustainable manner. **Instructional strategies may include:** • Define creativity and creative thinking. • Research great inventors. • Analyze a problem, brainstorm solutions, and identify a solution. • Create a futuristic product.

PERFORMANCE STANDARD 1.2: DEMONSTRATE PROFESSIONAL KNOWLEDGE AND SKILLS

Performance Indicators	Definitions and Instructional Strategies
1.2.1	**Demonstrate effective speaking and listening skills by communicating effectively with customers and employees and following directions** **Demonstration may include:** • Communicating effectively with customers and co-workers (e.g., understanding the role of nonverbal communication, avoiding the use of slang, being pleasant and helpful, and utilizing an appropriate medium for conveying messages with dignity and respect). • Exhibiting public and group speaking skills. • Comprehending details and following directions. • Repeating directions or requests to ensure understanding (e.g., practicing active listening). **Instructional strategies may include:** • Define effective communication. • Participate in group discussions and oral presentations. • Compare and contrast the speaker's verbal and nonverbal messages. • Practice active listening.

Draft

1.2.2	**Demonstrate effective reading and writing skills by reading and interpreting workplace documents and writing clearly** **Demonstration may include:** • Reading and correctly interpreting workplace documents (e.g., instructional manuals, work orders, invoices, memorandums). • Writing clear, correct language, appropriate to audience. **Instructional strategies may include:** • Utilize instructional manuals to solve a problem. • Interpret and complete work orders, invoices, and other workplace documents. • Create technical reports.
1.2.3	**Demonstrate critical-thinking and problem-solving skills by analyzing and resolving problems that arise in completing assigned tasks** **Demonstration may include:** • Recognizing, analyzing, and solving problems that arise in completing assigned tasks. • Identifying resources that may help solve a specific problem. • Using a logical approach to make decisions and solve problems. **Instructional strategies may include:** • Define critical-thinking and problem-solving skills. • Analyze a problem and predict a solution. • Utilize a problem-solving procedure to solve a problem.
1.2.4	**Demonstrate healthy behaviors and safety skills by following safety guidelines and managing personal health** **Demonstration may include:** • Managing personal health (e.g., setting short-, medium-, and long-term physical fitness goals; eating non- or minimally-processed foods). • Following safety guidelines (e.g., adhering to Occupational Safety and Health Administration [OSHA] standards and instructor and manufacture guidelines). **Instructional strategies may include:** • Explain importance/impact of personal health as it relates to employment and work. • Create goals to promote health behaviors. • Design a chart that illustrates safety guidelines. • Pass a safety test.

Performance Indicators	Definitions and Instructional Strategies
1.2.5	**Demonstrate understanding of workplace organizations, systems, and climates by identifying "big picture" issues and fulfilling the mission of the workplace** **Demonstration may include:** • Identifying "big picture" issues and goals (e.g., the organization's structure, culture, policies, and procedures, as well as its role and status within the industry, economy, and community). • Acknowledging the economic, political, and social relationships that impact multiple levels of an organization (e.g., local, national, international). **Instructional strategies may include:** • Investigate corporate visions and identify their importance. • Illustrate the hierarchy of a company. • Define vision and mission statements. • Develop a business concept and its vision and mission statements.

Draft

1.2.6	**Demonstrate lifelong-learning skills by continually acquiring new industry-related information and improving professional skills** **Demonstration may include:** • Continually acquiring new industry-related knowledge. • Improving professional skills to stay current in the field and promote personal advancement. • Seeking education and experiences that enhance personal growth. **Instructional strategies may include:** • Describe the relationship of lifelong learning to financial success. • Develop an educational/career plan. • Create a portfolio.
1.2.7	**Demonstrate job acquisition and advancement skills by preparing to apply for a job and seeking promotion** **Demonstration may include:** • Preparing to apply for a job (e.g., complete personal aptitude and interest inventories, performing a job search, developing a résumé, preparing for an interview). • Identifying steps for seeking promotion (e.g., taking advantage of professional development opportunities, offering to accept additional assignments, learning new skills, understanding the benefits of mentor relationships). **Instructional strategies may include:** • Utilize different media sources to perform job searches. • Practice job interview skills. • Develop a résumé. • Complete a job application.
1.2.8	**Demonstrate time, task, and resource management skills by organizing and implementing a productive plan of work** **Demonstration may include:** • Organizing and implementing a productive plan of work (e.g., setting and meeting short-, medium-, and long-term professional goals). • Working efficiently to make the best use of time. • Managing personnel to capitalize on their strengths while respecting professional desires. • Maintaining equipment to ensure longevity and efficiency. • Using resources in a sustainable manner. **Instructional strategies may include:** • Develop a plan of work to reach identified goals. • Develop and utilize a time-management plan. • Describe the importance of using natural resources effectively.
1.2.9	**Demonstrate mathematics skills by using mathematical reasoning to accomplish tasks** **Demonstration may include:** • Using mathematical reasoning and processes to accomplish job-specific tasks (e.g., using geometry and algebra to predict required supplies for a construction job, using computer mathematics to create a programming algorithm). • Making calculations related to personal finance (e.g., wage rates, paycheck deductions, taxes). **Instructional strategies may include:** • Estimate manufacturing, repair of food costs. • Prepare a small business budget. • Calculate wage rates, paycheck deductions, and taxes.

Draft

1.2.10	**Demonstrate customer service skills by identifying and addressing the needs of all customers and providing helpful, courteous, and knowledgeable service** **Demonstration may include:** • Addressing the needs of all customers (e.g., proactively engaging customers until they are satisfied). • Providing helpful, courteous, and knowledgeable service (e.g., displaying a positive attitude, treating all customers with the same degree of profession respect, sharing information and knowledge honestly and forthrightly). **Instructional strategies may include:** • Identify the importance of internal and external customer service. • Explain the importance of achieving and maintaining customer satisfaction. • Role play good customer service.

Draft

PERFORMANCE STANDARD 1.3: DEMONSTRATE TECHNOLOGY KNOWLEDGE AND SKILLS

Performance Indicators	Definitions and Instructional Strategies
1.3.1	**Demonstrate proficiency with job-specific technologies by selecting and safely using technological resources to accomplish work responsibilities in a productive manner** **Demonstration may include:** • Demonstration includes selecting and safely using technological resources (e.g., equipment, machines, tools, electronics) to accomplish work efficiently and productively, while considering environmental impacts of such technologies. **Instructional strategies may include:** • Identify the appropriate tools to accomplish a task. • Describe safety procedures. • Identify local and federal regulations that affect safety and equipment.
1.3.2	**Demonstrate proficiency with information technology by using computers, file management techniques and software/programs effectively** **Demonstration may include:** • Working with hardware, file-management techniques, and IT software/programs effectively on various operating systems. • Working with equipment and software specific to occupation. • Seeking additional technology to improve work processes and products. **Instructional strategies may include:** • Identify the appropriate use of various software tools. • Utilize presentation software to communicate ideas to a group. • Utilize word processing software to produce workplace documents. • Utilize spreadsheet software to create meaningful workplace records.
1.3.3	**Demonstrate proper Internet use and security by using the Internet appropriately for work** **Demonstration may include:** • Using the Internet efficiently and ethically for work. • Identifying the risks of posting personal and work information on the Internet (e.g., on social networking sites, job search sites). • Taking measures to avoid Internet security risks (e.g., viruses, malware). **Instructional strategies may include:** • Review Internet use policies. • Define and describe risks associated with improper Internet use. • Compare and contrast the risks and benefits of social media sites. • Research laws and regulations associated with Internet content (e.g., copyright laws).
1.3.4	**Demonstrate proficiency with telecommunications by selecting and using appropriate devices, services, and applications** **Demonstration may include:** • Selecting and using telecommunications devices (e.g., portable digital assistants, smart devices, cellular phones), services (e.g., digital subscriber line, cellular network, cable, Internet), and Web-based applications (e.g., Webmail, social networking, online auctions, wikis) appropriate to work assignments. **Instructional strategies may include:** • Identify the appropriate usage of various devices in the workplace. • Create a timeline of the evolution of telecommunications. • Explain workplace uses of Web-based applications. • Describe the effectiveness and impact of telecommunications resources.

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CORRELATION AND ALIGNMENTS OF WORKPLACE SKILLS FOR CAREER READINESS STANDARDS AND THE IDAHO CORE STANDARDS AND THE IDAHO SCIENCE STANDARDS

CORRELATION

The correlation of the Employability Skills for Career Readiness Standards shows links to the Idaho Core Standards for English Language Arts; the Idaho Core Standards for History/Social Studies, Science, and Technical Subjects; and the Idaho Core Standards for Mathematics. The correlation identifies the performance indicators in which the learning objectives in the Employability Skills for Career Readiness Standards support academic learning. The performance indicators are grouped according to their content standard and are crosswalked to the English Language Arts; History/Social Studies, Science, and Technical Subjects; and Mathematics Idaho Core Standards.

ALIGNMENTS

In addition to correlation with the Idaho Core Standards for Mathematics, many performance indicators support the Idaho Core Standards Mathematical Practices. The following table illustrates the alignment of the Employability Skills of Career Readiness Standards Performance Indicators and the Idaho Core Standards Mathematical Practices. This alignment identifies the performance indicators in which the learning objectives in the Employability Skills for Career Readiness Standards support academic learning.

CORRELATION OF EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS AND THE IDAHO CORE STANDARDS AND IDAHO SCIENCE STANDARDS

Performance Indicators	Idaho Core Standards and Idaho Science Standards
1.1.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics
1.1.3	**English Language Arts: Speaking and Listening Standards** SL.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed
1.1.4	**English Language Arts: Speaking and Listening Standards** SL.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed
1.1.5	**English Language Arts: Speaking and Listening Standards** SL.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed

Draft

	SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
1.1.6	**English Language Arts: Speaking and Listening Standards** SL.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
1.2.1	**English Language Arts: Speaking and Listening Standards** SL.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

Performance Indicators	Idaho Core Standards and Idaho Science Standards
1.2.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. **English Language Arts: Writing Standards** W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. W.11-12.2a Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables) and multimedia when useful to aiding comprehension.

Draft

	W.11-12.2d	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
	W.11-12.2e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
	W.11-12.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
1.2.3	**English Language Arts: Writing Standards**	
	W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
1.2.5	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects**	
	RST.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (E.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
	RST.11-12.9	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
1.2.8	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects**	
	WHST.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
1.2.10	**English Language Arts: Speaking and Listening Standards**	
	SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on one, in groups, and teacher-led) with diverse partners on grades 11-12 topics texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
	SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 on page 54 for specific expectations.)

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Performance Indicators	Idaho Core Standards and Idaho Science Standards
1.3.1	**English Language Arts: Speaking and Listening Standards** SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 on page 54 for specific expectations.) **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** ST.11-12.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. RST.11-12.6 Analyze the author's purpose in providing an explanation, describing a procedure or discussing an experiment in a text, identifying important issues that remain unresolved. RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
1.3.4	**English Language Arts: Speaking and Listening Standards** SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

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ALIGNMENT OF EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS AND THE IDAHO CORE STANDARDS MATHEMATICAL PRACTICES

Idaho Core Standards Mathematical Practices	Employability Skills for Career Readiness Performance Indicators
1. Make sense of problems and persevere in solving them.	1.1.7 1.2.3, 1.2.8. 1,2.9
2. Reason abstractly and quantitatively.	1.1.7 1.2.3, 1.2.15, 1.2.8, 1.2.9
3. Construct viable arguments and critique the reasoning of others.	1.1.7 1.2.3, 1.2.8
4. Model with mathematics.	1.2.9
5. Use appropriate tools strategically.	1.2.3, 1.2.8, 1.2.9, 1.2.10 1.3.1, 1.3.2, 1.3.3, 1.3.4
6. Attend to precision.	1.2.8, 1.2.9, 1.2.10 1.3.1, 1.3.2, 1.3.3, 1.3.4
7. Look for and make use of structure	1.1.6, 1.1.7 1.2.5, 1.2.9
8. Look for and express regularity in repeated reasoning.	1.2.9

Draft

IDAHO AGRIBUSINESS PROGRAM STANDARDS | 2015

CONTENT STANDARD 1.0: AGRICULTURE FUNDAMENTALS

Performance Standard 1.1: Plant Science

1.1.1. Identify plant vegetative and reproductive structures.
1.1.2. Understand basic principles, processes and functions of plant growth and reproduction, including photosynthesis, respiration, transpiration, vegetative growth and reproductive growth, fertilization and fruit formation.
1.1.3. Understand how the environment influences plant growth and crop yields, and ways to modify the environment to improve plant quality and yield.
1.1.4. Understand and appreciate the importance of agronomic crop plants to global society.
1.1.5. Obtain, evaluate, and apply scholarly information to solve problems related to plant growth, crop production, and natural resource management.
1.1.6. Appreciate the breadth and depth of professional opportunities in plant science.

Performance Standard 1.2: Animal Science

1.2.1. Identify types and breeds of various livestock species.
1.2.2. Describe anatomy and physiology of livestock specifically relating to reproduction, digestion and absorption of nutrients, and endocrine function.
1.2.3. Explain grading and judging of livestock and develop a basic system for selecting superior animals.
1.2.4. Maintain animal health and sanitation, animal welfare, housing, disease prevention, and care.
1.2.5. Explain breeding and genetics of livestock.
1.2.6. Describe feeds and feeding of livestock and identify essential nutrients and the feed sources that provide them.
1.2.7. Understand the food and fiber contributions of animals, including milk, meat, eggs, wool.
1.2.8. Understand and participate in processing animal foods.
1.2.9. Describe handling and shipment of livestock.
1.2.10. Identify livestock markets and distribution.

CONTENT STANDARD 2.0: EXPLORE AGRICULTURE ECONOMIC PRINCIPLES

Performance Standard 2.1: Basic Economic Factors that Affect Agriculture Business Management Decisions

2.1.1 Apply the law of supply and demand and evaluate its effect on price determination.
2.1.2 Distinguish main characteristics of competition.
2.1.3 Compare and contrast the economies of scale.
2.1.4 Analyze factors that influence price cycles.

Performance Standard 2.2: Basic Economic Principles as They Relate to Agriculture Businesses and Agriculture

2.2.1. Compare and contrast economic systems.
2.2.2. Compare and contrast complementary, competitive and substitute products.
2.2.3. Differentiate between diversification and specialization.

IDAHO AGRIBUSINESS PROGRAM STANDARDS | 2015

Performance Standard 2.3: Economic Decision-Making Tools to Increase Profitability

2.3.1. Distinguish between fixed and variable cost.
2.3.2. Summarize break-even costs.
2.3.3. Distinguish between marginal cost and marginal revenue.
2.3.4. Describe the four factors of production affecting agricultural production and agribusiness management decisions (land, labor, capital, and management).
2.3.5. Determine the profit maximizing level of production.
2.3.6 Describe the law of diminishing returns and how it relates to costs, production, and return on investments.

CONTENT STANDARD 3.0: EXPLORE BUSINESS PLANNING AND ENTREPRENEURSHIP

Performance Standard 3.1: Explore Entrepreneurship Opportunities

3.1.1. Evaluate the characteristics of a successful entrepreneur.
3.1.2. Identify the costs and benefits of entrepreneurship.
3.1.3. Research venture start-up requirements and risks.
3.1.4. Describe the characteristics of a good manager.
3.1.5. Compare and contrast the different types of ownership structures, including sole proprietorship, partnership, limited liability company, and corporation.
3.1.6. Analyze the characteristics of cooperatives.

Performance Standard 3.2: Design a Business Plan

3.2.1. Compile resources useful to entrepreneurs during concept development.
3.2.2 Develop a plan including time investment, financial investment and capital investment needs.
3.2.3. Evaluate financial feasibility of a business plan.
3.2.4. Discuss the return on investment (ROI).

CONTENT STANDARD 4.0: EXPLORE AGRICULTURE BUSINESS FINANCIAL CONCEPTS AND RECORD KEEPING SYSTEMS

Performance Standard 4.1: Accounting Fundamentals for Fiscal Management

4.1.1. Compare cash and accrual basis accounting systems.
4.1.2 Determine current versus non-current and intermediate liabilities and assets.
4.1.3 Determine the proper depreciation for inventory items.
4.1.4. Determine fixed and variable costs for an agricultural enterprise.
4.1.5. Identify and apply financial ratios, including solvency, liquidity, and profitability.

Performance Standard 4.2: Analyze Financial Statements

4.2.1. Differentiate between balance sheets, income statements, and cash flow statements.
4.2.2. Create a balance sheet for an agriculture enterprise.
4.2.3. Create an income statement for an agriculture enterprise.
4.2.4. Create a cash flow statement for an agriculture enterprise.
4.2.5. Generate a cost-benefit analysis for an agriculture enterprise.

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Performance Standard 4.3: Agricultural Budgets

4.3.1. Explain the basic principles of budgeting.
4.3.2. Contrast the uses of enterprise, partial, and whole farm budgets.
4.3.3. Evaluate business performance in relation to budget projection.
4.3.4. Create and analyze a partial budget.

Performance Standard 4.4: Tax Management Strategies

4.4.1. Describe the purpose and importance of tax planning.
4.4.2. Discuss how different business ownership types are taxed.
4.4.3. Discuss how different business ownership types are taxed.
4.4.4. Discuss different depreciation methods on tax liability.
4.4.5. Discuss appropriate sales tax on an agriculture enterprise.

CONTENT STANDARD 5.0: CREDIT, LAW, AND RISK MANAGEMENT IN AGRICULTURE BUSINESS

Performance Standard 5.1: Methods of Financial Risk Management

5.1.1. Define risk management in agricultural enterprises.
5.1.2. Explain the time value of money (Present & Future value).
5.1.3. Differentiate between operating and long-term loans.
5.1.4. Discuss factors that affect the cost of credit.
5.1.5. Calculate interest expense for amortized and equal principle loans.
5.1.6. Investigate the use of collateral in securing credit.
5.1.7. Compare and contrast available insurances that help reduce risk (life, property, crop, health, and liability).
5.1.8. Discuss available government programs to reduce financial risk.
5.1.9. Determine how insurance can reduce financial risk.
5.1.10. Compare and contrast leasing and purchasing real property.
5.1.11. Compare and contrast leasing and purchasing equipment.

Performance Standard 5.2: Marketing in Risk Management

5.2.1. Discuss how cash markets can influence risk management decisions.
5.2.2. Research the role of futures in marketing decisions.
5.2.3. Understand how futures market helps manage risk.
5.2.4. Discuss how forward contracting can reduce risk.
5.2.5. Analyze the effects of hedging and speculating of the futures market.

CONTENT STANDARD 6.0: LAWS RELATED TO AGRICULTURE AND LAND OWNERS

Performance Standard 6.1: Agricultural Contract Law

6.1.1. List and define the two types of contracts.
6.1.2. List the four elements necessary for a contract.
6.1.3. Select types of contracts which fall under the statute of fraud.
6.1.4. Identify the situations in which farmers risk nonpayment for their farm commodities.
6.1.5. Define forward contract.
6.1.6. Discuss the risk that farmers face when forward contracting if the buyer declares bankruptcy.

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Performance Standard 6.2: Property Ownership, Transfer And Leasing

6.2.1. Discuss cash farm leases, including the definition, two advantages and two disadvantages for the landlord, and two advantages and two disadvantages for the tenant.
6.2.2. Discuss crop share farm leases, including the definition, two advantages and two disadvantages for the landlord, and two advantages and two disadvantages for the tenant.
6.2.3. Define estate planning.
6.2.4. Define real property and personal property.
6.2.5. List the reasons for having a will.
6.2.6. Discuss four components of a will
6.2.7. Define real property.
6.2.8. Define estate.
6.2.9. List and define the two types of real property estates.
6.2.10. List the methods of acquiring real property ownership.
6.2.11. Define deed.
6.2.12. List and define the two major types of deeds.
6.2.13. List the characteristics of a deed.
6.2.14. Describe an abstract of title.
6.2.15. Describe title insurance.
6.2.16. List two methods of describing real property.
6.2.17. List the reasons for appraising land and buildings.
6.2.18. List the factors necessary to determine real property values.
6.2.19. Describe various rights of ownership (Right-of-ways, zoning, mineral, water, conservation easements).

Performance Standard 6.3: Common Agricultural Laws

6.3.1. Match terms related to agricultural law to their correct definitions.
6.3.2. List four sources of law.
6.3.3. Describe in detail a farmer's liability by negligence.
6.3.4. List and describe the three types of farm visitors, their responsibilities and the landowner's responsibilities concerning injury liability.
6.3.5. Discuss the Doctrine of Attractive Nuisance.
6.3.6. List and define the three types of employees and outline employer liabilities for the acts of each.
6.3.7. List employer responsibilities to employees.
6.3.8. Discuss fencing laws in Idaho.
6.3.9. Describe open range.
6.3.10. Discuss how to handle stray animals.
6.3.11. Describe how to handle and apply chemicals.
6.3.12. Discuss the concerns of pollution from agricultural business.
6.3.13. Discuss brand laws in Idaho.
6.3.14. Discuss animal diseases in Idaho.

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CONTENT STANDARD 7.0: AGRICULTURE MARKETING AND SALES PLANS

Performance Standard 7.1: Investigate the Marketing Process

7.1.1 Investigate value-added concepts of marketing.
7.1.2. Understand the concepts of utility to agricultural commodities.
7.1.3. Discuss current industry trends in agriculture marketing.
7.1.4. Differentiate between marketing and sales.

Performance Standard 7.2: Perform a Market and Sales Analysis

7.2.1 Research the competition's strength, weakness, opportunities and threats (SWOT) analysis.
7.2.2. Determine a product/client's status in current market.
7.2.3. Describe what motivates a customer to buy.
7.2.4. Discuss the value of accurate product information.
7.2.5. Identify sources of product information.

Performance Standard 7.3: Develop a Business Proposition

7.3.1. Develop a mission statement for an agricultural enterprise or product.
7.3.2. Determine planning assumptions based on market analysis.
7.3.3. Differentiate between short and long term goals.
7.3.4. Create SMART (specific, measurable, attainable, realistic, timely) goals for an agricultural enterprise or product.
7.3.5. Research potential target markets for an agricultural enterprise or product.
7.3.6. Develop a mission statement for an agricultural enterprise or product.

Performance Standard 7.4: Investigate Marketing Strategies and Action Plans

7.4.1. Define positioning in regards to marketing a product to a potential client.
7.4.2. Describe the importance of the four "P"s (product, price, place, promotion) in marketing.
7.4.3. Create a positioning statement for an agriculture product/client.
7.4.4. Differentiate between seasonal pricing, direct pricing, introductory pricing, and bulk pricing.
7.4.5. Compare and contrast different distribution channels.
7.4.6. List effective promotional tools for a product/client.
7.4.7. Calculate the financial return of a marketing plan.

Performance Standard 7.5: Create Marketing Plan Evaluations

7.5.1. Determine the importance of evaluating a marketing plan.

CONTENT STANDARD 8.0: AGRICULTURAL SALES

Performance Standard 8.1: Traits of Quality Salespeople

8.1.1. Describe customer oriented selling.
8.1.2. Identify personality traits of a good salesperson.
8.1.3. Differentiate between employer and customer expectations of salespeople.

Performance Standard 8.2: Customer Relations in Agricultural Sales

8.2.1 Discuss the importance of customer relations.
8.2.2. Demonstrate good customer relations.
8.2.3. Compare follow up strategies that ensure customer satisfaction after a sale.
8.2.4. Demonstrate appropriate methods for handling customer complaints.

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CONTENT STANDARD 9.0: CAREER OPPORTUNITIES IN THE AGRICULTURAL BUSINESS FIELD

Performance Standard 9.1: Employment Fields in Agricultural Business

9.1.1. List and describe the types of employment opportunities in agriculture business systems.
9.1.2. List and describe the types of employment opportunities in agriculture marketing and sales.
9.1.3. Explore education and training for agriculture careers in sales, marketing, and business management.
9.1.4. Create an employment resume.

CONTENT STANDARD 10.0: LEADERSHIP TRAINING THROUGH AGRICULTURAL EDUCATION

Performance Standard 10.1: Effective Leadership and Leadership Training Participation

10.1.1. Expand leadership experience by participating in a chapter activity.
10.1.2. Participate in a career development event at a local or higher level.
10.1.3. Exhibit leadership skills by demonstrating proper parliamentary procedure.
10.1.4. Participate in a speech or presentation activity.

Performance Standard 10.2: School and Community Awareness

10.2.1. Participate in a school improvement or community development project.

CONTENT STANDARD 11.0: SUPERVISED AGRICULTURAL EXPERIENCE (SAE)

Performance Standard 11.1: Maintain a Supervised Agricultural Experience

11.1.1. Accurately maintain SAE record books.
11.1.2 Investigate the proficiency award areas related to SAE program area.
11.1.3. Research organizations that support your SAE.
11.1.4. Actively pursue necessary steps to receive higher degrees in FFA.

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CONTENT STANDARD 1.0: IDAHO ANIMAL AGRICULTURE INDUSTRY

Performance Standard 1.1: Animal Agriculture Industries

1.1.1 Explain animal production in Idaho.
1.1.2 Compare and contrast animal production nationally and internationally.

Performance Standard 1.2: Beef Industry

1.2.1 Compare and contrast animal production nationally and internationally.
1.2.2 Determine the facility and equipment needs in beef production.
1.2.3 Compare and contrast types of beef production systems.
1.2.4 Compare and contrast grazing systems.
1.2.5 Explain land management practices and the importance of working relationships with land management agencies (Forest Service, BLM, etc.)

Performance Standard 1.3: Dairy Industry

1.3.1 Describe elements of dairy production.
1.3.2 Determine the facility and equipment needs in dairy production.
1.3.3 Compare and contrast types of dairy production systems.
1.3.4 Compare and contrast milking systems.

Performance Standard 1.4: Other Food Animal Systems

1.4.1 Describe the elements of sheep and goat production.
1.4.2 Describe the elements of swine production.
1.4.3 Describe the elements of poultry production.
1.4.4 Describe the elements of aquaculture production.

Performance Standard 1.5: Equine Industry

1.5.1 Describe the elements of the equine industry.

Performance Standard 1.6: Career Opportunities

1.6.1 Research career opportunities in livestock production, please and service animals and animal science.

CONTENT STANDARD 2.0: NUTRITIONAL REQUIREMENTS FOR LIVESTOCK

Performance Standard 2.1: Digestive Systems of Domestic Animals

2.1.1 Compare and contrast ruminant and mono-gastric digestive systems.
2.1.2 Describe the characteristics and function of a ruminant system.
2.1.3 Describe the characteristics and function of cecum.
2.1.4 Describe the functions of the stomach and the purpose of enzymes present in the stomach.
2.1.5 Describe the functions of each of the three segments of the small intestine.
2.1.6 Describe the functions of the large intestine.

Performance Standard 2.2: : Livestock Feedstuffs

2.2.1 Explain the functions of feed and how they supply nutrients to livestock.
2.2.2 Identify, compare and contrast the types of feedstuffs (roughages, concentrates, and supplements/additives).

2.2.3 Distinguish between good qualify and poor quality feedstuffs, and examine how processing methods improve digestibility.
2.2.4 Examine storage and feeding practices of feedstuffs.

Performance Standard 2.3: Balanced Livestock Feed Rations

2.3.1 Identify the steps in balancing rations.
2.3.2 Discuss the importance of feed analysis.
2.3.3 Discuss how nutritional information is used in developing rations.
2.3.4 Develop balanced rations using the Pearson Square method.

CONTENT STANDARD 3.0: LIVESTOCK REPRODUCTIVE SYSTEMS

Performance Standard 3.1: Reproductive Systems of Domestic Animals

3.1.1 Identify and describe the functions of the male and female reproductive structures.
3.1.2 Explain the phases of reproductive maturity in the life of an animal.
3.1.3 Identify and interpret the signs of estrus in relation to the reproductive cycle.

Performance Standard 3.2: Natural Animal Reproduction

3.2.1 Discuss the importance and explain the basics of animal reproduction.
3.2.2 Construct a diagram of estrogen and progesterone profiles during the estrous cycle.
3.2.3 Discuss the events that occur leading up to, during, and after parturition and describe the problems that may be encountered during parturition.

Performance Standard 3.3: Animal Reproduction Technology

3.3.1 Describe the process of artificial insemination in common agricultural animals, including the collection, evaluation, and handling of semen.
3.3.2 Discuss the advantages and disadvantages of artificial insemination and natural breeding.
3.3.3 Research the process of estrous synchronization, semen sexing, embryo transfer, cloning, and genetic engineering.

Performance Standard 3.4: Animal Reproduction Management

3.4.1 Identify common reproductive diseases that affect animals and determine appropriate prevention and treatment methods.
3.4.2 Discuss reproduction management practices and determine how they affect reproductive performance.

Performance Standard 3.5: Lactation

3.5.1 Discuss reproduction management practices and determine how they affect reproductive performance.
3.5.2 Describe the components of milk and colostrum and their role in newborn livestock.
3.5.3 Examine how factors such as genetics, disease, feed, environment, and body condition affect milk production.

CONTENT STANDARD 4.0: PRINCIPLES OF EVALUATION FOR ANIMAL SELECTION

Performance Standard 4.1: Genetics

4.1.1 Understand genetics and the impact of Mendel's development of the basic principles of heredity.
4.1.2 Identify and describe heritable traits.

4.1.3 Explain the principles of dominance and incomplete dominance.

Performance Standard 4.2: Heritability of Traits

4.2.1 Analyze heritability estimates as a selection factor in breeding programs.
4.2.2 Explain the relationship between genotype, environment, and phenotype.
4.2.3 Discuss the advantages of crossbreeding and hybrid vigor in livestock production.

Performance Standard 4.3: Types and Conformation of Domestic Animals

4.3.1 Classify body condition scoring system among the different species.
4.3.2 Interpret performance data when evaluating livestock.
4.3.3 Classify animals and their characteristics based on phenotype.
4.3.4 Identify current industry standards for animal selection according to species.
4.3.5 Evaluate livestock using Expected Progeny Differences (EPD).

CONTENT STANDARD 5.0: ANIMAL WELFARE, HANDLING, AND QUALITY ASSURANCE

Performance Standard 5.1: Animal Welfare Philosophies

5.1.1 Compare and contrast animal welfare versus the concept of animal rights.
5.1.2 Research and report the basis for general concerns regarding animal welfare.

Performance Standard 5.2: Animal Behavior

5.2.1 Define, compare, and contract the patterns of animal behavior.
5.2.2 Describe various methods of animal behavior modification.

Performance Standard 5.3: Cultural and Controversial Issues Related to Animal Use and Keep

5.3.1 Compare and contrast current controversial issues in animal usage.
5.3.2 Distinguish between fact and propaganda when analyzing animal usage issues and their impact on the environment.
5.3.3 Compare and contrast cultural differences and their impact on animal use.
5.3.4 Examine legislation regarding current animal usage and welfare.

Performance Standard 5.4: Quality Assurance Standards

5.4.1 Research quality assurance standards for Idaho's livestock industry.
5.4.2 Explain how these standards would apply to the livestock industry.

CONTENT STANDARD 6.0: EVALUATING ANIMAL HEALTH AND ADMINISTERING CARE

Performance Standards 6.1.: Animal Disease Transmission and Immunity

6.1.1 Describe the modes of transmission of infectious diseases.
6.1.2 Examine the primary and secondary defenses the body uses to resist disease.
6.1.3 Identify how passive and active immunity can be enhanced by management.

Performance Standards 6.2: Animal Medications

6.2.1 Examine the use of vaccines in disease control.
6.2.2 Examine the types and forms of pharmaceuticals.
6.2.3 Compare appropriate storage methods for medications and recognize how improper

storage conditions may affect drugs.

Performance Standards 6.3: Medication and Care

6.3.1 Illustrate methods used to administer vaccines and pharmaceuticals.
6.3.2 Identify the instruments used to administer vaccines and pharmaceuticals.
6.3.3 Describe the types of injections, and determine the appropriate injection sites and dosages.
6.3.4 Examine the components of a label found on animal medication and interpret a veterinarian's prescription.

Performance Standards 6.4: Parasites

6.4.1 Identify common internal and external parasites that affect livestock and describe e the diseases that they may spread or cause.
6.4.2 Understand the life cycle of common parasites and how it affects animals.
6.4.3 Recognize the importance of controlling parasites in disease management.

Performance Standards 6.5: Disease Control and Management

6.5.1 Explain how cleanliness affects disease control, and compare antiseptics and disinfectants.
6.5.2 Evaluate vaccination and prevention methods, and describe the types of vaccines available.

Performance Standards 6.6: Animal Health

6.6.1 Interpret animal behavior as related to health.
6.6.2 Discuss beneficial record-keeping programs.
6.6.3 Describe ways of identifying and tracking individual animals.

CONTENT STANDARD 7.0: EXPLORE HARVESTING AND PROCESSING OF ANIMAL PRODUCTS

Performance Standard 7.1: Meat Animal Harvesting and Processing

7.1.1 Outline the major steps involved in the harvesting of animals.
7.1.2 Identify the wholesale and retail cuts of beef, pork, and lamb.
7.1.3 Identify the edible and inedible by-products of meat animals.
7.1.4 Identify meat processing methods.

Performance Standard 7.2: Meat Product Quality

7.2.1 Identify the wholesale and retail cuts of beef, pork and lamb.
7.2.2 Compare and contrast grading systems of beef, pork and lamb.
7.2.3 Calculate and explain dressing percentages.

Performance Standard 7.3: Dairy Product Processing

7.3.1 Identify dairy quality control standards and requirements.
7.3.2 Identify dairy processing methods.
7.3.3 List and explain the utility of economically important dairy products.

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CONTENT STANDARD 8.0: EXAMINE AGRICULTURAL BUSINESS AND RISK MANAGEMENT

Performance Standard 8.1: Marketing Process

8.1.1 Investigate value-added concepts of marketing.
8.1.2 Understand the concepts of utility to agricultural commodities.
8.1.3 Discuss current industry trends in agriculture marketing.

Performance Standard 8.2: Market and Sales Analysis

8.2.1 Research strength, weakness, opportunities and threats (SWOT) analysis.
8.2.2 Determine a product/client's status in current market.
8.2.3 Discuss the value of accurate product information.
8.2.4 Determine planning assumptions based on market analysis.
8.2.5 Research potential target markets for an agricultural enterprise or product.

Performance Standard 8.3: Marketing Plan Evaluations

8.3.1 Determine the importance of evaluation a marketing plan.
8.3.2 Calculate the financial return of a marketing plan.

Performance Standard 8.4: Financial Risk Management

8.4.1 Define risk management in agricultural enterprises.
8.4.2 Differentiate between operating and capital loans.
8.4.3 Understand the factors that affect the cost of credit and amortize a loan.
8.4.4 Discuss available government programs to reduce financial risk.
8.4.5 Determine how insurance can reduce financial risk.
8.4.6 Compare and contrast leasing and purchasing equipment and real property.

Performance Standard 8.5: Marketing in Risk Management

8.5.1 Discuss how cash markets can influence risk management decisions.
8.5.2 Research the role of futures in marketing decisions.
8.5.3 Compare and contrast hedging as a price risk management strategy.
8.5.4 Examine the role and impact of speculation in price risk management.

CONTENT STANDARD 9.0: CAREER OPPORTUNITIES IN ANIMAL SCIENCE

Performance Standard 9.1: Careers in Animal Science

9.1.1 Research potential careers in animal science.
9.1.2 Demonstrate employability skills for a career in the animal science industry.
9.1.3 Research additional industry certifications available.

CONTENT STANDARD 10.0: LEADERSHIP TRAINING THROUGH AGRICULTURAL EDUCATION

Performance Standard 10.1: Effective Leadership and Participation in Leadership Training

10.1.1 Expand leadership experience by participating in a chapter activity
10.1.2 Participate in a career development event at the local level or above
10.1.3 Exhibit leadership skills by demonstrating proper parliamentary procedure

10.1.4. Participate in a speech or presentation activity

Performance Standard 10.2: School and Community Awareness

10.2.1 Participate in a school improvement or community development project.

CONTENT STANDARD 11.0: SUPERVISED AGRICULTURAL EXPERIENCE (SAE) AND PREPARATION OF STUDENTS FOR A CAREER IN AGRICULTURE

Performance Standard 11.1: Maintain a Supervised Agricultural Experience

11.1.1 Accurately maintain SAE record books.

11.1.2 Investigate the proficiency award areas related to SAE program area.

11.1.3 Actively pursue necessary steps to receive higher degrees in FFA.

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CONTENT STANDARD 1.0: SAFETY IN THE ORNAMENTAL HORTICULTURE INDUSTRY

Performance Standard 1.1: Safe Work Practices

1.1.1 Identify and properly use personal protection equipment.
1.1.2 Read, understand and follow label directions and SDS (safety data sheet).
1.1.3 Properly identify common hand tools and power equipment.
1.1.4 Safely use common hand tools and power equipment.
1.1.5 Complete (EPA) worker protection handler verification card training.

CONTENT STANDARD 2.0: PLANT ANATOMY

Performance Standard 2.1: Plant Cells

2.1.1 Label the parts of a plant cell.
2.1.2 Differentiate between a plant and animal cell.
2.1.3 Explain the function of plant cell organelles.

Performance Standard 2.2: Root Anatomy

2.2.1 Investigate the functions of roots in plants.
2.2.2 Identify the parts of a root.
2.2.3 Differentiate the two major types of root systems.
2.2.4 Investigate specialized structures in roots.
2.2.5 Investigate the functions of roots in plants.

Performance Standard 2.3: Stem Anatomy

2.3.1 List the functions of a stem.
2.3.2 Recognize the external structures of a stem.
2.3.3 Analyze the internal structures of a stem cell.
2.3.4 Investigate specialized structures in stems.

Performance Standard 2.4.: Leaf Anatomy

2.4.1 Name the main parts of a leaf.
2.4.2 Compare common vein patterns found in leaves.
2.4.3 List three functions of a leaf, including photosynthetic energy conversion.
2.4.4 Differentiate major leaf arrangements.
2.4.5 Investigate specialized cell structures in a leaf.

Performance Standard 2.5: Flower Anatomy

2.5.1 Label and describe the parts of a flower.
2.5.2 Summarize the purpose of a flower.
2.5.3 Distinguish between different types of flowers.
2.5.4 Describe the difference between monocot and dicot flowers.
2.5.5 Diagram the process of plant pollination and fertilization.

Performance Standard 2.6: Fruit Anatomy

2.6.1 Label and describe the parts of a fruit.
2.6.2 Identify and distinguish between basic types of fruits.

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Performance Standard 2.7: Seed Anatomy

2.7.1 Identify and list the major parts of a seed.
2.7.2 List the function of each major part of a seed.

CONTENT STANDARD 3.0: PLANT PHYSIOLOGY

Performance Standard 3.1: Energy Conversion In Plants

3.1.1 Interpret the process of photosynthesis.
3.1.2 Interpret the process of respiration.
3.1.3 Compare the process of respiration to photosynthesis.

Performance Standard 3.2: Transport Within a Plant System

3.2.1 Compare the active and passive transport of minerals into and through the root systems to plant nutrition.
3.2.2 Compare the structure and function of xylem and phloem cells and tissues.
3.2.3 Describe the process of translocation.

Performance Standard 3.3: Environmental Requirements for Plant Growth

3.3.1 Examine the effects of light quality on plant growth (i.e., spectrum, light measurement).
3.3.2 Examine the effects of water quality on plant growth (i.e., pH, hardness).
3.3.3 Examine the effects of temperature on plant growth.

Performance Standard 3.4: Plant Growth Regulators

3.4.1 Compare the functions of plant hormones.
3.4.2 Examine commercial uses for plant growth regulators.

Performance Standard 3.5: Plant Tropisms

3.5.1 Investigate plant tropisms (e.g., photo, thigma or gravi-).

CONTENT STANDARD 4.0: PLANT IDENTIFICATION SKILLS

Performance Standard 4.1: Categorize Plants

4.1.1 Discuss the classification and naming of plants.
4.1.2 Distinguish the major groups of plants.
4.1.3 Correctly categorize common plants by life cycle (i.e., annuals, perennials, etc.).
4.1.4 Correctly categorize plants by growth habits (i.e., mounding, trailing, etc.).
4.1.5 Utilize resources to establish plant suitability for a selected site (i.e., Hardiness Zone Maps, Heat Zone Maps).
4.1.6 Identify common plants by botanical and common names.

CONTENT STANDARD 5.0: GROWING MEDIA

Performance Standard 5.1: Soil Texture and Structure

5.1.1 List the components of soil.
5.1.2 Describe the concept of soil texture and its importance.
5.1.3 Classify the texture of a soil sample.
5.1.4 Identify various soil structures, their formation, and importance in agriculture production.

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Performance Standard 5.2: Soilless Growing Media

5.2.1 Identify the components and source of soilless growing media.
5.2.2 Describe the functions of growing media.
5.2.3 Determine desirable properties of growing media (i.e., drainage, organic matter, micro-organisms).
5.2.4 Evaluate the advantages and disadvantages of soilless media.

Performance Standard 5.3: Chemical Characteristics of Growing Media

5.3.1 Test and determine pH level of various growing media.
5.3.2 Interpret pH test results of a growing media sample.
5.3.3 Test and determine the electrical conductivity (EC) of various growing media.
5.3.4 Interpret EC test results of a growing media sample.
5.3.5 Interpret soil test results and make recommendation accordingly.
5.3.6 Analyze the relationship between soil media and nutrient availability.

Performance Standard 5.4: Water-Holding Capacity (WHC)

5.4.1 Describe water-holding capacity of soils and its relationship to the water cycle.
5.4.2 Explain what determines a soil's water-holding capacity.

CONTENT STANDARD 6.0: PLANT NUTRITION

Performance Standards 6.1: Fertilizer Formulation

6.1.1 Differentiate between macronutrients and micronutrients.
6.1.2 Measure pH and describe how it is modified.
6.1.3 Identify the components of a fertilizer and their role in the biochemical cycle.
6.1.4 Interpret a fertilizer label.
6.1.5 Categorize methods of application (i.e., granular, time released, injector, foliar).
6.1.6 Evaluate application methods to ornamental crops.
6.1.7 Develop a fertilizer management plan for an ornamental crop.

Performance Standards 6.2: Plant Nutrients

6.2.1 Correlate plant symptoms to the appropriate nutritional deficiency.
6.2.2 Correlate plant symptoms to the appropriate plant toxicity.

CONTENT STANDARD 7.0: INTEGRATED PEST MANAGEMENT (IPM)

Performance Standard 7.1: Integrated Pest Management

7.1.1 Define Integrated Pest Management (IPM).
7.1.2 Summarize the benefits of IPM.

Performance Standard 7.2: Common Pests and Diseases

7.2.1 Identify types of plant pests and diseases.
7.2.2 Identify weed, insect, rodent, and fungi pests.
7.2.3 Differentiate between infectious and noninfectious diseases.
7.2.4 Identify abiotic plant injuries.

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Performance Standard 7.3: Safe Handling, Use, and Storage of Pesticides

7.3.1 Identify and utilize appropriate safety measures when applying pesticides.
7.3.2 Interpret pesticide labels.
7.3.3 Explain procedures for storing and disposing of pesticides.
7.3.4 Evaluate environmental and consumer concerns regarding pest management and biodiversity.
7.3.5 Demonstrate how to mix pesticides according to label directions.
7.3.6 Calibrate common application equipment and calculate application rate.
7.3.7 Explore requirements for obtaining pesticide applicator licenses.

CONTENT STANDARD 8.0: PLANT PROPAGATION

Performance Standard 8.1: Sexual Propagation of Ornamental Plants

8.1.1 Compare the difference between sexual and asexual propagation.
8.1.2 Diagram the process of seed germination.
8.1.3 Identify the conditions needed for seed germination.
8.1.4 Compare the methods of seed preparation.
8.1.5 Demonstrate techniques for sowing seeds.
8.1.6 Determine germination percent.

Performance Standard 8.2: Asexual Propagation of Ornamental Plants

8.2.1 Summarize optimum conditions for asexual propagation.
8.2.2 Demonstrate techniques used to propagate plants by cutting.
8.2.3 Demonstrate techniques used to propagate plants by division.
8.2.4 Demonstrate techniques used to propagate plants by separation.
8.2.5 Demonstrate techniques used to propagate plants by layering.

CONTENT STANDARD 9.0: ORNAMENTAL HORTICULTURE CROPS

Performance Standard 9.1: Crop Production

9.1.1 Plan a growing schedule to maximize the production of a growing facility.
9.1.2 Utilize best management practices when spacing crops.
9.1.3 Select appropriate containers and medium for a crop.

Performance Standard 9.2: Growth Maintenance Procedures

9.2.1 Compare and contrast hard and soft pinches.
9.2.2 Pinch plants using best management practices.
9.2.3 Examine proper pruning techniques.
9.2.4 Demonstrate proper watering techniques.
9.2.5 Develop a plant lighting schedule for a crop.
9.2.6 Develop a fertilizer schedule for a crop.

Performance Standard 9.3: Transplanting

9.3.1 Identify the proper stage of plant growth for transplanting.
9.3.2 Select appropriate plants for transplanting.
9.3.3 Demonstrate transplanting procedures to industry standards.

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Performance Standard 9.4: Production Standards

9.4.1 Compare hardening processes
9.4.2 Prepare plants for sale using best management practices.
9.4.3 Examine current industry crop standards (i.e. ANSI, ASNS, NALP).

CONTENT STANDARD 10.0: BUSINESS CONCEPTS

Performance Standard 10.1: Basics of Marketing

10.1.1 Compare and contrast advertising methods.
10.1.2 Define the purpose for developing a marketing plan.
10.1.3 Create a business display to a target market.

Performance Standard 10.2: Principles of Sales

10.2.1 Compare and contrast the relationship between marketing and selling.
10.2.2 Calculate markup.
10.2.3 Complete a sales ticket.
10.2.4 Complete a pre-sale and post-sale plant inventory.
10.2.5 Determine cost of sales.
10.2.6 Complete estimates and bids (cost analysis).
10.2.7 Identify the characteristics of an effective salesperson, and define related terms.
10.2.8 Analyze the customer buying process.
10.2.9 Identify the steps involved in the selling process.
10.2.10 Identify the benefits of different types of sales, including website and e-commerce.
10.2.11 Assess the basic components and content of a business website.

CONTENT STANDARD 11.0: PLANT TECHNOLOGIES

Performance Standard 11.1: Selective Plant Breeding

11.1.1 Describe the selective plant breeding process.
11.1.2 Explain how to estimate the heritability of certain traits.
11.1.3 Predict the genotypes and phenotypes from monohybrid and dihybrid crosses using a Punnett Square.
11.1.4 Describe sex determination, linkage, crossover, and mutation.
11.1.5 Describe how biotechnology tools are used to monitor and direct plant breeding.

Performance Standard 11.2: Genetic Engineering of Plants

11.2.1 Explain the advantages and disadvantages for genetic manipulation of plants.
11.2.2 Identify transgenic plants on the market.

Performance Standard 11.3: Micropropagation Techniques

11.3.1 Define micropropagation and its importance.
11.3.2 Explain applications of micropropagation.
11.3.3 Identify tools and materials for micropropagation procedures.
11.3.4 Describe procedures used in micropropagation.

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Performance Standard 11.4: Hydroponic Techniques

11.4.1 Define hydroponics and its importance to society.
11.4.2 Explain applications of hydroponics.
11.4.3 Describe procedures used in hydroponic plant production.

CONTENT STANDARD 12.0: ORNAMENTAL DESIGN STANDARDS

Performance Standards 12.1: Principles and Elements of Design

12.1.1 Compare and contrast balance using symmetry, asymmetry, and massing.
12.1.2 Explain how the principles of dominance and focal point are used in design.
12.1.3 Determine appropriate proportion and scale in a design.
12.1.4 Illustrate how to establish rhythm in a design.
12.1.5 Discuss relationship of color to emotions/symbolism.
12.1.6 Use color, texture, and form to create a desired atmosphere.

Performance Standard 12.2: Implementation of Principles and Elements of Design

12.2.1 Create a project using principles and elements of design.
12.2.2 Justify design choices of finished project.

CONTENT STANDARD 13.0: CAREER OPPORTUNITIES IN ORNAMENTAL HORTICULTURE

Performance Standard 13.1: Careers in Ornamental Horticulture

13.1.1 Research potential careers in ornamental horticulture and plant science.
13.1.2 Demonstrate employability skills for a career in the ornamental horticulture industry.
13.1.3 Research additional industry certifications available.

CONTENT STANDARD 14.0: LEADERSHIP TRAINING THROUGH AGRICULTURAL EDUCATION

Performance Standard 14.1: Effective Leadership and Leadership Training

14.1.1 Expand leadership experience by participating in a chapter activity.
14.1.2 Participate in a career development event at the local level or above.
14.1.3 Exhibit leadership skills by demonstrating proper parliamentary procedure.
14.1.4 Participate in a speech or presentation activity.

Performance Standard 14.2: School and Community Awareness

14.2.1 Participate in a school improvement or community development project.

CONTENT STANDARD 15.0: SUPERVISED AGRICULTURAL EXPERIENCE (SAE) AND AGRICULTURAL CAREER PREPARATION

Performance Standard 15.1: Maintain a Supervised Agricultural Experience

15.1.1 Accurately maintain SAE record books.
15.1.2 Investigate the proficiency award areas related to SAE program area.
15.1.3 Actively pursue necessary steps to receive higher degrees in FFA.

IDAHO APPLIED ACCOUNTING PROGRAM STANDARDS

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CONTENT STANDARD 1.0: INTRODUCTION TO ACCOUNTING

Performance Standard 1.1: Accounting Careers

1.1.1 Identify student and professional accounting organizations and associations.
1.1.2 Identify professional designations and certifications in the accounting profession.
1.1.3 Describe the educational requirements for various careers, professional designations and certifications in the accounting profession.
1.1.4 Describe the skills and competencies needed to be successful in the accounting profession.
1.1.5 Describe the areas of specialization within the accounting profession and careers that require a knowledge of accounting.

Performance Standard 1.2: Accounting Ethics

1.2.1 Discuss business ethics for accounting.
1.2.2 Explain various types of workplace fraud.
1.2.3 Describe how current events impact the accounting professions.
1.2.4 Discuss the use of Generally Accepted Accounting Principles (GAAP).
1.2.5 Explain the need for a code of ethics and accurate reporting in accounting.
1.2.6 Demonstrate ethical decision-making skills and conduct in a business scenario.

Performance Standard 1.3: Career Development Skills

1.3.1 Apply analytical and critical decision-making skills.
1.3.2 Demonstrate the ability to work within a team concept.
1.3.3 Communicate with liaisons outside the company.
1.3.4 Prepare and deliver oral presentations.

Performance Standard 1.4: Business Ownership

1.4.1 Explain types of business ownership.
1.4.2 Understand advantages and disadvantages of various types of business entity structures.

CONTENT STANDARD 2.0: ACCOUNTING CONCEPTS, PROCEDURES, AND STRATEGIES

Performance Standard 2.1: Accounting Functions

2.1.1 Discuss the nature of the accounting cycle.
2.1.2 Demonstrate the effects of transactions on the accounting equation.
2.1.3 Prepare a chart of accounts.
2.1.4 Use T accounts.
2.1.5 Explain a variety of source documents.
2.1.6 Record transactions in a general journal.
2.1.7 Post journal entries to general ledger accounts.
2.1.8 Prepare a trial balance.
2.1.9 Calculate, journalize, and post adjusting entries.
2.1.10 Calculate, journalize, and post closing entries.

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2.1.11 Prepare a post-closing trial balance.
2.1.12 Prepare work sheets.
2.1.13 Discuss the purpose of annual reports.
2.1.14 Classify items as assets, liabilities, and owner's equity.
2.1.15 Examine documents for fundamental error detection.
2.1.16 Prepare a bank reconciliation.

Performance Standard 2.2: Business Software Application Packages

2.2.1 Identify integrated business software application packages.
2.2.2 Demonstrate the ability to use common spreadsheet tools.

Performance Standard 2.3: Financial Statements

2.3.1 Prepare balance sheets.
2.3.2 Prepare a statement of equity and retained earnings.
2.3.3 Prepare income statements.
2.3.4 Calculate cost of goods sold.
2.3.5 Calculate gross and net profit/loss.
2.3.6 Analyze a company's financial situation using its financial statements.
2.3.7 Explain how accounting information is used to allocate resources in the business and personal decision-making process.

Performance Standard 2.4: Accounts Payable and Accounts Receivable Functions

2.4.1 Explain the nature of accounts payable and accounts receivable.
2.4.2 Prepare and post to an accounts payable and accounts receivable subsidiary ledger.
2.4.3 Analyze purchase and sales transactions.
2.4.4 Prepare an accounts payable and accounts receivable schedule.
2.4.5 Determine uncollectable accounts receivable and establish reserve for bad debt.
2.4.6 Utilize accounting methods to track, record, and analyze business costs.

Performance Standard 2.5: Asset Protection and Internal Controls

2.5.1 Explain cash control procedures, e.g., internal and external controls and cash clearing.
2.5.2 Prove cash.
2.5.3 Journalize and post entries to establish and replenish petty cash.
2.5.4 Journalize and post entries related to banking activities.
2.5.5 Prepare and endorse checks.
2.5.6 Prepare a deposit slip and compute the checkbook balance.

Performance Standard 2.6: Inventory Records to Track Current Assets

2.6.1 Record inventory usage.
2.6.2 Process inventory invoice.
2.6.3 Process inventory adjustments.
2.6.4 Determine the value and cost of inventory, e.g. Last In First Out (LIFO) method, First In First Out (FIFO) method, and weighted average.

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Performance Standard 2.7: Long-Term Assets

2.7.1 Record the purchase of different types of assets.
2.7.2 Determine the book value of a long term asset.
2.7.3 Prepare depreciation schedules using various methods.
2.7.4 Record the disposition of assets.

Performance Standard 2.8: Payroll Procedures

2.8.1 Maintain employee earnings records.
2.8.2 Calculate employee earnings, e.g., gross earnings, net pay.
2.8.3 Calculate employee-paid withholdings, e.g., federal, state, personal deductions.
2.8.4 Prepare a payroll register.
2.8.5 Record the payroll in the general journal.
2.8.6 Describe compliance of payroll regulations.

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IDAHO ADMINISTRATIVE SERVICE STANDARDS

2014

CONTENT STANDARD 1.0: USE STANDARD OFFICE SOFTWARE APPLICATIONS

Performance Standard 1.1: Demonstrate Proficiency in Word Processing

1.1.1 Use a template to create a business document.
1.1.2 Create tables, charts, and graphs to depict information.
1.1.3 Demonstrate appropriate formatting and design to create business documents (i.e., letters, emails, memos, reports, and proposals).
1.1.4 Demonstrate competency in keyboarding and 10-key.
1.1.5 Draft, edit, and revise written work.
1.1.6 Create various desktop publications (e.g., newsletters, certificates, brochures, and flyers).
1.1.7 Use data to create mail merging with other software applications.

Performance Standard 1.2: Demonstrate Proficiency in Spreadsheet Applications

1.2.1 Generate formulas and use functions to solve a problem.
1.2.2 Use formatting and editing to create a spreadsheet.
1.2.3 Create tables, charts, and graphs to depict information.
1.2.4 Demonstrate sorting and filtering data.
1.2.5 Export data to other software applications.
1.2.6 Import data to create spreadsheets.
1.2.7 Implement security measures for spreadsheet protection.

Performance Standard 1.3: Demonstrate Proficiency in Database Applications

1.3.1 Use data to create tables.
1.3.2 Create forms to collect and enter data.
1.3.3 Formulate reports utilizing data queries to convey meaningful information.
1.3.4 Use filters to answer inquiries and create final reports.
1.3.5 Edit and revise collected data.

Performance Standard 1.4: Demonstrate Proficiency in Presentation Software

1.4.1 Use a template to create a presentation.
1.4.2 Demonstrate appropriate formatting and design of business presentations.
1.4.3 Edit and revise presentation content consistent with professional standards.
1.4.4 Customize presentations (e.g., animations, transitions, hidden slides, sound files).
1.4.5 Capture and insert graphics, audio, and video appropriate to the presentation.
1.4.6 Manage presentations (e.g., use rehearsed timings, screen navigation tools, pen, highlighter).

Performance Standard 1.5: Demonstrate Proficiency in Technology Media

1.5.1 Evaluate Internet research sites for credibility and reliability.
1.5.2 Manage an electronic file storage system.
1.5.3 Recognize the potential risks associated with information management.
1.5.4 Identify and apply information security practices (e.g., password security, login, logout).
1.5.5 Practice safe, legal, and responsible use of technology in the workplace.
1.5.6 Demonstrate effective and appropriate use of social media.

CONTENT STANDARD 2.0: UNDERSTAND ACCOUNTING FUNCTIONS

Performance Standard 2.1: Perform Accounting Procedures

2.1.1 Balance cash and receipts.
2.1.2 Balance bank statements with checkbook.
2.1.3 Maintain accounting records (e.g., AP, AR, payroll, cost, tax).

2.1.4 Process invoices for payment.
2.1.5 Prepare bank deposits.
2.1.6 Prepare purchase requisitions.
2.1.7 Complete travel vouchers.
2.1.8 Document and process receipt of payment.
2.1.9 Explain the nature of accounts payable and accounts receivable.
2.1.10 Manage budget allocation.

CONTENT STANDARD 3.0: UNDERSTAND LEGAL AND ETHICAL ISSUES THAT IMPACT BUSINESS

Performance Standard 3.1: Understand Legal Issues in Business

3.1.1 Describe various fraudulent business activities.
3.1.2 Explain legal issues associated with information management.
3.1.3 Describe methods used to protect copyrights, intellectual property, and corporate property.
3.1.4 Research local, state, and federal regulations impacting business operations.
3.1.5 Discuss the importance of maintaining records for software licenses.
3.1.6 Describe employee rights in the workplace.

Performance Standard 3.2: Understand Ethics in Business

3.2.1 Explain ethical characteristics and traits.
3.2.2 Discuss business ethics in the office environment.
3.2.3 Describe the importance of workplace confidentiality.
3.2.4 Discuss and examine ethical usage of media content.

CONTENT STANDARD 4.0: UNDERSTAND THE IMPORTANCE OF POSTIVE CUSTOMER RELATIONS

Performance Standard 4.1: Foster Positive Relationships with Customers

4.1.1 Recognize the importance of and demonstrate how to properly acknowledge customers/clients.
4.1.2 Identify and address needs of customers/clients.
4.1.3 Provide helpful, courteous, and knowledgeable service.
4.1.4 Identify appropriate channels of communication with customers/clients (e.g., phone call, face-to-face, email, Web, social media, technology).
4.1.5 Identify techniques to seek and use customer/client feedback to improve company services.
4.1.6 Recognize the relationship between customer/client satisfaction and company success.

Performance Standard 4.2: Resolve Conflicts with/for Customers

4.2.1 Identify conflict resolution skills to enhance productivity and improve workplace relationships.
4.2.2 Implement conflict resolution strategies and problem-solving skills.
4.2.3 Explain the role of documentation as a component in conflict resolution.

CONTENT STANDARD 5.0: UNDERSTAND BUSINESS COMMUNICATION

Performance Standard 5.1: Demonstrate Written and Oral Communication

5.1.1 Prepare correspondence (e.g., memo, business letter, electronic mail).
5.1.2 Proofread for all content, format, and keying errors.
5.1.3 Transcribe notes from written, verbal, and/or recorded formats.
5.1.4 Prepare agendas and compile materials for meetings.
5.1.5 Communicate with liaisons outside the company.

5.1.6 Prepare and deliver oral presentations.

CONTENT STANDARD 6.0: UNDERSTAND BUSINESS AND OFFICE OPERATIONS

Performance Standard 6.1: Manage Office Functions for a Business

6.1.1 Demonstrate management of office projects and meeting deadlines.
6.1.2 Explain purchasing, shipping, and receiving procedures.
6.1.3 Make travel arrangements for business purposes.
6.1.4 Plan and organize a meeting.
6.1.5 Describe the function of facilities management.
6.1.6 Plan organization/department activities.
6.1.7 Create and maintain electronic office calendars, tasks, appointments, resources.

Performance Standard 6.2: Understand Mail/Shipping Processes

6.2.1 Process incoming and outgoing mail.
6.2.2 Identify special mail services through USPS (e.g., certified, registered, return receipt).
6.2.3 Identify mail/shipping couriers (e.g., FEDEX, UPS, DHL).

Performance Standard 6.3: Understand Telephone Techniques and Etiquette

6.3.1 Identify techniques for answering, screening, and placing calls.
6.3.2 Identify techniques for placing callers on hold, transferring calls, and taking/leaving messages.
6.3.3 Locate telephone numbers and contact information.

Performance Standard 6.4: Understand File/Records Management

6.4.1. Identify types of filing supplies, procedures, and systems.
6.4.2. File office information manually and electronically.
6.4.3. Retrieve information from files.
6.4.4. List the phases of a record life cycle.

Performance Standard 6.5: Understand How Businesses are Organized

6.5.1. Describe the differences between the various types of business ownership.
6.5.2. Describe the hierarchy of a business organization and the roles of key officers in an organization.
6.5.3. Compare and contrast various types of management styles.

Performance Standard 6.6: Understand Proper Use of Office Tools and Equipment

6.6.1. Identify when to use facsimile versus scanned documents.
6.6.2. Discuss copy machine usage and maintenance.
6.6.3. Operate 10-Key calculator.
6.6.4. Set up and use audio visual equipment.
6.6.5. Explain the use of multi-line phones and conference calls.
6.6.6. Describe web-based and video conferencing.
6.6.7. Discuss technology device trends as applied to business environments.

Performance Standards 6.7: Investigate Careers in Administrative Services

6.7.1. Research various careers related to administrative services and office management.
6.7.2. Compare personal traits, likes, and dislikes with characteristics typical in administrative services careers.
6.7.3. Explain the role and responsibilities of administrative assistants.

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CONTENT STANDARD 1.0: BUSINESS FUNDAMENTALS

Performance Standard 1.1: Fundamental Business Concepts

1.1.1 Define and describe the marketing concept.
1.1.2 Explain the impact of marketing on the consumer.
1.1.3 Explain the diverse set of activities involved in marketing.
1.1.4 Compare and contrast marketing strategies for products, services, ideas and persons.

CONTENT STANDARD 2: ECONOMIC SYSTEMS, INDICATORS/TRENDS, AND INTERNATIONAL CONCEPTS

Performance Standard 2.1: Fundamental Economic Concepts

2.1.1 Distinguish between economic goods and services.
2.1.2 Explain the concept of economic resources.
2.1.3 Describe the nature and scope of economics and economic activities.
2.1.4 Distinguish between the forms of economic utility.
2.1.5 Explain the principles of supply, demand, and equilibrium.
2.1.6 Compare and contrast the relationship between scarcity, trade and production.
2.1.7 Explain how quantity demand, quantity supply, and elasticity affect price.
2.1.8 Describe economic concepts that relate to and affect marketing decisions.

Performance Standard 2.2: Fundamental Economic Systems

2.2.1 Explain the types of economic systems.
2.2.2 Explain the concept of private enterprise.
2.2.3 Explain the nature of competition.
2.2.4 Explain how and why government plays a role in a market economy.
2.2.5 Compare and contrast the fundamental economic systems with its relationship between government and business.

Performance Standard 2.3: Basic Economic Indicators/Trends

2.3.1 Explain the concept of productivity.
2.3.2 Describe the nature of current global economic events and how they influence marketing decisions.
2.3.3 Explain measures used to analyze economic conditions.
2.3.4 Determine the impact of economic cycles on business activities.
2.3.5 Explain the economic impact of interest rate fluctuations.

Performance Standard 2.4: International Marketing and Trade

2.4.1 Explain the nature of international marketing and trade.
2.4.2 Identify the impact of cultural and social environments on world marketing and trade.
2.4.3 Evaluate factors that influence a nation's ability to trade.
2.4.4 Define the purpose of the major trade alliances between countries.
2.4.5 Explain how scarcity and surplus influence trade between two or more countries.

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CONTENT STANDARD 3: ETHICS IN MARKETING

Performance Standard 3.1: Code of Ethics

3.1.1 Describe how and why different cultures have different ethical systems.
3.1.2 Explain the importance of trust for the successful conduct of business.
3.1.3 Differentiate between ethics and government relations.
3.1.4 Give examples of how unethical behavior leads to governmental regulations.
3.1.5 Identify ethical considerations relating to marketing and product development.
3.1.6 Determine how patents, copyrights, and trademarks are used to combat unethical behavior.
3.1.7 Illustrate how unethical behavior can lead to fraudulent behavior.

CONTENT STANDARD 4: EXTERNAL FACTORS TO BUSINESS

Performance Standard 4.1: External Factors that Impact Business

4.1.1 Explain how government regulations influence marketing decisions.
4.1.2 Describe how the economy influences marketing decisions.
4.1.3 Recognize how the environment influences marketing decisions.
4.1.4 Provide an example for how special interest groups influence marketing decisions.
4.1.5 Analyze how cultural differences influence marketing decisions.
4.1.6 Synthesize how technology influences marketing decisions.
4.1.7 Evaluate how competition influences marketing decisions.

CONTENT STANDARD 5: PRODUCT/SERVICE MANAGEMENT

Performance Standard 5.1: Product Life Cycle

5.1.1 Describe how new product/services are conceived, developed, and test marketed.
5.1.2 List the stages of the product life cycle and identify the stage in which a product is located.

Performance Standard 5.2: Product Packaging and Branding

5.2.1 Name the common elements of a product's packaging.
5.2.2 Explain the various functions of packaging and why each is important.
5.2.3 Identify the qualities of effective branding.
5.2.4 Differentiate between brand name and generic products.

Performance Standard 5.3: Product Mix and Extensions

5.3.1 Define the nature of a product mix in a particular company.
5.3.2 Identify product mix decisions that must be made in order to successfully market the product or service.
5.3.3 Explain the advantages and disadvantages of product line diversification (i.e., extending product lines and adding new ones).
5.3.4 Define industrial or consumer product categories and provide examples of products that fit each category.
5.3.5 Explain the need for comprehensive marketing of the extended product such as warranty, service, contract, etc.

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CONTENT STANDARD 6: PRICING

Performance Standards 6.1.: Roles of Pricing and Pricing Strategies

6.1.1 Identify the various objectives of pricing.
6.1.2 Identify the factors that will influence product price.
6.1.3 Identify various pricing policies and the circumstances in which each is applicable.
6.1.4 Explain the use of break-even analysis to determine price.
6.1.5 Calculate product price using a variety of methods.
6.1.6 Calculate a break-even point using cost and price information.
6.1.7 Explain the relationship between price and perceived quality.
6.1.8 Describe how economies of scale attained through mass production affect pricing strategy.

CONTENT STANDARD 7: PLACE/DISTRIBUTION

Performance Standard 7.1: Distribution Processes and Plans

7.1.1 Explain how channel management related to other marketing activities.
7.1.2 Explain the nature of channel member relationships.
7.1.3 Explain the nature of channel strategies.
7.1.4 Describe how distribution channels are selected.
7.1.5 Describe inventory control systems and how they are selected.
7.1.6 Discuss a typical order fulfillment process.
7.1.7 Assess inventory control methods in order to minimize costs and meet customer demand.
7.1.8 Identify sources of inventory loss and describe how to minimize shrinkage.

CONTENT STANDARD 8: PROMOTIONAL MIX

Performance Standard 8.1: Advertising

8.1.1 Identify the various mediums available for advertising.
8.1.2 Demonstrate the basics of the design process in graphics.
8.1.3 Describe the elements of an effective advertisement.
8.1.4 Identify the factors that determine media selection.
8.1.5 Explain how research can be used in the advertising process (e.g., pretesting, post testing).
8.1.6 Describe the roles of advertising in the creative process.
8.1.7 Explain how changing technology affects advertising.
8.1.8 Develop an advertising budget.

Performance Standard 8.2: Sales Promotion

8.2.1 Choose appropriate sales promotion tools for a particular product or service.
8.2.2 Compare and contrast the alternative forms of sales promotion.
8.2.3 Describe the factors used to determine the proportion of the promotional budget that should be allocated to sales promotion vs. advertising.

8.2.4 Describe how marketers combine trade and consumer promotions in developing effective promotional programs.
8.2.5 Distinguish between visual merchandising and a display.
8.2.6 Prepare merchandise for display and instructions for its maintenance.
8.2.7 Critique the layout of a local department store in terms of ease of entry, traffic flow, display space, and customer conveniences.
8.2.8 Create a themed display.

Performance Standard 8.3: Public Relations

8.3.1 Identify the various forms of public relations activities used by marketers.
8.3.2 Critique public relations activities being used by marketers.
8.3.3 Differentiate between public relations activities (which are largely controllable) and publicity (which is largely uncontrollable).
8.3.4 Discuss ways in which companies can manage unfavorable publicity.

Performance Standard 8.4: Personal Sales

8.4.1 Explain the importance of personal selling in a company's operation.
8.4.2 Demonstrate the steps involved in the selling process.
8.4.3 Describe the qualities necessary for success as a sales manager.
8.4.4 Identify the roles played by people involved in the purchase or use of the product (i.e. buyer, influencer, user).
8.4.5 Evaluate a variety of sales approaches (e.g. order-getting vs. order-taking).
8.4.6 Describe how sales forecasting contributes to business success.
8.4.7 Identify the various types of sales personnel and their functions.
8.4.8 Analyze customer's rational and emotional buying motives and decisions.
8.4.9 Analyze various products to identify the features and benefits of each.

CONTENT STANDARD 9: RETAIL MANAGEMENT

Performance Standard 9.1: Retailing Support Activities

9.1.1 Define cash, credit and debit card, and layaway sales transactions.
9.1.2 Define returns, exchanges, and allowances.
9.1.3 Describe the use of technology in the selling function.
9.1.4 Demonstrate how to create a sales invoice.
9.1.5 Compute the sales tax on a sales invoice.
9.1.6 Explain the miscellaneous charges that may be part of a sale.
9.1.7 Demonstrate proper cash control procedures (balancing cash drawer, giving proper change to customers, and calculating discounts).

CONTENT STANDARD 10: MARKET RESEARCH

Performance Standard 10.1: Market Research Project

10.1.1 Identify the steps in the market research process.
10.1.2 Explain the purposes for conducting market research.
10.1.3 Differentiate between primary and secondary sources of data.
10.1.4 Compare and contrast qualitative and quantitative research.

10.1.5 Evaluate the various data collection and sampling techniques.

CONTENT STANDARD 11: MARKET CHARACTERISTICS

Performance Standard 11.1: Marketing Segmentation

11.1.1 Differentiate between the consumer market and non-consumer market.
11.1.2 Describe various methods of market segmentation.
11.1.3 Explain the marketing potential of multiple segments.
11.1.4 Identify a target market for a given product or service.
11.1.5 Explain why market segmentation is important to the achievement of market goals.
11.1.6 Explain the marketing strategies used to reach a given target market.

Performance Standard 11.2: Market Positioning

11.2.1 Explain how the characteristics of a given product or service contribute to a company's competitive advantage.
11.2.2 Identify why manufacturing locations are often close to the market served.
11.2.3 Determine extended product features that give a product a competitive advantage.
11.2.4 Contrast a domestic and international marketing plan for a given product or service.

CONTENT STANDARD 12: MARKETING PLANS

Performance Standard 12.1: Components of Marketing Plans

12.1.1 Explain why market planning is essential for organization and product success.
12.1.2 Identify the steps involved in the development of a marketing plan.
12.1.3 Explain how the marketing plan addresses all elements of an organization's marketing activities.
12.1.4 Differentiate between strategic and short-term tactical planning.
12.1.5 Demonstrate the ability to develop a marketing plan.

CONTENT STANDARD 13: E-MARKETING

Performance Standard 13.1: Concepts, Strategies, Language and Systems to Convey Ideas and Information

13.1.1 Define digital marketing.
13.1.2 Describe the benefits of digital marketing.
13.1.3 Compare and contrast digital marketing to traditional marketing.
13.1.4 Discuss how technology changes customer behaviors.
13.1.5 Explain how digital media and multimedia are used in marketing strategies.
13.1.6 Specify required elements needed in social media content designed for marketing campaigns.
13.1.7 Provide examples of how organizations use online media platforms as effective marketing tools.
13.1.8 Identify important metrics required for effective e-marketing.
13.1.9 Identify legal and ethical considerations in digital media and e-marketing.
13.1.10 Explain other key terms and concepts related to digital marketing including: SEL, Google analytics and Adwords, link strategies, e-mail campaigns, mobile marketing, electronic signatures, and server-based computing.

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CONTENT STANDARD 14: FINANCING AND FINANCIAL ANALYSIS

Performance Standard 14.1: Nature And Scope of Financing

14.1.1 Explain the nature and scope of financing a marketing campaign.
14.1.2 Analyze the need for banking relations.
14.1.3 Identify and analyze the risks associated with obtaining business credit.
14.1.4 Explain the advantages and disadvantages of the use of bank and/or store cards for business transactions.
14.1.5 Explain loan evaluation criteria used by lending institutions.
14.1.6 Complete business or personal loan application package.
14.1.7 Complete a personal budget and set financial goals.
14.1.8 Explain the legal considerations for credit use.

Performance Standard 14.2: Financial Resources

14.2.1 Explain the time value of money.
14.2.2 Project the total cash needed to start a business.
14.2.3 Determine the differences between marginal costs and sunk costs.
14.2.4 Recommend records needed for the daily operation of a planned business.
14.2.5 Prepare pro forma financial statements for a planned business.
14.2.6 Understand the role of financial ratios in decision making.
14.2.7 Determine the financial condition of a business based on its financial records.
14.2.8 Identify potential threats and opportunities to protect a business's financial well-being.
14.2.9 Estimate project costs and return on marketing investment (ROMI).
14.2.10 Explain the financial implications of product cannibalization.

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CONTENT STANDARD 1.0: CAREER EXPLORATION

Performance Standard 1.1: Careers in Drafting

1.1.1 Investigate careers in drafting, training, and associated opportunities.
1.1.2 Describe the differences between drafting disciplines and job functions.
1.1.3 Explore career opportunities and list educational requirements for a given drafting field.
1.1.4 Identify safety risks and preventative measures in the office, at the construction site, and production site.

CONTENT STANDARD 2: DRAFTING FUNDAMENTALS

Performance Standard 2.1: Geometric Constructions

2.1.1 Define geometric terms and recognize various geometric shapes by name.
2.1.2 Use lines, circles, and arcs to construct regular and irregular geometric shapes.
2.1.3 Construct angles, to include acute, obtuse, and right angles.
2.1.4 Divide lines and bisect angles and arcs.
2.1.5 Construct tangent, concentric, and perpendicular geometric relationships.
2.1.6 Calculate area, perimeter, and volume of geometric shapes to include circle, square, rectangle, and triangle.

Performance Standard 2.2: Measuring and Scaling Techniques

2.2.1 Explain the concept of scaling of objects.
2.2.2 Determine appropriate engineering, architectural, and metric scales.
2.2.3 Measure object size, area, and volume utilizing appropriate industry devices.
2.2.4 Construct drawings utilizing metric and customary (i.e., SI, Imperial) measurement systems.
2.2.5 Transcribe drawings accurately using ratios and proportions.
2.2.6 Determine and apply the equivalence between fractions and decimals.
2.2.7 Convert between customary (i.e., SI, Imperial) and metric systems.

Performance Standard 2.3: Conventional Drafting Practices

2.3.1 Identify and select appropriate drafting media.
2.3.2 Produce title blocks.
2.3.3 Utilize appropriate drawing composition and layout.
2.3.4 Identify and utilize industry standard object properties (i.e., line weight, line type).
2.3.5 Produce drawings from sketches.
2.3.6 Apply appropriate annotations to drawings according to industry standards.
2.3.7 Demonstrate drawing revision control.

Performance Standard 2.4: Multi-View Drawings Using Orthographic Projection

2.4.1 Determine the principle view of an object.
2.4.2 Identify, create, and arrange multi-view drawings.
2.4.3 Identify, create, and arrange sectional views.
2.4.4 Identify, create, and arrange primary auxiliary views.

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2.4.5 Identify multiple projection theories (first angle, third angle).
2.4.6 Apply appropriate units of measurement.

Performance Standard 2.5: Dimensions and Annotations

2.5.1 Differentiate appropriate dimension standards.
2.5.2 Arrange dimensions and annotations using appropriate standards.
2.5.3 Use various dimensioning styles.
2.5.4 Construct bill of materials or schedule of materials.

Performance Standard 2.6: Pictorial Drawings

2.6.1 Create oblique drawings.
2.6.2 Create isometric drawings.
2.6.3 Create perspective drawings.

Performance Standard 2.7: Hand Sketching Techniques

2.7.1 Develop design ideas using freehand sketching.
2.7.2 Create pictorial and multi-view sketches.
2.7.3 Utilize hand lettering techniques.
2.7.4 Utilize the alphabet of lines.
2.7.5 Utilize line weights, shading, and color to communicate sketch ideas.

CONTENT STANDARD 3: FUNDAMENTAL CADD SKILLS

Performance Standard 3.1: Basic Computer and IT Skills

3.1.1 Use and maintain computer hardware and input/output devices.
3.1.2 Apply basic commands of an operating system and software.
3.1.3 Apply file management techniques using various storage media.
3.1.4 Import and export data files using various formats.
3.1.5 Use industry reliable media to acquire information to complete drafting problems.

Performance Standard 3.2: Drawing Environment

3.2.1 Select appropriate existing title blocks.
3.2.2 Set drafting settings.
3.2.3 Determine and apply scaling factors, including plotting and printing.
3.2.4 Assign line weights, line types, and colors.
3.2.5 Utilize template files.
3.2.6 Utilize sheets/layouts for plotting/printing.

Performance Standard 3.3: Geometric Shapes and Objects using Cartesian Coordinate System

3.3.1 Describe and utilize the Cartesian Coordinate System to create geometric shapes and objects (x, y, z).
3.3.2 Calculate input coordinates.
3.3.3 Manipulate and utilize coordinate systems.

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Performance Standard 3.4: CADD Commands

3.4.1 Utilize multiple entry methods to invoke CADD commands (i.e., hot keys, icons, and menus).

3.4.2 Utilize geometric relationships to ensure accuracy (i.e., endpoint, midpoint, and center.

3.4.3 Utilize CADD commands to create and modify objects.

3.4.4. Assign property styles to objects.

3.4.5. Access and integrate help resources to solve problems.

Performance Standard 3.5: Annotations

3.5.1 Define, create, and modify industry standard text styles.

3.5.2 Arrange text based on industry standards.

3.5.3 Create and modify dimension styles.

3.5.4 Arrange dimensions based on industry standards (may include dual dimensioning).

3.5.5 Use industry standard symbols to annotate drawings.

CONTENT STANDARD 4: 3-D CADD SKILLS AND TECHNIQUES

Performance Standard 4.1: Three-Dimensional Models

4.1.1 Interpret and define the right-hand rule for the x, y, and z-axes.

4.1.2 Develop three-dimensional models (i.e., wireframe, surface, solid, or parametric).

4.1.3 Manipulate the x-y plane in three-dimensional space.

4.1.4 Edit the shape and configuration of solid models.

4.1.5 Display objects as shaded or hidden lines removed.

4.1.6 Create working and presentation drawings from three-dimensional models.

CONTENT STANDARD 5: ARCHITECTURAL DRAFTING AND DESIGN

Performance Standard 5.1: Architectural Design

5.1.1 Identify and describe different architectural styles.

5.1.2 Identify construction terminology, materials and building codes.

5.1.3 Identify architectural annotation standards.

5.1.4 List and describe construction drawings.

5.1.5 Prepare a floor plan from an existing plan or sketch.

Performance Standard 5.2: Architectural Views and Details Related to Design Criteria

5.2.1 Apply architectural design concepts to plan views.

5.2.2 Create an exterior elevation from an existing floor plan.

5.2.3 Create interior elevations.

5.2.4 Create building sections and details.

5.2.5 Produce schedules.

5.2.6 Understand and apply green building/sustainable design principles to project design.

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CONTENT STANDARD 6: MECHANICAL DRAFTING AND DESIGN

Performance Standards 6.1: Drafting Concepts Related to Basic Manufacturing Processes

6.1.1 Describe the basic engineering design process.
6.1.2 Describe standard machine processes.
6.1.3 Utilize standard welding/machining symbols per ANSI and ASME.
6.1.4 Identify common stock forms.
6.1.5 Create scaled working drawings using dimensions, tolerances, and other specifications for machine tool, fabrication, and/or welding processes.
6.1.6 Create thread and fastener representations and utilize thread designations.
6.1.7 Create assembly drawings including a bill of materials.

Performance Standards 6.2: Geometric Dimensioning and Tolerancing (GDK&T) Standards

6.2.1 Understand datums utilized for tolerancing.
6.2.2 Utilize basic dimensioning for toleranced features.
6.2.3 Utilize GD&T for assembly fits.

Performance Standard 6.3: Drafting Concepts Related to Pattern Development

6.3.1 Define developments.
6.3.2 Identify the major types of developments.
6.3.3 Construct parallel line development.

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CONTENT STANDARD 1.0: IDENTIFY LAB ORGANIZATION AND SAFETY PROCEDURES

Performance Standard 1.1: Demonstrate General Lab Safety Rules and Procedures

1.1.1 Describe general shop safety rules and procedures (i.e., safety test).
1.1.2 Describe the roles of OSHA and UL in the workplace.
1.1.3 Comply with the required use of personal protective equipment (PPE) during lab/shop activities.
1.1.4 Utilize safe procedures for handling of tools and equipment.
1.1.5 Operate lab equipment according to safety guidelines.
1.1.6 Identify and use proper lifting procedures and proper use of support equipment.
1.1.7 Utilize proper ventilation procedures for working within the lab/shop area.
1.1.8 Identify marked safety areas.
1.1.9 Identify the location and the types of fire extinguishers and other fire safety equipment; demonstrate knowledge of the procedures for using fire extinguishers and other fire safety equipment.
1.1.10 Identify the location of the posted evacuation routes.
1.1.11 Identify appropriate clothing for lab/shop activities.

Performance Standard 1.2: Identify and Safety Utilize Tools

1.2.1 Identify tools and their appropriate usage.
1.2.2 Demonstrate the proper techniques when using tools.
1.2.3 Demonstrate safe handling and use of appropriate tools.
1.2.4 Demonstrate proper cleaning, storage, and maintenance of tools.

Performance Standard 1.3: Identify and Safety Utilize Instrumentation

1.3.1 Identify test equipment and their appropriate usage.
1.3.2 Demonstrate the proper techniques when using test equipment.
1.3.3 Demonstrate safe handling and use of appropriate test equipment.
1.3.4 Demonstrate proper cleaning, storage, and maintenance of test equipment.

CONTENT STANDARD 2.0: IDENTIFY FUNDAMENTAL ELECTRONIC THEORY AND THE HISTORY/FUTURE OF ELECTRONICS

Performance Standard 2.1: Explain the Principles of Electronic Theory

2.1.1 Summarize electron theory (i.e., matter, parts of an atom, charges).
2.1.2 Explain the characteristics of voltage, current, and resistance (i.e., unit of measure, letter/symbol).
2.1.3 Discuss how to generate electricity with magnetism, heat, light, friction, and pressure.
2.1.4 Define key terms associated with the fundamentals of the theory of electronics.

Performance Standard 2.2: Identify the History and Future Trends in Electronics

2.2.1 Research the history of electricity.
2.2.2 Research the history of electronics (i.e., vacuum tubes, transistors, integrated circuits).
2.2.3 Describe the impact of the advancement of electronics on society and the economy.
2.2.4 Investigate new and emerging electronic technologies and trends.
2.2.5 Research the different career opportunities in the electronics technology career path.

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CONTENT STANDARD 3.0: IDENTIFY AND ANALYZE ELECTRICAL COMPONENTS AND QUANTITIES

Performance Standard 3.1: Identify Electronic Components

3.1.1 Identify and explain the main purposes of electronic components.
3.1.2 Classify designation letters used to represent electronic components.
3.1.3 Illustrate schematic symbols for various types of electrical and electronic components.
3.1.4 Recognize the effects of environmental conditions on electronic components.
3.1.5 Define key terms associated with electronic components.

Performance Standard 3.2: Analyze Quantities Utilized in Electronics

3.2.1 Identify and utilize the basic units of electronic measurements
3.2.2 Express numbers in scientific engineering notation (i.e., prefixes and symbols)
3.2.3 Convert from scientific notation to engineering notation
3.2.4 Identify and utilize the resistor color code
3.2.5 Utilize Ohm's law to determine current, voltage, resistance, and power
3.2.6 Define key terms associated with quantities used in electronics

CONTENT STANDARD 4.0: CONSTRUCT AND ANALYZE FUNDAMENTAL CIRCUIT CONFIGURATIONS

Performance Standard 4.1: Analyze Series Circuit Configuration

4.1.1 Identify series circuit configuration.
4.1.2 Calculate voltage drops in a series circuit.
4.1.3 Utilize Kirchhoff's Voltage Law.
4.1.4 Recognize polarity in a series circuit.
4.1.5 Calculate voltage, current, resistance, and power in a series circuit.
4.1.6 Construct, measure, and analyze simple series circuit.
4.1.7 Define key terms associated with series circuits.

Performance Standard 4.2: Analyze Parallel Circuit Configuration

4.2.1 Identify parallel circuit configuration.
4.2.2 Calculate voltage drops in a parallel circuit.
4.2.3 Utilize Kirchhoff's Current Law.
4.2.4 Recognize polarity in a parallel circuit
4.2.5 Calculate voltage, current, resistance, and power in a parallel circuit.
4.2.6 Construct, measure, and analyze simple parallel circuit.
4.2.7 Define key terms associated with parallel circuits.

Performance Standard 4.3: Analyze Series-Parallel Circuit Configuration

4.3.1 Identify series-parallel circuit configuration.
4.3.2 Calculate voltage drops in a series-parallel circuit.
4.3.3 Utilize Kirchhoff's Voltage and Current Laws where appropriate.
4.3.4 Recognize polarity in a series-parallel circuit.
4.3.5 Calculate voltage, current, resistance, and power in a series-parallel circuit.

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CONTENT STANDARD 5.0: APPLY FUNDAMENTAL ANALOG ELECTRONIC PRINCIPLES

Performance Standard 5.1: Analyze Direct Current (DC) Circuits

5.1.1 Interpret electronic schematic diagrams.
5.1.2 Construct and test DC circuits.
5.1.3 Discuss basic electrical and magnetic properties and their relation to various materials.
5.1.4 Demonstrate the proper usage of analog and digital meters.
5.1.5 Research DC applications (i.e., motors, steppers).
5.1.6 Define key terms associated with DC circuits.

Performance Standard 5.2: Analyze Alternating (AC) Circuits

5.2.1 Interpret electronic schematic diagrams.
5.2.2 Construct and test AC circuits.
5.2.3 Practice the proper usage of test equipment (i.e., analog and digital meters, oscilloscopes, AC voltage sources).
5.2.4 Identify AC wave form characteristics: effective voltage (RMS), average voltage, negative alternation, positive alternation, wavelength, amplitude, and period.
5.2.5 Calculate peak, peak-to-peak, RMS, and average voltage values for an AC wave form.
5.2.6 Explain cycle, hertz, and phase.
5.2.7 Describe the requirement for inductance in AC electrical circuits (i.e., self and mutual inductance).
5.2.8 Compare and contrast reactance, resistance, and impedance.
5.2.9 Explain phase relationships for series and parallel RL, RC, and RCL circuits.
5.2.10 Research high and low pass filter circuits.
5.2.11 Define key terms associated with AC circuits.

CONTENT STANDARD 6.0: APPLY FUNDAMENTAL DIGITAL ELECTRONIC PRINCIPLES

Performance Standard 6.1: Analyze Digital Design and Circuitry

6.1.1 Identify and convert numbers between numbering systems (i.e., decimal, binary, hexadecimal, BCD).
6.1.2 Compare and contrast between 1 (high) and 0 (low or ground).
6.1.3 Perform numerical calculations in numbering systems.
6.1.4 Identify and describe basic logic operations (i.e., AND, OR, buffer, inverter, NAND).
6.1.5 Explain Boolean Algebra and its use in digital circuitry.
6.1.6 Research Karnaugh Maps.
6.1.7 Interpret data sheet information.
6.1.8 Evaluate logic circuit truth tables.
6.1.9 Analyze clock and timing circuit operations.
6.1.10 Analyze combinational logic circuits for a given application (i.e., relay logic).
6.1.11 Assess the operation of analog-to-digital and digital-to-analog convertors.
6.1.12 Define key terms associated with digital electronics.

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CONTENT STANDARD 7.0: APPLY MICROPROCESSOR AND MICROCONTROLLER PRINCIPLES

Performance Standard 7.1: Analyze Control Device

7.1.1 Describe basic principles of microprocessors.
7.1.2 Describe the process of executing instructions in a microprocessor.
7.1.3 Draw a flowchart for a typical program or process.
7.1.4 Describe the procedure for instruction coding and program debugging.
7.1.5 Describe the fundamental principles for microprocessor interfacing.
7.1.6 Demonstrate basic wiring procedures for microprocessors.
7.1.7 Write, deploy and test an original microcontroller program.
7.1.8 Research current industry standards for application of programming.
7.1.9 Define key terms associated with electronic control devices.

CONTENT STANDARD 8.0: APPLY FUNDAMENTAL FABRICATION AND SOLDERING TECHNIQUES

Performance Standard 8.1: Analyze Control Device

8.1.1 Investigate current industry standards for fabrication techniques.
8.1.2 Demonstrate proper setup of fabrication area, equipment, and materials.
8.1.3 Construct circuits/projects in the proper sequence.
8.1.4 Properly layout circuits/projects from schematic diagrams/prints.
8.1.5 Check work for accuracy.
8.1.6 Analyze and summarize how manufacturing businesses improve performance.

Performance Standard 8.2: Analyze Standard Soldering Techniques

8.2.1 Research current industry standards for soldering.
8.2.2 Explain solder safety (i.e., burns, fires, lead poisoning, fumes, damages).
8.2.3 Identify types of solder and soldering irons.
8.2.4 Demonstrate the proper and safe method for soldering, de-soldering, and cleaning.
8.2.5 Demonstrate the ability to solder components to a printed circuit board.
8.2.6 Demonstrate the ability to de-solder components from a printed circuit board.
8.2.7 Classify flux types and usages.
8.2.8 Demonstrate proper usage of heat sinks.
8.2.9 Recognize cold solder joints and explain the causes.
8.2.10 Produce soldered joints to specifications.
8.2.11 Compare and contrast good and bad mechanical and electrical solder connections.
8.2.12 Demonstrate proper care of solder and de-solder equipment and aids.
8.2.13 Utilize various types of de-soldering equipment and their usages (i.e., de-soldering braid/wick, de-soldering pumps).
8.2.14 Define key terms associated with soldering.

CONTENT STANDARD 9.0: APPLY FUNDAMENTAL TROUBLESHOOTING AND MAINTENANCE TECHNIQUES

Performance Standard 9.1: Apply Troubleshooting Techniques

9.1.1 Explain troubleshooting procedures.

9.1.2 Create and utilize a safety checklist.
9.1.3 Utilize all safety procedures necessary while troubleshooting (e.g., lock-out tag-out, etc.)
9.1.4 Select and utilize appropriate tools for electronics troubleshooting.
9.1.5 Research various sources of repair/maintenance/troubleshooting documentation (e.g., print media, electronic, tech support, local expert).
9.1.6 Utilize manufacturer s' documentation for troubleshooting.
9.1.7 Interpret electronic schematic diagrams.
9.1.8 Measure electrical characteristics of voltage, current, and resistance in basic electronic circuits using multi-meters, oscilloscopes, logic probes, etc.
9.1.9 Troubleshoot and repair common problems (i.e., faulty components, open circuits, short circuits, environmental conditions).
9.1.10 Define key terms associated with troubleshooting techniques.

Performance Standard 9.2: Demonstrate Maintenance and Repair Techniques

9.2.1 Explain the difference between maintenance and repair.
9.2.2 Identify the common causes of system and equipment failures.
9.2.3 Use electrostatic discharge (ESD) control devices and techniques when handling ESD-sensitive equipment and components.
9.2.4 Utilize manufacturers' documentation to identify system problem(s).
9.2.5 Isolate common faults in wiring and equipment.
9.2.6 Identify common preventive maintenance measures.
9.2.7 Interpret preventive maintenance and inspection schedules.
9.2.8 Develop a routine maintenance plan.
9.2.9 Define key terms associated with maintenance and repair techniques.

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CONTENT STANDARD 1.0: THE GRAPHIC DESIGN INDUSTRY

Performance Standard 1.1: History of the Graphic Design Field

1.1.1 Research the history of technologies that advanced the graphic design industry.
1.1.2 Describe past and present styles, and how they will affect future styles in the graphic design industry.
1.1.3 Identify art movements of the past and current societal trends, and describe how they impact graphic design.
1.1.4 Describe the importance of graphic design's influence on society.

Performance Standard 1.2: Industry Terminology

1.2.1 Formulate written and verbal communications using industry standard terms.
1.2.2 Prepare and deliver a visual presentation of a product utilizing appropriate industry terminology.

Performance Standard 1.3: Career Exploration

1.3.1 Investigate graphic design careers, training, and associated opportunities.
1.3.2 Participate in a career-related experience that could include internships, job shadowing, work site visits.
1.3.3 Participate in a career-related client service project.

CONTENT STANDARD 2.0: ELEMENTS AND PRINCIPLES OF DESIGN AND VISUAL COMMUNICATION

Performance Standard 2.1: Elements of Design

2.1.1 Identify the applications of color, line, shape, texture, size, and value in samples of graphic work.
2.1.2 Analyze the use of color, line, shape, texture, size, and value in samples of graphic work.
2.1.3 Incorporate color, line, shape, texture, size, and value in student-generated graphic work.
2.1.4 Understand the concepts of color theory.
2.1.5 Demonstrate the elements of design through manual sketching.
2.1.6 Demonstrate the elements of design through digital sketching.

Performance Standard 2.2: Principles of Design

2.2.1 Analyze the principles of design (i.e. balance, contrast, alignment, rhythm, repetition, proximity, movement, harmony, emphasis, unity, etc.) in samples of graphic works.
2.2.2 Incorporate principles of design (i.e. balance, contrast, alignment, rhythm, repetition, proximity, movement, harmony, emphasis, unity, etc.) in student-generated graphic works.
2.2.3 Demonstrate the principles of design through various design techniques.

Performance Standard 2.3: Principles of Typography

2.3.1 Identify the anatomical components and qualities of type (i.e., x-height, ascenders, descenders, counters, etc.)
2.3.2 Apply and adjust formatting to type.
2.3.3 Construct graphic works utilizing and manipulating type.
2.3.4 Demonstrate knowledge of the history of typography.

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Performance Standard 2.4: Principles and Elements of Design to Layout

2.4.1 Apply effective use of negative space, composition, message structure, graphics, etc., to graphic works.
2.4.2 Create graphic works utilizing grids.
2.4.3 Create graphic works utilizing templates.
2.4.4 Utilize rule of thirds, simplicity, and/or complexity, etc. in layout.
2.4.5 Demonstrate layout skills for print collaterals (i.e., magazines, newspapers, packaging, yearbook, etc.).
2.4.6 Demonstrate layout skills for current digital media (i.e. mobile devices, tablets).
2.4.7 Explain the importance of consistency of design.
2.4.8 Explain the importance of usability.
2.4.9 Apply measurement tools and ratio analysis to image positioning in graphic works.
2.4.10 Solve aspect ratio proportion measurement in video and animation development.
2.4.11 Describe visual hierarchy and how it is used to control the viewer's eyes through a document/webpage.
2.4.12 Explain the methods used to control visual hierarchy.

CONTENT STANDARD 3: PRODUCTION USING INDUSTRY STANDARD SOFTWARE

Performance Standard 3.1: Concept Development

3.1.1 Generate project ideas through the use of brainstorming, thumbnails, roughs, mock-ups, wireframes, etc.
3.1.2 Create a storyboard for a project.
3.1.3 Explain the importance of developing a message for a specific audience.
3.1.4 Synthesize information collected from communications with various stakeholders.

Performance Standard 3.2: Image Creation and Manipulation

3.2.1 Analyze differences and appropriate applications of vector-based and bitmap images.
3.2.2 Use a variety of devices and media to import/download photos, images, and other digital media content.
3.2.3 Incorporate the use of image manipulation and illustration software into final products.
3.2.4 Apply nondestructive image editing techniques such as layering and masking.
3.2.5 Practice using different selection tools and techniques to manipulate images.
3.2.6 Practice image composition, cropping, and the use of vector paths and raster channels in saving and creating complex masks.
3.2.7 Practice composition and cropping.
3.2.8 Analyze differences and appropriate applications of vector-based and bitmap images.
3.2.9 Use a variety of devices and media to import/download photos, images, and other digital media content.

Performance Standard 3.3: Media Outputs

3.3.1 Use appropriate resolution, compression, and file formats for various media outputs including web, video, audio, and print.
3.3.2 Incorporate appropriate current industry standard color modes in graphic works (e.g., RGB, HEX, LAB, CMYK and Pantone), and explain how they relate to HSB.
3.3.3 Understand the difference between gray scale, spot color, and process colors.

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Performance Standard 3.4: Graphic Design Workflow

3.4.1 Develop a workflow for a project.
3.4.2 Describe project management.
3.4.3 Create projects that address the message and conceptual ideas for a specific audience.

Performance Standard 3.5: Design and Production Process

3.5.1 Demonstrate the use of the graphic design process (define the project, develop budget and schedule/deadline, presentation and critique, revisions, final presentation, client approval, pre-press, production and final product delivery).
3.5.2 Explain the design process in different media formats.
3.5.3 Apply the design process to generate different media formats.

Performance Standard 3.6: Branding and Corporate Identity

3.6.1 Analyze branding and corporate identity, its purpose and constituents.
3.6.2 Create a visual that appropriately represents the brand's identity in multiple media formats.

CONTENT STANDARD 4: ETHICAL AND LEGAL ISSUES RELATED TO GRAPHIC DESIGN

Performance Standard 4.1: Copyright and Intellectual Property Law

4.1.1 Research laws governing copyright, intellectual property (including font usage, photography, illustration, audio and video rights), and software licensing.
4.1.2 Research laws governing brand issues, trademark, and other proprietary rights.
4.1.3 Discuss consequences of violating copyright, privacy, and data security laws.
4.1.4 Define and debate fair use including authorships, rights of use for work and likeness, and credit lines.
4.1.5 Model fair use in production of visual communication products.
4.1.6 Understand creative commons, the concept of usage rights versus ownership rights, and the importance of using a release form.

CONTENT STANDARD 5: PORTFOLIO

Performance Standard 5.1: Portfolio Development

5.1.1 Research and compare the various types of portfolios.
5.1.2 Develop portfolios that include various types of media.
5.1.3 Recognize that portfolios are dynamic and require maintenance.

Performance Standard 5.2: Evaluating Portfolios

5.2.1 Conduct peer- and self-evaluations.
5.2.2 Understand the elements of the critique process, including a respect for peer work and the ability to give and receive dispassionate and constructive criticism.

CONTENT STANDARD 6: MATHEMATICAL SKILLS

Performance Standards 6.1: Mathematical Skills for Visual Communications

6.1.1 Apply addition, subtraction, multiplication and division of whole numbers, fractions, and decimals.
6.1.2 Apply fraction to decimal and decimal to fraction conversion problems.
6.1.3 Apply decimal to percent and percent to decimal conversion problems.

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6.1.4 Apply basic ratio and proportion problems.
6.1.5 Apply basic linear measurement problems.
6.1.6 Apply basic inches to picas and picas to inch conversion problems.
6.1.7 Apply inches to points and points to inch conversion problems.
6.1.8 Apply points to picas and picas to points conversion problems.

CONTENT STANDARD 7: COMMUNICATION SKILLS

Performance Standard 7.1: Communication Skills for Visual Communications

7.1.1 Write logical and understandable statements or phrases to fill out documents used in business and industry (i.e. forms, invoices, proposals, etc.).
7.1.2 Read and follow written and oral instructions.
7.1.3 Articulate and write concise and accurate instructions/step by step process.
7.1.4 Demonstrate appropriate communication skills (i.e. telephone, e-mail, texting, social media, etc.).

CONTENT STANDARD 8: EDITING AND PROOFREADING SKILLS

Performance Standard 8.1: Proofreading Skills

8.1.1 Demonstrate ability to proofread and edit various forms of copy for different audiences.
8.1.2 Demonstrate knowledge of proofreaders' marks.
8.1.3 Demonstrate knowledge of electronic forms of editing and correcting.

CONTENT STANDARD 9: DIGITAL MEDIA

Performance Standard 9.1: Graphic Design in Digital Media

9.1.1 Understand the relationship of graphic design in context of web design.
9.1.2 Understand the relationship of graphic design in context of video production.
9.1.3 Understand the relationship of graphic design in context of audio production.
9.1.4 Understand the relationship of graphic design in context of animation.

CONTENT STANDARD 10: APPLIED ART

Performance Standard 10.1: Traditional and Digital Design

10.1.1. Demonstrate creation of simple, tone, or color illustration with traditional and digital tools.
10.1.2. Create 2D or 3D works of design in analog and digital formats.

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CONTENT STANDARD 1.0: END POINT TECHNOLOGIES

Performance Standard 1.1: PC Hardware Configuration and Installation

1.1.1 Identify and understand motherboards and related components.
1.1.2 Identify and understand RAM types and features.
1.1.3 Identify and understand expansion card uses and differences.
1.1.4 Understand differences and use of storage devices and media types.
1.1.5 Identify and understand CPU types and features.
1.1.6 Identify power supply requirements and select appropriate unit for a system.
1.1.7 Demonstrate custom configurations per customer needs.
1.1.8 Identify and understand the use of connector types and associated cables.
1.1.9 Demonstrate the installation and configuration of peripheral devices.
1.1.10 Identify when a field replacement unit is needed.

Performance Standard 1.2: Fundamental Networking Technologies

1.2.1 Identify network cables and connectors and their characteristics.
1.2.2 Explain TCP/IP suite characteristics and properties.
1.2.3 Identify and understand the use of common TCP / UDP ports, protocols, and their characteristics.
1.2.4 Understand wireless networking standards and encryption types.
1.2.5 Demonstrate installation, configuration, and deployment of a home office network.
1.2.6 Understand and explain different Internet connection types and features.
1.2.7 Understand different network devices, their functions, and features.
1.2.8 Demonstrate the appropriate use of field networking tools.
1.2.9 Identify appropriate hardware and software tools to troubleshoot connectivity issues.

Performance Standard 1.3: Laptops, Mobile Devices, and Related Hardware

1.3.1 Demonstrate the installation and configuration of related peripherals.
1.3.2 Understand and recognize different features of laptops and mobile devices.
1.3.3 Demonstrate custom configurations per customer needs.

Performance Standard 1.4: Printer and Imaging Hardware

1.4.1 Identify and explain the different types and use of printers.
1.4.2 Understand and explain the different imaging processes.
1.4.3 Identify proper basic printer maintenance.

Performance Standard 1.5: Operating Systems

1.5.1 Understand the features and requirements of various operating systems.
1.5.2 Demonstrate how to install, upgrade, and configure an operating system.
1.5.3 Understand and demonstrate the use of command line tools.
1.5.4 Understand and demonstrate operating system tools and utilities.
1.5.5 Understand networking and configuration of operating systems.
1.5.6 Understand and explain the differences in basic OS security settings.

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1.5.7 Understand the basics of virtualization.

Performance Standard 1.6: Basic Workstation Security

1.6.1 Understand the application and usage of common prevention methods.
1.6.2 Understand the differences in common security threats.
1.6.3 Demonstrate the implementation of best practices to secure a workstation.
1.6.4 Understand appropriate data destruction and disposal methods.
1.6.5 Understand and demonstrate basic wired and wireless network security.

CONTENT STANDARD 2.0: NETWORKING TECHNOLOGIES

Performance Standard 2.1: Basic Networking Concepts

2.1.1 Compare the layers of the OSI and TCP/IP models.
2.1.2 Classify how applications, devices, and protocols relate to the OSI model layers.
2.1.3 Explain the purpose and properties of IP addressing.
2.1.4 Explain the purpose and properties of routing and switching.
2.1.5 Identify common TCP and UDP well-known ports.
2.1.6 Explain the function of common networking protocols.
2.1.7 Summarize DNS concepts and its components.
2.1.8 Identify virtual network components.

Performance Standard 2.2: Installation, Configuration and Troubleshooting

2.2.1 Configure network devices using basic CLI and/or GUI as appropriate.
2.2.2 Explain the purpose and properties of DHCP.
2.2.3 Troubleshoot common router and switch problems.
2.2.4 Design and implement a basic network.
2.2.5 Demonstrate appropriate use of hardware tools to troubleshoot connectivity issues.
2.2.6 Demonstrate appropriate use of software tools to troubleshoot connectivity issues.

Performance Standard 2.3: Network Media and Topologies Installation and Configuration

2.3.1 Categorize standard media types and associated properties.
2.3.2 Categorize standard connector types based on network media.
2.3.3 Categorize WAN technology types and properties.
2.3.4 Troubleshoot common physical connectivity problems.
2.3.5 Compare and contrast different network physical and logical topologies.
2.3.6 Identify components of wiring distribution.

Performance Standard 2.4: Network and Change Management

2.4.1 Identify and document the purpose and features of network devices.
2.4.2 Demonstrate best practices of network and configuration management.

Performance Standards 2.5: Basic Network Security

2.5.1 Explain the methods of network access security.

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2.5.2 Explain methods of user authentication.
2.5.3 Explain common threats, vulnerabilities, and mitigation techniques.
2.5.4 Install and configure a basic firewall.
2.5.5 Categorize different types of network security appliances and methods.

Performance Standards 2.6: IP Addressing

2.6.1 Understand the importance of subnetting.
2.6.2 Demonstrate and apply prefix notation in subnetting.
2.6.3 Design, calculate, and apply subnet masks and addresses to fulfill given topology.

Performance Standards 2.7: Configuration of Network Devices Using CLI and GUI Commands

2.7.1 Configure hostname, password and interface configuration.
2.7.2 Configure static and dynamic routing.
2.7.3 Verify network device configurations using investigative commands.

CONTENT STANDARD 3.0: CUSTOMER SERVICE

Performance Standard 3.1: Customer Service Communication Skills

3.1.1 Listen actively and ask relevant questions to understand customer needs.
3.1.2 Communicate effectively with non-technical customers.
3.1.3 Deal professionally with frustrated customers.

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CONTENT STANDARD 1.0: LAB ORGANIZATION AND SAFETY PROCEDURES

Performance Standard 1.1: General Lab Safety Rules and Procedures

1.1.1 Describe general shop safety rules and procedures.
1.1.2 Demonstrate knowledge of OSHA and its role in workplace safety.
1.1.3 Comply with the required use of safety glasses, ear protection, gloves, and shoes during lab/shop activities (i.e., personal protection equipment – PPE).
1.1.4 Operate lab equipment according to safety guidelines.
1.1.5 Identify and use proper lifting procedures and proper use of support equipment.
1.1.6 Utilize proper ventilation procedures for working within the lab/shop area.
1.1.7 Identify marked safety areas and safety signage.
1.1.8 Identify the location and the types of fire extinguishers and other fire safety equipment; demonstrate knowledge of the procedures for using fire extinguishers and other fire safety equipment.
1.1.9 Identify the location and use of eye wash stations.
1.1.10 Identify the location of the posted evacuation routes.
1.1.11 Identify and wear appropriate clothing for lab/shop activities.
1.1.12 Secure hair and jewelry for lab/shop activities.
1.1.13 Understand knowledge of the safety aspects of low and high voltage circuits.
1.1.14 Locate and interpret safety data sheets (SDS).
1.1.15 Perform housekeeping duties.
1.1.16 Follow verbal instructions to complete work assignments.
1.1.17 Follow written instructions to complete work assignments.

Performance Standard 1.2: Hand Tools

1.2.1 Identify hand tools and their appropriate usage.
1.2.2 Identify standards and metric designation.
1.2.3 Demonstrate the proper techniques when using hand tools.
1.2.4 Demonstrate safe handling and use of appropriate tools.
1.2.5 Identify proper cleaning, storage and maintenance of tools.

Performance Standard 1.3: Power Tools and Equipment

1.3.1 Identify power tools and their appropriate usage.
1.3.2 Identify equipment and their appropriate usage.
1.3.3 Demonstrate the proper techniques when using power tools and equipment.
1.3.4 Demonstrate safe handling and use of appropriate power tools and equipment.
1.3.5 Identify proper cleaning, storage and maintenance of power tools and equipment.

CONTENT STANDARD 2.0: IMPACT OF ENGINEERING

Performance Standard 2.1: Engineering History

2.1.1 Define engineering.
2.1.2 Identify engineering achievements throughout history.
2.1.3 Research how historical period and regional style have influenced engineering design.
2.1.4 Investigate the evolution of a product.

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Performance Standard 2.2: Engineering Careers

2.2.1 Investigate engineering careers, training, and associated opportunities.
2.2.2 Describe the difference between engineering disciplines and job functions.
2.2.3 Explore career opportunities and list the educational requirements for a given engineering field.
2.2.4 Describe the importance of engineering teams.
2.2.5 Differentiate the careers associated with associates degrees, bachelor degrees, and master plus degrees.

Performance Standard 2.3: Ethics in Engineering

2.3.1 Knowledge of current professional engineering codes of ethics.
2.3.2 Knowledge of ethical engineering issues.
2.3.3 Apply and explain how ethical and technical issues contribute to an engineering disaster.
2.3.4 Describe how ethics influence the engineering process.

CONTENT STANDARD 3.0: ENGINEERING DESIGN PROCESS

Performance Standard 3.1: Design Process

3.1.1 Identify and understand the common elements of a design process, including define the problem, generate concepts, develop a solution, develop a design proposal, construct and test a prototype, refine the design, evaluate a solution and communicate the processes and results.
3.1.2 Apply the steps of the design process to solve a design problem.
3.1.3 Describe how social, environmental, and financial constraints influence the design process.
3.1.4 Diagram the lifecycle of a product.

CONTENT STANDARD 4.0: ENGINEERING DOCUMENTATION

Performance Standard 4.1: Freehand Technical Sketching Techniques

4.1.1 Develop design ideas using freehand sketching.
4.1.2 Identify the six primary orthographic views.
4.1.3 Create pictorial and multi-view sketches.
4.1.4 Utilize the alphabet of lines (i.e., styles and weights) and/or line conventions.
4.1.5 Legibly annotate sketches.

Performance Standard 4.2: Measuring and Scaling Techniques

4.2.1 Identify industry standard units of measure.
4.2.2 Convert between industry standard units of measure.
4.2.3 Determine appropriate engineering and metric scales.
4.2.4 Measure speed, distance, object size, area, mass, volume, and temperature.
4.2.5 Determine and apply the equivalence between fractions and decimals.
4.2.6 Demonstrate proper use of precision measuring tools.

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Performance Standard 4.3: Engineering Documentation Procedures

4.3.1 Demonstrate record keeping procedures and communication in engineering.
4.3.2 Identify the importance of proprietary documentation in engineering.
4.3.3 Understand the copyright and patent process.
4.3.4 Illustrate project management timelines.
4.3.5 Create a written technical report.

Performance Standard 4.4: Technical Drawings

4.4.1 Interpret basic elements of a technical drawing (i.e., title block information, dimensions, and line types).
4.4.2 Produce drawings from sketches.
4.4.3 Identify industry standard symbols.
4.4.4 Describe and construct various types of drawings (i.e., part, assembly, pictorial, orthographic, isometric, and schematic) using proper symbols.
4.4.5 Construct drawings utilizing metric and customary (i.e., SAE and Imperial) measurement systems.
4.4.6 Arrange dimensions and annotations using appropriate standards (i.e., ANSI and ISO).
4.4.7 Construct bill of materials or schedule.

Performance Standard 4.5: Modeling Techniques

4.5.1 Identify the areas of modeling (i.e., physical, conceptual, and mathematical).
4.5.2 Create a scale model or working prototype.
4.5.3 Evaluate a scale model or a working prototype.

CONTENT STANDARD 5.0: MATERIAL PROPERTIES

Performance Standards 5.1: Material Properties and Science

5.1.1 Identify the major material families used in manufacturing.
5.1.2 Differentiate between the various types of material properties and their applications.
5.1.3 Discuss the impact of material usage on the environment.
5.1.4 Explain how cost in production is affected by the availability, quality, and quantity of resources.
5.1.5 Differentiate among raw material standard stock and finished products.

Performance Standards 5.2: Materials Strength

5.2.1 Describe the various forms of stress (i.e., compression, tension, torque, and shear).
5.2.2 Recognize and describe a stress strain curve.
5.2.3 Create free body diagrams of objects, identifying all forces acting on the object.
5.2.4 Differentiate between scalar and vector quantities.
5.2.5 Understand magnitude, direction, and sense of a vector.
5.2.6 Understand moment and torque forces.

CONTENT STANDARD 6.0: FUNDAMENTAL POWER SYSTEMS AND ENERGY PRINCIPLES

Performance Standard 6.1: Power Systems and Energy Forms

6.1.1 Define terms used in power systems (e.g., power, work, horsepower, watts, etc.).

6.1.2 Identify the basic power systems.
6.1.3 List the basic elements of power systems.
6.1.4 Summarize the advantages and disadvantages of various forms of power.
6.1.5 Calculate the efficiency of power systems and conversion devices.
6.1.6 Define energy.
6.1.7 Define potential energy and kinetic energy.
6.1.8 Identify forms of potential energy and kinetic energy.
6.1.9 Categorize types of energy into major forms such as, thermal, radiant, nuclear, chemical, electrical, mechanical, and fluid.
6.1.10 Identify units used to measure energy.
6.1.11 Analyze and apply data and measurements to solve problems and interpret documents.
6.1.12 Calculate unit conversions between common energy measurements.
6.1.13 Demonstrate an energy conversion device.

Performance Standard 6.2: Basic Mechanical Systems

6.2.1 Distinguish between the six simple machines, their attributes and components.
6.2.2 Measure forces and distances related to mechanisms.
6.2.3 Determine efficiency in a mechanical system.
6.2.4 Calculate mechanical advantage and drive ratios of mechanisms.
6.2.5 Calculate work, power, torque and/or moments.
6.2.6 Design, construct, and test various basic mechanical systems.

Performance Standard 6.3: Energy Sources and Applications

6.3.1 Identify and categorize energy sources as nonrenewable, renewable, or inexhaustible.
6.3.2 Define the possible types of power conversion.
6.3.3 Measure circuit values using a multimeter.
6.3.4 Calculate power in a system that converts energy from electrical to mechanical.
6.3.5 Determine efficiency of a system that converts an electrical input to a mechanical output.
6.3.6 Compute values of current, resistance, and voltage using Ohm's law.
6.3.7 Solve series and parallel circuits using basic laws of electricity including Kirchhoff's laws.
6.3.8 Test and apply the relationship between voltage, current, and resistance relating to a photovoltaic cell and a hydrogen fuel cell.

Performance Standard 6.4: Machine Control Systems

6.4.1 Create detailed operational flowcharts.
6.4.2 Create system control programs (i.e., sequential, logic)
6.4.3 Select appropriate input and output devices based on system specifications and constraints.
6.4.4 Differentiate between the characteristics of digital and analog devices.
6.4.5 Compare and contrast open and closed loop systems.
6.4.6 Design and create a control system based on specifications and constraints.

Performance Standard 6.5: Basic Fluid Systems

6.5.1 Define fluid systems (e.g., hydraulic, pneumatic, vacuum, etc.).

6.5.2 Identify and define the components of fluid systems.
6.5.3 Compare and contrast hydraulic and pneumatic systems.
6.5.4 Identify the advantages and disadvantages of using fluid power systems.
6.5.5 Explain the difference between gauge pressure and absolute pressure.
6.5.6 Discuss the safety concerns of working with liquids and gases under pressure.
6.5.7 Calculate mechanical advantage using Pascal's law.
6.5.8 Calculate values in a pneumatic system using the ideal gas laws.

CONTENT STANDARD 7.0: STATISTICS AND KINEMATIC PRINCIPLES

Performance Standard 7.1: Statistics

7.1.1 Define statistical terminology.
7.1.2 Create a histogram to illustrate frequency distribution.
7.1.3 Calculate the central tendency of a data array to include mean, median, and mode.
7.1.4 Calculate data variation to include range, standard deviation, and variance.

Performance Standard 7.2: Kinematic Principles

7.2.1 Define kinematic terminology.
7.2.2 Calculate distance, displacement, speed, velocity, and acceleration based on specific data.
7.2.3 Calculate acceleration due to gravity based on data from a free-fall device.

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CONTENT STANDARD 1.0: UNDERSTAND PROGRAMMING PRINCIPLES

Performance Standard 1.1: Demonstrate Critical Thinking and Problem-Solving Skills as they Apply to Programming

1.1.1 Apply basic programming principles.
1.1.2 Describe and differentiate procedural and object-oriented programming.
1.1.3 Apply the features of object-oriented programming languages.
1.1.4 Write a program that produces output.
1.1.5 Select identifiers to use within programs.
1.1.6 Improve programs by adding comments.
1.1.7 Write and run a program.

CONTENT STANDARD 2.0: PROBLEM SOLVING THROUGH PROGRAMMING

Performance Standard 2.1: Demonstrate Ability to Use Variables, Data Types, and String Manipulation to Solve Computer Problems Programmatically

2.1.1 Demonstrate the process of declaring variables.
2.1.2 Display variable values.
2.1.3 Apply integral data types.
2.1.4 Apply floating-point data types.
2.1.5 Apply arithmetic operators.
2.1.6 Apply Boolean data type.
2.1.7 Apply numeric type conversion.
2.1.8 Apply char data type.
2.1.9 Apply string data type.
2.1.10 Define named constants and enumerations.

CONTENT STANDARD 3.0: USE LOGIC IN PROGRAMMING

Performance Standard 3.1: Demonstrate Effective Use of Selection Structures to Add Logic to Programs

3.1.1 Demonstrate logic-planning tools and decision-making.
3.1.2 Make decision using the “if” statement.
3.1.3 Make decisions using the if-else statement.
3.1.4 Apply compound expressions in if statements.
3.1.5 Make decisions using the switch statement.
3.1.6 Apply the conditional operator.
3.1.7 Apply the NOT operator.
3.1.8. Describe how to avoid common errors when making decisions, and apply problem-solving skills in context.

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CONTENT STANDARD 4: PROGRAMMING AND VALIDATION

Performance Standard: 4.1: Demonstrate Ability to Test, Debug and Validate Programming Applications

4.1.1 Locate a logic error by stepping through the code.
4.1.2 Locate logic errors using breakpoints.
4.1.3 Fix syntax and logic errors.
4.1.4 Select appropriate test data for an application.

CONTENT STANDARD 5.0: UNDERSTAND REPETITION IN PROGRAMMING

Performance Standard 5.1: Differentiate Between the Various Types of Repetition

5.1.1 Apply the loop structure.
5.1.2 Create loops using the while statement.
5.1.3 Create loops using the for statement.
5.1.4 Create loops using the do statement.
5.1.5 Apply nested loops.
5.1.6 Apply accumulators.
5.1.7 Understand and describe how to improve loop performance

CONTENT STANDARD 6.0: DEMONSTRATE PROGRAMMING FUNCTIONALITY

Performance Standard 6.1: Use Methods to Increase Functionality and to Modularize Programs

6.1.1 Describe methods and implementation hiding.
6.1.2 Write methods with no parameters and no return value.
6.1.3 Write methods that require a single argument.
6.1.4 Write methods that require multiple arguments.
6.1.5 Write a method that returns a value.
6.1.6 Pass an array to a method.
6.1.7 Overload methods.
6.1.8 Demonstrate how to avoid methods.
6.1.9 Apply optional parameters.

CONTENT STANDARD 7.0: UNDERSTAND ARRAYS AND STRUCTURE CONCEPTS

Performance Standard 7.1: Demonstrate Understanding of Arrays and Structure and Apply Concepts In Program Development

7.1.1 Declare an array and assign values to array elements.
7.1.2 Access array elements.
7.1.3 Search an array using a loop.
7.1.4 Apply multidimensional arrays.

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CONTENT STANDARD 8.0: UNDERSTAND CLASSES IN PROGRAMMING

Performance Standard 8.1: Students will demonstrate understanding of Object-Oriented Programming Concepts

8.1.1 Describe and apply class concepts.
8.1.2 Create classes from which objects can be instantiated.
8.1.3 Create objects.
8.1.4 Create properties, including auto-implemented properties.
8.1.5 Use public fields and private methods.
8.1.6 Define the "this" reference.
8.1.7 Write constructors.
8.1.8 Use object initializers.
8.1.9 Overload operators.
8.1.10 Declare an array of objects.
8.1.11 Use sorting methods with an array of objects.
8.1.12 Write destructors.
8.1.13 Describe and demonstrate inheritance.
8.1.14 Extend classes.
8.1.15 Override base class methods.
8.1.16 Describe how a derived class object "is an" instance of the base class.
8.1.17 Define the object class.
8.1.18 Use base class constructors.
8.1.19 Create abstract classes.
8.1.20 Create use interfaces.
8.1.21 Apply extension methods.
8.1.22 Describe the benefits of inheritance.
8.1.23 Recognize inheritance in GUI applications.

CONTENT STANDARD 9.0: UNDERSTAND PROGRAMMING AND EXCEPTIONS

Performance Standard 9.1: Demonstrate Exception-Handling in Program Development

9.1.1 Compare and demonstrate traditional and object-oriented error-handling methods.
9.1.2 Cast data types.
9.1.3 Catch multiple exceptions.
9.1.4 Apply the finally block.
9.1.5 Handle exceptions thrown from outside methods.
9.1.6 Trace exceptions through the call stack.
9.1.7 Create exception classes.
9.1.8 Re-throw exceptions.

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CONTENT STANDARD 10.0: UNDERSTAND PROGRAMMING AND EVENTS

Performance Standard 10.1: Use Event Handlers in Programs

10.1.1 Define and apply event handling.
10.1.2 Define and describe delegates.
10.1.3 Declare own events and handlers.
10.1.4 Use built-in event handlers.
10.1.5 Handle control component events.
10.1.6 Handle mouse and keyboard events.
10.1.7 Manage multiple controls
10.1.8 Explain how to find more information on controls and events

CONTENT STANDARD 11.0: SYSTEMS PLANNING AND DEVELOPMENT

Performance Standards 11.1: Apply Concepts and Principles of Systems Planning and Development

11.1.1 Describe the information systems development life cycle (SDLC).
11.1.2 Discuss how to evaluate off-the-shelf software.
11.1.3 Explain reuse and its role in software development.
11.1.4 Describe the skills required to be an effective project manager.
11.1.5 List and describe the skill and activities of a project manager during project initiation, planning, execution, and closedown.
11.1.6 Describe the steps for identifying and selecting projects and initiating and planning projects.
11.1.7 Explain the need for and contents of a project scope statement.
11.1.8 Compare various methods for assessing project feasibility.

CONTENT STANDARD 12.0: SYSTEMS ANALYSIS

Performance Standards 12.1: Demonstrate Competency with Systems Analysis Tools and Concepts

12.1.1 Compare options for designing and conducting interviews to determine system requirements.
12.1.2 Develop a plan for conducting an interview to determine system requirements.
12.1.3 Explain the advantages and pitfalls of observing workers and analyzing business documents to determine system requirements.
12.1.4 Plan a joint application design session.
12.1.5 Use prototyping during requirements determination.
12.1.6 Select appropriate methods to elicit system requirements.
12.1.7 Describe how requirements determination techniques apply to development of Internet applications.
12.1.8 Demonstrate the logical modeling of processes through studying examples of data-flow diagrams, pseudo code, and flowcharts.

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CONTENT STANDARD 13.0: PRINCIPLES OF DESIGN

Performance Standards 13.1: Demonstrate Knowledge Of Application Design Principles

13.1.1 Explain the process of designing interfaces and dialogues and the deliverables for their creation.
13.1.2 Apply the general guidelines for interface design, including guidelines for layout design, structuring data-entry fields, providing feedback, and system help.
13.1.3 Concisely define each of the following key database design terms: relation, primary key, functional dependency, foreign key, referential integrity, field, data type, null value, demoralization, file organization, index, and secondary key.
13.1.4 Explain the role of designing databases in the analysis and design of an information system.
13.1.5 Transform an entity-relation (E-R) diagram into an equivalent set of well-structured (normalized) relations.
13.1.6 Merge normalized relations from separate user views into a consolidated set of well-structured relations.
13.1.7 Choose storage formats for fields in database tables.
13.1.8 Translate well-structured relations into efficient database tables.
13.1.9 Explain when to use different types of file organizations to store computer files.
13.1.10 Describe the purpose indexes and the important considerations in selecting attributes to be indexed.

CONTENT STANDARD 14.0: IMPLEMENTATION AND SUPPORT

Performance Standards 14.1: Demonstrate Knowledge of Application Implementation and Identify the Need for Ongoing Application Support

14.1.1 Describe the process of coding, testing, and converting an organizational information system.
14.1.2 Outline the deliverables and outcomes of an organizational information system.
14.1.3 List the deliverables for documenting the system and for training and supporting users.
14.1.4 Compare the many modes available for organizational information system training, including self-training and electronic performance support systems.
14.1.5 Discuss the issues of providing support for end users.
14.1.6 Explain why application implementation sometimes fails.
14.1.7 Describe several factors that influence the cost of maintaining an application.

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CONTENT STANDARD 1.0: UNDERSTAND WEB PAGE DEVELOPMENT

Performance Standard 1.1: Use Standards-Compliant HTML to Create Basic Web Pages

1.1.1 Describe how the Internet and the World Wide Web work.
1.1.2 Investigate roles and responsibilities behind the development of a Web site.
1.1.3 Understanding the Web design environment.
1.1.4 Create conventions for filenames and URLs.
1.1.5 Set a directory structure.
1.1.6 Identify and use tags on a Web page.
1.1.7 Document HTML code using comments.
1.1.8 Save a text document as an HTML file.
1.1.9 Specify Headings.
1.1.10 Format Web page text.
1.1.11 Insert HTML entities, superscripts, and subscripts.
1.1.12 Create a horizontal rule.
1.1.13 Create ordered and unordered lists.
1.1.14 Learn where to place anchors on a Web page.
1.1.15 Create links.
1.1.16 Create links to email.
1.1.17 Use the <img> element.
1.1.18 Use and image as a link.
1.1.19 Organize files in your web directory.
1.1.20 Understand paths and their application to links.

Performance Standard 1.2: Use Styles to Format Web Pages

1.2.1 Identify the differences between HTML and CSS.
1.2.2 Write CSS Styles.
1.2.3 Create an embedded style.
1.2.4 Understand and use the font property.
1.2.5 Control line spacing and white space.
1.2.6 Change foreground and background colors on a Web page.
1.2.7 Create and apply inline styles.
1.2.8 Use classes to style several tags.

Performance Standard 1.3: Demonstrate an Understanding of Advanced CSS Selectors and Properties

1.3.1 Identify the differences between dependent and independent classes.
1.3.2 Use external style sheets to format several Web pages.
1.3.3 Understand how to position text on a Web page.
1.3.4 Use CSS pseudo-elements.
1.3.5 Use the tag.
1.3.6 Create and apply an independent class.

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1.3.7 Use the tag.
1.3.8 Investigate the box model.
1.3.9 Explore the padding, margin, and border properties.
1.3.10 Group links on a page.
1.3.11 Identify the Pseudo-class selectors.
1.3.12 Use CSS to style links.
1.3.13 Create a stylized navigation.
1.3.14 Group links on a page.

CONTENT STANDARD 2.0: UNDERSTAND WEB PAGE DESIGN AND LAYOUT

Performance Standard 2.1: Demonstrate Understanding of Color Theory as it Applies to Web Design and Development.

2.1.1 Explore Web Design Fundamentals.
2.1.2 Explore Design Theory.
2.1.3 Understand graphics file formats (vector versus raster).
2.1.4 Investigate graphics editors.
2.1.5 Understand computer color basics.
2.1.6 Control color properties with CSS.

Performance Standard 2.2: Enhance Web Pages with List, Images and Background-Images

2.2.1 Control background images with CSS.
2.2.2 Float and image or text.
2.2.3 Control image properties with CSS.
2.2.4 Understand and use the clear property.
2.2.5 Change list style type and position.
2.2.6 Format and float headings.
2.2.7 Work with background properties.

Performance Standard 2.3: Demonstrate Understanding of and Use the Box Model

2.3.1 Understand resolution as it applies to the Box Model.
2.3.2 Create boxes for layout.
2.3.3 Size and position boxes.
2.3.4 Determine how to control overflow for a box.
2.3.5 Understand padding, margins, and border properties.
2.3.6 Understand resolution as it applies to the Box Model.
2.3.7 Create boxes for layout.

Performance Standard 2.4: Demonstrate the Ability to Effectively Design and Layout Out Web Pages Using CSS

2.4.1 Designing for multiple screen resolutions.
2.4.2 Crafting the look and feel of a site.
2.4.3 Creating a unified site design.

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2.4.4 Designing for the user.
2.4.5 Designing for accessibility.
2.4.6 Use the tag to create formatting sections of a document.
2.4.7 Use tag to format elements in a document.
2.4.8 Understand the positioning properties.
2.4.9 Create a print style sheet.
2.4.10 Use multiple style sheets.

CONTENT STANDARD 3.0: UNDERSTAND INTEGRATION OF WEB PAGE CONTROLS

Performance Standard 3.1: Appropriately Use Tables to Enhance their Web Pages

3.1.1 Discern the difference between data tables and layout tables.
3.1.2 Understand the importance of using CSS for layout versus tables for layouts.
3.1.3 Learn how to nest a data table within a CSS layout.
3.1.4 Create styles to change the appearance of a table.
3.1.5 Understand how to position cell contents.
3.1.6 Understand how to position a table.
3.1.7 Understand how to manipulate table cells.

Performance Standard 3.2: Demonstrate the Ability to Use Design and Layout Web Forms

3.2.1 Create an HTML form.
3.2.2 Create fields for text.
3.2.3 Create text boxes.
3.2.4 Understand how to choose appropriate form controls.
3.2.5 Create radio buttons, check boxes, and list boxes.
3.2.6 Create selection lists.
3.2.7 Talk about HTML Form validation (but don't use).

CONTENT STANDARD 4.0: UNDERSTAND WEB RELATED PLANNING AND ORGANIZATIONAL STANDARDS

Performance Standard: 4.1: Demonstrate Understanding of Website Architecture and Planning

4.1.1 The beginning stages of Web site development.
4.1.2 The importance of understanding a site's target audience and how that understanding can affect site development.
4.1.3 Methods for getting a site developed.
4.1.4 Baseline considerations for every site, including navigation, organization, graphic design, and content development.
4.1.5 Understand the Web site development process.
4.1.6 Create a site specification.
4.1.7 Identify the content goal.
4.1.8 Analyze their audience.

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4.1.9 Build a Web site development team.
4.1.10 Create a site storyboard.
4.1.11 Publish their Web site.
4.1.12 Test their Web site.

Performance Standard 4.2: Demonstrate Understanding of Site Organization and Navigation Principles

4.2.1 Create usable navigation.
4.2.2 Build text-based navigation.
4.2.3 Use graphics for navigation and linking.
4.2.4 Use lists for navigation.
4.2.5 Build horizontal navigation bars.
4.2.6 Build vertical navigation bars.
4.2.7 Use background color and graphics to enhance navigation.
4.2.8 Create hover rollovers.

Performance Standard 4.3: Demonstrate understanding of Web site Accessibility Standards

4.3.1 Investigate Accessibility Standards.
4.3.2 Explore and implement Web Content Accessibility Guidelines (WCAG).
4.3.3 Explore and understand Section 508 Standards.

CONTENT STANDARD 5.0: UNDERSTAND THE RELATIONSHIP OF WEB MARKETING

Performance Standard 5.1: Use Multimedia on the Web

5.1.1 Learn the basics of multimedia and executable content.
5.1.2 Embed Social Media Widgets on a Web page.
5.1.3 Explore the various formats available for Web-based video, the factors that determine which one to use.
5.1.4 Determine the demographics of the viewing audience, what they're watching, and why.
5.1.5 Investigate how and why companies are using Web-based video, and how audiences are responding to these efforts.
5.1.6 Explore what goes into producing professional videos.

Performance Standard 5.2: Demonstrate Brand and Marketing and Traffic Analysis

5.2.1 Identify the different types of sites that make up the Web, how each differs from the other, and how marketers can take advantage of each type of site
5.2.2 Understand the importance of keeping visitors coming back to a site
5.2.3 Learn the methods that sites utilize to increase customer retention
5.2.4 Explain the issues involved in copyrighting, trademarking, and licensing
5.2.5 Identify the issues related to working in a global environment
5.2.6 Define web-related mechanisms for audience development (attracting and retaining an audience)
5.2.7 Identify how the Web is different from other marketing tools and the added value it can provide to

marketers in developing brands

5.2.8 Discover how to promote and market your Web site to help drive new and returning traffic

5.2.9 Learn how marketers can track Web sites and what information relating to a Web site they can analyze

Performance Standard 5.3: Understand the Relationship Between the Web and Social Media

5.3.1 Define social media.

5.3.2 Understand how and why social media grew to play such an important role in the Web.

5.3.3 Explore the demographic breakdown of social media users and how their use of various applications differs.

5.3.4 Investigate the various types of social networks, how social networking sites function, and how marketers use these sites to build an audience.

5.3.5 Differentiate between Blogging and Content Management Systems.

5.3.6 Examine benefits and potential pitfalls of using Blogging and Social Media.

5.3.7 Explore Wikis and how they harness the collaborative nature of a user community.

5.3.8 Add Fresh Content with RSS/XML feeds.

5.3.9 Define “Mashups” and how they give marketers a unique opportunity to present features and information pulled together from other social media tools.

5.3.10 Explore the creation of Virtual worlds, how people communicate using avatars.

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CONTENT STANDARD 1.0: CAREER PATHWAYS AND INDUSTRY PROFESSIONAL STANDARDS

Performance Standard 1.1: Professional Foodservice Industry, History, Traditions, and Current Trends

1.1.1 Explore the history of the foodservice industry.
1.1.2 Integrate global trends in the foodservice industry.
1.1.3 Compare various types of international and regional cuisines.

Performance Standard 1.2: Career Paths and Opportunities in Foodservice Industries

1.2.1 Differentiate between the various positions in foodservice industry.
1.2.2 Explore career and educational opportunities in related foodservice industries.

Performance Standard 1.3: Professional and Ethical Workplace Behaviors

1.3.1 Wear and maintain professional workplace attire.
1.3.2 Demonstrate professional and ethical workplace behaviors.
1.3.3 Demonstrate helpful, courteous, and attentive customer-service skills.

CONTENT STANDARD 2.0: SANITATION AND SAFETY

Performance Standard 2.1: Microorganisms and Their Role In Foodborne Illness

2.1.1 Analyze foodborne symptoms, illnesses and their causes.
2.1.2 Practice safe food handling techniques and prevention of foodborne illnesses.

Performance Standard 2.2: Safe Food Handling Principles

2.2.1 Practice appropriate personal hygiene/health procedures and report symptoms of illness.
2.2.2 Demonstrate awareness of the FDA Model Food Code and local health department regulations.
2.2.3 Explain HACCP (Hazard Analysis Critical Control Point) and identify CCPs (Critical Control Points).
2.2.4 Implement appropriate procedures and precautions to prevent accidents and injuries.
2.2.5 Recognize OSHA standards.

CONTENT STANDARD 3.0: FOOD SERVICE SKILLS, EQUIPMENT, AND PRODUCTION

Performance Standard 3.1: Food Service Tools and Equipment

3.1.1 Identify tools and equipment for appropriate use.
3.1.2 Safely operate and maintain tools and equipment.

Performance Standard 3.2: Knife Skills

3.2.1 Describe basic knife cuts and their application.
3.2.2 Demonstrate how to properly handle, sharpen, and maintain knives.
3.2.3 Determine knives for appropriate use.

Performance Standard 3.3: Workplace Mise en Place

3.3.1 Identify and apply front- and back-of-the-house mise en place.
3.3.2 Create prep lists and timelines.

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Performance Standard 3.4: Measuring Techniques

3.4.1 Differentiate weights and measures for proper scaling (weight vs. volume, wet vs. dry).
3.4.2 Identify the appropriate measuring instrument(s).
3.4.3 Demonstrate proper measuring techniques.

Performance Standard 3.5: Recipe Standards

3.5.1 Follow a standardized recipe.
3.5.2 Write a standardized recipe.
3.5.3 Increase and decrease recipe yields using conversion factors.

Performance Standard 3.6: Presentation Techniques

3.6.1 Create appropriate garnishes for specific food items.
3.6.2 Design and use of centerpieces.
3.6.3 Model a variety of plating techniques.
3.6.4 Explain buffet presentations.

CONTENT STANDARD 4.0: MENU PLANNING PRINCIPLES

Performance Standard 4.1: Nutrition Principles and Specialized Dietary Plans

4.1.1 Interpret and incorporate basic nutrition knowledge to menu planning and modification.
4.1.2 Explain special dietary needs and available modifications.
4.1.3 Identify common food allergies and key substitutions.

Performance Standard 4.2: Menu Writing Principles

4.2.1 Differentiate menu types.
4.2.2 Identify how menu prices are determined.
4.2.3 Calculate menu pricing.
4.2.4 Plan a menu for a given scenario.

Performance Standard 4.3: Purchasing, Storeroom Operations, and Cost Controls

4.3.1 Practice proper storage procedures.
4.3.2 Utilize a purchase specification and complete a requisition form.
4.3.3 Calculate the cost of a recipe.
4.3.4 Apply inventory control as it relates to FIFO (first in, first out) and par levels.

CONTENT STANDARD 5.0: BAKERY PRODUCTION TECHNIQUES

Performance Standard 5.1: Preparing Baked Goods

5.1.1 Identify common baking ingredients.
5.1.2 Prepare a variety of baked goods i.e. yeast and quick breads, pastries, and dessert items.
5.1.3 Understand recipes modifications for environmental conditions.
5.1.4 Understand and utilize bakers' formulas.
5.1.5 Demonstrate various plating presentations.
5.1.6 Properly hold and store products.

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CONTENT STANDARD 6.0: GARDE MANGER

Performance Standards 6.1: Duties of Garde Manger

6.1.1 Prepare creamy and vinaigrette dressings and dips.
6.1.2 Prepare various salads and components.
6.1.3 Prepare a variety of hot and cold sandwiches, components and side items.
6.1.4 Prepare a variety of appetizers and hors d'oeuvre.
6.1.5 Properly hold and store garde manger items.

CONTENT STANDARD 7.0: INGREDIENTS AND FOOD PRODUCTION

Performance Standard 7.1: Spices, Oils and Vinegars, Fresh and Dried Herbs

7.1.1 Identify various spices, fresh and dried herbs for their appropriate uses.
7.1.2 Maintain quality of spices and herbs through proper holding and storage.
7.1.3 Identify oils and vinegars for their appropriate uses.

Performance Standard 7.2: Fruits and Vegetables

7.2.1 Select appropriate fruits and vegetables for intended uses.
7.2.2 Prepare a variety of fruits and vegetables.
7.2.3 Properly hold and store fruit and vegetables.
7.2.4 Demonstrate a variety of cooking methods for fruits and vegetables.

Performance Standard 7.3: Starches, Grains, and Legumes

7.3.1 Select and prepare a variety of starches, grains, and legumes for intended uses
7.3.2 Demonstrate a variety of cooking methods for starches, grains, and legumes
7.3.3 Use starches, grains and legumes as center of the plate items (i.e. vegetarian, ethnic cuisines).
7.3.4 Properly hold and store starches, grains, and legumes

Performance Standard 7.4: Dairy Products

7.4.1 Select and prepare dairy products for intended uses.
7.4.2 Properly hold and store dairy products.

Performance Standard 7.5: Eggs

7.5.1 Differentiate the usage of fresh and older eggs.
7.5.2 Prepare and serve eggs using a variety of cooking methods.
7.5.3 Properly hold and store eggs and egg products.

Performance Standard 7.6: Center of the Plate Principles

7.6.1 Select appropriate cuts for intended uses.
7.6.2 Identify appropriate fabricating methods of meats, poultry, and seafood.
7.6.3 Identify uses of animal by-products.
7.6.4 Outline federal grading standards.
7.6.5 Prepare a variety of meats, poultry, and seafood utilizing various cooking methods.
7.6.6 Properly hold and store meats, poultry and seafood.

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CONTENT STANDARD 8.0: STOCKS/SAUCES/SOUPS

Performance Standard 8.1: Preparation of Stocks

8.1.1 Prepare a variety of stocks using various cooking methods.

8.1.2 Properly cool, hold and store stocks.

Performance Standard 8.2: Preparation of Sauces

8.2.1 Prepare mother sauces and derivative small sauces.

8.2.2 Utilize a variety of thickening methods/agents.

8.2.3 Properly cool, hold and store sauces.

Performance Standard 8.3: Preparation of Soups

8.3.1 Prepare a variety of clear, thick, and specialty soups using a variety of cooking methods.

8.3.2 Properly cool, hold and store soups.

CONTENT STANDARD 9.0: COOKING METHODS

Performance Standard 9.1: Dry Heat, Moist Heat, and Combination Cooking Methods

9.1.1 Explain and demonstrate methods of dry heat cooking with and without fat.

9.1.2 Explain and demonstrate methods of moist heat cooking.

9.1.3 Explain and demonstrate methods of combination cooking.

CONTENT STANDARD 10.0: FRONT-OF-THE-HOUSE PROCEDURES

Performance Standard 10.1: Service Styles

10.1.1 Display a variety of table settings.

10.1.2 Perform a variety of service styles.

10.1.3 Identify and use proper techniques for greeting, seating, and presenting the menu to customers.

10.1.4 Align menu types to service styles.

Performance Standard 10.2: Beverage Service

10.2.1 Prepare and serve a variety of hot and cold beverages.

10.2.2 Properly hold and store beverages.

CONTENT STANDARD 11.0: BUSINESS OPERATIONS IN THE FOODSERVICE INDUSTRY

Performance Standard 11.1: Entrepreneurship Opportunities

11.1.1 Discuss components of a business plan.

11.1.2 Investigate support networks for entrepreneurship Identify business opportunities.

11.1.3 Identify issues that impact business and personal finances.

Performance Standard 11.2: Marketing Strategies

11.2.1 Describe various marketing techniques utilized in the foodservice industry.

11.2.2 Create a marketing tool utilizing a menu.

Performance Standard 11.3: Professional Organizations

11.3.1 Explore student and professional organizations associated with the foodservice industry.

11.3.2 Participate in a student and/or professional organization function.

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CONTENT STANDARD 1.0: RECOGNIZE ROLES, RESPONSIBILITIES, AND HEALTHY PARENTING PRACTICES

Performance Standard 1.1: Examine The Structure, Roles, And Functions Of Families

1.1.1 Identify the family structure and the ways families can be formed.
1.1.2 List functions of the family.
1.1.3 Explain how families have changed over the years.
1.1.4 Describe stages of the family life cycle.
1.1.5 Discuss the phenomenon of grandparents raising grandchildren.
1.1.6 Explain influences that make each family unique.

Performance Standard 1.2: Analyze Factors that Pertain to Parenting Readiness

1.2.1 Identify qualities needed by effective parents.
1.2.2 Identify the multiple roles of parents.
1.2.3 Explain the contributing factors to parenting readiness (emotional, financial, physical, intellectual/education).
1.2.4 Explain the reasons to plan for parenthood.
1.2.5 Describe the vital role of parents in children's development.
1.2.6 Identify the rewards and responsibilities of parenting.
1.2.7 Explain the decision-making process related to becoming parents.
1.2.8 Discuss parenting choices and decisions.
1.2.9 Describe challenges and risks teens parents face today.
1.2.10 Evaluate reasons some people choose not to parent.

Performance Standard 1.3: Examine the Realities of Becoming a Parent

1.3.1 Explain popular myths about parenting.
1.3.2 Explain personal adjustments for parenting.
1.3.3 Identify parenting roles throughout the life cycle.
1.3.4 Calculate the financial responsibilities of parenthood at various stages of the family life cycle.
1.3.5 State the legal responsibilities of parents through the life cycle.
1.3.6 Evaluate options for the physical care of children.
1.3.7 Compare the effects of career options on lifestyle and child rearing.
1.3.8 Apply management processes to balance home and work responsibilities.

Performance Standard 1.4: Explore Parental Responsibility to Nurture, Guide And Discipline

1.4.1 Explain how children learn behavior patterns.
1.4.2 Define guidance, discipline, and consequences.
1.4.3 Compare short-term and long-term outcomes of guidance, discipline, and consequences.
1.4.4 Compare various parenting styles.
1.4.5 Identify the importance of age-appropriate expectations.
1.4.6 Explain how individual differences, relationships, and situations influence choice of guidance and discipline techniques.
1.4.7 Demonstrate appropriate communication skills at various stages of development.
1.4.8 Discuss ways to encourage children to express feelings.

1.4.9 Evaluate nurturing practices that support growth and development.
1.4.10 Practice positive guidance and discipline to promote self-discipline, self-esteem, and socially responsible behavior.

CONTENT STANDARD 2.0: ANALYZE PHYSICAL AND EMOTIONAL FACTORS RELATED TO STARTING A FAMILY

Performance Standard 2.1: Examine the Biological Process of Human Development

2.1.1 Identify factors that influence family planning decisions.
2.1.2 Explain the male and female role in reproduction.
2.1.3 Explain the importance of pre-pregnancy health of mother and father.
2.1.4 Explain the role of heredity and genetics.
2.1.5 Identify causes of infertility.
2.1.6 Explain legal and ethical impacts of reproductive technology.
2.1.7 Research alternatives to biological parenthood.

Performance Standard 2.2: Examine Pregnancy Prenatal Development

2.2.1 Describe the process of conception.
2.2.2 Describe highlights of month-by-month prenatal development.
2.2.3 Identify signs that may indicate pregnancy.
2.2.4 Describe physical and emotional changes that occur during pregnancy.
2.2.5 Identify factors contributing to the overall health of the mother and father.
2.2.6 Explain the father's role during pregnancy.
2.2.7 Describe complications that may occur during pregnancy.

Performance Standard 2.3: Analyze Prenatal Care that Affect the Health of the Parents and the Child

2.3.1 Explain the importance of quality prenatal medical care early in pregnancy.
2.3.2 Describe medical care needed.
2.3.3 Evaluate nutritional needs during pregnancy.
2.3.4 Explain why proper weight gain is important.
2.3.5 Explain the importance of exercise.
2.3.6 Identify factors that increase health risks to mother and baby.

Performance Standard 2.4: Examine Childbirth Preparation

2.4.1 Explain the benefits of prepared childbirth classes.
2.4.2 Compare childbirth methods.
2.4.3 Compare available birthing options and financial obligations.
2.4.4 Determine essential baby supplies for the newborn.
2.4.5 Compare breast-feeding and bottle-feeding.
2.4.6 Explain parental leave.
2.4.7 Identify factors to consider when selecting a doctor for the baby.

Performance Standard 2.5: Examine the Process of Labor and Delivery

2.5.1 Describe the signs of labor.

2.5.2 Explain common procedures before, during and after birth.
2.5.3 Identify key events during the stages of labor.
2.5.4 Explain the importance of bonding.
2.5.5 Describe appropriate post-natal care for mother.
2.5.6 Describe the father's role during childbirth and post-natal period.
2.5.7 Explain the role of family in the birthing process.

CONTENT STANDARD 3.0: ANALYZE GROWTH AND DEVELOPMENT OF CHILDREN

Performance Standard 3.1: Recognize Changes During the First Days After Birth

3.1.1 Describe the appearance and abilities of a newborn.
3.1.2 Demonstrate proper techniques to caring for a newborn.
3.1.3 Describe a newborn's sleeping habits.

Performance Standard 3.2: Analyze the Development of Infants from Birth to One Year

3.2.1 Describe physical, emotional, social, and intellectual development of infants.
3.2.2 List strategies to enhance development of infants through activities and play.
3.2.3 Investigate the nutritional needs of infants.
3.2.4 Investigate hygiene, health and safety needs of infants.
3.2.5 Identify preventive health care resources.
3.2.6 Research developmental theories of infants.
3.2.7 Report brain research related to infant learning and development.
3.2.8 Describe strategies to meet individual developmental challenges and special needs.
3.2.9 Practice infant care using baby simulator or other hands-on experience.

Performance Standard 3.3: Examine the development in Toddlers and Preschoolers

3.3.1 Describe physical, emotional, social, and intellectual needs and growth patterns.
3.3.2 Describe strategies to enhance development of children through activities and play.
3.3.3 Prepare developmentally appropriate activities and instructional aids.
3.3.4 Plan and supervise play and other activities to help children grow and develop.
3.3.5 Explain the nutritional needs of young children.
3.3.6 Plan and supervise age-appropriate food experiences.
3.3.7 Explain hygiene, health, and safety needs of young children.
3.3.8 Identify preventive health care resources.
3.3.9 Research developmental theories in growth and development of children.
3.3.10 Outline brain research related to early childhood learning and development.
3.3.11 Plan, organize, and operate a preschool and/or other teaching experience.
3.3.12 Plan and organize activities that are age-appropriate for preschoolers.
3.3.13 Document observations in a daycare, preschool or early childhood setting.

Performance Standard 3.4: Explore the Connection Between Nutrition and Wellness in Children

3.4.1 Discuss malnutrition, under-nutrition, over-nutrition issues.

3.4.2 Summarize mental health characteristics

Performance Standard 3.5: Explore Influences of Culture and Environment on Growth and Development

3.5.1 Investigate how children are viewed in a variety of ethnicities and cultures
3.5.2 Explain how culture and ethnicity influence child-rearing practices
3.5.3 Describe personal attitudes that influence cultural bias
3.5.4 Identify risk factors that affect child well-being
3.5.5 Explain the impact of social, economic and technological forces on growth and development
3.5.6 Relate the effects of life events on physical and emotional development
3.5.7 Compare the short-term and long-term effects of these risk factors on development, school performance, and quality of life
3.5.8 Associate negative outcomes with risk factors of young children
3.5.9 Locate community resources enhance child well-being and strengthen

CONTENT STANDARD 4.0: RECOGNIZE CHALLENGES FACED BY FAMILIES

Performance Standard 4.1: Explore Child Care Services

4.1.1 List factors affecting child-care decisions.
4.1.2 Identify available child-care alternatives.
4.1.3 Compare costs vs. quality related to child care options.
4.1.4 Compare criteria for evaluating quality child-care services.
4.1.5 Evaluate child-care services available to parents.
4.1.6 Describe common concerns of parents who use substitute child care.

Performance Standard 4.2: Examine the Impact of the Family Stressors

4.2.1 Identify methods of managing various stress and crisis situations.
4.2.2 Explain the effects of the loss of a child.
4.2.3 Explain the effects of parental death and divorce on children.
4.2.4 Research the effects of children raised in single parent, and blended households.
4.2.5 Describe the effects of substance abuse and domestic violence.
4.2.6 Identify stressors related to caring for a child with developmental challenges and special needs.
4.2.7 List resources available to meet the needs of children with developmental challenges and special needs.
4.2.8 Explain the effects of job loss and financial crises on the family.
4.2.9 Summarize community resources available for parents.

Performance Standard 4.3: Examine Child Abuse and Neglect

4.3.1 Define child abuse and child neglect.
4.3.2 Review current laws related to parenting.
4.3.3 Identify factors that contribute to situations of child abuse and neglect.
4.3.4 Describe outcomes of child abuse and child neglect.
4.3.5 Research strategies for managing anger, frustration, separation, and loss.
4.3.6 Discuss legal responsibilities for reporting suspected child abuse and neglect.

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4.3.7 Develop a STOP the Violence or Advocacy FCCLA STAR Event project.

Performance Standard 4.4: Research Sources of Parenting Information, Support and Assistance

4.4.1 Explain the needs for parenting information, support, and assistance.
4.4.2 Identify components of an effective parenting support system.
4.4.3 Locate community resources of parenting information, support, and assistance.
4.4.4 Evaluate external support systems that provide services to parents.

CONTENT STANDARD 5.0: EXPLORE CAREER OPPORTUNITIES IN EARLY CHILDHOOD PROFESSIONS

Performance Standard 5.1: Explain Available in Careers Related to Young Children

5.1.1 Identify career opportunities in child-related fields.
5.1.2 Describe trends that affect child-related careers.
5.1.3 Research early childhood careers and career ladders or pathways.
5.1.4 Explain rewards and challenges of working with young children.
5.1.5 Describe how to find secure employment.
5.1.6 Explain the benefits of participating in student and/or professional organizations.
5.1.7 Complete a FCCLA Career Connection or Leaders at Work project.

CONTENT STANDARD 6.0: INVESTIGATE CAREER OPPORTUNITIES IN EARLY CHILDHOOD PROFESSIONS

Performance Standard 6.1: Explore Various Career Paths within Early Childhood Services

6.1.1 Identify a variety of early childhood professions.
6.1.2 Describe the roles and functions of individuals engaged in early childhood education, and services.
6.1.3 Identify opportunities for employment and entrepreneurial endeavors.
6.1.4 Compare the job outlook for various careers in early childhood.

Performance Standard 6.2: Explore Career Opportunities in Various Types of Child Care Settings

6.2.1 Identify various types of child care and early education programs.
6.2.2 Compare the functions and purposes of child care facilities.
6.2.3 Determine the roles and functions of individuals engaged in child care services.
6.2.4 List career options and employment opportunities in child care services.
6.2.5 Explain the purpose and importance of program accreditation and licensure.

Performance Standard 6.3: Examine the Qualifications for Career Paths in Early Childhood Professions

6.3.1 Identify professional qualifications necessary for various occupations in early childhood professions.
6.3.2 Compare educational requirements of various levels of early childhood professions.
6.3.3 Describe certification and continuing education opportunities for early childhood professions.
6.3.4 Describe personal characteristics and qualifications needed to work with young children.

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CONTENT STANDARD 7.0: ANALYZE GROWTH AND DEVELOPMENT OF THE YOUNG CHILD

Performance Standard 7.1: Review Childhood Development Theories and Developmental Stages of Children

7.1.1 Identify and review the various developmental theories.
7.1.2 Identify and review the ages and developmental stages/domains of children.
7.1.3 Review developmental goals.
7.1.4 Review brain development.
7.1.5 Review the impact of childhood experiences on brain development.

Performance Standard 7.2: Observe and Record the Behavior of Infants and Young Children

7.2.1 Name assessment purposes.
7.2.2 Outline appropriate assessment criteria.
7.2.3 Select assessment method critique standardized assessment.
7.2.4 Practice recording various observational forms.
7.2.5 Explain appropriate use of observational records.
7.2.6 Record objective observations.
7.2.7 Explain and use observational records to plan curriculum which is age appropriate.

CONTENT STANDARD 8.0: PROMOTE POSITIVE GUIDANCE OF THE YOUNG CHILD

Performance Standards 8.1: Demonstrate Techniques for Positive Guidance and Discipline

8.1.1 Apply positive behavior management techniques.
8.1.2 Describe developmentally appropriate guidance and discipline guidelines.
8.1.3 Demonstrate interpersonal skills that promote positive and productive relationships with children.
8.1.4 Demonstrate acceptance of children's feelings.
8.1.5 Assist in developing independence through self-help routines.
8.1.6 Assist children in learning problem-solving skills.
8.1.7 Identify problem behaviors.

Performance Standard 8.2: Development Skills for Promoting Positive Relationships with Parents and Caregivers

8.2.1 Explain anti-bias approach.
8.2.2 Identify strategies for constructive and supportive interactions with families.
8.2.3 Establish positive communication with parents and caregivers.
8.2.4 Create a newsletter for families about their children's experiences.
8.2.5 Compile a list of strategies for linking the home and the early childhood programs.

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CONTANT STANDARD 9: DEMONSTRATE DEVELOPMENTALLY APPROPRIATE PRACTICES FOR EARLY CHILDHOOD SERVICES

Performance Standard 9.1: Demonstrate Integration of Curriculum and Instruction to Meet Developmental Needs and Interests

9.1.1 Identify activity planning needs based upon observations of infants, toddlers and young children.
9.1.2 Assist with the planning of developmentally appropriate activities that promote exploration, discovery, and development.
9.1.3 Plan and develop various learning materials.
9.1.4 Assist in the planning and implementation of schedules, routines, and transitions.
9.1.5 Plan clearly defined, age appropriate activities for infants, toddlers, and young children.
9.1.6 Teach and evaluate health and safety curriculum topic.
9.1.7 Evaluate curricula activities and revise as needed.

Performance Standard 9.2: Organize and Lead Developmentally Appropriate Activities to Stimulate Physical, Cognitive, Social, Emotional and Language Growth

9.2.1 Explain the importance of various types of play in the lives of young children.
9.2.2 Compare the various types of play through early childhood.
9.2.3 Teach developmentally appropriate activities that promote (large and small motor skills) (languages and literacy) (math and science skills) (social skills) (creative expression).

Performance Standard 9.3: Examine Developmental Levels Using Assessment Tools Curricular Planning Purposes

9.3.1 Identify assessment tools and their purposes.
9.3.2 Conduct age-appropriate assessments for developmental levels.
9.3.3 Recognize biological, cultural and environmental influences when assessing children's development.
9.3.4 Interpret assessment results.
9.3.5 Choose activities based on assessment results.

Performance Standard 9.4: Development Working with Young Children with Special Needs

9.4.1 Identify signs of physical, behavioral, and developmental delays.
9.4.2 Describe characteristics related to young children with special needs.
9.4.3 Research strategies for the inclusion of young children with special needs.
9.4.4 Identify activities for young children with special needs.
9.4.5 Adapt lesson plans to accommodate young children with special needs.
9.4.6 Explain the role of the professional in working with young children who have special needs.
9.4.7 Identify agencies or individuals that can assist young children with special needs.

CONTENT STANDARD 10: ESTABLISH AND MAINTAIN A SAFE NAD HEALTHFUL LEARNING ENVIRONMENT

Performance Standard 10.1: Demonstrate a Safe Learning Environment for Children

10.1.1 Identify factors that contribute to a safe early childhood indoor/outdoor environment.
10.1.2 Describe field trip safety rules and procedures.

10.1.3 Manage physical space to maintain a safe and healthy learning environment.
10.1.4 Demonstrate state and local regulations that support safe and healthy practices.
10.1.5 Explain information on security, emergency and medical procedures.
10.1.6 Discuss with children safety rules and making safe choices.
10.1.7 Practice strategies to teach children personal safety habits.
10.1.8 Practice security, emergency, and medical procedures with staff and children.
10.1.9 Follow established safety procedures for indoor/outdoor equipment.

Performance Standard 10.2: Provide and Maintain a Healthy Environment for Children

10.2.1 Assist in meeting general hygiene needs of infants, toddlers, and children.
10.2.2 Demonstrate and model correct hand washing and diaper changing procedures.
10.2.3 Explain typical illness policies for early childhood programs.
10.2.4 Identify signs of illness, allergies, body temperature, and/or discomfort in infants, toddlers, and children.
10.2.5 Research health policies, practices, and procedures for employees and children.
10.2.6 Discuss the importance of childhood immunizations.
10.2.7 Acquire an Infant-Child CPR/first aid certificate.
10.2.8 Identify symptoms and behaviors of child abuse and neglect.
10.2.9 Discuss the legal responsibility of employees in reporting suspected child abuse and neglect.

Performance Standard 10.3: Recognize Food Experiences for Children that Promote Healthy Eating

10.3.1 Identify the nutritional needs of infants, toddlers, and children.
10.3.2 Assist in planning, preparing, and serving nutritious snacks and meal.
10.3.3 Identify cultural issues that impact feeding young children.
10.3.4 Develop activities for children to assist with the preparation of snacks and meals.
10.3.5 Incorporate strategies for introducing new foods.
10.3.6 Assist children in developing table manners and positive eating habits.
10.3.7 Identify appropriate feeding utensils for young children.

CONTENT STANDARDS 11: DEVELOP EMPLOYMENT ABILITY SKILLS IN EARLY CHILDHOOD PROFESSIONS

Performance Standard 11.1: Demonstrate Skills Needed to Obtain Employment

11.1.1 Assess personal interests and aptitudes.
11.1.2 Identify personal career goals.
11.1.3 Locate and utilize employment resources.
11.1.4 Complete personal resume, job applications, simulated interviews, and follow-up procedures.
11.1.5 Demonstrate positive interpersonal communication skills.
11.1.6 Create an employment portfolio for early childhood professions.

Performance Standard 11.2: Explore Skills Needed to Maintain Employment

11.2.1 Review employer expectations regarding job performance, work habits, attitudes, personal appearance and hygiene.

11.2.2 Demonstrate professional work habits and attitudes.
11.2.3 Practice working cooperatively in a team environment.
11.2.4 Demonstrate decision making and problem-solving skills.
11.2.5 Discuss balancing work life and personal life.
11.2.6 Review and analyze the NAEYC Code of Ethical Conduct.

Performance Standards 11.3: Recognize Skills Needed to Advance in Employment

11.3.1 Identify opportunities and resources to continue education and training.
11.3.2 Summarize leadership opportunities in early childhood professions.
11.3.3 Evaluate factors involved in considering a new position.
11.3.4 Demonstrate skills needed to positively terminate employment.

Performance Standards 11.4: Demonstrate Professional Practices and Standards Related to Working with Children

11.4.1 Outline how a legislative bill is passed.
11.4.2 Identify current issues and legislation relating to early childhood professions.
11.4.3 Compare federal, state, and local standards, policies, regulations and laws that impact early childhood professions.
11.4.4 Practice advocating for legislation affecting young children.
11.4.5 Apply professional ethical standards when working with children.
11.4.6 Practice enthusiasm, initiative, and commitment to program goals.

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CONTENT STANDARD 1.0: DEVELOP AND AWARENESS OF CAREERS

Performance Standard 1.1: Analyze the Concept of a Career

1.1.1 Explain the process individuals use to adapt to change.
1.1.2 Discuss lifelong learning as it relates to lifestyles and the lifecycle.
1.1.3 Investigate how the economy affects careers in the workplace.

Performance Standard 1.2: Analyze the Importance of Careers

1.2.1 List the reasons people work.
1.2.2 Compare the differences between a job, occupation, and a career.
1.2.3 Investigate the impact of the changing workplace throughout the lifespan.

Performance Standard 1.3: Analyze the Different Types of Working

1.3.1 Evaluate entrepreneurism as a possible career choice.
1.3.2 Discuss the differences between careers that sell goods and careers that provide services.
1.3.3 Compare home-based careers to work-based careers.
1.3.4 Research the impact technology has on the work environment.
1.3.5 Evaluate future work schedules and environments.

CONTENT STANDARD 2.0: DEVELOP SELF-AWARENESS RELATED TO CAREERS

Performance Standard 2.1: Analyzed Individual Differences that Impact Career Choice

2.1.1 Assess personal interests and skills needed for success (in business).
2.1.2 Assess personal strengths and weaknesses.
2.1.3 Compare aptitudes as they pertain to career choice.
2.1.4 Describe the nature of emotional intelligence.
2.1.5 Identify personal values.
2.1.6 Set personal goals.
2.1.7 Perform assessments to identify personality types.
2.1.8 Review the multiple intelligences.
2.1.9 Summarize individual learning styles.
2.1.10 Discuss the effect of gender on career choice.

Performance Standard 2.2: Apply Decisions-Making Skills to Navigate Career Choice

2.2.1 Review the decision-making process.
2.2.2 Compare the individual differences of potential career choices.
2.2.3 Predict the impact of career choices on future lifestyles.
2.2.4 Describe desired personal lifestyle for the future.
2.2.5 Define the concept of success.
2.2.6 Describe influences on career choices.

Performance Standard 2.3: Develop Leadership Skills Appropriate for the Workplace

2.3.1 Explain the concept of self-esteem vs. self-concept.

2.3.2 Recognize personal biases and stereotypes.
2.3.3 Contrast different leadership styles used in the workplace.
2.3.4 4. Explain the need for innovation skills.
2.3.5 Maintain appropriate personal appearance.
2.3.6 Demonstrate systematic behavior.
2.3.7 Discuss community service and service learning as part of leadership.
2.3.8 Defend the importance of being actively involved in a student organization.
2.3.9 Practice leadership skills.
2.3.10 Demonstrate problem-solving skills.
2.3.11 Participate as a team member.

CONTENT STANDARD 3.0: Analyze A Career Through Personal Exploration

Performance Standard 3.1: Explore Career Clusters

3.1.1 Illustrate the Arts and Communications cluster.
3.1.2 Explain employment opportunities in the Business and Management cluster.
3.1.3 Investigate the Health Care cluster.
3.1.4 Classify the Human Resources cluster.
3.1.5 Diagram the Engineering and Industrial Systems cluster.
3.1.6 Investigate careers within the Agriculture and Natural Resources cluster.
3.1.7 Evaluate potential careers related to Family and Consumer Sciences.

Performance Standard 3.2: Examine a Potential Career Pathway to Determine the Knowledge, Skills, and Attitudes Required

3.2.1 Select a personal career pathway.
3.2.2 Research a career pathway.
3.2.3 Identify professional qualifications necessary for chosen career pathway.
3.2.4 Compare educational requirements of various levels in career pathway.
3.2.5 Describe certification and continuing education opportunities in career pathway.
3.2.6 Describe personal characteristics and qualifications needed to work in career pathway.
3.2.7 Identify sources of career information.
3.2.8 Identify tentative occupational interests.

CONTENT STANDARD 4.0: EXPLORE OPTIONS TO ACHIEVE A CAREER GOAL WITHIN CAREER PATHWAY

Performance Standard 4.1: Examine Post-Secondary Education and Training Options

4.1.1 Review various post-secondary education and training choices.
4.1.2 Outline potential credentialing for career choice such as: licensing, on- site experience, apprenticeship, and/or associate, bachelor, master, and doctoral degrees.
4.1.3 Connect potential education choices to meet career goals.
4.1.4 Practice filling out paper and online application forms.

4.1.5 Calculate costs of the selected option.

Performance Standard 4.2: Explore Financial Options for Post-Secondary Education and Training

4.2.1 Identify potential financial options.
4.2.2 Compare potential services/programs to assist with financial options.
4.2.3 Identify sources for scholarships that match personal characteristics and goals.
4.2.4 Practice filling out the FAFSA form to obtain grants/loans.
4.2.5 Evaluate options within the military.
4.2.6 Assess the option of working while gaining post-secondary education/training.
4.2.7 Develop a spending plan for post-secondary education/training.

Performance Standard 4.3: Demonstrate Goal Setting By Developing a Plan Leading to a Career

4.3.1 Develop short and long term goals to reach career goal.
4.3.2 Develop a career plan that outlines the steps needed to reach the career goal.
4.3.3 Complete STAR Event "Career Investigation" project.

CONTENT STANDARD 5.0: DEMONSTRATE SKILLS NECESSARY TO ENTER THE WORKFORCE

Performance Standard 5.1: Demonstrate Job-Seeking Skills That Lead to the Workforce

5.1.1 Create a cover letter appropriate for a specific career.
5.1.2 Complete job applications to become familiar with the hiring process.
5.1.3 Identify potential references.
5.1.4 Create a list of personal competencies and/or transferrable skills (certifications, licenses, etc.).
5.1.5 Create a current electronic and/or paper resume for use in gaining employment.
5.1.6 Demonstrate appropriate clothing choice and personal hygiene associated with gaining employment.
5.1.7 Demonstrate appropriate interview etiquette through mock interviews.
5.1.8 Demonstrate proper handshakes.
5.1.9 Discuss ways to overcome negative obstacles that may arise during background checks, history, and/or employment gaps.
5.1.10 Practice writing a follow-up letter for use after an application or interview.
5.1.11 Create an appropriate letter of resignation.

Performance Standard 5.2: Explore Resources for the Job Opportunities

5.2.1 Investigate employment agencies for job openings.
5.2.2 Evaluate job sites found online.
5.2.3 Identify private agencies within the community.
5.2.4 Locate classified advertisements in the newspaper.
5.2.5 Contrast costs and benefits associated with each of the resources.

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Performance Standard 5.3: Create a Job-Seeking Portfolio

5.3.1 Develop a job search plan.
5.3.2 Display examples of job-seeking skills from 5.01 Cover letter, Job application, Resume, Document of Transferrable Skills, Follow-up letter, Resignation latter).
5.3.3 Display work samples or support materials of skills such as newspaper clippings and/or awards.
5.3.4 Collect three (3) letters of recommendation (character, academic, work- related).
5.3.5 Display assessments and aptitudes.

CONTENT STANDARD 6.0: DEMONSTRATE EMPLOYABLE SKILLS FOR THE WORKPLACE

Performance Standard 6.1: Analyze Ethics Related to the Workplace

6.1.1 Discuss work ethics important in the workplace.
6.1.2 Practice skills needed for effective teamwork.
6.1.3 Defend the concept of confidentiality in the workplace.
6.1.4 Practice personal character traits conducive to the workplace.
6.1.5 Demonstrate proper etiquette for the workplace.
6.1.6 Practice proper technology ethics.
6.1.7 Demonstrate responsible behavior.
6.1.8 Demonstrate honesty and integrity.
6.1.9 Demonstrate ethical work habits.

Performance Standard 6.2: Demonstrate Effective Communication Skills Appropriate to Workplace Settings

6.2.1 Explain the nature of effective communications.
6.2.2 Compare aspects and the value of verbal, nonverbal, listening, and written communication.
6.2.3 Explain communication techniques that support and encourage a speaker.
6.2.4 Define and demonstrate active listening skills.
6.2.5 Demonstrate effective eye contact during conversations and presentations.
6.2.6 Practice telephone skills to use in the workplace.
6.2.7 Demonstrate appropriate interpersonal skills through compromise, conflict resolution, team building, and behavior management.
6.2.8 Demonstrate empathy for others.
6.2.9 Demonstrate cultural sensitivity.
6.2.10 Assess the advantages of being multilingual.
6.2.11 Describe etiquette involved with leaving a position.
6.2.12 Outline procedures involved with leaving a position
6.2.13 Practice basic communication technology

Performance Standard 6.3: Apply Information Literacy Skills to Increase Workplace Efficiency and Effectiveness

6.3.1 Assess information needs.

6.3.2 Obtain needed information efficiently.
6.3.3 Evaluate quality and source of information.
6.3.4 Apply information to accomplish a task
6.3.5 Store information for future use.

Performance Standard 6.4: Demonstrate Job Keeping Skills and Advance Opportunities for Advancement

6.4.1 Identify desirable personality traits important to employment.
6.4.2 Demonstrate self-confidence.
6.4.3 Demonstrate interest and enthusiasm.
6.4.4 Demonstrate initiative.
6.4.5 Demonstrate professionalism in attire, hygiene, attitude, and attendance.
6.4.6 Categorize the aspects of customer service.
6.4.7 Discuss the concept of taking responsibility for career success and advancement.
6.4.8 Investigate the career ladder for advancement.
6.4.9 Demonstrate an awareness of employer expectations for a job.
6.4.10 Research company resources to ascertain policies and procedures.
6.4.11 Investigate employer expectations.
6.4.12 Identify sources that provide relevant, valid written material.
6.4.13 Extract relevant information from written materials.
6.4.14 Apply written directions to achieve tasks.
6.4.15 Utilize information-technology tools to manage and perform work responsibilities (word processing, presentation applications, information systems, etc.)

Performance Standard 6.5: Analyze Legal Issues Prominent in the Workplace

6.5.1 Explain the rights of workers.
6.5.2 Identify the types of harassment and strategies to reduce it.
6.5.3 Investigate the impact of employee theft on the individual and the business.
6.5.4 Discuss diversity as a legal issue in the workplace.
6.5.5 Describe employee's and employer's responsibilities.

Performance Standard 6.6: Demonstrate Safety in the Workplace

6.6.1 Review workplace safety plans, codes, and practices.
6.6.2 Assess the importance of healthy employees in the workplace.
6.6.3 Define workers compensation.
6.6.4 Compare insurance plans for a specific career.
6.6.5 Summarize protective equipment for specific careers.
6.6.6 Identify safety regulators such as OSHA.
6.6.7 Practice basic first-aid skills necessary in the workplace.
6.6.8 Demonstrate emergency safety plans and practices.

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CONTENT STANDARD 7.0: EXAMINE THE RELATIONSHIP BETWEEN WORK AND FAMILY

Performance Standard 7.1: Analyze the Impact of Family on Career Goals

7.1.1 Compare the different family types and the dynamics of each.
7.1.2 Identify personal family goals.
7.1.3 Discuss the importance of having a family compatible career.
7.1.4 Discuss the concept of balancing work and family lives.

Performance Standard 7.2: Explore Management of Family Resources

7.2.1 Identify responsibilities related to housing and how to manage them
7.2.2 Formulate strategies for managing food and nutrition needs.
7.2.3 Assess clothing needs as related to personal, family and career goals.
7.2.4 Assess transportation needs.
7.2.5 Evaluate the amount of potential leisure time and how it will be spent.
7.2.6 Discuss the impact family changes have on balancing family and work responsibilities.
7.2.7 Develop a personal budget.
7.2.8 Explain types of investments.
7.2.9 Evaluate the option of investing money.
7.2.10 Describe types of financial-services providers.
7.2.11 Discuss considerations in selecting financial-services provider.

Performance Standard 7.3: Analyze Methods of Family Management

7.3.1 Discuss the importance of managing the different aspects of family life.
7.3.2 Explain the importance of communication within the family.
7.3.3 Review the components of the management process: values, goals, resources, decision-making, planning, implementing, and evaluating.
7.3.4 Identify techniques used for time management.
7.3.5 Describe techniques for stress management.
7.3.6 Evaluate the disbursement of household duties.

Performance Standards 7.4: Analyze Expected Income to Reach Lifelong Goals

7.4.1 Identify personal needs and wants.
7.4.2 Explain the nature of financial needs.
7.4.3 Explain forms of financial exchange (cash, credit, debit, electronic funds transfer, etc.)
7.4.4 Explain the purposes and importance of credit.
7.4.5 Demonstrate the wise use of credit.
7.4.6 Validate credit history.
7.4.7 Identify types of currency (paper money, coins, banknotes, government bonds, treasury notes, etc.)
7.4.8 Prepare bank account documents.
7.4.9 Maintain financial records.
7.4.10 Read and reconcile bank statements.

7.4.11 Describe functions of money (medium of exchange, unit of measure, store of value, etc.)
7.4.12 Describe sources of income (wages/salaries, interest, rent, dividends, transfer payments, etc.)
7.4.13 Interpret a paystub.
7.4.14 Calculate the difference between gross and net wages.
7.4.15 Calculate potential taxes deducted from a specific salary.
7.4.16 Prepare personal income tax forms.
7.4.17 Explain the time value of money.
7.4.18 Explain legal responsibilities associated with financial exchanges.
7.4.19 Compare the earning cycle to the family lifecycle.
7.4.20 Identify strategies for financial management.
7.4.21 Investigate the cost of insurance for a family.
7.4.22 Explain the importance of saving money.
7.4.23 Research financial needs to reach retirement.
7.4.24 Explain the nature of tax liabilities.
7.4.25 Outline strategies to protect against identify theft.
7.4.26 Set financial goals.

CONTENT STANDARD 8.0: EXAMINE CONCEPTS, TOOLS, AND STRATEGIES USED TO EXPLORE, OBTAIN AND DEVELOP IN A BUSINESS CAREER

Performance Standard 8.1: Analyze The Role of the Entrepreneur in the US Economy

8.1.1 Explain what entrepreneurs do.
8.1.2 Compare entrepreneurship to working for a business.
8.1.3 Explain the effect of entrepreneurship on business.

Performance Standard 8.2: Investigate Available Opportunities for Entrepreneurs

8.2.1 Research resources available to entrepreneurs
8.2.2 Explain career opportunities in business
8.2.3 Explain career opportunities in entrepreneurship

Performance Standard 8.3: Evaluate Characteristics of Entrepreneurs

8.3.1 Assess personal interests and skills needed for success in business.
8.3.2 Identify skills need by entrepreneurs.
8.3.3 Explain the investment needed to start an enterprise.
8.3.4 Compare the challenges and rewards of owning a business.

CONTENT STANDARD 9.0: ANALYZE ECONOMIC PRINCIPLE AND CONCEPTS FUNDAMENTAL TO BUSINESS OPERATIONS

Performance Standard 9.1: Examine Economic Systems to be Able to Recognize the Environment in which Businesses Function

9.1.1 Explain the types of economic systems.
9.1.2 Explain the concept of private enterprise.

9.1.3 Identify factors affecting a business's profit.
9.1.4 Describe factors affecting business risk.
9.1.5 Explain the concept of competition.
9.1.6 Identify ways that technology impacts business.

Performance Standard 9.2: Explore Fundamental Economic Concepts to Obtain a Foundation for Employment in Business

9.2.1 Distinguish between economic goods and services.
9.2.2 Explain the concept of economic resources.
9.2.3 Describe the concept of economics and economic activities.
9.2.4 Contrast economic utilities created by business activities.
9.2.5 Explain the principles of supply and demand.
9.2.6 Describe the functions of prices in markets.

Performance Standard 9.3: Examine The Impact Of Government On Business Activities And Its Contributions Society

9.3.1 Explain the role of business in society.
9.3.2 Describe types of business activities.
9.3.3 Explain the relationships between government and business.

Performance Standard 9.4: Explore Operation's Role And Functions As It Relates Today-To-Day Activities

9.4.1 Explain the nature of operations.
9.4.2 Explain the concept of production.
9.4.3 Explain the role of finance in business.
9.4.4 Describe the need for financial information.
9.4.5 Explain the concept of accounting.
9.4.6 Explain the need for accounting standards.

Performance Standard 9.5: Demonstrate Knowledge of Health and Safety Regulations, Security Policies and Procedures to Minimize Loss

9.5.1 Describe health and safety regulations in business.
9.5.2 Report noncompliance with business health and safety regulations.
9.5.3 Apply proper use of equipment, tools, and machinery.
9.5.4 Apply proper safety precautions.
9.5.5 Employ a safe work environment.
9.5.6 Explain procedures for handling accidents.
9.5.7 Assess and report emergency situations.
9.5.8 Explain routine security precautions.
9.5.9 Practice established security procedures/policies.
9.5.10 Practice protection of company information and intangibles.

Performance Standard 9.6 Employment for Purchasing Business Supplies, Equipment and Services

9.6.1 Explain the nature and scope of purchasing.
9.6.2 Place orders/reorders.
9.6.3 Maintain inventory of supplies.

CONTENT STANDARD 10.0: DEVELOPMENT BUSINESS PLAN

Performance Standard 10.1: Examine Business Goals

10.1.1 Determine valid business concepts.
10.1.2 Research applicable laws related to creating a business.
10.1.3 Examine business regulations and codes.

Performance Standard 10.2: Research Business Ownership to Establish and Continue Business Operations

10.2.1 Describe sole proprietorships.
10.2.2 Describe partnerships.
10.2.3 Explain corporations as a form of ownership.
10.2.4 Describe limited liability companies.
10.2.5 Explain types of business ownership.

Performance Standard 10.3: Examine Fraud And Scams in the Business Arena

10.3.1 Explain types of business fraud and scams.
10.3.2 Examine means to detect fraud.
10.3.3 Describe agencies that assist business with fraud and scams.

Performance Standard 10.4: Investigate Business Start-Up Financing

10.4.1 Explain debt and equity financing.
10.4.2 Determine information required by investors.
10.4.3 Research options for sources of funds.
10.4.4 Calculate start-up capital needs.
10.4.5 Develop a break-even model.
10.4.6 Describe the concept of insurance.

Performance Standard 10.5: Examine Factors that Effect Business Location

10.5.1 Research community and site selection.
10.5.2 Examine options for home-based businesses.
10.5.3 Examine design factors (Interior, Exterior, Layout requirements).
10.5.4 Explain location laws, regulations and codes.

Performance Standard 10.6: Explore Marketing Role and Function in Business to Facilitate Economic Exchanges

10.6.1 Identify steps in the marketing plan.
10.6.2 Determine product strategy.

10.6.3 Recognize the importance of ongoing market research.
10.6.4 Establish price and promotion strategy.
10.6.5 Determine marketing mix/plan/objectives.
10.6.6 Develop promotional plans.
10.6.7 Explain marketing and its importance in a global economy.
10.6.8 Describe marketing functions and related activities..
10.6.9 Select and use appropriate graphic aids.
10.6.10 Identify company's brand promise.
10.6.11 Research ways of reinforcing the company's image through employee performance .
10.6.12 Create and post basic web page.

Performance Standard 10.7: Development Purchasing Procedures

10.7.1 Analyze vendor selection
10.7.2 Examine supply chain management
10.7.3 Determine reordering sequences
10.7.4 Demonstrate basic spreadsheet applications

Performance Standard 10.8: Analyze New Products Development

10.8.1 Investigate prototyping.
10.8.2 Determine production management.
10.8.3 Review Gantt Charts and PERT Diagrams.
10.8.4 Develop a distribution management plan

Performance Standard 10.9: Build a Business for Specific Business

10.9.1 Develop a business description.
10.9.2 Describe the facility.
10.9.3 Develop an organizational chart.
10.9.4 Explain essential equipment.
10.9.5 Outline supplies and purchasing procedures.
10.9.6 Describe personnel management.
10.9.7 Develop a pricing structure.
10.9.8 Develop a budget.
10.9.9 Explore laws, regulations and codes.
10.9.10 Develop an advertising campaign.

CONTENT STANDARD 11.0: Development Performance Skills

Performance Standard 11.1: Exhibit Sales Skills

11.1.1 Employ a positive attitude.
11.1.2 Practice self-control.
11.1.3 Explain the use of feedback for personal growth.
11.1.4 Practice resolving conflicts with difficult customers.
11.1.5 Practice resolving customer/client complaints.

11.1.6 Develop sales tactics.
11.1.7 Practice taking orders.
11.1.8 Practice closing the sale.
11.1.9 Use an integrated business software application package.
11.1.10 Evaluate sales performance.
11.1.11 Develop a sales assistance plan.

Performance Standard 11.2: Analyze and Apply Ethics in the Workplace

11.2.1 Identify necessary workplace ethics.
11.2.2 Explain how work ethics affect production and profits.
11.2.3 Explain the six pillars of character in the workplace.
11.2.4 Demonstrate responsible, honest, ethical work habits.

Performance Standard 11.3: Practice Workplace Etiquette and Communications Skills

11.3.1 Explain the nature of effective verbal communications.
11.3.2 Explain the nature of staff communication.
11.3.3 Choose appropriate channel for workplace communication.
11.3.4 Participate in a staff meeting.
11.3.5 Explain communication techniques that support and encourage a speaker.
11.3.6 Demonstrate active listening skills.
11.3.7 Interpret others' nonverbal cues.
11.3.8 Provide legitimate responses to inquiries.
11.3.9 Give verbal directions.
11.3.10 Employ communication styles appropriate to target audience.
11.3.11 Defend ideas objectively.
11.3.12 Write responses to customer inquiries
11.3.13 Use note-taking strategies.
11.3.14 Practice telephone calls in a business-like manner
11.3.15 Explain the nature of positive customer relations.
11.3.16 Demonstrate a customer-service mindset.
11.3.17 Practice service orientation through communication.
11.3.18 Evaluate communication techniques to cultural and social differences among clients
11.3.19 Practice communicating business policies to customers/clients.
11.3.20 Practice appropriate workplace actions.
11.3.21 Apply standards for appropriate workplace attire.
11.3.22 Practice communication etiquette.
11.3.23 Practice skills for dining in business settings.

Performance Standard 11.4: Explore Internal an External Business Correspondence to Convey And Obtain Information Effectively

11.4.1 Explain the nature of effective written communications.
11.4.2 Select and utilize appropriate formats for professional writing.

11.4.3 Edit and revise written work consistent with professional standards.
11.4.4 Write professional emails.
11.4.5 Write business letters.
11.4.6 Write informational messages.
11.4.7 Write inquiries.

Performance Standard 11.5: Demonstrate the Ability to Run a Small Business

11.5.1 Demonstrate sound business practices.
11.5.2 Demonstrate quality service practices.
11.5.3 Produce and market a product.
11.5.4 Demonstrate ethical business practices.

CONTENT STANDARD 12.0: DEVELOPMENT MANAGEMENT PRACTICES

Performance Standard 12.1: Apply Management Practices

12.1.1 Explain the concept of management.
12.1.2 Discuss the nature of information management.
12.1.3 Use appropriate assertiveness.
12.1.4 Use conflict-resolution skills.
12.1.5 Assess what management skills are needed.
12.1.6 Describe how a management plan would improve an enterprise.
12.1.7 Explain qualities and characteristics of management styles.

Performance Standard 12.2: Explain Policies And Procedures for Effective Management

12.2.1 Determine the effect of policies and procedures.
12.2.2 Design standard policies and procedures.
12.2.3 Determine organizational structure.

Performance Standard 12.3: Demonstrate Human Resources Practices

12.3.1 Discuss the nature of human resources management.
12.3.2 Orient new employees.
12.3.3 Explain the concept of leadership.
12.3.4 Determine personal vision.
12.3.5 Practice adaptability.
12.3.6 Write job specifications for business.
12.3.7 Demonstrate personal information management/productivity applications.
12.3.8 Practice employee recruitment to match job requirements.
12.3.9 Compare employee compensation package.
12.3.10 Use basic operating systems.
12.3.11 Develop a training and professional development plan.
12.3.12 Develop an achievement orientation.
12.3.13 Practice resolving personnel problems.
12.3.14 Practice employee motivation techniques.

12.3.15 Demonstrate effective team building practices.
12.3.16 Demonstrate fair treatment of others.
12.3.17 Practice positive working relationships.
12.3.18 Manage staff growth and development for increasing productivity and employee satisfaction.

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CONTENT STANDARD 1.0: HOSPITALITY AND TOURISM INDUSTRY

Performance Standard 1.1: Careers in Hospitality and Tourism

1.1.1 List advantages and challenges of a hospitality and tourism career.
1.1.2 Identify and describe career paths, employment and entrepreneurial opportunities within the hospitality and tourism industries.
1.1.3 Explain the interdependence of all jobs to success of the industry.
1.1.4 Explain education and training experiences to meet career goals in the hospitality and tourism industry.
1.1.5 Develop industry related transferable skills required for employment and advancement.
1.1.6 Explore the role of professional organizations in the hospitality and tourism industries
1.1.7 Explore the role of professional organizations in the hospitality and tourism industries.

Performance Standard 1.2: Job Application Skills

1.2.1. Identify the steps involved in applying for a job.
1.2.2. Complete a job application.
1.2.3. Create a professional portfolio, including a resume and cover letter.
1.2.4. Prepare for an interview.
1.2.5. Demonstrate the interview process.

Performance Standard 1.3: Current Trends

1.3.1 Investigate current trends.
1.3.2 Evaluate the effects of current trends.
1.3.3 Recognize the personal needs of all guests, employees and stakeholders, including those needing special accommodations (e.g., language, health, Americans with Disabilities Act [ADA] requirements, etc.).
1.3.4 Describe the impact of globalization and diversity.
1.3.5 Recognize the impact of technology trends.
1.3.6 Investigate current legal and political trends.

Performance Standard 1.4: Guest Services

1.4.1 Define “moments of truth.”
1.4.2 Define exceptional guest service.
1.4.3 Evaluate the importance of guests.
1.4.4 Articulate the needs of guests.
1.4.5 Demonstrate means of anticipating and exceeding guests needs.
1.4.6 Demonstrate methods of conflict resolution and guest recovery.

CONTENT STANDARD 2.0: BUSINESS ESSENTIALS

Performance Standard 2.1.: Business Structures

2.1.1 Describe the role of franchising, independently operated companies, and management companies.
2.1.2 Differentiate between corporate-level and property specific structure.

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2.1.3 Explain the organizational structure of a hospitality and tourism business.
2.1.4 Explain the roles and responsibilities of the divisions within the organizational structure.

Performance Standard 2.2: Economic Impact

2.2.1 Examine how the industry contributes to economic development.
2.2.2 Examine the diverse segments in the industry.
2.2.3 Analyze the relationship between the industry and local, national, and international economies.
2.2.4 Explain economic factors that impact the industry.

Performance Standard 2.3: Human Resources

2.3.1 Identify the responsibilities of human resource management.
2.3.2 Discuss employee compensation, benefits, and payroll processes.
2.3.3 Understand and apply general policies, procedures and record keeping tasks.
2.3.4 Examine issues that affect human resources management.
2.3.5 Understand local, state, and federal regulations and laws, e.g. Title IX, ADA, EEOC, OSHA, required employment documentation, etc.
2.3.6 Describe human resource record keeping procedures.
2.3.7 Explain scheduling, staffing levels, training and evaluation procedures.

Performance Standard 2.4: Sales, Marketing and Accounting Concepts

2.4.1 Demonstrate the main areas of marketing (e.g. Product, Price, Place, Promotion) in the industry.
2.4.2 Define target markets and market segmentation.
2.4.3 Explore and describe the methods of marketing.
2.4.4 Describe the types of selling utilized in the industry.
2.4.5 Describe the functions within the accounting department.
2.4.6 Explain the interrelationship of operating systems between the various departments.

Performance Standard 2.5: Safety and Security

2.5.1 Explain the importance of safety and health as they relate to risk management and liability.
2.5.2 Evaluate the purpose of the Occupational Safety & Health Administration (OSHA), Hazard Analysis Critical Control Points (HACCP).
2.5.3 Identify causes of accidents and outline the responsibilities of employees for safety and accident prevention
2.5.4 Demonstrate procedures that prevent injuries and the spread of infection, illness or disease.
2.5.5 Determine the importance of an emergency plan and review an emergency plan.
2.5.6 Discuss the importance of proper documentation of incident/injury.
2.5.7 Explain the role of all employees in maintaining safety and security.
2.5.8 Describe the scope of the engineering department, room maintenance, kitchen equipment, groundskeepers, pools, etc.

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Performance Standard 2.6: Legal and Ethical Considerations

2.6.1 Examine laws and enforcement of local, state, federal, and global regulations that affect hospitality and tourism businesses.
2.6.2 Outline areas where liability issues arise.
2.6.3 Explain the industry standards of guests rights e.g. privacy, safety, common law, etc.
2.6.4 Outline an employee's personal behaviors and ethical implications in the industry.
2.6.5 Identify confidential, proprietary information of a business.

CONTENT STANDARD 3.0: LEADERSHIP SKILLS

Performance Standard 3.1: Hospitality and Tourism Management Skills

3.1.1 Exhibit critical and creative thinking skills, logical reasoning and problem solving.
3.1.2 Analyze the different management and leadership styles.
3.1.3 Determine managerial responsibilities in hospitality and tourism.
3.1.4 Discuss the importance of delegation and employee empowerment.
3.1.5 Recognize problem situations, practicing proactive vs. reactive techniques.
3.1.6 Research methods to evaluate the guests' and employees' experiences.

Performance Standard 3.2: Effective Communication Skills

3.2.1 Demonstrate effective electronic, written, verbal, and non-verbal communication skills.
3.2.2 Demonstrate positive communication in the workplace.
3.2.3 Develop effective listening skills.
3.2.4 Model effective conflict prevention and resolution skills.
3.2.5 Demonstrate professional presentation and public speaking skills.

Performance Standard 3.3: Teamwork

3.3.1 Describe teamwork and leadership concepts and skills needed to be successful in work, family and community life.
3.3.2 Demonstrate abilities to work with others.
3.3.3 Analyze the relationship between guest satisfaction and employee attitude, appearance and actions.
3.3.4 Practice team development strategies and the importance of individual roles and responsibilities.
3.3.5 Participate in student leadership organizations and activities.

CONTENT STANDARD 4.0: LODGING

Performance Standard 4.1: Types of Lodging Businesses

4.1.1 Differentiate among the types of lodging accommodations and guest amenities.
4.1.2 Evaluate the importance of property location i.e. city center, airport, and resort and associated services.
4.1.3 Explain functions and interaction of the various departments of a lodging property.

Performance Standard 4.2: Front-Office and Rooms Division

4.2.1 Explain various check-in and check-out procedures and other financial transactions.
4.2.2 Demonstrate techniques to provide information, make reservations, assist guests for

events and services, dining, child care, local travel and entertainment.

4.2.3 Analyze the steps in the guest cycle.

4.2.4 Explain the routine care and maintenance of rooms, public areas and offices.

4.2.5 Identify housekeeping tasks required in various locations of the property.

4.2.6 Differentiate between clean and sanitary.

4.2.7 Demonstrate the appropriate use and storage of equipment, tools and supplies.

4.2.8 Apply management skills to housekeeping and laundry tasks including PAR levels, purchasing, storage, scheduling, and sustainability.

4.2.9 Calculate Rev-PAR (revenue per available room), occupancy rate, and yield percentage.

CONTENT STANDARD 5.0: FOOD AND BEVERAGE

Performance Standard 5.1: Foundational Knowledge and Skills of Food and Beverage Operations

5.1.1 Examine food and beverage operations in various contexts.

5.1.2 Compare and contrast the classification of food services operations.

5.1.3 Explain front- and back-of-the-house operations and positions.

5.1.4 Research cultural and dietary needs in regard to menu development.

5.1.5 Evaluate components of menu design.

5.1.6 Explain the importance of proper sanitation in food and beverage operations.

5.1.7 Examine the equipment and supplies used in food and beverage operations.

5.1.8 Demonstrate proper presentation, serving skills, and proper table setup.

5.1.9 Explain the different styles of room set up options for catered events.

5.1.10 Compare and contrast different kinds of events (e.g., meetings, conventions, weddings, expositions, farmers' markets, birthday parties, etc.).

5.1.11 Classify the forms and records necessary in event planning.

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CONTENT STANDARD 1.0: IDENTIFY AND UTILIZE SAFETY PROCEDURES AND PROPER TOOLS

Performance Standard 1.1: Demonstrate General Lab Safety Rules and Procedures

1.1.1 Describe general shop safety rules and procedures.
1.1.2 Utilize safe procedures for handling of tools and equipment.
1.1.3 Identify and use proper placement of floor jacks and jack standards.
1.1.4 Identify and use proper procedures for safe vehicle life operation.
1.1.5 Utilize proper ventilation procedures for working within the lab/shop area.
1.1.6 Identify marked safety areas.
1.1.7 Identify the location and the types of fire extinguishers and other fire safety equipment; demonstrate knowledge of the procedures for using fire extinguishers and other safety equipment.
1.1.8 Identify the location and use of eye wash stations.
1.1.9 Identify the location of the posted evacuation routes.
1.1.10 Comply with the required use of safety glasses, ear protection, gloves and shoes during lab/shop activities.
1.1.11 Identify and wear appropriate clothing for lab/shop activities.
1.1.12 Secure hair and jewelry for lab/shop activities.
1.1.13 Identify safety aspects of supplemental restraint systems (SRS), electronic brake control systems, and hybrid vehicle high voltage circuits.
1.1.14 Identify safety aspects of high voltage circuits (such as high intensity discharge (HID) lamps, ignition systems, injection systems, etc.)
1.1.15 Locate and interpret safety data sheets (SDS).
1.1.16 Handle and dispose of hazardous waste and materials.
1.1.1 Describe general shop safety rules and procedures.

Performance Standard 1.2: Identify and Utilize Proper Tools

1.2.1 Identify tools and their usage in automotive applications.
1.2.2 Identify standard and metric designations and fasteners.
1.2.3 Demonstrate safe handling and use of appropriate tools.
1.2.4 Demonstrate proper cleaning, storage, and maintenance of tools and equipment.
1.2.5 Demonstrate proper use of precision measuring tools (e.g., micrometer, dial-indicate, dial-caliper).

CONTENT STANDARD 2.0: PERFORM BASIC VEHICLE SERVICE

Performance Standard 2.1: Identify and Utilize Vehicle Service Information

2.1.1 Locate and utilize paper and/or electronic service information.
2.1.2 Locate and utilize Technical Service Bulletins (TSBs).
2.1.3 Demonstrate knowledge of special service messages, quotes, service campaigns/recalls,

vehicle/service warranty applications and service interval recommendations.

2.1.4 Locate Vehicle Identification Number (VIN) and production data code.

2.1.5 Analyze Vehicle Identification Number (VIN) information.

2.1.6 Identify other vehicle information labels (such as tire, emissions, etc.)

Performance Standard 2.2: Prepare a Vehicle for the Customer

2.2.1 Ensure vehicle is prepared to return to customer per school/company policy (floor mats, steering wheel cover, etc.)

2.2.2 Verify vehicle repair.

CONTENT STANDARD 3.0: APPLY CONCEPTS OF ENGINE REPAIR (A1)

Performance Standard 3.1: Demonstrate General Engine Service Techniques

3.1.1 Research applicable vehicle and service information, vehicle service history, service precautions, and technical service bulletins.

3.1.2 Verify operation of the instrument panel engine warning indicators.

3.1.3 Inspect engine assembly for fuel, oil, coolant, and other leaks; determine necessary action.

3.1.4 Install engine covers using gaskets, seals and sealers as required.

3.1.5 Demonstrate knowledge of timing belt removal and replacement.

3.1.6 Perform common fastener and thread repair, to include: remove broken bolt, restore internal and external threads, and repair internal threads with thread insert.

3.1.7 Identify hybrid vehicle internal combustion engine service precautions.

Performance Standard 3.2: Perform Cylinder Head and Valve Train Service and Repair

3.2.1 Identify various cylinder head configurations (i.e., OHV, OHC, DOHC, VVT).

3.2.2 Demonstrate knowledge of valve adjustment (mechanic and hydraulic lifters).

Performance Standard 3.3: Perform Lubrication and Cooling Systems Service and Repair

3.3.1 Diagnose various cooling system faults including block test, thermostat operation, coolant restrictions, leaks, and fan operation.

3.3.2 Inspect, replace and adjust drive belts, tensioners, and pulleys, check pulley and belt alignment.

3.3.3 Inspect and test coolant; drain and recover coolant; flush and refill cooling system with recommended coolant; bleed air as required.

3.3.4 Perform oil and filter change.

CONTENT STANDARD 4.0: ANALYZE AUTOMATIC TRANSMISSION/TRANSAXLE FOR SERVICE (A2)

Performance Standard: 4.1: Perform General Transmission/Transaxle Service

4.1.1 Research applicable vehicle and service information, fluid type, vehicle service history, service precautions, and technical service bulletins.

4.1.2 Check fluid level in a transmission, or a transaxle equipped with a dip-stick.
4.1.3 Check fluid level in a transmission, or a transaxle not equipped with a dip-stick.
4.1.4 Check transmission fluid condition; check for leaks.

Performance Standard 4.2: Perform In-Vehicle Transmission/Transaxle Service and Repair

4.2.1 Inspect, adjust, and replace external manual valve shift linkage, transmission range sensor/switch, and park/neutral position switch.
4.2.2 Inspect for leakage at external seals, gaskets, and bushings.
4.2.3 Inspect powertrain mounts.
4.2.4 Drain and replace fluid and filter(s).

CONTENT STANDARD 5.0: ANALYZE MANUAL DRIVETRAIN AND AXLES FOR SERVICE (A3)

Performance Standard 5.1: Perform General Drive Train Service

5.1.1 Research applicable vehicle and service information, fluid type, vehicle service history, service precautions, and technical service bulletins.
5.1.2 Drain and refill manual transmission/transaxle and final drive unit.
5.1.3 Check fluid condition; check for leaks.

Performance Standard 5.2: Investigate Clutch Systems for Service and Repair

5.2.1 Check and adjust clutch master cylinder fluid level.
5.2.2 Check for system leaks.
5.2.3 Describe basic operation of a manual clutch system.

Performance Standard 5.3: Perform Drive Shaft and Half Shaft, Universal and Constant Velocity (CV) Joint Service and Repair

5.3.1 Diagnose, inspect, remove and replace front wheel drive (FWD) bearings, hubs, and seals.
5.3.2 Diagnose, inspect, service and replace shafts, yokes, boots, and universal/CV joints.

Performance Standard 5.4: Assess Differential Case Assembly for Service

5.4.1 Demonstrate knowledge of differential operation.
5.4.2 Clean and inspect differential housing; check for leaks; inspect housing vent.
5.4.3 Check and adjust differential housing fluid level + A71.
5.4.4 Drain and fill differential housing.

Performance Standard 5.5: Perform Drive Axle Service and Repair

5.5.1 Inspect and replace drive axle wheel studs.
5.6.1 Inspect front-wheel bearings and locking hubs.

CONTENT STANDARD 6.0: PERFORM SUSPENSION AND STEERING SERVICE AND REPAIR (A4)

Performance Standard 6.1: Prepare Vehicle for General Suspension and Steering Systems Service

6.1.1 Research applicable vehicle and service information, vehicle service history, service precautions, and technical service bulletins.
6.1.2 Disable and enable supplemental restraint system (SRS).

Performance Standard 6.2: Perform Steering Systems Service and Repair

6.2.1 Demonstrate knowledge of various power steering systems.
6.2.2 Identify and inspect various steering system components.
6.2.3 Demonstrate knowledge of various suspension systems.
6.2.4 Identify and inspect various suspension system components.
6.2.5 Inspect electric power-assisted steering.
6.2.6 Identify electronically controlled suspension systems and safety precautions.
6.2.7 Identify hybrid vehicle power steering system electrical circuits and safety precautions.

Performance Standard 6.3: Investigate Wheel Alignment Conditions

6.3.1 Demonstrate knowledge of alignment angles, including camber, caster, toe, and SAI.
6.3.2 Perform pre-alignment inspection and measure vehicle ride height, perform necessary action.

Performance Standard 6.4: Perform Wheel and Tire Service and Repair

6.4.1 Inspect tire condition; identify tire wear patterns; check for correct size and application (load and speed ratings) and adjust air pressure; determine necessary action.
6.4.2 Rotate tires according to manufacturer's recommendations.
6.4.3 Dismount, inspect, and remount tire on wheel; balance wheel and tire assembly (static and dynamic).
6.4.4 Dismount, inspect, and remount tire on wheel equipped with tire pressure monitoring system sensor.
6.4.5 Inspect tire and wheel assembly for air loss; perform necessary action.
6.4.6 Repair tire according to industry standards.
6.4.7 Identify TPMS maintenance and relearn procedures.

CONTENT STANDARD 7.0: ANALYZE BRAKE SYSTEMS FOR SERVICE AND REPAIR (A5)

Performance Standard 7.1: Prepare Vehicle for General Suspension and Steering Systems Service Demonstrate Knowledge of General Brake Systems

7.1.1 Research applicable vehicle and service information, vehicle service history, service precautions, and technical service bulletins.
7.1.2 Describe procedure for performing a road test to check brake system operation, including the anti-lock brake system (ABS).
7.1.3 Demonstrate knowledge of basic hydraulic principles.

Performance Standard 7.2: Perform Hydraulic System Service and Repair

7.2.1 Measure brake pedal height, travel, and free play (as applicable); determine necessary action.
7.2.2 Check master cylinder for internal/external leaks and proper operation.
7.2.3 Inspect brake lines, flexible hoses, and fittings for leaks, dents, kinks, rust, cracks bulging, wear, loose fittings and support; determine necessary action.

7.2.4 Select, handle, store, and fill brake fluids to proper level.
7.2.5 Identify components of brake warning light system.
7.2.6 Bleed and/or flush brake system.
7.2.7 Test brake fluid for contamination.

Performance Standard 7.3: Perform Drum Brake Service and Repair

7.3.1 Remove, clean, inspect, and measure brake drum diameter; determine necessary action.
7.3.2 Refinish brake drum and measure final drum diameter; compare with specifications.
7.3.3 Remove, clean, and inspect brake shoes, springs, pins, clips, levers, adjusters/self-adjusters, other related brake hardware, and backing support plates; lubricate and reassemble.
7.3.4 Inspect wheel cylinders for leaks and proper operation; remove and replace as needed.
7.3.5 Readjust brake shoes and parking brake; install brake drums or drum/hub assemblies, wheel bearings; make final checks and adjustments.
7.3.6 Install wheel and torque lug nuts to proper specifications.

Performance Standard 7.4: Perform Disc Brake Service and Repair

7.4.1 Remove and clean caliper assembly; inspect for leaks and damage/wear to caliper housing; determine necessary action.
7.4.2 Clean, inspect and lubricate clipper mounting and slides/pins for proper operation wear, and damage; determine necessary action.
7.4.3 Remove, inspect and replace pads and retaining hardware; determine necessary action.
7.4.4 Lubricate and reinstall caliper, pads, and related hardware; seat pads and inspect for leaks.
7.4.5 Clean and inspect rotor, measure rotor thickness, thickness variation, and lateral run out; determine necessary action.
7.4.6 Remove and reinstall rotor.
7.4.7 Refinish rotor on vehicle; measure final rotor thickness and compare with specifications.
7.4.8 Refinish rotor off vehicle; measure final rotor thickness and compare with specifications.
7.4.9 Retract and readjust caliper piston on an integral parking brake system.
7.4.10 Check brake pad wear indicator; determine necessary action.
7.4.11 Describe importance of operating vehicle to burnish/break-in replacement brake pads according to manufacturer's recommendations.

Performance Standard 7.5: Analyze Power Assist Units

7.5.1 Check brake pedal free-travel with, and without, engine running to verify proper power booster operation.
7.5.2 Check vacuum supply (manifold or auxiliary pump) to vacuum-type power booster.
7.5.3 Identify alternative power assist units.

Performance Standard 7.6: Perform Miscellaneous Service and Repair (wheel bearings, parking brakes, electrical, etc.)

7.6.1 Remove, clean, inspect, repack, and install wheel bearings, races, seals; install hub and adjust bearings.
7.6.2 Check parking brake cables and components for wear, binding, and corrosion; clean,

lubricate, adjust or replace as needed.

7.6.3 Check parking brake operation and parking brake indicator light system operation; determine necessary action.

7.6.4 Check operation of brake stop light system.

CONTENT STANDARD 8.0: ANALYZE ELECTRICAL/ELECTRONIC SYSTEM (A6)

Performance Standard 8.1: Perform General Electronic Systems Service

8.1.1 Research applicable vehicle and service information vehicle service history, service precautions, and technical service bulletins.

8.1.2 Demonstrate knowledge of electrical/electronic series, parallel and series-parallel circuits using principles of electricity (Ohm's and Watt's Law).

8.1.3 Use and interpret wiring diagrams to trace electrical/electronic circuits.

8.1.4 Demonstrate proper use of digital millimeter (DMM) when measuring source voltage, voltage drop (including grounds), current flow, and resistance.

8.1.5 Research the causes and effects from shorts, grounds, opens, and resistance problems in electrical/electronic circuits.

8.1.6 Check operations of electrical circuits with a test light.

8.1.7 Check operation of electrical circuits using fused jumper wires.

8.1.8 Measure key-off battery drain (parasitic draw).

8.1.9 Inspect and test fusible links, circuit breakers, and fuses; determine necessary action.

8.1.10 Perform solder repair of electrical wiring.

8.1.11 Replace electrical connectors and terminal ends.

Performance Standard 8.2: Perform Battery Service

8.2.1 Perform battery state-of-charge test; determine necessary action.

8.2.2 Confirm proper battery capacity for vehicle application; perform battery capacity test; determine necessary action.

8.2.3 Maintain or restore electronic memory functions.

8.2.4 Inspect and clean battery; fill battery cells, clean battery cables, connectors, clamps, and hold-downs.

8.2.5 Perform slow/fast battery charge according to manufacturer recommendations.

8.2.6 Jump-start vehicle using jumper cables and a booster battery or an auxiliary power supply.

8.2.7 Identify high voltage circuits of electric or hybrid electric vehicle and related safety precautions.

8.2.8 Identify electronic modules, security systems, radios, and other accessories that require re-initialization or code entry after reconnecting vehicle battery.

8.2.1 Perform battery state-of-charge test; determine necessary action.

8.2.2 Confirm proper battery capacity for vehicle application; perform battery capacity test; determine necessary action.

8.2.3 Maintain or restore electronic memory functions.

Performance Standard 8.3: Perform Starting System Service and Repair

8.3.1 Perform starter current draw test; determine necessary action.
8.3.2 Perform starter circuit voltage drop tests; determine necessary action.
8.3.3 Inspect and test starter relays and solenoid; determine necessary action.
8.3.4 Remove and install starter in a vehicle.
8.3.5 Inspect and test switches, connectors, and wires of starter control circuits; determine necessary action.

Performance Standard 8.4: Perform Charging System Service and Repair

8.4.1 Perform charging system output test; determine necessary action.
8.4.2 Inspect, adjust, or replace generator (alternator) drive belts; check pulleys and tensioners for wear; check pulley and belt alignment.
8.4.3 Remove, inspect and reinstall generator (alternator).
8.4.4 Perform charging circuit voltage drop tests; determine necessary action

Performance Standard 8.5: Perform Lighting Systems Service and Repair

8.5.1 Inspect interior and exterior lamps and sockets including headlights and auxiliary lights (fog lights/driving lights); replace as needed.
8.5.2 Aim headlights.
8.5.3 Identify system voltage and safety precautions associated with high intensity discharge headlights.

Performance Standard 8.6: Perform Accessories Service and Repair

8.6.1 Disable and enable the airbag system for vehicle service; verify indicator lamp operation.
8.6.2 Remove and reinstall door panel.
8.6.3 Describe the operation of keyless entry/remote-start system.
8.6.4 Verify operation of instrument panel gauges and warning/indicator lights; reset maintenance indicators.
8.6.5 Verify windshield wiper and washer operation; replace wiper blades.

CONTENT STANDARD 9.0: ANALYZE HEATING AND AIR CONDITIONING SYSTEMS (A7)

Performance Standard 9.1: Demonstrate Knowledge of A/C Systems

9.1.1 Research applicable vehicle and service information, vehicle service history, service precautions, and technical service bulletins.
9.1.2 Identify A/C components on a vehicle.

Performance Standard 9.2: Inspect Refrigeration System Components

9.2.1 Inspect and replace A/C compressor drive belts, pulleys, and tensioners; determine necessary action.
9.2.2 Research hybrid vehicle A/C system electrical circuits and the service/safety precautions.
9.2.3 Inspect A/C condenser for airflow restrictions; determine necessary action.

Performance Standard 9.3: Inspect Heating, Ventilation, and Engine Cooling Systems

9.3.1 Inspect engine cooling and heater system hoses; perform necessary action.

Performance Standard 9.4: Inspect operating systems and related controls

9.4.1 Inspect A/C-heater ducts, doors, hoses, cabin filters, and outlets; perform necessary action.
9.4.2 Identify the source of A/C system odors.

CONTENT STANDARD 10.0: ANALYZE ENGINE PERFORMANCE (A8)

Performance Standard 10.1: Perform General Engine Service

10.1.1 Research applicable vehicle and service information, vehicle service history, service precautions, and technical service bulletins.
10.1.2 Demonstrate knowledge of 4-stroke engine.
10.1.3 Perform engine absolute (vacuum) manifold pressure tests; determine necessary action.
10.1.4 Perform cylinder cranking and running compressions tests; determine necessary action.
10.1.5 Perform cylinder leakage test; determine necessary action.
10.1.6 Verify engine operating temperature.
10.1.7 Remove and replace spark plugs; inspect secondary ignition components for wear and damage.

Performance Standard 10.2: Analyze Computerized Engine Controls

10.2.1 Retrieve and record diagnostic trouble codes, OBD monitor status, and freeze frame data; clear codes when applicable.
10.2.2 Describe the importance of operating all OBDII monitors for repair verification.

Performance Standard 10.3: Perform Fuel, Air Induction, and Exhaust Systems Service and Repair

10.3.1 Replace fuel filter(s).
10.3.2 Inspect, service, or replace air filters, filter housing and intake duct work.
10.3.3 Inspect the integrity of the exhaust manifold, exhaust pipes, muffler(s), catalytic converter(s), resonator(s), tail pipe(s), and heat shields; determine necessary action.
10.3.4 Inspect condition of exhaust system hangers, brackets, clamps, and heat shields; repair or replace as needed.
10.3.5 Describe diesel exhaust fluid (DEF).

Performance Standard 10.4: Perform Emissions Control Systems Service and Repair

10.4.1 Demonstrate knowledge of basic emission control components.

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CONTENT STANDARDS 1.0: IDENTIFY AND UTILIZE SAFETY PROCEDURES AND PROPER TOOLS

Performance Standards 1.1 General Lab Safety Rules and Procedures

1.1.1 Describe general shop safety rules and procedures (i.e., safety test).
1.1.2 Utilize safe procedures for handling of tools and equipment.
1.1.3 Identify and use proper placement of floor jacks and jack stands.
1.1.4 Identify and use proper procedures for safe vehicle lift operation.
1.1.5 Utilize proper ventilation procedures for working within the lab/shop area.
1.1.6 Identify marked safety areas.
1.1.7 Identify the location and the types of fire extinguishers and other fire safety equipment.
1.1.8 Demonstrate knowledge of the procedures for using fire extinguishers and other fire safety equipment.
1.1.9 Identify the location and use of eye wash stations.
1.1.10 Identify the location of the posted evacuation routes.
1.1.11 Comply with the required use of PPE during lab/shop activities.
1.1.12 Identify and wear appropriate clothing for lab/shop activities.
1.1.13 Secure hair and jewelry for lab/shop activities.
1.1.14 Research safety aspects of supplemental restraint systems (SRS), electronic brake control systems, and hybrid vehicle high voltage circuits.
1.1.15 Research safety aspects of high voltage circuits (such as high intensity discharge (HID) lamps, ignition systems, injection systems, etc.)
1.1.16 Locate and interpret safety data sheets (SDS).

Performance Standards 1.2: Identify and Utilize Proper Tools

1.2.1 Identify tools and their usage in automotive applications.
1.2.2 Identify standard and metric designation.
1.2.3 Demonstrate safe handling and use of appropriate tools.
1.2.4 Demonstrate proper cleaning, storage, and maintenance of tools and equipment.
1.2.5 Demonstrate proper use of precision measuring tools (i.e., tram gauges, mil thickness gauge).

CONTENT STANDARDS 2.0: INVESTIGATE INDUSTRY CAREERS

Performance Standards 2.1: Explore careers

2.1.1 Research the different career opportunities in the transportation career path.
2.1.2 Investigate new and emerging vehicle technologies and trends.

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CONTENT STANDARDS 3.0 DEMOSTRATE DAMAGE ANALYSIS, ESTIMATING AND CUSTOMER SERVICE SKILLS

Performance Standards 3.1: identify Vehicle Construction and Parts

3.1.1 Identify type of vehicle construction (space frame, auto body, body-over-frame).
3.1.2 Recognize the different damage characteristics of space frame, uni-body, and body-over-frame vehicles.
3.1.3 Identify impact energy absorbing components.
3.1.4 Identify steel types; determine reparability.
3.1.5 Identify aluminum/magnesium components; determine reparability.
3.1.6 Identify plastic/composite components; determine reparability.
3.1.7 Identify vehicle glass components and repair/replacement procedures.
3.1.8 Identify add-on accessories.

Performance Standards 3.2: Perform Damage Analysis

3.2.1 Position the vehicle for inspection.
3.2.2 Prepare vehicle for inspection by providing access to damaged areas.
3.2.3 Analyze damage to determine appropriate methods for overall repairs.
3.2.4 Determine the direction, point(s) of impact, and extent of direct, indirect, and inertia damage.
3.2.5 Gather details of the incident/accident necessary to determine the full extent of vehicle damage.
3.2.6 Identify and record pre-existing damage.
3.2.7 Identify and record prior repairs.
3.2.8 Perform visual inspection of structural components and members.
3.2.9 Identify structural damage using measuring tools and equipment.
3.2.10 Perform visual inspection of non-structural components and members.
3.2.11 Determine parts, components, material type(s) and procedures necessary for a proper repair.
3.2.12 Identify type and condition of finish; determine if refinishing is required.
3.2.13 Identify suspension, electrical, and mechanical component physical damage.
3.2.14 Identify safety systems physical damage.
3.2.15 Identify interior component damage.
3.2.16 Identify damage to add-on accessories and modifications.
3.2.17 Identify single (one time) use components.

Performance Standards 3.3: Demonstrate Estimating Procedures

3.3.1 Determine and record customer/vehicle owner information.
3.3.2 Identify and record vehicle identification number (VIN) information, including nation of origin, make, model, restraint system, body type, production date, engine type, and assembly plant.
3.3.3 Identify and record vehicle options, including trim level, paint code, transmission, accessories, and modifications.

3.3.4 Identify safety systems; determine replacement items.
3.3.5 Apply appropriate estimating and parts nomenclature (terminology).
3.3.6 Determine and apply appropriate estimating sequence.
3.3.7 Utilize estimating guide procedure pages.
3.3.8 Apply estimating guide footnotes and headnotes as needed.
3.3.9 Estimate labor value for operations requiring judgment.
3.3.10 Select appropriate labor value for each operation (structural, non-structural, mechanical, and refinish).
3.3.11 Select and price OEM parts; verify availability, compatibility, and condition.
3.3.12 Select and price alternative/optional OEM parts; verify availability, compatibility and condition.
3.3.13 Select and price aftermarket parts; verify availability, compatibility, and condition.
3.3.14 Select and price recyclable/used parts; verify availability, compatibility and condition.
3.3.15 Select and price remanufactured, rebuilt, and reconditioned parts; verify availability, compatibility and condition.
3.3.16 Determine price and source of necessary sublet operations.
3.3.17 Determine labor value, prices, charges, allowances, or fees for non-included operations and miscellaneous items.
3.3.18 Recognize and apply overlap deductions, included operations, and additions.
3.3.19 Determine additional material and charges.
3.3.20 Determine refinishing material and charges.
3.3.21 Apply math skills to establish charges and totals.
3.3.22 Interpret computer-assisted and manually written estimates; verify the information is current.
3.3.23 Identify procedural differences between computer-assisted systems and manually written estimates.
3.3.24 Identify procedures to restore corrosion protection; establish labor values, and material charges.
3.3.25 Determine the cost effectiveness of the repair and determine the approximate vehicle retail, and repair value.
3.3.26 Recognize the differences in estimation procedures when using different information provider systems.
3.3.27 Verify accuracy of estimate compared to the actual repair and replacement operations.
3.3.28 Demonstrate ability to access OEM repair information.

Performance Standards 3.4: Demonstrate Customer Relations And Sales Skills

3.4.1 Acknowledge and/or greet customer/client.
3.4.2 Listen to customer/client; collect information and identify customers/client's concerns, needs and expectations.
3.4.3 Establish cooperative attitude with customer/client.
3.4.4 Identify yourself to customer/client; offer assistance.

3.4.5 Resolve customer/client conflicts .
3.4.6 Identify customer/client preferred communication method; follow up to keep customer/client informed about parts and the repair process.
3.4.7 Recognize basic claims handling procedures; explain to customer/client.
3.4.8 Project positive attitude and professional appearance.
3.4.9 Provide and review warranty information.
3.4.10 Estimate and explain duration of out-of-service time.
3.4.11 Apply negotiation skills to obtain a mutual agreement.
3.4.12 Interpret and explain manual or computer-assisted estimate to customer/client.

CONTENT STANDARDS 4.0: PERFORM NON-STURCTURAL ANALYSIS AND DAMAGE REPAIR (BODY COMPONENTS)

PERFORMANCE STANDARDS 4.1: DEMONSTRATE INSPECTION AND PREPARATION TECHNIQUES

4.1.1 Review damage report and analyze damage to determine appropriate methods for overall repair; develop and document a repair plan.
4.1.2 Inspect, remove, label, store, and reinstall exterior trim and moldings.
4.1.3 Inspect, remove, label, store, and reinstall interior trim and components.
4.1.4 Inspect, remove, label, store, and reinstall body panels and components that may interfere with or be damaged during repair.
4.1.5 Inspect, remove, label, store, and reinstall vehicle mechanical and electrical components that may interfere with or be damaged during repair.
4.1.6 Protect panels, glass, interior parts, and other vehicles adjacent to the repair area.
4.1.7 Soap and water wash entire vehicle; complete pre-repair inspection checklist.
4.1.8 Prepare damaged area using water-based and solvent-based cleaners.
4.1.9 Remove corrosion protection, undercoating's, sealers, and other protective coatings as necessary to perform repairs.
4.1.10 Inspect, remove, and reinstall repairable plastics and other components for off-vehicle repair.
4.1.11 Inspect, remove, and replace seatbelt and shoulder harness assembly and components.
4.1.12 Inspect restraint system mounting areas for damage; repair as needed.
4.1.13 Verify proper operation of seatbelt.

Performance Standards 4.2: Perform Outer Body Panel Repair, Replacement, and Adjustments

4.1.1 Review damage report and analyze damage to determine appropriate methods for overall repair; develop and document a repair plan.
4.1.2 Inspect, remove, label, store, and reinstall exterior trim and moldings.
4.1.3 Inspect, remove, label, store, and reinstall interior trim and components.
4.1.4 Inspect, remove, label, store, and reinstall body panels and components that may interfere with

or be damaged during repair.

4.1.5 Inspect, remove, label, store, and reinstall vehicle mechanical and electrical components that may interfere with or be damaged during repair.

4.1.6 Protect panels, glass, interior parts, and other vehicles adjacent to the repair area.

4.1.7 Soap and water wash entire vehicle; complete pre-repair inspection checklist.

4.1.8 Prepare damaged area using water-based and solvent-based cleaners.

4.1.9 Remove corrosion protection, undercoating's, sealers, and other protective coatings as necessary to perform repairs.

4.1.10 Inspect, remove, and reinstall repairable plastics and other components for off-vehicle repair.

4.1.11 Inspect, remove, and replace seatbelt and shoulder harness assembly and components.

4.1.12 Inspect restraint system mounting areas for damage; repair as needed.

4.1.13 Verify proper operation of seatbelt.

4.2.14 Identify one-time use fasteners.

4.2.15 Clean, inspect, and prepare reusable fasteners.

Performance Standards 4.2: Apply Metal Finishing and Body Filling Techniques

4.3.1 Remove paint from the damaged area of a body panel.

4.3.2 Locate and repair surface irregularities on a damaged body panel.

4.3.3 Demonstrate hammer and dolly techniques.

4.3.4 Heat shrink stretched panel areas to proper contour.

4.3.5 Cold shrink stretched panel areas to proper contour.

4.3.6 Prepare and apply body filler.

4.3.7 Identify different types of body fillers.

4.3.8 Rough sand body filler to contour; finish sand.

Performance Standards 4.4: Inspect moveable glass and hardware components

4.4.1 Inspect, adjust, repair or replace window regulators, run channels, glass, power mechanisms, and related controls.

4.4.2 Inspect, adjust, repair, remove, reinstall or replace weather-stripping.

4.4.3 Cycle electrical components as needed.

Performance Standards 4.6: Utilize Plastic and Adhesives

4.6.1 Identify the types of plastics; determine reparability.

4.6.2 Clean and prepare the surface of plastic parts; identify the types of plastic repair procedures.

4.6.3 Demonstrate one-sided, two-sided, and tab repair.

4.6.4 Repair rigid, semi-rigid, or flexible plastic panels.

4.6.5 Remove or repair damaged areas from rigid exterior composite panels.

4.6.6 Replace bonded rigid exterior composite body panels; straighten or align panel supports.

4.6.7 Demonstrate the proper cleanup procedures for specific adhesives.

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CONTENT PERFORMACE 5.0: PERFORM STRUCTURAL ANALYSIS AND DAMAGE REPAIR

Performance Standards 5.1: Demonstrate Inspections and Repair Techniques

5.1.1	Measure and diagnose structural damage using a tram gauge.
5.1.2	Attach vehicle to anchoring devices.
5.1.3	Determine the extent of the direct and indirect damage and the direction of impact; document the methods and sequence of repair.
5.1.4	Analyze and identify crush/collapse zones.
5.1.5	Restore mounting and anchoring locations.
5.1.6	Check for water leaks, dust leaks, and wind noise.
5.1.7	Perform visual inspection and measuring checks to identify steering and suspension collision damage.
5.1.8	Reinstall wheels and torque lug nuts.

CONTENT STANDARDS 6.0: DEMOSTRATE PAINTING AND REFINISHING TECHNIQUES

Performance Standards 6.1: Apply Safety Precautions

6.1.1	Identify and take necessary precautions with hazardous operations and materials according to federal, state, and local regulations.
6.1.2	Identify safety and personal health hazards according to OSHA guidelines and the “Right to Know Law”.
6.1.3	Inspect spray environment and equipment to ensure compliance with federal, state and local regulations, and for safety and cleanliness hazards.
6.1.4	Select and use a NIOSH approved air purifying respirator. Inspect condition and ensure fit and operation. Perform proper maintenance in accordance with OSHA Regulation 1910.134 and applicable state and local regulation.
6.1.5	Select and use a NIOSH approved supplied air (Fresh Air Make-up) respirator system. Perform proper maintenance in accordance with OSHA Regulation 1910.134 and applicable state and local regulation .
6.1.6	Select and use appropriate PPE.

Performance standards 6.2: Utilize Surface Preparation Techniques

6.2.1	Inspect, remove, store, and replace exterior trim and components necessary for proper surface preparation.
6.2.2	Soap and water wash entire vehicle; use appropriate cleaner to remove contaminants.
6.2.3	Inspect and identify type of finish, surface condition, and film thickness; develop and document a plan for refinishing using a total product system.
6.2.4	Strip paint to bare substrate (paint removal).

6.2.5	Dry or wet sand areas to be refinished.
6.2.6	Featheredge areas to be refinished.
6.2.7	Apply suitable metal treatment or primer in accordance with total product systems.
6.2.8	Mask and protect other areas that will not be refinished.
-	Mix primer, primer-surface or primer-sealer.
6.2.10	Identify a complimentary color or shade of undercoat to improve coverage.
6.2.11	Apply primer onto surface of repaired area.
6.2.12	Apply two-component finishing filler to minor surface imperfections.
6.2.13	Block sand area to which primer-surface has been applied.
6.2.14	Dry sand area to which finishing filler has been applied.
6.2.15	Remove dust from area to be refinished, including cracks or moldings of adjacent areas.
6.2.16	Clean area to be refinished using a final cleaning solution.
6.2.17	Remove, with a tack rag, any dust or lint particles from the area to be refinished.
6.2.18	Apply suitable sealer to the area being refinished.
6.2.19	Scuff sand to remove nibs or imperfections from a sealer.
6.2.20	Apply stone chip resistant coating.
6.2.21	Restore caulking and seam sealers to repaired areas.
6.2.22	Prepare adjacent panels for blending.
6.2.23	Identify the types of rigid, semi-rigid or flexible plastic parts to be refinished; determine the materials needed, preparation, and refinishing procedures.
6.2.24	Identify metal parts to be refinished; determine the materials needed, preparation, and refinishing procedures.

Performance Standards 6.3: Perform Spray Gun and Related Equipment Operations

6.4.1	Identify color code by manufacturer's vehicle information label.
6.4.2	Shake, stir, reduce, catalyze/activate, and strain refinish materials.
6.4.3	Apply finish using appropriate spray techniques (gun arc, angle, distance, travel speed, and spray pattern overlap) for the finish being applied.
6.4.4	Demonstrate a let-down panel; check for color match.
6.4.5	Apply single stage topcoat.
6.4.6	Apply basecoat/clear coat for panel blending and panel refinishing.
6.4.7	Apply basecoat/clear coat for overall refinishing.
6.4.8	Remove nibs or imperfections from basecoat.
6.4.9	Refinish rigid or semi-rigid plastic parts.
6.4.10	Refinish flexible plastic parts.
6.4.11	Demonstrate knowledge of multi-stage coats for panel blending and overall refinishing.
6.4.12	Identify and mix paint using a formula.
6.4.13	Identify poor hiding colors; determine necessary action.

6.4.14 Tint color using formula to achieve a bendable match.
6.4.15 Identify alternative color formula to achieve a bendable match.
6.4.16 Identify the materials equipment, and preparation differences between solvent and waterborne technologies.

Performance Standards 6.5: Identify Paint Defects--Cause Anca Cures

6.5.1 Identify blistering (raising of the paint surface, air entrapment); determine the cause(s) and correct the condition.
6.5.2 Identify a dry spray appearance in the paint surface; determine the cause(s) and correct the condition.
6.5.3 Identify the presence of fish-eyes (crater-like openings) in the finish; determine the cause(s) and correct the condition.
6.5.4 Identify lifting; determine the cause(s) and correct the condition.
6.5.5 Identify clouding (mottling and streaking in metallic finishes); determine the cause(s) and correct the condition.
6.5.6 Identify orange peel; determine the cause(s) and correct the condition.
6.5.7 Identify overspray; determine the cause(s) and correct the condition.
6.5.8 Identify solvent popping in freshly painted surface; determine the cause(s) and correct the condition.
6.5.9 Identify sags and runs in paint surface; determine the cause(s) and correct the condition.
6.5.10 Identify sanding marks or sand scratch swelling; determine the cause(s) and correct the condition.
6.5.11 Identify contour mapping/edge mapping while finish is drying; determine the cause(s) and correct the condition.
6.5.12 Identify color difference (off-shade); determine the cause(s) and correct the condition.
6.5.13 Identify tape tracking; determine the cause(s) and correct the condition.
6.5.14 Identify low gloss condition; determine the cause(s) and correct the condition.
6.5.15 Identify poor adhesion; determine the cause(s) and correct the condition.
6.5.16 Identify paint cracking (shrinking, splitting, crow's feet or line-checking, micro-checking, etc.); determine the cause(s) and correct the condition.
6.5.17 Identify corrosion; determine the cause(s) and correct the condition.
6.5.18 Identify dirt or dust in the paint surface; determine the cause(s) and correct the condition.
6.5.19 Identify water spotting; determine the cause(s) and correct the condition.
6.5.20 Identify finish damage caused by bird droppings, tree sap, and other natural causes; correct the condition.
6.5.21 Identify finish damage caused by airborne contaminants (acids, soot, rail dust, and other industrial-related causes); correct the condition.
6.5.22 Identify die-back conditions (dulling of the paint film showing haziness); determine the cause(s)

and correct the condition.

6.5.23 Identify chalking (oxidation); determine the cause(s) and correct the condition.

6.5.24 Identify bleed-through (staining); determine the cause(s) and correct the condition.

6.5.25 Identify pin-holing; determine the cause(s) and correct the condition.

6.5.26 Identify buffing-related imperfections (swirl marks, wheel burns); correct the condition.

6.5.27 Identify pigment flotation (color change through film build); determine the cause(s) and correct the condition.

Performance Standards 6.6: Perform Detail Procedures

6.6.1 Apply decals, transfers, tapes, pinstripes (painted and taped), etc.

6.6.2 Sand, buff and polish fresh or existing finish to remove defects as required.

6.6.3 Clean interior, exterior, and glass.

6.6.4 Clean body openings (door jambs and edges, etc.)

6.6.5 Remove overspray.

6.6.6 Perform vehicle clean-up; complete quality control using a checklist.

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IDAHO DIESEL TECHNOLOGY STANDARDS | 2014

CONTENT STANDARD 1: IDENTIFY AND UTILIZE SAFETY PROCEDURES AND PROPER TOOLS

Performance Standard 1.1: Demonstrate General Lab Safety Rules and Procedures

1.1.1 Describe general shop safety rules and procedures (i.e., safety test).
1.1.2 Utilize safe procedures for handling of tools and equipment.
1.1.3 Identify and use proper placement of floor jacks and jack stands.
1.1.4 Identify and use proper lifting procedures and proper use of support equipment (e.g., lifts, hoists, rigging, etc.)
1.1.5 Utilize proper ventilation procedures for working within the lab/shop area.
1.1.6 Identify marked safety areas.
1.1.7 Identify the location and the types of fire extinguishers and other fire safety equipment; demonstrate knowledge of the procedures for using fire extinguishers and other fire safety equipment.
1.1.8 Identify the location and use of eye wash stations.
1.1.9 Identify the location of the posted evacuation routes.
1.1.10 Comply with the required use of safety glasses, ear protection, gloves, and shoes during lab/shop activities (i.e., personal protection equipment – PPE).
1.1.11 Identify and wear appropriate clothing for lab/shop activities.
1.1.12 Secure hair and jewelry for lab/shop activities.
1.1.13 Research safety aspects of supplemental restraint systems (SRS), electronic brake control systems, and hybrid vehicle high voltage circuits.
1.1.14 Research safety aspects of high voltage circuits (such as high intensity discharge (HID) lamps, ignition systems, fuel injection systems, etc.)
1.1.15 Locate and interpret safety data sheets (SDS).
1.1.16 Prepare time or job cards, reports or records.
1.1.17 Perform housekeeping duties.
1.1.18 Follow verbal instructions to complete work assignments.
1.1.19 Follow written instructions to complete work assignments.

Performance Standard 1.2:

1.2.1 Identify appropriate tools and their usage in diesel service applications.
1.2.2 Identify standard and metric designation.
1.2.3 Demonstrate safe handling and use of appropriate tools.
1.2.4 Demonstrate proper cleaning, storage, and maintenance of tools and equipment.
1.2.5 Demonstrate proper use of precision measuring tools (i.e., micrometer, dial-indicator, dial-caliper).

CONTENT STANDARD 2: PERFORM BASIC VECHILE SERVICE

Performance Standard 2.1: Identify and Utilize Vehicle Service Information

2.1.1 Locate and utilize paper and/or electronic service information.
2.1.2 Locate and utilize Technical Service Bulletins (TSBs).
2.1.3 Demonstrate knowledge of special service messages, quotes, service campaigns/recalls, vehicle/service warranty applications, and service interval recommendations.

2.1.4 Locate Vehicle Identification Number (VIN) and production date code.
2.1.5 Analyze Vehicle Identification Number (VIN) information.
2.1.6 Research other vehicle information labels (such as tire, emissions, etc.)

Performance Standard 2.2: Prepare a Vehicle for Service

2.2.1 Identify information needed and the service requested on a repair order.
2.2.2 Identify purpose and demonstrate proper use of fender covers, seat covers, and floor mats.
2.2.3 Demonstrate use of the three C's (concern, cause, and correction).
2.2.4 Review vehicle service history.
2.2.5 Complete work order to include customer information, vehicle identifying information, customer concern, related service history, cause, and correction.

Performance Standard 2.3: Prepare A Vehicle for the Customer

2.3.1 Ensure vehicle is prepared to return to customer per school/company policy (floor mats, steering wheel cover, etc.)

CONTENT STANDARD 3: APPLY CINCEOTS IF DIESEL ENGINER SERVICE

Performance Standard 3.1: Perform Preliminary Engine Inspection

3.1.1 Inspect fuel, oil, Diesel Exhaust Fluid (DEF) and coolant levels, and condition; determine needed action.
3.1.2 Identify engine fuel, oil, coolant, air, and other leaks; determine needed action.
3.1.3 Observe engine exhaust smoke color and quantity.
3.1.4 Check and record electronic diagnostic codes.

Performance Standard 3.2:

3.2.1 Inspect cylinder head for cracks/damage; check mating surfaces for warpage; check condition of passages; inspect core/expansion and gallery plugs; determine needed action.
3.2.2 Disassemble head and inspect valves, guides, seats, springs, retainers, rotators, locks, and seals; determine needed action.
3.2.3 Inspect valve train components; determine needed action.
3.2.4 Reassemble cylinder head.
3.2.5 Inspect, measure, and replace/reinstall overhead camshaft; measure/adjust end play and backlash.
3.2.6 Adjust valve bridges (crossheads); adjust valve clearances and injector settings.

Performance Standard 3.3: Perform Engine Blocks Service and Repair

3.3.1 Remove, inspect, service, and install pans, covers, gaskets, seals, wear rings, and crankcase ventilation components.
3.3.2 Disassemble, clean, and inspect engine block for cracks/damage; measure mating surfaces for war page; check condition of passages, core/expansion and gallery plugs; inspect threaded holes, studs, dowel pins, and bolts for serviceability; determine needed action.
3.3.3 Clean, inspect, and measure cylinder walls or liners for wear and damage; determine needed action.
3.3.4 Inspect in-block camshaft bearings for wear and damage; determine needed action.
3.3.5 Inspect, measure, and replace/reinstall in-block camshaft; measure/adjust end play.
3.3.6 Clean and inspect crankshaft for surface cracks and journal damage; check condition of oil

passages; check passage plugs; measure journal diameter; determine needed action.

3.3.7 Inspect main bearings for wear and damage; check bearing clearances; check crankshaft end play

3.3.8 Inspect, install, and time gear train; measure gear backlash; determine needed action.

3.3.9 Inspect connecting rod and bearings for wear patterns; measure pistons, pins, retainers, and bushings.

3.3.10 Determine piston-to-cylinder wall clearance; check ring-to-groove fit and end gap; install rings on pistons.

3.3.11 Assemble pistons and connecting rods; install in block; install rod bearings and check clearances.

3.3.12 Check condition of piston cooling jets (nozzles); determine needed action

3.3.13 Inspect crankshaft vibration damper; determine needed action.

3.3.14 Inspect flywheel/flexplate (including ring gear) and mounting surfaces for cracks and wear; measure run out; determine needed action.

Performance Standard 3.4: Perform Engine Blocks Service and Repair

3.4.1 Check engine oil level, condition, and consumption; determine needed action.

3.4.2 Inspect and measure oil pump, drives, inlet pipes, and pick-up screens; check drive gear clearances; determine needed action.

3.4.3 Determine proper lubricant and filter requirements.

3.4.4 Perform oil and filter change.

Performance Standard 3.5: Perform Cooling Systems Service and Repair

3.5.1 Check engine coolant type, level, condition, and consumption; test coolant for freeze protection and additive package concentration; determine needed action.

3.5.2 Test coolant temperature and check operation of temperature and level sensors, gauge, and/or sending unit; determine needed action.

3.5.3 Inspect and reinstall/replace pulleys, tensioners and drive belts; adjust drive belts and check alignment.

3.5.4 Recover coolant, refill with recommended coolant/additive package, and bleed cooling system per manufacturers specification.

3.5.5 Inspect coolant conditioner/filter assembly for leaks; inspect valves, lines, and fittings; replace as needed.

3.5.6 Inspect water pump and coolant hoses; replace as needed.

3.5.7 Inspect, clean, and pressure test radiator. Pressure test cap, tank(s), and recovery systems; determine needed action.

3.5.8 Inspect thermostatic cooling fan system (hydraulic, pneumatic, and electronic) and fan shroud; replace as needed.

Performance Standard 3.6: Inspect Air Induction and Exhaust Systems

3.6.1 Check air induction system: piping, hoses, clamps, and mounts; service or replace air filter as needed.

3.6.2 Inspect intake manifold, gaskets, and connections; determine needed action.

3.6.3 Inspect charge air cooler assemblies; determine needed action.

3.6.4 Inspect exhaust manifold, piping, mufflers, and mounting hardware; determine needed

action.

Performance Standard 3.7: Perform Fuel Supply System Services

3.7.1 Check fuel level, and condition; determine needed action.
3.7.2 Inspect fuel tanks, vents, caps, mounts, valves, screens, crossover system, supply and return lines and fittings; determine needed action.
3.7.3 Inspect primary fuel delivery system; determine needed action.

CONTENT STANDARD 4: PERFORM PREVENTATIVE MAINTENANCE INSPECTIONS

Performance Standard 4.1 : Assess Engine Systems for Service

4.1.1 Check engine starting/operation, record idle and governed rpm.
4.1.2 Inspect belts, tensioners, and pulleys; check and adjust belt tension; check belt alignment.
4.1.3 Check engine oil level and condition; check dipstick seal.
4.1.4 Inspect engine mounts for looseness and deterioration.
4.1.5 Check engine for oil, coolant, air, fuel, and exhaust leaks (engine off and running).
4.1.6 Check engine compartment wiring harnesses, connectors, and seals for damage and proper routing.

Performance Standard 4.2 : Investigate Fuel Systems for Service

4.2.1 Check fuel tanks, mountings, lines, caps, and vents
4.2.2 Drain water from fuel system.
4.2.3 Service water separator/fuel heater; replace fuel filter(s); prime and bleed fuel system.

Performance Standard 4.3: Assess Air Induction and Exhaust Systems for Service

4.3.1 Check exhaust system mountings for looseness and damage
4.3.2 Check engine exhaust system for leaks, proper routing, and damaged or missing components to include exhaust gas recirculation (EGR) system and after treatment devices, if equipped.
4.3.3 Check air induction system: piping, charge air cooler, hoses, clamps, and mountings; check for air restrictions and leaks.
4.3.4 Inspect turbocharger for leaks; check mountings and connections.
4.3.5 Service or replace air filter as needed; check and reset air filter restriction indicator.
4.3.6 Inspect crankcase ventilation system.
4.3.7 Inspect diesel exhaust fluid (DEF) system, to include tanks, lines, gauge, pump, and filter.

Performance Standard 4.4: Assess Air Induction and Exhaust Systems for Service

4.4.1 Check operation of fan clutch.
4.4.2 Inspect radiator (including air flow restriction, leaks, and damage) and mountings.
4.4.3 Inspect fan assembly and shroud.
4.4.4 Pressure test cooling system and radiator cap.
4.4.5 Inspect coolant hoses and clamps.
4.4.6 Inspect coolant recovery system.
4.4.7 Check coolant for contamination, additive package concentration, aeration, and protection level (freeze point).
4.4.8 Service coolant filter.
4.4.9 Inspect water pump.

Performance Standard 4.5: Assess Air Induction and Exhaust Systems For Service

4.5.1 Change engine oil and filters; visually check oil for coolant or fuel contamination; inspect and clean magnetic drain plugs.

Performance Standard 4.6: Investigate Cab and Hood Instruments and Controls for Serviceability

4.6.1 Inspect key condition and operation of ignition switch.
4.6.2 Check warning indicators.
4.6.3 Check instruments; record oil pressure and system voltage.
4.6.4 Check HVAC controls.
4.6.5 Check operation of all accessories.
4.6.6 Using electronic service tool(s) or on-board diagnostic system; retrieve engine monitoring information; check and record diagnostic codes and trip/operational data (including engine, transmission, ABS, and other systems).

Performance Standard 4.7: Assess Cab And Hood Safety Equipment for Service

4.7.1 Check operation of electric/air horns and reverse warning devices.
4.7.2 Check condition of spare fuses, safety triangles, fire extinguisher, and all required decals.
4.7.3 Inspect seat belts and sleeper restraints.
4.7.4 Inspect wiper blades and arms.

Performance Standard 4.8: Inspect Cab and Hood Hardware/Accessories for Service

4.8.1 Check operation of wiper and washer.
4.8.2 Inspect windshield glass for cracks or discoloration; check sun visor.
4.8.3 Check seat condition, operation, and mounting.
4.8.4 Check door glass and window operation.
4.8.5 Inspect steps and grab handles.
4.8.6 Inspect mirrors, mountings, brackets, and glass.
4.8.7 Record all observed physical damage.
4.8.8 Lubricate all cab and hood grease fittings.
4.8.9 Inspect and lubricate door and hood hinges, latches, strikers, lock cylinders, safety latches, linkages, and cables.

Performance Standard 4.9: Examine Heating, Ventilation & Air Conditioning (HVAC) Systems for Service

4.9.1 Inspect A/C condenser and lines for condition and visible leaks; check mountings.
4.9.2 Inspect A/C compressor and lines for condition and visible leaks; check mountings.
4.9.3 Check A/C system condition and operation; check A/C monitoring system, if applicable.
4.9.4 Check HVAC air inlet filters and ducts; service as needed..

Performance Standard 4.10: Assess Battery and Starting Systems

4.10.1 Inspect battery box(es), cover(s), and mountings.
4.10.2 Inspect battery hold-downs, connections, cables, and cable routing; service as needed.
4.10.3 Check/record battery state-of-charge (open circuit voltage) and condition.
4.10.4 Perform battery test (load and/or capacitance).
4.10.5 Inspect starter, mounting, and connections.
4.10.6 Engage starter; check for unusual noises, starter drag, and starting difficulty.

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Performance Standard 4.11: Assess Charging Systems

4.11.1 Inspect alternator, mountings, cable, wiring, and wiring routing; determine needed action.
4.11.2 Perform alternator output tests.

Performance Standard 4.12: Assess Charging Systems

4.12.1 Check operation of interior lights.
4.12.2 Check all exterior lights, lenses, reflectors, and conspicuity tape; check headlight alignment.
4.12.3 Inspect and test tractor-to-trailer multi-wire connector(s), cable(s), and holder(s).

Performance Standard 4.13: Examine Air Brakes for Service

4.13.1 Check operation of parking brake.
4.13.2 Record air governor cut-in and cut-out setting (psi).
4.13.3 Check operation of air reservoir/tank drain valves
4.13.4 Check air system for leaks (brakes released).
4.13.5 Check air system for leaks (brakes applied).
4.13.6 Test one-way and double-check valves.
4.13.7 Check low air pressure warning devices.
4.13.8 Check tractor protection valve.
4.13.9 Test air pressure build-up time.
4.13.10 Inspect coupling air lines, holders, and glad-hands.
4.13.11 Check brake chambers and air lines for secure mounting and damage.
4.13.12 Check operation of air drier.
4.13.13 Inspect and record brake shoe/pad condition, thickness, and contamination.
4.13.14 Inspect and record condition of brake drums/rotors.
4.13.15 Check antilock brake system wiring, connectors, seals, and harnesses for damage and proper routing.
4.13.16 Check operation and adjustment of brake automatic slack adjusters (ASA); check and record push rod stroke.
4.13.17 Lubricate all brake component grease fittings.
4.13.18 Check condition and operation of hand brake (trailer) control valve, if applicable.
4.13.19 Drain air tanks and check for contamination.
4.13.20 Check condition of pressure relief (safety) valves.

Performance Standard 4.14: Investigate Hydraulic Brakes for Service

4.14.1 Check master cylinder fluid level and condition.
4.14.2 Inspect brake lines, fittings, flexible hoses, and valves for leaks and damage.
4.14.3 Check parking brake operation; inspect parking brake application and holding devices; adjust as needed.
4.14.4 Check operation of hydraulic system: pedal travel, pedal effort, pedal feel.
4.14.5 Inspect calipers/wheel cylinders for leakage, binding and damage.
4.14.6 Inspect brake assist system (booster), hoses and control valves; check reservoir fluid level and condition.
4.14.7 Inspect and record brake pad/lining condition, thickness, and contamination.
4.14.8 Inspect and record condition of brake rotors/drums.

4.14.9 Check antilock brake system wiring, connectors, seals, and harnesses for damage and proper routing.

Performance Standard 4.15: Analyze Drive Train for Service

4.15.1 Check clutch linkage/cable and levers for looseness or binding, lubricate release/throwout bearing as required.
4.15.2 Check hydraulic clutch slave and master cylinders, lines, fittings, hoses, and fluid level.
4.15.3 Check transmission case, seals, filter, hoses, lines and cooler for cracks and leaks.
4.15.4 nspect transmission breather.
4.15.5 Inspect transmission mounts.
4.15.6 Check transmission oil level, type, and condition; add proper type of lubricant as needed.
4.15.7 Inspect U-joints, yokes, driveshafts, boots/seals, center bearings, and mounting hardware for looseness, damage, and proper phasing.
4.15.8 Inspect axle housing(s) for cracks and leaks.
4.15.9 Inspect axle breather(s).
4.15.10 Lubricate all drive train grease fittings.
4.15.11 Check drive axle(s) oil level, type, and condition; add proper type of lubricant as needed.
4.15.12 Check transmission wiring, connectors, seals, and harnesses for damage and proper routing.
4.15.13 Check pedal height and travel, inspect clutch safety switch.
4.15.14 Measure driveline angles; determine necessary action.

Performance Standard 4.16: Investigate Suspension and Steering Systems for Service

4.16.1 Check steering wheel operation for free play and binding.
4.16.2 Check power steering pump, mounting, and hoses for leaks, condition, and routing; check fluid level.
4.16.3 Inspect steering gear for leaks and secure mounting.
4.16.4 Inspect steering shaft U-joints, pinch bolts, splines, pitman arm-to-steering sector shaft, tie rod ends, and linkages.
4.16.5 Check kingpins for wear.
4.16.6 Check wheel bearings for looseness and noise.
4.16.7 Check oil level and condition in all non-drive hubs; check for leaks.
4.16.8 Inspect springs, pins, hangers, shackles, spring U-bolts, and insulators.
4.16.9 Inspect shock absorbers for leaks and secure mounting.
4.16.10 Inspect air suspension springs, mounts, hoses, valves, linkage, and fittings for leaks and damage.
4.16.11 Check and record suspension ride height.
4.16.12 Lubricate all suspension and steering grease fittings.
4.16.13 Check axle locating components (radius, torque, and/or track rods).

Performance Standard 4.17: Assess Tires and Wheels for Service

4.17.1 Inspect tires for wear patterns and proper mounting.
4.17.2 Inspect tires for cuts, cracks, bulges, and sidewall damage.
4.17.3 Inspect valve caps and stems; determine needed action.
4.17.4 Measure and record tread depth; probe for imbedded debris.

4.17.5 Check and record air pressure; adjust air pressure in accordance with manufacturers' specifications.
4.17.6 Check wheel mounting hardware; determine needed action.
4.17.7 Inspect wheels for cracks, damage and proper hand hold alignment.
4.17.8 Check tire matching (diameter and tread) on single and dual tire applications.

Performance Standard 4.18: Analyze Frame and Fifth Wheel for Service

4.18.1 Inspect fifth wheel mounting, bolts, air lines, and locks.
4.18.2 Test operation of fifth wheel locking device; adjust if necessary.
4.18.3 Check quarter fenders, mud flaps, and brackets
4.18.4 Check pintle hook assembly and mounting, if applicable
4.18.5 Lubricate all fifth wheel grease fittings and plate, of applicable.
4.18.6 Inspect frame and frame members for cracks and damage.

CONTENT STANDARD 5: ANALYZE HYDRAULIC SYSTEMS

Performance Standard 5.1: Investigate General System Operations

5.1.1 Identify system type (closed and open) and verify proper operation
5.1.2 Read and interpret system diagrams and schematics.

Performance Standard 5.2: Asses Hydraulic Pumps

5.2.1 Identify system fluid type.
5.2.2 Identify causes of pump failure, unusual pump noises, temperature, flow, and leakage problems.
5.2.3 Determine pump type, rotation, and drive system.

Performance Standard 5.3: Perform Filtration/Reservoirs (Tanks) Service

5.3.1 Identify type of filtration system; verify filter application and flow direction.
5.3.2 Service filters and breathers.
5.3.3 Identify causes of system contamination; determine needed action.
5.3.4 Check reservoir fluid level and condition; determine needed action.
5.3.5 Inspect reservoir, sight glass, vents, caps, mounts, valves, screens, supply and return lines.

Performance Standard 5.4: Examine Hoses, Fittings, and Connections

5.4.1 Diagnose causes of component leakage, damage, and restriction; determine needed action.
5.4.2 Inspect hoses and connections (length, size, routing, bend radii, and protection); repair or replace as needed.
5.4.3 Inspect and replace fitting seals and sealants.

Performance Standard 5.5: Evaluate Actuators for Service

5.5.1 Identify actuator type (single/double acting, multi-stage/telescopic, and motors).
5.5.2 Identify the cause of seal failure; determine needed repairs.
5.5.3 Identify the cause of incorrect actuator movement and leakage (internal and external); determine needed repairs.
5.5.4 Inspect actuator mounting, frame components, and hardware for looseness, cracks, and damage; determine needed action.
5.5.5 Inspect actuators for dents, cracks, damage, and leakage; determine needed action.
5.5.6 Purge and/or bleed system in accordance with manufacturers' recommended procedures.

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CONTENT STANDARD 6 : ANALYZE BRAKE SYSTEMS

Performance Standard 6.1 : Assess Air Brakes – Air Supply and Service Systems

6.1.1 Identify poor stopping, air leaks, premature wear, pulling, grabbing, dragging, or balance problems caused by supply and service system malfunctions; determine needed action.
6.1.2 Check air system build-up time; determine needed action.
6.1.3 Drain air reservoir/tanks; check for oil, water, and foreign material; determine needed action.
6.1.4 Inspect air system lines, hoses, fittings, and couplings; repair or replace as needed.
6.1.5 Inspect and test air tank relief (safety) valves, one-way (single) check valves.
6.1.6 Inspect and test brake application (foot/treadle) valve, fittings, and mounts; check pedal operation; determine needed action.
6.1.7 Inspect and test stop light circuit switches, wiring, and connectors; determine needed action.
6.1.8 Inspect and test emergency (spring) brake control valve(s).
6.1.9 Inspect and test low pressure warning devices, wiring, and connectors; determine needed action.
6.1.10 Inspect and test air pressure gauges, lines, and fittings; determine needed action.

Performance Standard 6.2 : Assess Air Brakes – Mechanical/Foundation Brakes

6.2.1 Identify poor stopping, brake noise, premature wear, pulling, grabbing, or dragging problems caused by the foundation brake, slack adjuster, and brake chamber problems; determine needed action.
6.2.2 Inspect service brake chambers, pushrod, clevis, and mounting brackets.
6.2.3 Identify type and inspect slack adjusters.
6.2.4 Inspect camshafts, tubes, rollers, bushings, seals, spacers, retainers, brake spiders, shields, anchor pins, and springs; determine needed action.
6.2.5 Inspect and measure brake shoes or pads; determine needed action.
6.2.6 Inspect and measure brake drums or rotors; determine needed action.

Performance Standard 6.3 : Assess Air Brakes – Parking Brakes

6.3.1 Inspect parking (spring) brake check valves, lines, hoses, and fittings.
6.3.2 Inspect and test parking (spring) brake application and release valve
6.3.3 Manually release (cage) and reset (uncage) parking (spring) brakes in accordance with manufacturers' recommendations.

Performance Standard 6.4 : Assess Hydraulic Brakes – Hydraulic System

6.4.1 Identify poor stopping, premature wear, pulling, dragging, balance, or pedal feel problems caused by the hydraulic system; determine needed action.
6.4.2 Inspect and test master cylinder for internal/external leaks and damage; determine needed action.
6.4.3 Inspect hydraulic system brake lines, flexible hoses, and fittings for leaks and damage; determine needed action.
6.4.4 Inspect and test metering (hold-off), load sensing/proportioning, proportioning, and combination valves; determine needed action.
6.4.5 Inspect and test brake pressure differential valve and warning light circuit switch, bulbs/LEDs, wiring, and connectors; determine needed action.
6.4.6 Inspect disc brake caliper assemblies; determine needed action.

6.4.7 Inspect/test brake fluid; bleed and/or flush system; determine proper fluid type.

Performance Standard 6.5 : Assess Hydraulic Brakes – Mechanical/Foundation Brakes

6.5.1 Identify poor stopping, brake noise, premature wear, pulling, grabbing, dragging, or pedal feel problems caused by mechanical components; determine needed action.

6.5.2 Inspect and measure rotors; determine needed action.

6.5.3 Inspect and measure disc brake pads; inspect mounting hardware; determine needed action.

6.5.4 Check parking brake operation; inspect parking brake application and holding devices; determine needed action.

Performance Standard 6.6 : Assess Hydraulic Brakes – Power Assist Units

6.6.1 Identify stopping problems caused by the brake assist (booster) system; determine needed action.

6.6.2 Inspect, test, repair, or replace hydraulic brake assist (booster), hoses, and control valves; determine proper fluid type.

6.6.3 Check emergency (back-up, reserve) brake assist system.

Performance Standard 6.7 : Diagnose Air and Hydraulic Antilock Brake Systems (ABS) and Automatic Traction Control (ATC) Systems

6.7.1 Observe antilock brake system (ABS) warning light operation (includes trailer and dash mounted trailer ABS warning light); determine needed action.

6.7.2 Diagnose antilock brake system (ABS) electronic control(s) and components; determine needed action.

6.7.3 Identify poor stopping and wheel lock-up problems caused by failure of the antilock brake system (ABS); determine needed action.

6.7.4 Test and check operation of antilock brake system (ABS) components; determine needed action.

6.7.5 Test antilock brake system (ABS) wheel speed sensors and circuits; determine needed action.

6.7.6 Bleed the ABS hydraulic circuits.

Performance Standard 6.8 : Perform Wheel Bearing Service and Repair

6.8.1 Inspect and service wheel bearings according to manufactures specifications.

6.8.2 Identify, inspect or replace unitized/preset hub bearing assemblies.

CONTENT STANDARD 7: PERFORM SUSPENSION AND STEERING SERVICE

Performance Standard 7.1 : Assess Steering Systems - Column

7.1.1 Identify causes of fixed and driver adjustable steering column and shaft noise, looseness, and binding problems; determine needed action.

7.1.2 Inspect steering shaft U-joint(s), slip joints, bearings, bushings, and seals; phase shaft; determine needed action.

7.1.3 Remove the steering wheel (includes steering wheels equipped with electrical/electronic controls and components); install and center the steering wheel. Inspect, test, replace and calibrate steering angle sensor.

7.1.4 Disable and enable supplemental restraint system (SRS) in accordance with manufacturers' procedures.

Performance Standard 7.2 : Assess Steering Systems - Column

7.2.1 Identify causes of power steering system noise, steering binding, darting/oversteer, reduced wheel cut, steering wheel kick, pulling, non-recovery, turning effort, looseness, hard steering,

overheating, fluid leakage, and fluid aeration problems; determine needed action.

7.2.2 Determine recommended type of power steering fluid; check level and condition; determine needed action.

7.2.3 Flush and refill power steering system; purge air from system.

Performance Standard 7.3 : Assess Steering Systems - Linkage

7.3.1 Inspect steering linkage components.

7.3.2 Check and adjust steering (wheel) stops.

Performance Standard 7.4 : Investigate Suspension Systems

7.4.1 Inspect front axles and attaching hardware; determine needed action .

7.4.2 Inspect kingpins, steering knuckle bushings, locks, bearings, seals, and covers; determine needed action.

7.4.3 Inspect shock absorbers, bushings, brackets, and mounts; determine needed action.

7.4.4 Inspect leaf springs, center bolts, clips, pins and bushings, shackles, U-bolts, insulators, brackets, and mounts; determine needed action.

7.4.5 Inspect axle aligning devices such as radius rods, track bars, stabilizer bars, torque arms, related bushings, mounts, shims, and cams; determine needed action.

7.4.6 Inspect and test air suspension pressure regulator and height control valves, lines, hoses, dump valves, and fittings; determine needed action.

7.4.7 Inspect air springs, mounting plates, springs, suspension arms, and bushings.

7.4.8 Measure and adjust ride height; determine needed action.

Performance Standard 7.5 : Perform Wheel Alignment Diagnosis, Adjustment, and Repair

7.5.1 Identify causes of vehicle wandering, pulling, shimmy, hard steering, and off-center steering wheel problems; adjust or repair as needed.

7.5.2 Check and adjust camber.

7.5.3 Check and adjust caster.

7.5.4 Check and adjust toe settings.

7.5.5 Check rear axle(s) alignment (thrustline/centerline) and tracking; adjust or repair as needed.

7.5.6 Identify turning/Ackerman angle (toe-out-on-turns) problems; determine needed action.

7.5.7 Check front axle alignment (centerline); adjust or repair as needed.

Performance Standard 7.6 : Evaluate Wheels and Tires

7.6.1 Identify tire wear patterns; check tread depth and pressure determine needed action

7.6.2 Identify wheel/tire vibration, shimmy, pounding, hop (tramp) problems; determine needed action.

7.6.3 Remove and install steering and drive axle wheel/tire assemblies; torque mounting hardware to specifications with torque wrench.

7.6.4 Inspect tire for proper application, (size, load range, position, and tread design); determine needed action.

7.6.5 Inspect wheel/rims for proper application, load range, size, and design; determine needed action.

7.6.6 Check operation of tire pressure monitoring system (TPMS); determine needed action.

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CONTENT STANDARD 8: ANALYZE ELECTRIC/ELECTRONIC SYSTEMS

Performance Standard 8.1: Perform General Electrical Systems Service

8.1.1	Read and interpret electrical/electronic circuits using wiring diagrams.
8.1.2	Check continuity in electrical/electronic circuits using appropriate test equipment.
8.1.3	Check applied voltages, circuit voltages, and voltage drops in electrical/electronic circuits using appropriate test equipment.
8.1.4	Check current flow in electrical/electronic circuits and components using appropriate test equipment.
8.1.5	Check resistance in electrical/electronic circuits and components using appropriate test equipment.
8.1.6	Locate shorts, grounds, and opens in electrical/electronic circuits.
8.1.7	Identify parasitic (key-off) battery drain problems; perform tests; determine needed action.
8.1.8	Inspect and test fusible links, circuit breakers, relays, solenoids, and fuses; replace as needed.
8.1.9	Check frequency and pulse width signal in electrical/electronic circuits using appropriate test equipment.

Performance Standard 8.2 : Perform Battery Service

8.2.1	Identify battery type; perform appropriate battery load test; determine needed action.
8.2.2	Determine battery state of charge using an open circuit voltage tes.t
8.2.3	Inspect, clean, and service battery; replace as needed.
8.2.4	Inspect and clean battery boxes, mounts, and hold downs; repair or replace as needed.
8.2.5	Charge battery using appropriate method for battery type.
8.2.6	Inspect, test, and clean battery cables and connectors; repair or replace as needed.
8.2.7	Jump start a vehicle using jumper cables and a booster battery or appropriate auxiliary power supply using proper safety procedures.
8.2.8	Perform battery capacitance test; determine needed action.

Performance Standard 8.3 : Perform Starting System Service

8.3.1	Perform starter circuit cranking voltage and voltage drop tests; determine needed action
8.3.2	Inspect and test components (key switch, push button and/or magnetic switch) and wires and harnesses in the starter control circuit; replace as needed.
8.3.3	Inspect and test, starter relays and solenoids/switches; replace as needed.
8.3.4	Remove and replace starter; inspect flywheel ring gear or flex plate.
8.3.5	Perform starter current draw test; determine needed action.

Performance Standard 8.4 : Perform Charging System Diagnosis and Repair

8.4.1	Test instrument panel mounted volt meters and/or indicator lamps; determine needed action.
8.4.2	Identify causes of a no charge, low charge, or overcharge problems; determine needed action.
8.4.3	Inspect and replace alternator drive belts, pulleys, fans, tensioners, and mounting brackets; adjust drive belts and check alignment.
8.4.4	Perform charging system voltage and amperage output tests; perform AC ripple test; determine needed action.
8.4.5	Perform charging circuit voltage drop tests; determine needed action.
8.4.6	Remove and replace alternator.
8.4.7	Inspect, repair, or replace cables, wires, and connectors in the charging circuit.

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Performance Standard 8.5 : Perform Lighting Systems Diagnosis and Repair

8.5.1 Identify causes of brighter than normal, intermittent, dim, or no headlight and daytime running light (DRL) operation.

8.5.2 Test, replace, and aim headlights.

8.5.3 Test headlight and dimmer circuit switches, relays, wires, terminals, connectors, sockets, and control components/modules; repair or replace as needed.

8.5.4 Inspect and test switches, bulbs/LEDs, sockets, connectors, terminals, relays, wires, and control components/modules of parking, clearance, and taillight circuits; repair or replace as needed.

8.5.5 Inspect and test tractor-to-trailer multi-wire connector(s); repair or replace as needed.

8.5.6 Inspect, test, and adjust stoplight circuit switches, bulbs/LEDs, sockets, connectors, terminals, wires and control components/modules; repair or replace as needed.

8.5.7 Inspect and test turn signal and hazard circuit flasher(s), switches, relays, bulbs/LEDs, sockets, connectors, terminals, wires and control components/modules; repair or replace as needed.

8.5.8 Inspect and test reverse lights and warning device circuit switches, bulbs/LEDs, sockets, horns, buzzers, connectors, terminals, wires and control components/modules; repair or replace as needed.

CONTENT STANDARD 9: INVESTIGATE TRANSPORTATION SYSTEMS

Performance Standard 9.1 : Assess Transportation Systems

9.1.1 Describe the history of the automobile and the effects on society.

9.1.2 Research the different career opportunities in the transportation career path.

9.1.3 Investigate new and emerging technologies.

9.1.4 Analyze workplace situations and use problem-solving techniques to improve the workplace environment.

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IDAHO RESIDENTIAL CONSTRUCTION PROGRAM STANDARDS

2015

CONTENT STANDARD 1: EMPLOYABILITY SKILLS AND HABITS

Performance Standard 1.1: Identify employment opportunities.

1.1.1 Identify the requirements for a job/job description.
1.1.2 Investigate educational opportunities.
1.1.3 Investigate occupational opportunities.
1.1.4 Locate resources for finding employment.
1.1.5 Confer with prospective employers
1.1.6 Identify job trends.
1.1.7 Research geographic locations.

Performance Standards 1.2: Explain the purpose of building codes.

1.2.1 Match terms associated with building codes to their correct definitions.
1.2.2 Interpret sections of the building codes.
1.2.3 Discuss the importance of complying with building code requirements.

Performance Standards 1.3: Identify OSHA standards.

1.3.1 Define the purpose of OSHA.
1.3.2 Describe the inspection process by OSHA.
1.3.3 Describe the record keeping requirements for OSHA compliance.
1.3.4 List safety and health hazards that OSHA may inspect for in a shop or on a job site.
1.3.5 List OSHA safe working procedures that apply to building trades work assignments.
1.3.6 OSHA 10 Training.

CONTENT STANDARD 2: BUILDING MATERIALS AND ENERGY CONSERVATION STRATEGIES

Performance Standards 2.1: Identify types of lumber and their uses.

2.1.1 Define terms associated with lumber
2.1.2 Select characteristics to consider in using lumber
2.1.3 Identify common defects in lumber
2.1.4 Select from a list standard lumber grades.
2.1.5 Write actual sizes for given nominal sizes of lumber.

Performance Standard 2.2: Demonstrate knowledge of plywood.

2.2.1 Match letters designating veneers used in plywood to their correct descriptions.
2.2.2 Distinguish between standard interior and exterior plywood grades.

Performance Standard 2.3: Identify materials used for paneling, trim and moldings.

2.3.1 Select from a list solid softwoods used for paneling.
2.3.2 Select from a list solid hardwoods used for paneling.
2.3.3 Select from a list types of woods used for trim and moldings.
2.3.4 Identify types of trim and moldings.

Performance Standard 2.4: Demonstrate familiarity with energy-saving construction techniques.

2.4.1 Discuss the importance of conserving energy to the owners/occupants of a building and to the nation and the world.
2.4.2 Describe techniques used in solar construction.
2.4.3 State advantages and disadvantages of solar construction.
2.4.4 Discuss advanced framing techniques
2.4.5 Explain the importance of r-factor in building construction.
2.4.6 Select from a list benefits of using insulation in a structure.
2.4.7 Explain the functions of the two basic kinds of insulation.
2.4.8 Name general classifications of insulation materials.
2.4.9 List areas where insulation should be used in construction.
2.4.10 List factors that determine the amount of insulation needed.
2.4.11 Interpret sections of state and local codes pertaining to energy efficiency.

CONTENT STANDARD 3: MATH AND MEASUREMENT SKILLS

Performance Standard 3.1: Identify basic mathematical terms and symbols.

3.1.1 Match terms associated with basic math to their correct definitions.
3.1.2 Match symbols used in math problems to their correct names.

Performance Standard 3.2: Perform mathematical operations using whole numbers.

3.2.1 Label the place values of a whole number.
3.2.2 Add whole numbers.
3.2.3 Subtract whole numbers.
3.2.4 Multiply whole numbers.

Performance Standard 3.3: Perform calculations using fractions, decimals and percentages.

3.3.1 Distinguish among types of fractions.
3.3.2 Reduce fractions to lowest terms.
3.3.3 Convert mixed numbers to improper fractions.
3.3.4 Convert improper fractions to mixed numbers.
3.3.5 Add fractions.
3.3.6 Subtract fractions.
3.3.7 Multiply fractions.
3.3.8 Divide fractions.
3.3.9 Label the place values of a decimal number.
3.3.10 Add decimal numbers.
3.3.11 Subtract decimal numbers.
3.3.12 Multiply decimal numbers.
3.3.13 Divide decimal numbers.

3.3.14 Convert decimal fractions to common fractions.
3.3.15 Convert common fractions to decimal numbers and percentages.
3.3.16 Identify decimal and fractional equivalents.
3.3.17 Convert percentages to fractions and decimal numbers.
3.3.18 Solve percentage problems.
3.3.19 Solve basic ratio and proportion problems.

Performance Standard 3.4: Demonstrate knowledge of basic geometry.

3.4.1 Match terms used in geometry to their correct definitions.
3.4.2 Match types of geometric figures to their correct descriptions.
3.4.3 Match units of measure to their correct equivalents.
3.4.4 Calculate the area of geometric figures.
3.4.5 Calculate the volume of solid figures.
3.4.6 Estimate cubic yards.

Performance Standard 3.5: Perform measuring operations used in the building trades.

3.5.1 Match to their correct definitions terms associated with measuring.
3.5.2 Identify basic measuring tools used by carpenters.
3.5.3 Convert fractional inches to hundredths of a foot.
3.5.4 Identify graduations on an engineer's rule.
3.5.5 Read an engineer's rule to the nearest hundredth of a foot.
3.5.6 Read a tape to the nearest fraction of an inch.
3.5.7 Describe measuring methods used to square lines.
3.5.8 Read measurements on architect's and engineer's rules.
3.5.9 Read measurements on tapes.
3.5.10 Demonstrate the ability to use basic measuring tools and the 3-4-5 method to lay out the perimeter of a building.

CONTENT STANDARD 4: BASIC BLUEPRINT READING AND DRAWING SKILLS

Performance Standard 4.1: Demonstrate plan reading skills.

4.1.1 Match types of drawings usually included in a set of plans to their correct descriptions.
4.1.2 List information found on types of drawings in a set of plans.
4.1.3 Identify lines in the alphabet of lines.
4.1.4 Identify selected symbols commonly used on plans.
4.1.5 Identify selected abbreviations commonly used on plans.
4.1.6 Match architects conventions to their correct representations.
4.1.7 State the purpose of written specifications.
4.1.8 Use an architect's scale.
4.1.9 Use an engineer's scale.
4.1.10 Interpret a finish schedule.

IDAHO RESIDENTIAL CONSTRUCTION PROGRAM STANDARDS

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CONTENT STANDARD 5: PROPER USE AND MAINTENANCE OF HAND AND POWER TOOLS

Performance Standards 5.1: Identify common carpenters' hand tools.

5.1.1 State guidelines for care and safe use of hand tools.
5.1.2 Match the following types of tools to their correct uses: hammers, handsaws, squares, planes, measuring instruments, pliers, other miscellaneous hand tools
5.1.3 Identify the following types of tools: layout instruments, boring and drilling hand tools, screwdrivers, wrenches, files, chisels, clamps, and tools used to install drywall.

Performance Standards 5.2: Demonstrate proper and safe use of common carpenters' hand tools.

5.2.1 Safely and correctly use carpenter hand tools.

Performance Standard 5.3: Use power tools correctly and safely.

5.3.1 Match terms associated with power tools to their correct definitions.
5.3.2 State general safety rules pertaining to power tools.
5.3.3 Select from a list general guidelines for proper care of power tools.
5.3.4 Select from a list safe uses of the following tools: table saw, jointer, planer, shaper, table band saw, bench grinder, drill press, combination belt and disc sander, power miter saw, screw gun, hand-held grinder
5.3.5 State rules for the safe use of portable power saws.
5.3.6 State rules for the safe use of routers and trimmers.
5.3.7 State rules for the safe use of portable drills, screwguns, and hammer drills.
5.3.8 State rules for the safe use of portable power planes.
5.3.9 State rules for the safe use of pneumatic fasteners.
5.3.10 Identify the parts of a powder-actuated tool.
5.3.11 Select from a list uses of powder-actuated tools.
5.3.12 State rules for the safe use of a powder-actuated tool.
5.3.13 Match circular-saw blades to their correct uses.
5.3.14 Complete a safety test for specific tools.
5.3.15 Perform rip and miter cut-off operations.
5.3.16 Drill and bore holes.
5.3.17 Perform jointing operations.
5.3.18 Perform a face-planing operation.
5.3.19 Perform edge-shaping operations.

CONTENT STANDARD 6: SITE PREPARATION, CONCRETE FORMS AND FORMING

Performance Standard 6.1: Set up and use a transit and a builder's level.

6.1.1 Match terms associated with leveling instruments to their correct definitions.
6.1.2 List uses of a level.
6.1.3 Identify types of levels.
6.1.4 Identify parts of a level.

6.1.5 List uses of a transit.
6.1.6 State the rules for proper care of leveling instruments.
6.1.7 Identify parts of a leveling rod.
6.1.8 Set up and adjust a level and transit
6.1.9 Use a level to check elevations.
6.1.10 Use a level to perform differential leveling.
6.1.11 Measure and read angles in the field.
6.1.12 Set up and use laser instruments.
6.1.13 Establish elevation reference points from bench mark.
6.1.14 Establish footing grade.
6.1.15 Locate and square corners.
6.1.16 Set grade stakes.
6.1.17 Correctly mark a story pole.
6.1.18 Install batter boards.

Performance Standard 6.2: Demonstrate basic knowledge of concrete footings and foundations.

6.2.1 Match terms associated with concrete foundations to their correct definitions.
6.2.2 State principal properties of good concrete.
6.2.3 State factors that affect properties of concrete mixture.
6.2.4 Match types of admixtures used in concrete to their correct functions.
6.2.5 State benefits of admixtures in concrete.
6.2.6 State advantages of using vibrators in concrete.
6.2.7 Select from a list types of vibrators used to consolidate concrete.
6.2.8 Label parts of a concrete foundation.
6.2.9 Identify types of concrete footings and foundations.
6.2.10 Discuss the design of footings and foundations.
6.2.11 Arrange in order steps involved when constructing concrete foundations.
6.2.12 Interpret sections of the state and local codes that pertain to concrete construction.

Performance Standard 6.3: Determine concrete volume.

6.3.1 List methods used to estimate concrete volume.
6.3.2 Estimate concrete using methods listed in objective one.
6.3.3 Estimate amount of concrete for a footing.
6.3.4 Estimate amount of materials needed to pour a foundation.
6.3.5 Calculate the cubic yards of concrete needed to pour a structure

Performance Standard 6.4: Explain the use of reinforcing in footings and foundations.

6.4.1 Name types of reinforcing material used in concrete.
6.4.2 Match common rebar numbers to their correct diameter sizes.

6.4.3 Select from a list common sizes of welded wire fabric.

Performance Standard 6.5: Demonstrate the ability to recognize and use types of concrete forms, associated hardware, and materials.

6.5.1 Match to their correct definitions terms associated with forming.
6.5.2 Explain the purpose of forms.
6.5.3 Name five types of forms.

CONTENT STANDARD 7: FRAME FLOORS, SILLS, WALLS AND CEILINGS CONSTRUCTION

Performance Standard 7.1: Demonstrate a basic knowledge of floors and sills.

7.1.1 Match terms associated with frame floors and sills to their correct definitions.
7.1.2 Identify floor and sill framing and support members.
7.1.3 Name methods used to fasten sills to the foundation.
7.1.4 Select from a list types of beams/girders.
7.1.5 List types of floor joists.
7.1.6 Label types of bridging.
7.1.7 List types of flooring materials.
7.1.8 Discuss functional designs used to lay subflooring.
7.1.9 List purposes of subflooring and underlayment.
7.1.10 Match fasteners used in floor framing to their correct uses.
7.1.11 Select from a list considerations that determine size and spacing for joists.
7.1.12 Select from a list considerations that determine size and spacing for beams.
7.1.13 Select from a list considerations that determine size and spacing for girders.
7.1.14 Discuss common methods used to attach decks to structures.
7.1.15 Estimate the amount of material needed to frame a floor assembly.
7.1.16 Interpret state and local code sections pertaining to floors, sills, walls and ceilings.

Performance Standard 7.2: Apply a basic knowledge of floors and sills.

7.2.1 Install bridging.
7.2.2 Install joists for a cantilever floor.
7.2.3 Install subfloor materials.
7.2.4 Install a single floor system using tongue and groove material.

Performance Standard 7.3: Identify wall and partition members.

7.3.1 Match terms associated with framing walls and ceilings to their correct definitions.
7.3.2 Identify framing members used in wall and partition framing.
7.3.3 Identify methods used to construct outside corners of wall frames.
7.3.4 Identify common methods used to construct partition T's.
7.3.5 Label types of headers.
7.3.6 Calculate rough opening (R.O.) dimensions for doors.
7.3.7 Calculate the length of trimmers for window and door openings.

7.3.8 Calculate the length of headers for rough openings.
7.3.9 Select from a list construction details that should be added during wall framing.
7.3.10 List methods used to brace walls.
7.3.11 Select from a list of nails most often used in framing.
7.3.12 Select from a list factors to consider before selecting joist size and spacing.

Performance Standard 7.4: Estimate materials required for a single-story structure.

7.4.1 Estimate materials for joists.
7.4.2 Calculate the amount of materials required for wall and partition framing.

Performance Standard 7.5: Frame a single-story structure.

7.5.1 Demonstrate the ability to lay out wall and partition locations on a floor.
7.5.2 Cut studs, trimmers, cripples, and headers to length.
7.5.3 Assemble corners, T's, and headers.
7.5.4 Construct wall sections for a single-story structure.
7.5.5 Erect and brace wall sections for a single-story structure.
7.5.6 Layout and install ceiling joists.

Performance Standard 7.6: Demonstrate the ability to work with metal framing systems.

7.6.1 Name components of metal stud systems.
7.6.2 Identify fasteners used for metal stud construction.
7.6.3 Identify tools and equipment used in metal stud construction.
7.6.4 List areas where metal stud systems are used.
7.6.5 Select from a list advantages of metal stud systems

Performance Standard 7.7: Identify types of finish flooring.

7.7.1 Match terms associated with floor finishes to their correct definitions.
7.7.2 Name types of underlayment for finish flooring.
7.7.3 Name types of finish flooring.

Performance Standard 7.8: Install finish flooring.

7.8.1 Estimate the number of 4'x 8' sheets of underlayment needed to floor a room.
7.8.2 Estimate the number of tiles needed to floor a room.
7.8.3 Demonstrate the ability install underlayment.
7.8.4 Demonstrate the ability to install various types of flooring.

CONTENT STANDARD 8: ROOF CONSTRUCTION TECHNIQUES

Performance Standard 8.1: Identify different roof framing members.

8.1.1 Match terms associated with roof framing to their correct definitions.
8.1.2 List types of roof supports.
8.1.3 Identify roof framing members.
8.1.4 Label roof framing units.
8.1.5 Discuss slope.

8.1.6 Identify parts of a rafter.
8.1.7 List methods for determining rafter length.
8.1.8 List types of vents used in roof construction.

Performance Standard 8.2: Construct a roof, including all openings and sheathing.

8.2.1 Calculate the length of a common rafter.
8.2.2 Calculate the length of a hip rafter.
8.2.3 Calculate the length of jack rafters.
8.2.4 Estimate material needed to frame a roof.
8.2.5 Lay out rafter locations on top plate and ridge board.
8.2.6 Lay out, cut, and erect rafters for gable roofs.
8.2.7 Erect trusses.
8.2.8 Lay out, cut, and erect rafters for hip roofs.
8.2.9 Apply roof sheathing.

Performance Standard 8.3: Demonstrate the ability to erect trusses.

8.3.1 Erect trusses by hand and or light crane.
8.3.2 Apply roof sheathing.

Performance Standard 8.4: Demonstrate and apply knowledge of cornices and gable ends.

8.4.1 Match terms associated with cornices and gable ends to their correct definitions.
8.4.2 Label types of cornice designs.
8.4.3 Identify parts of a box cornice.
8.4.4 Identify parts of a boxed rake section.
8.4.5 Identify types of cornice moldings.
8.4.6 Label types of tail-rafter cuts.
8.4.7 Select from a list materials used for soffits.
8.4.8 Select from a list hardware and fasteners used on or with cornices.
8.4.9 Name exterior wall coverings used on gable ends.
8.4.10 Estimate material needed for cornices and gable ends.
8.4.11 Demonstrate the ability to build a horizontal box cornice.
8.4.12 Demonstrate the ability apply siding to a gable end.

Performance Standards 8.6: Discuss roof materials

8.6.1 Match terms associated with roofing to their correct definitions.
8.6.2 State safety rules pertaining to roofing.
8.6.3 Name classes of roofing.
8.6.4 Match minimum slope requirements to their specific roofing applications.
8.6.5 List types of roofing materials.
8.6.6 Interpret sections of state and local codes that pertain to roofs and roofing.

Performance Standards 8.7: Apply roofing and flashing.

8.7.1 State procedures and decking requirements for applying wood shingles, wood shakes, tile, metal, slate and asphalt shingles.
8.7.2 List guidelines for applying underlayment.
8.7.3 Describe general requirements for applying flashing.
8.7.4 Select from a list types of materials used for flashing.
8.7.5 Match roofing equipment and tools to their correct uses.
8.7.6 Select from a list procedures for applying double starter course of asphalt shingles.
8.7.7 State procedures for applying shingles with cutouts that break joint in half.
8.7.8 Arrange in order steps for installing flashing at open-valley locations.
8.7.9 Estimate roofing materials needed for a three-tab asphalt shingle roof.
8.7.10 Demonstrate the ability to apply various roofing material.
8.7.11 Discuss appropriate installation of roof gutters.

CONTENT STANDARD 9: INTERIOR STAIRCASES CONSTRUCTION

Performance Standard 9.1: Identify types of special house designs and special framing projects.

9.1.1 Match terms associated with stairs to their correct definitions.
9.1.2 Identify parts of a staircase.
9.1.3 Identify basic types of stairs.
9.1.4 List factors that must be considered when building a staircase.
9.1.5 State rules of thumb for unit rise and unit run.
9.1.6 Label methods used to secure stringers.
9.1.7 Discuss requirements of state and local codes that pertain to stairs.

Performance Standard 9.2: Construct a staircase.

9.2.1 Calculate number and size of risers and treads for a stair of given dimensions.
9.2.2 Estimate materials for stairs.
9.2.3 Construct a staircase.

Performance Standard 9.3: Identify types of handrails and railings.

9.3.1 Match terms associated with handrails and railings to their correct definitions.
9.3.2 List factors that must be considered when selecting handrails and railings.
9.3.3 Discuss requirements of state and local codes that pertain to handrails and railings.

Performance Standard 9.4: Construct handrails and railings.

9.4.1 Estimate materials needed for a handrail or railing.
9.4.2 Determine the correct fasteners to use with handrails and railings.

CONTENT STANDARD 10: SHEATHING, SIDING, AND EXTERIOR BUILDING MATERIALS

Performance Standard 10.1: Identify different types of wall sheathing and siding.

10.1.1 Match terms associated with exterior walls and trim to their correct definitions.
10.1.2 Name types of wall sheathing.
10.1.3 Identify styles of siding.

10.1.4 Identify joint details for plywood siding.
10.1.5 Identify types of exterior moldings and trims.
10.1.6 List recommendations for waterproofing exterior walls.
10.1.7 List advantages and disadvantages of various types of siding.

Performance Standard 10.2: Install different types of wall sheathing and siding.

10.2.1 Estimate amounts of siding for given jobs.
10.2.2 Estimate siding for a house with a gable roof.
10.2.3 Estimate sheathing and siding for a house with a hip roof.
10.2.4 Install sheathing.
10.2.5 Install bevel siding.
10.2.6 Install sheathing and plywood siding.

CONTENT STANDARD 11: WINDOWS, EXTERIOR AND INTERIOR DOORS, AND ASSOCIATED TRIM

Performance Standards 11.1: Identify different types of windows.

11.1.1 Match windows and accessories to their correct descriptions.
11.1.2 Name types of sliding windows.
11.1.3 Name types of swinging windows.
11.1.4 Name types of fixed windows.
11.1.5 Select from a list types of materials used to construct windows.
11.1.6 Identify parts of a window installation.
11.1.7 Select from a list types of materials used for window panes.

Performance Standard 11.2: Demonstrate the ability to install various kinds of window units.

11.2.1 State information a carpenter should know when installing windows.
12.2.2 State recommendations for a good window installation.
11.2.3 Demonstrate the ability to install a double-hung wood window unit.
11.2.4 Demonstrate the ability to install fixed windows.
11.2.5 Demonstrate the ability to install swinging windows.

Performance Standard 11.3: Install a complete entry including threshold, frame, door, hardware, trim and weather stripping.

11.3.1 Match terms associated with exterior doors to their correct definitions.
11.3.2 State basic classifications of exterior doors.
11.3.3 Identify types of entry doors.
11.3.4 List advantages and disadvantages of sliding glass and patio doors.
11.3.5 Identify parts of an exterior door installation.
11.3.6 List materials used in door construction.
11.3.7 Name materials used for exterior door sills.
11.3.8 Select from a list standard sizes of exterior doors.

11.3.9 Explain the numbering system for doors.
11.3.10 Complete statements about recommended finish clearances and dimensions for hanging doors.
11.3.11 Identify door swing (hand).
11.3.12 Identify hardware used with exterior doors.
11.3.13 List types of thresholds used with entrance doors.
11.3.14 Demonstrate the ability to install a metal threshold on a concrete floor.
11.3.15 Demonstrate the ability to install an exterior prehung door unit.
11.3.16 Demonstrate the ability to install entry door frame, casing, door and lock.
11.3.17 Demonstrate the ability to install weatherstripping.
11.3.18 Demonstrate the ability to install door frame and inside jambs for an overhead garage door.

Performance Standard 11.4: Discuss interior door installation.

11.4.1 Match terms associated with interior doors and trim to their correct definitions.
11.4.2 State the general types of interior door construction.
11.4.3 State the basic classifications of interior doors.
11.4.4 Identify types of interior doors.
11.4.5 Identify parts of an interior door unit.
11.4.6 Select from a list standard sizes of interior doors and jambs.
11.4.7 Identify hand of a door.

Performance Standard 11.5: Install various types of door units, locks and trim.

11.5.1 Select from a list recommended finish clearances and dimensions for hanging doors.
11.5.2 Identify hardware used with interior doors.
11.5.3 Identify types of interior trim.
11.5.4 Estimate material needed to trim a room.
11.5.5 Demonstrate the ability to install an interior door frame, hang door, lock and trim.
11.5.6 Demonstrate the ability to install a prehung door unit.
11.5.7 Demonstrate the ability to install a bi-fold door unit.
11.5.8 Demonstrate the ability to install a pocket door unit.
11.5.9 Demonstrate the ability to install window trim.

Performance Standards 11.6: Discuss types of insulation and vapor barriers.

11.6.1 Match terms associated with insulation to their correct definitions.
11.6.2 Explain the functions of the two basic kinds of insulation.
11.6.3 Select from a list benefits of using insulation in a structure.
11.6.4 List types of insulation commonly used in residential construction.
11.6.5 Name general classifications of insulation materials.
11.6.6 List areas where insulation should be used in residential construction.
11.6.7 List factors that determine the amount of insulation needed for walls, ceilings, and floors.
11.6.8 Name types of materials used for vapor barriers.

Performance Standards 11.7: Install insulation and vapor barriers.

11.7.1 Select from a list methods used to apply insulation and vapor barriers.
11.7.2 Estimate the packages of insulation needed to insulate a structure.
11.7.3 Demonstrate the ability to Install vapor barrier and insulation for a concrete slab on grade.
11.7.4 Demonstrate the ability to install blanket insulation in walls.

Performance Standard 11.8: Demonstrate a knowledge of drywall.

11.8.1 Match terms associated with drywall to their correct definitions.
11.8.2 Name types of drywall.
11.8.3 Select from a list standard sizes of drywall.
11.8.4 Identify standard edge shapes of drywall.
11.8.5 State benefits of using drywall.
11.8.6 Describe types of base or construction where drywall is used.
11.8.7 Identify hardware and fasteners used with drywall.
11.8.8 Select from a list types of finishes that may be applied to drywall.

Performance Standard 11.9: Install drywall materials.

11.9.1 Estimate materials needed to drywall a structure.
11.9.2 Install drywall.
11.9.3 Finish drywall joints and depressions.

CONTENT STANDARDS 12: CABINETS AND SPECIAL BUILT-INS

Performance Standard 12.1: Identify parts of a cabinet.

12.1.1 Match terms associated with cabinet installation and special built-ins to their correct definitions.
12.1.2 Name types of cabinets.
12.1.3 Identify parts of a cabinet.
12.1.4 Name the standard sizes of base and top cabinets.
12.1.5 Discuss types of material used on counter tops.

Performance Standard 12.2: Install cabinets and shelves.

12.2.1 Install a factory-built cabinet.
12.2.2 Install shelves in a closet.

CONTENT STANDARD 13: JOB COORDINATION

Performance Standards 13.1: Demonstrate the ability to coordinate with other trades.

13.1.1 Select from a list of activities that may affect the work of plumbers, electricians, mechanical contractors, and glaziers.
13.1.2 Identify structural problems that may be caused by plumbing and electrical installation.
13.1.3 Discuss the importance of correctly orienting knockouts on BCIs and other prefabricated materials.
13.1.4 Explain the importance of placing large fixtures before framing is completed.

13.1.5 Discuss the reasons for minimizing the number of plumbing vents in metal roofs.
13.1.6 Explain the importance of nailing directly over studs when doubling top plates.
13.1.7 Point out the reasons carpenters should know basic wiring and plumbing practices, especially when remodeling.
13.1.8 Identify structural problems that may be caused by plumbing and electrical installation.

Performance Standards 13.2: Demonstrate an awareness of inspection requirements.

13.2.1 Explain the purpose of Building Codes.
13.2.2 Discuss the importance of knowing state and local codes and ordinances.
13.2.3 Match activities on a job schedule with required inspections.
13.2.4 Identify required building permits.
13.2.5 Visit the Building Inspectors Office.
13.2.6 Determine the average lead-time required to get an inspector on site.
13.2.7 Observe building inspections.

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IDAHO WELDING TECHNOLOGY PROGRAM STANDARDS 2014

CONTENT STANDARD 1.0: IDENTIFY LAB ORGANIZATION AND SAFETY PROCEDURES

Performance Standard 1.1: Demonstrate General Lab Safety Rules and Procedures

1.1.1 Describe general shop safety rules and procedures (i.e., safety test).
1.1.2 Describe OSHA in workplace safety.
1.1.3 Comply with the required use of safety glasses, ear protection, gloves, and shoes during lab/shop activities (i.e., personal protection equipment – PPE).
1.1.4 Operate lab equipment according to safety guidelines.
1.1.5 Identify and use proper lifting procedures and proper use of support equipment (i.e., rigging, chains, straps, cables).
1.1.6 Utilize proper ventilation procedures for working within the lab/shop area.
1.1.7 Identify marked safety areas.
1.1.8 Identify the location and the types of fire extinguishers and other fire safety equipment; demonstrate knowledge of the procedures for using fire extinguishers and other fire safety equipment.
1.1.9 Identify the location and use of eye wash stations.
1.1.10 Identify the location of the posted evacuation routes.
1.1.11 Identify and wear appropriate clothing for lab/shop activities.
1.1.12 Secure hair and jewelry for lab/shop activities.
1.1.13 Demonstrate knowledge of the safety aspects of high voltage circuits.
1.1.14 Locate and interpret safety data sheets (SDS).
1.1.15 Perform housekeeping duties.
1.1.16 Follow verbal instructions to complete work assignments.
1.1.17 Follow written instructions to complete work assignments.
1.1.18 Identify requirements for Hot Work Permits.
1.1.19 Identify what constitutes a confined space.

Performance Standard 1.2: Identify and Utilize Hand Tools

1.2.1 Identify hand tools and their appropriate usage.
1.2.2 Identify standard and metric designation.
1.2.3 Demonstrate safe handling and use of appropriate tools.
1.2.4 Demonstrate proper cleaning, storage, and maintenance of tools.

Performance Standard 1.3: Identify and Utilize Power Tools and Equipment

1.3.1 Identify power tools and equipment, and their appropriate usage.
1.3.2 Demonstrate safe handling and use of appropriate power tools and equipment.
1.3.3 Demonstrate proper cleaning, storage, and maintenance of power tools and equipment.

CONTENT STANDARD 2.0: APPLY FUNDAMENTAL PRINT READING, MEASUREMENT AND LAYOUT/FIT-UP TECHNIQUES

Performance Standard 2.1: Demonstrate Print Reading and Sketching Practices

2.1.1 Interpret basic elements of a technical drawing (i.e., title block information, dimensions, line types).
2.1.2 Identify and explain industry standard welding symbols.
2.1.3 Prepare a materials list from a technical drawing (i.e., bill of material).

2.1.4 Describe various types of drawings (i.e., part, assembly, pictorial, orthographic, isometric, and schematic).
2.1.5 Understand dimensioning, sectional drawings, fasteners, tables, charts, and assembly drawings.
2.1.6 Sketch or draw a basic welding drawing.
2.1.7 Fabricate parts from a drawing or sketch.

Performance Standard 2.2: Demonstrate Measuring and Scaling Techniques

2.2.1 Identify industry standard units of measure.
2.2.2 Convert between customary (i.e., SAE, Imperial) and metric systems.
2.2.3 Measure and calculate size, area, and volume.
2.2.4 Determine and apply the equivalence between fractions and decimals.
2.2.5 Identify measuring tools.

Performance Standards 2.3: Utilize Layout Principles and Practices

2.3.1 Interpret drawing, sketch or specification information.
2.3.2 Prepare work area for layout.
2.3.3 Select appropriate materials to complete work assignment.
2.3.4 Use layout and marking tools as required.
2.3.5 Layout parts using measurement practices.

Performance Standards 2.4: Demonstrate Preparation and Fit-Up Practices

2.4.1 Identify and explain job specifications.
2.4.2 Use fit-up gauges and measuring devices to check joint fit-up.
2.4.3 Identify and explain distortion and how it is controlled.
2.4.4 Fit-up joints using plate and pipe fit-up tools.
2.4.5 Check for joint misalignment and poor fit-up before and after welding.

CONTENT STANDARD 3.0: IDENTIFY PROPERTIES OF METALS

Performance Standard 3.1: Identify Material Properties and Science

3.1.1 Identify the difference between ferrous and non-ferrous metals.
3.1.2 Identify and explain forms and shapes of structural metals.

Performance Standard 3.2: Identify Filler Metals

3.2.1 Explain AWS filler metal classifications systems.
3.2.2 Identify different types of filler metals.
3.2.3 Explain the storage and control of filler metals.

CONTENT STANDARD 4.0: APPLY SHIELDED METAL ARC WELDING (SMAW) TECHNIQUES

Performance Standard 4.1: Safety Procedures

4.1.1 Identify and explain different types of welding current and polarity.
4.1.2 Perform safety inspections of SMAW equipment and accessories.
4.1.3 Maintain SMAW equipment and accessories.

Performance Standard 4.2: Produce Welds using SMAW on Carbon Steel

4.2.1 Set up for SMAW operations.
4.2.2 Operate SMAW equipment.

4.2.3 Perform welds in the 1F position.
4.2.3 Perform welds in the 2F position.
4.2.4 Perform welds in the 3F position.
4.2.5 Perform welds in the 4F position.
4.2.6 Perform welds in the 1G position.
4.2.7 Perform welds in the 2G position.
4.2.8 Perform welds in the 3G position.
4.2.9 Perform welds in the 4G position.
4.2.10 Describe 2G, 5G and 6G welding positions.

CONTENT STANDARD 5.0: APPLY GAS METAL ARC WELDING (GMAW-S, GMAW) TECHNIQUES

Performance Standard 5.1: Utilize Safety Procedures

5.1.1 Identify and explain the use of GMAW equipment (i.e., spray transfer, globular, short circuit, pulse).
5.1.2 Perform safety inspections of GMAW equipment and accessories.
5.1.3 Maintain GMAW equipment and accessories.
5.1.4 Demonstrate safe startup, shutdown, disassembly, and cylinder exchange procedures of GMAW equipment.

Performance Standard 5.2: Produce Welds using GMAW-S on Carbon Steel

5.2.1 Set up for GMAW-S operations.
5.2.2 Operate GMAW-S equipment.
5.2.3 Perform welds in the 1F position.
5.2.4 Perform welds in the 2F position.
5.2.5 Perform welds in the 3F position.
5.2.6 Perform welds in the 4F position.
5.2.7 Perform welds in the 1G position.
5.2.8 Perform welds in the 2G position.
5.2.9 Perform welds in the 3G position.

CONTENT STANDARD 6.0: APPLY FLUX CORED ARC WELDING (FCAW-G) TECHNIQUE

Performance Standard 6.1: Utilize Safety Procedures

6.1.1 Identify and explain the use of FCAW-G equipment).
6.1.2 Perform safety inspections of FCAW-G equipment and accessories.
6.1.3 Maintain FCAW-G equipment and accessories.
6.1.4 Demonstrate safe startup, shutdown, disassembly, and cylinder exchange procedures of FCAW-G equipment.

Performance Standard: 6.2: Produce Welds using FCAW-G on Carbon Steel

6.2.1 Set up for FCAW-G operations.
6.2.2 Operate FCAW-G equipment.
6.2.3 Perform welds in the 1F position.
6.2.4 Perform welds in the 2F position.
6.2.5 Perform welds in the 3F position.
6.2.6 Perform welds in the 4F position.

6.2.7 Perform welds in the 1G position.
6.2.8 Perform welds in the 2G position.
6.2.9 Perform welds in the 3G position.

CONTENT STANDARD 7.0: APPLY GAS TUNGSTEN ARC WELDING (GTAW) TECHNIQUES

Performance Standard 7.1: Utilize Safety Procedures

7.1.1 Perform safety inspections of GTAW equipment and accessories.
7.1.2 Maintain GTAW equipment and accessories.
7.1.3 Demonstrate safe startup, shutdown, disassembly, and cylinder exchange procedures of GTAW equipment.

Performance Standard 7.2: Produce Welds using GTAW on Carbon Steel

7.2.1 Set up for GTAW operations
7.2.2 Operate GTAW equipment.
7.2.3 Perform welds in the 1F position.
7.2.4 Perform welds in the 2F position
7.2.5 Perform welds in the 3F position
7.2.6 Perform welds in the 1G position
7.2.7 Perform welds in the 2G position.
7.2.8 Perform welds in the 3G position.

Performance Standard 7.3: Produce Welds using GTAW on Aluminum

7.3.1 Set up for GTAW operations.
7.3.2 Operate GTAW equipment.
7.3.3 Perform welds in the 1F position.
7.3.4 Perform welds in the 2F position.

CONTENT STANDARD 8.0: APPLY THERMAL CUTTING PROCESSES

Performance Standard 8.1: Demonstrate Oxy-Fuel Gas Cutting (OFC)

8.1.1 Perform safety inspections of OFC equipment and accessories.
8.1.2 Maintain OFC equipment and accessories.
8.1.3 Demonstrate safe startup, shutdown, disassembly, and cylinder exchange procedures of OFC equipment.
8.1.4 Set up for OFC operations.
8.1.5 Operate OFC equipment.
8.1.6 Perform straight, square edge cutting operations in the flat position.
8.1.7 Perform shape, square edge cutting operations in the flat position.
8.1.8 Perform straight, bevel edge cutting operations in the flat position.
8.1.9 Perform scarfing and gouging operations to remove base and weld metal, in flat and horizontal positions.

Performance Standard 8.2: Demonstrate Plasma Arc Cutting (PAC) on Carbon Steel and Aluminum

8.2.1 Explain the PAC process.
8.2.2 Determine the appropriate PAC settings for the various types of metals.
8.2.3 Perform safety inspections of PAC equipment and accessories.
8.2.4 Maintain PAC equipment and accessories.

8.2.5 Set up for PAC operations.
8.2.6 Operate PAC equipment.
8.2.7 Perform straight, square edge cutting operations in the flat position.
8.2.8 Perform shape, square edge cutting operations in the flat position.

Performance Standard 8.3: Demonstrate Manual Air Carbon Arc Cutting (CAC-A)

8.3.1 Performs safety inspections of manual CAC-A equipment and accessories.
8.3.2 Maintain CAC-A equipment and accessories.
8.3.3 Set up manual CAC-A scarfing and gouging operation on carbon steel.
8.3.4 Operate manual CAC-A equipment on carbon steel.
8.3.5 Perform scarfing and gouging operations to remove base and weld metal in the flat and horizontal positions on carbon steel.

CONTENT STANDARD 9.0: IDENTIFY WELDING CODES, INSPECTIONS, AND TESTING PRINCIPLES

Performance Standard 9.1: Identify Welding Codes, Qualifications and Certifications

9.1.1 Identify and explain weld imperfections and their causes.
9.1.2 Identify and explain welder qualification tests.
9.1.3 Explain the importance of quality workmanship.
9.1.4 Identify common destructive testing methods.
9.1.5 Perform a visual inspection of fillet welds.

Performance Standard 9.2: Demonstrate Welding Inspection and Testing Principles

9.2.1 Define the role of welding inspection/inspector and testing in industry.
9.2.2 Examine cut surfaces and edges of prepared base metal parts.
9.2.3 Examine tack, root passes, intermediate layers, and completed welds.

CONTENT STANDARD 10.0: APPLY FABRICATION FUNDAMENTALS

Performance Standard 10.1: Utilize Base Metal Preparation Fundamentals

10.1.1 Clean base metal for welding or cutting.
10.1.2 Identify and explain joint design.
10.1.3 Select the proper joint design based on a welding procedure specification (WPS) or instructor's direction.
10.1.4 Mechanically bevel the edge of a mild steel plate (i.e., hand beveller, grinder).
10.1.5 Thermally bevel the end of a mild steel plate.

Performance Standard 10.2: Demonstrate Fabrication Techniques

10.2.1 Demonstrate proper setup of fabrication area, equipment, and materials.
10.2.2 Construct projects in the proper sequence.
10.2.3 Properly layout projects from welding prints.
10.2.4 Check work for accuracy.

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BOISE STATE UNIVERSITY

SUBJECT

Alcohol Report and Request for Pre-game Alcohol Waiver – "The Huddle" at the Caven Williams Sports Complex

REFERENCE

June 2015	Board approved a request to establish secure areas for pregame activities that serve alcohol for the 2015 football season as well as alcohol service in the Sky Center during home games, Famous Idaho Potato Bowl, and the 2016 Spring Game and the Caven Williams Sports Complex for home football games and the Famous Idaho Potato Bowl within the confines of Board policy Section I.J.
September 3, 2015	Board waived a section of Board Policy Section I.J.2. pertaining to the written invitation requirement.
October 22, 2015	Board approved an extension waiver of the invitation requirement in Board Policy Section I.J. to allow BSU a one year pilot of a pre-game venue where alcohol was served that was accessible to all ticket holders.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I. J.

BACKGROUND/DISCUSSION

Boise State University (university) operated a family friendly pre-game function in the Caven Williams Sports Complex last season called "The Huddle." The Huddle gives fans a pre-game gathering place in lieu of tailgating. The Huddle features food, games, and activities, including performances by the Keith Stein Blue Thunder Marching Band, the Main Line Dancers and the Cheer Squad. The Huddle has television screens for watching sporting events, a dining area and space for people to gather and enjoy the pre-game activities. The university feels this provides a structured gathering place as an alternative to tailgating for many fans.

The Board originally granted permission under Board Policy Section I.J. to allow service of alcohol on campus in conjunction with The Huddle. The institution received a subsequent approval for the waiver of a section of Board Policy I.J. so that the university could allow the general public to participate with The Huddle. The university feels the alcohol service, in a controlled and structured fashion is a good alternative choice for many fans and their families.

The Huddle this Season

The university is planning a restaurant-style, pre-game gathering place for patrons

of Albertsons Stadium prior to home football games. Multiple television screens will be set up to show other games going on throughout the country, as well as games and activities for children. A local radio station will be onsite to play music, a photo booth will be set up, and student-athletes available to sign autographs.

Last season this space quickly became a part of the Bronco game-day experience for many families. It will add value to those attending Bronco football games by offering unique food and drink options in a lighted, temperature-controlled environment. In the secure area, ticketed patrons of Albertsons Stadium may purchase food and beverages (non-alcoholic and alcoholic) from the university's official food service provider. A game ticket is required for entry and student game tickets are not accepted for entry. The students have a different function for pre-game activities.

The university requests Board approval to provide alcohol service in The Huddle prior to each home game for the 2016 football season, a potential conference championship game and the 2017 spring game. Sponsorships will not be granted to any alcohol making or distributing companies; however, several sponsors are prepared to pay for this event for the next three years due to its popularity with the game patrons. As with last year, Boise State University will provide all the control measures and follow all requirements of Board policy regarding alcohol service except that no invitations will be issued as The Huddle is open to all ticket holders. In addition, the university will conduct the pre-game activities under the following additional conditions:

1. All patrons must show a valid game ticket to enter The Huddle.
2. Event begins three hours prior to kick off and ends at the start of the game.
3. The Caven Williams Sports Complex will be secured to control access to and from the area.
4. There will be one entry point into the Caven Williams Sports Complex manned by security personnel who will check for valid game tickets of all patrons entering the facility.
5. One ID station will be provided, located inside the facility, where ID's will be checked and special colored wrist bands will be issued to identify attendees over the age of 21.
6. There will be one entrance to each queuing line for beer and wine sales. Each entrance will be manned by security personnel who will check wristbands of all patrons prior to entering the line. Only those patrons with wristbands will be allowed to enter the queuing line for alcohol purchases.
7. Security personnel located throughout the area will be monitoring all alcohol wristband policies and patron behavior.
8. No alcohol making or distributing companies will be allowed to sponsor the event.
9. The Boise State University campus food provider (Aramark) will carry the alcohol license and insurance and will provide TIPS trained personnel to monitor the sale and consumption of all alcohol to those of legal drinking age

only.

10. The SBOE alcohol policy will be included in Boise State's 2016 Fan Guide and will be posted at the entrance of Caven Williams Complex on game days. This notice will state that the minimum drinking age in Idaho is 21 and that at no time should they allow any underage drinking and/or serving of alcohol to visibly intoxicated patrons.

IMPACT

Approval will allow Boise State University to continue the new practice of serving alcohol in The Huddle prior to home football games to individuals holder a game ticket.

ATTACHMENT

Attachment 1 – Security Plan – Caven Williams Alcohol Waiver Page 5
Attachment 2 – Game Day Map – Caven Williams Alcohol Waiver Page 7
Attachment 3 – The Huddle report and layout Page 9

STAFF COMMENTS AND RECOMMENDATIONS

At the June 2015 Board meeting, the Board approved pregame alcohol service for the University of Idaho, Idaho State University and Boise State University (BSU). There was a misunderstanding regarding the conditions under which BSU's service were approved. On September 3, 2015 the waived a portion of Board policy I.J. to allow for the expanded alcohol service on a one-year pilot basis with additional caveats. Additional caveats included a restriction on underage children entering the alcohol service area. The set-up that BSU has described is a "family friendly" setting. Given the restriction included during the September 2015 discussion, if the Board wishes to include the same caveats they will need to include them in the motion for approval. The additional language specified that "students and minors would not be allowed in the alcohol services areas."

This agenda item constitutes the required post-season report.

BOARD ACTION

I move to waive Board policy Section I.J.2.c.i. for the purpose of allowing alcohol service at Boise State University for the 2016-2017 home football season.

Moved by _____ Seconded by _____ Carried Yes ____ No ___

AND

I move to approve the request by Boise State University to establish a secure area under the conditions set forth in this request and in full compliance with the provisions set forth in Board policy I.J.2. for the purpose of allowing alcohol service for the 2016 football season, Famous Idaho Potato Bowl, the 2017 spring game, post-season bowl game, and if applicable, the conference championship game, with a post-season report brought back to the Board.

Moved by _____ Seconded by _____ Carried Yes ____ No ___

OR

I move to reject the request for a waiver of Board policy Section I.J.2.c.i. and approve the request by Boise State University to establish a secure area under the conditions set forth in this request contingent on attendees receiving a written invitation (a game ticket does not constitute a written invitation) and in full compliance with all provisions set forth in Board policy Section I.J. for the purpose of allowing alcohol service for the 2016 football season, famous Idaho Potato Bowl, the 2017 spring game, post-season bowl game, and if applicable, the conference championship game, with a post-season report brought back to the Board.

Moved by _____ Seconded by _____ Carried Yes ____ No ___

Boise State University
2016 Football Season – Albertsons Stadium
Security Plan and Alcohol Report
Caven Williams Sports Complex

The following report addresses security for alcohol service at Boise State Football games in the Caven Williams Sports Complex. Security plans for the facility are as follows and will be conducted at each home game for the 2016 season. The plan outlines measures taken to ensure that no underage drinking occurs.

Caven Williams Sports Complex

There were no serious incidents regarding The Huddle last season. We will create a secure, indoor, area where alcohol consumption can be monitored and contained. The area will be a restaurant-type atmosphere for Boise State football game patrons as with the previous years, Boise State University will provide all the control measures and follow all requirements of Board policy regarding alcohol service. Also, the university will conduct the pre-game activities under the following conditions:

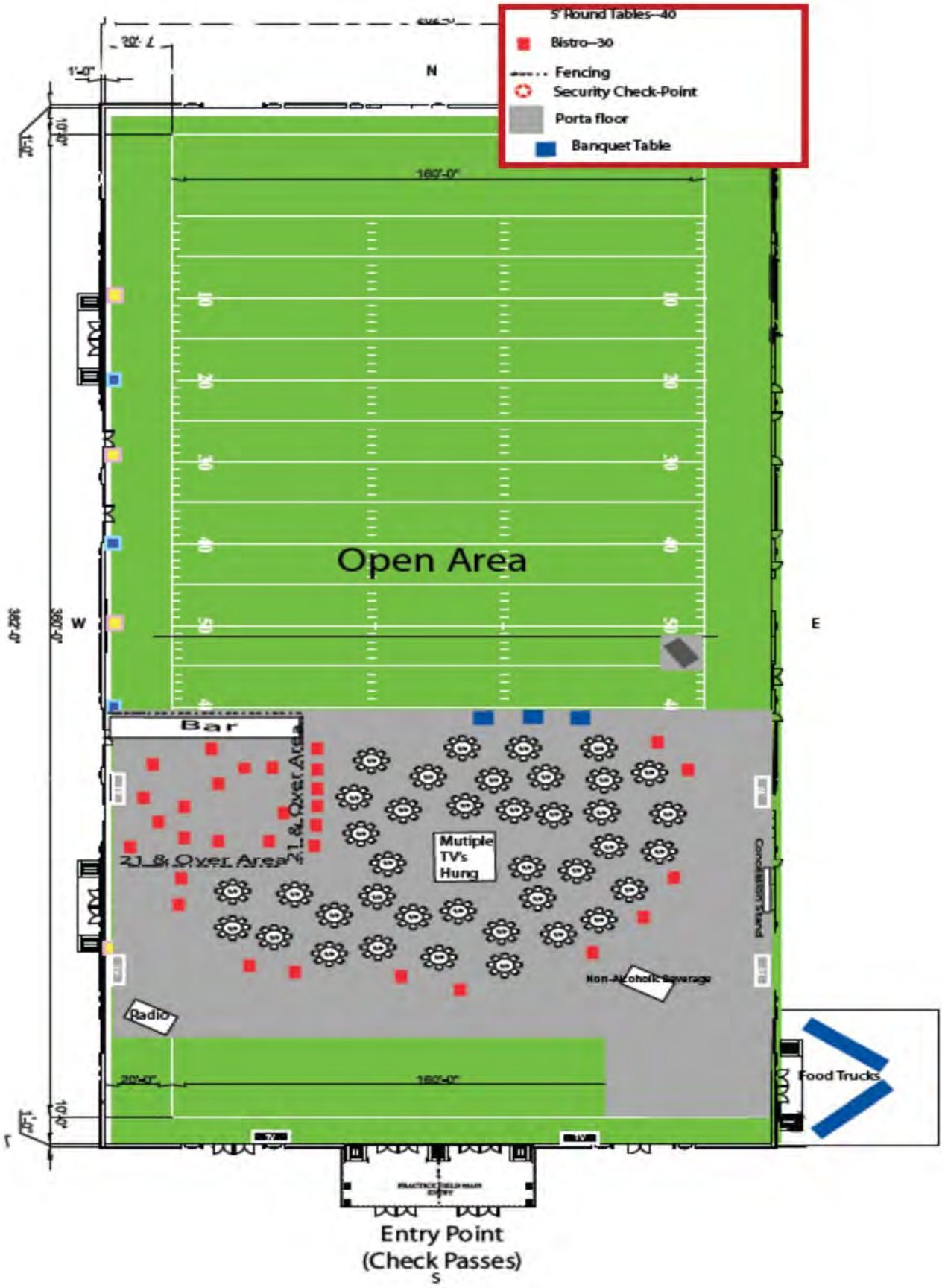
Caven Williams Game Day Staffing

- Two Crowd Managers at front entrance checking individual passes to all that enter. Only patrons with a valid game ticket will be allowed to enter the facility Two Aramark employees (TIPS trained) will check ID's and issue color coded wrist band
- Crowd Manager checking for color coded wrist band stationed at entrance to the queuing area for purchase of alcohol.
- Crowd Manager roaming entire area checking for color coded wrist band and patron behavior
- Two Boise State Athletics employees roaming throughout facility identifying any problems that may occur. Will notify security personnel when necessary
- Three Bronco Sports Marketing employees roaming throughout facility identifying any problems that may occur. Will notify security personnel when necessary
- One Boise State University Operations employee roaming throughout facility identifying any problems that may occur. Will notify security personnel when necessary. Also responsible for checking entrances to secure building ensuring that no one is present without proper credentials.

Policies for Facility

- All who enter the Caven Williams Sports Complex must have a valid game ticket.
- Event begins three hours prior to kick off and ends at the start of the game.
- The Caven Williams Sports Complex will be secured to control access to and from the area.
- There will be one entry point into the Caven Williams Sports Complex manned by security personnel who will check for a valid game ticket of all patrons entering the facility.
- One ID station will be provided, located inside the facility, where ID's will be checked and special colored wrist bands will be issued to identity attendees over the age of 21.

- Security personnel located throughout the area will be monitoring all alcohol wristband policies and patron behavior.
- Security personnel will not allow patrons to exit or enter the secured area with any alcoholic beverages.
- The Boise State University campus food provider (Aramark) will carry the alcohol license and insurance and will provide TIPS trained personnel to monitor the sale and consumption of all alcohol to those of legal drinking age only.
- No alcohol making or distributing companies may be allowed to sponsor the event.
- The SBOE alcohol policy as it relates to the Caven Williams Complex will be included in Boise State's 2016, 2017 and 2018 fan guide.
- Boise State will abide by all terms and conditions of the Board's existing alcohol policy.


5' Round Tables--40
Bistro--30
Fencing
Security Check-Point
Porta floor
Banquet Table
N
W
E
S
160'-0"
Open Area
Bar
21 & Over Area
21 & Over Area
Mutiple TV's Hung
Concession Stand
Non-Alcoholic Beverage
Radio
Food Trucks
20'-0"
160'-0"
Entry Point
(Check Passes)

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The Huddle Summary Report

The Huddle was approved last year as a pilot program for a pregame event for all Bronco home football games during the 2015 season. The pregame event was started at the request of our Legacy Committee that is made up of former and current Bronco Athletic Association Board members and current donors to the university and the department of athletics. The concept around the event was to provide a family friendly environment where our fans could go to an indoor facility, watch other games from around the country, let their children play games, enjoy food and beverage as they wait to enter the stadium before the game. The band and cheer teams make an appearance every game and play the fight song as the fans sing along.

The late kickoffs for our home football games, which are driven by television, have contributed to decreased attendance over the last four years. The Huddle was a way for us to try and enhance the overall game day experience for our fans and have them continue to support our student-athletes and our football program.

We reviewed the alcohol sales report for the Huddle and the Stueckle Sky Center to see how they compared on a per person basis. During the 2015 season, alcohol sales in the Stueckle Sky Center averaged one alcoholic drink per person in attendance while in the facility. In the Huddle, alcohol sales averaged one alcoholic drink for every 2.3 people in attendance. Although the potential attendance for the Huddle could be much larger than the Sky Center, the number of drinks per person on average was significantly less.
Overall the event was a success with no observed or reported alcohol related issues due to the sale of alcohol in the facility. The attendance for the first game was larger than anticipated due to bad weather and high winds that helped to drive our fans indoors for shelter. After the first game the average attendance was approximately 1,400 per game, which is right in line with what we anticipated. We made adjustments to the layout after the first game and added additional concession kiosks to help reduce the lines and offer up additional food and nonalcoholic beverage options. This was received well by our fans and lines were always at a manageable level. We will work to make continued improvements to food and nonalcoholic beverage options as well as work to refine our security program so we can provide a safe, secure and friendly fan experience.
Map of layout, food and beverage stations and security set up is below.

Caven Williams Game Day Staffing

- Two Crowd Managers at front entrance checking individual passes to all that enter. Only patrons with a valid game ticket will be allowed to enter the facility Two Aramark employees (TIPS trained) will check ID's and issue color coded wrist band
- Crowd Manager checking for color coded wrist band stationed at entrance to the queuing area for purchase of alcohol.
- Crowd Manager roaming entire area checking for color coded wrist band and patron behavior

- Two Boise State Athletics employees roaming throughout facility identifying any problems that may occur. Will notify security personnel when necessary
- Three Bronco Sports Marketing employees roaming throughout facility identifying any problems that may occur. Will notify security personnel when necessary
- One Boise State University Operations employee roaming throughout facility identifying any problems that may occur. Will notify security personnel when necessary. Also responsible for checking entrances to secure building ensuring that no one is present without proper credentials.

BOISE STATE UNIVERSITY

SUBJECT

Alcohol Report and Request for Pre-game Alcohol Waiver – Stueckle Sky Center

REFERENCE

June 2013	Board approved a request to establish secure areas for pregame activities that serve alcohol for the 2013 football season as well as alcohol service in the Sky Center during home games, Famous Idaho Potato Bowl, and the 2014 Spring Game and the Caven Williams Sports Complex for home football games and the Famous Idaho Potato Bowl.
June 2014	Board approved a request to establish secure areas for pregame activities that serve alcohol for the 2014 football season as well as alcohol service in the Sky Center during home games, Famous Idaho Potato Bowl, and the 2015 Spring Game and the Caven Williams Sports Complex for home football games and the Famous Idaho Potato Bowl.
June 2015	Board approved a request to establish secure areas for pregame activities that serve alcohol for the 2015 football season as well as alcohol service in the Sky Center during home games, Famous Idaho Potato Bowl, and the 2016 Spring Game and the Caven Williams Sports Complex for home football games and the Famous Idaho Potato Bowl.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I. J.

BACKGROUND/DISCUSSION

For the past eleven football seasons, the Board has granted permission under Policy I.J. to allow service of alcohol on campus in conjunction with Bronco home football games and the Famous Idaho Potato Bowl. Boise State University requests Board approval to provide alcohol service in the Stueckle Sky Center prior to each home football game for 2016 season, potential conference championship game, Famous Idaho Potato Bowl Game, and 2017 spring game as outlined below.

Stueckle Sky Center

Prior to approval of construction of the skybox suites, the Board granted approval for the university to represent that alcohol service would be available in the skyboxes. Based on that approval, the leases with patrons for the suites, club seats and loge seats were all created with the understanding that alcohol service

would be available during games in this area of the stadium only. However, such alcohol service is clearly known to be at the sole discretion of the Board.

The university seeks permission to allow alcohol sales to patrons leasing seats in the Stueckle Sky Center on the west side of the stadium. In this secure area, Boise State will allow patrons to purchase food and beverages, both non-alcoholic and alcoholic.

The university will provide all control measures and follow all requirements of Board policy regarding alcohol service. As with the previous years, the university will provide all the control measures and follow all requirements of Board policy regarding alcohol service. In addition, the university will conduct the pre-game activities under the following conditions:

1. The Sky Center is enclosed and totally separate from the general seating areas; alcohol service will only be available to patrons with tickets in the Sky Center.
2. There is no access from the general seating area into the Sky Center. Further, only patrons who hold tickets to seats in the Sky Center will be allowed into the Sky Center during games.
3. Service will begin no sooner than three hours prior to kick off and will end at start of the 4th quarter.
4. Two entry points at the North and South Elevator Towers will be manned by security personnel.
5. Security personnel will be located throughout the Sky Center area on each of the four floors monitoring all alcohol policies and patron behavior.
6. Security personnel will not allow patrons to exit or enter the area with any food or beverages.
7. The Boise State University campus food provider (Aramark) will carry the alcohol license and insurance and will provide TIPS trained personnel to monitor the sale and consumption of all alcohol to those of legal drinking age only.
8. Boise State will abide by all terms and conditions of the Board's existing alcohol policy I.J.
9. The official food sponsor will be required to insure and indemnify the State of Idaho, the State Board of Education, and Boise State University for a minimum of $2,000,000, and to make sure the proper permits and licenses are obtained.
10. No alcohol making or distributing companies may be allowed to sponsor the activities.
11. Boise State University will implement further measures to assure underage drinking does not take place in the Sky Center as shown on the attachment. A list of those measures defining how the Sky Center is monitored and secured is attached. This security plan was provided to the Board at the Board's request with regard to the 2011 season.

Boise State University utilizes campus security, along with the Boise City Police and other law enforcement and civilian officials, to control and manage the service of alcohol. Even during sold out games, no serious issues or concerns have been reported since alcohol service began in 2005. Boise State will have the same or an enhanced security plan that has been in place for the past ten seasons for the coming season.

IMPACT

Approval will allow Boise State University to continue the practice of serving alcohol in restricted areas during home football games.

ATTACHMENT

Attachment 1 – Security Plan – Stueckle Sky Center Page 5

STAFF COMMENTS AND RECOMMENDATIONS

Board policy I.J., as amended in April 2011, allows for the sale or consumption of alcoholic beverages on campus grounds in conjunction with NCAA football games with prior Board approval. All requests must comply with the minimum criteria established in Board policy. The Board may require further restrictions if desired. Each institution is required to submit a report after the conclusion of the football season before consideration is given for approval of future requests. This agenda item serves as Boise State Universities report regarding service at the Stueckle Sky Center during the 2016 home football season.

BOARD ACTION

I move to approve the request by Boise State University to allow alcohol service in Stueckle Sky Center during the 2016 home football season, Famous Idaho Potato Bowl, the 2017 spring game, and if applicable, the conference championship game in full compliance with Board policy section I.J.

Moved by _____ Seconded by _____ Carried Yes ____ No ___

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Boise State University
2016 Football Season – Albertsons Stadium
Security Plan and Alcohol Report
Stueckle Sky Center

The following report addresses security for alcohol service at Boise State Football games in the Stueckle Sky Center. Security plans for the Sky Center are as follows and will be conducted at each home game for the 2016 season. The plan outlines measures taken to ensure that no underage drinking occurs.

There have been no serious incidents regarding the service of alcohol during the 2005 through 2015 season.

As with previous years, Boise State University will provide all the control measures and follow all requirements of the Board policy regarding alcohol service. Also, the university will conduct the activities with the following staff and security in the building on game day.

Staffing Plan

The following staffing will be implemented. The staff will be instructed that controlling the prevention of underage drinking of alcohol and/or overindulgence of alcohol is high priority.

- Crowd manager Supervisor – Oversee all patron services staff for the SSC
- Assistant Crowd Management Supervisor – Assist Crowd Management Supervisor in supervision of patron services staff in the SSC

North Elevator Lobby

- Crowd Manager throughout the game. Stationed at entry point. Will check tickets, ensures alcoholic beverages do not enter or leave the facility and assist with patron services duties.
- Crowd Manager during load in and out then will move to the Loge level during the game. Checks tickets, ensures alcoholic beverages do not enter or leave the facility and patron services duties.

South Elevator Lobby

- Crowd Manager throughout the game. Stationed at entry point. Will check tickets, ensures alcoholic beverages do not enter or leave the facility and assist with patron services duties.
- Crowd Manager during load in and out then will move to the Club level during the game. Checks tickets, ensures alcoholic beverages do not enter or leave the facility and patron services duties.

Level 3 – Loge Level

- Crowd Manager at the North (N.) stairs stadium to loge level – Ensures guests in the stadium do not enter the Sky Center and SSC patrons do not enter the stadium. Patron services duties

- N. Elevator lobby Crowd Manager – Monitors Patrons who enter the Loge Level bar, assists in monitoring alcohol sales at the bar.
- Club Room Bar Crowd Manager – Monitors alcohol sales at the bar. Patron services duties.
- South stairs stadium to loge level Crowd Manager. Ensures guests in the stadium do not enter the Sky Center and SSC patrons do not enter the stadium. Patron services duties.
- Crowd Manager to rove throughout the loge level—Patron services duties, monitors alcohol sales in bar and seating area.

Level 4 – Club Level

- Club Room Crowd Manager - Monitors the alcohol sales at the bar. Patron Services Duties
- South Stairwell Crowd Manager - Monitors movement of SSC patrons between the Suite and club level.
- Hallway Crowd Manager - Rove throughout the hall way. Patron services duties, monitors alcohol sales at kiosk.
- Club Lounge Crowd Manager - Monitors alcohol sales in bar area and patron services duties
- North Stairwell Crowd Manager -- Monitors movement of SSC patrons between the Suite and club level.
- Club Area Crowd Manager - Monitors back row of club seating area to ensure the isle remains clear. Patron services duties.
- West Stairs Crowd Manager between 4th and 5th floor-- Monitors movement of SSC patrons between the Suite and club level.
- Crowd Manager to rove between lounge and hallway—Patron services duties and assists in monitoring alcohol sales at bar and kiosk.

Level 5 – Suite Level

- Club Room Bar Crowd Manager - Monitors the alcohol sales at the bar and Patron Services Duties
- South Hallway Crowd Manager - Patron services duties and rove hall to monitor patrons in the suites.
- North End of Hallway Crowd Manager - Patron services duties and rove hall to monitor patrons in the suites.

Level 6 – Press Level

- Club Room Bar Crowd Manager - Monitors the alcohol sales at the bar and Patron Services Duties
- South End Hallway Crowd Manager - Patron services duties and rove hall to monitor patron in the suites.
- North End Hallway Crowd Manager - Patron services duties. Rove hall to monitor patron in the suites.

Policies

- SSC is enclosed and totally separate from the general seating areas and alcohol service will only be available to patrons with tickets in the Sky Center.
- There is no access from the general seating area into SSC. Only patrons who hold tickets to seats in the SSC will be allowed into the Sky Center during games.
- The sale of alcohol will begin no sooner than three hours prior to kick off and will end at the start of the 4th quarter.
- Security personnel will not allow patrons to exit or enter the area with any food or beverages.
- The Boise State University campus food provider (Aramark) will carry the alcohol license and insurance and will provide TIPS trained personnel to monitor the sale and consumption of all alcohol to those of legal drinking age only.
- Boise State will abide by all terms and conditions of the Board's existing alcohol policy.
- The official food sponsor will be required to insure and indemnify the State of Idaho, the State Board of Education, and Boise State University for a minimum of $2,000,000, and to make sure the proper permits and licenses are obtained.
- No alcohol making or distributing companies may be allowed to sponsor the activities.
- Each suite in the SSC shall have a sign displayed prominently with the following statement:

Laminated info sheet included in all suites placed on refrigerator.

Boise State University has received permission from the State Board of Education to serve alcohol in the Stueckle Sky Center. To continue to provide this service, we will need your help and cooperation.

- Please drink responsibly.
- The university will enforce a zero tolerance policy on alcohol abuse and underage drinking that could result in removal from the Sky Center and revocation of game tickets.
- Underage drinking is against the law and is not allowed anywhere in the Stueckle Sky Center.
- Please keep all items away from open windows. Items dropped or thrown from the suites could seriously injure fans seated below.
- Ticket must be displayed on a lanyard at all times. If you do not have a lanyard, let an usher know so one can be provided.
- Service of alcoholic beverages will cease at the completion of the third quarter.
- Alcoholic beverages are not allowed in the elevators.
- Patrons are not allowed to enter or exit the Stueckle Sky Center with any food or beverage.

"It is a privilege for us to serve alcohol in the Stueckle Sky Center"

Have a great Game Day, GO BRONCOS!

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IDAHO STATE UNIVERSITY

SUBJECT

Request for Pre-Game Alcohol Service Waiver

REFERENCE

June 2007-2012	Board approved a request to establish secure areas for pre-game activities that serve alcohol for the 2007 football season.
June 2013	Board approved a request to establish secure areas for pre-game activities that serve alcohol for the 2013 football season.
June 2014	Board approved a request to establish secure areas for pre-game activities that serve alcohol for the 2014 football season.
June 2015	Board approved a request to establish secure areas for pre-game activities that serve alcohol for the 2015 football season

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section I.J.

BACKGROUND / DISCUSSION

Board policy does not allow service of alcohol on campus in conjunction with athletic events without Board approval. The Board has granted approval for the institutions' service of alcohol on campus provided that an acceptable and manageable plan has been submitted (Boise State and University of Idaho for the 2004 - 2015 football seasons) and it meets all of the conditions set forth in Board policy Section I.J. During the 2007 through 2015 football seasons, Idaho State University (ISU) followed models established by the university of Idaho and Boise State University for staging similar events.

In accordance with approval granted by the State Board for the 2015 football season, ISU reports that the program in place appeared to work well and that there were no reports of violations of the policy or Board approved conditions or incidents of underage drinking. ISU is continuing to work with campus public safety, the Pocatello City Police and other officials to provide a controlled area for service of alcohol prior to home football games.

ISU requests Board approval to establish a secure area on the east side of Holt Arena, prior to each home football game, for the purpose of allowing corporate partners, the Bengal Foundation, Bengal football alumni team members, and invited guests the opportunity to gather with their clients, friends, and guests for the 2016 home football games. In this secure area, ISU Athletics Department will allow patrons to purchase food and beverages (non- alcoholic and alcoholic).

The alcoholic beverages will be sold and served by a licensed provider and the university's official food service provider. ISU will provide control measures and follow all requirements of Board policy regarding alcohol service. The university will conduct the pre-game activities under the following conditions:

1. A secured area surrounded by a fence to control access to and from the area.
2. Three-hour duration, ending at kick-off.
3. Alcohol making or distributing companies will not be allowed to sponsor the activities or tents.
4. A color-coded wrist band or pass admission system will identify attendees and invited guests. No one under legal drinking age will be admitted.
5. All corporate partners involved in the pre-game location will be sent a letter outlining pre-game location and the SBOE alcohol policy. The letter will state the minimum drinking age in Idaho is 21 and that at no time should they allow underage drinking and/or serving of alcohol to visibly intoxicated persons.
6. One entry/exit point, which will be manned by security personnel.
7. Security personnel located throughout the controlled area will be monitoring the alcohol wristband policy and patron behavior.
8. Security personnel will not allow patrons to exit the area with alcoholic beverages.
9. Tent sponsors will be required to insure and indemnify the State of Idaho, the State Board of Education and Idaho State University for a minimum of $2,000,000 and to make sure that the proper permits and licenses are obtained.
10. The area is for sponsors to entertain clients/guests for the Fall 2016 home football games, including sales and service of alcohol.
11. A review of the 2016 events will be brought back after the conclusion of the season before consideration will be given to any future requests for similar activities on home football game days.

IMPACT

If the Board does not approve the alcohol waiver request, ISU will not be able to include the sale of alcohol on campus at home football games during the 2016 season.

ATTACHMENTS

Attachment 1 – Aerial View of Designated Area – Holt Arena Page 5
Attachment 2 – Detail of Booth and Service Areas – West Side of Holt Arena Page 7

STAFF COMMENTS AND RECOMMENDATIONS

Board policy I.J., as amended in April 2011, allows for the sale or consumption of alcoholic beverages on campus grounds in conjunction with NCAA football games with prior Board approval. All requests must comply with the minimum criteria established in Board policy. The Board may require further restriction if desired. Each institution is required to submit a report after the conclusion of the football season before consideration is given for approval of future requests. This agenda item serves as ISU's report regarding service during the 2015 football season.

Idaho State University's request is for one secure area on the east side of Hold arena.

BOARD ACTION

I move to approve the request by Idaho State University to establish secure areas as specified in Attachment 1 and 2 for the purpose of allowing alcohol service during pre-game activities under the conditions outlined in Board policy I.J. subsection 2.c. for the 2016 football season.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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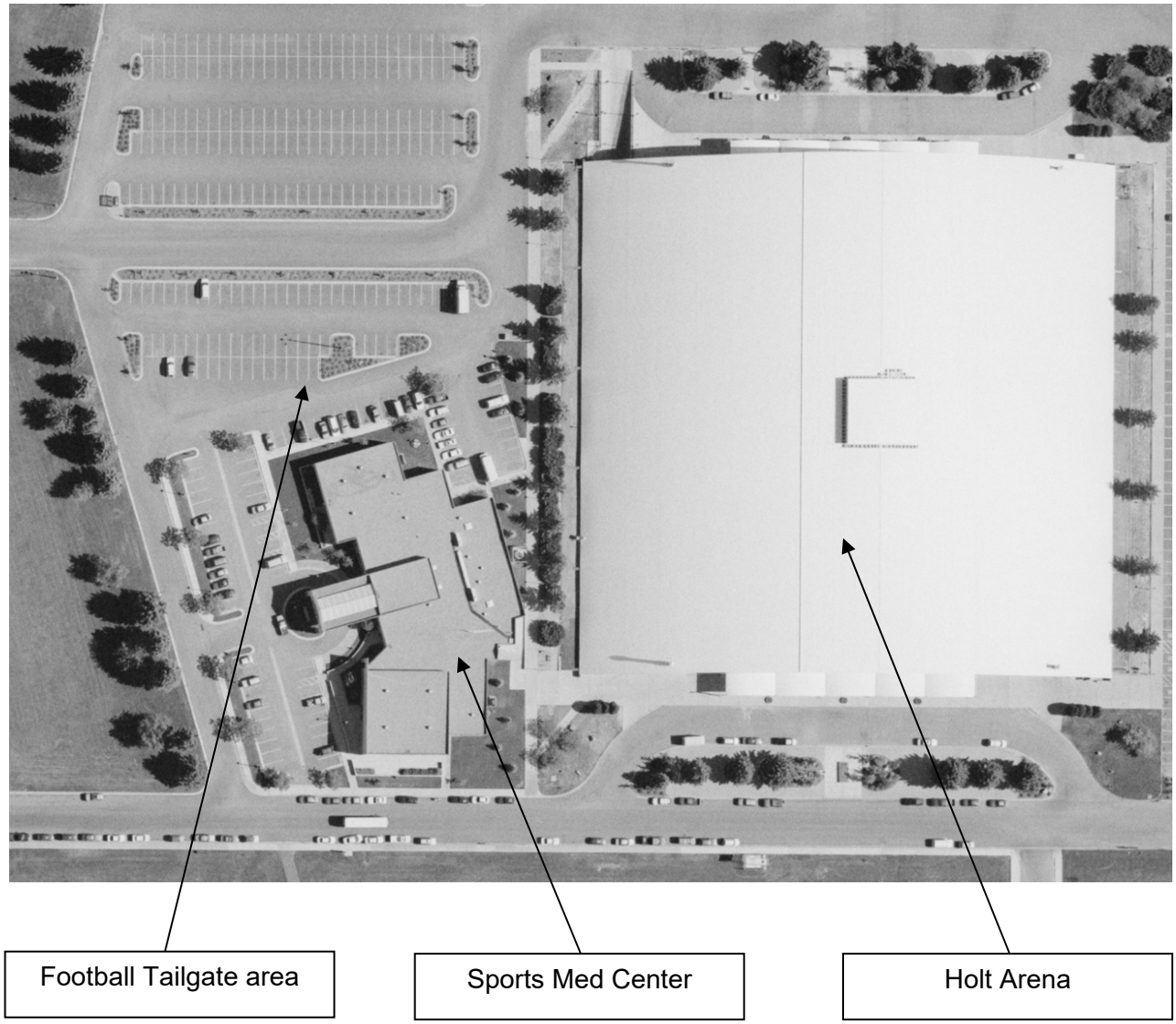
Aerial View of Holt Arena and Sports Med Center



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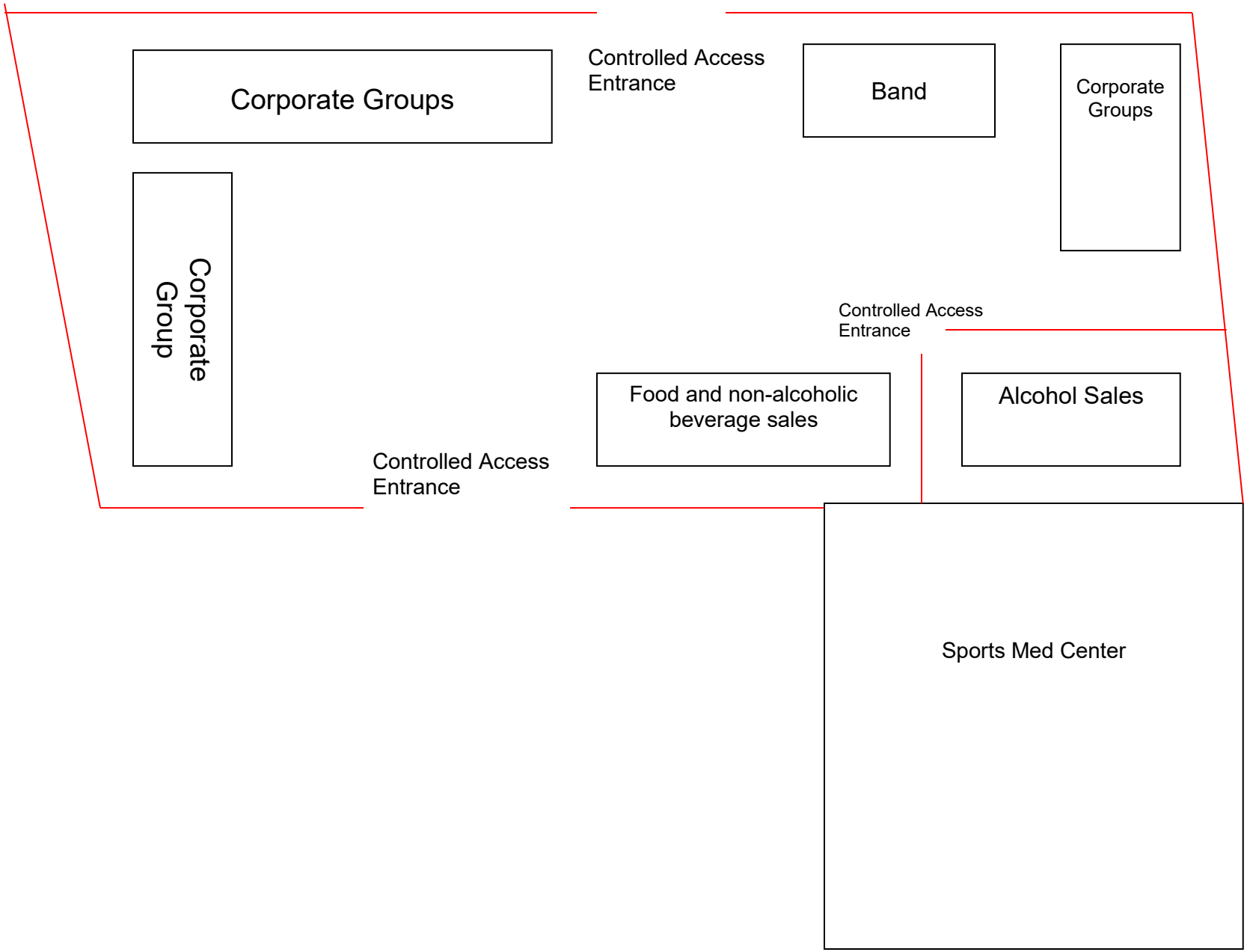
Idaho State University
Football Pre-Game Tailgate



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UNIVERSITY OF IDAHO

SUBJECT

The University of Idaho (UI) requests Board approval to establish secure areas for the purpose of allowing pre-game activities that include the service of alcohol for the 2016 football season.

REFERENCE

2004-2014	Each year the Board approved the request by UI to establish secure areas for pre-game activities that serve alcohol for the football season. There were no serious issues or concerns related to the service of alcohol at pre-game events in that time-frame.
June 18, 2015	Board approved the request by UI to establish secure areas for pre-game activities that serve alcohol for 2015 football season.
September 3, 2015	Board approved the additional request by UI to serve alcohol during football games.
October 21, 2015	Board voted to extend the approval of expanded alcohol service during home football games for the 2015-16 season. No serious issues or concerns related to service of alcohol at pre-game activities were experienced in the 2015 football season.

APPLICABLE STATUTE, RULE, OR POLICY

SBOE Policy I.J – Use of Institutional Facilities and Services With Regard to the Private Sector

BACKGROUND/DISCUSSION

The current Board policy provides that Idaho institutions must seek prior Board approval for the sale or consumption of alcoholic beverages in conjunction with NCAA football games. The University of Idaho (UI) has consistently made and had such requests approved by the Board and has a history of having no serious issues or concerns related to service of alcohol at pre-game activities.

The UI seeks approval from the Board to continue its prior practice whereby in a secure area, patrons may purchase food and beverages (non alcoholic and alcoholic) from Sodexo, the university's official food service provider, as part of home football pre-game activities. The university will follow all requirements of Board policy regarding alcohol service, and will conduct the pre-game events under the conditions set out in Board policy I.J.2.

With respect to admission, including admission of persons under the legal drinking age, (per Board Policy I.J.2.c.iii.(1)) the university seeks approval to allow responsible adults who hold a valid game day ticket to enter a pre-game

event and to bring minor children and guests for whom the adults will be responsible. As per Board policy I.J.2.c.iii.(1) a color-coded wrist band system will serve to identify all authorized attendees and guests, with a separate wrist band clearly identifying those of drinking age. Underage children will not be allowed to consume or possess alcoholic beverages. This system has been in place for prior university pre-game events and it has promoted a family atmosphere at these events. There have not been any alcohol incidents arising from the presence of minors at these events.

The UI creates a restaurant-type atmosphere within the secure areas. Feedback on the events has been very positive, and fans appreciate the opportunity to participate in pre-game events. These types of functions are beneficial to the university and are strategic friend- and fund-raising opportunities. In managing its pre-game functions, the UI seeks to provide a family oriented, safe, fun, and exciting atmosphere that promotes attendance and enhances the game experience.

The Student Activities Field, north end, will be the location for the secure area where food and beverage service (including alcoholic beverages) will take place. There will be space within the secure area on the east side of the ASUI-Kibbie Dome for the President's Circle Pre-Game Function and for corporate tents, including the university's athletic marketing agent (Learfield). These functions provide an opportunity for corporate sponsors to reward employees and say "thank you" to valued customers by hosting private functions. The south end of the Student Activities Field will be available for the University to host visiting team institutions pursuant to all applicable Board and Institution policies. Service of alcohol at the President's Pre-game Function and the Corporate Events will be through tents creating a controlled area for monitoring attendance and consumption, with service limited to the tents and no alcohol allowed to leave the tents. This layout allows the institution to control all events permitted for pre-game service of alcohol.

There have been no serious incidences regarding the pre-game service of alcohol through the 2015 football season and the 2016 spring practice football game where service has been approved.

IMPACT

Approval will allow the University of Idaho to continue the new practice of serving alcohol in a secure area prior to home football games to individuals holder a game ticket. If approved this area would also be open to minor children.

ATTACHMENTS

Attachment 1 – Maps and Drawings of Service Areas Page 5

STAFF COMMENTS AND RECOMMENDATIONS

At the September 3, 2015 Board meeting the Board approved an expanded request for the University of Idaho to provide alcohol service in conjunction with football pre-game activities and waived a portion of Board policy I.J. to allow for the expanded alcohol service on a one-year pilot basis with additional caveats. Additional caveats included a restriction on underage children entering the alcohol service area. The set-up that UI has described is a "family friendly" setting and indicates the intent is to have a restaurant style environment where underage children are present. Given the restriction included during the September 2015 discussion, if the Board wishes to include the same caveats they will need to include them in the motion for approval. The additional language specified that "students and minors would not be allowed in the alcohol services areas."

To accommodate this request the Board will need to waive two sections of the current Board policy. The written invitation restriction as well as minor children being present.

BOARD ACTION

I move to waive Board policy Section I.J.2.c.i. and I.J.2.c.iii. for the purpose of allowing alcohol service at the University of Idaho for the 2016-2017 home football season.

Moved by _____ Seconded by _____ Carried Yes ____ No ___

AND

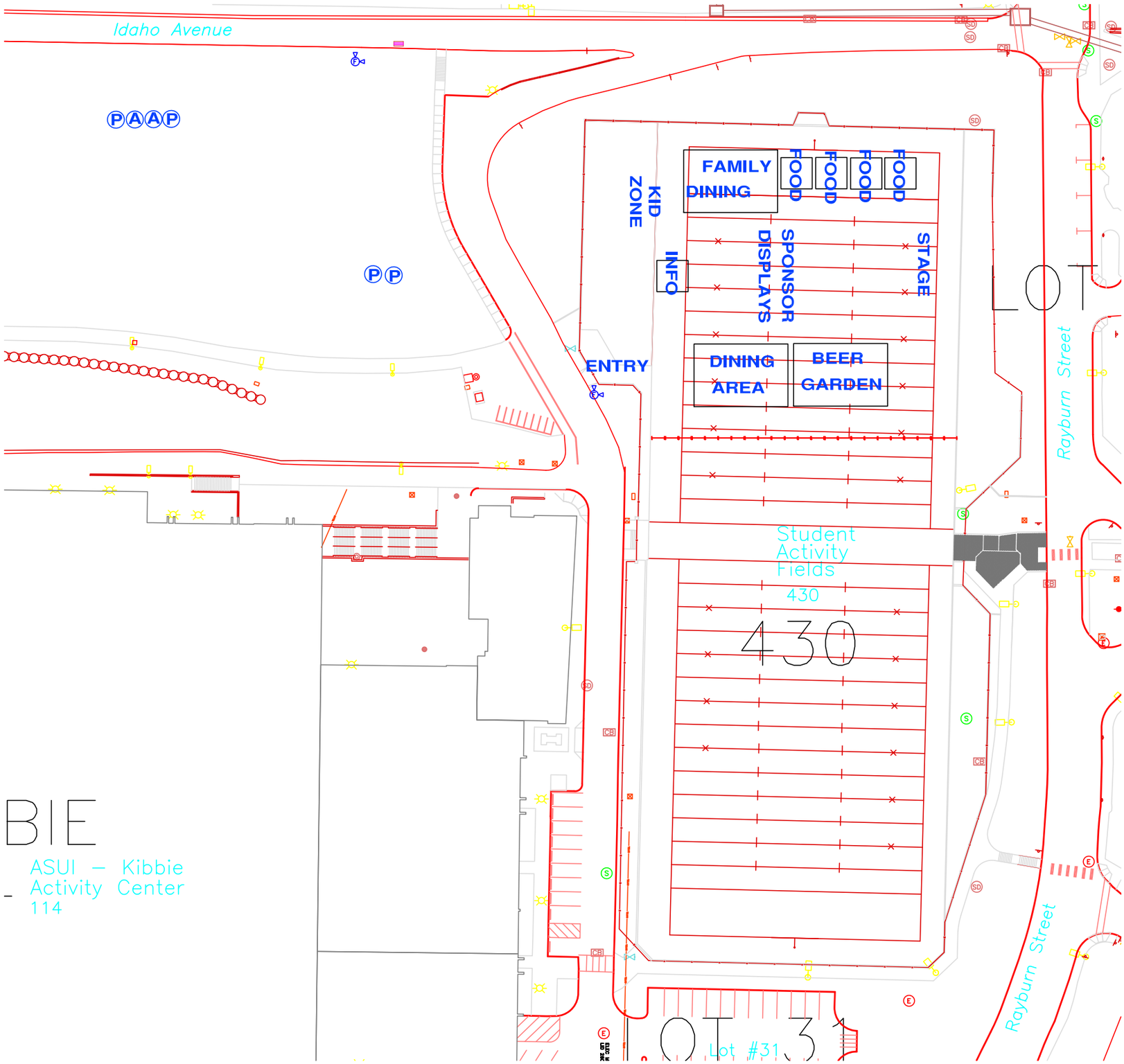
I move to approve the request by the University of Idaho to establish a secure area under the conditions set forth in this request and in compliance with the provisions set forth in Board policy I.J.2. for the purpose of allowing alcohol service during the 2016 football season and the spring 2017 football scrimmage, with a post-season report brought back to the Board.

Moved by _____ Seconded by _____ Carried Yes ____ No ___

OR

I move to reject the request for a waiver of Board policy Section I.J.2.c.i. and approve the request by the University of Idaho to establish a secure area under the conditions set forth in this request contingent on attendees receiving a written invitation (a game ticket does not constitute a written invitation), now under the legal drinking age is admitted into the alcohol service and consumption area of the event, and in full compliance with all provisions set forth in Board policy Section I.J. for the purpose of allowing alcohol service for the 2016 football season, the 2017 spring game, post-season bowl game, and if applicable, the conference championship game, with a post-season report brought back to the Board.

Moved by _____ Seconded by _____ Carried Yes ____ No ___


Idaho Avenue
PAAP
PP
FAMILY DINING
FOOD
FOOD
FOOD
FOOD
KID ZONE
INFO
SPONSOR DISPLAYS
STAGE
ENTRY
DINING AREA
BEER GARDEN
LOT
Rayburn Street
Student Activity Fields
430
430
BIE
ASUI – Kibbie Activity Center
114
Lot #31
Rayburn Street

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UNIVERSITY OF IDAHO

SUBJECT

Request for Approval of Sale of Alcohol - Litehouse Center/Bud and June Ford Club Room (Center).

REFERENCE

2004-2012	Each year the Board approved the request by UI to establish secure areas for pre-game activities that serve alcohol for the football season. There have been no serious issues or concerns related to the service of alcohol at pre-game events during these years.
June 18, 2014	Board approved the request by UI to authorize alcohol service during the 2013 football season and during the spring 2014 football scrimmage, in the Litehouse Center/Bud and June Ford Club Room under the conditions outlined in Board Policy I.J. subsection 2.c. There were no serious issues or concerns related to service of alcohol at pre-game activities in the 2012 and 2013 football seasons and the 2014 spring scrimmage game.
September 3, 2015	Board approved the additional request by UI to serve alcohol during football games.
October 21, 2015	Board voted to extend the approval of expanded alcohol service during home football games for the 2015-16 season. No serious issues or concerns related to service of alcohol at pre-game activities were experienced in the 2015 football season.

APPLICABLE STATUTE, RULE, OR POLICY

SBOE Policy I.J – Use of Institutional Facilities and Services With Regard to the Private Sector

BACKGROUND/DISCUSSION

The current Board policy provides that Idaho institutions may seek approval for the sale or consumption of alcoholic beverages in conjunction with NCAA football games.

The University of Idaho (UI) seeks permission to allow ticketed and authorized patrons in the Center to purchase food and beverages (non alcoholic and alcoholic) from Sodexo, the university's official food service provider, before and during home football games in the 2016 football season as well as for the 2017 Spring Football Scrimmage Game for the Litehouse Center/Bud and June Ford Club Room (Center) in the ASUI-Kibbie Activity Center (ASUI-Kibbie Dome).

The university will follow all requirements of Board policy I.J.2.c regarding alcohol service in conjunction with home football games.

The Center is an enclosed secured area within the ASUI-Kibbie Activity Center which is separate from general ticketed seating areas and which will only be available to patrons with tickets to the Center. There is no access from the general seating area into the Center and only patrons who hold tickets to seats within the Center will be allowed into the Center during games. All entry points to Center suites and the Center clubroom area (identified in the attached drawings) will be staffed with trained security personnel. In addition, security personnel will be located within the Center to monitor activities within the suites and clubroom.

The university's food service provider (Sodexo) will provide the alcohol license and will provide TIPS trained personnel to conduct the sale of all alcoholic beverages in conjunction with Sodexo's provision of food and non-alcoholic beverages. The university and Center patrons will abide by all terms and conditions of the Board policy and any other conditions place by the Board. Violation of Board policy of additional conditions by Center patrons will result in action by the university up through removal from the Center and forfeiture of Center game tickets.

Service of alcohol within the Center is an extension of the university's pre-game and game-day activities surrounding home football games. Again there have been no serious incidences regarding the pre-game service of alcohol through the 2015 seasons and 2017 spring scrimmage game where service has been approved. The UI continues to strive for a restaurant-type atmosphere within the secure areas. Feedback on the events has been very positive. These types of functions are beneficial to the university and are strategic friend- and fund-raising opportunities.

IMPACT

Approval will allow the University of Idaho to continue the practice of serving alcohol in restricted areas during home football games.

ATTACHMENTS

Attachment 1 – Maps and Drawings of the Center Page 5

STAFF COMMENTS AND RECOMMENDATIONS

Board policy I.J., as amended in April 2011, allows for the sale or consumption of alcoholic beverages on campus grounds in conjunction with NCAA football games with prior Board approval. All requests must comply with the minimum criteria established in Board policy. The Board may require further restrictions if desired. Each institution is required to submit a report after the conclusion of the football season before consideration is given for approval of future requests. This agenda item serves as the University of Idaho's report regarding service at the Center during the 2016 home football season.

BOARD ACTION

I move to approve the request by the University of Idaho to allow alcohol service during the 2016 football season and during the spring 2017 football scrimmage, in the Litehouse Center/Bud and June Ford Club Room located in the ASUI-Kibbie Activity Center under the conditions outlined in Board Policy I.J. subsection 2.

Moved by _____ Seconded by _____ Carried Yes ____ No ___

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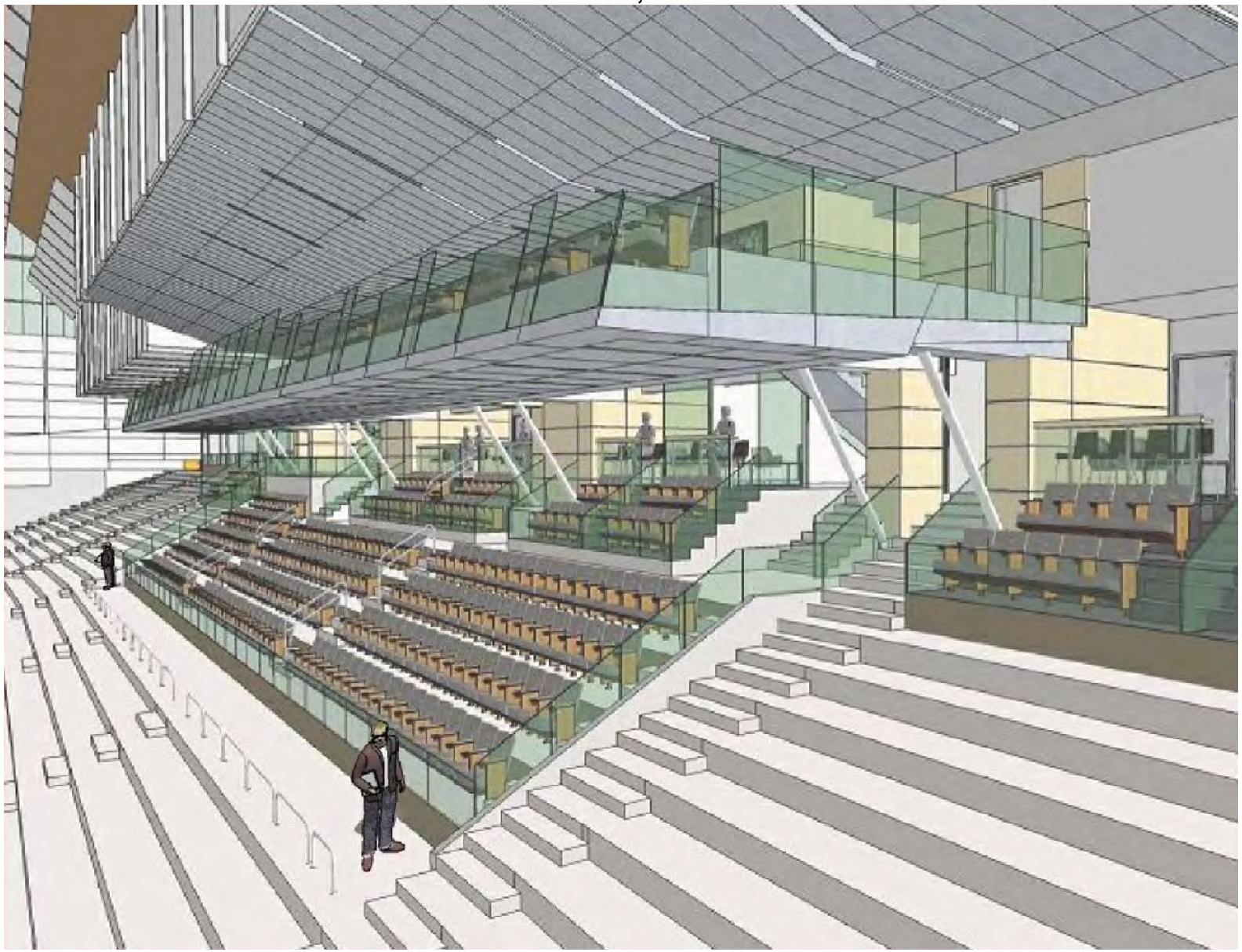
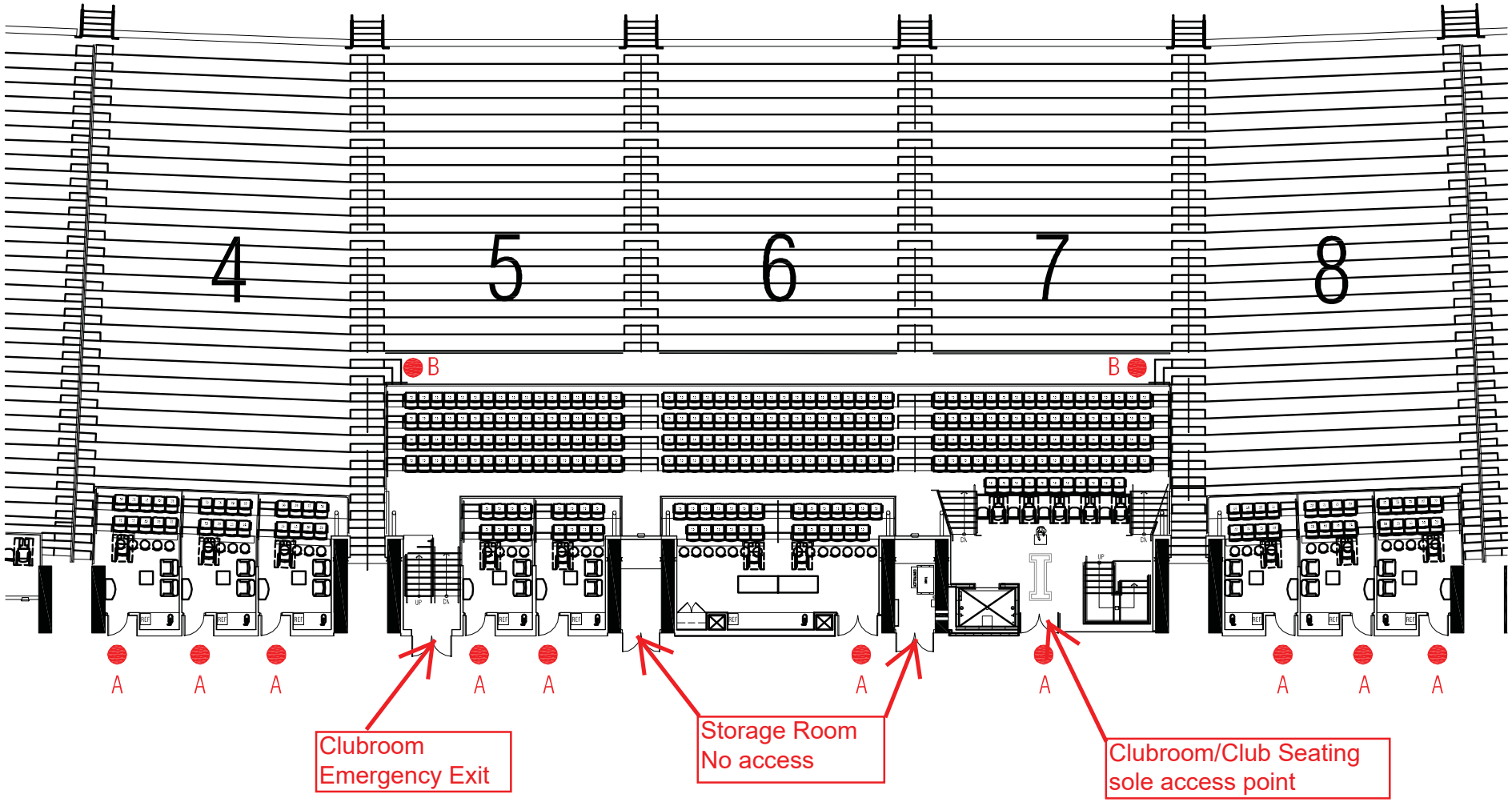


PERSPECTIVE

CLUB ROOM, CLUB SEATING, LOGE SEATING, AND MINI SUITES

ASUI KIBBIE ACTIVITY CENTER
UNIVERSITY OF IDAHO

A = Security Personnel at individual suite access points and clubroom entry
B = Security Personnel - monitors in loge seating area

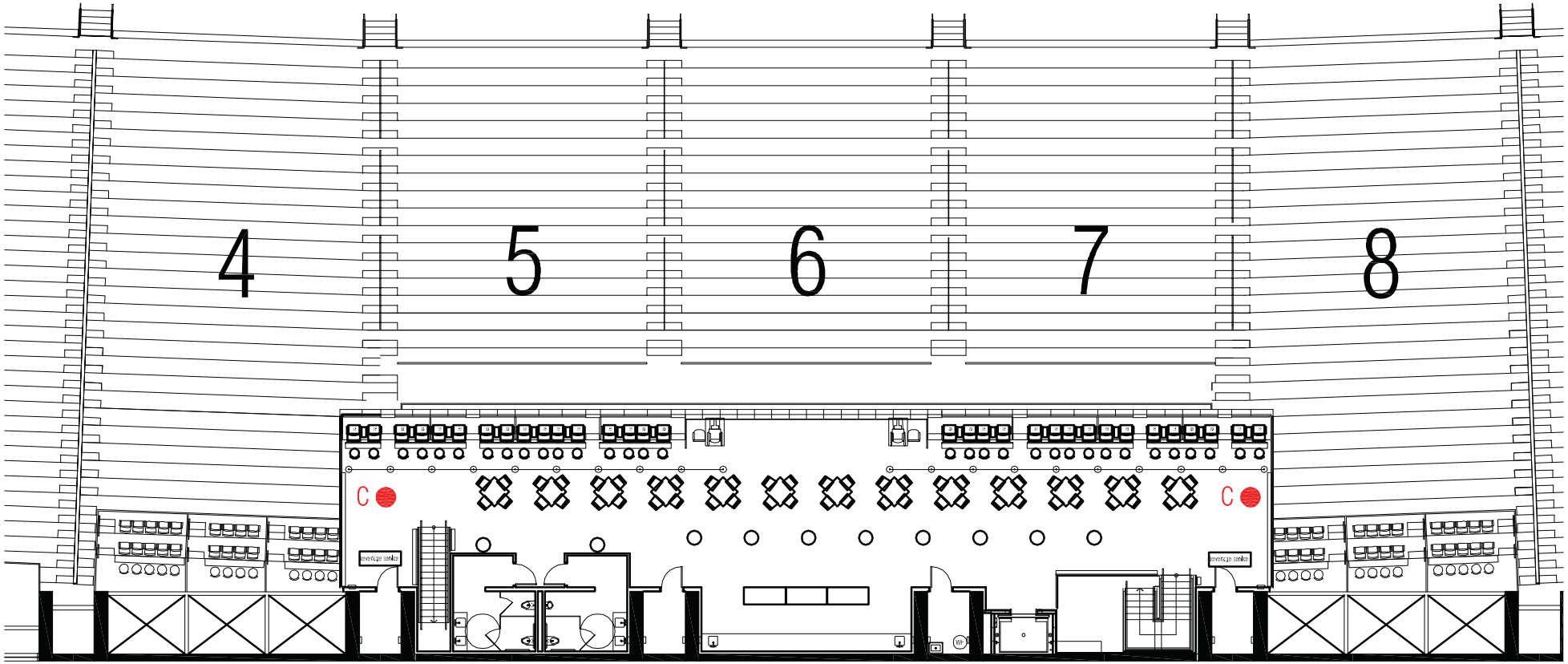


CROWD MANAGEMENT/SECURITY PERSONNEL (TYP. @ EACH RED DOT)

CLUB SEATING, SUITES, AND CONCOURSE LEVEL

ASUI KIBBIE ACTIVITY CENTER
UNIVERSITY OF IDAHO

C = Security Personnel - Clubroom monitors



CROWD MANAGEMENT/SECURITY PERSONNEL (TYP. @ EACH RED DOT)

CLUB ROM LEVEL

ASUI KIBBIE ACTIVITY CENTER
UNIVERSITY OF IDAHO

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COMMUNITY COLLEGES

SUBJECT

Community College Trustee Zones

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-2104A and 2106, Idaho Code

BACKGROUND/DISCUSSION

During the 2016 Legislative Session House Bill 512 created a new section of Idaho Code, Section 33-2104A, Idaho Code, setting out the provisions for each community college district to have five trustee zones. Each trustee position on the community college board is designated to a zone. Trustees must reside within the trustee zone they are designated in, however, all eligible electors residing within the community college district may vote for candidates in each and every zone. The purpose of the legislation was to ensure representation is distributed evenly throughout a community college district.

Section 33-2104A, Idaho Code requires the trustee zones be established by the state Board of Education in a similar manner to the requirement for the Board to set school district trustee zones. This included a requirement that the Board of Trustees of each community college district formed prior to the effective date of the legislation submit a proposal for consideration and approval for establishing the five trustee zones.

The statutory requirements for these proposals include:

- The zones must be as nearly equal in population as practicable,
- If the community college district is situated within two or more counties, and any one of the counties has sufficient population to warrant at least one zone, then the boundaries of a trustee zone shall be located wholly within the boundaries of such county.
- The proposals to define or redefine the boundaries must include:
  - a legal description of each proposed trustee zone;
  - a map of the district showing how each proposed trustee zone would appear; and
  - the approximate population each zone would have

Legislative intent for House Bill 512, specifies that the same process for zoning and rezoning currently prescribed for school districts should be used by the State Board of Education. In addition to the zoning and rezoning for expansion provisions language is included that parallels the school district zoning requirements, requiring that each district submit a proposal for rezoning to the State Board of Education following the decennial census.

IMPACT

Approval of the trustee zones would bring the community college districts into compliance with the provisions of Section 33-2014A, Idaho Code.

ATTACHMENTS

Attachment 1 – College of Southern Idaho Trustee Zone Proposal Page 5
Attachment 2 – North Idaho College Trustee Zone Proposal Page 15
Attachment 3 – College of Western Idaho Trustee Zone Proposal Page 31

STAFF COMMENTS AND RECOMMENDATIONS

In addition to being in alignment with the Board's constitutional and statutory authority over Idaho public education system, an unbiased approval of the trustee zone boundaries removes any question regarding conflicts of interest when initial zone or rezoning must occur.

Board staff and legal counsel met with the presidents of the College of Southern Idaho and North Idaho College in March of this year to discuss the process and agree to a timeline for submittal of the proposals and requirements for the proposals. Using the requirements specified in the new section of code the community colleges were to submit proposals that contained:

- A map of the proposed zones
- Legal description of the proposed zones
- Population number for the proposed zones

In alignment with the school district zoning requirements and population variance standard set by the Board, it was agreed that the legal description would be certified by an individual qualified to write property legal descriptions, that the populations would have a less than five percent variance, and where practicable existing boundary lines, such as census blocks, city boundaries, county boundaries, roads, geographical boundaries or other types of boundaries would be used.

The submitted proposals meet all of the statutory and formatting requirements.

BOARD ACTION

I move to approve the community college district trustee zones legal description submitted by the College of Southern Idaho as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the community college district trustee zones legal description submitted by the North Idaho College as submitted in Attachment 2.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the community college district trustee zones legal description submitted by the College of Western Idaho as submitted in Attachment 3.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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Geographic Perimeter Description
For
College of Southern Idaho Trustee Zone

Seat 1

Commencing at the intersection of Addison Avenue (3900 North Road) and Blue Lakes Boulevard (3000 East Road) of the City of Twin Falls of Twin Falls County, Idaho; and being the REAL POINT OF BEGINNING.

Thence South along Blue Lakes Boulevard, becoming 3000 East Road to the intersection of 2475 North Road.

Thence East along 2475 North Road to the intersection of Cottonwood Road.

Thence Southeast along Cottonwood road to the intersection of the Sawtooth National Forest boundary being the line between Township 12 South, Range 17 East and Township 13 South, Range 17 East.

Thence East along the Sawtooth National Forest boundary being the line between Township 12 south, Range 17 East and Township 13 South, Range 17 East to the Northeast corner of Township 13 South, Range 17 East.

Thence South along the boundary line between Township 13 South, Range 17 East and Township 13 South, Range 18 East to the Southwest corner of Township 13 South Range 18 East.

Thence East along the boundary line between Township 13 South Range 18 East, and Township 14 South Range 18 East to the Twin Falls/Cassia County line.

Thence North along the Twin Falls/Cassia County line.

Thence West along the Twin Falls/Cassia County line.

Thence North along the Twin Falls/Cassia County line to the intersection of 3900 East Road and 800 South Road.

Thence East along the Twin Falls/Cassia county line (800 South Road) to the intersection of 1400 West Road.

Thence North along the Twin Falls/Cassia County line to the intersection of 3500 North and 5000 East Road.

Thence East along the Twin Falls/Cassia County line (200 South Road).

Thence North along the Twin Falls/Cassia County line.

Thence Northeasterly along the Twin Falls/Cassia County line.

Thence North along the Twin Falls/Cassia County line to the intersection of the Jerome County line in the Snake River.

Thence Westerly along the Twin Falls/Jerome County line in the Snake River to the confluence of Perrine Coulee No.2 of the Twin Falls Canal Company below Pillar Falls.

Thence Southerly along the center of Perrine Coulee No.2 to the intersection of Pole Line Road East at the bridge on the East side of the Pillar Falls access trail.

Thence Easterly along Pole Line Road East to the Twin Falls City boundary.

Thence Northeasterly along the Twin Falls City boundary to the rim of the Snake River Canyon.

Thence Easterly along the Twin Falls City boundary being the Canyon Rim to the Northwest corner of the city of Twin Falls ownership property described in Deed Instrument #2012-004438 of Twin Falls County records.

Thence Southerly along said Twin Falls city ownership boundary known as the Evil Knievel parcel to the Northwest corner of Lot 1 Block 2 "Shoshone Heights PUD Subdivision No.1".

Thence Southerly along the Westerly boundary of said Lot 1 to the Southwest corner of said Lot 1.

Thence Easterly along the Southerly boundary of said Lot 1 extended to Hankins road (3200 East road).

Thence South along Hankins Road (3200 East Road) to the intersection of Addison Avenue East.

Thence West along Addison Avenue East to the REAL POINT OF BEGINNING.

REGISTERED LAND SURVEYOR 1000 STATE OF IDAHO ROGER A. KRUGER 4-25-16

Seat 1
Page 2 of 2

Geographic Perimeter Description
For
College of Southern Idaho Trustee Zone

Seat 2

Commencing at the intersection of Balanced Rock Road (3700 North Road) and the Twin Falls/Owyhee county line and being the REAL POINT OF BEGINNING.

Thence Easterly along Balanced Rock Road (3700 North Road) to the intersection of 600 East Road.

Thence North along 600 East Road to the intersection of Deep Creek road (3800 North Road).

Thence East along Deep Creek Road (3800 North Road) to the intersection of 1100 East Road.

Thence North along 1100 East Road to the intersection of 3900 North Road.

Thence East along 3900 North Road to the intersection of 1700 East Road.

Thence North along 1700 East road to the intersection of 3900 North Road adjoining the North side of the Lowline Canal.

Thence Southeasterly along 3900 North Road on the North side of the canal to the intersection of the section line on 3900 North Road.

The East along 3900 North Road to the intersection of US Highway 30.

Thence East along US Highway 30 becoming Addison Avenue West to the intersection of Washington Street in the City of Twin Falls.

Thence North along Washington Street to the intersection of Heyburn Avenue.

Thence East along Heyburn Avenue to the intersection of Blue Lakes Boulevard North.

Thence South along Blue Lakes Boulevard becoming 3000 East Road to the intersection of 2475 North Road.

Thence East along 2475 North Road to the intersection of Cottonwood Road.

Thence Southeast along the Cottonwood Road to the intersection of the Sawtooth National Forest boundary being the line between Township 12 South, Range 17 East and Township 13 South, Range 17 East.

Thence East along the Sawtooth National Forest boundary being the line between Township 12 South, Range 17 East and Township 13 South, Range 17 East to the Northeast corner of Township 13 South, Range 17 East.

Thence South along the boundary line between Township 13 South Range 17 East, and Township 13 South Range 18 East to Southwest corner of Township 13 South Range 18 East.

Thence East along the boundary line between Township 13 South Range 18 East, and Township 14 South Range 18 East to the Twin Falls/Cassia County line.

Thence South along the Twin Falls/Cassia County line to the intersection of the Nevada border.

Thence West along the Idaho/Nevada border to the Twin Falls/Owyhee County line.

Thence North along the Twin Falls/Owyhee County line to the REAL POINT OF BEGINNING.

REGISTERED LAND SURVEYOR
1000
4-25-16
STATE OF IDAHO
ROGER A. KRUGER

Seat 2
Page 2 of 2

Geographic Perimeter Description
For
College of Southern Idaho Trustee Zone

Seat 3

Commencing at the intersection of Interstate 84 and the Jerome/Gooding County line and being the REAL POINT OF BEGINNING.

Thence North along the Jerome/Gooding County line to the Northwest corner of Jerome County.

Thence East along the Jerome/Gooding County line to the intersection of the Lincoln County line.

Thence East along the Jerome/Lincoln County line.

Thence South along the Jerome/Lincoln County line.

Thence East along the Jerome/Lincoln County line.

Thence South along the Jerome/Lincoln County line.

Thence East along the Jerome/Lincoln County line.

Thence South along the Jerome/Lincoln County line.

Thence East along the Jerome/Lincoln County line to the Northeast corner of Jerome County.

Thence South along the Jerome/Minidoka County line to the Southeast corner of Jerome County in the Snake River.

Thence Westerly along the Jerome County line along the Snake River to the "Scott's Barrow Bridge" on the Snake River above Auger Falls.

Thence Northerly meandering along the Auger Falls road which becomes Yingst Road.

Thence Northerly along Yingst Road to the intersection of Golf Course Road.

Thence North along Golf Course Road to the intersection of Interstate 84.

Thence Northwesterly along Interstate 84 to the REAL POINT OF BEGINNING.

REGISTERED LAND SURVEYOR 1000 4-25-16 STATE OF IDAHO ROGER A. DINGER

Page 1 of 1

Geographic Perimeter Description
For
College of Southern Idaho Trustee Zone

Seat 4

Commencing at the intersection of Blue Lakes Boulevard (US Highway 93) and the Snake River on the Twin Falls/Jerome County line below the Perrine Bridge.

Thence Easterly along the Snake River on the Twin Falls/Jerome County line to the confluence of Perrine Coulee No.2 of the Twin Falls Canal Company below Pillar Falls.

Thence Southerly along the center of the Perrine Coulee No.2 to the intersection of Pole Line Road East at the bridge on the East side of the Pillar Falls access trail.

Thence Easterly along Pole Line Road East to the Twin Falls City boundary.

Thence Northeasterly along the Twin Falls City boundary to the rim of the Snake River Canyon.

Thence Easterly along the Twin Falls City boundary being the canyon rim to the Northwest corner of the City of Twin Falls ownership property described in Deed Instrument #2012-004438 of Twin Falls County records.

Thence Southerly along said Twin Falls City ownership boundary known as the Evil Knievel parcel to the Northwest corner of Lot 1 Block 2 "Shoshone Heights PUD Subdivision No.1".

Thence Southerly along the Westerly boundary of said lot 1 to the Southwest corner of said Lot 1.

Thence Easterly along the Southerly boundary of said Lot 1 extended to Hankins road (3200 East Road).

Thence South along Hankins road (3200 East Road) to the intersection of Addison Avenue East.

Thence West along Addison Avenue East to the intersection of Blue Lakes Boulevard North.

Thence North along Blue Lakes Boulevard North to the intersection of Heyburn Avenue.

Thence West along Heyburn Avenue to the intersection of Washington Street North.

Thence North along Washington Street North to the intersection of Falls Avenue West

Thence West along Falls Avenue West to the intersection of 2700 East Road.

Thence North along 2700 East Road to the intersection of Pole Line Road (US Highway 93 Alternate).

Thence West along the Pole Line road (US Highway 93 Alternate) to the intersection of Rock Creek.

Thence meandering Northerly along Rock Creek to the confluence of the Snake River and the intersection of the Jerome County line.

Thence meandering Easterly along the Snake River being the Jerome/Twin Falls County line to the REAL POINT OF BEIGINNING.

Seat 4
Page 2 of 2

Geographic Perimeter Description
For
College of Southern Idaho Trustee Zone

Seat 5

Commencing at the intersection of Interstate 84 and the Jerome/Gooding County line and being the REAL POINT OF BEGINNING.

Thence South along the Jerome/Gooding County line to the intersection of the Snake River.

Thence meandering Northwesterly along the Snake River being the Twin Falls/Gooding County line to the intersection of the Elmore County line.

Thence South along the Twin Falls/Elmore County line to the intersection of the Owyhee County line.

Thence South along the Twin Falls/Owyhee County line to the intersection of the Balanced rock Road (3700 North Road).

Thence Easterly along Balanced Rock Road (3700 North Road) to the intersection of 600 East Road.

Thence North along 600 East Road to the intersection of Deep Creek Road (3800 North Road).

Thence East along Deep Creek Road (3800 North Road) to the intersection of 1100 East Road.

Thence North along 1100 East Road to the intersection of 3900 North Road.

Thence East along 3900 North Road to the intersection of 1700 East Road.

Thence North along 1700 East Road to the intersection of 3900 North Road adjoining the North side of the Lowline Canal.

Thence Southeasterly along 3900 North Road on the North side of the canal to the intersection of the section line on 3900 North Road.

Thence East along 3900 North Road to the intersection of US Highway 30.

Thence East along US Highway 30 becoming Addison Avenue West to the intersection of Washington Street in the City of Twin Falls.

Thence North along Washington Street to the intersection of Falls Avenue West.

Thence West along Falls Avenue West to the intersection of 2700 East Road.

Thence North along 2700 East Road to the intersection of Pole Line Road (US Highway 93 Alternate).

Thence West along Pole Line Road (US Highway 93 Alternate) to the intersection of Rock Creek.

Thence meandering Northerly along Rock Creek to the confluence of the Snake River being the intersection of the Jerome/Twin Falls County line.

Thence meandering Easterly along the Snake River being the Jerome/Twin Falls County line to the "Scott's Barrow Bridge" on the Snake River above Auger Falls.

Thence Northerly meandering along the Auger Falls Road which becomes Yingst Road.

Thence Northerly along Yingst Road to the intersection of Golf Course Road.

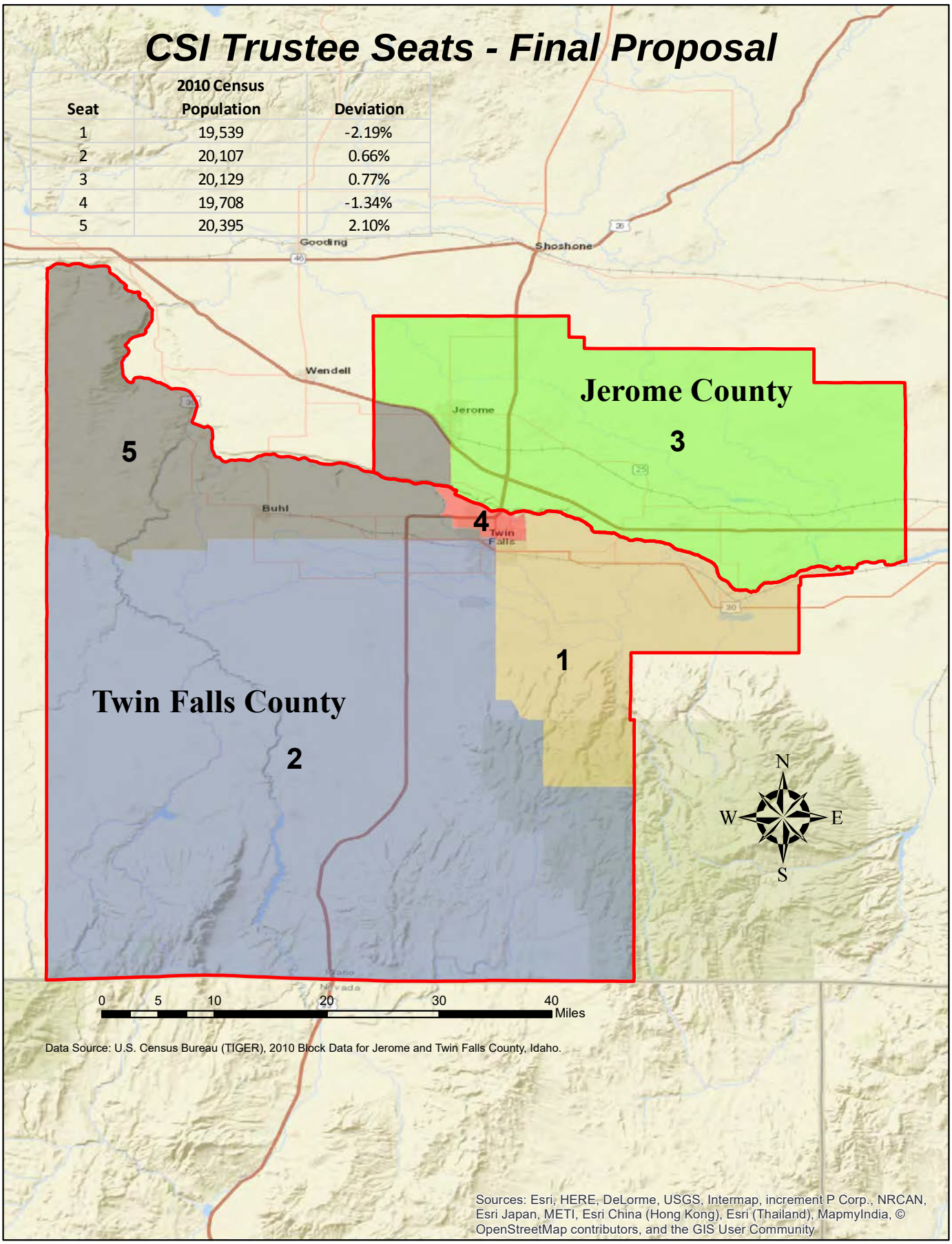
Thence North along Golf Course Road to the intersection of Interstate 84.

Thence Northwesterly along Interstate 84 to the REAL POINT OF BEGINNING.

REGISTERED LAND SURVEYOR
1000
STATE OF IDAHO
ROGER A. KRUGER
4-25-16

CSI Trustee Seats - Final Proposal

Seat	2010 Census Population	Deviation
1	19,539	-2.19%
2	20,107	0.66%
3	20,129	0.77%
4	19,708	-1.34%
5	20,395	2.10%



J-U-B ENGINEERS, INC.

J-U-B COMPANIES THE LANGDON GROUP GATEWAY MAPPING INC.

EXHIBIT ___
LEGAL DESCRIPTION

NORTH IDAHO COLLEGE
TRUSTEE ZONE D1

May 13, 2016

(See Notes at the end of this Legal Description)

That portion of Kootenai County, Idaho described as follows:

BEGINNING at the southwest corner of Kootenai County, being the southwest corner of Section 36, Township 47 North, Range 6 West, Boise Meridian, Kootenai County, Idaho; thence north, along the west boundary of Kootenai County and also along the Idaho-Washington State Line, 120,700 feet, more or less, to the southerly shoreline of the Spokane River;

thence easterly, along said southerly shoreline 23,235 feet, more or less, to the west line of Section 4, Township 50 North, Range 5 West, B.M.;

thence continuing along said southerly shoreline 6,960 feet, more or less, to a point perpendicular to (when measured at right angles) the western-most end of Island No. 1, as said Island is identified on the plat of the Confirmed Claim of Frederick Post on file with the BLM (said island is the southerly large island near the Post Falls Dam);

thence northeasterly 325 feet, more or less, to said western-most point;

thence southeasterly, along the northerly shoreline of said island, 2,820 feet, more or less, to the eastern-most point of said island;

thence south 550 feet, more or less, to the southerly shoreline of the Spokane River;

thence easterly, along said shoreline 32,535 feet, more or less, to a point perpendicular to (when measured at right angles) to the western-most end of Harbor Island;

thence northeasterly 55 feet, more or less, to said western-most point;

thence northeasterly along the northerly shoreline of said Harbor Island, 3,655 feet, more or less, eastern-most point of said island;

thence south 120 feet, more or less, to said southerly shoreline of the Spokane River;

thence easterly, along said shoreline 15,185 feet, more or less, to a point on said southerly shoreline which intersects the southwesterly extension of the east line of Government Lot 2, Section 10, Township 50 North, Range 4 West, B.M.;

thence north, across the Spokane River, along said southwesterly extension, 585 feet, more or less, to the southeast corner of said Government Lot 2;

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thence north, along the east line of said Government Lot 2, 1,600 feet, more or less, to the northeast corner of said Government Lot 2;

thence continuing north, along the east line of the Southeast 1/4 of the Southwest 1/4 of Section 3, Township 50 North, Range 4 West, B.M., 330 feet, more or less, to Interstate 90;

thence westerly, along said Interstate 90, 8,300 feet, more or less, to North Huetter Road;

thence northerly, along said North Huetter Road, 190 feet, more or less, to the south line of the Northwest 1/4 of Section 4, Township 50 North, Range 4 West, B.M.;

thence east, along the south line of said Northwest 1/4, 2,640 feet, more or less, to the southeast corner of said Northwest 1/4;

thence north, along the east line of said Northwest 1/4, 2,700 feet, more or less, to the northeast corner thereof;

thence continuing north, along the north-south center of Section line of Section 33, Township 51 North, Range 4 West, 5,300 feet, more or less, to the north line of said Section 33;

thence east, along the north line of the Northeast 1/4 of said Section 33, 2,635 feet, more or less, to Atlas Road;

thence north, along said Atlas Road, 5,330 feet more or less, to West Prairie Avenue;

thence east, along said West Prairie Avenue, 9,200 feet, more or less, to U.S. Highway 95;

thence southerly, along said U.S. Highway 95, 16,650 feet, more or less, to Interstate 90;

thence southeasterly, along said Interstate 90, 4,030 feet, more or less, to North 7th Street;

thence south, along said North 7th Street, 1,120 feet, more or less, to East Locust Avenue;

thence westerly, along said East Locust Avenue, 185 feet, more or less, to North 7th Street;

thence south, along said North 7th Street, 2,625 feet, more or less, to East Harrison Avenue;

thence west, along said East Harrison Avenue, 1,055 feet, more or less, to North 4th Street;

thence south, along said North 4th Street, 4,960 feet, more or less, to East Front Avenue;

thence west, along said East Front Avenue, 360 feet, more or less, to South 3rd Street;

thence south, along the southerly extension of said South 3rd Street, 455 feet, more or less, to the shoreline of Lake Coeur d'Alene;

thence westerly, along said shoreline of Lake Coeur d'Alene, 6,150 feet, more or less, to the east shoreline of the Spokane River;

thence westerly, across the Spokane River, 760 feet, more or less, to the intersection of the west shoreline of the Spokane River and the shoreline of Lake Coeur d'Alene;

thence along the westerly shoreline of said Lake Coeur d'Alene 305,220 feet, more or less, to the south boundary of Kootenai County, being the south line of Section 30, Township 47 North, Range 3 West, B.M.;

thence west along the south boundary of Kootenai County, also being the south line of said Section 30, 2,000 feet, more or less, to the southwest corner of said Section 30 and a point of the east line of Section 25, Township 47 North, Range 4 West, B.M.;

thence south, along said east line of Section 25, 1,880 feet, more or less, to the southeast corner thereof;

thence west, along the south line of said Section 25 and the south line of Section 26 of Township 47 North, Range 4 West, B.M., 10,515 feet, more or less, to the southwest corner of said Section 26;

thence south along the east line of Section 34, Township 47 North, Range 4 West, B.M., 5,205 feet to the southeast corner thereof;

thence west, along the south line of Township 47 North, Range 4 West, 21,100 feet, more or less, to the southwest corner thereof;

thence continuing west, along the south line of Township 47 North, Range 5 West, 31,500 feet, more or less, to the southwest corner thereof;

thence continuing west, along the south line of Section 36, Township 47 North, Range 6 West, 4,100 feet, more or less, to the southwest corner thereof, and the POINT OF BEGINNING.

NOTES:

1. This legal description was prepared for the sole purpose of describing an area to be included within a voting district. It is not intended to be used for any type of property conveyance. The dimensions, directions, etc. were derived from a GIS source, and are approximate in nature. They are provided for convenience and clarity only. The calls to features, political boundaries and the Public Land Survey System are paramount. No surveying was performed for the preparation of this document.
2. Calls to Roads, Creeks, Highways, Streets, Railroads, etc. shall run to and along the centerline of the feature, unless specified otherwise in the legal description.
3. Calls to the 'shoreline' are intended to run to along the 'Ordinary High Water Line' of the referenced body of water, unless specified otherwise.
4. The zone boundaries follow U.S. Census Bureau Census Block boundaries except where minor deviation is necessary in the rare occasions where the Census Blocks do not follow established features suitable for use in a legal description. In such cases, it has been verified that the residence count does not deviate from what is calculated and reported. The residence counts for each zone are tallied from the data for the Census Blocks as provided by the U.S. 2010 Decennial Census and updated via the published U.S. Census Bureau's American Community Survey (ACS) 2010–2014 ACS 5-year Estimate. Since each county residence address can be identified by the unique Census Block it is within, each residence can be uniquely assigned to a trustee zone as described.

Jeremy Russell

Digitally Signed:
May 13, 2016

PROFESSIONAL LAND SURVEYOR
LICENSED
13419
STATE OF IDAHO
JEREMY J. RUSSELL

J-U-B ENGINEERS, INC.

J-U-B COMPANIES THE LANGDON GROUP GATEWAY MAPPING INC.

EXHIBIT ___
LEGAL DESCRIPTION

NORTH IDAHO COLLEGE
TRUSTEE ZONE D2

May 13, 2016

(See Notes at the end of this Legal Description)

That portion of Kootenai County, Idaho described as follows:

BEGINNING at the southeast corner of Kootenai County, being the southeast corner of Section 16, Township 47 North, Range 1 East, B.M., Kootenai County, Idaho; thence west, along the south boundary of Kootenai County and the south boundary of Township 47 North, Range 1 East, B.M., 16,000 feet, more or less, to the southwest corner of Section 18, Township 47 North, Range 1 East, B.M., said point being on the east line of Section 13, Township 47 North, Range 1 West, B.M.;

thence south, along the east line of said Section 13, 200 feet, more or less, to the southeast corner thereof;

thence west, along the south line of Sections 13, 14, 15, 16, 17 and 18 of Township 47 North, Range 1 West, B.M., 32,000 feet, more or less, to the southwest corner of said Section 18;

thence north, along the west line of said Section 18, 435 feet, more or less, to the southeast corner of Section 13, Township 47 North, Range 2 West, B.M.;

thence west, along the south line of Sections 13, 14 and 15 of Township 47 North, Range 2 West, B.M., 15,750 feet, more or less, to the southwest corner of said Section 15;

thence south, along the east line of Section 21, Township 47 North, Range 2 West, B.M., 5,250 feet, more or less, to the southeast corner thereof;

thence west, along the south line of Sections 21 and 20, Township 47 North, Range 2 West, B.M., 10,590 feet, more or less, to the southwest corner of said Section 20;

thence south, along the east line of Sections 30 and 31, Township 47 North, Range 2 West, B.M., 10,435 feet, more or less, to the southeast corner of Said Section 31;

thence west, along the south line of said Section 31, 5,280 feet, more or less, to the southwest corner thereof;

thence west, along the south line of Sections 36, 35, 34 and 33 of Township 47 North, Range 3 West, B.M., 20,170 feet, more or less, to the easterly shoreline of Lake Coeur d'Alene;

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thence northwesterly, along said easterly shoreline, 1,075 feet, more or less, to the west line of said Section 33 of Township 47 North, Range 3 West, B.M.;

thence north, along the west line of said Section 33, 4,675 feet, more or less, to the northwest corner thereof;

thence west, along the south line of Section 29, 865 feet, more or less, to the easterly shoreline of Lake Coeur d'Alene;

thence northerly, along said easterly shoreline 315,980 feet, more or less, to the point of intersection with said shoreline and the southerly extension of South 3rd Street in Coeur d'Alene, Idaho;

thence north, along said southerly extension of South 3rd Street, 455 feet, more or less, to Front Avenue in Coeur d'Alene;

thence east, along said Front Avenue, 360 feet, more or less, to South 4th Street;

thence north, along said 4th Street, 4960 feet, more or less, to Harrison Avenue;

thence east, along said Harrison Avenue, 1,055 feet, more or less, to North 7th Street;

thence north, along said North 7th Street, 2,625 feet, more or less, to East Locust Avenue;

thence east, along said Locust Avenue, 185 feet, more or less, to North 7th Street;

thence north, along said North 7th Street, 2,655 feet, more or less, to East Best Avenue;

thence east, along said East Best Avenue, 120 feet, more or less, to North 7th Street;

thence north on said North 7th Street, 1,330 feet, more or less, to East Crawford Avenue;

thence east on said East Crawford Avenue, 670 feet, more or less, to North Honeysuckle Drive;

thence northwesterly, along said North Honeysuckle Drive, 3,025 feet, more or less, to East Day Road;

thence east, along said East Day Road, 915 feet, more or less, to the terminus of said East Day Road;

thence continuing east, along the extension of said East Day Road, 230 feet, more or less, to the west boundary of the plat of Highwood Park 1st Addition, according to the plat thereof recorded in Book E at Page 168, Records of Kootenai County, Idaho;

thence south, along said plat boundary, 170 feet, more or less, to the southwest corner of Lot 1, Block 9 of said plat;

thence continuing south, 155 feet, more or less, to the southeast corner of Tract 11, Block 2 of Gardendale Acre Tracts, according to the plat thereof recorded in Book B at Page 145, Records of Kootenai County, Idaho;

thence east, 10 feet, more or less, to the northwest corner of Lot 22, Block 1 of the plat of North Pines, according to the plat thereof recorded in Book I at Page 145, Records of Kootenai County, Idaho;

thence continuing east, 1,320 feet, more or less, to the intersection of 15th Street and East Thomas Lane in Coeur d'Alene, Idaho;

thence continuing east, along said East Thomas Lane, 4,605 feet, more or less, to North Maple Leaf Road;

thence south, along said North Maple Leaf Road, 1,320 feet, more or less, to East Nettleton Gulch Road;

thence northeasterly, along said East Nettleton Gulch Road, 18,680 feet, more or less, to the east line of Section 32, Township 51 North, Range 3 West, B.M.;

thence north, along said east line of Section 32, 300 feet, more or less, to the northeast corner thereof;

thence continuing north, along the east line of Section 29, Township 51 North, Range 3 West, B.M., 5,280 feet, more or less, to the northeast corner thereof;

thence east, along the north line of Section 28, Township 51 North, Range 3 West, B.M., 2,745 feet, more or less, to Windy Creek;

thence northeasterly, along said Windy Creek, 970 feet, more or less, to the southerly shoreline of Hayden Lake;

thence easterly and northerly, along the easterly shoreline of said Hayden Lake, 87,920 feet, more or less, to Hayden Creek;

thence westerly and southerly, continuing along the shoreline of said Hayden Lake, 10,300 feet, more or less, to the north line of Lot 28 of Hayden Lake Park, according to the plat thereof recorded in Book C at Page 95, Records of Kootenai County, Idaho;

thence west 665 feet, more or less, to the east line of Section 33, Township 52 North, Range 3 West, B.M.;

thence south, along said east line of Section 33, 1,450 feet, more or less, to the southeast corner thereof;

thence west, along the south line of said Section 33, 1,305 feet, more or less, to East Hayden Lake Road;

thence south, along said East Hayden Lake Road, 5,230 feet, more or less, to East Lancaster Road;

thence west, along said East Lancaster Road, 20,200 feet, more or less, to North Government Way;

thence north, along said North Government Way, 5,360 feet, more or less, to West Boekel Road;

thence west, along said West Boekel Road, 435 feet, more or less, to U.S. Highway 95;

thence northerly, along said U.S. Highway 95, 42,830 feet, more or less, to East Brunner Road;

thence west, along said Brunner Road, 8,505 feet, more or less, to North Clagstone Road;

thence north, along said North Clagstone Road, 10,615 feet, more or less, to East Remington Road;

thence west, along said East Remington Road, 16,010 feet, more or less, to North Ramsey Road;

thence north, along said North Ramsey Road, 5,310 feet, more or less, to State Highway 54;

thence west, along said State Highway 54, 4,000 feet, more or less, to North Priest River Drive;

thence northwesterly along said North Priest River Drive, 12,360 feet, more or less, to the north line of Section 4 of Township 53 North, Range 4 West, B.M.;

thence east along the north line of said Section 4 of Township 53 North, Range 4 West, B.M., 4,970 feet, more or less, to the northeast corner thereof;

thence east, along the north line of Township 53 North, Range 4 West, B.M., 16,210 feet, more or less, to the northeast corner of Section 1 of said Township 53 North, Range 4 West, B.M.;

thence continuing east, along the north line of Township 53 North, Range 3 West, B.M., 31,920 feet, more or less, to the northeast corner thereof;

thence north, along the west line of Section 31, Township 54 North, Range 2 West B.M., 5,235 feet, more or less, to the northwest corner thereof;

thence east, along the north line of Sections 31, 32, 33, 34, 35 and 36 of Township 54 North, Range 2 West, B.M., 31,540 feet, more or less, to the northeast corner of said Section 36;

thence south, along the east line of said Section 36, 2,280 feet, more or less, to the westerly shoreline of Lake Pend Oreille;

thence westerly and southerly, along said shoreline, 63,380 feet, more or less, to the west line of Section 7, Township 53 North, Range 1 West, B.M.;

thence south along the west line of said Section 7 and Sections 18, 19, 30 and 31 of said Township 53 North, Range 1 West, B.M., 21,350 feet, more or less, to the southwest corner of said Section 31;

thence east, along the south line of said Township 53 North, Range 1 West, B.M., 26,770 feet, to the southeast corner thereof;

thence continuing east, along the south line of Township 53 North, Range 1 East, B.M., 16,400 feet, to the Southeast corner of Section 33 of said Township;

thence continuing east, along the south line of said Township 53 North, Range 1 East, B.M. 510 feet, more or less to the northeast corner of Section 4, Township 52 North, Range 1 East, B.M.;

thence south along the east boundary of Kootenai County, 173,775 feet, more or less, to the POINT OF BEGINNING.

NOTES:

1. This legal description was prepared for the sole purpose of describing an area to be included within a voting district. It is not intended to be used for any type of property conveyance. The dimensions, directions, etc. were derived from a GIS source, and are approximate in nature. They are provided for convenience and clarity only. The calls to features, political boundaries and the Public Land Survey System are paramount. No surveying was performed for the preparation of this document.

2. Calls to Roads, Creeks, Highways, Streets, Railroads, etc. shall run to and along the centerline of the feature, unless specified otherwise in the legal description.
3. Calls to the 'shoreline' are intended to run to along the 'Ordinary High Water Line' of the referenced body of water, unless specified otherwise.
4. The zone boundaries follow U.S. Census Bureau Census Block boundaries except where minor deviation is necessary in the rare occasions where the Census Blocks do not follow established features suitable for use in a legal description. In such cases, it has been verified that the residence count does not deviate from what is calculated and reported. The residence counts for each zone are tallied from the data for the Census Blocks as provided by the U.S. 2010 Decennial Census and updated via the published U.S. Census Bureau's American Community Survey (ACS) 2010–2014 ACS 5-year Estimate. Since each county residence address can be identified by the unique Census Block it is within, each residence can be uniquely assigned to a trustee zone as described.

Jeremy Russell

Digitally Signed:
May 13, 2016

PROFESSIONAL LAND SURVEYOR
LICENSED
13419
STATE OF IDAHO
GEREMY J. RUSSELL

J-U-B ENGINEERS, INC.

J-U-B COMPANIES THE LANGDON GROUP GATEWAY MAPPING INC.

EXHIBIT ___
LEGAL DESCRIPTION

NORTH IDAHO COLLEGE
TRUSTEE ZONE D3

May 13, 2016

(See Notes at the end of this Legal Description)

That portion of Kootenai County, Idaho described as follows:

BEGINNING at the intersection of the northerly shoreline of the Spokane River, and the west boundary of Kootenai County;

thence easterly, along said northerly shoreline 27,355 feet, more or less, to a point perpendicular to (when measured at right angles) the western-most end of Island No. 2, as said Island is identified on the plat of the Confirmed Claim of Frederick Post on file with the BLM (said island is the northerly large island near the Post Falls Dam);

thence southeasterly 230 feet, more or less, to said western-most point;

thence southeasterly, along the southerly shoreline of said island, 4,300 feet, more or less, to the eastern-most point of said island;

thence east, 460 feet, more or less, to the northerly shoreline of the Spokane River;

thence easterly, along said shoreline, 40,780 feet, more or less, to a point on said northerly shoreline which intersects the east line of Government Lot 2, Section 10, Township 50 North, Range 4 West, B.M.;

thence north, along the east line of said Government Lot 2, 1,600 feet, more or less, to the northeast corner of said Government Lot 2;

thence continuing north, along the east line of the Southeast 1/4 of the Southwest 1/4 of Section 3, Township 50 North, Range 4 West, B.M., 330 feet, more or less, to Interstate 90;

thence westerly, along said Interstate 90, 8,300 feet, more or less, to North Huetter Road;

thence northerly, along said North Huetter Road, 190 feet, more or less, to the south line of the Northwest 1/4 of Section 4, Township 50 North, Range 4 West, B.M.;

thence east, along the south line of said Northwest 1/4, 2,640 feet, more or less, to the southeast corner of said Northwest 1/4;

thence north, along the east line of said Northwest 1/4, 2,700 feet, more or less, to the northeast corner thereof;

thence continuing north, along the north-south center of Section line of Section 33, Township 51 North, Range 4 West, 5,300 feet, more or less, to the north line of said Section 33;

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thence west, along the north line of the Northwest 1/4 of said Section 33, 2,600 feet, more or less, to the intersection of North Huetter Road and East Poleline Avenue;

thence west, along said East Poleline Avenue, 23,850 feet, more or less, to North Spokane Street;

thence north, along said North Spokane Street, 2,650 feet, more or less, to West Grange Avenue;

thence west, along said West Grange Avenue, 2,640 feet, more or less, to North Chase Road;

thence south, along said North Chase Road, 2,640 feet, more or less, to West Poleline Avenue;

thence west, along said West Poleline Avenue, 5,750 feet, more or less, to North McGuire Road;

thence south, along said North McGuire Road, 1,255 feet, more or less, to the Union Pacific Railroad tracks;

thence southwesterly, along said Union Pacific Railroad tracks, 16,950 feet, more or less, to the west boundary of Kootenai County, also being the Idaho-Washington State line;

thence south, along said west boundary of Kootenai County, 3,260 feet, more or less, to the POINT OF BEGINNING.

NOTES:

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2. Calls to Roads, Creeks, Highways, Streets, Railroads, etc. shall run to and along the centerline of the feature, unless specified otherwise in the legal description.
3. Calls to the 'shoreline' are intended to run to along the 'Ordinary High Water Line' of the referenced body of water, unless specified otherwise.
4. The zone boundaries follow U.S. Census Bureau Census Block boundaries except where minor deviation is necessary in the rare occasions where the Census Blocks do not follow established features suitable for use in a legal description. In such cases, it has been verified that the residence count does not deviate from what is calculated and reported. The residence counts for each zone are tallied from the data for the Census Blocks as provided by the U.S. 2010 Decennial Census and updated via the published U.S. Census Bureau's American Community Survey (ACS) 2010–2014 ACS 5-year Estimate. Since each county residence address can be identified by the unique Census Block it is within, each residence can be uniquely assigned to a trustee zone as described.

Jeremy Russell

Digitally Signed:
May 13, 2016

PROFESSIONAL LAND SURVEYOR
LICENSED
13419
STATE OF IDAHO
JEREMY J. RUSSELL

J-U-B ENGINEERS, INC.

J-U-B COMPANIES THE LANGDON GROUP GATEWAY MAPPING INC.

EXHIBIT ___
LEGAL DESCRIPTION

NORTH IDAHO COLLEGE
TRUSTEE ZONE D4

May 13, 2016

(See Notes at the end of this Legal Description)

That portion of Kootenai County, Idaho described as follows:

BEGINNING at the intersection of West Prairie Avenue and North Atlas Road, said point being the southeast corner of Section 21, Township 51 North, Range 4 West, B.M.; thence east, along said West Prairie Avenue, 9,200 feet, more or less, to U.S. Highway 95;

thence southerly, along said U.S. Highway 95, 16,650 feet, more or less, to Interstate 90;

thence southeasterly, along said Interstate 90, 4,030 feet, more or less, to North 7th Street;

thence north, along said North 7th Street, 1,530 feet, more or less, to East Best Avenue;

thence east, along said East Best Avenue, 120 feet, more or less, to North 7th Street;

thence north on said North 7th Street, 1,330 feet, more or less, to East Crawford Avenue;

thence east on said East Crawford Avenue, 670 feet, more or less, to North Honeysuckle Drive;

thence northwesterly, along said North Honeysuckle Drive, 3,025 feet, more or less, to East Day Road;

thence east, along said East Day Road, 915 feet, more or less, to the terminus of said East Day Road;

thence continuing east, along the extension of said East Day Road, 230, more or less, to the west boundary of the plat of Highwood Park 1st Addition, according to the plat thereof recorded in Book E at Page 168, Records of Kootenai County, Idaho;

thence south, along said plat boundary, 170 feet, more or less, to the southwest corner of Lot 1, Block 9 of said plat;

thence continuing south, 155 feet, more or less, to the southeast corner of Tract 11, Block 2 of Gardendale Acre Tracts, according to the plat thereof recorded in Book B at Page 145, Records of Kootenai County, Idaho;

thence east, 10 feet, more or less, to the northwest corner of Lot 22, Block 1 of the plat of North Pines, according to the plat thereof recorded in Book I at Page 145, Records of Kootenai County, Idaho;

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thence continuing east, 1,320 feet, more or less, to the intersection of 15th Street and East Thomas Lane in Coeur d'Alene, Idaho;

thence continuing east, along said East Thomas Lane, 4,605 feet, more or less, to North Maple Leaf Road;

thence south, along said North Maple Leaf Road, 1,320 feet, more or less, to East Nettleton Gulch Road;

thence northeasterly, along said East Nettleton Gulch Road, 18,680 feet, more or less, to the east line of Section 32, Township 51 North, Range 3 West, B.M.;

thence north, along said east line of Section 32, 300 feet, more or less, to the northeast corner thereof;

thence continuing north, along the east line of Section 29, Township 51 North, Range 3 West, B.M., 5,280 feet, more or less, to the northeast corner thereof;

thence east, along the north line of Section 28, Township 51 North, Range 3 West, B.M., 2,745 feet, more or less, to Windy Creek;

thence northeasterly, along said Windy Creek, 970 feet, more or less, to the southerly shoreline of Hayden Lake;

thence westerly and northerly, along the westerly shoreline of said Hayden Lake, 61,775 feet, more or less, to the north line of Lot 28 of Hayden Lake Park, according to the plat thereof recorded in Book C at Page 95, Records of Kootenai County, Idaho;

thence west 665 feet, more or less, to the east line of Section 33, Township 52 North, Range 3 West, B.M.;

thence south, along said east line of Section 33, 1,450 feet, more or less, to the southeast corner thereof;

thence west, along the south line of said Section 33, 1,305 feet, more or less, to East Hayden Lake Road;

thence south, along said East Hayden Lake Road, 5,230 feet, more or less, to East Lancaster Road;

thence west, along said East Lancaster Road, 20,200 feet, more or less, to North Government Way;

thence north, along said North Government Way, 5,360 feet, more or less, to West Boekel Road;

thence west, along said West Boekel Road, 435 feet, more or less, to U.S. Highway 95;

thence northerly, along said U.S. Highway 95, 11,350 feet, more or less, to East Garwood Road;

thence west, along said East Garwood Road, 300 feet, more or less, to Old Highway 95;

thence southwesterly, along said Old Highway 95, 4,640 feet, more or less, to State Highway 53;

thence westerly, along said State Highway 53, 5,000 feet, more or less, to Ramsey Road;

thence south, along said Ramsey Road, 3,915 feet, more or less, to the Union Pacific Railroad tracks;

thence southwesterly, along said Union Pacific Railroad tracks, 12,850 feet, more or less, to North Huetter Road;

thence south, along said North Huetter Road, 15,200 feet, more or less, to West Prairie Avenue;

thence east, along said West Prairie Avenue, 5,270 feet, more or less, to Atlas Road, said point being the POINT OF BEGINNING.

NOTES:

1. This legal description was prepared for the sole purpose of describing an area to be included within a voting district. It is not intended to be used for any type of property conveyance. The dimensions, directions, etc. were derived from a GIS source, and are approximate in nature. They are provided for convenience and clarity only. The calls to features, political boundaries and the Public Land Survey System are paramount. No surveying was performed for the preparation of this document.
2. Calls to Roads, Creeks, Highways, Streets, Railroads, etc. shall run to and along the centerline of the feature, unless specified otherwise in the legal description.
3. Calls to the 'shoreline' are intended to run to along the 'Ordinary High Water Line' of the referenced body of water, unless specified otherwise.
4. The zone boundaries follow U.S. Census Bureau Census Block boundaries except where minor deviation is necessary in the rare occasions where the Census Blocks do not follow established features suitable for use in a legal description. In such cases, it has been verified that the residence count does not deviate from what is calculated and reported. The residence counts for each zone are tallied from the data for the Census Blocks as provided by the U.S. 2010 Decennial Census and updated via the published U.S. Census Bureau's American Community Survey (ACS) 2010–2014 ACS 5-year Estimate. Since each county residence address can be identified by the unique Census Block it is within, each residence can be uniquely assigned to a trustee zone as described.

Jeremy Russell

Digitally Signed:
May 13, 2016

PROFESSIONAL LAND SURVEYOR
LICENSED
13419
STATE OF IDAHO
JEREMY J. RUSSELL

J-U-B ENGINEERS, INC.

J-U-B COMPANIES THE LANGDON GROUP GATEWAY MAPPING INC.

EXHIBIT ___
LEGAL DESCRIPTION

NORTH IDAHO COLLEGE
TRUSTEE ZONE D5

May 13, 2016

(See Notes at the end of this Legal Description)

That portion of Kootenai County, Idaho described as follows:

BEGINNING at the northwest corner of Kootenai County, being the northwest corner of Section 1, Township 53 North, Range 6 West, B.M., Kootenai County, Idaho; thence east along the north boundary of Kootenai County, 47,000 feet, to the northeast corner of Section 5, Township 53 North, Range 4 West, B.M.;

thence continuing east along the north line of Section 4 of said Township 53 North, Range 4 West, B.M., 390 feet, more or less, to North Priest River Drive;

thence southeasterly along said North Priest River Drive, 12,360 feet, more or less, to State Highway 54;

thence easterly, along said State Highway 54, 4,000 feet, more or less, to North Ramsey Road;

thence south, along said North Ramsey Road, 5,310 feet, more or less, to West Remington Road;

thence east, along said West Remington Road, 16,010 feet, more or less, to North Clagstone Road;

thence south, along said North Clagstone Road, 10,615 feet, more or less, to East Brunner Road;

thence east, along said East Brunner Road, 8,505 feet, more or less, to U.S. Highway 95;

thence southwesterly, along said U.S. Highway 95, 31,490 feet, more or less, to East Garwood Road;

thence west, along said East Garwood Road, 300 feet, more or less, to Old Highway 95;

thence southwesterly, along said Old Highway 95, 4,640 feet, more or less, to State Highway 53;

thence westerly, along said State Highway 53, 5,000 feet, more or less, to Ramsey Road;

thence south, along said Ramsey Road, 3,915 feet, more or less, to the Union Pacific Railroad tracks;

thence southwesterly, along said Union Pacific Railroad tracks, 12,850 feet, more or less, to North Huetter Road;

thence south, along said North Huetter Road, 15,200 feet, more or less, to West Prairie Avenue;

thence east, along said West Prairie Avenue, 5,270 feet, more or less, to Atlas Road;

thence south, along said Atlas Road, 5,330 feet, more or less, to the southeast corner of Section 28, Township 51 North, Range 4 West, B.M.;

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thence west, along the south line of said Section 28, 5,250 feet, more or less, to the intersection of North Huetter Road and East Poleline Avenue;

thence west, along said East Poleline Avenue, 23,850 feet, more or less, to North Spokane Street;

thence north, along said North Spokane Street, 2,650 feet, more or less, to West Grange Avenue;

thence west, along said West Grange Avenue, 2,640 feet, more or less, to North Chase Road;

thence south, along said North Chase Road, 2,640 feet, more or less, to West Poleline Avenue;

thence west, along said West Poleline Avenue, 5,750 feet, more or less, to North McGuire Road;

thence south, along said North McGuire Road, 1,255 feet, more or less, to the Union Pacific Railroad tracks;

thence southwesterly, along said Union Pacific Railroad tracks, 16,950 feet, more or less, to the west boundary of Kootenai County, also being the Idaho-Washington State line;

thence north, along said west boundary of Kootenai County, 98,785 feet, more or less, to the POINT OF BEGINNING.

NOTES:

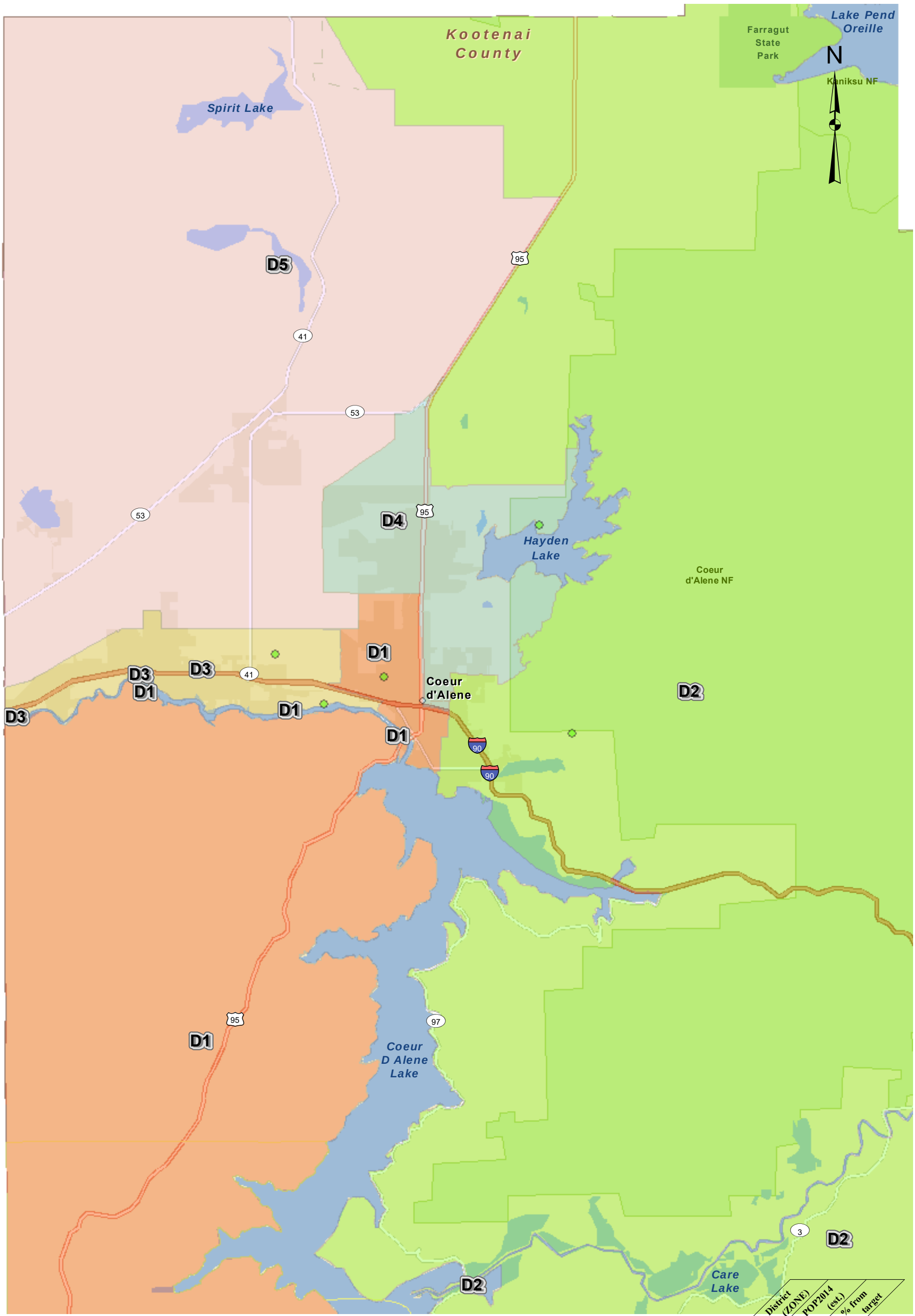
1. This legal description was prepared for the sole purpose of describing an area to be included within a voting district. It is not intended to be used for any type of property conveyance. The dimensions, directions, etc. were derived from a GIS source, and are approximate in nature. They are provided for convenience and clarity only. The calls to features, political boundaries and the Public Land Survey System are paramount. No surveying was performed for the preparation of this document.
2. Calls to Roads, Creeks, Highways, Streets, Railroads, etc. shall run to and along the centerline of the feature, unless specified otherwise in the legal description.
3. Calls to the 'shoreline' are intended to run to along the 'Ordinary High Water Line' of the referenced body of water, unless specified otherwise.
4. The zone boundaries follow U.S. Census Bureau Census Block boundaries except where minor deviation is necessary in the rare occasions where the Census Blocks do not follow established features suitable for use in a legal description. In such cases, it has been verified that the residence count does not deviate from what is calculated and reported. The residence counts for each zone are tallied from the data for the Census Blocks as provided by the U.S. 2010 Decennial Census and updated via the published U.S. Census Bureau's American Community Survey (ACS) 2010—2014 ACS 5-year Estimate. Since each county residence address can be identified by the unique Census Block it is within, each residence can be uniquely assigned to a trustee zone as described.

Jeremy Russell

Digitally Signed:
May 13, 2016

PROFESSIONAL LAND SURVEYOR
LICENSED
13419
STATE OF IDAHO
JEREMY J. RUSSELL

Trustee Zones



District (ZONE)	POP2014 (est.)	% from target
D1	29,124	0.73
D2	28,796	-0.40
D3	29,065	0.53
D4	28,679	-0.81
D5	28,899	-0.05
	144,563	

Data From:
American Community Survey (ACS)
2010-2014 ACS 5-year estimates
U.S. Census Bureau

0 1 2 4 6 8 Miles

ZONES
D1
D2
D3
D4
D5

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Office (208)342-7957

Trustee Zone 1

Commencing at the North corner common to Ada County and Canyon County, Idaho, at the northerly common corner of Township 5 North, Ranges 1 & 2 West, Boise Meridian, Idaho, the **TRUE POINT OF BEGINNING**:

1) Thence southerly along the Range line common to Ranges 1 & 2 West, the common boundary of Ada County and Canyon County and Can-Ada Road to the corner common to Township 4 North, Ranges 1 & 2 West and Township 3 North, Ranges 1 & 2 West, Boise Meridian, at the intersection of Can-Ada Road and Ustick Road;

2) Thence easterly along the common line of said Townships 3 and 4 North, Range 1 West and Ustick Road and the common boundary of Ada County and Canyon County to the common corner of Sections 32 and 33 Township 4 North, Range 1 West and Sections 4 and 5, Township 3 North, Range 1 West, being at the intersection of Ustick Road and McDermott Road;

3) Thence southerly along the line common to Sections 4 & 5, 8 & 9, 16 & 17, Township 3 North, Range 1 West and McDermott Road the common boundary of Ada County and Canyon County to its' intersection with the center line of US Interstate Highway 84;

4) Thence leaving said common County boundary line and meandering in a westerly direction along the center line of US Interstate Highway 84 to its' intersection with Keim Lane, being also the common line of Sections 8 & 9, Township 3 North, Range 2 West, Boise Meridian, in Canyon County;

5) Thence southerly along the common line of Sections 8 & 9, 16 & 17 and Keim Lane and Midland Boulevard, to the corner common to Sections 16, 17, 20 & 21, Township 3 North, Range 2 West, Boise Meridian and the intersection of Midland Boulevard and Orchard Avenue;

6) Thence westerly along the common line of said Sections 17 & 20 and Orchard Avenue, to its' intersection with the center line of the Elijah Drain;

7) Thence meandering in a southeasterly direction along the center line of the Elijah Drain to the common line of said Sections 20 & 21 and Midland Boulevard;

8) Thence southerly along said common line of Sections 20 & 21 and Midland Boulevard, to the corner common to Sections 20, 21, 28 & 29, Township 3 North, Range 2 West, at the intersection of Midland Boulevard and Lone Star Road;

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9) Thence westerly along the common line of said Sections 20 and 29 and Lone Star Road, to the corner common to Sections 19, 20, 29 & 30, Township 3 North, Range 2 West, at the intersection of Lone Star Road and Middleton Road;

10) Thence southerly along the common line of Sections 29 & 30 and Middleton Road, to the Quarter corner common to said Sections 29 and 30, Township 3 North and Range 2 West at the intersection with Roosevelt Avenue;

11) Thence westerly along the Center of Section line of said Section 30 and Roosevelt Avenue to the Quarter corner common to Sections 30, Township 3 North, Range 2 West and Section 25, Township 3 North, Range 3 West at the intersection of Roosevelt Avenue and Midway Road;

12) Thence southerly, along the Range line common to Ranges 2 and 3 West and Midway Road and its' southerly extension to the Township and Range Corner common to Township 3 North, Ranges 2 and 3 West and Township 2 North, Ranges 2 and 3 West at the intersection of the southerly extension of Midway Road with Greenhurst Road;

13) Thence easterly, along the common Township line of Townships 2 & 3 North, and Greenhurst Road to the section corner common to Sections 31 & 32, Township 3 North, Range 2 West and Sections 5 & 6, Township 2 North, Range 2 West at the intersection of Greenhurst Road and Middleton Road;

14) Thence southerly along the line common to Sections 5 & 6, 7 & 8, 17 & 18 Township 2 North, Range 2 West, Middleton Road and Dearborne Road to the Quarter corner common to Sections 17 & 18 at the intersection of Dearborne Road, Emerald Road and Lake Shore Road;

15) Thence easterly along the center of section line of Sections 17, 16 & 15 and Lake Shore Drive to the Quarter corner common to Sections 14 & 15, Township 2 North, Range 2 West, at the intersection of Lakeshore Drive and Powerline Road;

16) Thence southerly along the section line common to Sections 14 & 15 and Powerline Road to the Section corner common to Sections 14, 15, 22 & 23, Township 2 North, Range 2 West, at the intersection of Powerline Road and Deer Flat Road;

17) Thence easterly along the section line common to Sections 14, 23 and 13, 24 Township 2 North, Range 2 West and Sections 18, 19, 17, 20 Township 2 North, Range 1 West to the corner common to Sections 16, 17, 20, & 21, Township 2 North, Range 1 West, at the intersection of Deer Flat Road and McDermott Road and the common boundary of Ada County and Canyon County;

18) Thence southerly along the Section line common to Sections 20 & 21, 28 & 29, 32 & 33 Township 2 North, Range 1 West and McDermott Road and the common

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boundary of Ada County and Canyon County to the Section corner common to Sections 32 & 33 said Township and Range and Sections 4 & 5, Township 1 North, Range 1 West at the apparent intersection of McDermott Road and the easterly extension of Bowmont Road and the westerly extension of Kuna-Mora Road;

19) Thence westerly along the Township line common to Townships 1 & 2 North and the easterly extension of Bowmont Road and the common boundary of Ada County and Canyon County to the Township and Range corner common to 1 & 2 North, Ranges 1 & 2 West at the intersection of Bowmont Road and Happy Valley Road;

20) Thence southerly along the Range line common to Ranges 1 & 2 West and Happy Valley Road to the Snake River and the Ada, Canyon and Owyhee County boundary line;

21) Thence meandering northwesterly along the Snake River and the Canyon and Owyhee County Boundary line to the Idaho / Oregon border;

22) Thence meandering northerly and along the Idaho/Oregon Border to the west most corner common to Sections 6 & 7, Township 6 North, Range 5 West and the Canyon and Payette County line;

23) Thence leaving the Snake River and running easterly along the Section line common to Sections 6 & 7, 5 & 8, and the Canyon and Payette County line and Beverly Avenue to the Section corner common to 4, 5, 8 & 9, Township 6 North, Range 5 West, at the intersection of Beverly Avenue and US Highway 26/95;

24) Thence southerly along the Section lines common to Sections 8 & 9, 16 & 17, 20 & 21 and the Canyon and Payette County line and US Highway 26/95 to the Section corner common to Sections 20, 21, 28 & 29, said Township and Range at the intersection of US Highway 26/95 and Pearl Road;

25) Thence easterly along the Section lines common to Sections 21 & 28, 22 & 27 and Pearl Road and the Canyon and Payette County line to the Section corner common to Sections 22, 23, 26 & 27, Township 6 North, Range 5 West, at the intersection of Pearl Road and the northerly extension of Shelton Road;

26) Thence southerly along the Section line common to Sections 26 and 27 and the northerly extension of Shelton Road to the Section corner common to Sections 26, 27, 34 & 35, Township 6 North, Range 5 West;

27) Thence easterly along the Section line common to Sections 26 & 35 to the Section corner common to Sections 25, 26, 35 & 36, Township 6 North, Range 5 West, at Boehm Lane;

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28) Thence southerly along the Section line common to Sections 35 & 36 and Boehm Lane to the Township line common to Townships 5 & 6 North;

29) Thence easterly along said common Township line to the Section corner common to Sections 5 and 6 Township 5 North, Range 4 West;

30) Thence southerly along the common line of Sections 5 & 6 to the Section corner common to Sections 5, 6, 7 & 8;

31) Thence easterly along the Section line common to Sections 5 & 8, 4 & 9, 3 & 10 to the Section corner common to Sections 2, 3, 10 & 11 at Pearl Road;

32) Thence northerly along the Section line common to Sections 2 & 3 and Pearl Road to the Quarter corner common to Sections 2 & 3;

33) Thence easterly along the Center of Section lines in Sections 2 & 1 to the East Quarter corner of Section 1, Township 5 North, Range 4 West at Stafford Road;

34) Thence northerly along the Section line common to Section 1, Township 5 North, Range 4 West and Section 6, Township 5 North, Range 3 West and along Market Road to the north Township and Range corner common to 5 North 3 and 4 West;

35) Thence easterly along the Township line common to Townships 5 & 6 North and along Oasis Road and its' easterly extension and the Canyon, Payette and Gem County lines to the **TRUE POINT OF BEGINNING**.

Tjf;amr
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PROFESSIONAL LAND SURVEYOR
REGISTERED
7612
5-16-16
STATE OF IDAHO
TIMOTHY J. FOX

FOX LAND SURVEYS

1515 S. Shoshone St., Boise, ID 83705
Office (208)342-7957

Trustee Zone 2

Commencing at the North corner common to Ada County and Canyon County, Idaho, at the northerly common corner of Township 5 North, Ranges 1 & 2 West, Boise Meridian, Idaho, the **TRUE POINT OF BEGINNING**:

1) Thence southerly along the Range line common to Ranges 1 & 2 West, the common boundary of Ada and Canyon County and Can-Ada Road to the Section corner common to Sections 30 & 31 Township 4 North, Range 1 West and Section 25 & 36 Township 4 North, Range 2 West at the intersection of Can-Ada Road and McMillan Road;

2) Thence leaving said County boundary line and running easterly along the section line common to Sections 30 & 31, 29 & 32, 28 & 33, 27 & 34, and McMillan Road to the Section corner common to Sections 34, 35, 26 and 27 at the intersection of McMillan Road and Ten Mile Road;

3) Thence southerly along the section line common to Sections 34 & 35 and Ten Mile Road to the Section corner common to Sections 2 & 3 Township 3 North, Range 1 West and Sections 34 & 35 Township 4 North, Range 1 West at the intersection of Ten Mile Road and Ustick Road;

4) Thence easterly along the Township line common to Townships 3 & 4 North and Ustick Road to the intersection of Ustick Road and the northerly extension of the centerline of Sharon Avenue;

5) Thence southerly along said center line extension and said center line of Sharon Avenue to the South Right-of-way of Tahiti Street;

6) Thence southwesterly along the South Right-of-way of Tahiti Street to the north corner common to Lots 14 & 15 Block 5, Redfeather Estates Subdivision No. 3;

7) Thence southeasterly along the common line of said Lots 14 & 15 to the Center of Section line of Section 4, Township 3 North, Range 1 East;

8) Thence easterly along said Center of Section line to the Quarter corner common to Sections 3 and 4 Township 3 North, Range 1 East at the intersection with Cloverdale Road;

9) Thence northerly along the Section line of Sections 3 & 4, said Township and Range and Cloverdale Road to the Section corner common to Sections 3 & 4 said Township and Range and Sections 33 & 34 Township 4 North, Range 1 East;

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10) Thence easterly along the Township line common to Townships 3 & 4 North to the West 1/16th line of Section 36 Township 4 North, Range 1 East;

11) Thence northerly along said West 1/16th line to its' intersection with the center line of Goddard Road within said Section 36;

12) Thence easterly along the center line of Goddard Road to the Center North 1/16th corner of said Section 36 at the intersection of Goddard Road and Milwaukee Street;

13) Thence southerly along the Center of Section line of said Section 36 and Section 1 Township 3 North, Range 1 East to the Quarter corner common to said Section 1 & 12, said Township 3 North, Range 1 East at the intersection of Milwaukee and Fairview Avenue;

14) Thence easterly along the section line common to Sections 1 & 12 and Fairview Avenue to the Section corner common to Section 1 & 12 Township 3 North, Range 1 East and Sections 6 & 7 Township 3 North, Range 2 East at the intersection of Fairview Avenue and Cole Road;

15) Thence northerly along the section line common to said Sections 1 and 6 and Cole Road to the Quarter corner common to Section 1 Township 3 North, Range 1 East and Section 6 Township 3 North, Range 2 East at the intersection of Cole Road and Northview Street:

16) Thence easterly along the Quarter section line of said Section 6 and Northview Street to the Quarter corner common to Sections 6 & 5 Township 3 North, Range 2 East near the intersection of Northview Street and Curtis Road;

17) Thence northerly along the section line common to Sections 5 and 6 to the intersection with the center line of Settlers Canal;

18) Thence meandering southeasterly along the center line of the Settlers Canal to the line common to Lots 12 & 13, Section 5, Township 3 North, Range 2 East;

19) Thence southerly along said Lot lines to the intersection with the center line of US Interstate Highway 184;

20) Thence easterly along said center line of US Interstate Highway 184 to the intersection of the southwesterly prolongation of Main Street;

21) Thence northeasterly along said prolongation of Main Street to the center line of the Boise River within the southwest Quarter of Section 4 Township 3 North, Range 2 East;

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22) Thence meandering northwesterly along the center line of the Boise River to the section line common to Sections 22 and 23 Township 4 North Range 1 East;

23) Thence leaving the Boise River and running northerly along the section line common to Section 22 & 23, 14 & 15 and Horseshoe Bend Road to the intersection of Horseshoe Bend Road and the center line of State Street/Highway 44 in Section 32, Township 4 North, Range 2 East;

24) Thence southeasterly along the center line of State Street/Highway 44 to the intersection of State Street/Highway 44 and Sycamore Drive;

25) Thence northeasterly along the center line of Sycamore Drive to the intersection of Sycamore Drive and Taft Street;

26) Thence easterly along Taft Street to the Section corner common to Sections 28, 29, 32 & 33, Township 4 North, Range 2 East at the intersection of Taft Street and 36th Street;

27) Thence northerly along the section line common to Sections 28 & 29 to the apparent center line intersection of 36th Street and Hill Road;

28) Thence meandering northwesterly along the center line of Hill Road to intersection of Castle Drive;

29) Thence westerly along the center line of Castle Drive to the West 1/16th line of Section 19, Township 4 North, Range 2 East, at the intersection of Castle Drive and Pierce Park Lane;

30) Thence northerly along the westerly 1/16th line of Sections 19 & 18 Township 4 North, Range 2 East, to the Southwest 1/16th corner of said Section 18 near an angle point in Pierce Park Lane;

31) Thence meandering easterly and northeasterly along Pierce Park Lane to the intersection of Pierce Park Lane and Cartwright Road in the Southeast ¼ of the Southwest ¼ of Section 9 Township 4 North, Range 2 East;

32) Thence meandering east-southeasterly along Cartwright Road to the section line common to Sections 9 & 16 Township 4 North, Range 2 East;

33) Thence easterly along the section line common to Sections 9 & 16, 10 & 15 said Township and Range to the section corner common to Sections 10, 11, 14 & 15;

34) Thence northerly along the line common to said Sections 10 & 11, 2 & 3 Township 4 North Range 2 East and Sections 35 & 34, 26 & 27, Township 5 North, Range 2 East to the Ada and Boise County line;

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35) Thence northwesterly along the Ada and Boise County line to the intersection with the Township line common to Townships 5 & 6 North and the Ada, Boise and Gem County lines;

36) Thence westerly along the Township line common to Townships 5 & 6 North and the common boundary of Ada and Gem Counties to the common boundary corner of Ada, Canyon and Gem Counties and the **POINT OF BEGINNING.**

Tjf;amr
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PROFESSIONAL LAND SURVEYOR
REGISTERED
7612
5-16-16
STATE OF IDAHO
TIMOTHY J. FOX

FOX LAND SURVEYS

1515 S. Shoshone St., Boise, ID 83705
Office (208)342-7957

Trustee Zone 3

Commencing at the North corner common to Ada and Canyon Counties, Idaho, at the common northerly corner of Township 5 North, Ranges 1 & 2 West, Boise Meridian, Idaho:

1) Thence southerly along the Range line common to Ranges 1 & 2 West, the common boundary of Ada and Canyon Counties and Can-Ada Road to the Section corner common to Sections 30 & 31 Township 4 North, Range 1 West and Section 25 & 36 Township 4 North, Range 2 West at the intersection of Can-Ada Road and McMillan Road, the **TRUE POINT OF BEGINNING;**

2) Thence continuing southerly along the Range line common to Ranges 1 & 2 West and the common boundary of Ada and Canyon Counties to the Township corner common to Townships 3 & 4 North, Ranges 1 & 2 West, at the center line intersection of Can-Ada Road and Ustick Road;

3) Thence easterly along the common line of said Townships 3 and 4 North, Range 1 West and Ustick Road and the common boundary of Ada County and Canyon County to the common corner of Sections 32 and 33 Township 4 North, Range 1 West and Sections 4 and 5, Township 3 North, Range 1 West, being at the intersection of Ustick Road and McDermott Road;

4) Thence southerly along the line common to Sections 4 & 5, 8 & 9, 16 & 17, Township 3 North, Range 1 West and McDermott Road the common boundary of Ada County and Canyon County to its' intersection with the center line of US Interstate Highway 84;

5) Thence leaving said common County boundary line and meandering in a westerly direction along the center line of US Interstate Highway 84 to its' intersection with Keim Lane, being also the common line of Sections 8 & 9, Township 3 North, Range 2 West, Boise Meridian, in Canyon County;

6) Thence southerly along the common line of Sections 8 & 9, 16 & 17 and Keim Lane and Midland Boulevard, to the corner common to Sections 16, 17, 20 & 21, Township 3 North, Range 2 West, Boise Meridian and the intersection of Midland Boulevard and Orchard Avenue;

7) Thence westerly along the common line of said Sections 17 & 20 and Orchard Avenue, to its' intersection with the center line of the Elijah Drain;

8) Thence meandering in a southeasterly direction along the center line of the Elijah Drain to the common line of said Sections 20 & 21 and Midland Boulevard;

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9) Thence southerly along said common line of Sections 20 & 21 and Midland Boulevard, to the corner common to Sections 20, 21, 28 & 29, Township 3 North, Range 2 West, at the intersection of Midland Boulevard and Lone Star Road;

10) Thence westerly along the common line of said Sections 20 and 29 and Lone Star Road, to the corner common to Sections 19, 20, 29 & 30, Township 3 North, Range 2 West, at the intersection of Lone Star Road and Middleton Road;

11) Thence southerly along the common line of Sections 29 & 30 and Middleton Road, to the Quarter corner common to said Sections 29 and 30, Township 3 North and Range 2 West at the intersection with Roosevelt Avenue;

12) Thence westerly along the Center of Section line of said Section 30 and Roosevelt Avenue to the Quarter corner common to Sections 30, Township 3 North, Range 2 West and Section 25, Township 3 North, Range 3 West at the intersection of Roosevelt Avenue and Midway Road;

13) Thence southerly, along the Range line common to Ranges 2 and 3 West and Midway Road and its' southerly extension to the Township and Range Corner common to Township 3 North, Ranges 2 and 3 West and Township 2 North, Ranges 2 and 3 West at the intersection of the southerly extension of Midway Road with Greenhurst Road;

14) Thence easterly, along the common Township line of Townships 2 & 3 North, and Greenhurst Road to the section corner common to Sections 31 & 32, Township 3 North, Range 2 West and Sections 5 & 6, Township 2 North, Range 2 West at the intersection of Greenhurst Road and Middleton Road;

15) Thence southerly along the line common to Sections 5 & 6, 7 & 8, 17 & 18 Township 2 North, Range 2 West, Middleton Road and Dearborne Road to the Quarter corner common to Sections 17 & 18 at the intersection of Dearborne Road, Emerald Road and Lake Shore Road;

16) Thence easterly along the center of section line of Sections 17, 16 & 15 and Lake Shore Drive to the Quarter corner common to Sections 14 & 15, Township 2 North, Range 2 West, at the intersection of Lakeshore Drive and Powerline Road;

17) Thence southerly along the section line common to Sections 14 & 15 and Powerline Road to the Section corner common to Sections 14, 15, 22 & 23, Township 2 North, Range 2 West, at the intersection of Powerline Road and Deer Flat Road;

18) Thence easterly along the section line common to Sections 14, 23 and 13, 24 Township 2 North, Range 2 West and Sections 18, 19, 17, 20 Township 2 North, Range 1 West to the corner common to Sections 16, 17, 20, & 21, Township 2

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North, Range 1 West, at the intersection of Deer Flat Road and McDermott Road and the common boundary of Ada County and Canyon County;

19) Thence southerly along the Section line common to Sections 20 & 21, 28 & 29, 32 & 33 Township 2 North, Range 1 West and McDermott Road and the common boundary of Ada County and Canyon County to the Section corner common to Sections 32 & 33 said Township and Range and Sections 4 & 5, Township 1 North, Range 1 West at the apparent intersection of McDermott Road and the easterly extension of Bowmont Road and the westerly extension of Kuna-Mora Road;

20) Thence westerly along the Township line common to Townships 1 & 2 North and the easterly extension of Bowmont Road and the common boundary of Ada County and Canyon County to the Township and Range corner common to 1 & 2 North, Ranges 1 & 2 West at the intersection of Bowmont Road and Happy Valley Road;

21) Thence southerly along the Range line common to Ranges 1 & 2 West and Happy Valley Road to the Snake River and the Ada, Canyon and Owyhee County boundary line;

22) Thence meandering easterly along the Snake River and the Ada and Owyhee County line to the Section line common to Section 36, Township 1 South, Range 1 West and Section 1, Township 2 South, Range 1 West;

23) Thence leaving the Snake River and the Ada and Owyhee County line and running northerly along the Township line common to Townships 1 & 2 South to the Township Corner common to Townships 1 & 2 South, Ranges 1 West and 1 East, the Boise Meridian;

24) Thence northerly along the Boise Meridian and Meridian Road to the Quarter corner common to Section 7 Township 1 North, Range 1 East and Section 12 Township 1 North, Range 1 West;

25) Thence westerly along the Center of Section 12 line to the Quarter corner common to Sections 11 and 12 Township 1 North, Range 1 West at Swan Falls Road;

26) Thence northerly along the Section lines and on Swan Falls Road to the Section corner common to Sections 23, 24, 25 & 26, Township 2 North, Range 1 West near the intersection with Avalon Street;

27) Thence easterly along the Section line common to said Sections 24 & 25 and Avalon Street to the Section corner common to said Sections 24 and 25 and Sections 19 and 30, Township 2 North, Range 1 East near the intersection of Avalon Street and Meridian Road;

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28) Thence northerly along the Boise Meridian and Meridian Road to the Section corner common to Sections 12 & 13, Township 3 North, Range 1 West and Sections 7 & 18 Township 3 North, Range 1 East at the intersection of Meridian Road and Franklin Road;

29) Thence westerly along the Section line common to said Sections 12 & 13 and Franklin Road to the Section corner common to Sections 11, 12, 13 & 14, Township 3 North, Range 1 West at the intersection of Franklin Road and Linder Road;

30) Thence northerly along the section line common to Sections 11 & 12, 1 & 2 and Linder Road to the Township Boundary common to Townships 3 & 4 North at the intersection of Linder Road and Ustick Road;

31) Thence westerly along said common Township line and Ustick Road to the Section corner common to Sections 2 & 3 Township 3 North, Range 1 West and Sections 34 & 35 Township 4 North, Range 1 West at the intersection of Ustick Road and Ten Mile Road;

32) Thence northerly along the section line common to Sections 34 & 35 and Ten Mile Road to the Section corner common to Sections 34, 35, 26 and 27 at the intersection of Ten Mile Road and McMillan Road;

33) Thence westerly along the section line common to Sections 27 & 34, 28 & 33, 29 & 32, 30 & 31 and McMillan Road to the **TRUE POINT OF BEGINNING**.

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PROFESSIONAL LAND SURVEYOR
REGISTERED
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5-16-16
STATE OF IDAHO
TIMOTHY J. FOX

FOX LAND SURVEYS

1515 S. Shoshone St., Boise, ID 83705
Office (208)342-7957

Trustee Zone 4

Commencing at the North corner common to Ada and Canyon Counties, Idaho, at the common northerly corner of Township 5 North, Ranges 1 & 2 West, Boise Meridian, Idaho:

1) Thence southerly along the Range line common to Ranges 1 & 2 West, the common boundary of Ada and Canyon County and Can-Ada Road to the Section corner common to Sections 30 & 31 Township 4 North, Range 1 West and Section 25 & 36 Township 4 North, Range 2 West at the intersection of Can-Ada Road and McMillan Road;

2) Thence leaving said County boundary line and running easterly along the section line common to Sections 30 & 31, 29 & 32, 28 & 33, 27 & 34, and McMillan Road to the Section corner common to Sections 34, 35, 26 and 27 at the intersection of McMillan Road and Ten Mile Road;

3) Thence southerly along the section line common to Sections 34 & 35 and Ten Mile Road to the Section corner common to Sections 2 & 3 Township 3 North, Range 1 West and Sections 34 & 35 Township 4 North, Range 1 West at the intersection of Ten Mile Road and Ustick Road;

4) Thence easterly along the Township line common to Townships 3 & 4 North and Ustick Road to the section corner common to Sections 1 & 2 Township 3 North, Range 1 West and Sections 35 and 36 Township 4 North, Range 1 West at the intersection of Ustick Road and Linder Road, the **TRUE POINT OF BEGINNING**;

5) Thence continuing easterly along said Township line common to Townships 3 & 4 North and Ustick Road to the intersection of Ustick Road and the northerly extension of Sharon Avenue;

6) Thence southerly along said center line extension and said center line of Sharon Avenue to the South Right-of-way of Tahiti Street;

7) Thence southwesterly along the South Right-of-way of Tahiti Street to the north corner common to Lots 14 & 15 Block 5, Redfeather Estates Subdivision No. 3;

8) Thence southeasterly along the common line of said Lots 14 & 15 to the Center of Section line of Section 4, Township 3 North, Range 1 East;

9) Thence easterly along said Center of Section line to the Quarter corner common to Sections 3 and 4 Township 3 North, Range 1 East at the intersection with Cloverdale Road;

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10) Thence northerly along the Section line of Sections 3 & 4, said Township and Range and Cloverdale Road to the Section corner common to Sections 3 & 4 said Township and Range and Sections 33 & 34 Township 4 North, Range 1 East;

11) Thence easterly along the Township line common to Townships 3 & 4 North to the West 1/16th line of Section 36 Township 4 North, Range 1 East;

12) Thence northerly along said West 1/16th line to its' intersection with the center line of Goddard Road within said Section 36;

13) Thence easterly along the center line of Goddard Road to the Center North 1/16th corner of said Section 36 at the intersection of Goddard Road and Milwaukee Street;

14) Thence southerly along the Center of Section line of said Section 36 and Section 1 Township 3 North, Range 1 East to the Quarter corner common to said Section 1 & 12, said Township 3 North, Range 1 East at the intersection of Milwaukee and Fairview Avenue;

15) Thence easterly along the section line common to Sections 1 & 12 and Fairview Avenue to the Section corner common to Section 1 & 12 Township 3 North, Range 1 East and Sections 6 & 7 Township 3 North, Range 2 East at the intersection of Fairview Avenue and Cole Road;

16) Thence northerly along the section line common to said Sections 1 and 6 and Cole Road to the Quarter corner common to Section 1 Township 3 North, Range 1 East and Section 6 Township 3 North, Range 2 East at the intersection of Cole Road and Northview Street:

17) Thence easterly along the Quarter section line of said Section 6 and Northview Street to the Quarter corner common to Sections 6 & 5 Township 3 North, Range 2 East near the intersection of Northview Street and Curtis Road;

18) Thence northerly along the section line common to Sections 5 and 6 to the intersection with the center line of Settlers Canal;

19) Thence meandering southeasterly along the center line of the Settlers Canal to the line common to Lots 12 & 13, Section 5, Township 3 North, Range 2 East;

20) Thence southerly along said Lot lines to the intersection with the center line of US Interstate Highway 184;

21) Thence easterly along said center line of US Interstate Highway 184 to the intersection of the southwesterly prolongation of Main Street;

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22) Thence northeasterly along said prolongation of Main Street to the center line of the Boise River within the southwest Quarter of Section 4 Township 3 North, Range 2 East;

23) Thence meandering southeasterly along the center line of the Boise River to the intersection with Americana Avenue within the Northeast Quarter of Section 9 Township 3 North, Range 2 East;

24) Thence meandering southwesterly along Americana Boulevard to the Center-West 1/16th corner of said Section 9 Township 3 North, Range 3 East at the intersection of Americana Boulevard, Emerald Street and Latah Street;

25) Thence westerly along the Center of Section line of said Section 9 and Emerald Street to the Quarter corner common to Sections 9 & 8 at the intersection of Emerald Street and Roosevelt Street;

26) Thence southerly along the section lines common to Sections 8 & 9, 16 & 17, and 20 & 21, 28 & 29 and Roosevelt Street to the apparent intersection of Roosevelt Street with the center line of US Interstate Highway 84;

27) Thence northwesterly along the center line of said US Interstate Highway 84 to the Range Line common with Ranges 1 & 2 East near the intersection with Cole Road;

28) Thence southerly along the common Range line of Ranges 1 & 2 East and Cole Road to the Township Corner Common to Townships 2 & 3 North, Ranges 1 & 2 East at the intersection of Cole Road and Latigo Drive;

29) Thence westerly along the Township line common to Townships 2 & 3 North and the easterly extension of Lake Hazel Road to the section corner common to Sections 34 & 35 Township 3 North, Range 1 East and Sections 2 & 3 Township 2 North, Range 1 East at the intersection of Lake Hazel Road and Five Mile Road;

30) Thence northerly along the section line common to said Sections 34 & 35 and Five Mile Road to the Quarter Corner common to said Sections 34 & 35 and the intersection of Five Mile Road and La Grange Street;

31) Thence westerly along the Center of Section line of Section 34 to the Quarter Corner common to Sections 34 & 33 and the intersection of La Grande Street and Cloverdale Road;

32) Thence southerly along the section line common to said Sections 33 & 34 and Sections 3 & 4, Township 2 North, Range 1 East and Cloverdale Road to the Section Corner common to Sections 3, 4, 9 & 10 at the intersection of Cloverdale Road and Columbia Road;

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33) Thence westerly along the common line of Sections 4 & 9, 5 & 8, 6 & 7 and Columbia Road to the Section corner common to Sections 6 & 7 said Township and Range, and Sections 1 & 12 Township 2 North, Range 1 West at the intersection of Columbia Road and Meridian Road;

34) Thence northerly along the Boise Meridian and Meridian Road to the Section corner common to Sections 12 & 13, Township 3 North, Range 1 West and Sections 7 & 18 Township 3 North, Range 1 East at the intersection of Meridian Road and Franklin Road;

35) Thence westerly along the Section line common to said Sections 12 & 13 and Franklin Road to the Section corner common to Sections 11, 12, 13 & 14, Township 3 North, Range 1 West at the intersection of Franklin Road and Linder Road;

36) Thence northerly along the section line common to Sections 11 & 12, 1 & 2 and Linder Road to the Township Boundary common to Townships 3 & 4 North at the intersection of Linder Road and Ustick Road the **POINT OF BEGINNING.**

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PROFESSIONAL LAND SURVEYOR
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STATE OF IDAHO
TIMOTHY J. FOX

FOX LAND SURVEYS

1515 S. Shoshone St., Boise, ID 83705
Office (208)342-7957

Trustee Zone 5

Commencing at the Southeast corner of Ada County at a common angle point in the Elmore County line and at the south Section corner common to Sections 33 & 34, Township 3 South, Range 4 East, Boise Meridian, Idaho, the **TRUE POINT OF BEGINNING**:

1) Thence westerly along the Township line common to Townships 3 & 4 South to the Snake River in Section 31, Township 3 South, Range 2 East at the intersection with the Ada, Owyhee and Elmore County lines;

2) Thence meandering northwesterly along the Snake River and the Ada and Owyhee County lines to the Section line common to Section 1, Township 2 South, Range 1 West and Section 36, Township 1 South, Range 1 West;

3) Thence along the Township line common to Townships 1 & 2 South to the Township Corner common to Townships 1 & 2 South, Ranges 1 West and 1 East, the Boise Meridian;

4) Thence northerly along the Boise Meridian and Meridian Road to the Quarter corner common to Section 7, Township 1 North, Range 1 East and Section 12 Township 1 North, Range 1 West;

5) Thence westerly along the Center of Section 12 line to the Quarter corner common to Sections 11 and 12, Township 1 North, Range 1 West at Swan Falls Road;

6) Thence northerly along the Section lines and on Swan Falls Road to the Section corner common to Sections 23, 24, 25 & 26, Township 2 North, Range 1 West near the intersection with Avalon Street;

7) Thence easterly along the Section line common to said Sections 24 & 25 and Avalon Street to the Section corner common to said Sections 24 and 25 and Sections 19 and 30, Township 2 North, Range 1 East near the intersection of Avalon Street and Meridian Road;

8) Thence northerly along the Boise Meridian and Meridian Road to the Section corner common to Sections 6 & 7, Township 2 North, Range 1 East and Sections 1 & 12 Township 2 North, Range 1 West at the intersection of Meridian Road and Columbia Road;

9) Thence easterly along the Section line common to Sections 6 & 7, 5 & 8, 4 & 9 and Columbia Road to the Section corner common to Sections 3, 4 ,9 & 10, Township 2 North, Range 1 East at the intersection of Columbia Road and Cloverdale Road;

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10) Thence northerly along the section line common to said Sections 3 & 4, Township 2 North, Range 1 East and Sections 33 & 34 Township 3 North, Range 1 East to the Quarter Section corner common to Sections 33 and 34 at the intersection of Cloverdale Road and LaGrange Street;

11) Thence easterly along the Center Section line of said Section 34 and LaGrange Street to the Quarter corner common to Sections 34 and 35, said Township and Range at the intersection of LaGrange Street and Five Mile Road;

12) Thence southerly along the Section line common to Sections 34 and 35 and Five Mile Road to the Section corner common to said Sections 34 and 35 said Township and Range, and Sections 2 & 3, Township 2 North, Range 1 East at the intersection of Five Mile Road and Lake Hazel Road;

13) Thence easterly along the Township line common to Townships 2 & 3 North, Range 1 East and Lake Hazel Road to the Township Corner Common to Townships 2 & 3 North, Ranges 1 & 2 East at the intersection of Lake Hazel Road and Cole Road;

14) Thence northerly along the common Range line of Ranges 1 & 2 East and Cole Road to the Section corner common to Sections 18, 19, Township 3 North, Range 2 East, and Sections 13, 24, Township 3 North, Range 1 East, near the intersection of the center line of US Interstate Highway 84 and;

15) Thence meandering southeasterly along the center line of said US Interstate Highway 84 to the Section line common to Sections 28 & 29 Township 3 North, Range 2 East at the apparent intersection of US Interstate Highway 84 and the southerly extension of Roosevelt Street;

16) Thence northerly along the section lines common to Sections 28 & 29, 20 & 21, 16 & 17, 8 & 9, the southerly extension of Roosevelt Street and Roosevelt Street to the Quarter corner common to Sections 8 & 9 Township 3 North, Range 3 East at the intersection of Roosevelt Street and Emerald Street;

17) Thence easterly along the Center of Section line of said Section 9 and Emerald Street to the Center-West 1/16th corner of said Section 9 at the intersection of Emerald Street, Latah Street and Americana Boulevard;

18) Thence meandering northeasterly along Americana Boulevard to the center line of the Boise River within the Northeast Quarter of Section 9 Township 3 North, Range 2 East;

19) Thence meandering northwesterly along the center line of the Boise River to the section line common to Sections 22 and 23 Township 4 North, Range 1 East;

20) Thence leaving the Boise River and running northerly along the section line common to Section 22 & 23, 14 & 15 and Horseshoe Bend Road to the intersection

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of Horseshoe Bend Road and the center line of State Street/Highway 44 in Section 32, Township 4 North, Range 2 East;

21) Thence southeasterly along the center line of State Street/Highway 44 to the intersection of State Street/Highway 44 and Sycamore Drive;

22) Thence northeasterly along the center line of Sycamore Drive to the intersection of Sycamore Drive and Taft Street;

23) Thence easterly along Taft Street to the Section corner common to Sections 28, 29, 32 & 33, Township 4 North, Range 2 East at the intersection of Taft Street and 36th Street;

24) Thence northerly along the section line common to Sections 28 & 29 to the apparent center line intersection of 36th Street and Hill Road;

25) Thence meandering northwesterly along the center line of Hill Road to intersection of Castle Drive;

26) Thence westerly along the center line of Castle Drive to the West 1/16th line of Section 19, Township 4 North, Range 2 East, at the intersection of Castle Drive and Pierce Park Lane;

27) Thence northerly along the westerly 1/16th line of Sections 19 & 18, Township 4 North, Range 2 East, to the Southwest 1/16th corner of said Section 18 near an angle point in Pierce Park Lane;

28) Thence meandering easterly and northeasterly along Pierce Park Lane to the intersection of Pierce Park Lane and Cartwright Road in the Southeast ¼ of the Southwest ¼ of Section 9 Township 4 North, Range 2 East;

29) Thence meandering east-southeasterly along Cartwright Road to the section line common to Sections 9 & 16 Township 4 North, Range 2 East;

30) Thence easterly along the section line common to Sections 9 & 16, 10 & 15, said Township and Range to the section corner common to Sections 10, 11, 14 & 15;

31) Thence northerly along the line common to said Sections 10 & 11, 2 & 3 Township 4 North Range 2 East and Sections 35 & 34, 26 & 27, Township 5 North, Range 2 East to the Ada and Boise County line;

32) Thence southeasterly along the Ada and Boise County line to the confluence of the Boise River and Mores Creek at the common corner to Ada and Boise County in Section 21, Township 3 North, Range 4 East;

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33) Thence northerly along the center of the Boise River and the Ada and Boise County line to the Section line common to Sections 15 & 16, said Township and Range and the intersection of Ada, Boise and Elmore County lines;

34) Thence southerly along the Ada and Elmore County line to the **TRUE POINT OF BEGINNING**.

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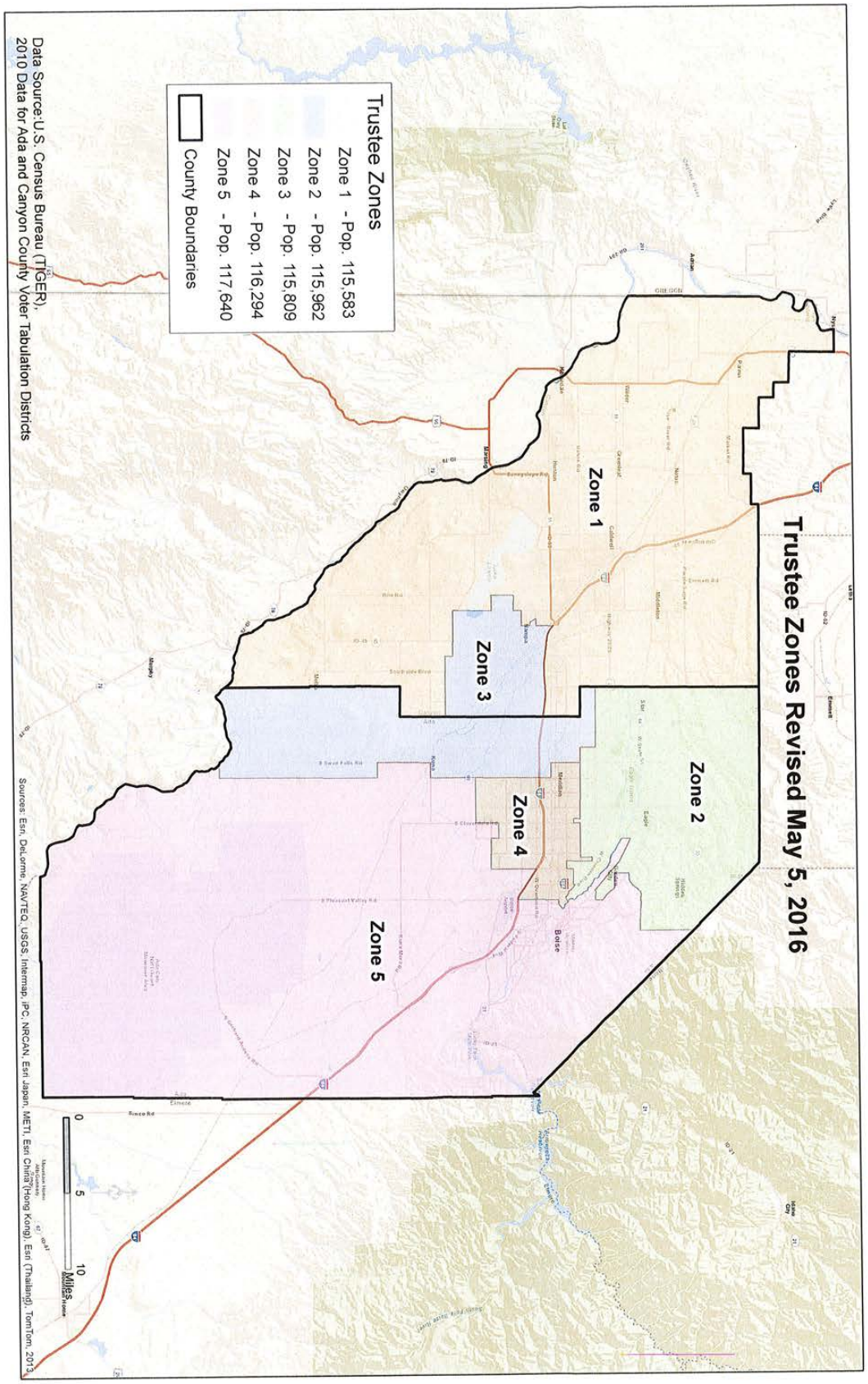
Trustee Zones Revised May 5, 2016
Zone 1
Zone 2
Zone 3
Zone 4
Zone 5
Trustee Zones
Zone 1 - Pop. 115,583
Zone 2 - Pop. 115,962
Zone 3 - Pop. 115,809
Zone 4 - Pop. 116,294
Zone 5 - Pop. 117,640
County Boundaries
Data Source:U.S. Census Bureau (TIGER),
2010 Data for Ada and Canyon County Voter Tabulation Districts
Sources: Esri, DeLorme, NAVTEQ, USGS, Intermap, iPC, NRCAN, Esri Japan, METI, Esri China (Hong Kong), Esri (Thailand), TomTom, 2012
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TAB	DESCRIPTION	ACTION
1	**CHIEF EXECUTIVE OFFICER EMPLOYMENT AGREEMENTS/TERMS**	Motion to approve
2	**AMENDMENT TO BOARD POLICY** Sections II.H; II.B. and II.F.– Coaches and Athletic Directors - Second Reading –	Motion to approve
3	**UNIVERSITY OF IDAHO** Multi-Year Employment Agreement – Men's Football Team Head Coach	Motion to approve

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SUBJECT

Chief Executive Officer Compensation

REFERENCE

May 2016	The Idaho State Board of Education (Board) completed performance evaluations and approved salaries for its Chief Executive Officers

APPLICABLE STATUTES, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.E.2.c.

BACKGROUND/DISCUSSION

The Board's Executive Director has completed the performance evaluations for the administrators of the Division of Career-Technical Education and the Division of Vocational Rehabilitation. Salary recommendations for these positions are based on the evaluations and the individual agencies' Division of Financial Management-approved compensation plans.

Agency heads' salaries are entered into the state payroll system based on the equivalent hourly amount. Presidents' salaries are based on an annual amount. Once approved by the Board, the presidents' salaries will be brought back to the Board as contract amendments, along with any additional contract provisions the Board may amend. Consideration of salary changes at this time will allow for any approved changes to be entered into the state payroll system prior to the start of the payroll fiscal year.

IMPACT

Approval of updated salaries will allow staff to enter the salaries into the state payroll system.

BOARD ACTION

I move to approve an hourly rate of $_____ (annual salary of $_____) for Matt Freeman as Executive Director of the State Board of Education, effective June 5, 2016.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to approve an hourly rate of $_____ (annual salary of $_____) for Dwight Johnson as Administrator of the Division of Career-Technical Education, effective June 5, 2016.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to approve an hourly rate of $_____ (annual salary of $_____) for Jane Donnellan as Administrator of the Division of Vocational Rehabilitation, effective May 8, 2016.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to approve an hourly rate of $_____ (annual salary of $_____) for Ron Pisaneschi as General Manager of Idaho Public Television, effective June 5, 2016.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to approve an annual salary for Dr. Robert Kustra as President of Boise State University in the amount of $_____, effective June 5, 2016.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to approve an annual salary for Dr. Art Vailas, as President of Idaho State University, in the amount of $_____, effective June 5, 2016.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to approve an annual salary for Dr. Chuck Staben, as President of the University of Idaho, in the amount of $_____, effective June 5, 2016.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to approve an annual salary for Dr. Tony Fernandez as President of Lewis-Clark State College in the amount of $_____, effective June 5, 2016.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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SUBJECT

Idaho State Board of Education (Board) policies on athletic director and coach contracts - second reading

REFERENCE

April 2016	Board approved first reading of amendments to policies II.B, II.F, and II.H

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section II.B.; Section II.F.; and Section II.H.

BACKGROUND/DISCUSSION

At the April 2016 Board meeting, the Board approved the first reading of proposed amendments to Board Policies II.B, II.F, and II.H. The proposed amendments authorize the institutions' Chief Executive Officers to enter into employment agreements of three years or less, and with a total annual compensation of less than $200,000, without Board approval. The amendments include cross-references to the new approval limits in these three related Board Policies, and updates to the single-year and multi-year contract templates have been incorporated to reflect the new limits established in the amendments. A checklist for documentation and coordination of contracts which would require Board approval has been developed by the Executive Director as a companion piece to the amendments and the two revised contract templates which are being considered for second reading.

IMPACT

The proposed set of policy changes would delegate to institution presidents the responsibility for approving routine contracts for coaches and athletic directors. Board approval would continue to be required for contracts—or amendments thereto—which are longer than three years in duration (including "rolling" contracts which might exceed three years) or for which the total annual compensation is $200,000 or higher.

[Note: the requirement under Board Policy Section II.B. that mandates Board approval for the initial appointment of any position at a salary that is equal to or higher than 75%of the chief executive officer's annual salary remains in force and is not impacted by the proposed set of changes dealing with annual athletic contracts.]

ATTACHMENTS

Attachment 1: Amendment to Board Policy Section II.B Page 3
Attachment 2: Amendment to Board Policy Section II.F Page 7
Attachment 3: Amendment to Board Policy Section II.H Page 13
Attachment 4: Revised Single-Year Employment Agreement Page 17
Attachment 5: Revised Multi-Year Employment Agreement Page 25
Attachment 6: Proposed Contract Documentation Checklist Page 39

STAFF COMMENTS AND RECOMMENDATIONS

The proposed package of Board Policy amendments and supporting documents would provide a realistic balance among responsibilities delegated to institution presidents and the authority reserved for the Board. The proposed changes better reflect national practices and norms within current intercollegiate athletic operations. The changes should improve the efficiency and timeliness of staffing and approval for employment contracts for athletic directors and coaches. Following Board approval of the first reading, one minor editorial change was made to the revised text of Policy Section II.H, paragraph 2.—using parallel wording in both that paragraph and in paragraph II.H.1—to make it clear that the cited $200,000 threshold in both policies is based on total annual compensation, rather than base salary. There were no other changes between first and second reading. Staff recommends approval.

BOARD ACTION

I move to approve the second reading of the proposed amendments to Board Policy Section II.H "Coaches and Athletic Directors"; Board Policy Section II.B "Appointment Authority and Procedures"; and Board Policy Section II.F "Policies Regarding Non-classified Employees" as provided in Attachments 1, 2 and 3.

Moved by_____ Seconded by_____ Carried Yes____ No____

And

I move to approve the amendments to the single-year and multi-year model contracts as provided in Attachments 4 and 5.

Moved by_____ Seconded by_____ Carried Yes____ No____

ATTACHMENT 1

1. Nothing herein may be construed to be in limitation of the powers of the Board as defined by Sections 33-3006, 33-3104, 33-2806, and 33-4005, Idaho Code, or as otherwise defined in the Idaho Constitution or Code.

2. Delegation of Authority

   a. The Board delegates all authority for personnel management not specifically retained to the executive director and the chief executive officers consistent with the personnel policies and procedures adopted by the Board. In fulfilling this responsibility, the executive director and chief executive officers, or their designees, may exercise their authority consistent with these policies and procedures. Provided, however, that the Board retains the authority for taking final action on any matter so identified anywhere in these policies and procedures.

   b. Within the general delegation of authority in the preceding paragraph a. above, the chief executive officers shall have the authority to manage, supervise and control the personnel and human resources of the institutions and agencies. Organizational structure, duty assignments, place of work, shift placement, salaries, work hour adjustments, benefit determinations, reductions in force and all similar and related work place decisions are the prerogative of the chief executive officers except or unless as limited by other applicable provisions of Board or institutional policy.

   c. Without limiting the general description of b. above, the authority delegated to each chief executive officer includes the authority, in the chief executive officer's discretion, to reduce expenditures to respond to financial challenges (without a financial exigency declaration by the Board) and to maintain sound fiscal management. In such cases, the chief executive officer may take employment actions which are uniform across the entire institution, or uniform across institution budgetary units, but may not include actions requiring a financial exigency declaration by the Board. Such actions may include work hour adjustments such as furloughs or other unpaid leave as long as such are uniform across budgetary units or uniformly tiered as applied to certain salary levels or classifications. Work hour adjustments may be pro-rated based on annual salary levels to equitably reduce the financial hardship of the adjustments on lower level employees. Institutions shall adopt internal policies for implementing the employment actions in a manner consistent with the Board's policies and procedures, and furnish these policies to the Board.

   d. In implementing any such actions described in the preceding paragraph c. above, the institution shall seek the input from the faculty, non-classified staff and classified staff employee groups. Such groups will be given at least twenty-one (21) calendar days to provide their input on the proposed actions as provided for

in the policies of the institution. The institution shall, once such input is taken and considered by the chief executive officer, establish procedures that provide for at least thirty (30) days written notice prior to the effective date of the action and an opportunity for an affected employee to be heard. The notice must include the effective date of the employment action, a statement of the basis for the employment action, and a description of the process to be heard. Such process shall be comparable to the process for review described in Board Policy Section II.N.7.a. The employee may contest the action only based on whether the action, with respect to that employee, violates the procedural requirements of this policy, applicable institutional policy or constitutional or statutory protections for that employee. The employee may not challenge the chief executive officer's determination that a reduction in budgetary expenditures is necessary, nor contest the chief executive officer's chosen means of addressing the reduction need, unless such means violate constitutional or statutory protections for the employee.

3. Specifically Reserved Board Authority

(Note: This is not an exclusive or exhaustive list and other reservations of Board authority may be found in other areas of these policies and procedures.) Board approval is required for the following:

a. Position Authorizations

Any position at a level of vice-president (or equivalent) and above, regardless of funding source, requires Board approval.

Agenda Item Format: Requests for new position authorizations must include the following information:

i. Position title;
ii. Type of position;
iii. FTE;
iv. Term of appointment;
v. Effective date;
vi. Approximate salary range;
vii. Funding source; and
viii. A description of the duties and responsibilities of the position.

b. The initial appointment of an employee to any type of position at a salary that is equal to or higher than 75% of the chief executive officer's annual salary.

c. The employment agreement, and all amendments thereto, of any ~~head~~ coach or athletic director (at the institutions only) longer than three (3)~~one~~ years, ~~and all amendments thereto~~or for a total annual compensation amount of $200,000 or

higher. Policies applicable to employment agreements for athletic directors and coaches are found in Section II.H.

d. The criteria established by the institutions for initial appointment to faculty rank and for promotion in rank, as well as any additional faculty ranks and criteria as may be established by an institution other than those provided for in these policies (see ~~subsection~~ Section II. G.) Any exceptions to the approved criteria also require Board approval.

For the procedures established for periodic performance reviews of tenured faculty members see ~~subs~~Section II. G.

ATTACHMENT 1

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ATTACHMENT 2

1. Employment Terms

   a. All non-classified employees, except those set forth in Section II.F.1.b. below, serve at the pleasure of the chief executive officer, and may be dismissed at any time, with or without cause, and without notice, at the discretion of the chief executive officer.

   b. Employment Contracts

      i. An institution may provide employment contracts to its non-classified employees. If an institution chooses to offer employment contracts to its non-classified employees, the employment contract must include the period of the appointment, salary, pay periods, position title, employment status and such other information as the institution may elect to include in order to define the contract of employment. Non-classified employees have no continued expectation of employment beyond their current contract of employment.

      ii. Non-classified employees, who serve pursuant to contracts of employment containing a stated salary are not guaranteed such salary in subsequent contracts or appointments, and such salary is subject to adjustment during the contract period due to financial exigency (as provided for in Section II.N of Board Policy) or through furlough or work hour adjustments (as provided for in S~~s~~ection II.B.2.c of Board Policy).

      iii. Each employee must acknowledge receipt and acceptance of the terms of the employment contract by signing and returning a copy to the institution initiating the offer of appointment. Failure or refusal of the employee to sign and return a copy of the employment contract within the time specified in the contract is deemed to be a rejection of the offer of employment unless the parties have mutually agreed in writing to extend the time. Nothing in this paragraph prohibits the institution from extending another offer to the employee in the event the initial offer was not signed and returned in a timely manner. Any alteration by the employee of the offer is deemed a counter-offer requiring an affirmative act of acceptance by an officer authorized to enter into contracts of employment binding the institution.

      iv. Each contract of employment shall include a statement to the following effect and intent: "The terms of employment set forth in this contract of employment are also subject to the Governing Policies and Procedures of the State Board of Education (or the Board of Regents of the University of Idaho, in the case of University of Idaho), and the policies and procedures of the institution." The contract shall also state that it may be terminated at any time for adequate cause, as defined in Section II.L. of Board Policy, or when the Board declares a state of financial exigency, as defined in Section

II.N. of Board Policy. The contract shall also state that it may be non-renewed pursuant to Section II.F.5. of Board Policy.

v. No contract of employment with such an employee may exceed one (1) year without the prior express approval of the Board, with the exception of employment agreements for athletic directors and coaches as set forth in Section II.H. of Board Policy. Employment beyond the contract period may not be legally presumed. Renewal of an employment contract is subject solely to the discretion of the chief executive officer of the institution, and, where applicable, of the Board.

2. Compensation

a. Salary – All non-classified employees shall receive a fixed salary. A payment in addition to the fixed salary for an employee on annual contract or agreement may be authorized by the chief executive officer for documented meritorious performance, to compensate a professional annual employee for short-term work assignments or additional duties beyond what is outlined in an employee's contract or agreement, or as incentive pay. Incentive pay may be paid for achievement of specific activities, goals or certifications as may be established by an institution in conjunction with certain programs or initiatives. All initial salaries for non-classified employees are established by the chief executive officer, subject to approval by the Board where applicable. The Board may make subsequent changes for any non-classified employee salary or may set annual salary guidelines and delegates to its executive director authority to review compliance with its annual guidelines. Any annual salary increase outside Board guidelines requires specific and prior Board approval before such increase may be effective or paid to the non-classified employee. With the exception of the chief executive officers, and other positions whose appointment is a reserved Board authority, approval of salaries shall be effective concurrently with Board approval of annual operating budgets for that fiscal year.

b. Salaries, Salary Increases and other Compensation related items

i. Salaries for new appointments to dean, associate/assistant dean, vice president, and president/vice president direct-report positions may not exceed the median rate for such position established by the College and University Professional Association for Human Resources (CUPA-HR), or its equivalent, without prior Board approval.

ii. Appointments to acting or interim positions shall be at base salary rates no greater than ten percent (10%) more than the appointees' salary rate immediately prior to accepting the interim appointment or ninety-five percent (95%) of the prior incumbent's rate, whichever is greater.

iii. Overtime Compensation – Non-classified employees earning annual leave at the equivalent rate of two (2) days for each month or major fraction thereof of credited state service are not eligible for either cash compensation or compensatory time off for overtime work. Non-classified employees in positions that are defined as "non-exempt" under the Fair Labor Standards Act earn overtime at a rate of one and one-half (1½) hours for each overtime hour worked. Other non-classified employees may earn compensatory time off at the discretion of the chief executive officer at a rate not to exceed one (1) hour of compensatory time for each hour of overtime worked.

iv. Credited State Service - The basis for earning credited state service will be the actual hours paid not to exceed forty (40) per week.

v. Pay Periods - All non-classified employees are paid in accordance with a schedule established by the state controller.

vi. Automobile Exclusion - Unless expressly authorized by the Board, no non-classified employee will receive an automobile or automobile allowance as part of his or her compensation.

3. Annual Leave

a. Non-classified employees at the institutions, agencies earn annual leave at the equivalent rate of two (2) days per month or major fraction thereof of credited state service. Twelve-month employees employed at the entities named above may accrue leave up to a maximum of 240 hours. An employee who has accrued the maximum will not earn further leave until the employee's use of annual leave reduces the accrual below the maximum.

   Non-classified employees in positions which are covered under the Fair Labor Standards Act earn annual leave in accordance with and subject to the maximum leave accruals in Section 67-5334, Idaho Code.

b. Non-classified employees appointed to less than full-time positions earn annual leave on a proportional basis dependent upon the terms and conditions of employment.

c. Professional Leave - At the discretion of the chief executive officer, non-classified employees may be granted professional leave with or without compensation under conditions and terms as established by the chief executive officer.

d. Pursuant to section 59-1606(3), Idaho Code, when a classified employee's position is changed to non-classified, or when a classified employee is moved into a non-classified position, and that employee, due to the employee's years of service, has

an annual leave balance in excess of 240 hours, then the institution may pay the employee as supplemental pay the balance that is in excess of 240 hours.

4. Performance Evaluation

Each institution or agency must establish policies and procedures for the performance evaluation of non-classified employees, and are responsible for implementing those policies in evaluating the work performance of employees. The purposes of employee evaluations are to identify areas of strength and weakness, to improve employee work performance, and to provide a basis on which the chief executive officers and the Board may make decisions concerning retention, promotion, and merit salary increases. All non-classified employees must be evaluated annually. Any written recommendations that result from a performance evaluation must be signed by the appropriate supervisor, a copy provided to the employee and a copy placed in the official personnel file of the employee. Evaluation ratings that result in findings of inadequate performance of duties or failure to perform duties constitute adequate cause as set forth in Section II.L. of Board Policy.

5. Non-Renewal of Non-classified Contract Employees

a. Notice of the decision of the chief executive officer to not renew a contract of employment must be given in writing to the non-classified employee at least sixty (60) calendar days before the end of the existing period of appointment for annual appointments. For appointments of less than one year, the written notice must be at least thirty (30) days prior to the end of the existing period of appointment. Reasons for non-renewal need not be stated. Non-renewal without cause is the legal right of the Board. If any reasons for non-renewal are provided to the employee for information, it does not convert the non-renewal to dismissal for cause and does not establish or shift any burden of proof. Failure to give timely notice of non-renewal because of mechanical, clerical, mailing, or similar error is not deemed to renew the contract of employment for another full term, but the existing term of employment must be extended to the number of days necessary to allow sixty (60) (or thirty days where applicable) calendar days' notice to the employee.

b. Except as set forth in this paragraph, non-renewal is not grievable within the institution nor is it appealable to the Board. However, if an employee presents bona fide allegations and evidence to the chief executive officer of the institution that the non-renewal of the contract of employment was the result of discrimination prohibited by applicable law, the employee is entitled to use the internal discrimination grievance procedure set forth in Section II.M. to test the allegation. If the chief executive officer is the subject of the allegations, the employee may present the bona fide allegations and evidence to the Executive Director. The normal internal grievance procedure for discrimination must be used unless changed by mutual consent of the parties. The ultimate burden of proof rests with

the employee. The institution is required to offer evidence of its reasons for non-renewal only if the employee has made a prima facie showing that the recommendation of non-renewal was made for reasons prohibited by applicable law. Unless mutually agreed to by the parties in writing, the use of the discrimination grievance procedure will not delay the effective date of non-renewal. Following the discrimination grievance procedures, if any, the decision of the institution, is final, subject to Section II.F.5.c., below.

c. If, and only if, the chief executive officer is the subject of the alleged discrimination prohibited by applicable law, the non-classified contract employee may petition the Board to review the final action of the institution. Any petition for review must be filed at the Office of the State Board of Education within fifteen (15) calendar days after the employee receives notice of final action. The Board may agree to review the final action, setting out whatever procedure and conditions for review it deems appropriate, or it may choose not to review the final action. The fact that a review petition has been filed will not stay the effectiveness of the final action, nor will the grant of a petition for review, unless specifically provided by the Board. Board review is not a matter of right. An employee need not petition for Board review in order to have exhausted administrative remedies for purposes of judicial review. Nothing in this section should be construed as any prohibition against filing a complaint with any appropriate state or federal entity, including but not limited to the Equal Employment Opportunity Commission (EEOC) or the Idaho Human Rights Commission (IHRC).

6. Tenure

Non-classified employees are generally not entitled to tenure. Certain, very limited, exceptions to this general rule are found in Subsection G.6 of these personnel policies and procedures.

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ATTACHMENT 3

1. Agreements Longer Than ~~One~~ Three (3) Years

The chief executive officer of an institution is authorized to enter into a contract for the services of a coach or athletic director with that institution for a term of ~~more than one (1) year, but not more than five (5) years,~~ up to three (3) years. A contract with a term (whether fixed or rolling) of more than three (3) years, or with a total annual compensation amount of $200,000 or higher, is subject to approval by the Board as to the terms, conditions, and compensation there under, and subject further to the condition that the contract of employment carries terms and conditions of future obligations of the coach or athletic director to the institution for the performance of such contracts. ~~A contract in excess of three (3) years (whether fixed or rolling) must show extraordinary circumstances.~~ Contracts shall define the entire employment relationship between the Board and a coach or athletic director and may incorporate by reference applicable Board and institutional policies and rules, and applicable law.

a. Each contract for the services shall follow the general form approved by the Board as a model contract. The ~~June 2014~~April 2016 Board revised and approved multiyear model contract is adopted by reference into this policy. The model contracts for employment agreements may be found on the Board's website at http://boardofed.idaho.gov/.

b. All such contracts must contain a liquidated damages clause provision in favor of the institution, applicable in the event that a coach or athletic director terminates the contract for convenience, in an amount which is a reasonable approximation of damages which might be sustained if the contract is terminated.

   i. If a head coach resigns or is terminated and there is one or more assistant coach for the same sport on a multi-year contract, the liquidated damages clause for the assistant coach(es) may be waived.

c. Contracts submitted for Board approval shall include the following supporting documentation (either in the agenda cover page or as an attachment; and shall be accompanied by the completed "Athletics Contracts Checklist" found on the Board's website at http//boardofed.idaho.gov/:

   i. A summary of all supplemental compensation incentives;

   ii. Quantification of maximum potential annual compensation (i.e. base salary plus maximum incentive pay);

   iii. Employment agreement (clean version), employment agreement (redline to Board-approved model contract), and for current coaches a redline of proposed employment agreement to current employment agreement;

iv. In the case of National Collegiate Athletic Association (NCAA) institutions, a 4-year history of the institution's Academic Progress Rate (APR) raw scores and national average APR scores for the applicable sport;

v. A schedule of base salaries and incentive payments of all other same sport coaches in the institution's conference; and

vi. Documentation on how the institution arrived at the proposed liquidated damages amount(s), and a summary of publically-available liquidated damages and buyout provisions for coaches of the same sport at all other public institutions in the conference.

d. All contracts must be submitted for Board approval prior to the contract effective date.

2. Agreements For Three (3) ~~One~~ Years Or Less

The chief executive officer of an institution is authorized to enter into a contract for the services of a coach or athletic director with that institution for a term of ~~one (1)~~three (3) years or less and ~~an annual salary of $150,000 or~~ a total annual compensation amount less than $200,000 without Board approval. Each contract shall follow the general form approved by the Board as a model contract. Such contract shall define the entire employment relationship between the Board and the coach or athletic director and may incorporate by reference applicable Board and institutional policies and rules, and applicable law. The ~~December 9, 2010~~April 14, 2016 Board revised and approved model contract is adopted by reference into this policy. The model contracts for employment agreements may be found on the Board's website at http://boardofed.idaho.gov/.

3. Academic Incentives

Each contract for a coach or athletic director shall include incentives in the form of supplemental compensation, separate from any other incentives, based upon the academic performance of the student athletes whom the coach or athletic director supervises. Each year a coach or athletic director may be eligible to receive supplemental compensation based on achievement of the incentive. Awarding supplemental compensation shall be contingent upon achievement of one or more measures including, but not limited to, (in the case of the National Collegiate Athletic Association (NCAA) institutions), the NCAA Academic Progress Rate (APR). The Board shall approve the APR against which achievement of the incentive shall be based (in whole or in part) and the basis for computing the incentive. Information provided to the Board in determining the raw score to be used should include a 4-year

history of the institution's APR raw scores and national average APR scores for that sport. Any such supplemental compensation paid to coach or athletic director shall be separately reported to the Board.

4. Part-time Coaches Excepted

   The chief executive officer of an institution is authorized to hire part-time coaches as provided in the policies of the institution. Applicable Board policies shall be followed.

5. Assistant Coaches

   The chief executive officer of the institution is authorized to hire assistant coaches as provided in the policies of the institution. Applicable Board policies shall be followed.

6. Annual Leave

   a. All existing contracts and accrued leave held by coaches at the institutions on the effective date of this policy shall be grandfathered under policy Section II.F. for purposes of accruing annual leave until the coach's contract renewal.

   b. Following the effective date of this policy, the institutions shall have the authority to negotiate annual leave for all coach contract renewals and new hires using one of the two options below:

      i. Annual leave may be earned and accrued consistent with non-classified employees as set forth in policy II.F.; or

      ii. Pursuant to section 59-1606(3), Idaho Code, coaches do not accrue leave, but may take leave with prior written approval from the athletic director. Under this option, any accrued annual leave balance at the time of the coach's contract renewal shall be forfeited or paid off, and the new contract shall document the forfeiture or compensation of that leave.

ATTACHMENT 3

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(Form Used When Board Approval Not Needed)
EMPLOYMENT AGREEMENT

This Employment Agreement (Agreement) is entered into by and between _____ (University (College)), and _____ (Coach).

ARTICLE 1

1.1. Employment. Subject to the terms and conditions of this Agreement, the University (College) shall employ Coach as the head coach of its intercollegiate _(Sport)___ team (Team). Coach represents and warrants that Coach is fully qualified to serve, and is available for employment, in this capacity.

1.2. Reporting Relationship. Coach shall report and be responsible directly to the University (College)'s Director of Athletics (Director) or the Director's designee. Coach shall abide by the reasonable instructions of Director or the Director's designee and shall confer with the Director or the Director's designee on all administrative and technical matters. Coach shall also be under the general supervision of the University (College)'s President (President).

1.3. Duties. Coach shall manage and supervise the Team and shall perform such other duties in the University (College)'s athletic program as the Director may assign and as may be described elsewhere in this Agreement. The University (College) shall have the right, at any time, to reassign Coach to duties at the University (College) other than as head coach of the Team, provided that Coach's compensation and benefits shall not be affected by any such reassignment, except that the opportunity to earn supplemental compensation as provided in sections 3.2.1 through _(Depending on supplemental pay provisions used)____ shall cease.

ARTICLE 2

2.1. Term. This Agreement is for a fixed-term appointment of _____ (__) months, commencing on _____ and terminating, without further notice to Coach, on _____ unless sooner terminated in accordance with other provisions of this Agreement

2.2. Extension or Renewal. This Agreement is renewable solely upon an offer from the University (College) and an acceptance by Coach, both of which must be in writing and signed by the parties. Any renewal is subject to the prior approval of University (College)'s Board of _(Regents or Trustees)__ . This Agreement in no way grants to Coach a claim to tenure in employment, nor shall Coach's service pursuant to this agreement count in any way toward tenure at the University (College).

ARTICLE 3

3.1 Regular Compensation.

3.1.1 In consideration of Coach's services and satisfactory performance of this Agreement, the University (College) shall provide to Coach:

a) An annual salary of $_____ per year, payable in biweekly installments in accordance with normal University (College) procedures, and such salary increases as may be determined appropriate by the Director and President and approved by the University (College)'s Board of (Regents or Trustees) ;

b) The opportunity to receive such employee benefits as the University (College) provides generally to non-faculty exempt employees, provided that the Coach qualifies for such benefits by meeting all applicable eligibility requirements; and

3.2 Supplemental Compensation. Each year Coach shall be eligible to receive supplemental compensation in an amount up to (amount or computation) based on the academic achievement and behavior of Team members. The determination of whether Coach will receive such supplemental compensation and the timing of the payment(s) shall be at the discretion of the President in consultation with the Director and approved by the University (College)'s Board of (Regents or Trustees). The determination shall be based on the following factors: grade point averages; difficulty of major course of study; honors such as scholarships, designation as Academic All-American, and conference academic recognition; progress toward graduation for all athletes, but particularly those who entered the University (College) as academically at-risk students; the conduct of Team members on the University (College) campus, at authorized University (College) activities, in the community, and elsewhere. Any such supplemental compensation paid to Coach shall be accompanied with a detailed justification for the supplemental compensation based on the factors listed above and such justification shall be separately reported to the Board of (Regents or Trustees) as a document available to the public under the Idaho Public Records Act.

3.3 Footwear; Apparel; Equipment. Coach agrees that the University (College) has the exclusive right to select footwear, apparel and/or equipment for the use of its student-athletes and staff, including Coach, during official practices and games and during times when Coach or the Team is being filmed by motion picture or video camera or posing for photographs in their capacity as representatives of University (College). Coach recognizes that the University (College) is negotiating or has entered into an agreement with (Company Name) to supply the University (College) with athletic footwear, apparel and/or equipment. Coach agrees that, upon the University (College)'s reasonable request, Coach will consult with appropriate parties concerning an (Company Name) product's design or performance, shall act as an instructor at a clinic sponsored in whole or in part by (Company Name) , or give a lecture at an event sponsored in whole or in part by (Company Name) , or make other educationally-related appearances as may be reasonably requested by the University (College). Notwithstanding the foregoing sentence, Coach shall retain the right to decline such appearances as Coach reasonably determines to conflict

with or hinder his duties and obligations as head (Sport) coach. In order to avoid entering into an agreement with a competitor of (Company Name), Coach shall submit all outside consulting agreements to the University (College) for review and approval prior to execution. Coach shall also report such outside income to the University (College) in accordance with NCAA (or NAIA) rules. Coach further agrees that Coach will not endorse any athletic footwear, apparel and/or equipment products, including (Company Name), and will not participate in any messages or promotional appearances which contain a comparative or qualitative description of athletic footwear, apparel or equipment products.

3.4 General Conditions of Compensation. All compensation provided by the University (College) to Coach is subject to deductions and withholdings as required by law or the terms and conditions of any fringe benefit in which Coach participates. However, if any fringe benefit is based in whole or in part upon the compensation provided by the University (College) to Coach, such fringe benefit shall be based only on the compensation provided pursuant to section 3.1.1, except to the extent required by the terms and conditions of a specific fringe benefit program.

ARTICLE 4

4.1. Coach's Specific Duties and Responsibilities. In consideration of the compensation specified in this Agreement, Coach, in addition to the obligations set forth elsewhere in this Agreement, shall:

4.1.1. Devote Coach's full time and best efforts to the performance of Coach's duties under this Agreement;

4.1.2. Develop and implement programs and procedures with respect to the evaluation, recruitment, training, and coaching of Team members which enable them to compete successfully and reasonably protect their health, safety, and well-being;

4.1.3. Observe and uphold all academic standards, requirements, and policies of the University (College) and encourage Team members to perform to their highest academic potential and to graduate in a timely manner; and

4.1.4. Know, recognize, and comply with all applicable laws and the policies, rules and regulations of the University (College), the University (College)'s governing board, the conference, and the NCAA (or NAIA); supervise and take appropriate steps to ensure that Coach's assistant coaches, any other employees for whom Coach is administratively responsible, and the members of the Team know, recognize, and comply with all such laws, policies, rules and regulations; and immediately report to the Director and to the Department's Director of Compliance if Coach has reasonable cause to believe that any person or entity, including without limitation representatives of the University (College)'s athletic interests, has violated or is likely to violate any such laws, policies, rules or regulations. Coach shall cooperate fully with the University (College) and Department at all times. The names or titles of employees whom Coach supervises are attached as Exhibit C. The applicable laws, policies, rules, and regulations include: (a) State Board of Education and Board of Regents of the University of Idaho Governing Policies

and Procedures and Rule Manual; (b) University (College)'s Handbook; (c) University (College)'s Administrative Procedures Manual; (d) the policies of the Department; (e) NCAA (or NAIA) rules and regulations; and (f) the rules and regulations of the (Sport) conference of which the University (College) is a member.

4.2 Outside Activities. Coach shall not undertake any business, professional or personal activities, or pursuits that would prevent Coach from devoting Coach's full time and best efforts to the performance of Coach's duties under this Agreement, that would otherwise detract from those duties in any manner, or that, in the opinion of the University (College), would reflect adversely upon the University (College) or its athletic program. Subject to the terms and conditions of this Agreement, Coach may, with the prior written approval of the Director, who may consult with the President, enter into separate arrangements for outside activities and endorsements which are consistent with Coach's obligations under this Agreement. Coach may not use the University (College)'s name, logos, or trademarks in connection with any such arrangements without the prior written approval of the Director and the President.

4.3 NCAA (or NAIA) Rules. In accordance with NCAA (or NAIA) rules, Coach shall obtain prior written approval from the University (College)'s President for all athletically related income and benefits from sources outside the University (College) and shall report the source and amount of all such income and benefits to the University (College)'s President whenever reasonably requested, but in no event less than annually before the close of business on June 30th of each year or the last regular University (College) work day preceding June 30th. The report shall be in a format reasonably satisfactory to University (College). In no event shall Coach accept or receive directly or indirectly any monies, benefits, or gratuities whatsoever from any person, association, corporation, University (College) booster club, University (College) alumni association, University (College) foundation, or other benefactor, if the acceptance or receipt of the monies, benefits, or gratuities would violate applicable law or the policies, rules, and regulations of the University (College), the University (College)'s governing board, the conference, or the NCAA (or NAIA).

4.4 Hiring Authority. Coach shall have the responsibility and the sole authority to recommend to the Director the hiring and termination of assistant coaches for the Team, but the decision to hire or terminate an assistant coach shall be made by the Director and shall, when necessary or appropriate, be subject to the approval of President and the University (College)'s Board of (Trustees or Regents).

4.5 Scheduling. Coach shall consult with, and may make recommendations to, the Director or the Director's designee with respect to the scheduling of Team competitions, but the final decision shall be made by the Director or the Director's designee.

4.6 Other Coaching Opportunities. Coach shall not, under any circumstances, interview for, negotiate for, or accept employment as a coach at any other institution of higher education or with any professional sports team, requiring performance of duties prior to the expiration of this Agreement, without the prior approval of the Director. Such approval shall not unreasonably be withheld.

ARTICLE 5

5.1 Termination of Coach for Cause. The University (College) may, in its discretion, suspend Coach from some or all of Coach's duties, temporarily or permanently, and with or without pay; reassign Coach to other duties; or terminate this Agreement at any time for good or adequate cause, as those terms are defined in applicable rules and regulations.

5.1.2 Suspension, reassignment, or termination for good or adequate cause shall be effectuated by the University (College) as follows: before the effective date of the suspension, reassignment, or termination, the Director or his designee shall provide Coach with notice, which notice shall be accomplished in the manner provided for in this Agreement and shall include the reason(s) for the contemplated action. Coach shall then have an opportunity to respond. After Coach responds or fails to respond, University (College) shall notify Coach whether, and if so when, the action will be effective.

5.1.3 In the event of any termination for good or adequate cause, the University (College)'s obligation to provide compensation and benefits to Coach, whether direct, indirect, supplemental or collateral, shall cease as of the date of such termination, and the University (College) shall not be liable for the loss of any collateral business opportunities or other benefits, perquisites, or income resulting from outside activities or from any other sources.

5.1.4 If found in violation of NCAA (NAIA) regulations, Coach shall, in addition to the provisions of Section 5.1, be subject to disciplinary or corrective action as set forth in the provisions of the NCAA (NAIA) enforcement procedures. This section applies to violations occurring at the University (College) or at previous institutions at which the Coach was employed.

5.2 Termination due to Disability or Death of Coach.

5.2.1 Notwithstanding any other provision of this Agreement, this Agreement shall terminate automatically if Coach becomes totally or permanently disabled as defined by the University (College)'s disability insurance carrier, becomes unable to perform the essential functions of the position of head coach, or dies.

5.2.2 If this Agreement is terminated because of Coach's death, Coach's salary and all other benefits shall terminate as of the last day worked, except that the Coach's personal representative or other designated beneficiary shall be paid all compensation due or unpaid and death benefits, if any, as may be contained in any fringe benefit plan now in force or hereafter adopted by the University (College) and due to the Coach's estate or beneficiaries thereunder.

5.2.3 If this Agreement is terminated because the Coach becomes totally or permanently disabled as defined by the University (College)'s disability insurance carrier, or becomes unable to perform the essential functions of the position of head coach, all salary and other benefits shall terminate, except that the Coach shall be entitled to receive any compensation due or unpaid and any disability-related benefits to which he is entitled by virtue of employment with the University (College).

5.3 Interference by Coach. In the event of termination, suspension, or reassignment, Coach agrees that Coach will not interfere with the University (College)'s student-athletes or otherwise obstruct the University (College)'s ability to transact business or operate its intercollegiate athletics program.

5.4 No Liability. The University (College) shall not be liable to Coach for the loss of any collateral business opportunities or any other benefits, perquisites or income from any sources that may ensue as a result of any termination of this Agreement by either party or due to death or disability or the suspension or reassignment of Coach, regardless of the circumstances.

5.5 Waiver of Rights. Because the Coach is receiving the opportunity to receive supplemental compensation and because such contracts and opportunities are not customarily afforded to University (College) employees, if the University (College) suspends or reassigns Coach, or terminates this Agreement for good or adequate cause or for convenience, Coach shall have all the rights provided for in this Agreement but hereby releases the University (College) from compliance with the notice, appeal, and similar employment-related rights provided for in the State Board of Education and Board or Regents of the University of Idaho Rule Manual (IDAPA 08) and Governing Policies and Procedures Manual, and the University (College) Faculty-Staff Handbook.

ARTICLE 6

6.1 Approval. This Agreement shall not be effective until and unless executed by both parties as set forth below. In addition, the payment of any compensation pursuant to this agreement shall be subject to the approval of the University (College)'s Board of _(Regents or Trustees)___, if required, the President, and the Director; the sufficiency of legislative appropriations; the receipt of sufficient funds in the account from which such compensation is paid; and the Board of _(Regents or Trustees)_ and University (College)'s rules regarding financial exigency.

6.2 University (College) Property. All personal property (excluding vehicle(s) provided through the _____ program), material, and articles of information, including, without limitation, keys, credit cards, personnel records, recruiting records, team information, films, statistics or any other personal property, material, or data, furnished to Coach by the University (College) or developed by Coach on behalf of the University (College) or at the University (College)'s direction or for the University (College)'s use or otherwise in connection with Coach's employment hereunder are and shall remain the sole property of the University (College). Within twenty-four (24) hours of the expiration of the term of this agreement or its earlier termination as provided herein, Coach shall immediately cause any such personal property, materials, and articles of information in Coach's possession or control to be delivered to the Director.

6.3 Assignment. Neither party may assign its rights or delegate its obligations under this Agreement without the prior written consent of the other party.

6.4 Waiver. No waiver of any default in the performance of this Agreement shall be effective unless in writing and signed by the waiving party. The waiver of a particular breach in the performance of this Agreement shall not constitute a waiver of any other or subsequent breach. The resort to a particular remedy upon a breach shall not constitute a waiver of any other available remedies.

6.5 Severability. If any provision of this Agreement is determined to be invalid or unenforceable, the remainder of the Agreement shall not be affected and shall remain in effect.

6.6 Governing Law. This Agreement shall be subject to and construed in accordance with the laws of the state of Idaho as an agreement to be performed in Idaho. Any action based in whole or in part on this Agreement shall be brought in the courts of the state of Idaho.

6.7 Oral Promises. Oral promises of an increase in annual salary or of any supplemental or other compensation shall not be binding upon the University (College).

6.8 Force Majeure. Any prevention, delay or stoppage due to strikes, lockouts, labor disputes, acts of God, inability to obtain labor or materials or reasonable substitutes therefor, governmental restrictions, governmental regulations, governmental controls, enemy or hostile governmental action, civil commotion, fire or other casualty, and other causes beyond the reasonable control of the party obligated to perform (including financial inability), shall excuse the performance by such party for a period equal to any such prevention, delay or stoppage.

6.9 Confidentiality. The Coach hereby consents and agrees that this document may be released and made available to the public after it is signed by the Coach. The Coach further agrees that all documents and reports he is required to produce under this Agreement may be released and made available to the public at the University (College)'s sole discretion.

6.10 Notices. Any notice under this Agreement shall be in writing and be delivered in person or by public or private courier service (including U.S. Postal Service Express Mail) or certified mail with return receipt requested or by facsimile. All notices shall be addressed to the parties at the following addresses or at such other addresses as the parties may from time to time direct in writing:

the University (College): Director of Athletics

_____

_____

with a copy to: President

_____

_____

the Coach: _____
Last known address on file with
University (College)'s Human Resource Services

Any notice shall be deemed to have been given on the earlier of: (a) actual delivery or refusal to accept delivery, (b) the date of mailing by certified mail, or (c) the day facsimile delivery is verified. Actual notice, however and from whomever received, shall always be effective.

6.11 Headings. The headings contained in this Agreement are for reference purposes only and shall not in any way affect the meaning or interpretation hereof.

6.12 Binding Effect. This Agreement is for the benefit only of the parties hereto and shall inure to the benefit of and bind the parties and their respective heirs, legal representatives, successors and assigns.

6.13 Non-Use of Names and Trademarks. The Coach shall not, without the University (College)'s prior written consent in each case, use any name, trade name, trademark, or other designation of the University (College) (including contraction, abbreviation or simulation), except in the course and scope of his official University (College) duties.

6.14 No Third Party Beneficiaries. There are no intended or unintended third party beneficiaries to this Agreement.

6.15 Entire Agreement; Amendments. This Agreement constitutes the entire agreement of the parties and supersedes all prior agreements and understandings with respect to the same subject matter. No amendment or modification of this Agreement shall be effective unless in writing, signed by both parties, and approved by University (College)'s Board of (Regents or Trustees) if required under Section II.H. of Board Policy.

6.16 Opportunity to Consult with Attorney. The Coach acknowledges that he has had the opportunity to consult and review this Agreement with an attorney. Accordingly, in all cases, the language of this Agreement shall be construed simply, according to its fair meaning, and not strictly for or against any party.

UNIVERSITY (COLLEGE)	COACH
_____	_____
, President Date	Date

*Approved by the Board of _(Regents or Trustees)_ on the ____ day of _____.
[*Note: One (1) year employment agreements which require Board approval are defined in Section II.H. of Board Policy]

ATTACHMENT 5

(Form Used When Board Approval Required)
(MODEL ATHLETICS CONTRACT)

EMPLOYMENT AGREEMENT

This Employment Agreement (Agreement) is entered into by and between _____ (University (College)), and _____ (Coach).

ARTICLE 1

1.1. Employment. Subject to the terms and conditions of this Agreement, the University (College) shall employ Coach as the head coach of its intercollegiate _(Sport)___ team (Team) (or Director of Athletics). Coach (Director) represents and warrants that Coach is fully qualified to serve, and is available for employment, in this capacity.

1.2. Reporting Relationship. Coach shall report and be responsible directly to the University (College)'s Director or the Director's designee. Coach shall abide by the reasonable instructions of Director or the Director's designee and shall confer with the Director or the Director's designee on all administrative and technical matters. Coach shall also be under the general supervision of the University (College)'s Chief executive officer (Chief executive officer).

1.3. Duties. Coach shall manage and supervise the Team and shall perform such other duties in the University (College)'s athletic program as the Director may assign and as may be described elsewhere in this Agreement. The University (College) shall have the right, at any time, to reassign Coach to duties at the University (College) other than as head coach of the Team, provided that Coach's compensation and benefits shall not be affected by any such reassignment, except that the opportunity to earn supplemental compensation as provided in sections 3.2.1 through _(Depending on supplemental pay provisions used)____ shall cease.

ARTICLE 2

2.1. Term. This Agreement is for a fixed-term appointment of _____ (__) years, commencing on _____ and terminating, without further notice to Coach, on _____ unless sooner terminated in accordance with other provisions of this Agreement.

2.2. Extension or Renewal. This Agreement is renewable solely upon an offer from the University (College) and an acceptance by Coach, both of which must be in writing and signed by the parties. Any renewal is subject to the prior approval of the Board of Education. This Agreement in no way grants to Coach a claim to tenure in employment,

nor shall Coach's service pursuant to this agreement count in any way toward tenure at the University (College).

ARTICLE 3

3.1 Regular Compensation.

3.1.1 In consideration of Coach's services and satisfactory performance of this Agreement, the University (College) shall provide to Coach:

a) An annual salary of $_____ per year, payable in biweekly installments in accordance with normal University (College) procedures, and such salary increases as may be determined appropriate by the Director and Chief executive officer and approved by the University (College)'s Board of _(Regents or Trustees)____ ;

b) The opportunity to receive such employee benefits as the University (College) provides generally to non-faculty exempt employees; and

c) The opportunity to receive such employee benefits as the University (College)'s Department of Athletics (Department) provides generally to its employees of a comparable level. Coach hereby agrees to abide by the terms and conditions, as now existing or hereafter amended, of such employee benefits.

3.2 Supplemental Compensation

3.2.1. Each year the Team is the conference champion or co-champion and also becomes eligible for a _(bowl game pursuant to NCAA Division I guidelines or post-season tournament or post-season playoffs)_, and if Coach continues to be employed as University (College)'s head ___(Sport)_ coach as of the ensuing July 1st, the University (College) shall pay to Coach supplemental compensation in an amount equal to ___(amount or computation)__ of Coach's Annual Salary during the fiscal year in which the championship and __(bowl or other post-season)__ eligibility are achieved. The University (College) shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.2 Each year the Team is ranked in the top 25 in the _(national rankings of sport's division)__ , and if Coach continues to be employed as University (College)'s head _(Sport)_ coach as of the ensuing July 1st, the University (College) shall pay Coach supplemental compensation in an amount equal to _(amount or computation)____ of

Coach's Annual Salary in effect on the date of the final poll. The University (College) shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.3 Each year Coach shall be eligible to receive supplemental compensation in an amount up to (amount or computation) based on the academic achievement and behavior of Team members. The determination of whether Coach will receive such supplemental compensation and the timing of the payment(s) shall be at the discretion of the Chief executive officer in consultation with the Director. The determination shall be based on the following factors: the Academic Progress Rate set by the Board, grade point averages; difficulty of major course of study; honors such as scholarships, designation as Academic All-American, and conference academic recognition; progress toward graduation for all athletes, but particularly those who entered the University (College) as academically at-risk students; the conduct of Team members on the University (College) campus, at authorized University (College) activities, in the community, and elsewhere. Any such supplemental compensation paid to Coach shall be accompanied with a detailed justification for the supplemental compensation based on the factors listed above and such justification shall be separately reported to the Board of (Regents or Trustees) as a document available to the public under the Idaho Public Records Act.

3.2.4 Each year Coach shall be eligible to receive supplemental compensation in an amount up to __(amount or computation)____ based on the overall development of the intercollegiate (men's/women's) _(Sport)__ program; ticket sales; fundraising; outreach by Coach to various constituency groups, including University (College) students, staff, faculty, alumni and boosters; and any other factors the Chief executive officer wishes to consider. The determination of whether Coach will receive such supplemental compensation and the timing of the payment(s) shall be at the discretion of the Chief executive officer in consultation with the Director.

3.2.5 The Coach shall receive the sum of _(amount or computation)_ from the University (College) or the University (College)'s designated media outlet(s) or a combination thereof each year during the term of this Agreement in compensation for participation in media programs and public appearances (Programs). Coach's right to receive such a payment shall vest on the date of the Team's last regular season or post-season competition, whichever occurs later. This sum shall be paid (terms or conditions of payment)_____ . Agreements requiring the Coach to participate in Programs related to his duties as an employee of University (College) are the property of the University (College). The University (College) shall have the exclusive right to negotiate and contract with all producers of media productions and all parties desiring public appearances by the Coach. Coach agrees to cooperate with the University (College) in order for the Programs to be successful and agrees to provide his services to and perform on the Programs and to cooperate in their production, broadcasting, and telecasting. It is understood that neither Coach nor any assistant coaches shall appear without the prior written approval

of the Director on any competing radio or television program (including but not limited to a coach's show, call-in show, or interview show) or a regularly scheduled news segment, except that this prohibition shall not apply to routine news media interviews for which no compensation is received. Without the prior written approval of the Director, Coach shall not appear in any commercial endorsements which are broadcast on radio or television that conflict with those broadcast on the University (College)'s designated media outlets.

3.2.6 **(SUMMER CAMP—OPERATED BY UNIVERSITY (COLLEGE))** Coach agrees that the University (College) has the exclusive right to operate youth (Sport) __ camps on its campus using University (College) facilities. The University (College) shall allow Coach the opportunity to earn supplemental compensation by assisting with the University (College)'s camps in Coach's capacity as a University (College) employee. Coach hereby agrees to assist in the marketing, supervision, and general administration of the University (College)'s football camps. Coach also agrees that Coach will perform all obligations mutually agreed upon by the parties. In exchange for Coach's participation in the University (College)'s summer football camps, the University (College) shall pay Coach _(amount)__ per year as supplemental compensation during each year of his employment as head _(Sport)_ coach at the University (College). This amount shall be paid __(terms of payment)_____ .

(SUMMER CAMP—OPERATED BY COACH) Coach may operate a summer youth _(Sport)__ camp at the University (College) under the following conditions:

a) The summer youth camp operation reflects positively on the University (College) and the Department;

b) The summer youth camp is operated by Coach directly or through a private enterprise owned and managed by Coach. The Coach shall not use University (College) personnel, equipment, or facilities without the prior written approval of the Director;

c) Assistant coaches at the University (College) are given priority when the Coach or the private enterprise selects coaches to participate;

d) The Coach complies with all NCAA (NAIA), Conference, and University (College) rules and regulations related, directly or indirectly, to the operation of summer youth camps;

e) The Coach or the private enterprise enters into a contract with University (College) and _____ (campus concessionaire) for all campus goods and services required by the camp.

f) The Coach or private enterprise pays for use of University (College) facilities including the _____ .

g) Within thirty days of the last day of the summer youth camp(s), Coach shall submit to the Director a preliminary "Camp Summary Sheet" containing financial and other information related to the operation of the camp. Within ninety days of the last day of the summer youth camp(s), Coach shall submit to Director a final accounting and "Camp Summary Sheet." A copy of the "Camp Summary Sheet" is attached to this Agreement as an exhibit.

h) The Coach or the private enterprise shall provide proof of liability insurance as follows: (1) liability coverage: spectator and staff--$1 million; (2) catastrophic coverage: camper and staff--$1 million maximum coverage with $100 deductible;

i) To the extent permitted by law, the Coach or the private enterprise shall defend and indemnify the University (College) against any claims, damages, or liabilities arising out of the operation of the summer youth camp(s)

j) All employees of the summer youth camp(s) shall be employees of the Coach or the private enterprise and not the University (College) while engaged in camp activities. The Coach and all other University (College) employees involved in the operation of the camp(s) shall be on annual leave status or leave without pay during the days the camp is in operation. The Coach or private enterprise shall provide workers' compensation insurance in accordance with Idaho law and comply in all respects with all federal and state wage and hour laws

In the event of termination of this Agreement, suspension, or reassignment, University (College) shall not be under any obligation to permit a summer youth camp to be held by the Coach after the effective date of such termination, suspension, or reassignment, and the University (College) shall be released from all obligations relating thereto.

3.2.7 Coach agrees that the University (College) has the exclusive right to select footwear, apparel and/or equipment for the use of its student-athletes and staff, including Coach, during official practices and games and during times when Coach or the Team is being filmed by motion picture or video camera or posing for photographs in their capacity as representatives of University (College). Coach recognizes that the University (College) is negotiating or has entered into an agreement with __(Company Name)__ to

supply the University (College) with athletic footwear, apparel and/or equipment. Coach agrees that, upon the University (College)'s reasonable request, Coach will consult with appropriate parties concerning an (Company Name) product's design or performance, shall act as an instructor at a clinic sponsored in whole or in part by (Company Name) , or give a lecture at an event sponsored in whole or in part by (Company Name) , or make other educationally-related appearances as may be reasonably requested by the University (College). Notwithstanding the foregoing sentence, Coach shall retain the right to decline such appearances as Coach reasonably determines to conflict with or hinder his duties and obligations as head (Sport) coach. In order to avoid entering into an agreement with a competitor of (Company Name) , Coach shall submit all outside consulting agreements to the University (College) for review and approval prior to execution. Coach shall also report such outside income to the University (College) in accordance with NCAA (or NAIA) rules. Coach further agrees that Coach will not endorse any athletic footwear, apparel and/or equipment products, including (Company Name), and will not participate in any messages or promotional appearances which contain a comparative or qualitative description of athletic footwear, apparel or equipment products.

3.3 General Conditions of Compensation. All compensation provided by the University (College) to Coach is subject to deductions and withholdings as required by law or the terms and conditions of any fringe benefit in which Coach participates. However, if any fringe benefit is based in whole or in part upon the compensation provided by the University (College) to Coach, such fringe benefit shall be based only on the compensation provided pursuant to section 3.1.1, except to the extent required by the terms and conditions of a specific fringe benefit program.

ARTICLE 4

4.1. Coach's Specific Duties and Responsibilities. In consideration of the compensation specified in this Agreement, Coach, in addition to the obligations set forth elsewhere in this Agreement, shall:

4.1.1. Devote Coach's full time and best efforts to the performance of Coach's duties under this Agreement;

4.1.2. Develop and implement programs and procedures with respect to the evaluation, recruitment, training, and coaching of Team members which enable them to compete successfully and reasonably protect their health, safety, and well-being;

4.1.3. Observe and uphold all academic standards, requirements, and policies of the University (College) and encourage Team members to perform to their highest academic potential and to graduate in a timely manner; and

4.1.4. Know, recognize, and comply with all applicable laws and the policies, rules and regulations of the University (College), the University (College)'s governing board, the conference, and the NCAA (or NAIA); supervise and take

appropriate steps to ensure that Coach's assistant coaches, any other employees for whom Coach is administratively responsible, and the members of the Team know, recognize, and comply with all such laws, policies, rules and regulations; and immediately report to the Director and to the Department's Director of Compliance if Coach has reasonable cause to believe that any person or entity, including without limitation representatives of the University (College)'s athletic interests, has violated or is likely to violate any such laws, policies, rules or regulations. Coach shall cooperate fully with the University (College) and Department at all times. The names or titles of employees whom Coach supervises are attached as Exhibit C. The applicable laws, policies, rules, and regulations include: (a) State Board of Education and Board of Regents of the University of Idaho Governing Policies and Procedures and Rule Manual; (b) University (College)'s Handbook; (c) University (College)'s Administrative Procedures Manual; (d) the policies of the Department; (e) NCAA (or NAIA) rules and regulations; and (f) the rules and regulations of the _(Sport)_ conference of which the University (College) is a member.

4.2 Outside Activities. Coach shall not undertake any business, professional or personal activities, or pursuits that would prevent Coach from devoting Coach's full time and best efforts to the performance of Coach's duties under this Agreement, that would otherwise detract from those duties in any manner, or that, in the opinion of the University (College), would reflect adversely upon the University (College) or its athletic program. Subject to the terms and conditions of this Agreement, Coach may, with the prior written approval of the Director, who may consult with the Chief executive officer, enter into separate arrangements for outside activities and endorsements which are consistent with Coach's obligations under this Agreement. Coach may not use the University (College)'s name, logos, or trademarks in connection with any such arrangements without the prior written approval of the Director and the Chief executive officer.

4.3 NCAA (or NAIA) Rules. In accordance with NCAA (or NAIA) rules, Coach shall obtain prior written approval from the University (College)'s Chief executive officer for all athletically related income and benefits from sources outside the University (College) and shall report the source and amount of all such income and benefits to the University (College)'s Chief executive officer whenever reasonably requested, but in no event less than annually before the close of business on June 30th of each year or the last regular University (College) work day preceding June 30th. The report shall be in a format reasonably satisfactory to University (College). In no event shall Coach accept or receive directly or indirectly any monies, benefits, or gratuities whatsoever from any person, association, corporation, University (College) booster club, University (College) alumni association, University (College) foundation, or other benefactor, if the acceptance or receipt of the monies, benefits, or gratuities would violate applicable law or the policies, rules, and regulations of the University (College), the University (College)'s governing board, the conference, or the NCAA (or NAIA).

4.4 Hiring Authority. Coach shall have the responsibility and the sole authority to recommend to the Director the hiring and termination of assistant coaches for the Team, but the decision to hire or terminate an assistant coach shall be made by the

Director and shall, when necessary or appropriate, be subject to the approval of Chief executive officer and the University (College)'s Board of (Trustees or Regents).

4.5 Scheduling. Coach shall consult with, and may make recommendations to, the Director or the Director's designee with respect to the scheduling of Team competitions, but the final decision shall be made by the Director or the Director's designee.

4.6 Other Coaching Opportunities. Coach shall not, under any circumstances, interview for, negotiate for, or accept employment as a coach at any other institution of higher education or with any professional sports team, requiring performance of duties prior to the expiration of this Agreement, without the prior approval of the Director. Such approval shall not unreasonably be withheld.

ARTICLE 5

5.1 Termination of Coach for Cause. The University (College) may, in its discretion, suspend Coach from some or all of Coach's duties, temporarily or permanently, and with or without pay; reassign Coach to other duties; or terminate this Agreement at any time for good or adequate cause, as those terms are defined in applicable rules and regulations.

5.1.1 In addition to the definitions contained in applicable rules and regulations, University (College) and Coach hereby specifically agree that the following shall constitute good or adequate cause for suspension, reassignment, or termination of this Agreement:

a) A deliberate or major violation of Coach's duties under this agreement or the refusal or unwillingness of Coach to perform such duties in good faith and to the best of Coach's abilities;

b) The failure of Coach to remedy any violation of any of the terms of this agreement within 30 days after written notice from the University (College);

c) A deliberate or major violation by Coach of any applicable law or the policies, rules or regulations of the University (College), the University (College)'s governing board, the conference or the NCAA (NAIA), including but not limited to any such violation which may have occurred during the employment of Coach at another NCAA or NAIA member institution;

d) Ten (10) working days' absence of Coach from duty without the University (College)'s consent;

e) Any conduct of Coach that constitutes moral turpitude or that would, in the University (College)'s judgment, reflect adversely on the University (College) or its athletic programs;

f) The failure of Coach to represent the University (College) and its athletic programs positively in public and private forums;

g) The failure of Coach to fully and promptly cooperate with the NCAA (NAIA) or the University (College) in any investigation of possible violations of any applicable law or the policies, rules or regulations of the University (College), the University (College)'s governing board, the conference, or the NCAA (NAIA);

h) The failure of Coach to report a known violation of any applicable law or the policies, rules or regulations of the University (College), the University (College)'s governing board, the conference, or the NCAA (NAIA), by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team; or

i) A violation of any applicable law or the policies, rules or regulations of the University (College), the University (College)'s governing board, the conference, or the NCAA (NAIA), by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team if Coach knew or should have known of the violation and could have prevented it by ordinary supervision.

5.1.2 Suspension, reassignment, or termination for good or adequate cause shall be effectuated by the University (College) as follows: before the effective date of the suspension, reassignment, or termination, the Director or his designee shall provide Coach with notice, which notice shall be accomplished in the manner provided for in this Agreement and shall include the reason(s) for the contemplated action. Coach shall then have an opportunity to respond. After Coach responds or fails to respond, University (College) shall notify Coach whether, and if so when, the action will be effective.

5.1.3 In the event of any termination for good or adequate cause, the University (College)'s obligation to provide compensation and benefits to Coach, whether direct, indirect, supplemental or collateral, shall cease as of the date of such termination, and the University (College) shall not be liable for the loss of any collateral business opportunities or other benefits, perquisites, or income resulting from outside activities or from any other sources.

5.1.4 If found in violation of NCAA (NAIA) regulations, Coach shall, in addition to the provisions of Section 5.1, be subject to disciplinary or corrective action as

set forth in the provisions of the NCAA (NAIA) enforcement procedures. This section applies to violations occurring at the University (College) or at previous institutions at which the Coach was employed.

5.2 Termination of Coach for Convenience of University (College).

5.2.1 At any time after commencement of this Agreement, University (College), for its own convenience, may terminate this Agreement by giving ten (10) days prior written notice to Coach.

5.2.2 In the event that University (College) terminates this Agreement for its own convenience, University (College) shall be obligated to pay Coach, as liquidated damages and not a penalty, the salary set forth in section 3.1.1(a), excluding all deductions required by law, on the regular paydays of University (College) until the term of this Agreement ends or until Coach obtains reasonably comparable employment, whichever occurs first, provided however, in the event Coach obtains other employment after such termination, then the amount of compensation the University pays will be adjusted and reduced by the amount of compensation paid Coach as a result of such other employment, such adjusted compensation to be calculated for each University pay-period by reducing the gross salary set forth in section 3.1.1(a) (before deductions required by law) by the gross compensation paid to Coach under the other employment, then subtracting from this adjusted gross compensation deductions according to law. In addition, Coach will be entitled to continue his health insurance plan and group life insurance as if he remained a University (College) employee until the term of this Agreement ends or until Coach obtains reasonably comparable employment or any other employment providing Coach with a reasonably comparable health plan and group life insurance, whichever occurs first. Coach shall be entitled to no other compensation or fringe benefits, except as otherwise provided herein or required by law. Coach specifically agrees to inform University within ten business days of obtaining other employment, and to advise University of all relevant terms of such employment, including without limitation the nature and location of employment, salary, other compensation, health insurance benefits, life insurance benefits, and other fringe benefits. Failure to so inform and advise University shall constitute a material breach of this Agreement and University's obligation to pay compensation under this provision shall end. Coach agrees not to accept employment for compensation at less than the fair value of Coach's services, as determined by all circumstances existing at the time of employment. Coach further agrees to repay to University all compensation paid to him by University after the date he obtains other employment, to which he is not entitled under this provision.

5.2.3 The parties have both been represented by, or had the opportunity to consult with, legal counsel in the contract negotiations and have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that the Coach may lose certain benefits, supplemental compensation, or outside compensation relating to his employment with University (College), which damages are extremely difficult to determine with certainty. The parties further agree that the payment

of such liquidated damages by University (College) and the acceptance thereof by Coach shall constitute adequate and reasonable compensation to Coach for the damages and injury suffered by Coach because of such termination by University (College). The liquidated damages are not, and shall not be construed to be, a penalty.

5.3 Termination by Coach for Convenience.

5.3.1 The Coach recognizes that his promise to work for University (College) for the entire term of this Agreement is of the essence of this Agreement. The Coach also recognizes that the University (College) is making a highly valuable investment in his employment by entering into this Agreement and that its investment would be lost were he to resign or otherwise terminate his employment with the University (College) before the end of the contract term.

5.3.2 The Coach, for his own convenience, may terminate this Agreement during its term by giving prior written notice to the University (College). Termination shall be effective ten (10) days after notice is given to the University (College).

5.3.3 If the Coach terminates this Agreement for convenience at any time, all obligations of the University (College) shall cease as of the effective date of the termination. If the Coach terminates this Agreement for his convenience he shall pay to the University (College), as liquidated damages and not a penalty, the following sum: _____. The liquidated damages shall be due and payable within twenty (20) days of the effective date of the termination, and any unpaid amount shall bear simple interest at a rate eight (8) percent per annum until paid.

5.3.4 The parties have both been represented by legal counsel in the contract negotiations and have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that the University (College) will incur administrative and recruiting costs in obtaining a replacement for Coach, in addition to potentially increased compensation costs if Coach terminates this Agreement for convenience, which damages are extremely difficult to determine with certainty. The parties further agree that the payment of such liquidated damages by Coach and the acceptance thereof by University (College) shall constitute adequate and reasonable compensation to University (College) for the damages and injury suffered by it because of such termination by Coach. The liquidated damages are not, and shall not be construed to be, a penalty. This section 5.3.4 shall not apply if Coach terminates this Agreement because of a material breach by the University (College).

5.3.5 Except as provided elsewhere in this Agreement, if Coach terminates this Agreement for convenience, he shall forfeit to the extent permitted by law his right to receive all supplemental compensation and other payments.

5.4 Termination due to Disability or Death of Coach.

5.4.1 Notwithstanding any other provision of this Agreement, this Agreement shall terminate automatically if Coach becomes totally or permanently disabled as defined by the University (College)'s disability insurance carrier, becomes unable to perform the essential functions of the position of head coach, or dies.

5.4.2 If this Agreement is terminated because of Coach's death, Coach's salary and all other benefits shall terminate as of the last day worked, except that the Coach's personal representative or other designated beneficiary shall be paid all compensation due or unpaid and death benefits, if any, as may be contained in any fringe benefit plan now in force or hereafter adopted by the University (College) and due to the Coach's estate or beneficiaries thereunder.

5.4.3 If this Agreement is terminated because the Coach becomes totally or permanently disabled as defined by the University (College)'s disability insurance carrier, or becomes unable to perform the essential functions of the position of head coach, all salary and other benefits shall terminate, except that the Coach shall be entitled to receive any compensation due or unpaid and any disability-related benefits to which he is entitled by virtue of employment with the University (College).

5.5 Interference by Coach. In the event of termination, suspension, or reassignment, Coach agrees that Coach will not interfere with the University (College)'s student-athletes or otherwise obstruct the University (College)'s ability to transact business or operate its intercollegiate athletics program.

5.6 No Liability. The University (College) shall not be liable to Coach for the loss of any collateral business opportunities or any other benefits, perquisites or income from any sources that may ensue as a result of any termination of this Agreement by either party or due to death or disability or the suspension or reassignment of Coach, regardless of the circumstances.

5.7 Waiver of Rights. Because the Coach is receiving a multi-year contract and the opportunity to receive supplemental compensation and because such contracts and opportunities are not customarily afforded to University (College) employees, if the University (College) suspends or reassigns Coach, or terminates this Agreement for good or adequate cause or for convenience, Coach shall have all the rights provided for in this Agreement but hereby releases the University (College) from compliance with the notice, appeal, and similar employment-related rights provide for in the State Board of Education Governing Policies and Procedures, IDAPA 08.01.01 et seq., and the University (College) Faculty-Staff Handbook.

ARTICLE 6

6.1 Board Approval. –(if required—multiyear employment agreements which require Board approval are defined in Section II.H. of Board Policy). This Agreement shall not be effective until and unless approved of the University (College)'s Board of (Regents or Trustees) and executed by both parties as set forth below. In addition, the payment of any compensation pursuant to this agreement shall be subject to the approval of the University (College)'s Board of (Regents or Trustees), the Chief executive officer, and the Director; the sufficiency of legislative appropriations; the receipt of sufficient funds in the account from which such compensation is paid; and the Board of (Regents or Trustees) and University (College)'s rules regarding financial exigency.

6.2 University (College) Property. All personal property (excluding vehicle(s) provided through the _____ program), material, and articles of information, including, without limitation, keys, credit cards, personnel records, recruiting records, team information, films, statistics or any other personal property, material, or data, furnished to Coach by the University (College) or developed by Coach on behalf of the University (College) or at the University (College)'s direction or for the University (College)'s use or otherwise in connection with Coach's employment hereunder are and shall remain the sole property of the University (College). Within twenty-four (24) hours of the expiration of the term of this agreement or its earlier termination as provided herein, Coach shall immediately cause any such personal property, materials, and articles of information in Coach's possession or control to be delivered to the Director.

6.3 Assignment. Neither party may assign its rights or delegate its obligations under this Agreement without the prior written consent of the other party.

6.4 Waiver. No waiver of any default in the performance of this Agreement shall be effective unless in writing and signed by the waiving party. The waiver of a particular breach in the performance of this Agreement shall not constitute a waiver of any other or subsequent breach. The resort to a particular remedy upon a breach shall not constitute a waiver of any other available remedies.

6.5 Severability. If any provision of this Agreement is determined to be invalid or unenforceable, the remainder of the Agreement shall not be affected and shall remain in effect.

6.6 Governing Law. This Agreement shall be subject to and construed in accordance with the laws of the state of Idaho as an agreement to be performed in Idaho. Any action based in whole or in part on this Agreement shall be brought in the courts of the state of Idaho.

6.7 Oral Promises. Oral promises of an increase in annual salary or of any supplemental or other compensation shall not be binding upon the University (College).

6.8 Force Majeure. Any prevention, delay or stoppage due to strikes, lockouts, labor disputes, acts of God, inability to obtain labor or materials or reasonable substitutes

therefor, governmental restrictions, governmental regulations, governmental controls, enemy or hostile governmental action, civil commotion, fire or other casualty, and other causes beyond the reasonable control of the party obligated to perform (including financial inability), shall excuse the performance by such party for a period equal to any such prevention, delay or stoppage.

6.9 Confidentiality. The Coach hereby consents and agrees that this document may be released and made available to the public after it is signed by the Coach. The Coach further agrees that all documents and reports he is required to produce under this Agreement may be released and made available to the public at the University (College)'s sole discretion.

6.10 Notices. Any notice under this Agreement shall be in writing and be delivered in person or by public or private courier service (including U.S. Postal Service Express Mail) or certified mail with return receipt requested or by facsimile. All notices shall be addressed to the parties at the following addresses or at such other addresses as the parties may from time to time direct in writing:

the University (College): Director of Athletics
_____
_____

with a copy to: Chief executive officer
_____
_____

the Coach: _____
Last known address on file with
University (College)'s Human Resource Services

Any notice shall be deemed to have been given on the earlier of: (a) actual delivery or refusal to accept delivery, (b) the date of mailing by certified mail, or (c) the day facsimile delivery is verified. Actual notice, however and from whomever received, shall always be effective.

6.11 Headings. The headings contained in this Agreement are for reference purposes only and shall not in any way affect the meaning or interpretation hereof.

6.12 Binding Effect. This Agreement is for the benefit only of the parties hereto and shall inure to the benefit of and bind the parties and their respective heirs, legal representatives, successors and assigns.

6.13 Non-Use of Names and Trademarks. The Coach shall not, without the University (College)'s prior written consent in each case, use any name, trade name,

trademark, or other designation of the University (College) (including contraction, abbreviation or simulation), except in the course and scope of his official University (College) duties.

6.14 No Third Party Beneficiaries. There are no intended or unintended third party beneficiaries to this Agreement.

6.15 Entire Agreement; Amendments. This Agreement constitutes the entire agreement of the parties and supersedes all prior agreements and understandings with respect to the same subject matter. No amendment or modification of this Agreement shall be effective unless in writing, signed by both parties, and approved by University (College)'s Board of (Regents or Trustees), if required under Section II.H. of Board Policy.

6.16 Opportunity to Consult with Attorney. The Coach acknowledges that he has had the opportunity to consult and review this Agreement with an attorney. Accordingly, in all cases, the language of this Agreement shall be construed simply, according to its fair meaning, and not strictly for or against any party.

UNIVERSITY (COLLEGE)	COACH
_____	_____
Chief executive officer Date	Date

*Approved by the Board of (Regents or Trustees) on the ____ day of _____, 2010.

[*Note: Multiyear employment agreements which require Board approval are defined in Section II.H. of Board Policy]

ATTACHMENT 5

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ATTACHMENT 6

IDAHO STATE BOARD OF EDUCATION

Athletic Director-Coach Contract Checklist

To be Submitted by Institutions with Employment Agreements Requiring Board Approval*

[* Board approval is required for contracts longer than three years or for any contracts with total annual compensation of $200,000 or higher. See Board Policy II.H.]

Institution:

Name of employee and position:

Date of submission to State Board Office:

Proposed effective date of employment agreement:

☐ The proposed contract has been reviewed to ensure compliance with Board Policy II.H.
☐ The proposed contract has been reviewed by institution general counsel

Supporting Documents (Check and attach all that apply): [All required items need to be provided either within the agenda item cover sheet, or as attachments to the agenda item.]

☐ A summary of all supplemental compensation incentives
☐ Quantification of the maximum potential annual compensation (i.e. base salary plus maximum incentive pay)
☐ Employment agreement—clean version
☐ Employment agreement—redline version comparing contract to Board-approved model contract (model contract is available on Board website http://boardofed.idaho.gov
☐ Employment agreement—redline version (for current coaches receiving new contracts) comparing proposed employment agreement to current agreement
☐ In the case of NCAA institutions, a 4-year history of the institution's Academic Progress Rate (APR) raw scores and national average APR scores for the applicable sport.
☐ A schedule of base salaries and incentive payments of all other same sport coaches in the institution's conference
☐ Documentation/description of how the institution determined the proposed liquidated damages amount(s), and a summary of publically-available liquidated damages and buyout provisions for coaches of the same sport at the other public institutions in the conference.

Notes/Comments (provide explanation of any items/boxes which were not checked or other key points for Board consideration):

Point of contact at Institution (phone number, email address):

ATTACHMENT 6

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UNIVERSITY OF IDAHO

SUBJECT

Employment Agreement Extension—Head Men's Football Coach, Paul Petrino

REFERENCE

December 2012	Idaho State Board of Education (Board) approved Coach Petrino's original three-year employment agreement

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Polices & Procedures Section II.H.1.

BACKGROUND/DISCUSSION

The University of Idaho (UI) seeks approval to extend and modify the three-year employment agreement with Paul Petrino, Head Men's Football Coach. Attachment 1 to these materials shows the specific changes in terms from the current employment agreement. Changes highlighted in yellow reflect changes to conform to standard coach employment agreement terms at UI which have changed since the initial 2012 employment agreement with the coach. Changes highlighted in gray reflect the coach's current salary and language noting that the agreement constitutes an extension of the employment relationship. Revisions not highlighted reflect negotiated changes with Coach Petrino as added incentives to remain with UI.

UI is submitting the attached multi-year employment agreement (Attachment 2) to the Regents for approval. The primary compensation terms of the agreement are set forth below. The entire employment agreement and a redlined version showing changes from the Board model employment agreement are contained in Attachments 2 and 3 respectively.

Coach's current employment agreement, approved on December 4, 2012, has an expiration date of December 31, 2015, which was extended two additional years to December 31, 2017 pursuant to the terms of the original employment agreement. The proposed employment agreement will extend for three additional years to December 31, 2020. Attachment 5 sets out the accomplishments of Coach Petrino in support of an extended term of the agreement.

IMPACT

The annual base salary from appropriated funds is $178,526.40 which reflects the original employment agreement salary of $175,000 plus University-wide changes to employee compensation; with continuing eligibility to receive University-wide changes in employee compensation approved by the Director of Athletics and the President.

There is an annual media payment of $215,000, which will increase by $10,000 per year if team grade point average (GPA) goals are met, and the following incentive/supplemental compensation provisions:

- At least seven regular season wins = $25,000
- National Coach of the Year = $10,000
- BCS Bowl Game appearance = $100,000
- Non-BCS Bowl game = $25,000
- Team is ranked in the top 25 = $13,461.53
- Conference Coach of the Year = $10,000
- Academic achievement and behavior of team (categorized using APR) =:
  National score within sport
  Exceeds 940 = $10,000
  Exceeds 960 = $20,000
- Monthly Car Allowance = $400

Maximum potential annual compensation (base salary, media payment and incentive/allowance payments (including BCS Bowl Game appearance)) is $576,787.93, which may increase by $10,000 per year if annual team GPA goals are met.

Coach may participate in youth football camps as follows:

- Remaining income from any UI operated camp, less $500, after all claims, insurance, and expenses of camp have been paid, OR
- In the event UI elects not to operate a camp, coach may do so within Board guidelines for such camps.

ATTACHMENTS

Attachment 1 – Comparison to original Employment Agreement Page 5
Attachment 2 – Proposed Modified Employment Agreement Page 21
Attachment 3 - Comparison to Board Model Agreement Page 37
Attachment 4 - APR Data Page 55
Attachment 5 – List of Accomplishments Page 56
Attachment 6 - Conference Base Salaries/Early Termination Page 57

STAFF COMMENTS AND RECOMMENDATIONS

The term sheet for the proposed employment agreement extension/modification was previously reviewed by the Athletics Committee. The Athletics Committee has routinely emphasized that academic performance incentives approximate the bonus amounts awarded for conference championships. While there is not a conference championship bonus specified in the proposed contract, the supplemental bonus for winning seven regular season games ($25,000) is approximately matched by the combination of bonuses for achieving an APR of at least 960 ($20,000) and a compounding annual bonus of $10,000 for each year the team achieves a 2.5 or better GPA. Staff recommends approval.

BOARD ACTION

I move to approve the request by the University of Idaho to enter into a four and one-half year employment agreement with Paul Petrino, as Head Men's Football Coach, for a fixed term expiring December 31, 2020 with an annual base salary of $178,526.40 and such contingent base salary increases, annual media payments, and incentive/supplemental compensation provisions as set forth in Attachment 2.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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EMPLOYMENT AGREEMENT
Approval Draft

This Employment Agreement (Agreement) is entered into by and between the University of Idaho (University) and Paul Petrino (Coach).

ARTICLE 1

1.1. Employment. Subject to the terms and conditions of this Agreement, the University shall employ Coach as the head coach of its intercollegiate football team ("Team"). Coach represents and warrants that Coach is fully qualified to serve, and is available for employment, in this capacity.

1.2. Reporting Relationship. Coach shall report and be responsible directly to the University's Director of Athletics (Director) or the Director's designee. Coach shall abide by the reasonable instructions of Director or the Director's designee and shall confer with the Director or the Director's designee on all administrative. Coach shall also be under the general supervision of the University's President (President).

1.3. Duties. Coach shall manage and supervise the Team and shall perform such other duties in the University's athletic program as the Director may reasonably assign and as may be described elsewhere in this Agreement.

ARTICLE 2

2.1. Term. This Agreement is for a fixed-term appointment commencing on ~~December~~ _____ __, ~~2012,~~2016, and terminating, without further notice to Coach, on December 31, ~~2015,~~2020, unless sooner terminated in accordance with other provisions of this Agreement, and unless the Team participates in a bowl game, in which event the date of termination will be extended by mutual agreement of the parties. ~~The Term of this Agreement shall extend for one (1) additional year on December 1 of 2013 and 2014 so long as the average paid home attendance for the immediately preceding football season exceeds Ten Thousand (10,000) as reported to the National Collegiate Athletic Association ("NCAA").~~

2.2. Extension or Renewal. Other than as set forth herein, (1) this Agreement is renewable solely upon an offer from the University and an acceptance by Coach, both of which must be in writing and signed by the parties; and (2) any renewal is subject to the prior approval of University's Board of Regents. This Agreement in no way grants to Coach a claim to tenure in employment, nor shall Coach's service pursuant to this agreement count in any way toward tenure at the University.

ARTICLE 3

3.1 Regular Compensation.

3.1.1 In consideration of Coach's services and satisfactory performance of this Agreement, the University shall provide to Coach:

a) An annual salary of $~~175,000.00,~~178,526.40, payable in biweekly installments in accordance with normal University procedures. Coach will be eligible to receive University-wide changes in employee compensation upon approval by the Director, the President, and the Board of Regents;

b) ~~Such~~The opportunity to receive such employee benefits as the University provides generally to non-faculty exempt employees, except that in accordance with RGP II.H.6.b.ii, University and Coach agree that Coach shall not accrue any annual leave hours, and may take leave (other than sick leave) only with prior written approval of the Director; and

c) Such employee benefits as the University's Department of Athletics (Department) provides generally to its employees of a comparable level. Coach hereby agrees to abide by the terms and conditions, as now existing or hereafter amended, of such employee benefits.

3.2 Supplemental Compensation

3.2.1. Each year the football program achieves at least seven (7) regular season wins, the University shall pay to Coach supplemental compensation in an amount equal to $~~13,461.53~~25,000.00 during the fiscal year in which the Team achieves 7 wins. This supplemental compensation shall be paid to Coach within thirty (30) days of the Team achieving its 7th win.

3.2.2. National Coach of the Year. For receiving the "Bear Bryant Coach of the Year" award, and if Coach continues to be employed as University's head football coach as of the ensuing July 1st, Coach shall receive supplemental compensation of $10,000. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.3. BCS Bowl game. If the Team participates in any BCS bowl games, Coach shall receive supplemental compensation of $100,000. The University shall determine the appropriate manner in which it shall pay Coach any such

supplemental compensation but shall utilize best efforts to provide Coach such supplemental compensation within thirty (30) days of the bowl game.

3.2.4. Non-BCS Bowl game. If the Team participates in any non-BCS bowl games, Coach shall receive supplemental compensation of $25,000. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation but shall utilize best efforts to provide Coach such supplemental compensation within thirty (30) days of the bowl game.

3.2.5 Each year the Team is ranked in the top 25 in the final ESPN/USA Today coaches poll of Division IA football teams, and if Coach continues to be employed as University's head football coach as of the ensuing July 1st, University shall pay Coach supplemental compensation in an amount equal to $13,461.53. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.6 Each year Coach is named Conference Coach of the Year, ~~and if Coach continues to be employed as University's head football coach as of the ensuing July 1st,~~ Coach shall receive supplemental compensation of $~~5,000. The University shall determine the appropriate manner in which it shall pay Coach any such~~10,000. This supplemental compensation~~.~~ shall be paid to Coach within thirty (30) days of such recognition.

3.2.7 Each year Coach shall be eligible to receive supplemental compensation based on the academic achievement and behavior of Team members. If the Team's annual APR exceeds ~~930 and if Coach continues to be employed as University's head football coach as of the ensuing July 1st,~~940, Coach shall receive supplemental compensation of $~~5,000.~~10,000. This amount shall increase to $~~10,000~~20,000 in any year the Team's annual APR exceeds ~~950 and if Coach continues to be employed as University's head football coach as of the ensuing July 1st.~~960. Any such supplemental compensation paid to Coach shall be accompanied with a justification for the supplemental compensation based on the factors listed above, and such justification shall be separately reported to the Board of Regents as a document available to the public under the Idaho Public Records Act.

3.2.8 The Coach shall receive the sum of $215,000 from the University or the University's designated media outlet(s) or a combination thereof each year during the term of this Agreement in compensation for participation in media programs and public appearances (Programs) payable in monthly installments. Coach shall receive a pro-rated portion (1/12th) of $215,000 for December 2012.

Beginning January 1, 2014 and each calendar year thereafter, the payment under this section 3.2.8 shall increase by $10,000 over the prior year if the Football Team's spring and fall cumulative GPA for the applicable year is at least 2.5. For purposes of the 2014 media payment, the applicable team GPA will be 2013. For purposes of the 2015 media payment, the applicable team GPA will be 2014.

In the event that the Agreement is extended pursuant to Paragraph 2.2, Coach's media payment shall continue to increase by the same amount ($10,000.00) each year and the applicable team GPA for any such increases will continue in the same manner as set forth above. Coach's right to receive any such media payment under this Paragraph is expressly contingent upon the following: (1) reasonable academic achievement and behavior of Team members, as set forth above; (2) appropriate behavior by, and supervision of, all assistant coaches, as reasonably determined by the Director; and (3) Coach's compliance with University's financial stewardship policies as set forth in University's Administrative Procedures Manual Chapter 25. Agreements requiring the Coach to participate in Programs related to his duties as an employee of University are the property of the University. The University shall have the exclusive right to negotiate and contract with all producers of media productions and all parties desiring public appearances by the Coach. Coach agrees to cooperate with the University in order for the Programs to be reasonably successful and agrees to provide his services to and perform on the Programs and to reasonably cooperate in their production, broadcasting, and telecasting. It is understood that neither Coach nor any assistant coaches shall appear without the prior written approval of the Director on any competing radio or television program (including but not limited to a coach's show, call-in show, or interview show) or a regularly scheduled news segment, except that this prohibition shall not apply to routine news media interviews for which no compensation is received. Without the prior written approval of the Director, Coach shall not appear in any commercial endorsements that are broadcast on radio or television that conflict with those broadcast on the University's designated media outlets. It is also understood that Coach's media obligations are secondary to his primary duty as head football coach and that such media obligations shall not unreasonably interfere with his duties as head football coach.

3.2.9 Coach agrees that the University has the exclusive right to operate youth football camps on its campus using University facilities. The University shall allow Coach the opportunity to earn supplemental compensation by assisting with the University's camps in Coach's capacity as a University employee. Coach hereby agrees to assist in the marketing, supervision, and general administration of the University's youth football camps. Coach also agrees that Coach will perform all obligations mutually agreed upon by the parties. In exchange for Coach's participation in the University's youth football camps, the University shall pay Coach the remaining income from the youth football camps, less $500, after all claims, insurance, and reasonable and customary expenses of such camps have been paid.

Alternatively, in the event the University notifies Coach, in writing that it does not intend to operate youth football camps for a particular period of time during the term of this Agreement, then, during such time period, Coach shall be permitted to operate youth football camps on the University's campus and using its facilities under the following terms and conditions:

a) The summer youth camp operation reflects positively on the University and the Department;

b) The summer youth camp is operated by Coach directly or through a private enterprise owned and managed by Coach. The Coach shall not use University personnel, equipment, or facilities without the prior written approval of the Director;

c) Assistant coaches at the University are given priority when the Coach or the private enterprise selects coaches to participate;

d) The Coach complies with all NCAA, Conference, and University of Idaho rules and regulations related, directly or indirectly, to the operation of summer youth camps;

e) The Coach or the private enterprise enters into a contract with University (and Sodexho with respect to food services) for all campus goods and services required by the camp.

f) The Coach or private enterprise pays for reasonable charges associated with the use of University facilities.

g) Within thirty days of the last day of the summer youth camp(s), Coach shall submit to the Director a preliminary "Camp Summary Sheet" containing financial and other information related to the operation of the camp. Within ninety days of the last day of the summer youth camp(s), Coach shall submit to Director a final accounting and "Camp Summary Sheet." A copy of the "Camp Summary Sheet" is attached to this Agreement as an exhibit.

h) The Coach or the private enterprise shall provide proof of liability insurance as follows: (1) liability coverage: spectator and staff--$1 million; (2) catastrophic coverage: camper and staff--$1 million maximum coverage with $100 deductible.

i) To the extent permitted by law, the Coach or the private enterprise shall defend and indemnify the University against any claims, damages, or liabilities arising out of the operation of the summer youth camp(s).

j) All employees of the summer youth camp(s) shall be employees of the Coach or the private enterprise and not the University while engaged in camp activities. The Coach

and all other University employees involved in the operation of the camp(s) shall be on annual leave status or leave without pay during the days the camp is in operation. The Coach or private enterprise shall provide workers' compensation insurance in accordance with Idaho law and comply in all respects with all federal and state wage and hour laws.

In the event of termination of this Agreement, suspension, or reassignment, University shall not be under any obligation to permit a summer youth camp to be held by the Coach after the effective date of such termination, suspension, or reassignment, and the University shall be released from all obligations relating thereto.

3.2.10 Coach agrees that the University has the exclusive right to select footwear, apparel and/or equipment for the use of its student-athletes and staff, including Coach, during official practices and games and during times when Coach or the Team is being filmed by motion picture or video camera or posing for photographs in their capacity as representatives of University. Coach recognizes that the University is negotiating or has entered into an agreement with Nike to supply the University with athletic footwear, apparel and/or equipment. Coach agrees that, upon the University's reasonable request, Coach will consult with appropriate parties concerning Nike products' design or performance, shall act as an instructor at a clinic sponsored in whole or in part by Nike, and give a lecture at an event sponsored in whole or in part by Nike, and make other educationally-related appearances as may be reasonably requested by the University. Notwithstanding the foregoing sentence, Coach shall retain the right to decline such appearances as Coach reasonably determines to conflict with or hinder his duties and obligations as head football coach. In order to avoid entering into an agreement with a competitor of Nike, Coach shall submit all outside consulting agreements to the University for review and approval prior to execution. Coach shall also report such outside income to the University in accordance with NCAA rules. Coach further agrees that Coach will not endorse any athletic footwear, apparel and/or equipment products, including Nike, and will not participate in any messages or promotional appearances that contain a comparative or qualitative description of athletic footwear, apparel or equipment products.

3.2.11 Moving Expenses. ~~University agrees to provide Coach with an amount equal to ten percent (10%) of his base salary, up to a maximum of $15,000, to cover moving expenses associated with relocating his family and belongings.~~ NA

3.2.12 Signing Bonus. As additional incentive for accepting the position of head football coach at the University and to assist in transitioning to his new position, University agrees to provide Coach with a one-time signing bonus in the amount of $10,000.

3.2.13 Car Allowance. University agrees to provide Coach a monthly car allowance in the amount of $400 in recognition of his extraordinary duties as the University's head football coach.

3.3 General Conditions of Compensation. All compensation provided by the University to Coach is subject to deductions and withholdings as required by law or the terms and conditions of any fringe benefit in which Coach participates. However, if any fringe benefit is based in whole or in part upon the compensation provided by the University to Coach, such fringe benefit shall be based only on the compensation provided pursuant to section 3.1.1, except to the extent required by the terms and conditions of a specific fringe benefit program.

3.4 Conference Affiliation. In the event that the University is successful in joining a conference in which the Football Team participates, the Athletic Director and the Coach agree to meet and confer within sixty (60) days of the University joining the conference to evaluate the terms of this Agreement as compared to other head football coaching contracts in the conference and discuss possible amendments.

ARTICLE 4

4.1. Coach's Specific Duties and Responsibilities. In consideration of the compensation specified in this Agreement, Coach, in addition to the obligations set forth elsewhere in this Agreement, shall:

4.1.1. Devote Coach's full time and best efforts to the performance of Coach's duties under this Agreement;

4.1.2. Develop and implement programs and procedures with respect to the evaluation, recruitment, training, and coaching of Team members that enable them to compete successfully and reasonably protect their health, safety, and well-being;

4.1.3. Observe and uphold all academic standards, requirements, and policies of the University and encourage Team members to perform to their highest academic potential and to graduate in a timely manner; and

4.1.4. Know, recognize, and comply with all applicable laws and the policies, rules and regulations of the University, the University's governing board, the conference, and the NCAA; supervise and take appropriate steps to ensure that Coach's assistant coaches, any other employees for whom Coach is administratively responsible, and the members of the Team know, recognize, and comply with all such laws, policies, rules and regulations; and immediately report to the Director and to the Department's Director of Compliance if Coach has reasonable cause to believe that any person or entity, including without limitation representatives of the University's athletic interests, has violated or is likely to violate any such laws, policies, rules or regulations. The University makes available to Coach access to the Office of General Counsel and to the University's NCAA Compliance Officer as resources to Coach for education on such

applicable laws, policies, rules and regulations for which he is responsible, and University and Coach shall utilize reasonable shared efforts to ensure Coach is educated on all such applicable laws, policies, rules and regulations.

4.1.5. Coach shall cooperate fully with the University and Department at all times. The applicable laws, policies, rules, and regulations include: (a) State Board of Education and Board of Regents of the University of Idaho Governing Policies and Procedures and Rule Manual; (b) University's Handbook; (c) University's Administrative Procedures Manual; (d) the policies of the Department; (e) NCAA rules and regulations; and (f) the rules and regulations of the football conference of which the University is a member.

4.2 Outside Activities. Coach shall not undertake any business, professional or personal activities, or pursuits that would prevent Coach from devoting Coach's full time and best efforts to the performance of Coach's duties under this Agreement, that would otherwise detract from those duties in any manner, or that, in the opinion of the University, would reflect adversely upon the University or its athletic program. Subject to the terms and conditions of this Agreement, Coach may, with the prior written approval of the Director, who may consult with the President, enter into separate arrangements for outside activities and endorsements that are consistent with Coach's obligations under this Agreement. Coach may not use the University's name, logos, or trademarks in connection with any such arrangements without the prior written approval of the Director and the President.

4.3. NCAA Rules. In accordance with NCAA rules, Coach shall obtain prior written approval from the University's President for all athletically related income and benefits from sources outside the University and shall provide a written detailed account of the source and amount of all such income and benefits to the University's President whenever reasonably requested, but in no event less than annually before the close of business on June 30th of each year or the last regular University work day preceding June 30th. The report shall be in a format reasonably satisfactory to University. Sources of such income include, but are not limited to, the following:

a) Income from annuities;
b) Sports camps;
c) Housing benefits, including preferential housing arrangements;
d) Country club memberships;
e) Complimentary ticket sales;
f) Television and radio programs; and
g) Endorsement or consultation contracts with athletics shoe, apparel or equipment manufacturers.

In no event shall Coach accept or receive directly or indirectly any monies, benefits, or gratuities whatsoever from any person, association, corporation, University booster club, University alumni association, University foundation, or other benefactor, if the acceptance or receipt of the monies, benefits, or gratuities would violate applicable law

or the policies, rules, and regulations of the University, the University's governing board, the conference, or the NCAA.

4.4 Hiring Authority. Coach shall have the responsibility and the sole authority to recommend to the Director the hiring and termination of assistant coaches for the Team, but the decision to hire or terminate an assistant coach shall be made by the Director and shall, when necessary or appropriate, be subject to the approval of the President and the University's Board of Regents.

4.5 Scheduling. Coach shall consult with, and may make recommendations to, the Director or the Director's designee with respect to the scheduling of Team competitions, but the final decision shall be made by the Director or the Director's designee.

4.6 Other Coaching Opportunities. Coach shall not, under any circumstances, interview for, negotiate for, or accept employment as a coach at any other institution of higher education or with any professional sports team, requiring performance of duties prior to the expiration of this Agreement, without the prior approval of the Director. Such approval shall not unreasonably be withheld.

ARTICLE 5

5.1 Termination of Coach for Cause. The University may, in its discretion, suspend Coach from some or all of Coach's duties, temporarily or permanently, and with or without pay, or terminate this Agreement at any time for good or adequate cause, as those terms are defined in the applicable policies, rules or regulations of the University, the University's governing board, the conference, or the NCAA.

5.1.1 In addition to the definitions contained in applicable policies, rules or regulations of the University, the University's governing board, the conference, or the NCAA, University and Coach hereby specifically agree that the following shall constitute good or adequate cause for suspension or termination of this Agreement:

a) A deliberate or major violation of Coach's duties under this agreement or the refusal or unwillingness of Coach to perform such duties in good faith and to the best of Coach's abilities;

b) The failure of Coach to remedy any violation of any of the terms of this Agreement within 30 days after written notice from the University;

c) A deliberate or major violation by Coach of any applicable law or the policies, rules or regulations of the University, the University 's governing board, the conference or the NCAA, including but not limited to any such violation that may have occurred during the employment of Coach at another NCAA or NAIA member institution;

d) Ten (10) working days' absence of Coach from duty without the University's consent;

e) Any conduct of Coach that constitutes moral turpitude or that would, in the University's reasonable judgment, reflect adversely on the University or its athletic programs;

f) The failure of Coach to reasonably represent the University and its athletic programs positively in public and private forums;

g) The failure of Coach to fully and promptly cooperate with the NCAA or the University in any investigation of possible violations of any applicable law or the policies, rules or regulations of the University, the University's governing board, the conference, or the NCAA;

h) The failure of Coach to report a known violation of any applicable law or the policies, rules or regulations of the University, the University's governing board, the conference, or the NCAA, by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team; or

i) A violation of any applicable law or the policies, rules or regulations of the University, the University's governing board, the conference, or the NCAA, by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team if Coach knew or should have known of the violation and could have prevented it by ordinary supervision.

5.1.2 Suspension, reassignment, or termination for good or adequate cause shall be effectuated by the University as follows: before the effective date of the suspension, reassignment, or termination, the Director or his designee shall provide Coach with notice, which notice shall be accomplished in the manner provided for in this Agreement and shall include the reason(s) for the contemplated action. Coach shall then have an opportunity to respond. After Coach responds or fails to respond, University shall notify Coach whether, and if so when, the action will be effective. Coach may, within fifteen (15) calendar days of receiving such notice, request review of the decision in writing directed to the University President. However, such request for review shall not stay the effectiveness of the action, and review by the President is at the President's sole discretion.

5.1.3 In the event of any termination for good or adequate cause, the University's obligation to provide compensation and benefits to Coach, whether direct,

indirect, supplemental or collateral, shall cease as of the date of such termination, and the University shall not be liable for the loss of any collateral business opportunities or other benefits, perquisites, or income resulting from outside activities or from any other sources.

5.1.4 If found in violation of NCAA regulations, Coach shall, in addition to the provisions of Section 5.1, be subject to disciplinary or corrective action as set forth in the provisions of the NCAA enforcement procedures. This section applies to violations occurring at the University or at previous institutions at which the Coach was employed.

5.2 Termination of Coach for Convenience of University.

5.2.1 At any time after commencement of this Agreement, University, for its own convenience, may terminate this Agreement by giving ten (10) days prior written notice to Coach.

5.2.2 In the event that University terminates this Agreement for its own convenience, University shall be obligated to pay Coach, as liquidated damages and not a penalty, all amounts earned but not yet paid under this Agreement at the time of termination as well as the annual salary set forth in section 3.1.1(a) for the duration of the term remaining on the Agreement and media payments set forth in section 3.2.8 for the duration of the Term remaining on the Agreement, excluding all deductions required by law, on the regular paydays of University until the term of this Agreement ends or until Coach obtains employment, whichever occurs first; provided, however, in the event Coach obtains lesser employment after such termination, then the amount of compensation the University pays will be adjusted and reduced by the amount of compensation paid Coach as a result of such lesser employment, such adjusted compensation to be calculated for each University pay-period by reducing the Coach's gross annual salary and media payments set forth in sections 3.1.1(a) and 3.2.8 (before deductions required by law) by the gross compensation paid to Coach under the lesser employment, then subtracting from this adjusted gross compensation deductions according to law. In addition, Coach will be entitled to continue his health insurance plan and group life insurance as if he remained a University employee until the term of this Agreement ends or until Coach obtains employment or any other employment providing Coach with a reasonably comparable health plan and group life insurance, whichever occurs first. Coach shall be entitled to no other compensation or fringe benefits, except as otherwise provided herein or required by law. Coach specifically agrees to inform University within ten business days of obtaining other employment, and to advise University of all relevant terms of such employment, including without limitation the nature and location of the employment, salary, other compensation, health insurance benefits, life insurance benefits, and other fringe benefits. Failure to so inform and advise University shall constitute a material breach of this Agreement and University's obligation to pay compensation under this provision shall end. Coach agrees not to accept employment for compensation at less than the fair value of Coach's services, as determined by all circumstances existing at the time of employment. Coach further agrees

to repay to University all compensation paid to him by University after the date he obtains other employment, to which he is not entitled under this provision.

5.2.3 University has been represented by legal counsel, and coach has been represented by legal counsel in the contract negotiations. The parties have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that the Coach may lose certain benefits, supplemental compensation, or outside compensation relating to his employment with University, which damages are extremely difficult to determine with certainty. The parties further agree that the payment of such liquidated damages sums by University and the acceptance thereof by Coach shall constitute adequate and reasonable compensation to Coach~~. Such compensation is~~ for the damages and injury suffered by Coach because of such termination by University. The liquidated damages are not, and shall not be construed to be, a penalty.

5.3 Termination by Coach for Convenience.

5.3.1 The Coach recognizes that his promise to work for University for the entire term of this Agreement is of the essence of this Agreement. The Coach also recognizes that the University is making a highly valuable investment in his employment by entering into this Agreement and that its investment would be lost were he to resign or otherwise terminate his employment with the University before the end of the contract term.

5.3.2 The Coach, for his own convenience, may terminate this Agreement during its term by giving prior written notice to the University. Coach's employment shall thereupon cease, however Coach shall remain reasonably available for contact by the University for a (10) day transition period during which Coach will use reasonable efforts to assist University with the transition to an interim replacement head coach.

5.3.3 If the Coach terminates this Agreement for convenience at any time, all obligations of the University shall cease as of the effective date of the termination, with the exception that Coach shall be entitled to all amounts earned but not yet paid prior to the date of termination. If the Coach terminates this Agreement for his convenience, he shall pay to the University, as liquidated damages and not a penalty, for the breach of this Agreement the following sum: (a) if the Agreement is terminated on or before December 31, ~~2013 (Year 1),~~2016, the sum of $~~500,000.00; and~~250,000.00; (b) if the Agreement is terminated between January 1, ~~2014 and December 31, 2014 (Year 2) inclusive, the sum of $250,000.00.~~2017 and December 31, 2017 inclusive, the sum of $100,000.00; (c) if the Agreement is terminated between January 1, 2018 and December 31, 2018 inclusive, the sum of $50,000.00; (d) if the Agreement is terminated between January 1, 2018 and December 31, 2018 inclusive, the sum of $25,000.00.

~~In the event this Agreement is extended by one year on December 1, 2013, pursuant to section 2.2 herein, and the Coach subsequently terminates this Agreement for his convenience between January 1, 2015 and December 31, 2015 (Year 3), he shall pay the University $100,000. In the event this Agreement is extended by one year on December 1, 2014, pursuant to section 2.2 herein, and the Coach subsequently terminates~~

~~this Agreement for his convenience between January 1, 2016 and December 31, 2016 (Year 4), he shall pay the University $50,000.~~

The applicable sum shall be due and payable within thirty (30) days of the effective date of the termination, and any unpaid amount shall bear simple interest at a rate eight (8) percent per annum until paid.

5.3.4 University has been represented by legal counsel, and Coach has been represented by legal counsel in the contract negotiations. The parties have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that the University will incur administrative and recruiting costs in obtaining a replacement for Coach, in addition to potentially increased compensation costs, if Coach terminates this Agreement for convenience. The parties agree that such costs are extremely difficult to determine with certainty. The parties further agree that the payment of such liquidated damages sums by Coach and the acceptance thereof by University shall constitute adequate and reasonable compensation to University~~. Such payments~~ for the damages and injury suffered by University because of such termination by Coach. The liquidated damages are not, and shall not be construed to be, a penalty. This section 5.3.4 shall not apply if Coach terminates this Agreement because of a material breach by the University.

5.3.5 Except as provided elsewhere in this Agreement, if Coach terminates this Agreement for convenience, he shall forfeit to the extent permitted by law his right to receive all supplemental compensation and other payments.

5.4 Termination due to Disability or Death of Coach.

5.4.1 Notwithstanding any other provision of this Agreement, this Agreement shall terminate automatically if Coach becomes totally or permanently disabled as defined by the University's disability insurance carrier, becomes unable to perform the essential functions of the position of head coach, or dies.

5.4.2 If this Agreement is terminated because of Coach's death, Coach's salary and all other benefits shall terminate as of the last day worked, except that the Coach's personal representative or other designated beneficiary shall be paid all compensation due or unpaid and death benefits, if any, as may be contained in any fringe benefit plan now in force or hereafter adopted by the University and due to the Coach's estate or beneficiaries thereunder.

5.4.3 If this Agreement is terminated because the Coach becomes totally or permanently disabled as defined by the University's disability insurance carrier or becomes unable to perform the essential functions of the position of head coach, all salary and other benefits shall terminate, except that the Coach shall be entitled to receive any compensation due or unpaid and any disability-related benefits to which he is entitled by virtue of employment with the University.

5.5 Interference by Coach. In the event of termination or suspension, Coach agrees that Coach will not interfere with the University's student-athletes or otherwise

obstruct the University's ability to transact business or operate its intercollegiate athletics program.

5.6 No Liability. The University shall not be liable to Coach for the loss of any collateral business opportunities or any other benefits, perquisites or income from any sources that may ensue as a result of any termination of this Agreement by either party or due to death or disability or the suspension of Coach, regardless of the circumstances.

5.7 Waiver of Rights. Because the Coach is receiving a multi-year contract and the opportunity to receive supplemental compensation, and because such contracts and opportunities are not customarily afforded to University employees, if the University suspends Coach, or terminates this Agreement for good or adequate cause or for convenience, Coach shall have all the rights provided for in this Agreement but hereby releases the University from compliance with the notice, appeal, and similar employment-related rights provided for in the State Board of Education and Board or Regents of the University of Idaho Rule Manual (IDAPA 08) and Governing Policies and Procedures Manual, and the University Faculty-Staff Handbook.

ARTICLE 6

6.1 Board Approval. This Agreement shall not be effective until and unless approved of the University's Board of Regents and executed by both parties as set forth below. In addition, the payment of any compensation pursuant to this agreement shall be subject to the approval of the University's Board of Regents, the President, and the Director; the sufficiency of legislative appropriations; the receipt of sufficient funds in the account from which such compensation is paid; and the Board of Regents and University's rules regarding financial exigency.

6.2 University Property. All personal property (excluding vehicle(s) provided through the Vandal Wheels program), material, and articles of information, including, without limitation, keys, credit cards, personnel records, recruiting records, team information, films, statistics or any other personal property, material, or data, furnished to Coach by the University or developed by Coach on behalf of the University or at the University's direction or for the University's use or otherwise in connection with Coach's employment hereunder are and shall remain the sole property of the University. Within twenty-four (24) hours of the expiration of the term of this agreement or its earlier termination as provided herein, Coach shall immediately cause any such personal property, materials, and articles of information in Coach's possession or control to be delivered to the Director.

6.3 Assignment. Neither party may assign its rights or delegate its obligations under this Agreement without the prior written consent of the other party.

6.4 Waiver. No waiver of any default in the performance of this Agreement shall be effective unless in writing and signed by the waiving party. The waiver of a

particular breach in the performance of this Agreement shall not constitute a waiver of any other or subsequent breach. The resort to a particular remedy upon a breach shall not constitute a waiver of any other available remedies.

6.5 Severability. If any provision of this Agreement is determined to be invalid or unenforceable, the remainder of the Agreement shall not be affected and shall remain in effect.

6.6 Governing Law. This Agreement shall be subject to and construed in accordance with the laws of the state of Idaho as an agreement to be performed in Idaho. Any action based in whole or in part on this Agreement shall be brought in the courts of the state of Idaho.

6.7 Oral Promises. Oral promises of an increase in annual salary or of any supplemental or other compensation shall not be binding upon the University.

6.8 Force Majeure. Any prevention, delay or stoppage due to strikes, lockouts, labor disputes, acts of God, inability to obtain labor or materials or reasonable substitutes therefor, governmental restrictions, governmental regulations, governmental controls, enemy or hostile governmental action, civil commotion, fire or other casualty, and other causes beyond the reasonable control of the party obligated to perform (including financial inability), shall excuse the performance by such party for a period equal to any such prevention, delay or stoppage.

6.9 Confidentiality. The Coach hereby consents and agrees that this document may be released and made available to the public after it is signed by the Coach. The Coach further agrees that all documents and reports he is required to produce under this Agreement may be released and made available to the public at the University's sole discretion.

6.10 Notices. Any notice under this Agreement shall be in writing and be delivered in person or by public or private courier service (including U.S. Postal Service Express Mail) or certified mail with return receipt requested or by facsimile. All notices shall be addressed to the parties at the following addresses or at such other addresses as the parties may from time to time direct in writing:

the University: Director of Athletics
University of Idaho
P.O. Box 442302
Moscow, Idaho 83844-2302

with a copy to: President
University of Idaho
P.O. Box 443151
Moscow, ID 83844-3151

the Coach: Paul Petrino
Last known address on file with
University's Human Resource Services

with a copy to: Russ Campbell & Patrick Strong
Balch Sports
P.O. Box 306
Birmingham, AL 35201-0306

Any notice shall be deemed to have been given on the earlier of: (a) actual delivery or refusal to accept delivery, (b) the date of mailing by certified mail, or (c) the day facsimile delivery is verified. Actual notice, however and from whomever received, shall always be effective.

6.11 Headings. The headings contained in this Agreement are for reference purposes only and shall not in any way affect the meaning or interpretation hereof.

6.12 Binding Effect. This Agreement is for the benefit only of the parties hereto and shall inure to the benefit of and bind the parties and their respective heirs, legal representatives, successors and assigns.

6.13 Non-Use of Names and Trademarks. The Coach shall not, without the University's prior written consent in each case, use any name, trade name, trademark, or other designation of the University (including contraction, abbreviation or simulation), except in the course and scope of his official University duties.

6.14 No Third Party Beneficiaries. There are no intended or unintended third party beneficiaries to this Agreement.

6.15 Entire Agreement; Amendments. This Agreement constitutes the entire agreement of the parties and supersedes all prior agreements and understandings with respect to the same subject matter. No amendment or modification of this Agreement shall be effective unless in writing, signed by both parties, and approved by University's Board of Regents.

6.16 Opportunity to Consult with Attorney. The Coach acknowledges that he has had the opportunity to consult and review this Agreement with counsel. Accordingly, in all cases, the language of this Agreement shall be construed simply, according to its fair meaning, and not strictly for or against any party.

UNIVERSITY COACH

_____ _____

~~M. Duane Nellis~~Chuck Staben, President Date Paul Petrino Date

Approved by the Board of Regents on the_____day of_____, ~~2012.~~2016.

EMPLOYMENT AGREEMENT
Approval Draft

This Employment Agreement (Agreement) is entered into by and between the University of Idaho (University) and Paul Petrino (Coach).

ARTICLE 1

1.1. Employment. Subject to the terms and conditions of this Agreement, the University shall employ Coach as the head coach of its intercollegiate football team ("Team"). Coach represents and warrants that Coach is fully qualified to serve, and is available for employment, in this capacity.

1.2. Reporting Relationship. Coach shall report and be responsible directly to the University's Director of Athletics (Director) or the Director's designee. Coach shall abide by the reasonable instructions of Director or the Director's designee and shall confer with the Director or the Director's designee on all administrative. Coach shall also be under the general supervision of the University's President (President).

1.3. Duties. Coach shall manage and supervise the Team and shall perform such other duties in the University's athletic program as the Director may reasonably assign and as may be described elsewhere in this Agreement.

ARTICLE 2

2.1. Term. This Agreement is for a fixed-term appointment commencing on _____ __, 2016, and terminating, without further notice to Coach, on December 31, 2020, unless sooner terminated in accordance with other provisions of this Agreement, and unless the Team participates in a bowl game, in which event the date of termination will be extended by mutual agreement of the parties.

2.2. Extension or Renewal. Other than as set forth herein, (1) this Agreement is renewable solely upon an offer from the University and an acceptance by Coach, both of which must be in writing and signed by the parties; and (2) any renewal is subject to the prior approval of University's Board of Regents. This Agreement in no way grants to Coach a claim to tenure in employment, nor shall Coach's service pursuant to this agreement count in any way toward tenure at the University.

ARTICLE 3

3.1 Regular Compensation.

3.1.1 In consideration of Coach's services and satisfactory performance of this Agreement, the University shall provide to Coach:

a) An annual salary of $178,526.40, payable in biweekly installments in accordance with normal University procedures. Coach will be eligible to receive University-wide changes in employee compensation upon approval by the Director, the President, and the Board of Regents;

b) The opportunity to receive such employee benefits as the University provides generally to non-faculty exempt employees, except that in accordance with RGP II.H.6.b.ii, University and Coach agree that Coach shall not accrue any annual leave hours, and may take leave (other than sick leave) only with prior written approval of the Director; and

c) Such employee benefits as the University's Department of Athletics (Department) provides generally to its employees of a comparable level. Coach hereby agrees to abide by the terms and conditions, as now existing or hereafter amended, of such employee benefits.

3.2 Supplemental Compensation

3.2.1. Each year the football program achieves at least seven (7) regular season wins, the University shall pay to Coach supplemental compensation in an amount equal to $25,000.00 during the fiscal year in which the Team achieves 7 wins. This supplemental compensation shall be paid to Coach within thirty (30) days of the Team achieving its 7th win.

3.2.2. National Coach of the Year. For receiving the "Bear Bryant Coach of the Year" award, and if Coach continues to be employed as University's head football coach as of the ensuing July 1st, Coach shall receive supplemental compensation of $10,000. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.3. BCS Bowl game. If the Team participates in any BCS bowl games, Coach shall receive supplemental compensation of $100,000. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation but shall utilize best efforts to provide Coach such supplemental compensation within thirty (30) days of the bowl game.

3.2.4. Non-BCS Bowl game. If the Team participates in any non-BCS bowl games, Coach shall receive supplemental compensation of $25,000. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation but shall utilize best efforts to provide Coach such supplemental compensation within thirty (30) days of the bowl game.

3.2.5 Each year the Team is ranked in the top 25 in the final ESPN/USA Today coaches poll of Division IA football teams, and if Coach continues to be employed as University's head football coach as of the ensuing July 1st, University shall pay Coach supplemental compensation in an amount equal to $13,461.53. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.6 Each year Coach is named Conference Coach of the Year, Coach shall receive supplemental compensation of $10,000. This supplemental compensation shall be paid to Coach within thirty (30) days of such recognition.

3.2.7 Each year Coach shall be eligible to receive supplemental compensation based on the academic achievement and behavior of Team members. If the Team's annual APR exceeds 940, Coach shall receive supplemental compensation of $10,000. This amount shall increase to $20,000 in any year the Team's annual APR exceeds 960. Any such supplemental compensation paid to Coach shall be accompanied with a justification for the supplemental compensation based on the factors listed above, and such justification shall be separately reported to the Board of Regents as a document available to the public under the Idaho Public Records Act.

3.2.8 The Coach shall receive the sum of $215,000 from the University or the University's designated media outlet(s) or a combination thereof each year during the term of this Agreement in compensation for participation in media programs and public appearances (Programs) payable in monthly installments. Coach shall receive a pro-rated portion (1/12th) of $215,000 for December 2012.

Beginning January 1, 2014 and each calendar year thereafter, the payment under this section 3.2.8 shall increase by $10,000 over the prior year if the Football Team's spring and fall cumulative GPA for the applicable year is at least 2.5. For purposes of the 2014 media payment, the applicable team GPA will be 2013. For purposes of the 2015 media payment, the applicable team GPA will be 2014.

In the event that the Agreement is extended pursuant to Paragraph 2.2, Coach's media payment shall continue to increase by the same amount ($10,000.00) each year and the applicable team GPA for any such increases will continue in the same manner as set forth above. Coach's right to receive any such media payment under this Paragraph is expressly contingent upon the following: (1) reasonable academic achievement and behavior of Team members, as set forth above; (2) appropriate behavior by, and supervision of, all assistant coaches, as reasonably determined by the Director; and (3) Coach's compliance with University's financial stewardship policies as set forth in University's Administrative Procedures Manual Chapter 25. Agreements requiring the Coach to participate in Programs related to his duties as an employee of University are the property of the University. The University shall have the exclusive right to negotiate and contract with all producers of media productions and all parties desiring public appearances by the Coach. Coach agrees to cooperate with the University in order for the Programs to be reasonably successful and agrees to provide his services to and perform on the Programs

and to reasonably cooperate in their production, broadcasting, and telecasting. It is understood that neither Coach nor any assistant coaches shall appear without the prior written approval of the Director on any competing radio or television program (including but not limited to a coach's show, call-in show, or interview show) or a regularly scheduled news segment, except that this prohibition shall not apply to routine news media interviews for which no compensation is received. Without the prior written approval of the Director, Coach shall not appear in any commercial endorsements that are broadcast on radio or television that conflict with those broadcast on the University's designated media outlets. It is also understood that Coach's media obligations are secondary to his primary duty as head football coach and that such media obligations shall not unreasonably interfere with his duties as head football coach.

3.2.9 Coach agrees that the University has the exclusive right to operate youth football camps on its campus using University facilities. The University shall allow Coach the opportunity to earn supplemental compensation by assisting with the University's camps in Coach's capacity as a University employee. Coach hereby agrees to assist in the marketing, supervision, and general administration of the University's youth football camps. Coach also agrees that Coach will perform all obligations mutually agreed upon by the parties. In exchange for Coach's participation in the University's youth football camps, the University shall pay Coach the remaining income from the youth football camps, less $500, after all claims, insurance, and reasonable and customary expenses of such camps have been paid.

Alternatively, in the event the University notifies Coach, in writing that it does not intend to operate youth football camps for a particular period of time during the term of this Agreement, then, during such time period, Coach shall be permitted to operate youth football camps on the University's campus and using its facilities under the following terms and conditions:

a) The summer youth camp operation reflects positively on the University and the Department;

b) The summer youth camp is operated by Coach directly or through a private enterprise owned and managed by Coach. The Coach shall not use University personnel, equipment, or facilities without the prior written approval of the Director;

c) Assistant coaches at the University are given priority when the Coach or the private enterprise selects coaches to participate;

d) The Coach complies with all NCAA, Conference, and University of Idaho rules and regulations related, directly or indirectly, to the operation of summer youth camps;

e) The Coach or the private enterprise enters into a contract with University (and Sodexho with respect to food services) for all campus goods and services required by the camp.

f) The Coach or private enterprise pays for reasonable charges associated with the use of University facilities.

g) Within thirty days of the last day of the summer youth camp(s), Coach shall submit to the Director a preliminary "Camp Summary Sheet" containing financial and other information related to the operation of the camp. Within ninety days of the last day of the summer youth camp(s), Coach shall submit to Director a final accounting and "Camp Summary Sheet." A copy of the "Camp Summary Sheet" is attached to this Agreement as an exhibit.

h) The Coach or the private enterprise shall provide proof of liability insurance as follows: (1) liability coverage: spectator and staff--$1 million; (2) catastrophic coverage: camper and staff--$1 million maximum coverage with $100 deductible.

i) To the extent permitted by law, the Coach or the private enterprise shall defend and indemnify the University against any claims, damages, or liabilities arising out of the operation of the summer youth camp(s).

j) All employees of the summer youth camp(s) shall be employees of the Coach or the private enterprise and not the University while engaged in camp activities. The Coach and all other University employees involved in the operation of the camp(s) shall be on annual leave status or leave without pay during the days the camp is in operation. The Coach or private enterprise shall provide workers' compensation insurance in accordance with Idaho law and comply in all respects with all federal and state wage and hour laws.

In the event of termination of this Agreement, suspension, or reassignment, University shall not be under any obligation to permit a summer youth camp to be held by the Coach after the effective date of such termination, suspension, or reassignment, and the University shall be released from all obligations relating thereto.

3.2.10 Coach agrees that the University has the exclusive right to select footwear, apparel and/or equipment for the use of its student-athletes and staff, including Coach, during official practices and games and during times when Coach or the Team is being filmed by motion picture or video camera or posing for photographs in their capacity as

representatives of University. Coach recognizes that the University is negotiating or has entered into an agreement with Nike to supply the University with athletic footwear, apparel and/or equipment. Coach agrees that, upon the University's reasonable request, Coach will consult with appropriate parties concerning Nike products' design or performance, shall act as an instructor at a clinic sponsored in whole or in part by Nike, and give a lecture at an event sponsored in whole or in part by Nike, and make other educationally-related appearances as may be reasonably requested by the University. Notwithstanding the foregoing sentence, Coach shall retain the right to decline such appearances as Coach reasonably determines to conflict with or hinder his duties and obligations as head football coach. In order to avoid entering into an agreement with a competitor of Nike, Coach shall submit all outside consulting agreements to the University for review and approval prior to execution. Coach shall also report such outside income to the University in accordance with NCAA rules. Coach further agrees that Coach will not endorse any athletic footwear, apparel and/or equipment products, including Nike, and will not participate in any messages or promotional appearances that contain a comparative or qualitative description of athletic footwear, apparel or equipment products.

3.2.11 Moving Expenses. NA

3.2.12 Signing Bonus. As additional incentive for accepting the position of head football coach at the University and to assist in transitioning to his new position, University agrees to provide Coach with a one-time signing bonus in the amount of $10,000.

3.2.13 Car Allowance. University agrees to provide Coach a monthly car allowance in the amount of $400 in recognition of his extraordinary duties as the University's head football coach.

3.3 General Conditions of Compensation. All compensation provided by the University to Coach is subject to deductions and withholdings as required by law or the terms and conditions of any fringe benefit in which Coach participates. However, if any fringe benefit is based in whole or in part upon the compensation provided by the University to Coach, such fringe benefit shall be based only on the compensation provided pursuant to section 3.1.1, except to the extent required by the terms and conditions of a specific fringe benefit program.

3.4 Conference Affiliation. In the event that the University is successful in joining a conference in which the Football Team participates, the Athletic Director and the Coach agree to meet and confer within sixty (60) days of the University joining the conference to evaluate the terms of this Agreement as compared to other head football coaching contracts in the conference and discuss possible amendments.

ARTICLE 4

4.1. Coach's Specific Duties and Responsibilities. In consideration of the compensation specified in this Agreement, Coach, in addition to the obligations set forth elsewhere in this Agreement, shall:

4.1.1. Devote Coach's full time and best efforts to the performance of Coach's duties under this Agreement;

4.1.2. Develop and implement programs and procedures with respect to the evaluation, recruitment, training, and coaching of Team members that enable them to compete successfully and reasonably protect their health, safety, and well-being;

4.1.3. Observe and uphold all academic standards, requirements, and policies of the University and encourage Team members to perform to their highest academic potential and to graduate in a timely manner; and

4.1.4. Know, recognize, and comply with all applicable laws and the policies, rules and regulations of the University, the University's governing board, the conference, and the NCAA; supervise and take appropriate steps to ensure that Coach's assistant coaches, any other employees for whom Coach is administratively responsible, and the members of the Team know, recognize, and comply with all such laws, policies, rules and regulations; and immediately report to the Director and to the Department's Director of Compliance if Coach has reasonable cause to believe that any person or entity, including without limitation representatives of the University's athletic interests, has violated or is likely to violate any such laws, policies, rules or regulations. The University makes available to Coach access to the Office of General Counsel and to the University's NCAA Compliance Officer as resources to Coach for education on such applicable laws, policies, rules and regulations for which he is responsible, and University and Coach shall utilize reasonable shared efforts to ensure Coach is educated on all such applicable laws, policies, rules and regulations.

4.1.5. Coach shall cooperate fully with the University and Department at all times. The applicable laws, policies, rules, and regulations include: (a) State Board of Education and Board of Regents of the University of Idaho Governing Policies and Procedures and Rule Manual; (b) University's Handbook; (c) University's Administrative Procedures Manual; (d) the policies of the Department; (e) NCAA rules and regulations; and (f) the rules and regulations of the football conference of which the University is a member.

4.2 Outside Activities. Coach shall not undertake any business, professional or personal activities, or pursuits that would prevent Coach from devoting Coach's full time and best efforts to the performance of Coach's duties under this Agreement, that would otherwise detract from those duties in any manner, or that, in the opinion of the University, would reflect adversely upon the University or its athletic program. Subject to the terms and conditions of this Agreement, Coach may, with the prior written approval of the Director, who may consult with the President, enter into separate arrangements for outside activities and endorsements that are consistent with Coach's obligations under this Agreement. Coach may not use the University's name, logos, or trademarks in connection with any such arrangements without the prior written approval of the Director and the President.

4.3. NCAA Rules. In accordance with NCAA rules, Coach shall obtain prior written approval from the University's President for all athletically related income and benefits from sources outside the University and shall provide a written detailed account of the source and amount of all such income and benefits to the University's President whenever reasonably requested, but in no event less than annually before the close of business on June 30th of each year or the last regular University work day preceding June 30th. The report shall be in a format reasonably satisfactory to University. Sources of such income include, but are not limited to, the following:

a) Income from annuities;
b) Sports camps;
c) Housing benefits, including preferential housing arrangements;
d) Country club memberships;
e) Complimentary ticket sales;
f) Television and radio programs; and
g) Endorsement or consultation contracts with athletics shoe, apparel or equipment manufacturers.

In no event shall Coach accept or receive directly or indirectly any monies, benefits, or gratuities whatsoever from any person, association, corporation, University booster club, University alumni association, University foundation, or other benefactor, if the acceptance or receipt of the monies, benefits, or gratuities would violate applicable law or the policies, rules, and regulations of the University, the University's governing board, the conference, or the NCAA.

4.4 Hiring Authority. Coach shall have the responsibility and the sole authority to recommend to the Director the hiring and termination of assistant coaches for the Team, but the decision to hire or terminate an assistant coach shall be made by the Director and shall, when necessary or appropriate, be subject to the approval of the President and the University's Board of Regents.

4.5 Scheduling. Coach shall consult with, and may make recommendations to, the Director or the Director's designee with respect to the scheduling of Team competitions, but the final decision shall be made by the Director or the Director's designee.

4.6 Other Coaching Opportunities. Coach shall not, under any circumstances, interview for, negotiate for, or accept employment as a coach at any other institution of higher education or with any professional sports team, requiring performance of duties prior to the expiration of this Agreement, without the prior approval of the Director. Such approval shall not unreasonably be withheld.

ARTICLE 5

5.1 Termination of Coach for Cause. The University may, in its discretion, suspend Coach from some or all of Coach's duties, temporarily or permanently, and with

or without pay, or terminate this Agreement at any time for good or adequate cause, as those terms are defined in the applicable policies, rules or regulations of the University, the University's governing board, the conference, or the NCAA.

5.1.1 In addition to the definitions contained in applicable policies, rules or regulations of the University, the University's governing board, the conference, or the NCAA, University and Coach hereby specifically agree that the following shall constitute good or adequate cause for suspension or termination of this Agreement:

a) A deliberate or major violation of Coach's duties under this agreement or the refusal or unwillingness of Coach to perform such duties in good faith and to the best of Coach's abilities;

b) The failure of Coach to remedy any violation of any of the terms of this Agreement within 30 days after written notice from the University;

c) A deliberate or major violation by Coach of any applicable law or the policies, rules or regulations of the University, the University 's governing board, the conference or the NCAA, including but not limited to any such violation that may have occurred during the employment of Coach at another NCAA or NAIA member institution;

d) Ten (10) working days' absence of Coach from duty without the University's consent;

e) Any conduct of Coach that constitutes moral turpitude or that would, in the University's reasonable judgment, reflect adversely on the University or its athletic programs;

f) The failure of Coach to reasonably represent the University and its athletic programs positively in public and private forums;

g) The failure of Coach to fully and promptly cooperate with the NCAA or the University in any investigation of possible violations of any applicable law or the policies, rules or regulations of the University, the University's governing board, the conference, or the NCAA;

h) The failure of Coach to report a known violation of any applicable law or the policies, rules or regulations of the University, the University's governing board, the conference, or the NCAA, by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team; or

i) A violation of any applicable law or the policies, rules or regulations of the University, the University's governing board, the conference, or the NCAA, by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team if Coach knew or should have known of the violation and could have prevented it by ordinary supervision.

5.1.2 Suspension, reassignment, or termination for good or adequate cause shall be effectuated by the University as follows: before the effective date of the suspension, reassignment, or termination, the Director or his designee shall provide Coach with notice, which notice shall be accomplished in the manner provided for in this Agreement and shall include the reason(s) for the contemplated action. Coach shall then have an opportunity to respond. After Coach responds or fails to respond, University shall notify Coach whether, and if so when, the action will be effective. Coach may, within fifteen (15) calendar days of receiving such notice, request review of the decision in writing directed to the University President. However, such request for review shall not stay the effectiveness of the action, and review by the President is at the President's sole discretion.

5.1.3 In the event of any termination for good or adequate cause, the University's obligation to provide compensation and benefits to Coach, whether direct, indirect, supplemental or collateral, shall cease as of the date of such termination, and the University shall not be liable for the loss of any collateral business opportunities or other benefits, perquisites, or income resulting from outside activities or from any other sources.

5.1.4 If found in violation of NCAA regulations, Coach shall, in addition to the provisions of Section 5.1, be subject to disciplinary or corrective action as set forth in the provisions of the NCAA enforcement procedures. This section applies to violations occurring at the University or at previous institutions at which the Coach was employed.

5.2 Termination of Coach for Convenience of University.

5.2.1 At any time after commencement of this Agreement, University, for its own convenience, may terminate this Agreement by giving ten (10) days prior written notice to Coach.

5.2.2 In the event that University terminates this Agreement for its own convenience, University shall be obligated to pay Coach, as liquidated damages and not a penalty, all amounts earned but not yet paid under this Agreement at the time of termination as well as the annual salary set forth in section 3.1.1(a) for the duration of the term remaining on the Agreement and media payments set forth in section 3.2.8 for the duration of the Term remaining on the Agreement, excluding all deductions required by law, on the regular paydays of University until the term of this Agreement ends or until Coach obtains employment, whichever occurs first; provided, however, in the event Coach obtains lesser employment after such termination, then the amount of compensation the University pays will be adjusted and reduced by the amount of compensation paid Coach as a result of such lesser employment, such adjusted compensation to be calculated for each University pay-

period by reducing the Coach's gross annual salary and media payments set forth in sections 3.1.1(a) and 3.2.8 (before deductions required by law) by the gross compensation paid to Coach under the lesser employment, then subtracting from this adjusted gross compensation deductions according to law. In addition, Coach will be entitled to continue his health insurance plan and group life insurance as if he remained a University employee until the term of this Agreement ends or until Coach obtains employment or any other employment providing Coach with a reasonably comparable health plan and group life insurance, whichever occurs first. Coach shall be entitled to no other compensation or fringe benefits, except as otherwise provided herein or required by law. Coach specifically agrees to inform University within ten business days of obtaining other employment, and to advise University of all relevant terms of such employment, including without limitation the nature and location of the employment, salary, other compensation, health insurance benefits, life insurance benefits, and other fringe benefits. Failure to so inform and advise University shall constitute a material breach of this Agreement and University's obligation to pay compensation under this provision shall end. Coach agrees not to accept employment for compensation at less than the fair value of Coach's services, as determined by all circumstances existing at the time of employment. Coach further agrees to repay to University all compensation paid to him by University after the date he obtains other employment, to which he is not entitled under this provision.

5.2.3 University has been represented by legal counsel, and coach has been represented by legal counsel in the contract negotiations. The parties have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that the Coach may lose certain benefits, supplemental compensation, or outside compensation relating to his employment with University, which damages are extremely difficult to determine with certainty. The parties further agree that the payment of such liquidated damages sums by University and the acceptance thereof by Coach shall constitute adequate and reasonable compensation to Coach for the damages and injury suffered by Coach because of such termination by University. The liquidated damages are not, and shall not be construed to be, a penalty.

5.3 Termination by Coach for Convenience.

5.3.1 The Coach recognizes that his promise to work for University for the entire term of this Agreement is of the essence of this Agreement. The Coach also recognizes that the University is making a highly valuable investment in his employment by entering into this Agreement and that its investment would be lost were he to resign or otherwise terminate his employment with the University before the end of the contract term.

5.3.2 The Coach, for his own convenience, may terminate this Agreement during its term by giving prior written notice to the University. Coach's employment shall thereupon cease, however Coach shall remain reasonably available for contact by the University for a (10) day transition period during which Coach will use reasonable efforts to assist University with the transition to an interim replacement head coach.

5.3.3 If the Coach terminates this Agreement for convenience at any time,

all obligations of the University shall cease as of the effective date of the termination, with the exception that Coach shall be entitled to all amounts earned but not yet paid prior to the date of termination. If the Coach terminates this Agreement for his convenience, he shall pay to the University, as liquidated damages and not a penalty, for the breach of this Agreement the following sum: (a) if the Agreement is terminated on or before December 31, 2016, the sum of $250,000.00; (b) if the Agreement is terminated between January 1, 2017 and December 31, 2017 inclusive, the sum of $100,000.00; (c) if the Agreement is terminated between January 1, 2018 and December 31, 2018 inclusive, the sum of $50,000.00; (d) if the Agreement is terminated between January 1, 2018 and December 31, 2018 inclusive, the sum of $25,000.00.

The applicable sum shall be due and payable within thirty (30) days of the effective date of the termination, and any unpaid amount shall bear simple interest at a rate eight (8) percent per annum until paid.

5.3.4 University has been represented by legal counsel, and Coach has been represented by legal counsel in the contract negotiations. The parties have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that the University will incur administrative and recruiting costs in obtaining a replacement for Coach, in addition to potentially increased compensation costs, if Coach terminates this Agreement for convenience. The parties agree that such costs are extremely difficult to determine with certainty. The parties further agree that the payment of such liquidated damages sums by Coach and the acceptance thereof by University shall constitute adequate and reasonable compensation to University for the damages and injury suffered by University because of such termination by Coach. The liquidated damages are not, and shall not be construed to be, a penalty. This section 5.3.4 shall not apply if Coach terminates this Agreement because of a material breach by the University.

5.3.5 Except as provided elsewhere in this Agreement, if Coach terminates this Agreement for convenience, he shall forfeit to the extent permitted by law his right to receive all supplemental compensation and other payments.

5.4 Termination due to Disability or Death of Coach.

5.4.1 Notwithstanding any other provision of this Agreement, this Agreement shall terminate automatically if Coach becomes totally or permanently disabled as defined by the University's disability insurance carrier, becomes unable to perform the essential functions of the position of head coach, or dies.

5.4.2 If this Agreement is terminated because of Coach's death, Coach's salary and all other benefits shall terminate as of the last day worked, except that the Coach's personal representative or other designated beneficiary shall be paid all compensation due or unpaid and death benefits, if any, as may be contained in any fringe benefit plan now in force or hereafter adopted by the University and due to the Coach's estate or beneficiaries thereunder.

5.4.3 If this Agreement is terminated because the Coach becomes totally or permanently disabled as defined by the University's disability insurance carrier or

becomes unable to perform the essential functions of the position of head coach, all salary and other benefits shall terminate, except that the Coach shall be entitled to receive any compensation due or unpaid and any disability-related benefits to which he is entitled by virtue of employment with the University.

5.5 Interference by Coach. In the event of termination or suspension, Coach agrees that Coach will not interfere with the University's student-athletes or otherwise obstruct the University's ability to transact business or operate its intercollegiate athletics program.

5.6 No Liability. The University shall not be liable to Coach for the loss of any collateral business opportunities or any other benefits, perquisites or income from any sources that may ensue as a result of any termination of this Agreement by either party or due to death or disability or the suspension of Coach, regardless of the circumstances.

5.7 Waiver of Rights. Because the Coach is receiving a multi-year contract and the opportunity to receive supplemental compensation, and because such contracts and opportunities are not customarily afforded to University employees, if the University suspends Coach, or terminates this Agreement for good or adequate cause or for convenience, Coach shall have all the rights provided for in this Agreement but hereby releases the University from compliance with the notice, appeal, and similar employment-related rights provided for in the State Board of Education and Board or Regents of the University of Idaho Rule Manual (IDAPA 08) and Governing Policies and Procedures Manual, and the University Faculty-Staff Handbook.

ARTICLE 6

6.1 Board Approval. This Agreement shall not be effective until and unless approved of the University's Board of Regents and executed by both parties as set forth below. In addition, the payment of any compensation pursuant to this agreement shall be subject to the approval of the University's Board of Regents, the President, and the Director; the sufficiency of legislative appropriations; the receipt of sufficient funds in the account from which such compensation is paid; and the Board of Regents and University's rules regarding financial exigency.

6.2 University Property. All personal property (excluding vehicle(s) provided through the Vandal Wheels program), material, and articles of information, including, without limitation, keys, credit cards, personnel records, recruiting records, team information, films, statistics or any other personal property, material, or data, furnished to Coach by the University or developed by Coach on behalf of the University or at the University's direction or for the University's use or otherwise in connection with Coach's employment hereunder are and shall remain the sole property of the University. Within twenty-four (24) hours of the expiration of the term of this agreement or its earlier termination as provided herein, Coach shall immediately cause any such personal property, materials, and articles of information in Coach's possession or control to be delivered to the Director.

6.3 Assignment. Neither party may assign its rights or delegate its obligations under this Agreement without the prior written consent of the other party.

6.4 Waiver. No waiver of any default in the performance of this Agreement shall be effective unless in writing and signed by the waiving party. The waiver of a particular breach in the performance of this Agreement shall not constitute a waiver of any other or subsequent breach. The resort to a particular remedy upon a breach shall not constitute a waiver of any other available remedies.

6.5 Severability. If any provision of this Agreement is determined to be invalid or unenforceable, the remainder of the Agreement shall not be affected and shall remain in effect.

6.6 Governing Law. This Agreement shall be subject to and construed in accordance with the laws of the state of Idaho as an agreement to be performed in Idaho. Any action based in whole or in part on this Agreement shall be brought in the courts of the state of Idaho.

6.7 Oral Promises. Oral promises of an increase in annual salary or of any supplemental or other compensation shall not be binding upon the University.

6.8 Force Majeure. Any prevention, delay or stoppage due to strikes, lockouts, labor disputes, acts of God, inability to obtain labor or materials or reasonable substitutes therefor, governmental restrictions, governmental regulations, governmental controls, enemy or hostile governmental action, civil commotion, fire or other casualty, and other causes beyond the reasonable control of the party obligated to perform (including financial inability), shall excuse the performance by such party for a period equal to any such prevention, delay or stoppage.

6.9 Confidentiality. The Coach hereby consents and agrees that this document may be released and made available to the public after it is signed by the Coach. The Coach further agrees that all documents and reports he is required to produce under this Agreement may be released and made available to the public at the University's sole discretion.

6.10 Notices. Any notice under this Agreement shall be in writing and be delivered in person or by public or private courier service (including U.S. Postal Service Express Mail) or certified mail with return receipt requested or by facsimile. All notices shall be addressed to the parties at the following addresses or at such other addresses as the parties may from time to time direct in writing:

the University: Director of Athletics
University of Idaho
P.O. Box 442302
Moscow, Idaho 83844-2302

with a copy to: President
University of Idaho
P.O. Box 443151
Moscow, ID 83844-3151

the Coach: Paul Petrino
Last known address on file with
University's Human Resource Services

with a copy to: Russ Campbell & Patrick Strong
Balch Sports
P.O. Box 306
Birmingham, AL 35201-0306

Any notice shall be deemed to have been given on the earlier of: (a) actual delivery or refusal to accept delivery, (b) the date of mailing by certified mail, or (c) the day facsimile delivery is verified. Actual notice, however and from whomever received, shall always be effective.

6.11 Headings. The headings contained in this Agreement are for reference purposes only and shall not in any way affect the meaning or interpretation hereof.

6.12 Binding Effect. This Agreement is for the benefit only of the parties hereto and shall inure to the benefit of and bind the parties and their respective heirs, legal representatives, successors and assigns.

6.13 Non-Use of Names and Trademarks. The Coach shall not, without the University's prior written consent in each case, use any name, trade name, trademark, or other designation of the University (including contraction, abbreviation or simulation), except in the course and scope of his official University duties.

6.14 No Third Party Beneficiaries. There are no intended or unintended third party beneficiaries to this Agreement.

6.15 Entire Agreement; Amendments. This Agreement constitutes the entire agreement of the parties and supersedes all prior agreements and understandings with respect to the same subject matter. No amendment or modification of this Agreement shall be effective unless in writing, signed by both parties, and approved by University's Board of Regents.

6.16 Opportunity to Consult with Attorney. The Coach acknowledges that he has had the opportunity to consult and review this Agreement with counsel. Accordingly, in all cases, the language of this Agreement shall be construed simply, according to its fair meaning, and not strictly for or against any party.

UNIVERSITY		COACH	
_____		_____	
Chuck Staben, President	Date	Paul Petrino	Date

Approved by the Board of Regents on the ____ day of _____, 2016.

~~(MODEL ATHLETICS CONTRACT)~~EMPLOYMENT AGREEMENT
Approval Draft

This Employment Agreement (Agreement) is entered into by and between ~~_____~~ ~~(~~the University ~~(College)),~~of Idaho (University) and ~~_____~~Paul Petrino (Coach).

ARTICLE 1

1.1. Employment. Subject to the terms and conditions of this Agreement, the University ~~(College)~~ shall employ Coach as the head coach of its intercollegiate ~~(Sport)~~ football team ("Team~~) (or Director of Athletics~~"). Coach ~~(Director)~~ represents and warrants that Coach is fully qualified to serve, and is available for employment, in this capacity.

1.2. Reporting Relationship. Coach shall report and be responsible directly to the University ~~(College)~~'s Director of Athletics (Director) or the Director's designee. Coach shall abide by the reasonable instructions of Director or the Director's designee and shall confer with the Director or the Director's designee on all administrative ~~and technical matters~~. Coach shall also be under the general supervision of the University ~~(College)'s Chief executive officer (Chief executive officer~~'s President (President).

1.3. Duties. Coach shall manage and supervise the Team and shall perform such other duties in the University ~~(College)~~'s athletic program as the Director may reasonably assign and as may be described elsewhere in this Agreement. ~~The University (College) shall have the right, at any time, to reassign Coach to duties at the University (College) other than as head coach of the Team, provided that Coach's compensation and benefits shall not be affected by any such reassignment, except that the opportunity to earn supplemental compensation as provided in sections 3.2.1 through _(Depending on supplemental pay provisions used)_____ shall cease.~~

ARTICLE 2

2.1. Term. This Agreement is for a fixed-term appointment ~~of _____ (__) years,~~ commencing on _____, 2016, and terminating, without further notice to Coach, on ~~_____~~December 31, 2020, unless sooner terminated in accordance with other provisions of this Agreement~~.~~, and unless the Team participates in a bowl game, in which event the date of termination will be extended by mutual agreement of the parties.

2.2. Extension or Renewal. ~~This~~Other than as set forth herein, (1) this Agreement is renewable solely upon an offer from the University ~~(College)~~ and an acceptance by Coach, both of which must be in writing and signed by the parties~~. Any~~; and (2) any renewal is subject to the prior approval of ~~the~~University's Board of

~~Education~~ Regents. This Agreement in no way grants to Coach a claim to tenure in employment, nor shall Coach's service pursuant to this agreement count in any way toward tenure at the University ~~(College)~~.

ARTICLE 3

3.1 Regular Compensation.

3.1.1 In consideration of Coach's services and satisfactory performance of this Agreement, the University ~~(College)~~ shall provide to Coach:

a) An annual salary of $~~_____ per year,~~178,526.40, payable in biweekly installments in accordance with normal University ~~(College) procedures, and such salary increases as may be determined appropriate by the Director and Chief executive officer and approved by the University (College)'s~~procedures. Coach will be eligible to receive University-wide changes in employee compensation upon approval by the Director, the President, and the Board of ~~(~~Regents~~ or Trustees)~~ ;

b) The opportunity to receive such employee benefits as the University ~~(College)~~ provides generally to non-faculty exempt employees, except that in accordance with RGP II.H.6.b.ii, University and Coach agree that Coach shall not accrue any annual leave hours, and may take leave (other than sick leave) only with prior written approval of the Director; and

c) ~~The opportunity to receive such~~Such employee benefits as the University ~~(College)~~'s Department of Athletics (Department) provides generally to its employees of a comparable level. Coach hereby agrees to abide by the terms and conditions, as now existing or hereafter amended, of such employee benefits.

3.2 Supplemental Compensation

3.2.1. Each year the ~~Team is the conference champion or co-champion and also becomes eligible for a (bowl game pursuant to NCAA Division I guidelines or post-season tournament or post-season playoffs) , and if~~

~~Coach continues to be employed as University (College)'s head ___(Sport) coach as of the ensuing July 1st, the University (College) shall pay to Coach supplemental compensation in an amount equal to ___(amount or computation) of Coach's Annual Salary during the fiscal year in which the championship and _(bowl or other post-season) eligibility are achieved. The University (College) shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.~~football program achieves at least seven (7) regular season wins, the University shall pay to Coach supplemental compensation in an amount equal to $25,000.00 during the fiscal year in which the Team achieves 7 wins. This supplemental compensation shall be paid to Coach within thirty (30) days of the Team achieving its 7th win.

3.2.2. National Coach of the Year. For receiving the "Bear Bryant Coach of the Year" award, and if Coach continues to be employed as University's head football coach as of the ensuing July 1st, Coach shall receive supplemental compensation of $10,000. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.3. BCS Bowl game. If the Team participates in any BCS bowl games, Coach shall receive supplemental compensation of $100,000. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation but shall utilize best efforts to provide Coach such supplemental compensation within thirty (30) days of the bowl game.

3.2.4. Non-BCS Bowl game. If the Team participates in any non-BCS bowl games, Coach shall receive supplemental compensation of $25,000. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation but shall utilize best efforts to provide Coach such supplemental compensation within thirty (30) days of the bowl game.

~~3.2.2~~ 3.2.5 Each year the Team is ranked in the top 25 in the ~~(national rankings of sport's division)~~ final ESPN/USA Today coaches poll of Division IA football teams, and if Coach continues to be employed as University~~(College)'~~'s head ~~(Sport)~~ football coach as of the ensuing July 1st, ~~the~~ University~~(College)~~ shall pay Coach supplemental compensation in an amount equal to ~~(amount or computation) of Coach's Annual Salary in effect on the date of the final poll.~~$13,461.53. The University ~~(College)~~ shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.6 Each year Coach is named Conference Coach of the Year, Coach shall receive supplemental compensation of $10,000. This supplemental compensation shall be paid to Coach within thirty (30) days of such recognition.

~~3.2.3~~ 3.2.7 Each year Coach shall be eligible to receive supplemental compensation ~~in an amount up to (amount or computation) based on the academic~~

~~achievement and behavior of Team members. The determination of whether Coach will receive such supplemental compensation and the timing of the payment(s) shall be at the discretion of the Chief executive officer in consultation with the Director. The determination shall be based on the following factors: the Academic Progress Rate set by the Board, grade point averages; difficulty of major course of study; honors such as scholarships, designation as Academic All-American, and conference academic recognition; progress toward graduation for all athletes, but particularly those who entered the University (College) as academically at-risk students; the conduct of Team members on the University (College) campus, at authorized University (College) activities, in the community, and elsewhere.~~ based on the academic achievement and behavior of Team members. If the Team's annual APR exceeds 940, Coach shall receive supplemental compensation of $10,000. This amount shall increase to $20,000 in any year the Team's annual APR exceeds 960. Any such supplemental compensation paid to Coach shall be accompanied with a ~~detailed~~ justification for the supplemental compensation based on the factors listed above, and such justification shall be separately reported to the Board of ~~(~~Regents ~~or Trustees)~~ as a document available to the public under the Idaho Public Records Act.

~~3.2.4 Each year Coach shall be eligible to receive supplemental compensation in an amount up to __(amount or computation)____ based on the overall development of the intercollegiate (men's/women's) _(Sport)__ program; ticket sales; fundraising; outreach by Coach to various constituency groups, including University (College) students, staff, faculty, alumni and boosters; and any other factors the Chief executive officer wishes to consider. The determination of whether Coach will receive such supplemental compensation and the timing of the payment(s) shall be at the discretion of the Chief executive officer in consultation with the Director.~~

~~3.2.5~~ 3.2.8 The Coach shall receive the sum of ~~_(amount or computation)~~ $215,000 from the University ~~(College)~~ or the University ~~(College)~~'s designated media outlet(s) or a combination thereof each year during the term of this Agreement in compensation for participation in media programs and public appearances (Programs)~~. Coach's right to receive such a payment shall vest on the date of the Team's last regular season or post-season competition, whichever occurs later. This sum shall be paid (terms or conditions of payment)_____~~. payable in monthly installments. Coach shall receive a pro-rated portion (1/12th) of $215,000 for December 2012.

Beginning January 1, 2014 and each calendar year thereafter, the payment under this section 3.2.8 shall increase by $10,000 over the prior year if the Football Team's spring and fall cumulative GPA for the applicable year is at least 2.5. For purposes of the 2014 media payment, the applicable team GPA will be 2013. For purposes of the 2015 media payment, the applicable team GPA will be 2014.

In the event that the Agreement is extended pursuant to Paragraph 2.2, Coach's media payment shall continue to increase by the same amount ($10,000.00) each year and the applicable team GPA for any such increases will continue in the same manner as set forth above. Coach's right to receive any such media payment under this Paragraph is expressly contingent upon the following: (1) reasonable academic achievement and behavior of Team members, as set forth above; (2) appropriate behavior by, and supervision of, all assistant coaches, as reasonably determined by the Director; and (3) Coach's compliance with University's financial stewardship policies as set forth in University's Administrative Procedures Manual Chapter 25. Agreements requiring the Coach to participate in Programs related to his duties as an employee of University ~~(College)~~ are the property of the University ~~(College)~~. The University ~~(College)~~ shall have the exclusive right to negotiate and contract with all producers of media productions and all parties desiring public appearances by the Coach. Coach agrees to cooperate with the University ~~(College)~~ in order for the Programs to be reasonably successful and agrees to provide his services to and perform on the Programs and to reasonably cooperate in their production, broadcasting, and telecasting. It is understood that neither Coach nor any assistant coaches shall appear without the prior written approval of the Director on any competing radio or television program (including but not limited to a coach's show, call-in show, or interview show) or a regularly scheduled news segment, except that this prohibition shall not apply to routine news media interviews for which no compensation is received. Without the prior written approval of the Director, Coach shall not appear in any commercial endorsements ~~which~~that are broadcast on radio or television that conflict with those broadcast on the University ~~(College)~~'s designated media outlets. It is also understood that Coach's media obligations are secondary to his primary duty as head football coach and that such media obligations shall not unreasonably interfere with his duties as head football coach.

~~3.2.6 **(SUMMER CAMP—OPERATED BY UNIVERSITY (COLLEGE))**~~3.2.9 Coach agrees that the University ~~(College)~~ has the exclusive right to operate youth ~~(Sport)~~ football camps on its campus using University ~~(College)~~ facilities. The University ~~(College)~~ shall allow Coach the opportunity to earn supplemental compensation by assisting with the University ~~(College)~~'s camps in Coach's capacity as a University ~~(College)~~ employee. Coach hereby agrees to assist in the marketing, supervision, and general administration of the University ~~(College)~~'s youth football camps. Coach also agrees that Coach will perform all obligations mutually agreed upon by the parties. In exchange for Coach's participation in the University ~~(College)~~'s ~~summer~~youth football camps, the University ~~(College)~~ shall pay Coach ~~(amount) per year as supplemental compensation during each year of his employment as head (Sport) coach at the University (College). This amount shall be paid (terms of payment)~~ the remaining income from the youth football camps, less $500, after all claims, insurance, and reasonable and customary expenses of such camps have been paid.

~~**(SUMMER CAMP—OPERATED BY COACH)** Coach may~~Alternatively, in the event the University notifies Coach, in writing that it does not intend to operate youth football camps for a particular period of time during the term of

this Agreement, then, during such time period, Coach shall be permitted to operate ~~a summer~~ youth ~~(Sport) camp at~~football camps on the University~~ (College)~~'s campus and using its facilities under the following terms and conditions:

a) The summer youth camp operation reflects positively on the University ~~(College)~~ and the Department;

b) The summer youth camp is operated by Coach directly or through a private enterprise owned and managed by Coach. The Coach shall not use University~~ (College)~~ personnel, equipment, or facilities without the prior written approval of the Director;

c) Assistant coaches at the University ~~(College)~~ are given priority when the Coach or the private enterprise selects coaches to participate;

d) The Coach complies with all NCAA~~ (NAIA)~~, Conference, and University ~~(College)~~of Idaho rules and regulations related, directly or indirectly, to the operation of summer youth camps;

e) The Coach or the private enterprise enters into a contract with University (~~College) and _____ (campus concessionaire~~and Sodexho with respect to food services) for all campus goods and services required by the camp.

f) The Coach or private enterprise pays for reasonable charges associated with the use of University ~~(College)~~ facilities~~ including the _____~~.

g) Within thirty days of the last day of the summer youth camp(s), Coach shall submit to the Director a preliminary "Camp Summary Sheet" containing financial and other information related to the operation of the camp. Within ninety days of the last day of the summer youth camp(s), Coach shall submit to Director a final accounting and "Camp Summary Sheet." A copy of the "Camp Summary Sheet" is attached to this Agreement as an exhibit.

h) The Coach or the private enterprise shall provide proof of liability insurance as follows: (1) liability coverage: spectator and staff--$1 million; (2) catastrophic coverage: camper and staff--$1 million maximum coverage with $100 deductible~~;~~.

i) To the extent permitted by law, the Coach or the private enterprise shall defend and indemnify the University ~~(College)~~ against any claims, damages, or liabilities arising out of the operation of the summer youth camp(s).

j) All employees of the summer youth camp(s) shall be employees of the Coach or the private enterprise and not the University ~~(College)~~ while engaged in camp activities. The Coach and all other University ~~(College)~~ employees involved in the operation of the camp(s) shall be on annual leave status or leave without pay during the days the camp is in operation. The Coach or private enterprise shall provide workers' compensation insurance in accordance with Idaho law and comply in all respects with all federal and state wage and hour laws.

In the event of termination of this Agreement, suspension, or reassignment, University ~~(College)~~ shall not be under any obligation to permit a summer youth camp to be held by the Coach after the effective date of such termination, suspension, or reassignment, and the University ~~(College)~~ shall be released from all obligations relating thereto.

~~3.2.7~~ 3.2.10 Coach agrees that the University ~~(College)~~ has the exclusive right to select footwear, apparel and/or equipment for the use of its student-athletes and staff, including Coach, during official practices and games and during times when Coach or the Team is being filmed by motion picture or video camera or posing for photographs in their capacity as representatives of University ~~(College)~~. Coach recognizes that the University ~~(College)~~ is negotiating or has entered into an agreement with ~~(Company Name)~~ Nike to supply the University ~~(College)~~ with athletic footwear, apparel and/or equipment. Coach agrees that, upon the University ~~(College)~~'s reasonable request, Coach will consult with appropriate parties concerning ~~an (Company Name) product's~~Nike products' design or performance, shall act as an instructor at a clinic sponsored in whole or in part by ~~(Company Name), or~~Nike, and give a lecture at an event sponsored in whole or in part by ~~(Company Name), or~~Nike, and make other educationally-related appearances as may be reasonably requested by the University ~~(College)~~. Notwithstanding the foregoing sentence, Coach shall retain the right to decline such appearances as Coach reasonably determines to conflict with or hinder his duties and obligations as head ~~(Sport)~~ football coach. In order to avoid entering into an agreement with a competitor of ~~(Company Name)~~ Nike, Coach shall submit all outside consulting agreements to the University ~~(College)~~ for review and approval prior to execution. Coach shall also report such outside income to the University ~~(College)~~ in accordance with NCAA ~~(or NAIA)~~ rules. Coach further agrees that Coach will not endorse any athletic footwear, apparel and/or equipment products, including ~~(Company Name)~~Nike, and will not participate in any messages or promotional appearances

~~which~~that contain a comparative or qualitative description of athletic footwear, apparel or equipment products.

3.2.11 Moving Expenses. NA

3.2.12 Signing Bonus. As additional incentive for accepting the position of head football coach at the University and to assist in transitioning to his new position, University agrees to provide Coach with a one-time signing bonus in the amount of $10,000.

3.2.13 Car Allowance. University agrees to provide Coach a monthly car allowance in the amount of $400 in recognition of his extraordinary duties as the University's head football coach.

3.3 General Conditions of Compensation. All compensation provided by the University ~~(College)~~ to Coach is subject to deductions and withholdings as required by law or the terms and conditions of any fringe benefit in which Coach participates. However, if any fringe benefit is based in whole or in part upon the compensation provided by the University ~~(College)~~ to Coach, such fringe benefit shall be based only on the compensation provided pursuant to section 3.1.1, except to the extent required by the terms and conditions of a specific fringe benefit program.

3.4 Conference Affiliation. In the event that the University is successful in joining a conference in which the Football Team participates, the Athletic Director and the Coach agree to meet and confer within sixty (60) days of the University joining the conference to evaluate the terms of this Agreement as compared to other head football coaching contracts in the conference and discuss possible amendments.

ARTICLE 4

4.1. Coach's Specific Duties and Responsibilities. In consideration of the compensation specified in this Agreement, Coach, in addition to the obligations set forth elsewhere in this Agreement, shall:

4.1.1. Devote Coach's full time and best efforts to the performance of Coach's duties under this Agreement;

4.1.2. Develop and implement programs and procedures with respect to the evaluation, recruitment, training, and coaching of Team members ~~which~~that enable them to compete successfully and reasonably protect their health, safety, and well-being;

4.1.3. Observe and uphold all academic standards, requirements, and policies of the University ~~(College)~~ and encourage Team members to perform to their highest academic potential and to graduate in a timely manner; and

4.1.4. Know, recognize, and comply with all applicable laws and the policies, rules and regulations of the University ~~(College)~~, the University ~~(College)~~'s governing board, the conference, and the NCAA ~~(or NAIA)~~; supervise and take appropriate steps to ensure that Coach's assistant coaches, any other employees for whom Coach is administratively responsible, and the members of the Team know, recognize, and comply with all such laws, policies, rules and regulations; and immediately report to the Director and to the Department's Director of Compliance if Coach has reasonable cause to believe that any person or entity, including without limitation representatives of the University ~~(College)~~'s athletic interests, has violated or is likely to violate any such laws, policies, rules or regulations. The University makes available to Coach access to the Office of General Counsel and to the University's NCAA Compliance Officer as resources to Coach for education on such applicable laws, policies, rules and regulations for which he is responsible, and University and Coach shall utilize reasonable shared efforts to ensure Coach is educated on all such applicable laws, policies, rules and regulations.

4.1.5. Coach shall cooperate fully with the University ~~(College)~~ and Department at all times. The ~~names or titles of employees whom Coach supervises are attached as Exhibit C. The~~ applicable laws, policies, rules, and regulations include: (a) State Board of Education and Board of Regents of the University of Idaho Governing Policies and Procedures and Rule Manual; (b) University ~~(College)~~'s Handbook; (c) University ~~(College)~~'s Administrative Procedures Manual; (d) the policies of the Department; (e) NCAA ~~(or NAIA)~~ rules and regulations; and (f) the rules and regulations of the ~~(Sport)~~ football conference of which the University ~~(College)~~ is a member.

4.2 Outside Activities. Coach shall not undertake any business, professional or personal activities, or pursuits that would prevent Coach from devoting Coach's full time and best efforts to the performance of Coach's duties under this Agreement, that would otherwise detract from those duties in any manner, or that, in the opinion of the University ~~(College)~~, would reflect adversely upon the University ~~(College)~~ or its athletic program. Subject to the terms and conditions of this Agreement, Coach may, with the prior written approval of the Director, who may consult with the ~~Chief executive officer~~President, enter into separate arrangements for outside activities and endorsements ~~which~~that are consistent with Coach's obligations under this Agreement. Coach may not use the University ~~(College)~~'s name, logos, or trademarks in connection with any such arrangements without the prior written approval of the Director and the ~~Chief executive officer~~President.

~~4.3~~4.3. NCAA ~~(or NAIA)~~ Rules. In accordance with NCAA ~~(or NAIA)~~ rules, Coach shall obtain prior written approval from the University ~~(College)'s Chief executive officer~~'s President for all athletically related income and benefits from sources outside the University ~~(College)~~ and shall ~~report~~provide a written detailed account of the source and amount of all such income and benefits to the University ~~(College)'s Chief executive officer~~'s President whenever reasonably requested, but in no event less than annually before the close of business on June 30th of each year or the last regular University ~~(College)~~ work day preceding June 30th. The report shall be in a

format reasonably satisfactory to University ~~(College)~~. Sources of such income include, but are not limited to, the following:

a) Income from annuities;
b) Sports camps;
c) Housing benefits, including preferential housing arrangements;
d) Country club memberships;
e) Complimentary ticket sales;
f) Television and radio programs; and
g) Endorsement or consultation contracts with athletics shoe, apparel or equipment manufacturers.

In no event shall Coach accept or receive directly or indirectly any monies, benefits, or gratuities whatsoever from any person, association, corporation, University ~~(College)~~ booster club, University ~~(College)~~ alumni association, University ~~(College)~~ foundation, or other benefactor, if the acceptance or receipt of the monies, benefits, or gratuities would violate applicable law or the policies, rules, and regulations of the University ~~(College)~~, the University ~~(College)~~'s governing board, the conference, or the NCAA ~~(or NAIA)~~.

4.4 Hiring Authority. Coach shall have the responsibility and the sole authority to recommend to the Director the hiring and termination of assistant coaches for the Team, but the decision to hire or terminate an assistant coach shall be made by the Director and shall, when necessary or appropriate, be subject to the approval of ~~Chief executive officer~~the President and the University ~~(College)~~'s Board of ~~(Trustees or~~ Regents~~)~~.

4.5 Scheduling. Coach shall consult with, and may make recommendations to, the Director or the Director's designee with respect to the scheduling of Team competitions, but the final decision shall be made by the Director or the Director's designee.

~~4.7~~4.6 Other Coaching Opportunities. Coach shall not, under any circumstances, interview for, negotiate for, or accept employment as a coach at any other institution of higher education or with any professional sports team, requiring performance of duties prior to the expiration of this Agreement, without the prior approval of the Director. Such approval shall not unreasonably be withheld.

ARTICLE 5

5.1 Termination of Coach for Cause. The University ~~(College)~~ may, in its discretion, suspend Coach from some or all of Coach's duties, temporarily or permanently, and with or without pay~~; reassign Coach to other duties;~~, or terminate this Agreement at any time for good or adequate cause, as those terms are defined in the applicable policies, rules ~~and~~or regulations of the University, the University's governing board, the conference, or the NCAA.

5.1.1 In addition to the definitions contained in applicable policies, rules ~~and~~or regulations~~,~~ of the University ~~(College)~~, the University's governing board, the conference, or the NCAA, University and Coach hereby specifically agree that the following shall constitute good or adequate cause for suspension~~, reassignment,~~ or termination of this Agreement:

a) A deliberate or major violation of Coach's duties under this agreement or the refusal or unwillingness of Coach to perform such duties in good faith and to the best of Coach's abilities;

b) The failure of Coach to remedy any violation of any of the terms of this ~~agreement~~Agreement within 30 days after written notice from the University ~~(College)~~;

c) A deliberate or major violation by Coach of any applicable law or the policies, rules or regulations of the University ~~(College)~~, the University ~~(College)~~'s governing board, the conference or the NCAA ~~(NAIA)~~, including but not limited to any such violation ~~which~~that may have occurred during the employment of Coach at another NCAA or NAIA member institution;

d) Ten (10) working days' absence of Coach from duty without the University ~~(College)~~'s consent;

e) Any conduct of Coach that constitutes moral turpitude or that would, in the University ~~(College)~~'s reasonable judgment, reflect adversely on the University ~~(College)~~ or its athletic programs;

f) The failure of Coach to reasonably represent the University ~~(College)~~ and its athletic programs positively in public and private forums;

g) The failure of Coach to fully and promptly cooperate with the NCAA ~~(NAIA)~~ or the University ~~(College)~~ in any investigation of possible violations of any applicable law or the policies, rules or regulations of the University ~~(College)~~, the University ~~(College)~~'s governing board, the conference, or the NCAA ~~(NAIA)~~;

h) The failure of Coach to report a known violation of any applicable law or the policies, rules or regulations of the University ~~(College)~~, the University ~~(College)~~'s governing board, the conference, or the NCAA ~~(NAIA)~~, by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team; or

i) A violation of any applicable law or the policies, rules or regulations of the University ~~(College)~~, the University ~~(College)~~'s governing board, the conference, or the NCAA ~~(NAIA)~~, by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team if Coach knew or should have known of the violation and could have prevented it by ordinary supervision.

5.1.2 Suspension, reassignment, or termination for good or adequate cause shall be effectuated by the University ~~(College)~~ as follows: before the effective date of the suspension, reassignment, or termination, the Director or his designee shall provide Coach with notice, which notice shall be accomplished in the manner provided for in this Agreement and shall include the reason(s) for the contemplated action. Coach shall then have an opportunity to respond. After Coach responds or fails to respond, University ~~(College)~~ shall notify Coach whether, and if so when, the action will be effective. Coach may, within fifteen (15) calendar days of receiving such notice, request review of the decision in writing directed to the University President. However, such request for review shall not stay the effectiveness of the action, and review by the President is at the President's sole discretion.

5.1.3 In the event of any termination for good or adequate cause, the University ~~(College)~~'s obligation to provide compensation and benefits to Coach, whether direct, indirect, supplemental or collateral, shall cease as of the date of such termination, and the University ~~(College)~~ shall not be liable for the loss of any collateral business opportunities or other benefits, perquisites, or income resulting from outside activities or from any other sources.

5.1.4 If found in violation of NCAA ~~(NAIA)~~ regulations, Coach shall, in addition to the provisions of Section 5.1, be subject to disciplinary or corrective action as set forth in the provisions of the NCAA ~~(NAIA)~~ enforcement procedures. This section applies to violations occurring at the University ~~(College)~~ or at previous institutions at which the Coach was employed.

5.2 Termination of Coach for Convenience of University ~~(College)~~.

5.2.1 At any time after commencement of this Agreement, University ~~(College)~~, for its own convenience, may terminate this Agreement by giving ten (10) days prior written notice to Coach.

5.2.2 In the event that University ~~(College)~~ terminates this Agreement for its own convenience, University ~~(College)~~ shall be obligated to pay Coach, as liquidated damages and not a penalty, ~~the~~all amounts earned but not yet paid under this Agreement at the time of termination as well as the annual salary set forth in section 3.1.1(a) for the duration of the term remaining on the Agreement and media payments set forth in section 3.2.8 for the duration of the Term remaining on the Agreement, excluding all deductions required by law, on the regular paydays of University ~~(College)~~ until the term of this Agreement ends or until Coach obtains ~~reasonably comparable~~ employment, whichever occurs first~~,~~; provided, however, in the event Coach obtains ~~other~~lesser employment after such termination, then the amount of compensation the University pays will be adjusted and reduced by the amount of compensation paid Coach as a result of such ~~other~~lesser employment, such adjusted compensation to be calculated for each University pay-period by reducing the Coach's gross annual salary and media payments set forth in ~~section~~sections 3.1.1(a) and 3.2.8 (before deductions required by law) by the gross compensation paid to Coach under the ~~other~~lesser employment, then subtracting from this adjusted gross compensation deductions according to law. In addition, Coach will be entitled to continue his health insurance plan and group life insurance as if he remained a University ~~(College)~~ employee until the term of this Agreement ends or until Coach obtains ~~reasonably comparable~~ employment or any other employment providing Coach with a reasonably comparable health plan and group life insurance, whichever occurs first. Coach shall be entitled to no other compensation or fringe benefits, except as otherwise provided herein or required by law. Coach specifically agrees to inform University within ten business days of obtaining other employment, and to advise University of all relevant terms of such employment, including without limitation the nature and location of the employment, salary, other compensation, health insurance benefits, life insurance benefits, and other fringe benefits. Failure to so inform and advise University shall constitute a material breach of this Agreement and University's obligation to pay compensation under this provision shall end. Coach agrees not to accept employment for compensation at less than the fair value of Coach's services, as determined by all circumstances existing at the time of employment. Coach further agrees to repay to University all compensation paid to him by University after the date he obtains other employment, to which he is not entitled under this provision.

5.2.3 ~~The parties have both~~ University has been represented by~~, or had the opportunity to consult with,~~ legal counsel, and coach has been represented by legal counsel in the contract negotiations ~~and~~. The parties have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that the Coach may lose certain benefits, supplemental compensation, or outside compensation

relating to his employment with University ~~(College)~~, which damages are extremely difficult to determine with certainty. The parties further agree that the payment of such liquidated damages sums by University ~~(College)~~ and the acceptance thereof by Coach shall constitute adequate and reasonable compensation to Coach for the damages and injury suffered by Coach because of such termination by University ~~(College)~~. The liquidated damages are not, and shall not be construed to be, a penalty.

5.3 Termination by Coach for Convenience.

5.3.1 The Coach recognizes that his promise to work for University ~~(College)~~ for the entire term of this Agreement is of the essence of this Agreement. The Coach also recognizes that the University ~~(College)~~ is making a highly valuable investment in his employment by entering into this Agreement and that its investment would be lost were he to resign or otherwise terminate his employment with the University ~~(College)~~ before the end of the contract term.

5.3.2 The Coach, for his own convenience, may terminate this Agreement during its term by giving prior written notice to the University ~~(College). Termination shall be effective ten (10) days after notice is given to the University (College).~~. Coach's employment shall thereupon cease, however Coach shall remain reasonably available for contact by the University for a (10) day transition period during which Coach will use reasonable efforts to assist University with the transition to an interim replacement head coach.

5.3.3 If the Coach terminates this Agreement for convenience at any time, all obligations of the University ~~(College)~~ shall cease as of the effective date of the termination, with the exception that Coach shall be entitled to all amounts earned but not yet paid prior to the date of termination. If the Coach terminates this Agreement for his convenience, he shall pay to the University ~~(College)~~, as liquidated damages and not a penalty, ~~the following sum: _____. The liquidated damages~~for the breach of this Agreement the following sum: (a) if the Agreement is terminated on or before December 31, 2016, the sum of $250,000.00; (b) if the Agreement is terminated between January 1, 2017 and December 31, 2017 inclusive, the sum of $100,000.00; (c) if the Agreement is terminated between January 1, 2018 and December 31, 2018 inclusive, the sum of $50,000.00; (d) if the Agreement is terminated between January 1, 2018 and December 31, 2018 inclusive, the sum of $25,000.00.

The applicable sum shall be due and payable within ~~twenty~~thirty (~~20~~30) days of the effective date of the termination, and any unpaid amount shall bear simple interest at a rate eight (8) percent per annum until paid.

~~5.3.4 The parties have both~~5.3.4 University has been represented by legal counsel, and Coach has been represented by legal counsel in the contract negotiations ~~and~~. The parties have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that the University ~~(College)~~ will incur administrative and recruiting costs in obtaining a replacement for Coach, in addition to potentially increased compensation costs, if Coach terminates this Agreement for convenience~~, which damages~~. The parties agree that such costs are extremely difficult to determine with certainty. The parties further agree that the

payment of such liquidated damages sums by Coach and the acceptance thereof by University ~~(College)~~ shall constitute adequate and reasonable compensation to University ~~(College)~~ for the damages and injury suffered by ~~it~~University because of such termination by Coach. The liquidated damages are not, and shall not be construed to be, a penalty. This section 5.3.4 shall not apply if Coach terminates this Agreement because of a material breach by the University ~~(College)~~.

5.3.5 Except as provided elsewhere in this Agreement, if Coach terminates this Agreement for convenience, he shall forfeit to the extent permitted by law his right to receive all supplemental compensation and other payments.

5.4 Termination due to Disability or Death of Coach.

5.4.1 Notwithstanding any other provision of this Agreement, this Agreement shall terminate automatically if Coach becomes totally or permanently disabled as defined by the University ~~(College)~~'s disability insurance carrier, becomes unable to perform the essential functions of the position of head coach, or dies.

5.4.2 If this Agreement is terminated because of Coach's death, Coach's salary and all other benefits shall terminate as of the last day worked, except that the Coach's personal representative or other designated beneficiary shall be paid all compensation due or unpaid and death benefits, if any, as may be contained in any fringe benefit plan now in force or hereafter adopted by the University ~~(College)~~ and due to the Coach's estate or beneficiaries thereunder.

5.4.3 If this Agreement is terminated because the Coach becomes totally or permanently disabled as defined by the University ~~(College)~~'s disability insurance carrier~~,~~ or becomes unable to perform the essential functions of the position of head coach, all salary and other benefits shall terminate, except that the Coach shall be entitled to receive any compensation due or unpaid and any disability-related benefits to which he is entitled by virtue of employment with the University ~~(College)~~.

5.5 Interference by Coach. In the event of termination~~,~~ or suspension, ~~or reassignment,~~ Coach agrees that Coach will not interfere with the University ~~(College)~~'s student-athletes or otherwise obstruct the University ~~(College)~~'s ability to transact business or operate its intercollegiate athletics program.

~~5.7~~5.6 No Liability. The University ~~(College)~~ shall not be liable to Coach for the loss of any collateral business opportunities or any other benefits, perquisites or income from any sources that may ensue as a result of any termination of this Agreement by either party or due to death or disability or the suspension ~~or reassignment~~ of Coach, regardless of the circumstances.

~~5.8~~5.7 Waiver of Rights. Because the Coach is receiving a multi-year contract and the opportunity to receive supplemental compensation, and because such contracts and opportunities are not customarily afforded to University

~~(College)~~ employees, if the University ~~(College)~~ suspends ~~or reassigns~~ Coach, or terminates this Agreement for good or adequate cause or for convenience, Coach shall have all the rights provided for in this Agreement but hereby releases the University ~~(College)~~ from compliance with the notice, appeal, and similar employment-related rights ~~provide~~provided for in the State Board of Education and Board or Regents of the University of Idaho Rule Manual (IDAPA 08) and Governing Policies and Procedures~~, IDAPA 08.01.01 et seq.,~~ Manual, and the University ~~(College)~~ Faculty-Staff Handbook.

ARTICLE 6

6.1 Board Approval. This Agreement shall not be effective until and unless approved of the University ~~(College)~~'s Board of ~~(~~Regents ~~or Trustees)~~ and executed by both parties as set forth below. In addition, the payment of any compensation pursuant to this agreement shall be subject to the approval of the University ~~(College)~~'s Board of ~~(~~Regents ~~or Trustees)~~, the ~~Chief executive officer~~President, and the Director; the sufficiency of legislative appropriations; the receipt of sufficient funds in the account from which such compensation is paid; and the Board of ~~(~~Regents ~~or Trustees)~~ and University ~~(College)'~~'s rules regarding financial exigency.

6.2 University ~~(College)~~ Property. All personal property (excluding vehicle(s) provided through the ~~_____~~Vandal Wheels program), material, and articles of information, including, without limitation, keys, credit cards, personnel records, recruiting records, team information, films, statistics or any other personal property, material, or data, furnished to Coach by the University ~~(College)~~ or developed by Coach on behalf of the University ~~(College)~~ or at the University ~~(College)~~'s direction or for the University ~~(College)~~'s use or otherwise in connection with Coach's employment hereunder are and shall remain the sole property of the University ~~(College)~~. Within twenty-four (24) hours of the expiration of the term of this agreement or its earlier termination as provided herein, Coach shall immediately cause any such personal property, materials, and articles of information in Coach's possession or control to be delivered to the Director.

6.3 Assignment. Neither party may assign its rights or delegate its obligations under this Agreement without the prior written consent of the other party.

6.4 Waiver. No waiver of any default in the performance of this Agreement shall be effective unless in writing and signed by the waiving party. The waiver of a particular breach in the performance of this Agreement shall not constitute a waiver of any other or subsequent breach. The resort to a particular remedy upon a breach shall not constitute a waiver of any other available remedies.

6.5 Severability. If any provision of this Agreement is determined to be invalid or unenforceable, the remainder of the Agreement shall not be affected and shall remain in effect.

6.6 Governing Law. This Agreement shall be subject to and construed in accordance with the laws of the state of Idaho as an agreement to be performed in Idaho. Any action based in whole or in part on this Agreement shall be brought in the courts of the state of Idaho.

6.7 Oral Promises. Oral promises of an increase in annual salary or of any supplemental or other compensation shall not be binding upon the University ~~(College)~~.

6.8 Force Majeure. Any prevention, delay or stoppage due to strikes, lockouts, labor disputes, acts of God, inability to obtain labor or materials or reasonable substitutes therefor, governmental restrictions, governmental regulations, governmental controls, enemy or hostile governmental action, civil commotion, fire or other casualty, and other causes beyond the reasonable control of the party obligated to perform (including financial inability), shall excuse the performance by such party for a period equal to any such prevention, delay or stoppage.

6.9 Confidentiality. The Coach hereby consents and agrees that this document may be released and made available to the public after it is signed by the Coach. The Coach further agrees that all documents and reports he is required to produce under this Agreement may be released and made available to the public at the University ~~(College)~~'s sole discretion.

6.10 Notices. Any notice under this Agreement shall be in writing and be delivered in person or by public or private courier service (including U.S. Postal Service Express Mail) or certified mail with return receipt requested or by facsimile. All notices shall be addressed to the parties at the following addresses or at such other addresses as the parties may from time to time direct in writing:

the University ~~(College)~~: Director of Athletics
University of Idaho
P.O. Box 442302
Moscow, Idaho 83844-2302

with a copy to: ~~Chief executive officer~~President
University of Idaho
P.O. Box 443151
Moscow, ID 83844-3151

the Coach: Paul Petrino
Last known address on file with
University ~~(College)~~'s Human Resource Services

with a copy to: Russ Campbell & Patrick Strong
Balch Sports
P.O. Box 306

Birmingham, AL 35201-0306

Any notice shall be deemed to have been given on the earlier of: (a) actual delivery or refusal to accept delivery, (b) the date of mailing by certified mail, or (c) the day facsimile delivery is verified. Actual notice, however and from whomever received, shall always be effective.

6.11 Headings. The headings contained in this Agreement are for reference purposes only and shall not in any way affect the meaning or interpretation hereof.

6.12 Binding Effect. This Agreement is for the benefit only of the parties hereto and shall inure to the benefit of and bind the parties and their respective heirs, legal representatives, successors and assigns.

6.13 Non-Use of Names and Trademarks. The Coach shall not, without the University~~ (College)~~'s prior written consent in each case, use any name, trade name, trademark, or other designation of the University~~ (College)~~ (including contraction, abbreviation or simulation), except in the course and scope of his official University~~ (College)~~ duties.

6.14 No Third Party Beneficiaries. There are no intended or unintended third party beneficiaries to this Agreement.

6.15 Entire Agreement; Amendments. This Agreement constitutes the entire agreement of the parties and supersedes all prior agreements and understandings with respect to the same subject matter. No amendment or modification of this Agreement shall be effective unless in writing, signed by both parties, and approved by University~~ (College)~~'s Board of ~~ (~~Regents~~ or Trustees)~~.

6.16 Opportunity to Consult with Attorney. The Coach acknowledges that he has had the opportunity to consult and review this Agreement with ~~an attorney~~counsel. Accordingly, in all cases, the language of this Agreement shall be construed simply, according to its fair meaning, and not strictly for or against any party.

UNIVERSITY~~ (COLLEGE)~~ COACH

_____ _____

~~, Chief executive officer~~Chuck Staben, President Date Paul Petrino Date

Approved by the Board of ~~ (~~Regents ~~or Trustees)~~ on the ____ day of _____~~ ~~, ~~2010.~~2016.

ATTACHMENT 4

Attachment 4 - APR

Year	MYR	SYR	Percentile in Sport
2010-11	934	921	20th-30th
2011-12	919	881	1st-10th
2012-13	901	838	1st-10th
2013-14	896	948	NA
2014-15	904	957	Unknown till June

NA (Not Available at this time): The percentile for 2013-14 does not appear on the NCAA public report at this time. This is a calculation by the NCAA not otherwise available to the University.

ATTACHMENT 5

Petrino Accomplishments

APR two-year average 953 (948 for 2013-14, 957-2014-15) – APR sanctions (bowl ban, practice time reduction) were removed

Overall team GPA 2.9 (increased from 2.1 GPA)

Increased Quarterback Fundraising from $84k to $181k

4 wins – most since 2010

2015 Season

Finished among top 25 percent of the nation's FBS teams in 12 team categories

Nationally, individuals ranked in top third of the FBS in 10 categories

Idaho among the top third of SB teams in 16 categories, with individuals ranking in the top four in 17 categories

As a team, the Vandals led the Sun Belt in:

Completion percentage (.629, 27th nationally)

Fewest penalties (54, eighth nationally)

Fewest penalties per game (4.5, 11th nationally)

Fewest penalty yards (512, 15th nationally)

Fewest penalty yards per game (42.67, 22nd nationally)

Red-zone offense (.882, 26th nationally)

Tackles for loss allowed (4.83, 19th nationally)

Attachment 6 Salaries & Early Termination

SUN BELT MARKET DATA – HEAD FOOTBALL COACH (3/22/16)

Coach (School)	Years	Compensation	Guarantee (paid to Coach)	Buyout (paid to School)
Mark Hudspeth (ULL)	6 Years (1/1/14 – 12/31/19)	$1.125 APY[1]	➢ Year 1: $3.0M+[2] ➢ Year 2: $2.5M+ ➢ Year 3: $2.0M+ ➢ Year 4: $1.5M+ ➢ Year 5: $1.0M+ ➢ Year 6: remaining compensation	➢ Year 1: $1.25M ➢ Year 2: $1.0M ➢ Year 3: $750,000 ➢ Year 4: $500,000 ➢ Year 5: $250,000 ➢ Year 6: $0
Neal Brown (Troy)	5 Years (12/1/14 – 5/31/20)	$660,000[3]	100% of compensation x years remaining	➢ Year 1: $1.2M ➢ Year 2: $600,000 ➢ Year 3: $300,000 ➢ Year 4: $150,000 ➢ Year 5: $0
Scott Satterfield (App State)	5 Years (1/1/16 – 12/31/20)	$575,000[4]	75% of compensation x years remaining	➢ Year 1: $400,000 ➢ Year 2: $425,000 ➢ Year 3: $450,000 ➢ Year 4: $475,000 ➢ Year 5: $200,000[5]
Joey Jones (South AL)	3 Years (1/1/15 – 3/31/18)	$525,000	$513,000 x years remaining	➢ Year 1: $300,000 ➢ Year 2: $200,000 ➢ Year 3: $100,000

[1] Hudspeth's compensation is calculated as an average per year (APY) over the life of the contract. His compensation starts at $950,000 and increases by $50,000 in each year of the deal. He also receives a $50,000 contribution towards an annuity each year of the contract.

[2] In addition to the hard dollar amount (*e.g.*, $3.0M , $2.5M, etc.), Hudspeth also receives all compensation remaining in the year of termination. For example, if he was terminated without cause on November 15, 2016 (Year 3), he would receive $2.0M paid out over the life of the contract plus the compensation he would have earned from 11/15/16 – 12/31/16 but for being terminated without cause.

[3] Brown receives a bonus of $15,000 for each Sun Belt win after the 6th win. His salary for the following year is also increased by the bonus amount he receives under this provision (*e.g.*, if he wins 7 Sun Belt games in 2016, he will receive a $15,000 bonus in 2016 and his 2017 salary will be $675,000).

[4] Satterfield's compensation is calculated as an APY as his compensation starts at $525,000 and increases by $25,000 in each year of the deal.

[5] Satterfield's buyout in the final year of the contract drops to $0 after the final game.

ATTACHMENT 6

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TAB	DESCRIPTION	ACTION
1	**AMENDMENT TO BOARD POLICY** Section V.X. – Intercollegiate Athletics – Second Reading	Motion to approve
2	**FY 2017 OPERATING BUDGETS**	Motion to approve
3	**FY 2018 LINE ITEMS**	Motion to approve
4	**IDAHO NATIONAL LABORATORY** Lease Expansion Update	Information item
5	**IDAHO STATE UNIVERSITY** Tuition Lock Initiative	Motion to approve
6	**UNIVERSITY OF IDAHO** Marketing Agreement for Intercollegiate Athletics – Learfield Communications	Motion to approve
7	**UNIVERSITY OF IDAHO** Disposal of Real Property - Aberdeen Research and Extension Center	Motion to approve
8	**LEWIS-CLARK STATE COLLEGE** Spalding Hall Construction Project	Motion to approve

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SUBJECT

Idaho State Board of Education (Board) Policy V.X. – Intercollegiate Athletics – second reading

REFERENCE

August 2014	Board approved second reading of amendments setting athletic limits through formula rather than Board approval.
April 2016	Board approved first reading of amendments revising the reporting requirements for gender equity and financial reporting.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.X.

BACKGROUND/DISCUSSION

At the recommendation of the Athletics Committee the Board considered amendments to the Intercollegiate Athletics reporting requirements in Board Policy V.X. at the April 2016 Board meeting.

These amendments include allowing the institutions to use the Federal Title IX reports in regards to gender equity and the NCAA financial reporting format for the financial reporting requirements.

IMPACT

The proposed changes will eliminate the current duplicative reports and formats for gender equity, operating budget, and revenue and expenditures and provide the Board with the current NCAA reports for revenues/expenses and Title IX.

ATTACHMENTS

Attachment 1: Board policy V.X. – Second Reading Page 3
Attachment 2: Sample gender equity report Page 9
Attachment 3: Sample operating budget report Page 10
Attachment 4: Sample revenues and expenditures report Page 11
Attachment 5: Sample NCAA revenue/expense report Page 12
Attachment 6: Detail of Direct Institutional Support Page 13
Attachment 7: Sample NCAA Title IX report Page 14

STAFF COMMENTS AND RECOMMENDATIONS

The proposed amendments would reduce the time and effort required for athletic oversight by institutions and the Board, delegate appropriate authority for conducting detailed athletic operations to the chief executive officers, and enhance the ability of the Board to monitor and provide direction for athletic policies and operations. There were no changes between first and second reading. Staff recommends approval.

BOARD ACTION

I move to approve the second reading of proposed amendments to Board policy Section V.X., Intercollegiate Athletics, as presented in Attachment 1.

Moved by_____ Seconded by_____ Carried Yes____ No____

1. Philosophy

   The Board reaffirms the role of intercollegiate athletics as a legitimate and significant component of institutional activity. The responsibility for and control of institutional activities in this area rest with the Board.

   In the area of intercollegiate athletics, the Board seeks to establish programs which:

   a. Provide opportunities for student athletes to attend college and participate in athletic programs while pursuing and completing academic degrees;

   b. Reflect accurately the priorities and academic character of its institutions;

   c. Fuel school spirit and community involvement;

   d. Serve the needs of the institutions as they seek, through their athletic programs, to establish fruitful and sustaining relationships with their constituencies throughout the state and nation; and

   e. Actively and strategically progress toward compliance with Title IX of the Higher Education Amendments Act of 1972.

   Given these goals, the Board has a continuing interest in the academic success of student athletes, the scope and level of competition, and the cost of athletic programs administered by its institutions. Consequently, the Board will, from time to time in the context of this policy statement, promulgate, as necessary, policies governing the conduct of athletic programs at its institutions.

2. Policies

   The day-to-day conduct of athletic programs is vested in the institutions and in their chief executive officers. Decision making at the institutional level must be consistent with the policies established by the Board and by those national organizations and conferences with which the institutions are associated. In the event that conflicts arise among the policies of these governance groups, it is the responsibility of the institution's chief executive officer to notify the Board in a timely manner. Likewise, any knowledge of NCAA or conference rule infractions involving an institution should be communicated by the athletic department to the chief executive officer of the institution.

   The Board recognizes that the financing of intercollegiate athletics, while controlled at the institutional level, is ultimately the responsibility of the Board itself. In assuming that responsibility, the sources of funds for intercollegiate athletics shall be defined in the following categories:

a. State General Funds – means state General Funds (as defined in section 67-1205, Idaho Code) appropriated to the institutions.

b. Student Athletic Fee Revenue – means revenue generated from the full-time and part-time student activity fee that is dedicated to the intercollegiate athletics program pursuant to policy V.R.3.b.ii.

c. Program Funds – means revenue generated directly related to the athletic programs, including but not limited to ticket sales/event revenue, tournament/ bowl/conference receipts, media/broadcast receipts, concessions/parking/ advertisement, game guarantees and foundation/booster donations.

d. Institutional Funds – means any funds generated by the institution outside the funds listed in a., b. and c. above. Institutional Funds do not include tuition and fee revenue collected under policy V.R.3. Examples of Institutional Funds include, but are not limited to, auxiliaries, investment income, interest income, vending, indirect cost recovery funds on federal grants and contracts, and administrative overhead charged to revenue-generating accounts across campus.

3. Funds allocated and used by athletics from the above sources are limited as follows:

a. State General Funds –

i. The limit for State General Funds shall be allocated in two categories: General Funds used for athletics and General Funds used to comply with Title IX.

ii. The Board set the following FY 2013 General Fund limits:

1) General Funds for Athletics:

a) Universities	$2,424,400
b) Lewis-Clark State College	$ 901,300

2) General Funds for Gender Equity:

a) Boise State University	$1,069,372
b) Idaho State University	$ 707,700
c) University of Idaho	$ 926,660
d) Lewis-Clark State College	$ 0

iii. The methodology for computing the limits for both categories of State General Funds shall be to calculate the rate of change for the next fiscal year ongoing State General Funds compared to the ongoing State General Funds in the current fiscal year, and then apply the rate of change to both limits approved by the Board in the previous year.

b. Institutional funds –
   i. The Board set the following FY 2013 limits:

1)	Boise State University	$386,100
2)	Idaho State University	$540,400
3)	University of Idaho	$772,100
4)	Lewis-Clark State College	$154,300

   ii. The methodology for computing the limits for Institutional Funds shall be to calculate the rate of change for the next fiscal year ongoing Appropriated Funds compared to the ongoing Appropriated Funds in the current fiscal year, and then apply the rate of change to the limit approved by the Board in the previous year. For purposes of this paragraph, "Appropriated Funds" means all funds appropriated by the Legislature to the institutions, including but not limited to, State General Funds, endowment funds, and appropriated tuition and fees.

c. Student ~~Activity~~ Athletic Fee Revenue – shall not exceed revenue generated from student activity fee dedicated for the athletic program. Institutions may increase the student fee for the athletic program at a rate not more than the rate of change of the total student activity fees.

d. Program funds – the institutions can use the program funds generated, without restriction.

The president of each institution is accountable for balancing the budget of the athletic department on an annual basis. In accounting for the athletic programs, a fund balance for the total athletic program must be maintained. In the event that revenue within a fiscal year exceeds expenses, the surplus would increase the fund balance and would be available for future fiscal years. In the event that expenses within a fiscal year exceeds revenue, the deficit would reduce the fund balance. If the fund balance becomes negative, the institutions shall submit a plan for Board approval that eliminates the deficit within two fiscal years. Reduction in program expenditures and/or increase revenue (program funds only) can be used in an institutional plan to eliminate a negative fund balance. If substantial changes in the budget occur during the year resulting in a deficit for that year, the president shall advise the Board of the situation at the earliest opportunity.

Donations to athletics at an institution must be made and reported according to policy V.E. The amount of booster money donated to and used by the athletic department shall be budgeted in the athletic department budget.

It is the intent of the Board that increases in program revenues should be maximized before increases to the athletic limits under subsection 3 will be considered.

4. Gender Equity

   a. Gender equity means compliance with Title IX of the Higher Education Amendments Act of 1972 which prohibits discrimination on the basis of gender in any education program or activity receiving federal financial assistance, including athletics. Congress delegated authority to promulgate regulations (34 C.F.R. §106.41) for determining whether an athletics program complies with Title IX. The U.S. Department of Education, through its Office of Civil Rights (OCR) is responsible for enforcing Title IX.

   b. Title IX measures gender equity in athletics in three distinct areas: participation, scholarships, and equivalence in other athletics benefits and opportunities.

   c. The chief executive officer of each institution shall prepare a gender equity ~~report~~ narrative for review ~~and formal approval~~ by the Board in a format and time to be determined by the Executive Director. ~~The gender equity report will show the status of an institution's compliance with Title IX. The gender equity report will show the changes to the athletics programs necessary to comply with Title IX over time.~~An institution will provide the Board with report(s) required by the institution's federal regulatory body regarding compliance to Title IX in its athletics programs and any summaries of such reports.

5. Financial Reporting.

   The Board requires that the institutions adopt certain reporting requirements and common accounting practices in the area of intercollegiate athletic financing. ~~The athletic reports shall contain revenues, and expenditures, in the detail prescribed by the Board office, including all revenue earned during a fiscal year~~. ~~A secondary breakdown of expenditures by sport and the number of participants will also be required. The fund balances as of June 30 shall be included in the report. The general format of the report will be consistent with the format established by the Executive Director.~~ The ~~revenue and expenditures reported on these reports must reconcile to the~~ NCAA Agreed Upon Procedures Reports that are prepared annually and reviewed by the external auditors for each university will be provided to the Board and will also serve as a reporting template for a similar annual report for Lewis-Clark State College. ~~The institutions will submit the following reports to the Board:~~

   ~~a. The institutions shall submit an operating budget for the upcoming fiscal year beginning July 1 in a format and time to be determined by the Executive Director.~~

   ~~i.Actual revenues and expenditures for the fiscal year most recently completed.~~

   ~~ii.Estimated revenues and expenditures for the current fiscal year.~~

   ~~iii. Proposed operating budget for the next budget year beginning July 1.~~

~~b. The following fiscal year's financial information will be reported by each institution in a format and time to be determined by the Executive Director:~~

~~i. Actual revenues and expenditures for the prior four (4) fiscal years~~

~~ii.~~i. ~~Estimated revenues and expenditures for the current fiscal year.~~

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Intercollegiate Athletics - Gender Equity
Name of Institution

ATTACHMENT 2

			FY13 ACT	FY14 PROJ	FY15	Estimates FY16	FY17	FY18
1	**TITLE IX COMPLIANCE: Accommodation of student interests and abilities**							
2	**Compliance can be met by meeting 1 of 3 prongs: 1) Participation, or 2) Showing history of program expansion, or 3) accommodating interests of underrepresented gender**							
3	**Prong 1: Participation**							
4	FT Students: NOTE A	Male	5,851	5,981	6,101	6,223	6,347	6,474
5	(undergraduate student body)	Female	6,309	6,263	6,388	6,516	6,646	6,779
6	%:	Male	48.12%	48.85%	48.85%	48.85%	48.85%	48.85%
7		Female	51.88%	51.15%	51.15%	51.15%	51.15%	51.15%
8	Athletic Participants: NOTE B	Male	272	277	283	288	291	294
9	Title IX Definition of Participant	Female	307	294	303	304	304	304
10	%:	Male	46.98%	48.51%	48.29%	48.65%	48.91%	49.16%
11		Female	53.02%	51.49%	51.71%	51.35%	51.09%	50.84%
12	Variance between FT and Athletics: NOTE C		-1.14%	-0.34%	-0.56%	-0.20%	0.06%	0.31%
13	Number of Sports Teams at Institution by Gender:	Male	8	8	8	8	8	8
14		Female	11	11	12	12	12	12
15	Male Student Athletes Needed: NOTE D		12.71	3.76	6.39	2.33	-0.68	-3.68
16	Male Squad Size Average: NOTE E		34	35	35	36	36	37
17	Female Student Athletes Needed: NOTE D		-13.71	-3.94	-6.69	-2.44	0.71	3.85
18	Female Squad Size Average: NOTE E		28	27	25	25	25	25
19	**TITLE IX COMPLIANCE: Athletic Financial Aid**							
20	Financial Aid Participants: NOTE F	Male	225	226	227	227	227	227
21	Current (unduplicated)	Female	210	214	206	206	206	206
22	New Sports (unduplicated)	Female	0	0	8	8	8	8
23	Subtotal Female Participants	Female	210	214	214	214	214	214
24	%:	Male	51.72%	51.36%	51.47%	51.47%	51.47%	51.47%
25		Female	48.28%	48.64%	48.53%	48.53%	48.53%	48.53%
26	Athletic Financial Aid Totals: NOTE G	Male	$ 2,819,534	$ 2,867,466	$ 2,916,213	$ 2,965,789	$ 3,016,207	$ 3,067,482
27	Current	Female	$ 2,461,802	$ 2,503,653	$ 2,546,215	$ 2,589,501	$ 2,633,522	$ 2,678,292
28	New Sports	Female	$ -	$ -	$ 100,000	$ 100,000	$ 100,000	$ 100,000
29	Subtotal Female	Female	$ 2,461,802	$ 2,503,653	$ 2,646,215	$ 2,689,501	$ 2,733,522	$ 2,778,292
30	%:	Male	53.39%	53.39%	52.43%	52.44%	52.46%	52.47%
31		Female	46.61%	46.61%	47.57%	47.56%	47.54%	47.53%
32	Variance between Financial Aid & Undup Participants: NOTE H		-1.66%	-2.02%	-0.95%	-0.97%	-0.98%	-1.00%
33	**PARTICIPANTS BY SPORT:**							
34	Men's Programs: NOTE I							
35	Football		108	106	108	110	110	110
36	Basketball		16	14	16	16	16	16
37	Indoor Track		43	47	47	48	49	50
38	Outdoor Track		44	44	47	48	49	50
39	Cross Country		14	13	14	15	16	17
40	Tennis		10	**11**	**10**	**10**	**10**	10
41	Wrestling		28	34	32	32	32	32
42	Golf		9	8	9	9	9	9
43	Total Male Participants		272	277	283	288	291	294
44	Women's Programs:							
45	Basketball		14	16	14	15	15	15
46	Volleyball		18	15	16	16	16	16
47	Sand Volleyball				16	16	16	16
48	Gymnastics		16	15	14	14	14	14
49	Swimming and Diving		27	25	26	26	26	26
50	Skiing							
51	Soccer		31	35	28	28	28	28
52	Golf		8	9	9	9	9	9
53	Tennis		8	11	10	10	10	10
54	Indoor Track		66	60	60	60	60	60
55	Outdoor Track		64	58	60	60	60	60
56	Cross Country		35	30	30	30	30	30
57	Softball		20	20	20	20	20	20
58	Total Female Participants		307	294	303	304	304	304
59	**Total Participants**		579	571	586	592	595	598
60	**SPORTS COSTS**							
61	Current Direct Costs of Women's Sports, including financial aid		4,878,151	5,050,217	5,219,227	5,419,227	5,619,227	5,819,227
62	Direct Costs of New Women's Sports, including financial aid		0	0	600,000	600,000	600,000	600,000
63	Total Direct Costs for Women's Sports		4,878,151	5,050,217	5,819,227	6,019,227	6,219,227	6,419,227
64	Gender Equity Limit (FY13-14 Approved, FY15 Formual, FY16-18 static)		976,872	976,872	1,109,700	1,109,700	1,109,700	1,109,700
65	Institution request for increase in gender equity limit					100,000	100,000	100,000
66	Percentage of Gender Equity Limit to Total Direct Costs for Women's Sports		20.0%	19.3%	19.1%	18.4%	17.8%	17.3%

College or University
Intercollegiate Athletics Report
FY14 Actuals, Revised Estimates for FY15, and FY16 Operating Budgets

	(1)	(2)	(3)	(4)	(5) (3-1)	(6) (5/1)	(7)	(8)	(9) (7-3)	(10) (9/3)
	FY14 Act	%	FY15 Est as of 5/14	%	Variance 15 Est/14 Act	Variance %	FY16 Orig Oper Bdgt	%	Variance 16 Bud/15 Est	Variance %
1 **Revenue:**										
2 **Program Revenue:**										
3 Ticket Sales	8,564,574	18.98%	7,715,396	17.17%	(849,178)	-9.92%	7,027,413	16.16%	(687,983)	-8.92%
4 Guarantees	667,000	1.48%	1,550,000	3.45%	883,000	132.38%	505,000	1.16%	(1,045,000)	-67.42%
5 Contributions	11,050,335	24.48%	5,981,385	13.31%	(5,068,950)	-45.87%	10,982,071	25.25%	5,000,686	83.60%
6 NCAA/Conference/Tournaments	4,725,927	10.47%	6,273,355	13.96%	1,547,428	32.74%	5,855,456	13.46%	(417,899)	-6.66%
7 TV/Radio/Internet Rights	1,691	0.00%	10,000	0.02%	8,309	491.37%	0	0.00%	(10,000)	-100.00%
8 Program/Novelty Sales, Concessionns, Parking	1,052,770	2.33%	858,383	1.91%	(194,387)	-18.46%	862,937	1.98%	4,554	0.53%
9 Royalty, Advertisement, Sponsorship	4,677,489	10.36%	4,474,681	9.96%	(202,808)	-4.34%	4,172,021	9.59%	(302,660)	-6.76%
10 Endowment/Investment Income	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
11 Other	2,581,945	5.72%	1,558,113	3.47%	(1,023,832)	-39.65%	1,328,113	3.05%	(230,000)	-14.76%
12 Total Program Revenue	33,321,731	73.83%	28,421,313	63.23%	(4,900,418)	-14.71%	30,733,011	70.67%	2,311,698	8.13%
13 **Non-Program Revenue:**										
14 NCAA/Bowl/World Series	37,401	0.08%	4,029,750	8.97%	3,992,349	10674.44%	29,750	0.07%	(4,000,000)	-99.26%
15 Student Fees	3,416,104	7.57%	3,469,844	7.72%	53,740	1.57%	3,464,390	7.97%	(5,454)	-0.16%
16 Direct State General Funds	2,515,800	5.57%	2,671,900	5.94%	156,100	6.20%	2,669,634	6.14%	(2,266)	-0.08%
17 Gender Equity - General Funds	1,109,700	2.46%	1,178,600	2.62%	68,900	6.21%	1,178,600	2.71%	0	0.00%
18 Direct Institutional Support	406,400	0.90%	430,200	0.96%	23,800	5.86%	430,200	0.99%	0	0.00%
19 Subtotal State/Institutional Support	4,031,900	8.93%	4,280,700	9.52%	248,800	6.17%	4,278,434	9.84%	(2,266)	-0.05%
20 Total Non-Program Revenue	7,485,405	16.58%	11,780,294	26.21%	4,294,889	57.38%	7,772,574	17.87%	(4,007,720)	-34.02%
21 Subtotal Operating Revenue	40,807,136	90.41%	40,201,607	89.44%	(605,529)	-1.48%	38,505,585	88.55%	(1,696,022)	-4.22%
22 **Non-Cash Revenue**										
23 Third Party Support		0.00%		0.00%	0	0.00%		0.00%	0	0.00%
24 Indirect Institutional Support	1,974,714	4.38%	2,269,470	5.05%	294,756	14.93%	2,373,275	5.46%	103,805	4.57%
25 Non-Cash Revenue		0.00%		0.00%	0	0.00%		0.00%	0	0.00%
26 Out-of-State Tuition Revenue	2,351,983	5.21%	2,476,638	5.51%	124,655	5.30%	2,607,900	6.00%	131,262	5.30%
27 Subtotal Non-Cash Revenue	4,326,697	9.59%	4,746,108	10.56%	419,411	9.69%	4,981,175	11.45%	235,067	4.95%
28 **Total Revenue:**	45,133,833	100.00%	44,947,715	100.00%	(186,118)	-0.41%	43,486,760	100.00%	(1,460,955)	-3.25%
29										
30 **Expenditures**										
31 **Operating Expenditures:**										
32 Athletics Student Aid	4,574,395	10.14%	5,191,955	11.55%	617,560	13.50%	5,878,533	13.52%	686,578	13.22%
33 Guarantees	770,946	1.71%	662,000	1.47%	(108,946)	-14.13%	962,000	2.21%	300,000	45.32%
34 Coaching Salary/Benefits	9,551,342	21.17%	8,831,783	19.65%	(719,559)	-7.53%	9,360,286	21.53%	528,503	5.98%
35 Admin Staff Salary/Benefits	5,043,009	11.18%	5,806,208	12.92%	763,199	15.13%	5,730,218	13.18%	(75,990)	-1.31%
36 Severence Payments		0.00%		0.00%	0	0.00%		0.00%	0	0.00%
37 Recruiting	588,969	1.31%	437,980	0.97%	(150,989)	-25.64%	432,092	0.99%	(5,888)	-1.34%
38 Team Travel	2,242,217	4.97%	2,570,327	5.72%	328,110	14.63%	2,537,579	5.84%	(32,748)	-1.27%
39 Equipment, Uniforms and Supplies	1,732,599	3.84%	1,489,811	3.32%	(242,788)	-14.01%	1,260,756	2.90%	(229,055)	-15.37%
40 Game Expenses	1,685,148	3.73%	1,398,487	3.11%	(286,661)	-17.01%	1,140,150	2.62%	(258,337)	-18.47%
41 Fund Raising, Marketing, Promotion	335,124	0.74%	237,912	0.53%	(97,212)	-29.01%	224,961	0.52%	(12,951)	-5.44%
42 Direct Facilities/Maint/Rentals	5,383,629	11.93%	2,188,553	4.87%	(3,195,076)	-59.35%	1,781,010	4.10%	(407,543)	-18.62%
43 Debt Service on Facilities	4,305,383	9.54%	5,599,888	12.46%	1,294,505	30.07%	5,602,088	12.88%	2,200	0.04%
44 Spirit Groups	175,748	0.39%	155,860	0.35%	(19,888)	-11.32%	146,999	0.34%	(8,861)	-5.69%
45 Medical Expenses & Insurance	750,743	1.66%	1,190,672	2.65%	439,929	58.60%	1,196,057	2.75%	5,385	0.45%
46 Memberships & Dues	666,757	1.48%	758,056	1.69%	91,299	13.69%	700,803	1.61%	(57,253)	-7.55%
47 NCAA/Special Event/Bowls	(32,683)	-0.07%	2,342,175	5.21%	2,374,858	-7266.34%	15,750	0.04%	(2,326,425)	-99.33%
48 Other Operating Expenses	3,025,077	6.70%	1,331,534	2.96%	(1,693,543)	-55.98%	1,527,644	3.51%	196,110	14.73%
49 Subtotal Operating Expenditures	40,798,403	90.41%	40,193,201	89.44%	(605,202)	-1.48%	38,496,926	88.54%	(1,696,275)	-4.22%
50 **Non-Cash Expenditures**										
51 3rd Party Coaches Compensation		0.00%		0.00%	0	0.00%		0.00%	0	0.00%
52 3rd Party Admin Staff Compensation		0.00%		0.00%	0	0.00%		0.00%	0	0.00%
53 Indirect Facilities & Admin Support	1,974,714	4.38%	2,269,470	5.05%	294,756	14.93%	2,373,275	5.46%	103,805	4.57%
54 Non-Cash Expense		0.00%		0.00%	0	0.00%		0.00%	0	0.00%
55 Out-of-State Tuition Expense	2,351,983	5.21%	2,476,638	5.51%	124,655	5.30%	2,607,900	6.00%	131,262	5.30%
56 Subtotal Non-Cash Expenditures	4,326,697	9.59%	4,746,108	10.56%	419,411	9.69%	4,981,175	11.46%	235,067	4.95%
57 **Total Expenditures:**	45,125,100	100.00%	44,939,309	100.00%	(185,791)	-0.41%	43,478,101	100.00%	(1,461,208)	-3.25%

College & Universities
Intercollegiate Athletics Report
Summary of Revenue and Expenditures
College or University

ATTACHMENT 4

	Revenues/Expend/Fund Balance	FY11 Act	FY12 Act	FY13 Act	FY14 Act	FY15 Act	FY16 Est	1 YR % Chg	Ave Ann % Chg
1	**Revenue:**								
2	**Program Revenue:**								
3	Ticket Sales	222,452	326,481	239,520	243,761	306,826	274,475	-10.5%	4.3%
4	Game Guarantees	1,179,000	1,099,500	1,372,700	1,256,000	1,135,500	1,367,500	20.4%	3.0%
5	Contributions	379,301	359,422	406,803	434,592	278,228	492,951	77.2%	5.4%
6	NCAA/Conference/Tournaments	606,968	664,303	601,037	590,406	683,380	612,053	-10.4%	0.2%
7	TV/Radio/Internet Rights	4,782	9,199	13,923	9,293	14,090	4,000	-71.6%	-3.5%
8	Program/Novelty Sales,								
9	Concessions, Parking	17,000	17,000	17,000	17,000	17,000	17,000	0.0%	0.0%
10	Royalty, Advertisement, Sponsorship	499,071	767,784	410,155	538,712	489,341	500,000	2.2%	0.0%
11	Endowment/Investment Income	30,650	23,140	17,851	18,314	18,996	20,024	5.4%	-8.2%
12	Other	63,821	643,142	228,407	814,504	268,758	170,535	-36.5%	21.7%
13	Total Program Revenue	3,003,045	3,909,971	3,307,396	3,922,582	3,212,119	3,458,538	7.7%	2.9%
14	**Non-Program Revenue:**								
15	NCAA/Bowl/World Series	3,240	36,458	11,670	18,130	0	0	#DIV/0!	-100.0%
16	Student Activity Fees	2,149,637	2,160,685	2,096,674	2,019,527	2,032,777	1,974,760	-2.9%	-1.7%
17	General Education Funds	2,214,700	2,214,700	2,424,400	2,515,800	2,671,900	2,752,200	3.0%	4.4%
18	GenEd Funds for Gender Eq.	721,500	646,500	707,700	734,400	780,000	803,500	3.0%	2.2%
19	Institutional Funds	424,628	485,100	516,700	568,900	852,200	879,700	3.2%	15.7%
20	Subtotal State/Inst. Support	3,360,828	3,346,300	3,648,800	3,819,100	4,304,100	4,435,400	3.1%	5.7%
21	Total Non-Program Revenue	5,513,705	5,543,443	5,757,144	5,856,757	6,336,877	6,410,160	1.2%	3.1%
22	Subtotal Operating Revenue	8,516,750	9,453,414	9,064,540	9,779,339	9,548,996	9,868,698	3.3%	3.0%
23	**Non-Cash Revenue**								
24	Third Party Support	41,271	37,389	26,863	74,500	60,000	70,000	16.7%	11.1%
25	Indirect Institutional Support	0	0	0	0	300,000	300,000		
26	Non-Cash Revenue	605,374	573,359	605,521	542,696	520,299	600,000	15.3%	-0.2%
27	Non-Resident Tuition Waivers	1,444,723	1,393,045	1,604,010	1,613,326	1,579,246	1,640,334	3.9%	2.6%
28	Subtotal Non-Cash Revenue	2,091,368	2,003,793	2,236,394	2,230,522	2,459,545	2,610,334	6.1%	4.5%
29	**Total Revenue:**	10,608,118	11,457,207	11,300,934	12,009,861	12,008,541	12,479,032	3.9%	3.3%
30									
31	**Expenditures**								
32	**Operating Expenditures:**								
33	Athletics Student Aid	1,902,615	2,130,563	2,374,523	2,381,821	2,485,836	2,418,211	-2.7%	4.9%
34	Guarantees	59,406	61,257	50,187	96,520	113,519	126,000	11.0%	16.2%
35	Coaching Salary/Benefits	1,939,811	1,738,519	1,919,248	1,988,401	2,077,182	2,260,842	8.8%	3.1%
36	Admin Staff Salary/Benefits	1,462,165	1,392,011	1,359,902	1,366,454	1,398,248	1,492,659	6.8%	0.4%
37	Severance Payments	0	0	0	0	0	0		
38	Recruiting	194,743	204,478	190,156	197,269	216,125	230,000	6.4%	3.4%
39	Team Travel	872,386	941,467	1,140,313	979,415	970,845	980,000	0.9%	2.4%
40	Equipment, Uniforms and Supplies	311,693	326,594	308,236	307,809	370,269	405,000	9.4%	5.4%
41	Game Expenses	243,692	262,426	304,579	323,967	342,465	358,000	4.5%	8.0%
42	Fund Raising, Marketing, Promotion	168,456	130,733	108,336	166,561	196,093	198,000	1.0%	3.3%
43	Direct Facilities/Maint/Rentals	256,817	1,196,670	243,210	1,107,727	360,605	305,000	-15.4%	3.5%
44	Debt Service on Facilities	0	0	0	0	0	0		
45	Spirit Groups	57,628	0	0	0	0	0		-100.0%
46	Medical Expenses & Insurance	307,664	268,988	271,586	275,125	280,892	305,000	8.6%	-0.2%
47	Memberships & Dues	44,648	47,926	41,271	38,282	43,612	48,000	10.1%	1.5%
48	NCAA/Special Event/Bowls	3,240	30,314	23,789	15,735	0	0	#DIV/0!	-100.0%
49	Other Operating Expenses	635,043	724,547	628,896	528,959	658,191	741,986	12.7%	3.2%
50	Subtotal Operating Expenditures	8,460,007	9,456,493	8,964,232	9,774,045	9,513,882	9,868,698	3.7%	3.1%
51	**Non-Cash Expenditures**								
52	3rd Party Coaches Compensation	37,282	33,520	19,150	56,100	50,100	55,000	9.8%	8.1%
53	3rd Party Admin Staff Compensation	3,989	3,869	7,713	18,400	9,900	15,000	51.5%	30.3%
54	Indirect Facilities & Admin Support	0	0			300,000	300,000		
55	Non-Cash Expense	605,374	573,359	605,521	542,696	520,299	600,000	15.3%	-0.2%
56	Non-Resident Tuition Waivers	1,444,723	1,393,045	1,604,010	1,613,326	1,579,246	1,640,334	3.9%	2.6%
57	Subtotal Non-Cash Expenditures	2,091,368	2,003,793	2,236,394	2,230,522	2,459,545	2,610,334	6.1%	4.5%
58	**Total Expenditures:**	10,551,375	11,460,286	11,200,626	12,004,567	11,973,427	12,479,032	4.2%	3.4%
59									
60	**Net Income/(deficit)**	56,743	(3,079)	100,308	5,294	35,114	0	-100.0%	
61									
62	**Ending Fund Balance 6/30**	1,425,380	1,422,301	1,522,609	1,527,903	1,563,017	1,563,017	0.0%	
63									
64	**Sport Camps & Clinics**								
65	Revenue	127,179	79,570	123,696	199,935	220,043	180,000	-18.2%	7.2%
66	Coach Compensation from Camp	65,387	37,109	30,300	76,250	109,384	72,000	-34.2%	1.9%
67	Camp Expenses	76,190	54,692	63,112	116,974	112,958	108,000	-4.4%	7.2%
68	Total Expenses	141,577	91,801	93,412	193,224	222,342	180,000	-19.0%	4.9%
69	Net Income from Camps	-14,398	-12,231	30,284	6,711	-2,299	0	-100.0%	-100.0%

Preliminary Draft.....Preliminary Draft.....Preliminary Draft

University of Idaho Intercollegiate Athletics Department
NCAA Statement of Revenues and Expenses
For the Year Ended June 30, 2015 (Unaudited)

	Football	Men's Basketball	Other Men's Sports	Women's Volleyball	Women's Basketball	Other Women's Sports	Non-Program Specific	Grand Total	Comments
Operating Revenues									
01 Ticket Sales	534,199	82,791	932	5,488	8,409	932		**632,751**	
03 Student Fees							2,158,920	**2,158,920**	
04 Direct Institutional Support	1,838,597	531,268	437,055	459,523	561,462	1,653,314	2,362,618	**7,843,836**	includes OST waivers & work study
06 Indirect Institutional Support							580,721	**580,721**	all non-cash
07 Guarantees	1,680,000	50,000		4,000	51,000			**1,785,000**	
08 Contributions	1,090,402	222,234	208,086	141,234	168,057	628,830	714,328	**3,173,170**	
09 In-Kind	29,400	12,600		4,200	4,200		12,600	**63,000**	all non-cash (courtesy cars)
10 Compensation & Benefits Provided by 3rd Party	233,000	99,500	6,000	25,000	23,000	40,500	15,000	**442,000**	all non-cash
11 Media Rights	100,000	413					75,000	**175,413**	
12 NCAA Distributions	195,896	37,509	89,404	37,934	41,509	186,875	412,806	**1,001,933**	NCAA & conference budgeted together
13 Conference Distributions (Non-Media or Bowl)	530,000						0	**530,000**	NCAA & conference budgeted together
14 Program, Novelty, Parking & Concessions	17,771	2,724		397	1,202			**22,094**	
15 Royalties, Licensing, Advertising & Sponsorships	19,100	6,450					758,355	**783,905**	includes sponsorship trade/in-kind
16 Sports Camp Revenues	31,500	9,910		61,869	3,100		2,054	**108,433**	separate section in budget
17 Athletics Restricted Endowment & Investment Income	125,083	23,415	24,555	61,910	16,481	63,645	54,349	**369,438**	
18 Other Operating Revenues	12,267	697	8,250			10,098	249,039	**280,350**	
Total Operating Revenues	**6,437,214**	**1,079,510**	**774,282**	**801,555**	**878,420**	**2,584,193**	**7,395,790**	**19,950,964**	
Operating Expenditures									
20 Athletic Student Aid	2,170,389	440,703	595,612	326,915	379,414	1,521,960	280,348	**5,715,340**	includes OST waivers
21 Guarantees	195,000	11,000		12,095	2,000	397		**220,492**	
22 Coaching Salaries, Benefits & Bonuses	1,179,127	406,089	162,889	235,501	338,906	446,236		**2,768,748**	includes camp compensation
23 Coaching Salaries, Benefits & Bonuses Paid by 3rd Party	233,000	99,500	6,000	25,000	23,000	40,500		**427,000**	all non-cash
24 Support Staff/Admin Compensation Benefits & Bonuses	50,942	81,999	16,916	1,121	254	10,898	2,239,638	**2,401,768**	includes OST wages & work study
25 Support Staff/Admin Compensation Benefits & Bonuses Paid by 3rd Party							15,000	**15,000**	all non-cash
27 Recruiting	176,546	95,399	19,350	27,260	70,497	71,879		**460,930**	
28 Team Travel	1,319,158	200,157	210,412	107,425	234,936	406,160	(0)	**2,478,247**	
29 Sports Equipment, Uniforms & Supplies	235,482	36,727	60,483	23,406	28,598	109,240	207,485	**701,421**	includes Nike sponsorship promo gear
30 Game Expenses	272,199	148,615	11,654	58,905	117,353	38,043		**646,768**	includes sponsorship trade/in-kind
31 Fund Raising, Marketing & Promotion							420,498	**420,498**	includes sponsorship trade/in-kind
32 Sports Camp Expenses	46,399	3,532		42,607	1,332		1,899	**95,769**	separate section in budget
33 Spirit Groups							2,500	**2,500**	
34 Athletic Facilities, Debt Service, Leases & Rental Fees							59,051	**59,051**	
35 Direct Overhead & Administrative Expenses	3,583	1,924	645	921	1,277	2,900	43,575	**54,825**	
36 Indirect Institutional Support							580,721	**580,721**	includes sponsorship trade/in-kind
37 Medical Expenses & Insurance		279				0	418,149	**418,428**	includes sponsorship trade/in-kind
38 Memberships & Dues		2,545	1,140	345	253	5,419	147,989	**157,691**	does not include conference realignment below
39 Other Operating Expenses	474,949	161,274	43,201	45,735	76,677	136,711	684,385	**1,622,933**	includes sponsorship trade/in-kind
Total Operating Expenditures	**6,356,773**	**1,689,744**	**1,128,302**	**907,236**	**1,274,497**	**2,790,344**	**5,101,237**	**19,248,132**	
Excess (Deficiency) of Revenues Over (Under) Expenses	**80,441**	**(610,233)**	**(354,020)**	**(105,682)**	**(396,076)**	**(206,151)**	**2,294,554**	**702,832**	$77,832 net of conference realignment below
Other Reporting Items									
42 Conference Realignment Expenses							625,000	625,000	
43 Total Athletics Related Debt							440,354	440,354	
44 Total Institutional Debt							200,712,645	200,712,645	
45 Value of Athletics Dedicated Endowments							9,459,890	9,459,890	
46 Value of Institutional Endowments							238,238,847	238,238,847	

04 Direct Institutional Support	
General Education	$2,671,900
Gender Equity	1,021,300
Conference Initiation Fees	625,000
Institutional Support	860,400
OST Waivers covered centrally	2,394,006
OST Wages covered centrally	231,746
Work Study covered centrally	39,484
Total Direct Institutional Support	**$7,843,836**

University of Idaho
Equity in Athletics Disclosure Act (EADA) Report
Report on Athletic Program Participation Rates and Financial Support Data
July 1, 2014 through June 30, 2015

University Enrollment

Gender	Full-Time Undergraduates	
	Number	Percent
Male Students	4,100	54%
Female Students	3,507	46%
Totals	**7,607**	**100%**

Athletic Student Aid & Recruiting

Team Gender	Athletically Related Student Aid		Recruiting Expenses
	Amount	Percent	Amount
Men's Teams	$3,206,704	59%	$291,294
Women's Teams	2,228,288	41%	169,636
Totals for All Teams	**$5,434,992**	**100%**	**$460,930**

Athletic Participation

Varsity Teams	Number of Participants			Number Participating on a Second Team		Number Participating on a Third Team	
	Men's	Women's	Total	Men's	Women's	Men's	Women's
Basketball	14	13	27	1	1		
Football	101		101	1			
Golf	10	8	18				
Soccer		25	25				
Swimming & Diving		32	32				
Tennis	7	8	15				
Track & Field (Indoor)	38	31	69	36	31	10	13
Track & Field (Outdoor)	38	31	69	34	31	10	14
Cross Country	10	14	24	10	13	10	13
Volleyball		17	17		2		1
Total Participants	**218**	**179**	**397**	**82**	**78**	**30**	**41**
Percentage of Total	**55%**	**45%**	**100%**				
Unduplicated Count	**172**	**133**	**305**				

University of Idaho
Equity in Athletics Disclosure Act (EADA) Report

Total Revenues & Expenses

Varsity Teams	Total Revenues			Total Expenses			Revenues minus Expenses		
	Men's	Women's	Totals	Men's	Women's	Totals	Men's	Women's	Totals
Basketball	$1,590,244	$1,251,497	$2,841,741	$1,590,244	$1,251,497	$2,841,741	$0	$0	$0
Football	6,204,214		6,204,214	6,123,773		6,123,773	80,441		80,441
Golf	287,609	357,865	645,474	287,609	357,865	645,474	0	0	0
Soccer		716,340	716,340		716,340	716,340		0	0
Swimming & Diving		636,982	636,982		636,982	636,982		0	0
Tennis	288,385	373,618	662,003	288,385	373,618	662,003	0	0	0
Track & Field & Cross Country	546,308	712,939	1,259,247	546,308	665,038	1,211,346	0	47,901	47,901
Volleyball		882,236	882,236		882,236	882,236		0	0
Totals for All Teams	**$8,916,760**	**$4,931,477**	**$13,848,237**	**$8,836,319**	**$4,883,576**	**$13,719,895**	**$80,441**	**$47,901**	**$128,342**
Not Allocated by Gender/Sport			5,080,006			5,130,516			(50,510)
Grand Totals for Athletics			**$18,928,243**			**$18,850,411**			**$77,832**
Totals for All Sports Except Football & Basketball	$1,122,302	$3,679,980	$4,802,282	$1,122,302	$3,632,079	$4,754,381	$0	$47,901	$47,901

Operating (Game Day) Expenses
(includes lodging, meals, transportation, uniforms, equipment, event costs & officials)

Varsity Teams	Operating (Game Day) Expenses			Number of Participants			Operating Expenses per Participant		
	Men's	Women's	Totals	Men's	Women's	Totals	Men's	Women's	Totals
Basketball	$385,498	$380,887	$766,385	14	13	27	$27,536	$29,299	$28,385
Football	1,826,838		1,826,838	101		101	18,088		18,088
Golf	96,966	88,904	185,870	10	8	18	9,697	11,113	10,326
Soccer		171,467	171,467		25	25		6,859	6,859
Swimming & Diving		112,213	112,213		32	32		3,507	3,507
Tennis	88,407	77,600	166,007	7	8	15	12,630	9,700	11,067
Track & Field & Cross Country	97,176	103,260	200,436	86	76	162	1,130	1,359	1,237
Volleyball		189,736	189,736		17	17		11,161	11,161
Totals for All Teams	**$2,494,885**	**$1,124,067**	**$3,618,952**	**218**	**179**	**397**	**$11,444**	**$6,280**	**$9,116**
Totals for All Sports Except Football & Basketball	$282,549	$743,180	$1,025,729	103	166	269	$2,743	$4,477	$3,813

University of Idaho
Equity in Athletics Disclosure Act (EADA) Report

Average Coaching Salaries

Description/Explanation	Head Coaches		Assitant Coaches	
	Men's Teams	Women's Teams	Men's Teams	Women's Teams
Average Annual Institutonal Salary per Coach	**$87,760**	**$62,773**	**$65,297**	**$30,258**
Number of Head Coaches Used to Calculate Average	**5**	**7**	**14**	**11**
Average Annual Insitutional Salary per Full-Time Equivalent (FTE)	**$97,511**	**$67,602**	**$70,320**	**$33,284**
Full-Time Equivalents (FTEs) Used to Calculate Average	**4.50**	**6.50**	**13.00**	**10.00**

Counts of Head Coaches

Varsity Teams	Male Head Coaches				Female Head Coaches				Total Head Coaches
	Assigned Full-Time	Assigned Part Time	Full-Time Employee	Part-Time/ Volunteer	Assigned Full-Time	Assigned Part Time	Full-Time Employee	Part-Time/ Volunteer	
Men's Varsity Teams									
Basketball	1		1						**1**
Football	1		1						**1**
Golf	1		1						**1**
Tennis	1		1						**1**
Track & Field & Cross Country		1	1						**1**
Totals for Men's Teams	**4**	**1**	**5**	**0**	**0**	**0**	**0**	**0**	**5**
Women's Varsity Teams									
Basketball	1		1						**1**
Golf					1		1		**1**
Soccer	1		1						**1**
Swimming & Diving	1		1						**1**
Tennis					1		1		**1**
Track & Field & Cross Country		1	1						**1**
Volleyball					1		1		**1**
Totals for Women's Teams	**3**	**1**	**4**	**0**	**3**	**0**	**3**	**0**	**7**

University of Idaho
Equity in Athletics Disclosure Act (EADA) Report

Counts of Assistant Coaches

Varsity Teams	Male Assistant Coaches				Female Assistant Coaches				Total Assistant Coaches
	Assigned Full-Time	Assigned Part Time	Full-Time Employee	Part-Time/ Volunteer	Assigned Full-Time	Assigned Part Time	Full-Time Employee	Part-Time/ Volunteer	
Men's Varsity Teams									
Basketball	3		3						**3**
Football	9	4	9	4					**13**
Golf									**0**
Tennis		1		1					**1**
Track & Field & Cross Country		1	1			1	1		**2**
Totals for Men's Teams	**12**	**6**	**13**	**5**	**0**	**1**	**1**	**0**	**19**
Women's Varsity Teams									
Basketball					3	1	3	1	**4**
Golf	1		1						**1**
Soccer	1		1			1		1	**2**
Swimming & Diving	1		1		1		1		**2**
Tennis						1		1	**1**
Track & Field & Cross Country		1	1			1	1		**2**
Volleyball	2		2						**2**
Totals for Women's Teams	**5**	**1**	**6**	**0**	**4**	**4**	**5**	**3**	**14**

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SUBJECT

Approval of FY 2017 Appropriated Funds Operating Budgets

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures Section V.B.3.b.ii., 4.b., 5.c, 6.b.

BACKGROUND/DISCUSSION

Per Board policy, each institution and agency prepares an operating budget for appropriated funds, non-appropriated auxiliary enterprises, non-appropriated local services, and non-appropriated other.

For the appropriated funds operating budget, Board policy provides as follows: "each institution or agency prepares an operating budget for the next fiscal year based upon guidelines adopted by the Board. Each budget is then submitted to the Board in a summary format prescribed by the Executive Director, for review and formal approval before the beginning of the fiscal year." The appropriated operating budgets have been developed based on appropriations passed by the Legislature during the 2016 session.

For the college and universities' non-appropriated operating budgets, Board policy requires reports of revenues and expenditures to be submitted to the State Board of Education at the request of the Board. Currently, these operating budgets are submitted to the Board office and are available to Board members.

Operating budgets are presented in two formats: budgets for agencies, health education programs, and special programs contain a summary (displayed by program, by source of revenue, and by expenditure classification) and a budget overview that briefly describes the program and changes from the previous fiscal year. All sources of revenues are included (i.e. General Funds, federal funds, miscellaneous revenue, and any other fund source).

For the college and universities, postsecondary professional-technical education and agricultural research & extension, supplemental information is provided including personnel costs summarized by type of position. The college and universities' reports only contain information about appropriated funds, which include state General Funds, endowment funds, and appropriated student fees.

IMPACT

Approval of the budgets establishes agency and institutional fiscal spending plans for FY 2017, and allows the agencies and institutions to continue operations from FY 2016 into FY 2017.

ATTACHMENTS

Attachment 1 – FY17 Operating Budgets Index Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Budgets were developed according to legislative intent and/or Board guidelines. There was funding for a 3% ongoing Change in Employee Compensation (CEC) in FY 2017. Representatives from the institutions will be available to answer specific questions.

Page 32 presents a system-wide summation of personnel costs by institution, by classification and also includes the number of new positions added at each institution. Board policy only requires prior Board approval for the following positions:

- Any position at a level of vice-president (or equivalent) and above, regardless of funding source.
- The initial appointment of an employee to any type of position at a salary that is equal to or higher than 75% of the chief executive officer's annual salary.
- The employment agreement of any head coach or athletic director (at the institutions only) longer than one year, and all amendments thereto.
- Non-classified employee contracts over one year.

All other hiring authority has been expressly delegated to the presidents. Therefore, Board review of the operating budgets is the only time the Board sees the number of new positions added year-over-year.

For informational purposes only, the lists of FY 2017 maintenance projects recommended by the Permanent Building Fund Advisory Council is included starting at page 45.

BOARD ACTION

I move to approve the FY 2017 operating budgets for the Office of the State Board of Education, Idaho Public Television, Division of Vocational Rehabilitation, College and Universities, Postsecondary Professional-Technical Education, Agricultural Research & Extension Service, Health Education Programs and Special Programs, as presented.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

FY17 AGENCIES & INSTITUTIONS OPERATING BUDGETS INDEX

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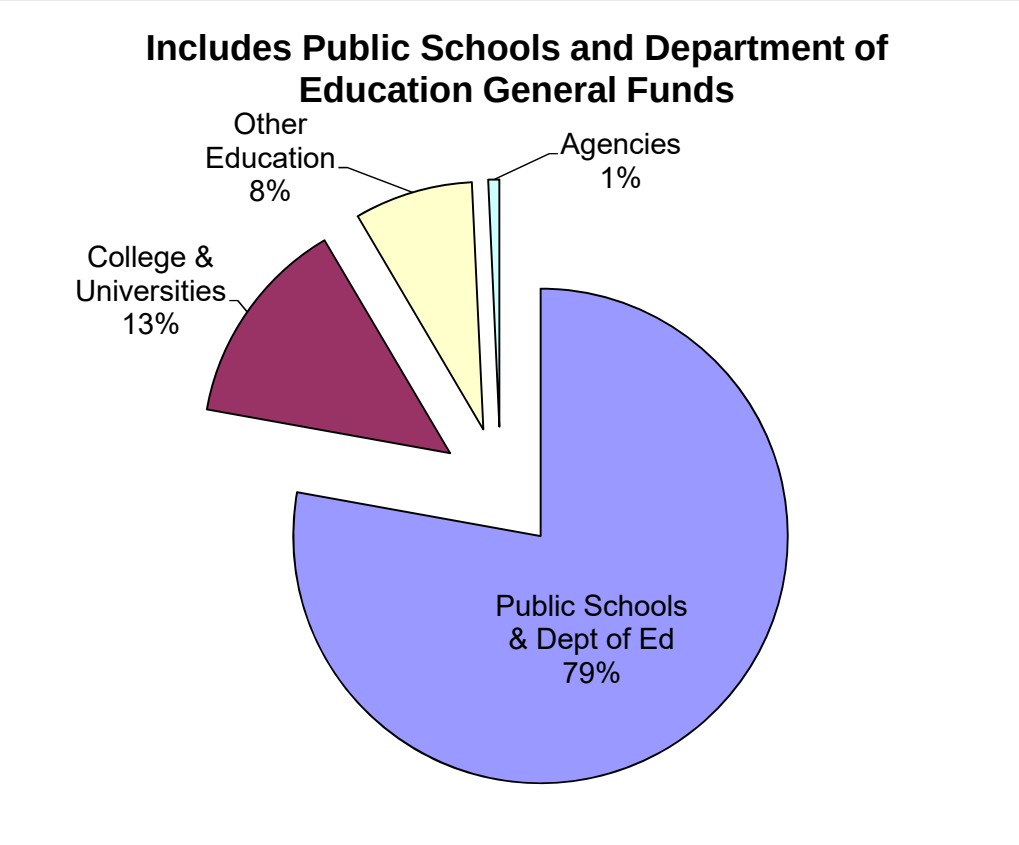
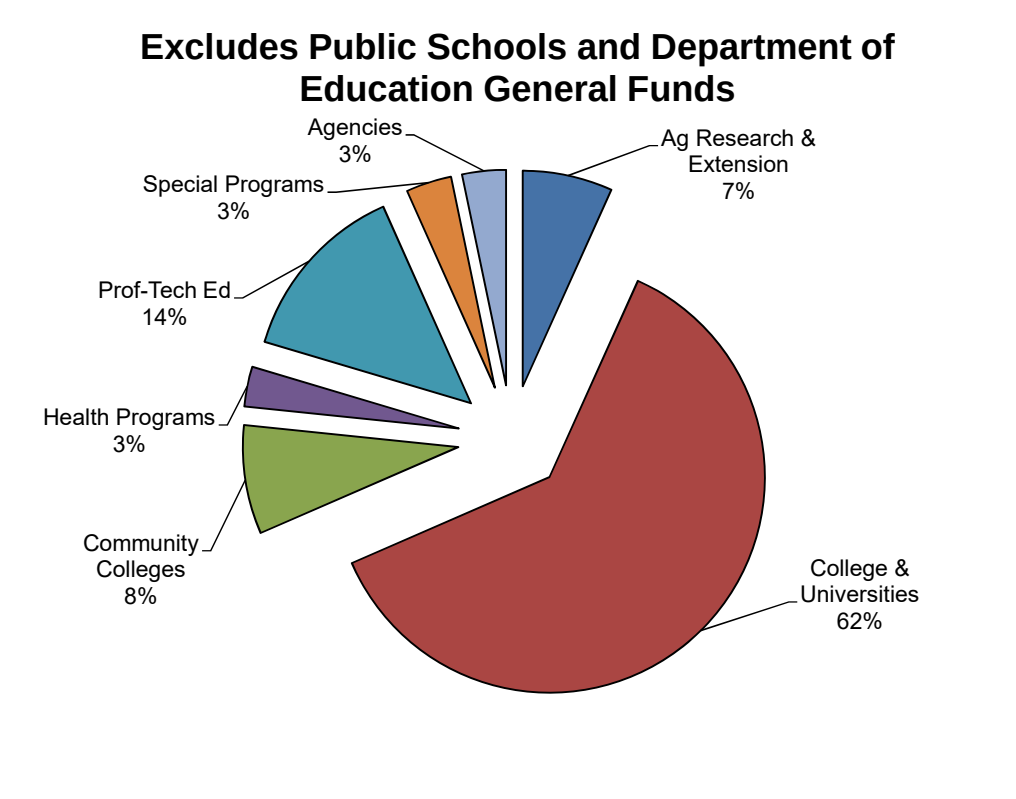
State Board of Education

FY17 General Funds by Program





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OFFICE OF THE STATE BOARD OF EDUCATION
FY 2017 Operating Budget

	FY 2016 BUDGET	FY 2017 BUDGET	PERCENT of CHANGE
By Cost Center:			
Office of the State Board of Education			
Management Services	3,931,600	4,178,800	6.29%
Proprietary Schools	192,000	200,000	4.17%
Charter School Commission	468,000	498,100	6.43%
Academic Services	581,700	2,019,200	247.12%
Research Services	305,100	405,800	33.01%
Fiscal Services	329,100	329,100	0.00%
Scholarship Programs	8,858,300	14,503,600	63.73%
Community College Start Up		5,000,000	100.00%
System Wide Needs	1,003,300	1,003,300	0.00%
Total Programs	**15,669,100**	**28,137,900**	79.58%
By Fund Source:			
General Fund	2,441,500	3,477,000	42.41%
General Fund - Scholarships	6,724,900	11,729,200	74.41%
General Fund - Systemwide Needs	1,003,300	1,003,300	0.00%
Charter Commission Fund	330,200	351,600	6.48%
Federal Funds	2,727,500	2,736,100	0.32%
Federal Funds - GEARUP	2,083,400	1,724,400	-17.23%
Miscellaneous Revenue	192,000	950,000	394.79%
Miscellaneous - Opportunity Fund	50,000	50,000	0.00%
Public School Income Fund		1,000,000	100.00%
Higher Education Stabilization Fund		5,000,000	100.00%
Indirect Cost Recovery Fund	116,300	116,300	0.00%
Total Funds	**15,669,100**	**28,137,900**	79.58%
By Expenditure Classification:			
Personnel Costs	2,544,000	2,994,300	17.70%
Operating Expenditures	3,255,400	3,266,900	0.35%
Capital Outlay	3,400	20,400	N/A
Trustee/Benefit Payments	9,866,300	21,856,300	121.52%
Lump Sum	0	0	N/A
Total Expenditures	**15,669,100**	**28,137,900**	79.58%
Full Time Positions	27.10	30.10	11.07%

Budget Overview

The Office of the State Board of Education received a 3% ongoing CEC as well as benefit increases, replacement capital, funding for a 27th payroll and 1 FTP and $66k for a Human Resources Specialist. The increase in Academic Services is 1 FTP and $88k for the Teacher Effectiveness position, $750k for school improvement evaluations, and $600k for review career ladder evaluations. Research Services increased for the 1 FTP and $101k for a SLDS Analyst position. The increase in Scholarship Programs is a decrease in spending authority for GEARUP scholarships combined with an increase of $5m for Opportunity Scholarships and $1m for the Postsecondary Scholarship Credit program to reward students who have met certain criteria for earning postsecondary credits prior to graduation form high schoool. OSBE also received $5m for start-up funds for a community college in eastern Idaho.

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IDAHO PUBLIC TELEVISION
FY 2017 Operating Budget

		FY 2016 BUDGET	FY 2017 BUDGET	PERCENT of CHANGE
By Program:				
Delivery System and Administration:				
Technical Services	(2)	2,204,550	2,525,110	14.54%
Administration	(1)	1,299,660	1,398,310	7.59%
Educational Content:				
Programming Acquisitions		1,595,100	1,669,500	4.66%
IdahoPTV Productions		1,436,420	1,454,550	1.26%
Special Productions/Projects	(3)	380,000	415,500	9.34%
Communications	(4)	703,330	764,860	8.75%
Development		1,080,240	1,066,770	(1.25%)
Total Programs		**8,699,300**	**9,294,600**	**6.84%**
By Fund Source:				
General Fund - PC/OE	(1)	1,990,000	2,186,300	9.86%
General Fund - Capital (One-Time)	(5)	324,000	835,800	157.96%
Federal Funds		0	0	
Local Funds		6,005,300	5,857,000	(1.77%)
Special Productions/Projects	(3)	380,000	415,500	6.95%
Total Funds		**8,699,300**	**9,294,600**	**6.84%**
By Expenditure Classification:				
Personnel Costs	(1)	4,259,700	4,551,400	6.85%
Operating Expenditures:				
Communication & Programming		1,498,590	1,507,480	0.59%
Employee Development & Trave	(6)	212,120	226,080	6.58%
Professional, Admin & Other Service		450,130	456,210	1.35%
Supplies, R&M Services		414,080	431,640	4.24%
Utilities and Gas	(7)	168,250	183,900	9.30%
Leases and Rentals		508,690	520,020	2.23%
Miscellaneous		201,740	212,070	5.12%
Total Operating Expenditures		3,453,600	3,537,400	2.43%
Capital Outlay	(8)	986,000	1,205,800	22.29%
Total Expenditures		**8,699,300**	**9,294,600**	**6.84%**
FTP Count	(9)	60.0	64.48	7.47%

Notes:

FY 2016 budget per SB1149; FY 2017 budget per SB1370

(1) Appropriations for a 3% CEC and 27th payroll that increased personnel costs throughout the budget.
(2) Increases in personnel costs, repairs and maintenance, and more general fund capital outlay.
(3) Seeking additional donations to support IdahoPTV special productions and projects.
(4) Added educational position and outreach.
(5) Increased level of general fund capital replacement appropriation.
(6) Increase in training for new and existing personnel.
(7) Anticipated increase in utility and gas costs.
(8) Increased appropriations for general fund replacement capital; miscellaneous fund if donations secured.
(9) Nine Group positions converted to classified P/T within 0349 fund (no change in cost).

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DIVISION OF VOCATIONAL REHABILITATION

FY 2017 Operating Budget

	FY 2016 BUDGET	FY 2017 BUDGET	PERCENT of CHANGE
By Program:			
Vocational Rehabilitation	21,332,200	23,368,900	9.55%
Comm. Supp. Employ. Work Svcs. (CSE)	3,908,100	4,207,200	7.65%
Council for the Deaf & Hard of Hearing	203,400	215,800	6.10%
Total Programs	**25,443,700**	**27,791,900**	9.23%
By Fund Source:			
General Fund	7,557,800	8,336,100	10.30%
Federal Funds	15,843,500	17,408,900	9.88%
Miscellaneous Revenue	960,900	965,400	0.47%
Dedicated Funds	1,081,500	1,081,500	0.00%
Total Funds	**25,443,700**	**27,791,900**	9.23%
By Expenditure Classification:			
Personnel Costs	10,012,300	10,742,600	7.29%
Operating Expenditures			
Communications	250,000	282,500	13.00%
Employee Dev./Memberships	59,300	67,000	12.98%
Professional & General Services	554,200	632,200	14.07%
Travel	96,000	108,400	12.92%
Supplies & Insurance	114,000	128,800	12.98%
Rents	430,000	491,700	14.35%
Other	20,000	22,600	13.00%
Total Operating Expenditures	1,523,500	1,733,200	13.76%
Capital Outlay	70,000	67,600	-3.43%
Trustee/Benefit Payments	13,837,900	15,248,500	10.19%
Total Expenditures	**25,443,700**	**27,791,900**	9.23%
Full Time Positions	152.50	152.50	0.00%

Budget Overview

Senate Bill 1395 appropriates moneys for the Divsions of Vocational Rehabilitation for FY 2017.

An increase in appropriations of $1.4 million was approved for Trustee/Benefits from additional State and grant funds due to the implementation of the Workforce Innovation and Opportunity Act (WIOA) and the Act's requirement that IDVR spend 15% of our Federal Grant on Pre-employment Transition Services to students with disabilities. The additional funds allows IDVR to capture our full Federal Award and allows the agency to continue to serve the non-student population without an interruption to the services needed due to the funding shift required by WIOA.
An increase in appropriations of $209,700 was approved for Operating expenditures. Personnel costs were increased by a net $730,300 due to implementing the 27th payroll, a 3% on-going salary increase, and an increase in benefit costs. State allocations increased by $9,700 and capital outlay decreased by $2,400.

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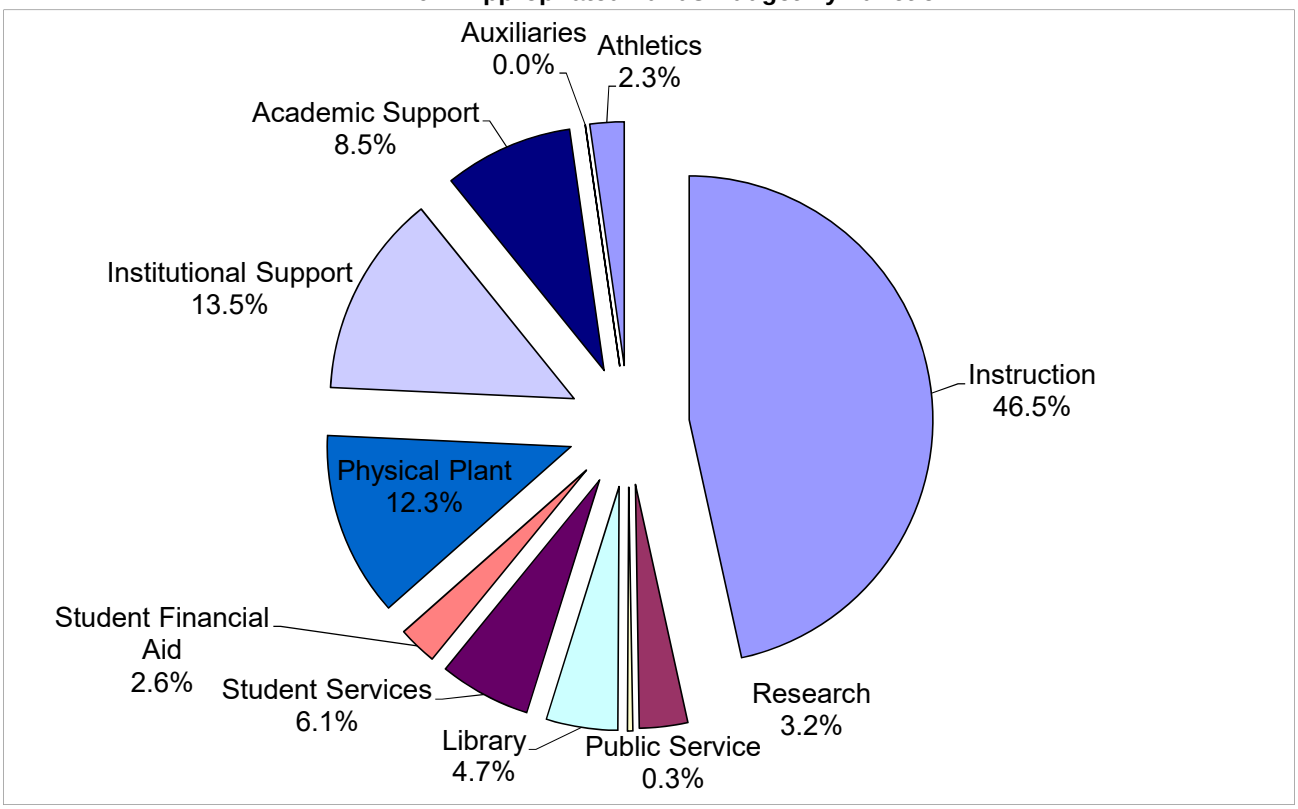
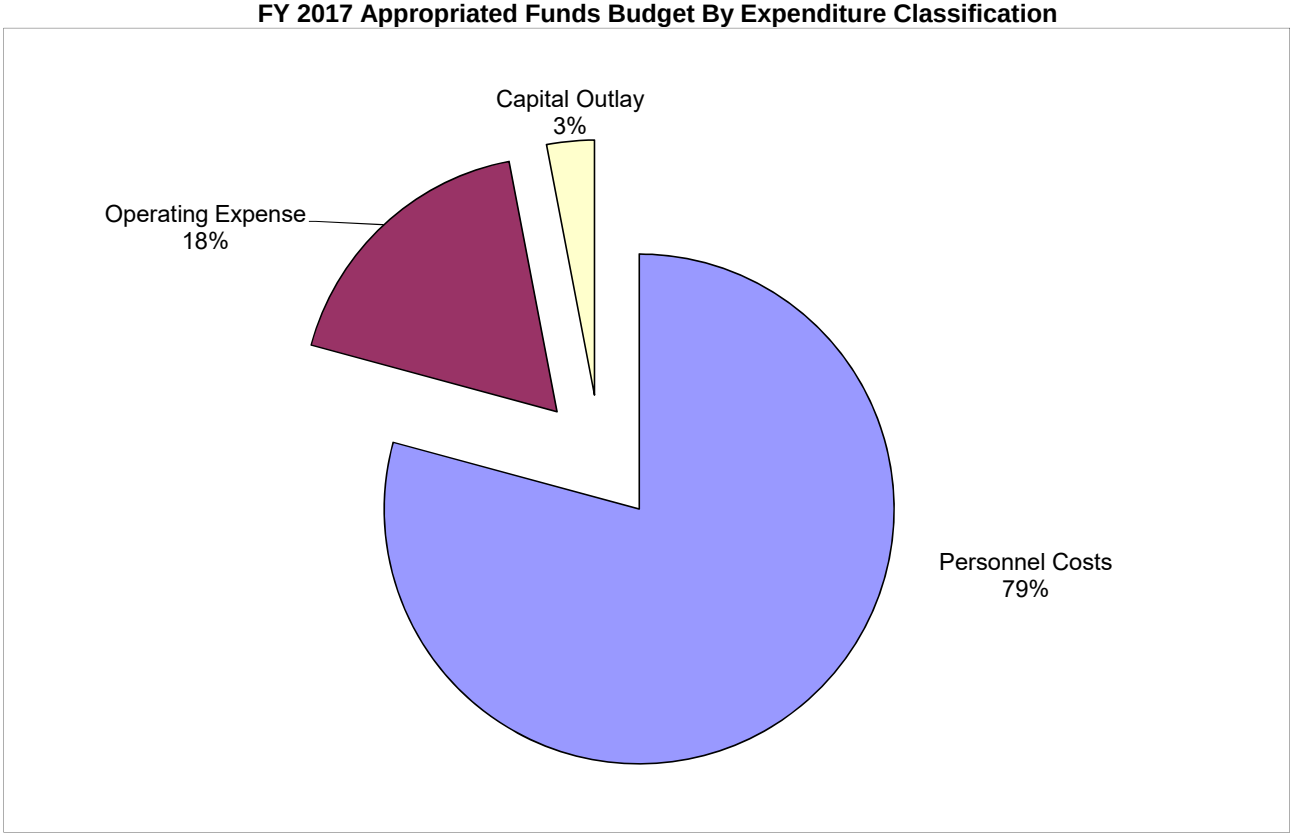
COLLEGE & UNIVERSITIES

FY 2017 Appropriated Funds Budget By Function



FY 2017 Appropriated Funds Budget By Expenditure Classification



COLLEGE & UNIVERSITIES SUMMARY

Budget Distribution by Activity and Expense Class

July 1, 2016 - June 30, 2017

Appropriated Funds

		FY2016 Original Budget		FY2017 Original Budget		Changes from	
		Amount	% of Total	Amount	% of Total	Amount	% Chge
	Revenue by Source						
1	State General Account - ongoing	$250,212,700	48.65%	$265,110,500	48.58%	$14,897,800	5.95%
2	State General Account - one time	3,598,700	0.70%	9,336,800	1.71%	5,738,100	159.45%
3	State Endowments	13,980,000	2.72%	15,840,000	2.90%	1,860,000	13.30%
4	Millennium Fund/Economic Recov	0	0.00%	1,686,100	0.31%	1,686,100	0.00%
5	Student Tuition and Fees	246,493,500	47.93%	253,794,100	46.50%	7,300,600	2.96%
6	Total Operating Revenues	$514,284,900	100.00%	$545,767,500	100.00%	$31,482,600	6.12%
	Expenses						
	By Function:						
7	Instruction	$234,911,017	46.07%	$249,564,789	46.54%	$14,653,772	6.24%
8	Research	15,825,194	3.10%	17,192,977	3.21%	1,367,783	8.64%
9	Public Service	1,872,030	0.37%	1,832,971	0.34%	(39,059)	-2.09%
10	Library	24,603,597	4.82%	25,417,326	4.74%	813,729	3.31%
11	Student Services	29,341,444	5.75%	32,567,424	6.07%	3,225,980	10.99%
12	Student Financial Aid	11,275,897	2.21%	13,834,893	2.58%	2,558,996	22.69%
13	Physical Plant	69,748,858	13.68%	65,704,387	12.25%	(4,044,471)	-5.80%
14	Institutional Support	66,296,114	13.00%	72,190,420	13.46%	5,894,306	8.89%
15	Academic Support	44,735,526	8.77%	45,780,810	8.54%	1,045,284	2.34%
16	Auxiliaries	11,400	0.00%	11,400	0.00%	0	0.00%
17	Athletics	11,298,631	2.22%	12,154,653	2.27%	856,022	7.58%
18	**Total Bdgt by Function**	$509,919,708	100.00%	$536,252,049	100.00%	$26,332,341	5.16%
19	**By Expense Class:**						
20	Personnel Costs:						
21	Salaries:						
22	Faculty	$145,020,538	28.44%	$151,041,039	28.17%	$6,020,501	4.15%
23	Executive/Admin	18,957,117	3.72%	20,051,095	3.74%	1,093,978	5.77%
24	Managerial/Prof	64,576,761	12.66%	71,243,163	13.29%	6,666,402	10.32%
25	Classified	44,098,308	8.65%	46,684,647	8.71%	2,586,339	5.86%
26	Grad Assist	10,066,152	1.97%	10,594,376	1.98%	528,224	5.25%
27	Irregular Help	7,058,230	1.38%	9,983,984	1.86%	2,925,754	41.45%
28	Total Salaries	$289,777,106	56.83%	$309,598,304	57.73%	$19,821,198	6.84%
29	Personnel Benefits	104,766,391	20.55%	115,175,492	21.48%	10,409,101	9.94%
30	Total Pers Costs	$394,543,497	77.37%	$424,773,796	79.21%	$30,230,299	7.66%
31	Operating Expense:						
32	Travel	1,573,561	0.31%	1,688,002	0.31%	114,441	7.27%
33	Utilities	19,656,598	3.85%	15,120,446	2.82%	(4,536,152)	-23.08%
34	Insurance	2,596,680	0.51%	3,055,994	0.57%	459,314	17.69%
35	Other Oper. Exp	75,500,511	14.81%	75,440,798	14.07%	(59,713)	-0.08%
36	Total Oper. Exp	$99,327,350	19.48%	$95,305,240	17.77%	($4,022,110)	-4.05%
37	Capital Outlay:						
38	Depart Equipment	4,255,581	0.83%	3,656,704	0.68%	(598,877)	-14.07%
39	Library Acquisitions	11,793,280	2.31%	12,516,309	2.33%	723,029	6.13%
40	Total Cap Outlay	$16,048,861	3.15%	$16,173,013	3.02%	$124,152	0.77%
41	**Tot Bdgt by Exp Class**	$509,919,708	100.00%	$536,252,049	100.00%	$26,332,341	5.16%
42	One-time 27th Payroll (GF)	$0		$10,997,700		$10,997,700	
43	One-time Capital Outlay	$2,336,500		$1,865,600		($470,900)	
44	One-time Other	$2,028,692		$1,686,100		($342,592)	
45	**Activity Total**	$514,284,900		$550,801,449		$36,516,549	7.10%
46	**TOTAL FTE POSITIONS**	4,332.68		4,511.37		178.69	4.12%

BOISE STATE UNIVERSITY
FY2016 BUDGET OVERVIEW
Appropriated Funds

2017 State Budget Overview

FY 2016 Base Operating Budget	**$177,157,400**
Adjustments to Base from State Funds	
Personnel Benefits (Health Insurance Costs)	876,100
CEC – 3% Merit Pool	1,881,700
Complete College Idaho	962,400
Material Science / Engineering	617,100
Cyber Security	360,000
SWCAP	413,100
Enrollment Workload Funding	63,800
NET INCREASE IN BASE STATE FUNDING	**$5,174,200**
Increases from Student Tuition and Fees	**$3,544,400**
FY 2017 Base Operating Budget	**$185,876,000**
One-time increases from State General Account and Student Tuition and Fees	
27th Payroll	4,721,700
Cyber Security	640,000
NET INCRESE IN ONE-TIME FUNDING	**$5,361,700**

Boise State's FY 2017 base operating budget of $185,876,000 is an $8.71 million increase over the previous year's base funding. About one third of the new funding will come from student tuition and fees. The State general account funding comprises 48% of the base operating budget and totals $89,887,100, and student tuition and fees comprise 52% of the base operating budget for a total of $95,988,900.

Following are highlights of the FY 2017 appropriated operating budget.

- Health insurance costs continue to increase. The employer costs will be covered with partial funding from the State and the remaining from student tuition and fees. Total fringe costs are estimated to increase more than $1.7 million.

- Salary Adjustments - State funding will partially cover a 3% CEC, and student tuition and fees are required for approximately half of the cost in the appropriated

budget. The total cost is $3.8 million. In addition to merit increases, equity adjustments for some staff have been approved through salary adjustment initiatives. The increases are targeted for employees furthest away from benchmark data and compa-ratios.

- Complete College Idaho – State general funding will provide $962,400 to Boise State University to help meet the 60 percent goal by 2020. This funding will first be used for positions within the Learning Assistant Program; a peer support program that has produced higher course pass rates and greater retention rates when compared to students not involved in the program. Second, to fund new faculty and lecturer lines; to reduce Boise State's reliance on adjunct instructors. And third, to increase student access to advising by increasing the number of student advisors.

- Materials Science / Engineering Initiative received $617,100 of general fund money. These funds will allow Boise State to hire additional faculty to grow the Materials Science program.

- Cyber Security received $360,000 in ongoing funding from the state general fund and $640,000 of one-time funding. Boise State will use these funds for the development of a statewide process control cybersecurity lab located at Boise State University, in collaboration with the INL.

- The 27th Payroll, which occurs every eleven years, will cost the university almost $4.7 million dollars. The extra pay date this fiscal year will be funded from $2.4 million of state one-time general fund and $2.3 million from reserves.

BOISE STATE UNIVERSITY

Budget Distribution by Activity and Expense Class

July 1, 2016 - June 30, 2017

Appropriated Funds

		FY2016 Original Budget		FY2017 Original Budget		Changes from Prior Year	
		Amount	% of Total	Amount	% of Total	Amount	% Chge
	Revenue by Source						
1	State General Account - ongoing	$84,747,800	47.50%	$89,887,100	47.00%	$5,139,300	6.06%
2	State General Account - one time	832,100	0.47%	3,046,100	1.59%	2,214,000	266.07%
3	State Endowments		0.00%		0.00%	0	0.00%
4	Millennium Fund/Economic Recovery		0.00%		0.00%	0	0.00%
5	Student Tuition and Fees	92,851,200	52.04%	98,304,500	51.40%	5,453,300	5.87%
6	Total Operating Revenues	$178,431,100	100.00%	$191,237,700	100.00%	$12,806,600	7.18%
	Expenses						
	By Function:						
7	Instruction	$88,039,866	49.54%	$94,928,735	51.07%	$6,888,869	7.82%
8	Research	4,692,136	2.64%	5,017,658	2.70%	325,522	6.94%
9	Public Service	1,545,764	0.87%	1,492,989	0.80%	(52,775)	-3.41%
10	Library	7,650,459	4.30%	7,771,935	4.18%	121,476	1.59%
11	Student Services	10,624,335	5.98%	11,135,356	5.99%	511,021	4.81%
12	Student Financial Aid		0.00%		0.00%	0	0.00%
13	Physical Plant	18,977,418	10.68%	18,316,278	9.85%	(661,140)	-3.48%
14	Institutional Support	24,703,007	13.90%	26,021,602	14.00%	1,318,595	5.34%
15	Academic Support	18,803,279	10.58%	18,218,347	9.80%	(584,932)	-3.11%
16	Auxiliaries		0.00%		0.00%	0	0.00%
17	Athletics	2,693,236	1.52%	2,973,100	1.60%	279,864	10.39%
18	**Total Bdgt by Function**	$177,729,500	100.00%	$185,876,000	100.00%	$8,146,500	4.58%
19	**By Expense Class:**						
20	Personnel Costs:						
21	Salaries:						
22	Faculty	$53,382,413	30.04%	$55,533,115	29.88%	$2,150,702	4.03%
23	Executive/Admin	6,842,909	3.85%	7,081,530	3.81%	238,621	3.49%
24	Managerial/Prof	28,688,054	16.14%	31,136,459	16.75%	2,448,405	8.53%
25	Classified	11,027,808	6.20%	11,202,478	6.03%	174,670	1.58%
26	Grad Assist	4,109,681	2.31%	4,590,081	2.47%	480,400	11.69%
27	Irregular Help	994,578	0.56%	3,373,160	1.81%	2,378,582	239.15%
28	Total Salaries	$105,045,443	59.10%	$112,916,823	60.75%	$7,871,380	7.49%
29	Personnel Benefits	39,198,857	22.06%	43,271,532	23.28%	4,072,675	10.39%
30	Total Pers Costs	$144,244,300	81.16%	$156,188,355	84.03%	$11,944,055	8.28%
31	Operating Expense:						
32	Travel	$602,704	0.34%	$575,793	0.31%	(26,911)	-4.47%
33	Utilities	3,792,406	2.13%	3,852,406	2.07%	60,000	1.58%
34	Insurance	888,606	0.50%	888,606	0.48%	0	0.00%
35	Other Oper. Exp	23,444,584	13.19%	20,438,243	11.00%	(3,006,341)	-12.82%
36	Total Oper. Exp	$28,728,300	16.16%	$25,755,048	13.86%	($2,973,252)	-10.35%
37	Capital Outlay:						
38	Depart Equipment	$1,809,604	1.02%	$950,901	0.51%	(858,703)	-47.45%
39	Library Acquisitions	2,947,296	1.66%	2,981,696	1.60%	34,400	1.17%
40	Total Cap Outlay	$4,756,900	2.68%	$3,932,597	2.12%	($824,303)	-17.33%
41	**Tot Bdgt by Exp Class**	$177,729,500	100.00%	$185,876,000	100.00%	$8,146,500	4.58%
42	One-time 27th Payroll (GF)	$0		$4,721,700		$4,721,700	
43	One-time Capital Outlay	$701,600		$640,000		($61,600)	
44	One-time Other	$0		$0		$0	
45	**Activity Total**	$178,431,100		$191,237,700		$12,806,600	7.18%
46	**TOTAL FTE POSITIONS**	1,561.40		1,620.01		58.61	3.75%

BOISE STATE UNIVERSITY

Summary of Salary Changes for FY2017 by Employee Group

Institution/Agency by Group	Existing Positions FY16 FTE	FY2016 FY16 Salary	Salary Adjustments Promotion	Perf/Exp/Merit	Equity	Total		% Incr	Position Adjustments FTE	Salary Base	Total FY16 FTE	FY16 Salary	% change
General Education (Approp Only)													
Faculty													
Professor	170.18	15,368,175.00	$149,557	$461,045		$610,602	$15,978,777	4.0%	-0.53	121,807	169.65	16,100,584	4.8%
Associate Professor	187.40	13,413,766.00	$175,033	$402,413		$577,446	$13,991,212	4.3%	2.50	147,352	189.90	14,138,564	5.4%
Assistant Professor	187.67	12,252,042.00	$4,000	$367,561		$371,561	$12,623,603	3.0%	14.59	1,056,381	202.26	13,679,984	11.7%
Instr/Lect	121.41	5,358,430.00		$160,753		$160,753	$5,519,183	3.0%	12.84	627,654	134.25	6,146,837	14.7%
Part-Time Instructor	0.00	6,990,000.00		$209,700		$209,700	$7,199,700	3.0%	0.00	-1,732,554	0.00	5,467,146	-21.8%
Total Faculty	666.66	53,382,413.00	$328,590	$1,601,472	$0	$1,930,062	$55,312,475	3.6%	29.40	220,640	696.06	55,533,115	4.0%
Executive/Administrative	43.19	6,842,909.00	$35,006	$205,287	$20,780	$261,073	$7,103,982	3.8%	0.34	-22,452	43.53	7,081,530	3.5%
Managerial/Professional	497.27	28,688,054.00	$60,245	$860,642	$43,032	$963,919	$29,651,973	3.4%	31.26	1,484,486	528.53	31,136,459	8.5%
Classified	354.28	11,027,808.00	$23,158	$330,834	$16,542	$370,534	$11,398,342	3.4%	-2.38	-195,864	351.90	11,202,478	1.6%
Student/Teaching Assistant	0.00	4,109,681.00		$0		$0	$4,109,681	0.0%	0.00	480,400	0.00	4,590,081	11.7%
Irregular Help	0.00	994,578.00		$0		$0	$994,578	0.0%	0.00	2,378,582	0.00	3,373,160	239.2%
Total	1,561.40	104,325,478.42	$446,999	$2,998,236	$80,354	$3,525,589	$108,571,032	3.4%	**58.62**	4,345,792	1,620.01	112,916,824	8.2%
Idaho Small Business Development Center													
Faculty													
Professor						0	0	0.0%					
Associate Professor						0	0	0.0%					
Assistant Professor						0	0	0.0%					
Instr/Lect						0	0	0.0%					
Part-Time Instructor						0	0	0.0%					
Total Faculty		0	0	0	0	0	0	0.0%					
Executive/Administrative						0	0	0.0%					
Managerial/Professional	0.52	47,637		1,429	0	1,429	49,066	3.0%	0.59	31,554	1.11	80,620	
Classified						0	0	0.0%					
Student/Teaching Assistant						0	0	0.0%					
Irregular Help	0.00	200,000					200,000			321,480	0.00	521,480	
Total	0.52	247,637	0	0	0	0	249,066	0.0%	0.59	353,034	1.11	602,100	
TechHelp													
Faculty													
Professor						$0.00	0.00	0.0%					
Associate Professor						0	0	0.0%					
Assistant Professor						0	0	0.0%					
Instr/Lect						0	0	0.0%					
Part-Time Instructor						0	0	0.0%					
Total Faculty			0	0	0	0	0	0.0%					
Executive/Administrative						0	0	0.0%					
Managerial/Professional	0.00	0				0	0	#DIV/0!	0.25	17,498	0.25	17,498	
Classified							0	0.0%					
Student/Teaching Assistant							0	0.0%					
Irregular Help		75,000				0	75,000			73,902		148,902	
Total	0.00	75,000	0	0	0	0	75,000	0.0%	0.25	91,400	0.25	166,400.00	

IDAHO STATE UNIVERSITY
FY2017 BUDGET OVERVIEW
Appropriated Funds

In this budget cycle, Idaho State University continued the use of the Special Budget Consultation Committee (SBCC) to facilitate key budget discussions, deliberations, and recommendations. The SBCC included extensive representation of students, faculty, and staff.

The Board approved 2.5% tuition and fee increase reflected in this budget was reached after extensive internal deliberation and is ISU's lowest increase in twenty-eight years.

The FY2017 General Education operating budget totaling $150,143,500 represents an increase of 8.29% over FY2016. State General and Endowment appropriations increased by $6,577,200 in both permanent and one-time funding, representing a 9.01% increase. Budgeted revenue generated by student tuition is estimated to slightly decrease by -$117,400, or -0.18%, due to a decline in enrollment. Through state appropriations, institutional reallocations, student tuition and fee revenue, and reserves, funding will be provided for personnel benefit cost increases, ADA/accessibility, library inflation and support, Complete College Idaho, expansion of the Doctor of Physical Therapy program at the Meridian Health Sciences Center, support for both Pocatello and Meridian anatomy and physiology labs, facility maintenance and operations, academic support, student services, institutional support, investments in enrollment management and financial aid, and the 3% Change in Employee Compensation.

Unique to the FY2017 budget is a deficit of approximately -$5,034,000 representing 7.68% of estimated student tuition and fee revenue. In order to remain competitive and be sensitive to parents and students concerns regarding the cost of tuition, the institution's proposed and approved 2.5% tuition and fee increase will not be sufficient to cover funding for institutional priorities when combined with continuing enrollment challenges. As a result, Idaho State will fund this budget deficit from reserves. The University plans to recover this deficit and balance the budget at the end of a three-year recovery period through enrollment growth and resource reprioritization. Monitoring of the deficit and its recovery will occur through mechanisms such as use of the quarterly financial measurement system and monthly area reviews with University Business Officers.

Idaho State will be implementing a new financial incentive referred to as "Tuition Lock", and will be investing an additional $1,575,000 in institutional financial aid to address enrollment challenges and federal financial aid reductions. Tuition Lock will ensure that the "base" tuition rate first charged to a resident undergraduate student will remain constant for a period of four continuous academic years following initial enrollment. The goals of this initiative are to give students the incentive to complete their degrees in four years, and to provide students and their families with better financial certainty for planning their higher education goals by avoiding annual increases in the cost of tuition.

The University is providing additional institutional aid for Idaho residents that complete early college courses at ISU and choose to continue their higher education at ISU, and for current full-time Pell Grant eligible students with a minimum GPA of 2.5 that have declared a major. Additionally, Enrollment Management has a developed and will be implementing a nine-point plan to help improve enrollment.

At the encouragement of the Legislature, ISU will continue to invest in its employees. The compensation plan for FY2017 includes a performance increase with a 3% merit pool to provide faster salary advancement for higher performers in accordance with guidance from DFM and DHR. Classified minimum salaries will continue to be maintained at 75% of Policy in the State's FY2017 pay structure. The classified minimum hourly rate for benefitted positions will be raised to $10.00, which is 3% above the federal poverty rate for a family of three. Further, limited equity and market adjustments will be provided for employees who are below market and/or paid inequitably, and to address compensation issues based on race, gender, and ethnicity.

Idaho State has continued its restraint on student tuition and fee increases while making investments and creating incentives to increase enrollment. The institution will continue to maintain and enhance student support, actively develop and grow sponsored research, address key infrastructure and deferred maintenance needs, focus on compensation equity, and maintain affordability for students. A temporary use of reserves will be used to aid in the dynamic rebalancing of our financial posture, which is essential for improving student opportunities and increasing access to a high-quality education.

IDAHO STATE UNIVERSITY

Budget Distribution by Activity and Expense Class

July 1, 2016 - June 30, 2017

Appropriated Funds

		FY2016 Original Budget		FY2017 Original Budget		Changes from Prior Year	
		Amount	% of Total	Amount	% of Total	Amount	% Chge
	Revenue by Source						
1	State General Account - ongoing	$69,054,400	49.80%	$72,576,000	50.01%	$3,521,600	5.10%
2	State General Account - one time	927,700	0.67%	2,217,900	1.53%	1,290,200	139.08%
3	State Endowments	3,004,200	2.17%	3,609,600	2.49%	605,400	20.15%
4	Millennium Fund/Economic Recovery		0.00%	1,160,000	0.80%	1,160,000	0.00%
5	Student Tuition and Fees	65,663,500	47.36%	65,546,100	45.17%	(117,400)	-0.18%
6	Total Operating Revenues	$138,649,800	100.00%	$145,109,600	100.00%	$6,459,800	4.66%
	Expenses						
	By Function:						
7	Instruction	$64,865,990	47.41%	$67,585,167	46.43%	$2,719,177	4.19%
8	Research	4,964,666	3.63%	5,762,992	3.96%	798,326	16.08%
9	Public Service	0	0.00%	0	0.00%	0	0.00%
10	Library	5,901,532	4.31%	6,119,184	4.20%	217,652	3.69%
11	Student Services	6,502,493	4.75%	7,806,457	5.36%	1,303,964	20.05%
12	Student Financial Aid	3,864,449	2.82%	5,444,993	3.74%	1,580,544	40.90%
13	Physical Plant	20,478,812	14.97%	19,555,995	13.44%	(922,817)	-4.51%
14	Institutional Support	15,426,895	11.27%	17,077,500	11.73%	1,650,605	10.70%
15	Academic Support	11,264,571	8.23%	12,361,361	8.49%	1,096,790	9.74%
16	Auxiliaries	0	0.00%	0	0.00%	0	0.00%
17	Athletics	3,555,700	2.60%	3,841,100	2.64%	285,400	8.03%
18	**Total Bdgt by Function**	$136,825,108	100.00%	$145,554,749	100.00%	$8,729,641	6.38%
19	**By Expense Class:**						
20	Personnel Costs:						
21	Salaries:						
22	Faculty	$37,387,853	27.33%	$38,171,820	26.23%	$783,967	2.10%
23	Executive/Admin	4,608,605	3.37%	5,322,066	3.66%	713,461	15.48%
24	Managerial/Prof	16,243,102	11.87%	18,193,972	12.50%	1,950,870	12.01%
25	Classified	12,562,919	9.18%	12,856,084	8.83%	293,165	2.33%
26	Grad Assist	2,403,809	1.76%	2,451,630	1.68%	47,821	1.99%
27	Irregular Help	4,540,511	3.32%	5,112,107	3.51%	571,596	12.59%
28	Total Salaries	$77,746,799	56.82%	$82,107,679	56.41%	$4,360,880	5.61%
29	Personnel Benefits	28,967,018	21.17%	31,386,878	21.56%	2,419,860	8.35%
30	Total Pers Costs	$106,713,817	77.99%	$113,494,557	77.97%	$6,780,740	6.35%
31	Operating Expense:						
32	Travel	$598,407	0.44%	$684,369	0.47%	85,962	14.37%
33	Utilities	4,789,070	3.50%	3,824,820	2.63%	(964,250)	-20.13%
34	Insurance	757,989	0.55%	757,989	0.52%	0	0.00%
35	Other Oper. Exp	19,376,001	14.16%	21,573,635	14.82%	2,197,634	11.34%
36	Total Oper. Exp	$25,521,467	18.65%	$26,840,813	18.44%	$1,319,346	5.17%
37	Capital Outlay:						
38	Depart Equipment	$1,788,395	1.31%	$2,044,221	1.40%	255,826	14.30%
39	Library Acquisitions	2,801,429	2.05%	3,175,158	2.18%	373,729	13.34%
40	Total Cap Outlay	$4,589,824	3.35%	$5,219,379	3.59%	$629,555	13.72%
41	**Tot Bdgt by Exp Class**	$136,825,108	100.00%	$145,554,749	100.00%	$8,729,641	6.38%
42	One-time 27th Payroll (GF)	$0		$3,419,800		3,419,800	
43	One-time Capital Outlay	$0		$9,000		9,000	
44	One-time Other	$1,824,692		$1,160,000		(664,692)	
45	**Activity Total**	$138,649,800		$150,143,549		$11,493,749	8.29%
46	**TOTAL FTE POSITIONS**	1,173.68		1,205.04		31.36	2.67%

IDAHO STATE UNIVERSITY

Summary of Salary Changes for FY2017 by Employee Group

	Existing Positons								Position Adjustments		Total	
		FY2016		Salary Adjustments			FY2017					FY2017
Institution/Agency by Group	FTE	Salary Base	Promotion	Perf/Exp	Equity	Total	Salary	% Incr	FTE	Salary Base	FTE	Salary
General Education												
Faculty	459.55	32,095,423.28	99,449.66	803,644.44	106,824.52	1,009,918.62	33,105,341.90	3.15	2.76	-394,906.40	462.31	$32,710,435.50
Adjunct Faculty	0.00	5,292,430.05	3,057.60			3,057.60	5,295,487.65	0.06	0.00	165,896.66		$5,461,384.31
Executive/Administrative	30.54	4,608,604.92	7,300.80	152,359.42	36,545.60	196,205.82	4,804,810.74	4.26	3.66	517,255.10	34.20	$5,322,065.84
Managerial/Professional	271.79	16,243,102.12		430,572.02	53,198.02	483,770.04	16,726,872.16	2.98	21.43	1,467,099.77	293.22	$18,193,971.93
Classified	411.80	12,562,918.81		363,933.21	4,929.60	368,862.81	12,931,781.62	2.94	3.51	-75,697.50	415.31	$12,856,084.12
Teaching Assistant	0.00	2,403,808.80		71,898.24		71,898.24	2,475,707.04	2.99	0.00	-24,076.80	0.00	$2,451,630.24
Irregular Salaries	0.00	4,540,511.04				0.00	4,540,511.04	0.00	0.00	571,596.24	0.00	$5,112,107.28
Total	1,173.68	$77,746,799.02	$109,808.06	$1,822,407.33	$201,497.74	$2,133,713.13	$79,880,512.15	2.74	31.36	$2,227,167.07	1,205.04	$82,107,679.22
Idaho Dental Education Program												
Faculty	2.00	118,497.60		1,872.00		1,872.00	120,369.60	1.58			2.00	$120,369.60
Adjunct Faculty	0.00	65,155.20				0.00	65,155.20	0.00		-3,548.09	0.00	$61,607.11
Executive/Administrative	0.00	0.00				0.00	0.00	N/A			0.00	$0.00
Managerial/Professional	1.25	99,740.01		3,883.50		3,883.50	103,623.51	3.89		6,048.50	1.25	$109,672.01
Classified	0.00	0.00				0.00	0.00	0.00			0.00	$0.00
Teaching Assistant	0.00	0.00				0.00	0.00	N/A			0.00	$0.00
Irregular Salaries	0.00	26,978.18				0.00	26,978.18	N/A			0.00	$26,978.18
Total	3.25	$310,370.99	$0.00	$5,755.50	$0.00	$5,755.50	$316,126.49	1.85	0.00	$2,500.41	3.25	$318,626.90
Idaho Museum of Natural History												
Faculty	0.17	13,906.87				0.00	13,906.87	0.00	-0.17	-13,906.87	0.00	$0.00
Adjunct Faculty		0.00				0.00	0.00					$0.00
Executive/Administrative	0.41	56,285.62				0.00	56,285.62	0.00	0.09		0.50	$56,285.62
Managerial/Professional	5.30	208,807.57		4,306.37		4,306.37	213,113.94	2.06	-0.09		5.21	$213,113.94
Classified	1.20	36,849.28		1,664.00		1,664.00	38,513.28	4.52	0.01	1,560.00	1.21	$40,073.28
Teaching Assistant	0.00	0.00				0.00	0.00	N/A			0.00	$0.00
Irregular Salaries	0.00	11,659.55				0.00	11,659.55	N/A		19,802.75	0.00	$31,462.30
Total	7.08	$327,508.89	$0.00	$5,970.37	$0.00	$5,970.37	$333,479.26	1.82	-0.16	$7,455.88	6.92	$340,935.14
Family Practice Residency												
Faculty	1.00	195,429.94		2,697.06		2,697.06	198,127.00	1.38	-0.62	-122,759.52	0.38	$75,367.48
Adjunct Faculty		1,461.95				0.00	1,461.95			1,496.62		$2,958.57
Executive/Administrative	0.00	0.00				0.00	0.00	N/A			0.00	$0.00
Managerial/Professional	2.80	266,126.62		11,545.75		11,545.75	277,672.37	4.34	0.62	123,693.13	3.42	$401,365.50
Classified	2.00	65,353.60		2,579.20		2,579.20	67,932.80	3.95		-1,872.00	2.00	$66,060.80
Teaching Assistant	0.00	0.00				0.00	0.00	N/A			0.00	$0.00
Irregular Salaries	0.00	0.00				0.00	0.00	N/A			0.00	$0.00
Total	5.80	$528,372.11	$0.00	$16,822.01	$0.00	$16,822.01	$545,194.12	3.18	0.00	$558.23	5.80	$545,752.35

UNIVERSITY OF IDAHO
FY2016 BUDGET OVERVIEW
Appropriated Funds

The FY2017 General Education operating budget totals $174,200,000 with $171,406,500 in permanent base funding and $2,793,500 in one-time funding. Key base funding from the state includes:

- Salary Increases (CEC): $1,901,700
  - This amount covers approximately 62% of the CEC cost for the university's Education and General budget leaving $1.2m to be covered from other sources, primarily student tuition.
- Benefit Increases: $794,200
  - This amount covers approximately 49% of the estimated benefit costs for the Education and General budget leaving $0.8m to be covered from other sources, primarily student tuition.
- Complete College Idaho: $538,700 (includes $15,300 one-time)
  - This new appropriation represents 11% of the total CCI request of $5,002,000. These funds will be used to fund key student services positions.
- UI/NIC Computer Science Program: $950,000 (includes $350,000 one-time)
  - This new appropriation will be used to provide a complete third year in Coeur d'Alene for students completing an associates degree in computer science from North Idaho College.

Overall the base state general fund appropriation for the University of Idaho is increasing from $81,548,300 in FY2016 to $86,863,800 in FY2017, an increase of 6.5%.

The Board approved an overall undergraduate resident student tuition and fee increase of 3.0% or $212 per academic year. The student leadership once again provided key support for the operating budget, in this case by limiting the student activity fee increase for the coming year to 2.0% or $22.28 per academic year. These increases focused both on maintenance of current operations including Change in Employee Compensation (CEC) and benefit rate changes and investment in programs and services including tutoring, undergraduate research, multicultural affairs and LGBTQA. Student leadership also supported a 3.8% or $30 per academic year increase to the facility fee related to the future University of Idaho Arena. These small increases to the activity and facility fees allowed the majority of the student tuition and fee increase to go to tuition, which is the primary source of flexible dollars to meet the institution's key operating budget needs. There was no increase to the technology fees for FY17.

The Board approved professional fee increases for the Colleges of Law and Art and Architecture as well as program fee increases for the Masters of Science and Doctorate Athletic Training programs and the MOSS Environmental Education Graduate program. These increases will enable these programs to sustain quality and further invest in student success.

The University continues to focus on ensuring that all university resources are used in an effective manner to meet the strategic priorities of the university. Within the General Education budget these efforts for the coming year include the 3% CEC, a critical need for the university

as we try to compete for the best faculty and staff on the behalf of our students. In addition, we used increased state funding combined with tuition revenue to help cover the increased costs of providing medical benefits to our employees, and to meet obligated cost increases for utilities, contracts, and inflationary costs in Library serials and periodicals.

We believe the budget you see here will provide a sound base from which to grow an effective and efficient institution that can continue to meet its key roles in education, research and outreach.

UNIVERSITY OF IDAHO

Budget Distribution by Activity and Expense Class

July 1, 2016 - June 30, 2017

Appropriated Funds

		FY2016 Original Budget		FY2017 Original Budget		Changes from Prior Year	
		Amount	% of Total	Amount	% of Total	Amount	% Chge
	Revenue by Source						
1	State General Account - ongoing	$81,548,300	49.59%	$86,863,800	49.75%	$5,315,500	6.52%
2	State General Account - one time	1,013,200	0.62%	2,793,500	1.60%	1,780,300	175.71%
3	State Endowments	9,171,600	5.58%	10,099,200	5.78%	927,600	10.11%
4	Millennium Fund/Economic Recovery		0.00%	398,400	0.23%	398,400	0.00%
5	Student Tuition and Fees	72,711,900	44.22%	74,443,500	42.64%	1,731,600	2.38%
6	Total Operating Revenues	$164,445,000	100.00%	$174,598,400	100.00%	$10,153,400	6.17%
	Expenses						
	By Function:						
7	Instruction	$66,825,148	40.89%	$71,285,663	41.59%	$4,460,515	6.67%
8	Research	6,020,288	3.68%	6,260,298	3.65%	240,010	3.99%
9	Public Service	644	0.00%	642	0.00%	(2)	-0.31%
10	Library	9,742,835	5.96%	10,163,922	5.93%	421,087	4.32%
11	Student Services	9,510,508	5.82%	10,443,053	6.09%	932,545	9.81%
12	Student Financial Aid	6,871,448	4.20%	7,849,900	4.58%	978,452	14.24%
13	Physical Plant	27,248,901	16.67%	24,678,922	14.40%	(2,569,979)	-9.43%
14	Institutional Support	21,198,428	12.97%	24,105,198	14.06%	2,906,770	13.71%
15	Academic Support	12,089,400	7.40%	12,456,552	7.27%	367,152	3.04%
16	Auxiliaries		0.00%		0.00%	0	0.00%
17	Athletics	3,924,200	2.40%	4,162,350	2.43%	238,150	6.07%
18	**Total Bdgt by Function**	$163,431,800	100.00%	$171,406,500	100.00%	$7,974,700	4.88%
19	**By Expense Class:**						
20	Personnel Costs:						
21	Salaries:						
22	Faculty	$45,177,849	27.64%	$47,837,514	27.91%	$2,659,665	5.89%
23	Executive/Admin	6,165,817	3.77%	6,217,158	3.63%	51,341	0.83%
24	Managerial/Prof	15,399,100	9.42%	17,246,687	10.06%	1,847,587	12.00%
25	Classified	17,698,795	10.83%	19,651,161	11.46%	1,952,366	11.03%
26	Grad Assist	3,552,662	2.17%	3,552,665	2.07%	3	0.00%
27	Irregular Help	1,053,841	0.64%	1,039,317	0.61%	(14,524)	-1.38%
28	Total Salaries	$89,048,064	54.49%	$95,544,502	55.74%	$6,496,438	7.30%
29	Personnel Benefits	29,045,216	17.77%	32,253,482	18.82%	3,208,266	11.05%
30	Total Pers Costs	$118,093,280	72.26%	$127,797,984	74.56%	$9,704,704	8.22%
31	Operating Expense:						
32	Travel	$372,450	0.23%	$427,840	0.25%	55,390	14.87%
33	Utilities & Debt Service	10,187,122	6.23%	6,555,220	3.82%	(3,631,902)	-35.65%
34	Insurance	763,785	0.47%	1,207,199	0.70%	443,414	58.05%
35	Other Oper. Exp	27,767,026	16.99%	28,851,220	16.83%	1,084,194	3.90%
36	Total Oper. Exp	$39,090,383	23.92%	$37,041,479	21.61%	($2,048,904)	-5.24%
37	Capital Outlay:						
38	Depart Equipment	$566,582	0.35%	$570,582	0.33%	4,000	0.71%
39	Library Acquisitions	5,681,555	3.48%	5,996,455	3.50%	314,900	5.54%
40	Total Cap Outlay	$6,248,137	3.82%	$6,567,037	3.83%	$318,900	5.10%
41	**Tot Bdgt by Exp Class**	$163,431,800	100.00%	$171,406,500	100.00%	$7,974,700	4.88%
42	One-time 27th Payroll (GF)	$0		$2,428,200		$2,428,200	
43	One-time Capital Outlay	$809,200		$365,300		($443,900)	
44	One-time Other	$204,000		$398,400		$194,400	
45	**Activity Total**	$164,445,000		$174,598,400		$10,153,400	6.17%
46	**TOTAL FTE POSITIONS**	1,251.33		1,330.80		79.47	6.35%

UNIVERSITY OF IDAHO

Summary of Salary Changes for FY2016 by Employee Group

	FY2016 Budget Book		Annual Salary Process							Midyear Changes and Position Adjustments		FY2017 Budget Book		
		FY2016		Salary Adjustments				FY2017						
Institution/Agency by Group	FTE	Salary Base	Promotion	Merit	Equity/Other	Across the Board	Total	Salary	% Incr	FTE	Salary Base	FTE	Salary	% Incr
General Education (U1)														
Faculty														
Professor	150.66	$ 14,708,662.00	$ -	$ 367,474.37	$ -	$ -	$ 367,474.37	$ 15,076,136.37	2.50%	0.15	$ (122,489.37)	150.81	$ 14,953,647.00	1.67%
Associate Professor	142.66	10,757,412.00	65,852.05	281,933.57	-	-	347,785.62	11,105,197.62	3.23%	10.66	820,313.38	153.32	11,925,511.00	10.86%
Assistant Professor	118.52	7,623,758.00	114,363.80	247,910.40	-	-	362,274.20	7,986,032.20	4.75%	1.08	187,776.80	119.60	8,173,809.00	7.21%
Other	124.43	12,088,017.00	9,814.50	151,040.21	-	-	160,854.71	12,248,871.71	1.33%	(4.35)	535,675.29	120.08	12,784,547.00	5.76%
Total Faculty	536.27	$ 45,177,849.00	$ 190,030.35	$ 1,048,358.55	$ -	$ -	$ 1,238,388.90	$ 46,416,237.90	2.74%	7.54	$ 1,421,276.10	543.81	$ 47,837,514.00	5.89%
Executive/Administrative	38.88	6,165,817.00	-	159,666.55	-	-	159,666.55	6,325,483.55	2.59%	(1.32)	(108,325.55)	37.56	6,217,158.00	0.83%
Managerial/Professional	224.22	15,399,100.00	-	547,557.54	-	-	547,557.54	15,946,657.54	3.56%	27.49	1,300,029.46	251.71	17,246,687.00	12.00%
Classified	451.96	17,698,795.00	-	635,186.72	-	-	635,186.72	18,333,981.72	3.59%	45.76	1,317,179.28	497.72	19,651,161.00	11.03%
Teaching Assistant	-	3,552,662.00	-	-	-	-	-	3,552,662.00	0.00%	-	1.00	-	3,552,663.00	0.00%
Irregular Help	-	1,053,841.00	-	-	-	-	-	1,053,841.00	0.00%	-	(14,524.00)	-	1,039,317.00	-1.38%
Total	1,251.33	$ 89,048,064.00	$ 190,030.35	$ 2,390,769.36	$ -	$ -	$ 2,580,799.71	$ 91,628,863.71	2.90%	79.47	$ 3,915,636.29	1,330.80	$ 95,544,500.00	7.30%

LEWIS-CLARK STATE COLLEGE
FY2017 BUDGET OVERVIEW
Appropriated Funds

LCSC's FY2017 General Fund budget of $17,062,900 represents an 8.8% increase in appropriated General Fund dollars compared to FY2016; however, a large portion of this increased funding (approximately $1.3 million) was provided for one-time purposes, including one-time funding for the 27th payroll and capital outlay. The additional ongoing General Funds provided ($921,400 total) will help cover increased employee salary and benefit costs, continued funding of the College's CCI line item request ($290,200), and $71,500 for a Title IX Compliance Coordinator. General Fund monies provided approximately half of the Legislature's adopted 3% CEC increase and health insurance bump. One-time replacement capital outlay funding will be used to address critical technological and equipment needs across campus in FY17.

A portion of the CEC increase and increased employee benefit costs will again be borne by LCSC students. The College's modest 2.0% increase in tuition and fees for LCSC students was approved by the State Board of Education in April 2016. The projected revenue from this increase will be used to fund the CEC and benefit costs allocated to student fees by the Legislature, and to provide a modest pool of funding for faculty promotions and equity adjustments. Based on our enrollment projections and the newly-approved tuition level, we estimate that approximately $15.5 million in student fees will be generated in FY2017. An increase in Normal School Endowment funds ($2,131,200 in FY2017 compared to $1,804,200 in FY2016) will help offset increased operating costs. LCSC's Career & Technical Education (C.T.E.) allocation for FY2017 ($4,964,056) provides funding for salary and benefit increases, and one additional position each in Diesel Technology, Web Design and Development, and Collision Repair. One-time funds totaling $425,800 were also received for FY17, and will be used to address critical equipment needs in the CTE program, as well as 27th payroll costs.

SB 1410 appropriated one-time funding to the College from the Millennium Fund. These funds will be used to support public services activities aimed at smoking cessation.

The total of the budget components outlined above (General Fund, Student Fees, Normal School Endowment, C.T.E. dollars, and Millennium Funding) equals LCSC's FY2017 Total General Education and Career & Technical Education budget of $39,785,856. The ensuing schedules speak only to our General Education program (excluding CTE), and total $34,821,800 for FY17.

LCSC's General Education personnel structure will increase slightly in FY2017, to a total of 355.52 FTP. Our legislative appropriation included funding for 4 new positions (three for CCI, and one for Title IX Compliance). Costs associated with the 27th payroll will be funded from College reserves, and from the special one-time appropriation provided by the Legislature for this purpose.

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LEWIS-CLARK STATE COLLEGE

Budget Distribution by Activity and Expense Class

July 1, 2016 - June 30, 2017

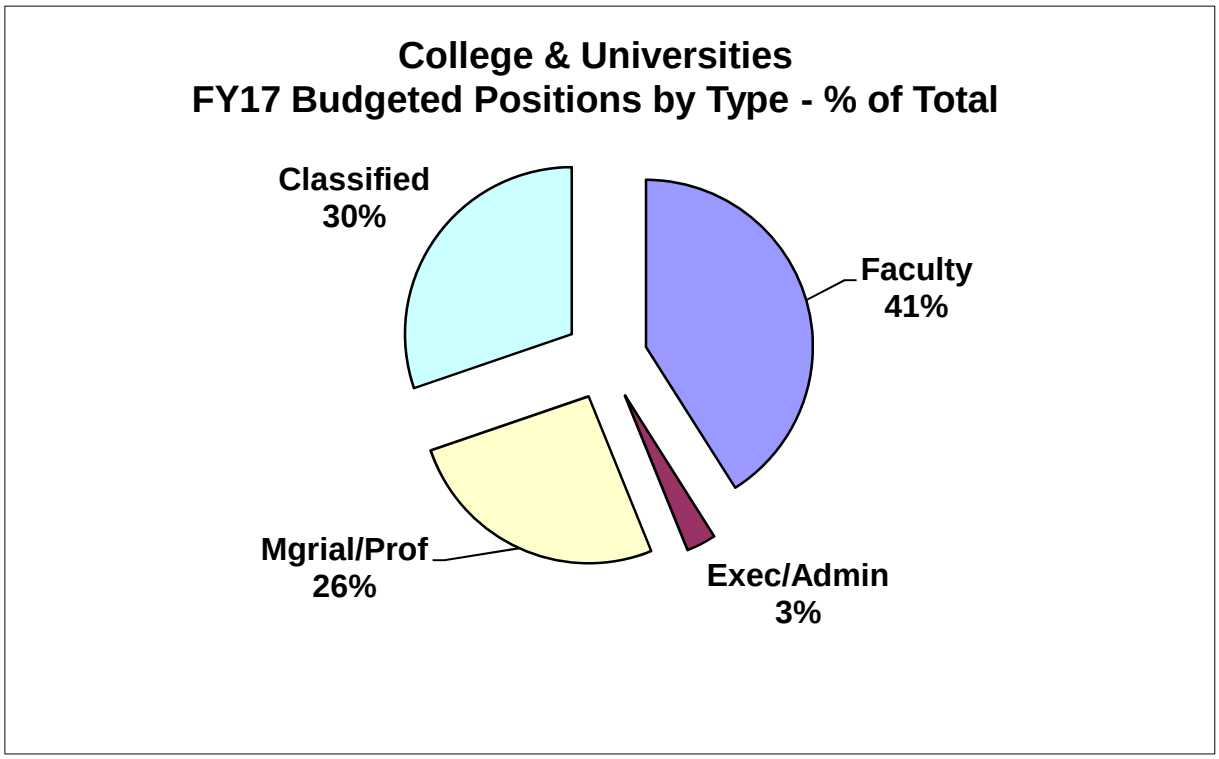
Appropriated Funds

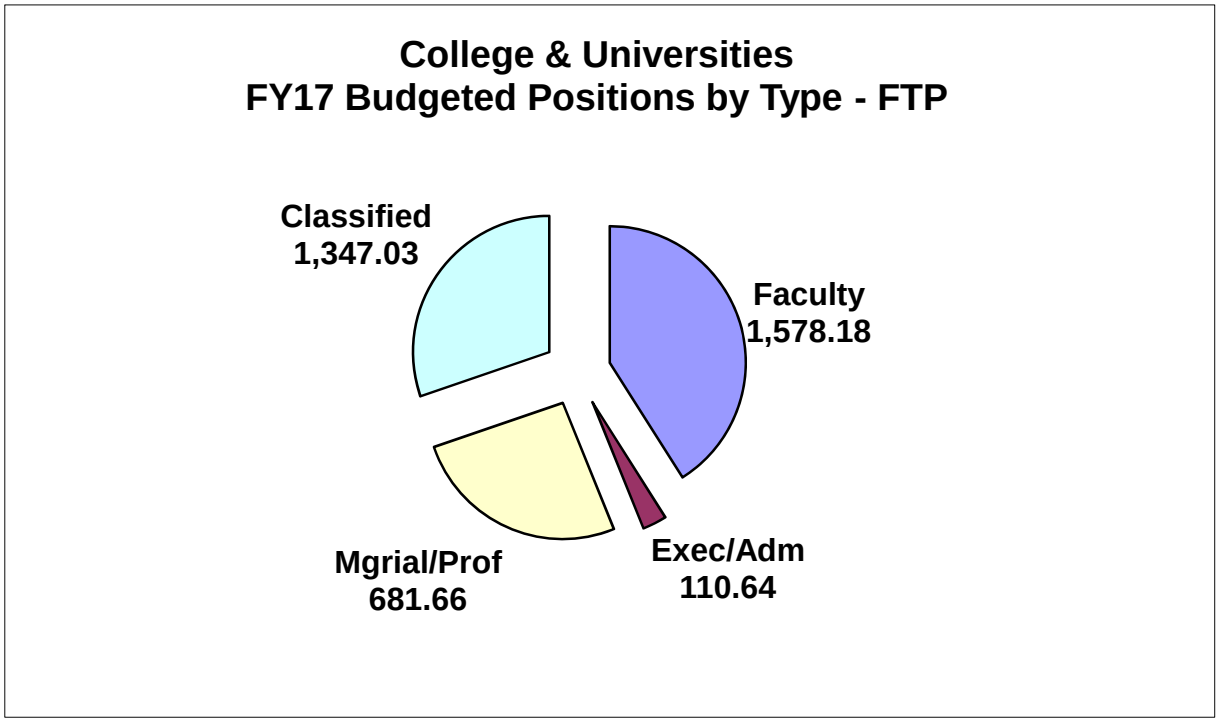
		FY2016 Original Budget		FY2017 Original Budget		Changes from Prior Year	
		Amount	% of Total	Amount	% of Total	Amount	% Chge
	Revenue by Source						
1	State General Account - ongoing	$14,862,200	45.37%	$15,783,600	45.33%	$921,400	6.20%
2	State General Account - one time	825,700	2.52%	1,279,300	3.67%	453,600	54.94%
3	State Endowments	1,804,200	5.51%	2,131,200	6.12%	327,000	18.12%
4	Millennium Fund/Economic Recovery		0.00%	127,700	0.37%	127,700	0.00%
5	Student Tuition and Fees	15,266,900	46.60%	15,500,000	44.51%	233,100	1.53%
6	Total Operating Revenues	$32,759,000	100.00%	$34,821,800	100.00%	$2,062,800	6.30%
	Expenses						
	By Function:						
7	Instruction	$15,180,013	47.54%	$15,765,224	47.18%	$585,211	3.86%
8	Research	148,104	0.46%	152,029	0.45%	3,925	2.65%
9	Public Service	325,622	1.02%	339,340	1.02%	13,718	4.21%
10	Library	1,308,771	4.10%	1,362,285	4.08%	53,514	4.09%
11	Student Services	2,704,108	8.47%	3,182,558	9.52%	478,450	17.69%
12	Student Financial Aid	540,000	1.69%	540,000	1.62%	0	0.00%
13	Physical Plant	3,043,727	9.53%	3,153,192	9.44%	109,465	3.60%
14	Institutional Support	4,967,784	15.56%	4,986,120	14.92%	18,336	0.37%
15	Academic Support	2,578,276	8.07%	2,744,550	8.21%	166,274	6.45%
16	Auxiliaries	11,400	0.04%	11,400	0.03%	0	0.00%
17	Athletics	1,125,495	3.52%	1,178,103	3.53%	52,608	4.67%
18	**Total Bdgt by Function**	$31,933,300	100.00%	$33,414,800	100.00%	$1,481,500	4.64%
19	**By Expense Class:**						
20	Personnel Costs:						
21	Salaries:						
22	Faculty	$9,072,423	28.41%	$9,498,590	28.43%	$426,167	4.70%
23	Executive/Admin	1,339,786	4.20%	1,430,341	4.28%	90,555	6.76%
24	Managerial/Prof	4,246,505	13.30%	4,666,045	13.96%	419,540	9.88%
25	Classified	2,808,786	8.80%	2,974,924	8.90%	166,138	5.91%
26	Grad Assist		0.00%		0.00%	0	0.00%
27	Irregular Help	469,300	1.47%	459,400	1.37%	(9,900)	-2.11%
28	Total Salaries	$17,936,800	56.17%	$19,029,300	56.95%	$1,092,500	6.09%
29	Personnel Benefits	7,555,300	23.66%	8,263,600	24.73%	708,300	9.37%
30	Total Pers Costs	$25,492,100	79.83%	$27,292,900	81.68%	$1,800,800	7.06%
31	Operating Expense:						
32	Travel	$0	0.00%	$0	0.00%	0	0.00%
33	Utilities	888,000	2.78%	888,000	2.66%	0	0.00%
34	Insurance	186,300	0.58%	202,200	0.61%	15,900	8.53%
35	Other Oper. Exp	4,912,900	15.38%	4,577,700	13.70%	(335,200)	-6.82%
36	Total Oper. Exp	$5,987,200	18.75%	$5,667,900	16.96%	($319,300)	-5.33%
37	Capital Outlay:						
38	Depart Equipment	$91,000	0.28%	$91,000	0.27%	0	0.00%
39	Library Acquisitions	363,000	1.14%	363,000	1.09%	0	0.00%
40	Total Cap Outlay	$454,000	1.42%	$454,000	1.36%	$0	0.00%
41	**Tot Bdgt by Exp Class**	$31,933,300	100.00%	$33,414,800	100.00%	$1,481,500	4.64%
42	One-time 27th Payroll (GF)	$0		$428,000		428,000	
43	One-time Capital Outlay	$825,700		$851,300		25,600	
44	One-time Other	$0		$127,700		127,700	
45	**Activity Total**	$32,759,000		$34,821,800		$2,062,800	6.30%
46	**TOTAL FTE POSITIONS**	346.27		355.52		9.25	2.67%

LEWIS-CLARK STATE COLLEGE

Summary of Salary Changes for FY2017 by Employee Group

	Existing Positons								Position Adjustments		Total	
		FY2016		Salary Adjustments			FY2017					**FY2017**
Institution/Agency by Group	FTE	Salary Base	Promotion	Merit (CEC)	Equity	Total	Salary	% Incr	FTE	Salary Base	FTE	Salary Base
General Education												
Faculty												
Professor	41.00	2,678,458		71,278	39,100	110,378	2,788,836	4.12	(4.00)	(242,414)	37.00	2,546,422
Associate Professor	33.00	1,847,345	27,500	60,239	15,500	103,239	1,950,584	5.59	4.00	204,201	37.00	2,154,785
Assistant Professor	45.50	2,215,483		49,742	19,300	69,042	2,284,525	3.12	3.00	151,400	48.50	2,435,925
Instr/Lect	25.49	1,144,138		25,540	1,500	27,040	1,171,178	2.36	0.03	3,280	25.52	1,174,458
Part-Time Instructor	0.00	1,187,000				0	1,187,000	0.00	0.00	0	0.00	1,187,000
Total Faculty	144.99	9,072,423	27,500	206,799	75,400	309,699	9,382,122	3.41	3.03	116,468	148.02	9,498,590
Executive/Administrative	13.90	1,339,786		38,255	9,619	47,874	1,387,660	3.57	0.00	42,681	13.90	1,430,341
Managerial/Professional	89.53	4,246,505		156,790	41,880	198,670	4,445,175	4.68	5.01	220,870	94.54	4,666,045
Classified	97.85	2,808,786		99,301	8,279	107,580	2,916,366	3.83	1.21	58,558	99.06	2,974,924
Irregular Help	0.00	469,300				0	469,300	0.00	0.00	(9,900)	0.00	459,400
Total	346.27	17,936,800	27,500	501,145	135,178	663,823	18,600,623	3.70	9.25	428,677	355.52	19,029,300


College & Universities
FY17 Budgeted Positions by Type - % of Total
Classified
30%
Faculty
41%
Mgrial/Prof
26%
Exec/Admin
3%


College & Universities
FY17 Budgeted Positions by Type - FTP
Classified
1,347.03
Faculty
1,578.18
Mgrial/Prof
681.66
Exec/Adm
110.64

COLLEGE & UNIVERSITIES
Operating Budget Personnel Costs Summary
July 1, 2016 - June 30, 2017

		FY2016 Original Budget				FY2017 Original Budget			
	Classification	FTE	Salaries	Benefits	Total	FTE	Salaries	Benefits	Total
	BOISE STATE UNIVERSITY								
1	Faculty	666.66	$53,382,413	$20,643,748	$74,026,161	696.06	$55,533,115	$20,337,221	$75,870,336
2	Executive/Administrative	43.19	6,842,909	$2,726,533	9,569,442	43.53	7,081,530	$2,039,757	9,121,287
3	Managerial/Professional	497.27	28,688,054	$11,295,635	39,983,689	528.53	31,136,459	$13,095,046	44,231,505
4	Classified	354.28	11,027,808	$4,284,551	15,312,359	351.90	11,202,478	$7,211,126	18,413,604
5	Irregular Help		994,578	84,003	1,078,581		3,373,160	404,779	3,777,939
6	Graduate Assistants		4,109,681	164,387	4,274,068		4,590,081	183,603	4,773,684
7	TOTAL	1,561.40	$105,045,443	$39,198,857	$144,244,300	1,620.02	$112,916,823	$43,271,532	$156,188,355
8				Number of New Positions		58.62			
9									
10									
11	IDAHO STATE UNIVERSITY								
12	Faculty	459.55	$37,387,853	$ 13,310,039	$50,697,892	462.31	$38,171,820	$ 13,988,860	$52,160,680
13	Executive/Administrative	30.54	4,608,605	1,289,436	5,898,041	34.20	5,322,066	1,511,156	6,833,222
14	Managerial/Professional	271.79	16,243,102	6,445,635	22,688,737	292.22	18,193,972	7,384,451	25,578,423
15	Classified	411.80	12,562,919	7,524,108	20,087,027	416.31	12,856,084	8,084,674	20,940,758
16	Irregular Help		4,540,511	385,122	4,925,633		5,112,107	404,939	5,517,046
17	Graduate Assistants		2,403,809	12,678	2,416,487		2,451,630	12,798	2,464,428
18	TOTAL	1,173.68	$77,746,799	$28,967,018	$106,713,817	1,205.04	$82,107,679	$31,386,878	$113,494,557
19				Number of New Positions		31.36			
20									
21									
22	UNIVERSITY OF IDAHO								
23	Faculty	536.27	$45,177,849	$14,012,238	$59,190,087	543.81	$47,837,514	$14,877,471	$62,714,985
24	Executive/Administrative	38.88	6,165,817	2,065,571	8,231,388	37.56	6,217,158	2,136,827	8,353,985
25	Managerial/Professional	224.22	15,399,100	5,819,617	21,218,717	251.71	17,246,687	7,053,898	24,300,585
26	Classified	451.96	17,698,795	6,802,537	24,501,332	497.72	19,651,161	8,037,321	27,688,482
27	Irregular Help		1,053,841	258,214	1,312,055		1,039,317	76,908	1,116,225
28	Graduate Assistants		3,552,662	87,039	3,639,701		3,552,665	71,057	3,623,722
29	TOTAL	1,251.33	$89,048,064	$29,045,216	$118,093,280	1,330.80	$95,544,502	$32,253,482	$127,797,984
30				Number of New Positions		79.47			
31									
32									
33	LEWIS CLARK STATE COLLEGE								
34	Faculty	144.99	$9,072,423	$3,449,137	$12,521,560	148.02	$9,498,590	$3,724,785	$13,223,375
35	Executive/Administrative	13.90	1,339,786	433,149	1,772,935	13.90	1,430,341	467,790	1,898,131
36	Managerial/Professional	89.53	4,246,505	1,906,267	6,152,772	94.54	4,666,045	2,155,346	6,821,391
37	Classified	97.85	2,808,786	1,726,486	4,535,272	99.06	2,974,924	1,875,804	4,850,728
38	Irregular Help		469,300	40,261	509,561		459,400	39,875	499,275
39	Graduate Assistants		0	0	0		0	0	0
40	TOTAL	346.27	$17,936,800	$7,555,300	$25,492,100	355.52	$19,029,300	$8,263,600	$27,292,900
41				Number of New Positions		9.25			
42									
43									
44	TOTAL COLLEGE & UNIVERSITIES								
45	Faculty	1,807.47	$145,020,538	$51,415,162	$196,435,700	1,850.20	$151,041,039	$52,928,337	$203,969,376
46	Exec/Admin	126.51	18,957,117	6,514,689	25,471,806	129.19	20,051,095	6,155,530	26,206,625
47	Mgrial/Prof	1,082.81	64,576,761	25,467,154	90,043,915	1,167.00	71,243,163	29,688,741	100,931,904
48	Classified	1,315.89	44,098,308	20,337,682	64,435,990	1,364.99	46,684,647	25,208,925	71,893,572
49	Irregular Help	0.00	7,058,230	767,600	7,825,830	0.00	9,983,984	926,501	10,910,485
50	Graduate Assistants	0.00	10,066,152	264,104	10,330,256	0.00	10,594,376	267,458	10,861,834
51	TOTAL	4,332.68	$289,777,106	$104,766,391	$394,543,497	4,511.38	$309,598,304	$115,175,492	$424,773,796
52				Number of New Positions		178.70			

IDAHO CAREER & TECHNICAL EDUCATION
FY2017 BUDGET OVERVIEW
Appropriated Funds

Funds are appropriated to Idaho Career & Technical Education for career & technical education programs and services. The State Board of Education approved the allocation of the appropriation for postsecondary career & technical education at its April 13-14, 2016 meeting. Idaho Career & Technical Education requests approval of the FY2017 Operating Budget for the Postsecondary Career & Technical Education System.

The allocation and reallocation of funds for the FY2017 Postsecondary Career & Technical Education System is based on the Strategic Plan for Career & Technical Education in Idaho, as well as Board and Legislative Intent.

The FY2017 postsecondary budget reflects an overall increase in the budget of $4,924,799 or 12.46%. The increase includes $3.8 million in funds for capacity expansion of 30 specific programs at the 6 Postsecondary technical colleges; $218,000 in one-time funding to purchase replacement equipment at the 6 technical colleges; $119,600 in ongoing funding for maintenance of the Colleague Data System at EITC as well as $870,300 to fund a 3% CEC and $595,500 for the 27th payroll.

The following schedules are provided for review:

Operating Budget Distribution by Activity and Expense Standard Class Page 34
Operating Budget Personnel Costs Summary Page 35

Postsecondary Career & Technical Education System

Operating Budget Distribution by Activity and Expense Standard Class

July 1, 2016 - June 30, 2017

	Original FY2016	Percent of Total	Original FY2017	Percent of Total	Change from Prior Year	Percent Change
By Activity:						
Instruction	37,735,772	95.44%	42,162,340	94.82%	4,426,568	11.73%
Plant Maintenance & Operations	1,037,528	2.62%	957,711	2.15%	(79,817)	-7.69%
One-Time Funds	765,800	1.94%	1,343,849	3.02%	578,049	75.48%
Total Operating Budget	39,539,100	100.00%	44,463,900	100.00%	4,924,800	12.46%
TOTAL BUDGET	39,539,100	100.00%	44,463,900	100.00%	4,924,800	12.46%
By Expense Standard Class:						
Personnel Costs:						
Faculty	15,197,823	39.20%	17,181,146	39.97%	1,983,323	13.05%
Executive/Administrative	949,735	2.45%	1,049,267	2.44%	99,532	10.48%
Managerial/Professional	3,577,171	9.23%	3,585,030	8.34%	7,859	0.22%
Classified	4,018,380	10.36%	4,195,054	9.76%	176,674	4.40%
Irregular Help	997,829	2.57%	995,397	2.32%	(2,432)	-0.24%
Total Salaries	24,740,938	63.81%	27,005,894	62.82%	2,264,956	9.15%
Personnel Benefits	10,242,011	26.42%	11,475,831	26.69%	1,233,820	12.05%
Total Personnel Costs	34,982,949	90.22%	38,481,725	89.52%	3,498,776	10.00%
Operating Expenses:	3,790,352	9.78%	4,507,026	10.48%	716,674	18.91%
Capital Outlay:	0	0.00%	0	0.00%	0	0.00%
Total On-Going Operating Budget	38,773,301	100.00%	42,988,751	100.00%	4,215,450	10.87%
One-Time Personnel Costs	0		425,649		425,649	
One-Time Operating Expenses	0		0		0	
One-Time Capital Outlay	765,800		1,049,500		283,700	
Total One-Time Funds	765,800		1,475,149		709,349	
TOTAL BUDGET	39,539,101	100.00%	44,463,900	100.00%	4,924,799	12.46%
Total Full Time Positions (FTP)	491.83		524.36		32.53	6.61%

Postsecondary Career & Technical Education System
Operating Budget Personnel Costs
Summary
July 1, 2016 - June 30, 2017

	FY 2016 Operating Budget				FY 2017 Operating Budget			
Classification	**FTP**	**Salaries**	**Benefits**	**Total**	**FTP**	**Salaries**	**Benefits**	**Total**
Faculty	296.15	15,197,823	6,232,309	21,430,132	325.65	17,181,146	7,255,264	24,436,410
Exec/Admin	9.58	949,734	304,948	1,254,682	10.28	1,049,266	338,930	1,388,196
Manage/Prof	64.46	3,577,171	1,441,202	5,018,373	62.99	3,585,029	1,459,939	5,044,968
Classified	121.64	4,018,380	2,140,257	6,158,637	125.44	4,195,054	2,300,099	6,495,153
Irreg Help	0.00	997,829	123,294	1,121,123	0.00	995,398	121,599	1,116,997
TOTAL	**491.83**	**24,740,937**	**10,242,010**	**34,982,947**	**524.36**	**27,005,893**	**11,475,831**	**38,481,724**

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University of Idaho
FY2017 Budget Overview
Agricultural Research and Extension Service

The Agricultural Research and Extension Service Appropriation (ARES) received a 6.2% increase in appropriation from FY16 to address the annual CEC and the 27th payroll that occurs every 11 years.

In support of the strategic goals of increasing enrollment and the go on rate as well as the advancement of graduate assistantships (GA) we will continue to develop our strategic direction and align our resources to promote enrollment/GA through continued excellence in research opportunities and education. ARES will also continue to identify alternate funding sources to supplement current funding to move toward an appropriate balance between personnel and operating expenditures.

We will continue to improve our operations to make appropriate adjustments In order to serve the needs of the citizens and stakeholders of Idaho.

UNIVERSITY OF IDAHO
AVAILABILITY AND ALLOCATION OF FUNDS FOR FY2017
AGRICULTURAL RESEARCH AND EXTENSION SYSTEM

		FTE	AMOUNT
1	**FUNDS AVAILABLE**		
2			
3	FY2016 Operating Budget Base	292.74	$ 28,761,800
4	Adjustments: Reappropriation		-
5	Adjustments: Appropriation Adjustment		(1,600)
6	Adjustments: Remove One-Time		-
7			
8			-
9	Adjustments: FTP Additions	4.08	-
10	Adjustments: FTP Adjustment	-	
11	FY2016 Adjusted Budget Base	296.82	$ 28,760,200
12			
13	Additional Funding for FY2016		
14			$ -
15			-
16	Total Funding Reduction	-	$ (1,600)
17	Total Funds Available for FY2016	296.82	$ 28,760,200
18			
19			
20			
21	**ALLOCATION OF FUNDS**		
22			
23	FY2017 Adjusted Budget Base	296.82	$ 28,760,200
24			
25	MCO Increases/Decreases to Budget Base		
26	Operating Expense		$ 27,300
27	Inflationary Adjustments		$ 794,300
28	Benefit Costs		305,200
29	Change in Employee Compensation		653,700
30			
31	Total MCO Increases/Decreases	-	$ 1,780,500
32			
33	Enhancements to Budget Base		
34	Increase in Personnel	0.19	$ -
35	Sheep Research Station	-	-
36	Total Enhancements	0.19	$ -
37			
38	Total Increases	0.19	$ 1,780,500
39			
40	FY2017 Operating Budget	297.01	$ 30,540,700

AGRICULTURAL RESEARCH & EXTENSION SERVICE

Operating Budget Personnel Costs Summary

July 1, 2016 - June 30, 2017

	FY2016 Operating Budget				FY2017 Operating Budget			
Classification	FTE	Salaries	Benefits	Total	FTE	Salaries	Benefits	Total
Faculty	173.75	$13,727,397	$2,520,120	$16,247,517	173.94	$14,698,986	$2,696,528	$17,395,514
Executive/Administrative	2.86	441,474	$125,722	567,196	2.86	472,377	$134,523	606,900
Managerial/Professional	31.94	1,746,708	$683,663	2,430,371	31.94	1,868,978	$731,519	2,600,497
Classified	88.27	3,487,719	$1,587,994	5,075,713	88.27	3,731,859	$1,699,154	5,431,013
Irregular Help		362,354	54,353	416,707		387,719	58,158	445,876
Graduate Assistants		251,967	2,519	254,486		269,605	2,695	272,300
TOTAL	296.82	$20,017,619	$4,974,371	$24,991,990	297.01	$21,429,523	$5,322,577	$26,752,100

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HEALTH EDUCATION PROGRAMS

FY 2017 Operating Budget

	FY 2016 BUDGET	FY 2017 BUDGET	PERCENT of CHANGE
By Program:			
WI Veterinary Education	2,015,600	2,088,400	3.61%
WWAMI Medical Education	4,638,900	4,876,100	5.11%
Idaho Dental Education Program	1,753,600	1,827,800	4.23%
University of Utah Medical Education	1,356,000	1,466,200	8.13%
Family Medicine Residencies	2,936,900	3,174,900	8.10%
Boise Internal Medicine Residency	240,000	240,000	0.00%
Psychiatry Residency	157,800	157,800	0.00%
Total Programs	**13,098,800**	**13,831,200**	5.59%
By Fund Source:			
General Fund	12,795,300	13,514,000	5.62%
Student Fee Revenue	303,500	317,200	4.51%
Total Funds	**13,098,800**	**13,831,200**	5.59%
By Expenditure Classification:			
Personnel Costs	2,579,600	2,889,000	11.99%
Operating Expenditures	1,819,100	1,891,200	3.96%
Capital Outlay	37,500	63,900	70.40%
Trustee & Benefits	8,662,600	8,987,100	3.75%
Lump Sum	0	0	0.00%
Total Expenditures	**13,098,800**	**13,831,200**	5.59%
Full Time Position	23.8	24.8	4.20%

Budget Overview

The FY 2017 budget for Health Education Programs reflects a 5.59% increase including contract inflation totaling $84.2k, 3% ongoing CEC of $64.8k, replacement items of $58.4k, 27th payroll of $83.4k, and benefit cost increases of $25.5k. WWAMI received 1.00 FTP and $278.9k to add five new first year medical students and for curriculum revisions. The Legislature also funded $84.6k for two new seats in the University of Utah Medical School program and funding for six additional residents to the Kootenai Health Family Medicine Residencies Program.

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SPECIAL PROGRAMS

FY 2017 Operating Budget

	FY 2016 BUDGET	FY 2017 BUDGET	PERCENT of CHANGE
By Program:			
Forest Utilization Research	1,078,800	1,268,400	17.58%
Geological Survey	824,200	1,123,300	36.29%
Scholarships and Grants:			
Idaho Promise Scholarship - A	72,000	19,500	-72.92%
Idaho Promise Scholarship - B	0	0	0.00%
Atwell Parry Work Study Program	1,186,000	1,186,000	0.00%
Teachers/Nurses Loan Forgiveness	80,000	40,000	-50.00%
Armed Forces/Public Safety Officers	179,100	280,000	56.34%
Scholarships Program Manager	61,600	65,900	6.98%
Opportunity Scholarship	5,146,200	10,137,800	97.00%
GEARUP Scholarship	2,083,400	1,724,400	-17.23%
Total Scholarships and Grants	8,808,300	13,453,600	52.74%
Museum of Natural History	486,000	532,700	9.61%
Small Business Development Centers	567,700	610,100	7.47%
TechHelp	155,100	166,400	7.29%
Total Programs	**11,920,100**	**17,154,500**	43.91%
By Fund Source:			
General Fund	9,836,700	15,430,100	56.86%
Federal Funds	2,083,400	1,724,400	-17.23%
Total Funds	**11,920,100**	**17,154,500**	43.91%
By Expenditure Classification:			
Personnel Costs	2,968,600	3,501,200	17.94%
Operating Expenditures	174,100	215,100	23.55%
Capital Outlay	49,500	70,300	
Trustee/Benefit or Lump Sum Payments	8,727,900	13,367,900	53.16%
Total Expenditures	**11,920,100**	**17,154,500**	43.91%
Full Time Position	38.13	42.13	10.49%

Budget Overview

The FY 2017 budget for Special Programs reflects a 52.3% increase including an addition of $40K in benefit cost increaes, $78K in 3% ongoing CEC, $97K for 27th payroll, and $33K in replacement capital. The Forest Utilization Research program received 1 FTP and $88K to hire an economic research scientist and 1 FTP and $83K for a sage grouse research initiative. The Geological Survey received 1 FTP and $130K for a geologic hazard position and 1 FTP and $92K for a GIS analyst. The Opportunity Scholarship was increased $5M ongoing to increase scholarships. The GEARUP program was reduced by the prior-year one-time federal funds spending authority for additional scholarships. The Postsecondary Scholarship Credit program was provided $1M to reward students who have met certain criteria for earning postsecondary credits prior to graduation form high schoool.

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FY2017 SBOE ALTERATION AND REPAIR PROJECTS

AGENCY / INSTITUTION	DPW PROPOSED FUNDING	AGENCY REQUESTS	AGENCY PRIORITY
EDUCATION, STATE BOARD OF			
BOISE STATE UNIVERSITY			
Laboratory Exhaust Hood Upgrades, Science Building	150,000	150,000	1
Recurring Chiller Replacement, Multiple Buildings	1,000,000	1,000,000	2
Recurring Elevator Repair, Multiple Buildings	350,000	350,000	3
Refrigerator & Freezer Generator Systems, Environmental Research Building	150,000	150,000	4
Roof Replacement, Multiple Buildings	350,000	350,000	5
Recurring Sidewalk Repair & Replacement, Campus Wide	150,000	150,000	6
Information Technology Infrastructure, Campus Wide	210,000	210,000	7
Fourth & Sixth Floor Renovations, Education Building		400,000	8
Recurring Flooring Abatement & Replacement, Multiple Buildings		495,000	9
Boiler Replacement, Yanke Family Research Park		400,000	10
Water Upgrade, Ph. 2, Science Building		475,000	11
Deionized Water System Design & Replace, Science Building		895,000	12
Classroom Renewal & Pedagogical Improvements, Multiple Buildings		300,000	13
Pneumatic Controls To DDC Upgrade, Science Buildings		250,000	14
Concrete Sealant, Lincoln & Brady Garages		200,000	15
Replace Pneumatic HVAC Controls With DDC, Multiple Buildings, Campus Wide		800,000	16
Replace Computer Room Cooling Unit, Micron Engineering Center, Rm 305		75,000	17
Theater Curtain Fire Resistance Assessment & Replacement, Multiple Buildings		100,000	18
Repair Southeast Air Handler, Albertson Library		410,000	19
High Voltage Power Vault Upgrade, University High-Voltage Power Loop		35,000	20
Irrigation Main Line Replacement & Point Of Use Controls, Campus Wide		290,000	21
Upgrade Plumbing Systems, Bronco Gym		120,000	22
Pool Dehumidification and HVAC Replacement, Kinesiology Annex		800,000	23
Building Emergency Power System Upgrades, Campus Wide		150,000	24
Upgrade Electrical Power Service Entrance, Administration Building		150,000	25
Replace Building Entrance Stair & Ramp, Multiple Buildings		50,000	26
Replace Main Air Handler, Liberal Arts Building		275,000	27
Fire Alarm & Notification Upgrade, Campus Wide		105,000	28
Fire Alarm IP System Battery/Power Backup, Campus Wide		500,000	29
Initial Request Combined with Priority 24		0	30
Initial Request Combined with Priority 19		0	31
HVAC Upgrade, Yanke Family Research Park		850,000	32
Upgrade Building Lighting Control Panel, Micron Engineering Center		105,000	33
Exterior Finish & Insulation System (EFIS) Repair, Micron Engineering Center		50,000	34
Exterior Wayfinding Signage, Phase 1, Campus Wide		500,000	35
HVAC Validation, Science Building		50,000	36
Study & Upgrade Fume Hood, Science & Engineering		40,000	37
HVAC & Fume Exhaust Hood Upgrades, Mathematics Building		50,000	38
Steam Tunnel Lid Renovations, Campus Wide		100,000	39
Parking Lot Asphalt Overlay, Campus Wide		250,000	40
HVAC System Operation Analysis & Validation, Micron Engineering Center		30,000	41
Window Assessment & Replacement, Ph. 2, Science, Education & Other Bldgs		520,000	42
Electrical Feed To Switch Gear, Taco Bell Arena		50,000	43
Replace Electric Switch Gear, Special Event Center		100,000	44
Exterior Entry Door Replacement, Campus School		75,000	45
Exterior Masonry Cleaning and Repointing, Heat Plant		50,000	46
Emergency Phone Replacement & Additions, Ph. 3, Campus Wide		130,000	47
Rooftop Access & Fall Protection Upgrades, Multiple Buildings, Campus Wide		250,000	48
Initial Request Moved to ADA Requests		0	49
Remodel Computer Classroom 103, Micron Engineering Center		250,000	50
SUBTOTAL	2,360,000	13,085,000	

PBFAC RECOMMENDATION

FY2017 SBOE ALTERATION AND REPAIR PROJECTS

AGENCY / INSTITUTION	*DPW PROPOSED FUNDING*	*AGENCY REQUESTS*	*AGENCY PRIORITY*
IDAHO STATE UNIVERSITY			
Classroom Renovation, Physiology Lab, Gale Life Science	499,475	499,475	1
Remodel Program Space, Physical Therapy/Occupational Therapy, Garrison Hall	600,000	600,000	2
Replace Water Source Heat Pumps, Museum	322,000	322,000	3
Study, Utility Tunnels	135,000	135,000	4
Emergency Notication Systems (ENS), All Campuses	235,000	235,000	5
Separate Early Learning Center Water Line From Utility Tunnel/Bldg. 6	190,000	190,000	6
Relocate Arts & Letters Dean's Suite, Frazier Hall, Bldg. 1		785,000	7
Ventilation, Controls, Health Code Compliance, First Floor Restrooms, Oboler Library	197,000	197,000	8
Utility Tunnel Access Points, Campus Wide	148,000	148,000	9
Repair/Replace Concrete Sidewalks, Idaho Falls Campus		86,000	10
Exterior Concrete Repair, Pocatello Campus		140,000	11
Sewer Main Repairs, Frazier to Carter St.		145,000	12
Replace/Repair Steam/Condensate Lines, Utility Tunnel, Chemistry To 8th Ave		510,000	13
Replace Hydronic Chiller, Liberal Arts		316,250	14
Upgrade HVAC, Fine Arts		455,000	15
Replace Penthouse HVAC, Gale Life Science		615,000	16
Replace Feedwater Controls, #3 & #4 Boilers, Heat Plant		140,000	17
Renovation, Dowling Building		890,000	18
Video Classroom Upgrades, Finishes, & Systems, Oboler Library		775,000	19
Masonry Repairs, Pocatello Campus, Various Buildings		236,113	20
Storm Water Repairs, Holt Arena		95,000	21
Replace Carpet, Oboler Library		256,200	22
Replace All Piping & Cast Iron Heaters, Colonial Hall		225,000	23
Research & Training Laboratory, Meridian		307,500	24
Replace 2nd Floor HVAC Units With New Child Proof Units, Family Medicine and Family		135,000	25
Replace RTU's & Ductwork, Roy F. Christensen (RFC) Building		850,000	26
Replace Boiler & Associated Equipment, RFC		437,000	27
Replace Entry Doors, Various Buildings		230,000	28
Replace Greenhouse Roof & HVAC, Gale Life Science		457,700	29
Replace Greenhouse Roof & HVAC, Plant Science		370,000	30
Replace Air Conditioning Unit, College Of Education		250,000	31
Asbestos Abatement, Floor Tiles In Corridors, Administration Building		75,044	32
Replace Steam & Condensate Piping & Main Shop Heaters, Armory		130,000	33
Replace HVAC, Bilyeu Theatre, Frazier Hall		300,000	34
Replace Sound & Lighting Equipment & Controls, Auditorium, Tingey Administration		142,720	35
Renovate Office Suite, Rooms 247-251, Business Administration Building		400,000	36
Ventilation, Controls, Health Code Compliance, Second Floor Restrooms, Oboler Library		197,000	37
Ventilation, Controls, Health Code Compliance, Third Floor Restrooms, Oboler Library		197,000	38
Humidification & HVAC Controls, Computer Operations Center, Business Administration		40,000	39
Provide Increased Air Flow & New HVAC System, Basement, Lillibridge Engineering		45,000	40
Replace Hydronic Heating Pumps & Piping, Leonard Hall Pharmacy Building		189,000	41
Stormwater Improvement, Roof Drain, Reed Gym		40,000	42
Replace Structural Floor Slab, Reed Gym		128,000	43
Replace Original Heating Fresh Air Units, RFC		85,000	44
Replace Heating & Cooling Coils & Control Valves, Speech Pathology		196,000	45
HVAC Equipment & Controls (Growth Chamber), Plant Science		90,000	46
Abate Asbestos Containing Finish Materials & Replace with New Materials, Exterior of		145,000	47
Remodel Auditorium, Tingey Administration Building		230,000	48
New Central Chiller, Lab Chiller Plant, CAES		250,000	49
Upgrade Classroom 339, Liberal Arts		51,000	50
Water Supply Disentanglement, Business Administration		149,860	51
Phase II HVAC, Administration Building		783,000	52
Replace HVAC Unit, Basement, Administration Building		35,000	53
Replace HVAC Unit & Tie into New Hydronic System, Administration Building		210,000	54
Replace HVAC System With Newer Efficient System, 2nd floor, Administration Building		300,000	55
Renovate Dance Department, Red Hill		688,482	56
Repair/Replace Sewer Drainage, Reed Gym		196,000	57

PBFAC RECOMMENDATION

FY2017 SBOE ALTERATION AND REPAIR PROJECTS

AGENCY / INSTITUTION		DPW PROPOSED FUNDING	AGENCY REQUESTS	AGENCY PRIORITY
IDAHO STATE UNIVERSITY (Cont.)				
Replace HVAC System, Reed Gym			300,000	58
Replace 2nd Floor A/C Unit for DL Classroom, Vocational Arts			38,000	59
Replace Roof Top A/C Unit, 2nd floor, Vocational Arts			35,000	60
Cosmetology Area HVAC Repairs & Separation from the Building, Vestibule Systems &			250,000	61
Replace Fresh Air Make Up Units With More Efficient Units, RFC			65,000	62
Provide New Heaters, 2nd Floor Labs, Energy System & Tech			42,000	63
Remodel ITRC Lab, Video Editing, & Front Desk, Oboler Library			75,000	64
Provide New Humidification System & DDC Controls, Gale Life Science			130,000	65
Classroom 209 Upgrade, Beckley Nursing			176,057	66
Restore Classrooms 15-17, Lecture Center			496,800	67
Redesign Boiler & Provide Hydronic Heating, Dowling Building			85,000	68
New Sidewalks, Carter Street			108,000	69
Install Control Valves For Steam Heaters Without Control Valves, Campus Wide			65,000	70
New Sidewalk from College Of Education To Plant Science Building, Campus Wide			67,000	71
Update Lighting Controls & Replace Outdated Panels, CAES			50,000	72
Siding Repairs To Re-Attach Entire Building System, CAES			180,000	73
Replace Boilers, CAES			250,000	74
Install Safety Fencing On Both Sides Of Railroad Tracks, Idaho Falls			150,000	75
Boiler Demolition, Heat Plant			400,000	76
Additional Cooling For UPS & Two Computer Labs, Rendezvous			116,100	77
Remodel & Addition To Rooms 209 and 209A, Beckley Nursing			984,712	78
Replace Two Air Handling Units, Lecture Center			225,000	79
Emergency Power System, TAB Idaho Falls			260,000	80
Remodel Plumbing, Replace Ceiling, Basement, TAB Idaho Falls			350,000	81
Install Siemens Controls, CAES			200,000	82
HVAC Upgrades To Conference Rooms, CAES			120,000	83
Sealing, Testing, Balancing Office HVAC, CAES			220,000	84
Enclose Roof Mechanical Penthouse, CAES			170,000	85
IDAHO STATE UNIVERSITY (Cont.)				
Upgrade Parking Lot Lighting & Controls, Idaho Falls Campus			300,000	86
Replace Animal Facility AHU, Leonard Hall			110,000	87
Install Duct Work Throughout Building, Beckley Nursing			300,000	88
	SUBTOTAL	2,326,475	22,645,013	
IDAHO STATE UNIVERSITY -- UNIVERSITY PLACE				
Study Space/Entrance Addition, CHE			1,755,000	1
Replace Roof, CHE			425,000	2
Replace Exhaust Fans & Cooling Tower Return Pipe, CHE		240,000	240,000	3
Emergency Power System, CHE			260,000	4
Remodel Existing Chemistry Labs & Storage Rooms, CHE			1,173,000	5
	SUBTOTAL	240,000	3,853,000	
UNIVERSITY OF IDAHO				
Replace Pool Gutters & Tile, Swim Center		960,000	960,000	1
Exterior Envelope Repairs, Administration Bldg.		1,004,100	1,004,100	2
Replace Failing Environmental Coolers, Gibb Hall & Life Sciences South		257,500	257,500	3
Renovate Food Research Center (Life Safety)			225,000	4
Replace Corridor Carpet, Teaching and Learning Center			255,000	5
Exterior Envelope Repairs, Replace Stairs/Ramps, Environmental Health and Safety			197,900	6
Engineering Shop & Storage Addition, KUID Building			177,400	7
Replace Roof, Art & Architecture Main		123,900	123,900	8
Pedestrian Improvements, 7th Street			444,900	9
Steam Tunnel Lid & Sidewall Repair and Replacement, Line Street			366,400	10
Campus Sidewalk Improvements, Stadium Drive & Blake Avenue			178,500	11
Emergency Eye Wash Stations & Emergency Showers, Phase 2 (Life Safety, DBS)			162,300	12
System Improvements, Central Campus Chilled Water			255,000	13
Replace Roof, Menard Law Building			501,600	14
Repair & Renovate East Entry Steps & Planters, Menard Law Building			354,700	15

PBFAC RECOMMENDATION

FY2017 SBOE ALTERATION AND REPAIR PROJECTS

AGENCY / INSTITUTION		*DPW PROPOSED FUNDING*	*AGENCY REQUESTS*	*AGENCY PRIORITY*
UNIVERSITY OF IDAHO (Cont.)				
Replace Roof, Agricultural Biotechnology Laboratory			294,200	16
HVAC Upgrade, Life Sciences South, Phase 3			1,145,900	17
HVAC System Repair, Gibb Hall, Phase 2			1,144,000	18
HVAC System Improvements, Administration Building, Phase 2			1,201,400	19
HVAC Upgrade, Janssen Engineering Building, Phase 4			600,600	20
HVAC System Repair, Gibb Hall, Phase 3			1,201,400	21
Extension, Repairs & Repaving, Idaho Avenue			861,000	22
Replace AC Mains, Domestic Water System, Phase 1			682,900	23
Campus Drive/Administration Circle Repairs, Phase 1			756,400	24
Perimeter Drive Replace Paradise Creek Undercrossing			866,700	25
Emergency Generator, Steam Plant			945,500	26
Reconfigure & Rebuild, Nez Perce Drive			750,000	27
	SUBTOTAL	2,345,500	15,914,200	
LEWIS-CLARK STATE COLLEGE				
Upgrade Spalding Hall, Phase II		500,000	500,000	1
Upgrade HVAC, Sam Glenn Complex, (SGC) (AF=$50k)			200,000	2
Upgrades, Clearwater Hall (CLW) & Center for Arts & History (CAH) (AF=$50k)			100,000	3
Replace HVAC Controls, Library (LIB) (AF=$20k)			140,000	4
Replace Roof, Meriwether-Lewis Hall (MLH) (AF=$50k)			200,000	5
	SUBTOTAL	500,000	1,140,000	
NORTH IDAHO COLLEGE				
Replace Assorted Flooring, Campus Wide		315,000	315,000	1
Eliminate Steam Plant, McLain Hall, Install HVAC, Select Buildings			495,000	2
Parking Lot Resurfacing, Campus Wide			750,000	3
Construct Permanent Parking Lot, Educational Corridor			450,000	4
Mechanical Upgrade, Boswell Hall			1,500,000	5
	SUBTOTAL	315,000	3,510,000	
COLLEGE OF SOUTHERN IDAHO				
LED Parking Lot Lights		147,000	147,000	1
West Windows, Taylor Bldg		52,400	52,400	2
Struxureware Controls, Shields Bldg		193,300	193,300	3
ARC Flash Project, Phase 1 of 2			164,900	4
Install Water Isolation Valves, Shields, Fine Arts, Meyerhoffer, Gym, Canyon, and Desert Buildings		72,100	72,100	5
Water Isolation Valves, Campus Loop			61,900	6
Sidewalk Replacement, Hepworth Building			55,200	7
Desert Sidewalk Replacement, West & North			53,700	8
Entryway Replacement, Canyon Bldg.			204,100	9
Re-Pave Road, IOOA & Gym Parking Lots			354,600	10
	SUBTOTAL	464,800	1,359,200	
COLLEGE OF WESTERN IDAHO				
Chiller Replacement, NCAB - Nampa Campus		400,000	400,000	1
Elevator Modernization, CYNC - Nampa Caldwell Blvd.			175,000	2
Sidewalk Replacement, Campus Wide, Nampa Campus			50,000	3
Exterior Lighting Replacement, CYNC - Nampa Caldwell Blvd.			80,000	4
High Plume Lab Exhaust, NCAB - Nampa Campus			60,000	5
Electrical Sub-Metering, Campus Wide			35,000	6
NFPA 70e Arch Flash Study and Labeling, Campus Wide			110,000	7
Classroom Improvements, Campus Wide			35,000	8
	SUBTOTAL	400,000	945,000	

PBFAC RECOMMENDATION

FY2017 SBOE ALTERATION AND REPAIR PROJECTS

AGENCY / INSTITUTION		*DPW PROPOSED FUNDING*	*AGENCY REQUESTS*	*AGENCY PRIORITY*
EASTERN IDAHO TECHNICAL COLLEGE				
Sidewalk Repair and Improvement, Campus Wide		80,000	80,000	1
Grounds Rehabilitation, Christofferson Building			250,000	2
Security Measure Upgrades, Access Control System, Phase II		180,000	180,000	3
Replace Carpeting, Sessions & Robertson Buildings		95,000	95,000	4
	SUBTOTAL	355,000	605,000	
	TOTAL SBE:	9,306,775	63,056,413	

PBFAC RECOMMENDATION

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AGENCIES AND INSTITUTIONS OF THE STATE BOARD

SUBJECT

FY 2018 Line Item Budget Requests

REFERENCE

April 2016	Board approved guidance to the 4-year institutions regarding submission of line item requests

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.B.1.
Title 67, Chapter 35, Idaho Code

BACKGROUND/ DISCUSSION

As discussed at its April 2016 Board meeting, the Board directed the college and universities to limit any Fiscal Year 2018 budget line item requests to those which will measurably support implementation of the Board's strategic plan. Institutions may request up to two (2) line items in priority order, the total value of which shall not exceed five percent (5%) of an institution's FY2017 total General Fund appropriation. Any requests for occupancy costs will not count towards the two line items or the 5% cap.

Subsequently, the Board will approve the final budget request at the August 2016 meeting. Following Board approval in August, the budget requests will be submitted to the Legislative Services Office (LSO) and Division of Financial Management (DFM) by September 1, 2016.

The line items represent the unique needs of the institutions and agencies and statewide needs. Following review, the Board may prioritize the line items for the institutions. The line items are summarized separately, one summary for the college and universities and one for the community colleges and agencies. The detail information for each line item request is included on the page referenced on the summary report.

IMPACT

Once the Board has provided guidance on priority, category, dollar limit, etc., Board staff will work with the Business Affairs and Human Resources (BAHR) Committee, DFM and the agencies/institutions to prepare line items to be approved at the August Board meeting.

ATTACHMENTS

ATT 1 - Line Items Summary: College & Universities ..... Page 3
ATT 2 - Line Items Summary: Community Colleges and Agencies ..... Page 4-5
ATT 3 - Occupancy Costs ..... Page 6
ATT 4 - Individual Line Items ..... Page 7

STAFF COMMENTS AND RECOMMENDATIONS

Staff asked the institutions to provide as much detail as possible for their line item requests to be submitted for the June Board meeting.

In the prior year, best practices were further enhanced in terms of information needed in order for the DFM and LSO analysts to conduct their own analysis in support of policymakers:

- Write-ups need a strong problem statement supported with data and strong solution statement supported with outcome data.
- Where applicable, include projected Return on Investments (ROIs) for new programs or program expansion (i.e. where funding for a program has been provided in the past).
- Requests should be scalable and prioritized.
- Address the influence of program prioritization on the request. Did the institution consider reallocating funding for this line-item?
- Describe how the request advances the Board's 60% College Completion Goal or the Board's Complete College Idaho Plan (if applicable).

Per the Board's guidance, 5% of the College & Universities' FY 2017 total General Fund appropriation equates to the following:

BSU: $4,648,400
ISU: $3,739,700
UI: $4,482,900
LCSC: $ 853,200

BOARD ACTION

I move to direct the Business Affairs and Human Resources Committee to review the FY 2018 budget line items as listed on the Line Items Summary at Tab 3 pages 3-4, and to bring recommendations back to Board for its consideration at the regular August 2016 Board meeting.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

STATE BOARD OF EDUCATION

FY 2018 Line Items - College and Universities

	By Institution/Agency	Page	FY 2017 Total Appropriation	Priority	Institution Specific Initiatives	Total	% of FY 2017 Approp.
1	System-wide Needs		5,064,300				
2	Outcomes Based Funding	7			10,000,000	10,000,000	197.5%
3	Boise State University		92,968,100			5,067,100	5.0%
4	Economic and Workforce Development	11		1	2,625,500		
5	Public Service Initiative	19		2	2,020,000		
6	Occupancy Costs	6		3	421,600		
7	Idaho State University		74,793,900			2,649,800	3.4%
8	Idaho Falls Polytech Initiative	25		1	1,804,200	0	
9	Center for Education Innovation	31		2	737,400	0	
10	Occupancy Costs	6		3	108,200	0	
11	University of Idaho		89,657,300			3,703,600	2.9%
12	Computer Science in Coeur d'Alene Ph. 2	35		1	712,200	0	
13	Library Investment - Carnegie Classification	41		2	1,915,500	0	
14	Occupancy Costs	6		3	1,075,900	0	
15	Lewis-Clark State College		17,062,900			946,200	5.0%
16	Health Professions Education Expansion	47		1	455,400	0	
17	Advising and Career Readiness	53		2	397,700	0	
18	Occupancy Costs	6		3	93,100	0	
			$ 279,546,500		$ 22,366,700	$ 22,366,700	
19							
20	Percentage of FY17 Appropriation		8.0%				

STATE BOARD OF EDUCATION
FY 2018 Line Items - Community Colleges and Agencies

Priority	By Institution/Agency	FY 2017 Appropriation	Page	Priority	FY 2018 Request	Comments
	Career-Technical Education	62,057,600			4,866,700	
	State Leadership & Technical Asst.	2,341,700			196,000	
	Horizontal Alignment and Online Courses		73	7	196,000	
	General Programs	13,984,200			375,000	
	Secondary Added Cost Funding		59	2	375,000	
	Skillstack micro-certification platform		77	9		Dedicated Funds: $15,000
	Post-secondary Programs	44,463,900			2,549,300	
	Post-Secondary Capacity Expansion		57	1	2,368,000	
	EITC Human Resource Posiiton		63	4	75,100	
	EITC Finance Director		81	11	106,200	
	Dedicated Programs	325,000			1,496,400	
	Industry Partnership Fund		61	3	1,000,000	
	Secondary Incentive Fund		71	6	496,400	
	Related Services	942,800			250,000	
	Adult Basic Education Expansion		67	5	250,000	
	Tranfser CPM/Health Matters back to DHR		75	8		Reduction in Dedicated/Other Funds: $415,100
	Professional Development Conference		79	10		Dedicated Funds: $250,000
	Community Colleges	36,919,000			6,029,100	
	College of Southern Idaho	13,465,800			668,900	
	Center for Education Innovation		85	1	270,000	
	Bridge to Success Summer Bridge		91	2	132,900	
	Eastern Idaho Math & English Instructors		97	3	129,900	
	Embedded Dual Credit Academy Instructors		101	4	136,100	
	North Idaho College	11,785,000			1,726,000	
	Idaho Summer Completion Initiative		105	1	594,900	
	Title IX Coordinator		109	2	89,700	
	Assistive Technology Coordinator		119	3	706,400	
	College and Career Navigators		123	4	335,000	
	College of Western Idaho	11,668,200			3,634,200	
	Student Success		127	1	368,900	
	Equity Funding		129	2	2,260,000	
	Occupancy Costs		6	3	1,005,300	
	Agricultural Research/Extension	30,516,700	131	1	1,500,000	Graduate Research Support IAES

STATE BOARD OF EDUCATION
FY 2018 Line Items - Community Colleges and Agencies

Priority	By Institution/Agency	FY 2017 Appropriation	Page	Priority	FY 2018 Request	Comments
Health Education Programs		13,514,000			1,282,400	
	W-I Veterinary Education	1,988,400				No Line Items
	WWAMI Medical Education	4,876,100	137	1	1,282,400	18 month Curriculum
	IDEP	1,610,600				
	Univ. of Utah Med. Ed.	1,466,200				
	Family Medicine Residencies	3,174,900				
	Idaho State University FMR	1,084,900				
	Family Medicine Residency of Idaho	1,530,000				
	Kootenai Health FMR	560,000				
	Boise Internal Medicine Residency	240,000				
	Psychiatry Residency	157,800				
Special Programs		15,430,100			3,201,400	
	Forest Utilization Research	1,268,400			0	
	Geological Survey	1,123,300			0	
	Scholarships and Grants	11,729,200	143	1	3,085,800	Adult Completers Scholarship
	Museum of Natural History	532,700	147	1	115,600	Development for IMNH
	Small Bus. Development Centers	610,100				
	TechHelp	166,400				
State Board of Education		3,477,000			393,400	
	Office of the State Board of Education	3,330,500			173,700	
	College to Career Advising Program Mgr		151	1	88,800	
	Qualitative Research Analyst		159	3	84,900	
	Charter School Commission	146,500	155	2	46,000	Independent, pre-renewal site visits
Idaho Public Television		3,022,100	163	1	183,100	Educational Outreach
Vocational Rehabilitation		8,336,100			232,000	
	Vocational Rehabilitation	3,913,100	173	2	125,000	Additional Grant and Match Funds
	Extended Employment Services	4,207,200	169	1		Additional Program Funds, amount pending
	Council for the Deaf/Hard of Hearing	215,800			107,000	
	Community Outreach		177	3	107,000	
	Increase Spending Authority		183	4		Increase Other funding spending authority
	Total	$ 173,272,600			$ 17,688,100	

STATE BOARD OF EDUCATION

FY 2018 Budget Request

Colleges & Universities

Calculation of Occupancy Costs

	Institution/Project	Projected Date of Occupancy	% of Use for Non-Aux. Education	Gross Sq Footage	Non-Aux. Sq Footage	(1) FTE	(2) Custodial Costs Sal & Ben	Supplies	Total	(3) Utility Estimate	(4) Maintenance Costs Repl Value	Cost@1.5%	(5) Other	Total Occ Cost	% qtrs used in FY18	Revised FY18
1	**Institution/Project**															
2																
3	**BOISE STATE UNIVERSITY**															
4	City Center Plaza *	August-16	100%	49,693	49,693	1.91	69,600	5,000	74,600	87,000	9,800,000	147,000	46,100	354,700	100%	354,700
5	Research Renovation/Addition	July-15	100%	7,960	7,960	0.31	11,300	800	12,100	13,900	2,196,960	33,000	7,900	66,900	100%	66,900
6						2.22	80,900	5,800	86,700	100,900		180,000	54,000	421,600		421,600
7																
8	**IDAHO STATE UNIVERSITY**															
9	Red Hill Building-PAS	October-15	100%	3,700	3,700	0.14	5,100	400	5,500	6,500	355,000	5,300	3,100	20,400	100%	20,400
10	Meridian - DPT/MOT Labs/Classrooms	September-17	100%	11,040	11,040	0.42	15,300	1,100	16,400	19,300	2,760,800	41,400	10,700	87,800	100%	87,800
11						0.56	20,400	1,500	21,900	25,800		46,700	13,800	108,200		108,200
12																
13	**UNIVERSITY OF IDAHO**															
14	Aquaculture Research Institute Lab	April-17	100%	7,500	7,500	0.29	10,600	800	11,400	13,100	1,600,000	24,000	7,100	55,600	100%	55,600
15	Less FY17 funds received															(41,600)
16	Integrated Resrch & Innovation Ctr	December-16	100%	70,800	70,800	2.72	99,800	7,100	106,900	123,900	46,600,000	699,000	91,800	1,021,600	100%	1,021,600
17	Less FY17 funds received															(164,700)
18	6th Street Executive Residence	January-16	100%	6,300	6,300	0.24	8,800	600	9,400	11,000	478,000	7,200	5,200	32,800	100%	32,800
19	University House	January-18	100%	6,740	6,740	0.26	9,500	700	10,200	11,800	1,750,000	26,300	6,600	54,900	50%	27,500
20	McCall MOSS Showerhouse	November-16	100%	1,350	1,350	0.05	1,800	100	1,900	2,400	825,000	12,400	1,700	18,400	100%	18,400
21	Targhee Hall	July-16	100%	13,471	13,471	0.52	19,100	1,300	20,400	23,600	4,000,000	60,000	13,600	117,600	100%	117,600
22																
23	AgSci Bldg - new lobby/ADA access *	January-18	100%	1,710	1,710	0.07	2,600	200	2,800	3,000	650,000	9,800	1,800	17,400	50%	8,700
24						4.15	152,200	10,800	163,000	188,800		838,700	127,800	1,318,300		1,075,900
25	**LEWIS-CLARK STATE COLLEGE**															
26	Clearwater Hall First Floor Only	July-15	100%	12,790	12,790	0.49	17,800	1,300	19,100	22,400	2,637,249	39,600	12,000	93,100	100%	93,100
27																
28	**COLLEGE OF WESTERN IDAHO**															
29	Academic Building -Nampa	2008	100%	65,600	65,600	2.52	90,500	6,600	97,100	114,800	15,000,000	225,000	62,500	499,400	100%	499,400
30	Canyon County	2008	100%	75,500	75,500	2.90	104,200	7,600	111,800	132,100	12,900,000	193,500	68,500	505,900	100%	505,900
31						5.42	194,700	14,200	208,900	246,900		418,500	131,000	1,005,300		1,005,300
32																

33
34
35
36
37

38 (1) FTE for the first 13,000 gross square footage and in 13,000 GSF increments thereafter, .5 Custodial FTE will be provided.

39 (2) Salary for custodians will be 80% of Policy for pay grade "E" as prepared by the Division of Human Resources.

40 Benefit rates as stated in the annual Budget Development Manual; workers comp rates reflect institution's rate for custodial category

41	Salary	CU:	$19,845.00	CC:	$18,900.00						
42	Benefits										
43	FICA										
44	SSDI salary to $110,100		6.2000%	x salary							
45	SSHI		1.4500%	x salary							
46	Unemployment Insurance		0.1500%	x salary							
47	Life Insurance		0.6750%	x salary							
48	Retirement: PERSI		11.3200%	x salary	**BSU**	**ISU**	**UI**	**LCSC**	**CSI**	**NIC**	**CWI**
49	Workmans Comp			x salary	0.83%	0.94%	2.12%	0.84%	4.81%	4.50%	4.35%
50	Sick Leave		0.6500%	x salary							
51	Human Resources				0.554%	0.554%	0.554%	0.554%	0.554%	0.554%	0.554%
52			20.4450%	per position	21.8285%	21.9385%	23.1185%	21.8385%	25.8085%	25.4985%	25.3485%
53	Health Insurance		$12,240.00								
54	Supplies		0.10								

55

(3) Annual utility costs will be projected at $1.75 per sq ft 1.75

(4) Building maintenance funds will be based on 1.5% of the construction cost (excluding architectural/engineering fees, site work, movable equipment, etc.) for new buildings or 1.5% of the replacement value for existing buildings.

(5) Other:

IT Maintenance	1.5000	GSF
Security	0.2200	GSF
General Safety	0.0900	GSF
Research & Scientific Safety Costs	0.5000	GSF
Total	2.3100	
Too High - Used 1/3	**0.7700**	**GSF**
Landscape Greenscape	0.0003	CRV
Insurance Costs	0.0005	CRV
Total	**0.00080**	**CRV**

AGENCY: College and Universities	Agency No.: 501	FY 2018 Request
FUNCTION: Systemwide Needs	Function No.: 02	Page _1_ of _3 Pages
ACTIVITY:	Activity No.:	Original Submission _X_ or Revision No. ___

A: Decision Unit No: **12.01**	Title: **Outcomes-Based Funding (OBF)**			Priority Ranking 1 of 4	
DESCRIPTION	**General**	**Dedicated**	**Federal**	**Other**	**Total**
FULL TIME POSITIONS (FTP)	0.00				0.0
PERSONNEL COSTS:					
1. Salaries	0				0
2. Benefits	0				0
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	0				0
OPERATING EXPENDITURES **by summary object:**					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY **by summary object:**					
1. PC and workstation	0				0
TOTAL CAPITAL OUTLAY:	0				0
T/B PAYMENTS:	$10,000,000				$10,000,000
LUMP SUM:					
GRAND TOTAL	$10,000,000				$10,000,000

Supports institution/agency and Board strategic plans:

Goal 1: "A Well-Educated Citizenry," Objective C: "Higher Level of Educational Attainment—Increase successful progression through Idaho's educational system."

The Outcomes-Based Funding (OBF) initiative will provide an incentive for colleges and universities to complete academic and technical programs and obtain certificates and degrees which will prepare them for productive careers in the State's workforce.

Performance Measure: number of Baccalaureate degrees, Associate degrees, and Certificates produced annually.

The OBF approach ties appropriated dollars to program output (as opposed to program "participation," which may not translate into degree completion). Degree/certificate production increases are needed in order for Idaho to meet the Legislature and State Board of Education "60%" target.

Description:

The OBF initiative would replace the current "Enrollment Workload Adjustment (EWA)" funding approach used by the State Board of Education, which, when funded, distributed appropriated dollars to institutions based on credit hours delivered, whether or not the students generating those credit hours actually completed their degrees. In consultation with national experts on other states' approaches to Performance-Based and Outcomes-Based funding models, the State Board has developed a simple model to distribute dollars to colleges, universities, and community colleges, as a share of their degree production—both career-technical and academic. The degrees eligible for incentive funding would be limited to baccalaureate (4-year) degrees, associate (2-year) degrees, and certificates of at least one year duration. This would focus the incentive funding on outcomes that support the State's "60%" strategic goal (preparing Idahoans for a workplace in which 60% of jobs for the 24-35 year old cohort will need at least a one-year certificate). This initiative replaces a defunct funding mechanism with a clear, simple approach which could, in subsequent years, be built upon to provide additional incentive weight to high priority career fields, underserved populations, or other shorter ("badge" skills") or longer (graduate degrees) with high workforce demand. The requested $10M in ongoing funding would be allocated by the State Board each year, distributed according to degrees produced (payouts based on unduplicated headcount of degree recipients, i.e., only one payout for each graduate who receives multiple degrees/certificates on graduation day). The $10M request in new dollars would be supplemented by additional funds pulled from current baseline budgets of the institutions. Distributions for FY2018 would be made based on actual degree production in the academic year which concluded to July 1, 2017.

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base? The request is for $10M in ongoing dollars, all from the General Fund. No additional staffing is requested for either the Office of the State Board of Education (OSBE) or the institutions.
2. What resources are necessary to implement this request? $10M in Trustee/Benefit funds, to be distributed by the State Board to institutions based on graduation outcomes.
   a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service. Not applicable—no new positions are being requested. The process will be administered by the individuals who currently manage the EWA process, which is being replaced by OBF.

b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted. None.

c. List any additional operating funds and capital items needed. Total request is for $10M, all in the form of Trustee/Benefit payments to the institutions.

3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards. Request is for ongoing funds. The $10M requested appropriation will be supplemented by additional dollars reallocated from current institution baseline budgets.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted? This request is intended to have a positive impact on successful program completion at every public higher education institution in Idaho. The OBF approach will increase the incentive for institutions to enroll, retain, and successfully graduate students ready to assume productive roles in the workforce. If the program is not funded, the system would need to continue to rely upon the (discredited) EWA methodology, until an effective funding mechanism can be put into place.

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AGENCY: Boise State University Agency No.: 512 FY 2018 Request
FUNCTION: Instruction, Research, Academic Support Function No.: 01 Page 1 of 8 Pages
ACTIVITY: New and Expanded Academic and Student Programs Activity No.: Original Submission _X_ or Revision No. ___

A: Decision Unit No: **12.01** Title: **Economic and Workforce Development** Priority Ranking 1 of 2

DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	24.0				24.0
PERSONNEL COSTS:					
1. Salaries	$1,280,100				$1,280,100
2. Benefits	563,900				563,900
3. Group Position Funding	360,400				360,400
TOTAL PERSONNEL COSTS:	$2,204,400				$2,204,400
OPERATING EXPENDITURES **by summary object:**					
1. Travel	$65,000				$65,000
2. Operating	356,200				356,200
TOTAL OPERATING EXPENDITURES:	$421,200				$421,200
CAPITAL OUTLAY **by summary object:**					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	$2,625,600				$2,625,600

Supports institution/agency and Board strategic plans:

<u>Support for the SBOE Strategic Plan FY2017-2021:</u>

Goal 1. A Well Educated Citizenry

Objective C: Higher Level of Educational Attainment

Performance Measures

- % of Idahoans who have a college degree
- % of new full time degree seeking students who return for the second year
- % of graduates at bachelors and graduate degree levels

Objective D: Quality Education

Objective E: Education to Workforce Alignment

Performance Measures

- Ratio of non-STEM to STEM degrees
- Number of graduates in high demand fields

Goal 2. Innovation & Economic Development

Objective A: Workforce Readiness

Performance Measures

- % of graduates employed 1 and 3 years after graduation
- % of students participating in internships
- % of students participating in undergraduate research

Objective B: Innovation & Creativity

Performance Measures

- Number of startups, patents, disclosures, etc.

Support for BSU's Strategic Plan: *Focus on Effectiveness 2017-2021*

Goal 1: Create a signature, high-quality educational experience for all students

Objectives:

- Provide bountiful opportunities within and across disciplines for experiential learning
- Cultivate intellectual community among students and faculty
- Invest in faculty development and an engaging environment for learning

Performance Measures:

NSSE benchmark of student perception of quality of educational experience. The funding of this request will have substantial impact on our students' educational experience and their ability to think critically and tackle problems innovatively. Further, it will allow us to react quickly to growing workforce demands and to create programs that feed the local and regional economies

Number of students in internships and research

Number of Students in VIP

Goal 2: Facilitate the timely attainment of education goals of our diverse student population

Objectives:

- Bring classes to students using advanced technologies and multiple delivery formats
- Connect students with university services that address individual needs

Performance Measures:

- Number of degree graduates
- Freshman Retention Rate
- Six-year graduation rate
- eCampus

Goal 3: Gain distinction as doctoral research university

Objectives

- Recruit, retain and support highly qualified faculty, staff and students from diverse backgrounds
- Identify and invest in select areas of excellence with the greatest potential for economic, societal and cultural benefit
- Design systems to support and reward interdisciplinary collaboration
-

Performance Measures:

- Number of doctoral graduates
- Number of peer reviewed publications
- Citations of publications by Boise State authors over a five year span
- Total research and development expenditures

Goal 4: Align university programs and activities with community needs

Objectives:

- Include community impact in the creation and assessment of university programs and activities
- Leverage expertise and knowledge within the community to develop mutually beneficial partnerships
- Increase student recruitment, retention and graduation in STEM disciplines

Performance measure:

- Number of graduates in high demand disciplines
- Number of STEM graduates

The funding of this request will have substantial impact on our students' perception of quality of their educational experience. Further, it will allow us to react quickly to growing workforce demands and to create programs that feed the local and regional economies.

Description:

Boise State University is requesting funding that will be used to launch a coordinated set of initiatives that will stimulate Idaho economic and workplace development. From developing and expanding student skill development in order to meet current and emerging workplace needs to expanding Boise State's capacity by training next generation students and faculty in stimulating economic development, this funding will be used on direct delivery of programming and staffing required to deliver these services. Boise State will utilize the College of Innovation and Design as the lead entities across Boise State University to deliver most of the initiatives outlined in this request.

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

   New Games, Interactive Media & Mobile Technology (GIMM) degree program – funding to expand the rapid growth in this new major. One year into this new major and enrollment has skyrocketed to a forecasted 200 students by Fall 2016. This is 2-3 times higher than initial forecasted enrollment and this major has become a differentiation point for both in-state and out-of-state students to choose Boise State. GIMM majors will enter a rapidly growing field with strong hiring demand for their CS and virtual reality programming skills – specifically used by employers for augmented reality and VR employee training (driverless vehicles, healthcare training, PTSD treatment, etc). *Currently serving 65 students per year. Potential growth with funding is anticipated to be 400-500 students per year by Year 4.*

   New Bridge-to-Career (B2C) program expansion – funding to expand the delivery of professional skills to students from any major. With 7 out of 10 Boise State students graduating in fields that do not directly map to a professional job, Bridge-to-Career is a critical set of coursework designed to equip all students at Boise State with basic fluency in a professional skill or industry awareness. *Currently serving 175 students per year. Potential growth with funding is anticipated to be 1,000 students per year by Year 4.*

   Venture College program expansion – funding to expand the delivery of innovation and entrepreneurial skills sets to students from across the University. Boise State believes that every student should have the opportunity to apply ideas learned in the classroom in an experiential setting. Venture College develops the entrepreneurial skill set and mindset many Idaho students need to create tomorrow's companies and become the large employers of tomorrow. *Currently serving 500 students with 25 ventures incubated per year. Potential growth with funding is anticipated to be 1500+ students with 50+ ventures incubated per year by Year 4.*

New Certificate in Professional Ethnography – funding to develop a new certificate that modifies the techniques of anthropology for use in professional settings rather than academic field work. Hundreds of jobs are posted nationally for jobs looking for 'applied insights' and 'design thinking' skills. This new major would be a first of its kind to offer an undergraduate certificate that allows students from any major to add a competency that maps to current employer requirements that are current in demand. *Funding is anticipated to serve 250 students (both online and in-person) by Year 4.*

New Vertically Integrated Projects (VIP) expansion – funding to expand a novel way for students to apply cutting edge research at Boise State to solving real-world problems affecting Idaho and the world. Students form multi-disciplinary teams under the guidance of senior faculty to tackle real-world problems using Boise State research. To expand this from 6 to 16 projects and affect 200 students each year will be transformative to graduating students who can effectively work in teams and apply theory to real-world applied circumstances. *Currently serving 45 students, via 6 VIP courses. Potential growth with funding is anticipated to grow be 150+ students via 20+ VIP courses by Year 2020.*

Launch new Boise State X employer/university educational program – Many Idaho residents are working in lower paying, high turnover, 'front line' jobs for large employers that do not require a college degree for the position being done. However, many of these jobs have few, if any, pathways to a higher paying career without an undergraduate degree. In addition, many of these employees do not have the luxury, life stage, or geographic proximity to attend a university in-person. Funding is requested to launch a new program where Boise State will partner with Idaho employers to offer an employer direct pay option for employees to pursue (or complete) their undergraduate degree. Using our MDS online degree, we believe we can expand access to higher education and offer a pathway to empowerment for many Idaho residents that will lead to career and earnings growth. This program will allow these Idaho residents to gain their undergraduate degrees without having to leave full-time employment. Boise State X can have a large scale workforce development impact due to its use of online learning and the employer partnership model. While employers will pay a large part of the program expenses, funding is requested for a manager and academic coaches to support these employees. *Funding is anticipated to serve 1,000 students in partnership with 5 employers by Year 4.*

New COOP program expansion – funding to expand a new academic course for all Boise State students that will allow students to gain course credit while undertaking a directed experience with an Idaho employer. Unlike an internship, a COOP is an educational experience that includes a partnership between the university, company, and student so that the student learns while they do. It is a pathway for many students in majors that do not map to a professional position to apply and demonstrate their skills while still learning. It often will help students in the Liberal Arts and other areas demonstrate and build confidence in their professional skills. Employers will appreciate the increase in potential talent available and the lower

cost of hiring associated with this program. St. Luke's Hospital is our first partner in Fall 2016 in this course. *Currently serving 12 students and 1 employer beginning Fall 2016. Potential growth with funding is anticipated to be 250+ students and 20 employers by Year 4.*

New PhD program in Computing with Computer Science, Cybersecurity, and Computational Science and Engineering Specializations - Boise State University's Computer Science program is rapidly developing into one of the premier programs in the northwest for both teaching and research. From 2009 to 2015, enrollment in the Computer Science program has grown nearly 280%. This expansion has not gone unnoticed by top industry firms.

> *"that the continued success and growth of the CS department is vitally important for HP, and for a multitude of other companies in Idaho, and will have significant, transformative economic impact on the Boise Metro area and Idaho."*
>
> - Jim Nottingham, Hewlett-Packard's Boise Vice President and General

Utilizing primarily existing faculty resources, this funding will allow Boise State to launch a new PhD Program in Computing with specializations in Cybersecurity, Computer Science, and Computational Science and Engineering. This new PhD program will supply highly skilled graduates and attract / retain talented faculty to collaborate with Idaho industries and agencies. In addition, this program will expand professional development opportunities for Idaho residents working in technology professions.

2. What resources are necessary to implement this request?
    - GIMM
        - 3 new full-time clinical faculty
        - 3 new adjunct faculty in the College of Engineering to address increased teaching load for COEN courses that serve as GIMM prerequisite courses

- Bridge to Career
    - Program Director to manage and grow the program
    - 10 adjunct faculty to teach bridge to career courses
    - Faculty stipends to develop new courses
- Venture College
    - Full-time project director
    - 3 project coordinators
    - Faculty stipends to develop new courses
- Certificate in Professional Ethnography
    - Full-time faculty position
- Boise State X
    - Senior manager
    - 4 academic coaches to support students
- Coop Program
    - 2 full-time clinical faculty
    - 2 full-time project directors
    - 4 full-time project managers
- PhD Computing with Cyber-security, Computer Science, and Computational Science and Engineering specializations
    - 1 new full-time mathematics faculty position
    - 1 new graduate program manager
    - 1 new research administrator / accountant
    - Upgrade the existing Computer Science chair to a 12 month position
    - Upgrade a faculty position to a 12 month PhD Program Coordinator
    - Faculty stipend for program coordination due to the inter-disciplinary nature of the program
    - Convert existing Computer Science GAs to 12 month assistantships
    - 6 new GAs

a. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

   The budget request is for new programs and the expansion of existing programs. Existing operations will not be impacted. With the exception of a new full-time faculty position in Mathematics, the PhD program in Computing will utilize existing faculty lines.

b. List any additional operating funds and capital items needed.

   - Travel and operating for new positions
   - Funding for new vertically integrated projects
   - Graduate assistant tuition and fee waivers

3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

   All requests are for ongoing funds. It is anticipated that both private contributions and research grants will supplement the funding of many of these programs.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

   This requests serves Boise State current and future students, Idaho employers, and the State through increased tax revenue as a result of economic development.

AGENCY: Boise State University
FUNCTION: Instruction, Public Service
ACTIVITY: Expanded Academic and Public Service Programs

Agency No.: 512
Function No.: 01
Activity No.:

FY 2018 Request
Page 1 of 5 Pages
Original Submission _X_ or
Revision No. ___

A: Decision Unit No: **12.01**	Title: **Public Service Initiative**				Priority Ranking 2 of 2
DESCRIPTION	**General**	**Dedicated**	**Federal**	**Other**	**Total**
FULL TIME POSITIONS (FTP)	11.00				11.00
PERSONNEL COSTS:					
1. Salaries	$1,254,900				$1,254,900
2. Benefits	399,500				399,500
3. Group Position Funding	205,000				205,000
TOTAL PERSONNEL COSTS:	$1,859,400				$1,859,400
OPERATING EXPENDITURES **by summary object:**					
1. Travel	$27,500				$27,500
2. Operating	133,100				133,100
TOTAL OPERATING EXPENDITURES:	$160,600				$160,600
CAPITAL OUTLAY **by summary object:**					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	$2,020,000				$2,020,000

Supports institution/agency and Board strategic plans:

<u>Support for the SBOE Strategic Plan FY2017-2021:</u>

Goal 1. A Well Educated Citizenry

Objective C: Higher Level of Educational Attainment

Performance Measures

- % of Idahoans who have a college degree
- % of new full time degree seeking students who return for the second year
- % of graduates at bachelors and graduate degree levels

Objective D: Quality Education

Objective E: Education to Workforce Alignment

Performance Measures

- Ratio of non-STEM to STEM degrees
- Number of graduates in high demand fields

Goal 2. Innovation & Economic Development

Objective A: Workforce Readiness

Performance Measures

- % of graduates employed 1 and 3 years after graduation
- % of students participating in internships
- % of students participating in undergraduate research

Objective B: Innovation & Creativity – increase creation and development of new ideas and solutions that benefit society

Support for BSU's Strategic Plan: *Focus on Effectiveness 2017-2021*

Goal 1: Create a signature, high-quality educational experience for all students

Objectives:

- Provide bountiful opportunities within and across disciplines for experiential learning
- Cultivate intellectual community among students and faculty
- Facilitate respect for the diversity of human cultures, institutions, and experiences in curricular and co-curricular education
- Invest in faculty development and an engaging environment for learning

Performance Measures:

NSSE benchmark of student perception of quality of educational experience. The funding of this request will have substantial impact on our students' educational experience and their ability to think critically and tackle problems innovatively. Further, it will allow us to react quickly to growing workforce demands and to create programs that feed the local and regional economies

Number of students in internships and research

Goal 2: Facilitate the timely attainment of education goals of our diverse student population

Objectives:

- Bring classes to students using advanced technologies and multiple delivery formats
- Connect students with university services that address individual needs

Performance Measures:

- Number of degree graduates
- Freshman Retention Rate
- Six-year graduation rate
- eCampus

Goal 3: Gain distinction as doctoral research university

Objectives

- Recruit, retain and support highly qualified faculty, staff and students from diverse backgrounds
- Identify and invest in select areas of excellence with the greatest potential for economic, societal and cultural benefit
- Design systems to support and reward interdisciplinary collaboration

Performance Measures:

- Number of doctoral graduates
- Number of peer reviewed publications
- Citations of publications by Boise State authors over a five year span
- Total research and development expenditures

Goal 4: Align university programs and activities with community needs

Objectives:

- Include community impact in the creation and assessment of university programs and activities
- Leverage expertise and knowledge within the community to develop mutually beneficial partnerships
- Increase student recruitment, retention and graduation in STEM disciplines

Performance measure:

- Number of graduates in high demand disciplines
- Number of STEM graduates

Description:

The School of Public Service was founded in 2015 to inspire and equip students to be innovative, principled, and effective public service leaders, promote meaningful community engagement and civil discourse, and serve as an objective and unbiased resource for citizens and decision-makers. The School was designed to rethink and redevelop teaching, learning, and research to ensure that Idaho students, businesses, and taxpayers get the most value out of their investments in higher education.

Future leaders in public service, whether they are employed within the private, non-profit, or public sectors, or more likely, travel across the three paths during the course of their careers, require interdisciplinary knowledge and a combination of higher-order hard and soft skills. Boise State graduates from the School of Public Service will be "systems leaders" well versed in leadership, management, collaborative, systems thing, user-centered design, analytics, communications, and ethics. To that end, the School of Public Service has been tearing down institutional silos, developing new interdisciplinary academic programs, explicitly integrating skills development into the curriculum, and employing high impact educational practices, including experiential learning programs, that enhance student success.

In addition, the School was designed to facilitate applied research and serve Idaho communities searching for innovative solutions to the seemingly intractable challenges they face. To that end, the School has revised its tenure and promotion guidelines to emphasize applied research and public engagement. And the School has embraced and reinvigorated the University's historical commitment to public service research by employing faculty and students, from the undergraduate level through the new Ph.D. program in Public Policy and Administration to work in concert with local communities working on downtown revitalization, planning, workforce housing, transportation, and other projects.

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

This proposed line item is designed to advance two distinct yet interconnected outcomes.

First, funding will be used to enhance student learning at the undergraduate and graduate levels. The integration of new faculty lines will facilitate the implementation of new interdisciplinary academic programs and improve retention and graduation rates for students pursuing careers in public service at the undergraduate level while opening new functional tracks for students pursuing the Ph.D. In addition, funding will support student participation in experiential programs that directly enhance skill development, and will increase opportunities for students to engage in applied and vertically integrated research projects that engage students from the undergraduate level through the Ph.D.

Second, line item funding will enable positive community outcomes. Funding for Boise State's Applied Policy Institute will enhance local government planning and economic development capacity by providing credible research and evaluation studies, professional training and technical assistance, and convening seminars, colloquia, and public events to promote constructive dialogue and thoughtful deliberation on public issues in Idaho. The Applied Policy Institute conducts public policy and demographic research, publishes economic forecasts and economic impact studies, undertakes public opinion survey research, offers dispute resolution resources and provides leadership development and technical assistance to localities. Additionally, funding will

help make the nationally-ranked and accredited Masters of Public Administration program more accessible to Idaho communities by implementing executive MPA and on-line MPA programs. Finally, funding will increase data analysis capacity on campus by supporting a public service data center and research lab.

2. What resources are necessary to implement this request?

   - Eight new faculty lines in the School of Public Service: economics, demography, public finance, fiscal policy, health policy, education policy, environmental policy, dispute resolution, including administrative and research budgets.
   - Two administrative leadership lines in Applied Policy Institute
   - Two professional staff positions in Applied Policy Institute
   - Twelve graduate Assistantships in Masters and PhD program
   - Fifteen faculty research fellowships
   - Two distinguished visiting scholar lines
   - Fellowships for experiential education and study away programs
   - Public Service Data Center Lab Manager

3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

   All requested funds are ongoing. If fully funded, Boise State will construct a Public Service Data Center and Research Center to support the initiative.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

   This request serves the communities of Idaho and all Idahoans.

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AGENCY: Idaho State University | Agency No.: 510 | FY 2018 Request
FUNCTION: General Education | Function No.: 03 | Page 1 of 5 Pages
ACTIVITY: Idaho Falls Polytech Initiative | Activity No.: | Original Submission _X_ or Revision No. ___

A: Decision Unit No: **12.01** Title: **Idaho Falls Polytech Initiative** Priority Ranking 1 of 2

DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	13.00				13.00
PERSONNEL COSTS:					
1. Salaries	$1,000,000				$1,000,000
2. Benefits	365,200				365,200
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	$1,365,200				$1,365,200
OPERATING EXPENDITURES **by summary object:**					
1. Travel	$33,000				$33,000
2. Materials/Supplies	122,000				122,000
TOTAL OPERATING EXPENDITURES:	$155,000				$155,000
CAPITAL OUTLAY **by summary object:**					
1. Equipment/Instrumentation	$200,000				$200,000
2. PC and workstation	44,000				44,000
3. DL Classroom Upgrades	40,000				40,000
TOTAL CAPITAL OUTLAY:	$284,000				$284,000
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	$1,804,200				$1,804,200

Supports Institution/Agency and Board Strategic Plans:

ISU Core Theme 2: ACCESS AND OPPORTUNITY

Idaho State University provides diverse opportunities for students with a broad range of educational preparation and backgrounds to enter the University and climb the curricular ladder so that they may reach their intellectual potential and achieve their educational goals.

Description

To improve Access and Opportunity for students in Idaho Falls, ISU plans to locate a multidisciplinary cluster of faculty who, in collaboration with sister institution partners, will reside in Idaho Falls with expertise in energy. As Bonneville County works toward the conversion of Eastern Idaho Technical College to a community college, ISU's current role will change from primarily lower division general education offerings to providing bachelor and graduate degrees to the Upper Snake River Valley. The university has just completed a DPW construction project where just over ten thousand square feet of space has been renovated to include twenty faculty offices, two state of the art conference rooms and four state of the art classrooms as well as flexible student/faculty collaborative space. In order to be successful ISU will need to hire approximately fifteen new faculty members from a variety of disciplines but who have a common interest in energy related research. As would be expected, roughly half of the new faculty will be from science and engineering disciplines, however, the other half will be from the colleges of Arts and Letters, Business and Education. To illustrate the concept, a Political Science and/or History professor may have expertise in energy or environmental policy or the impact of energy on history, an English professor could have expertise in the communication of science to the general public. Additionally, Education professors may have expertise in STEM (Science Technology Engineering and Math), Business professors in energy economics, Informatics Professors may work on energy analytics, etc. This cluster of faculty, from disparate fields, with very specialized expertise, will make it possible to offer a wide variety of programs spanning Science and Engineering, the Liberal Arts, Business and Education. In addition, they will be unequally positioned to secure extramural funding from sources such as the National Science Foundation (NSF) and the Department of Energy (DOE) as well as other national and regional funding sources. Finally, it is expected that while meeting the educational needs of the Idaho Falls region, these faculty will be a resource to the Idaho National Laboratory and will be a driving force in the attraction of new high tech energy related industries to the region.

Performance Measure

Over the past fifteen years, ISU has had an enrollment of over 2,000 students/semester where approximately ¾ of the credit hour generation resulted from lower division general education courses. The goal is to maintain ISU's credit hour generation in Idaho Falls by increasing upper division and graduate offerings in order to transition from a primarily lower division curriculum to upper division and graduate. This strategic change will position ISU to accept community college transfer students as demand for bachelor and graduate programs increases resulting from community college graduates.

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

   Nine faculty positions and four support staff positions are being requested to support the expansion of upper division/graduate courses in Idaho Falls by professors with research interests in Energy and the Environment. A polytechnic institution is recommended for Idaho Falls by the LINE (Leadership in Nuclear Energy) Commission in order to ensure that INL (Idaho National Laboratory) maintains its status as DOE's (Department of Energy) lead laboratory for nuclear energy in the United States.

2. What resources are necessary to implement this request?

   a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

      Attached Spreadsheet of Positions

      Total Personnel Costs: $1,365,200

   b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

      This line item request is for new faculty positions and support personnel. There is potential for existing staff in ISU's Pocatello location to provide partial support to efforts at the Idaho Falls location although none have been identified. The upgrade to the Distance Learning Labs would promote opportunity in surrounding areas to the specialized features of the Polytech Initiative.

   c. List any additional operating funds and capital items needed.

      A one-time request for additional operating funds and capital outlay will be required during the first year to support supplying the new offices with essential items, purchasing computers and office equipment for the new faculty and staff, assisting with travel funds, and providing lab equipment/instrumentation tools to support instruction in the expanded program.

      One-Time Request for Operating Expenses

Travel ($3,000/11 Positions, 9 faculty & 2 staff)	$ 33,000
Materials/Supplies	$122,000

      One-Time Request for Capital Outlay

PC and Workstations ($4,000/11 Positions)	$ 44,000

Equipment/Instrumentation	$200,000
(Specialized equipment needed for Science/Engineering)	
Distance Learning Classroom Upgrades	$ 40,000
Total Request for One-Time Operating	
Expenses and Capital Outlay:	**$439,000**

3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

   The salaries for 13 positions will be ongoing. The one-time request for operating expenses and capital outlay will support the first year of the expansion. The opportunities for increasing faculty research productivity and success in awarded grants improves with the new Polytech initiative and related specialization.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

   INL is one of the largest employers in Southeast Idaho, with close proximity to Idaho Falls (a prime location for the Polytechnic Institute). In order to maintain INL's status as the lead laboratory for nuclear energy, it is critical that ISU service its needs in the Science and Engineering fields and provide opportunities to expand research with talented faculty.

12.01 Line Item

Idaho Falls Polytech Initiative

Priority	Position	FTE	Salary	Benefits	PC Total	Travel	Operating	CO	Total	
1	Faculty-Computational Scientist	1.00	85,000	29,654	114,654	3,000	2,000	4,000	123,654	
	Faculty-Energy Economist	1.00	65,000	25,557	90,557	3,000	2,000	4,000	99,557	
	Faculty-Informatics	1.00	100,000	32,727	132,727	3,000	2,000	4,000	141,727	
	Faculty-History	1.00	55,000	23,508	78,508	3,000	2,000	4,000	87,508	
	Faculty-Political Scientist	1.00	55,000	23,508	78,508	3,000	2,000	4,000	87,508	
	Faculty-Mechanical Engineering	1.00	85,000	29,654	114,654	3,000	2,000	4,000	123,654	
	Faculty-Radio Chemist	1.00	65,000	25,557	90,557	3,000	2,000	4,000	99,557	
	Faculty-Experimental Psychology	1.00	65,000	25,557	90,557	3,000	2,000	4,000	99,557	
	Faculty-Business/Health Care Admin	1.00	75,000	27,605	102,605	3,000	2,000	4,000	111,605	
	Management Assistant	1.00	45,000	21,813	66,813	3,000	2,000	4,000	75,813	
	Office Specialist	1.00	35,000	19,686	54,686	3,000	2,000	4,000	63,686	
	Distance Learning Operator	1.00	35,000	19,686	54,686				54,686	
	Distance Learning Operator	1.00	35,000	19,686	54,686				54,686	
	Irregular Salaries/Temp Faculty		200,000	40,974	240,974				240,974	
	2 Classroom DL Upgrades							40,000	40,000	
	Equipment/Instrumentation							200,000	200,000	
	Laboratory Materials/Supplies						100,000		100,000	
		13.00	1,000,000	365,169	1,365,169	33,000	122,000	284,000	1,804,169	1,804,169
	Total	**13.00**	**1,000,000**	**365,169**	**1,365,169**	**33,000**	**122,000**	**284,000**	**1,804,169**	1,804,169
										284,000 CO/OT
										1,520,169 ongoing
										155,000 OE
										1,365,169 PC

Phased Option, If Necessary

	Phase I	Priority	Phase II	Priority	
5 Faculty Positions	494,954	1	398,372	1	4 Faculty Positions
Travel	18,000	2	15,000	2	Travel
Mgmt Assistant	66,813	3	54,686	3	Office Specialist
DL Operator	54,686	4	54,686	4	DL Operator
Irregular Salaries	120,487	5	120,486	5	Irregular Salaries
Computers & M/S	36,000	6	30,000	6	Computers & M/S
1st Classroom DL Upgrade	20,000	7	20,000	7	2nd Classroom DL Upgrade
Equipment/Instrumentation	100,000	8	100,000	8	Equipment/Instrumentation
Laboratory M/S	50,000	9	50,000	9	Laboratory M/S
	960,940		843,229		

Polytechnic Institute-Vision Statement

A Polytechnic Institute as proposed by ISU is an overarching structure that will allow Idaho's higher education institutions, which are members of CAES (Center for Advanced Energy Studies), to locate faculty in Idaho Falls and offer certificate and degree programs either as a single institution or jointly with other member institutions. The institute is responsive to the recommendations of the LINE (Leadership in Nuclear Energy) Commission where a polytechnic institution is recommended for Idaho Falls in order to insure that INL (Idaho National Laboratory) maintains its status as DOE's (Department of Energy) lead laboratory for nuclear energy in the United States.

The faculty members located in Idaho Falls will form a cluster of multidisciplinary professors that have research interests related to energy. Naturally, it is expected that a significant number of faculty would come from science and engineering, however, liberal arts, business and education faculty will also be hired who have expertise related to energy and the environment. For example, a Political Science professor may have expertise in energy policy and/or environmental policy, or an English professor with expertise in the communication of science and engineering to the general public. Education professors with expertise in STEM (Science Technology Engineering and Math), an Economics professor with expertise in the economics of energy etc. are all expected. This cluster of faculty, with very specialized expertise, will make it possible to offer a number of programs spanning Science and Engineering, the Liberal Arts, Business and Education.

With respect to research and economic development, this talented cluster of faculty members will be uniquely qualified to seek extramural research funding from national agencies at a time when funding agencies are interested in multidisciplinary projects and research teams. The close proximity between faculty members with such varied expertise will generate unique research ideas where science and engineering concepts are blended with policy, economics, and education. In addition, competitive funding potential will be enhanced as agencies look favorably on proposals from multiple disciplines and as well as multiple institutions. Finally, the close proximity to INL will allow for research collaboration outside the academy with lab scientists as well as industry partners.

Idaho State University will be the managing institution for the Polytechnic Institute consistent with its current role for University Place, which includes CAES. An academic governance structure that handles the intricacies of multiple institutions offering degrees, both independently and collaboratively, will be developed as institutions identify programs to deliver through the overarching structure of the Polytechnic Institute. It is expected that each institution will have representation commensurate with their role, in a fashion that ensures a winning relationship for all involved, including representation from INL and potentially relevant industry.

AGENCY: Idaho State University | Agency No.: 510 | FY 2018 Request
FUNCTION: General Education | Function No.: 03 | Page 1 of 4 Pages
ACTIVITY: Center for Education Innovation (ISU) | Activity No.: | Original Submission _X_ or Revision No. ___

A: Decision Unit No: **12.02** Title: **CEI Initiative** Priority Ranking 2 of 2

DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	6.50				6.50
PERSONNEL COSTS:					
1. Salaries	$380,000				$380,000
2. Benefits	157,400				157,400
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	$537,400				$537,400
OPERATING EXPENDITURES **by summary object:**					
1.					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY **by summary object:**					
1. Building Design Costs	$200,000				$200,000
TOTAL CAPITAL OUTLAY:	$200,000				$200,000
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	$737,400				$737,400

Supports institution/agency and Board strategic plans:

Please refer to attached Joint Whitepaper

Performance Measure:

Please refer to attached Joint Whitepaper

Description:

Please refer to attached Joint Whitepaper

Center for Education Innovation

A joint whitepaper and vision statement | College of Southern Idaho | Idaho State University

May 2016

Introduction

Idaho State University and the College of Southern Idaho jointly propose the design, development, and creation of the Center for Education Innovation (CEI), a visionary and collaborative facility and programming venture to be situated on the CSI campus in Twin Falls and jointly operated.

The CEI initiative attempts to address numerous issues in early childhood, elementary, secondary, and higher education in Idaho. Among them:

- Concerns with current state of teacher education in Idaho
- Need for expanded professional development opportunities for teachers at all levels of education
- Need for more research specifically for the benefit of the Idaho education pipeline to benefit the educational systems of Idaho, including the impact of teacher training in early education
- Tremendous challenges in addressing K12 teacher shortages and demands, especially in rural areas
- Addressing and assessing the proposals and initiatives suggested by the Idaho Education Task Force, national best practices, Idaho Business for Education, and other constituents
- Providing research support and facilitation for the K-20 pipeline
- Providing support for alignment of K12 and university curriculum and college readiness

Situating the CEI facility in Twin Falls on the CSI campus is prompted by the growth, demand, and opportunity specific to the Magic Valley region. CSI has been a pioneer with regard to partnerships and greater integration in K12, demonstrated by the growth of concurrent enrollment, collaborative education ventures, transition coordinator implementation, and other initiatives. Idaho State University has a long history with dual enrollment with its Early College Program and has worked closely with school districts on curricular alignment and K12-related research within its Albion Center for Education Innovation. The longstanding presence of ISU on the CSI campus, with emphasis on the ISU College of Education, together with the spirit of collaboration and articulation suggest tremendous opportunity for both growth and success.

The vision includes a focal point for education research, development of innovation in teacher training at all levels, and reform for all of Idaho. It provides a testbed for practice, and an opportunity to significantly ~~revisit and~~ revise the direction, services and support we provide for educator education, training and professional development.

College of Southern Idaho Operational Vision

The College of Southern Idaho proposes the Center for Education Innovation as a current leader in the pursuit of instructional excellence and preparation of teachers ~~in service to~~

serving in Idaho. The CEI facility provides an opportunity to consolidate teaching and learning lab schools in a revolutionary way, in particular at the early childhood and elementary levels. The operation supports our CSI's Core Themes of Community Success and Student Success by advancing and applying research in a controlled setting, while providing a local pathway to baccalaureate and graduate education.

Various existing and planned programs, services, and operations would or could be housed in the facility:

- CSI Center for Innovation and Teaching Excellence
- CSI Education Department
    - CSI Early Childhood Education Program (including existing labs/lab schools)
    - Transfer education programs
    - Paraprofessional training programs
    - Teacher professional development, continuing education operations
- Rural Education Resource Center
- Southern Idaho P20 Teaching Excellence Initiative
- CSI Higher Education Center (ISU/BSU/UI)
- South Central Idaho Education Partnership (regional Education Idaho Network)
- Region IV iSTEM
- CSI STEM Resource Center

Idaho State University Operational Vision

The partnership between the CSI and ISU for a Center for Education Innovation (CEI) will increase ISU's potential to recruit, retain, and support professional educators in the Magic Valley and will expand the ability to offer high quality educator preparation and professional development in this area. The CEI aligns with ISU's Core Theme One (Learning and Discovery) by continuing and expanding our ability to deliver effective and high quality academic programs that support educator preparation and professional development in the Magic Valley. The CEI aligns with ISU's Core Theme Two (Access and Opportunity) by expanding our opportunity to recruit potential future teachers in secondary school settings and by ensuring that students have access to critical support functions necessary to be successful throughout their education. The CEI also aligns with ISU Core Theme Four (Community Engagement and Impact) by providing a structure that facilitates partnership creation and collaboration and professional development centers for professional educators in the field.

Various existing programs, services, and operations would or could be housed in the facility:

- ISU College of Education Twin Falls Center
- ISU Twin Falls Office for the Albion Center for Education Innovation
- Region IV TRIO
- Regional Math Resource Center
- ISU Community College Leadership program

A future vision and opportunities

Evolving and future opportunities include:

- Consideration of partnering with Twin Falls School District to create an elementary school as a component of the project and as a lab school
- Expanded education research
- Direct linkage with Idaho SDE and Professional Standards Commission
- Revision and improvement of Idaho Career Technical Education (CTE) programming and continuing education support
- Childhood through college education lab research under one roof with shared resources and faculty
- Active research with regard to "education innovation in action," including expanded K12-postsecondary education partnerships, collaboration, and pilot studies

Moving forward

Initial steps include a joint request from CSI and ISU for planning and design funding in order to fully develop and synchronize the operations, programming, and facility concept. This would culminate in a formal building request by the College of Southern Idaho and Idaho State University to the Permanent Building Council.

Attendant staffing and occupancy cost requests will follow as appropriate.

AGENCY: College & Universities	Agency No.: 510	FY 2018 Request
FUNCTION: University of Idaho	Function No.: 04	Page _1__ of _5 Pages
ACTIVITY:	Activity No.:	Original Submission _X_ or Revision No. ___

A: Decision Unit No: **12.01**	Title: **Computer Science in Coeur d'Alene Phase 2**				Priority Ranking 1 of 2
DESCRIPTION	**General**	**Dedicated**	**Federal**	**Other**	**Total**
FULL TIME POSITIONS (FTP)	2.5				2.5
PERSONNEL COSTS:					
1. Salaries	$235,500				$235,500
2. Benefits	89,700				89,700
3. Group Position Funding	92,000				92,000
TOTAL PERSONNEL COSTS:	$417,200				$417,200
OPERATING EXPENDITURES **by summary object:**					
1. Travel	$2,000				$2,000
2. Operating	8,000				8,000
3. Faculty Start-Up (one-time)	220,000				220,000
TOTAL OPERATING EXPENDITURES:	$230,000				$230,000
CAPITAL OUTLAY **by summary object:**					
1. Capital Outlay	$3,000				$3,000
2. Cyber-Security Laboratory	62,000				62,000
TOTAL CAPITAL OUTLAY:	$65,000				$65,000
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	$712,200				$712,200

Supports institution/agency and Board strategic plans:

University of Idaho Strategic Plan and Process 2016-2025

Goal 3 (Transform), Objective A: Provide greater access to educational opportunities to meet the evolving needs of society.

Performance indicators: The number of students enrolling in CDA computer science program will be the primary metric. Total number of UI students in Coeur d' Alene will also be tracked as it is expected to increase because of increased awareness of UI presence in the community.

Students in the Coeur d'Alene vicinity will have access to a degree in a high demand career field.

Goal 2 (Engage), Objective C: Engage individuals (alumni, friends, stakeholders and collaborators), businesses, industry, agencies and communities in meaningful and beneficial ways that support the University of Idaho's mission.

Performance indicators: The number of industry participants and number of students involved in the co-op program will be tracked. The program will support a co-op program model of education providing contemporaneous work experience with industry partners as part of the curriculum for earning the Bachelor of Science degree program in Computer Science (BSCS).

We will engage current and new industry partners through creation of internship opportunities, research collaborations, graduate job placement efforts and the innovative cooperative program with regional industry partners.

Idaho State Board of Education FY 2016-2020 Strategic Plan

Goal 1 (A Well Educated Citizenry), Objective E: Education to Workforce Alignment – Deliver relevant education that meets the needs of Idaho and the region.

North Idaho is home to a flourishing technology community. Implementing the BSCS program in the Coeur d'Alene region will better serve local students passionate about the field and the community, allowing them to remain in the CDA vicinity while receiving a meaningful, relevant education that they can parlay into a well-paying job without leaving the state.

Offering the BSCS in the Coeur d'Alene community will support the benchmark ratio by enrolling additional students who previously might not have been able to attend a BSCS program elsewhere.

Performance Measure: Number of enrolled students in this key STEM discipline. Number of graduates in high demand fields as defined by the Idaho Department of Labor.

Augmenting the BSCS program would support this effort to increase the number of graduates in information technology, a field considered to be high demand by the Idaho Department of Labor.

Goal 3 (Effective and Efficient Educational System), Objective C: Alignment and Coordination – Facilitate and promote the articulation and transfer of students throughout the education pipeline (Secondary School, Technical Training, 2yr, 4yr, etc.).

Students who would attend the University of Idaho in Coeur d' Alene (UICDA) BSCS would complete their first two years at North Idaho College, obtaining an Associate's Degree.

Performance Measure: Percent of Idaho community college transfers who graduate from four year institutions.

The UICDA BSCS program would directly contribute to increasing the percentage of students who transfer to four year institutions as it is a component of the program that they start their BSCS at North Idaho College, an Idaho community college.

Idaho SBOE Strategic Plan Current Initiatives:

2. Ensure college and career readiness

8. Strengthen collaborations between education and business/industry partners

10. Develop transfer coordinated admission policies between community colleges and four year institutions to create pathways from 2-year to 4-year institutions.

In addition to supporting goals, objectives, and performance measures of the SBOE Strategic plan, the UICDA BSCS program will support these "current initiatives". Expanding the BSCS program to a full four years in CDA will: assist in ensuring career readiness (initiative 2) through extensive industry exposure and internship opportunities; solidify collaborations with industry partners (initiative 8) through current and new relationships fostered with area businesses, initiating program content consultation, internship opportunities, and research and development partnerships; and support coordinated admission policies that create pathways from 2 to 4-year institutions (initiative 10) through rigorous communication and collaboration between staff and faculty at both North Idaho College and the University of Idaho.

Description:

The goal of this project is to provide talent development and research to support students and industry in northern Idaho in the critical area of computer science. We originally proposed a plan to expand computer science in two phases. Phase 1 is to establish the third year of coursework and Phase 2 is the final year of coursework to allow for an entire four-year BSCS with a critical mass of faculty to support economic development in northern Idaho. This request is the Phase 2 expansion to complete last year's Phase 1 appropriation. As evidenced in other areas of the State and region, a BSCS would be a tremendous advantage for place-bound students in northern Idaho and provide key support to growing businesses in the area. It would greatly enhance the economic development of the region and move Idaho closer to its Complete College Idaho goals.

Currently students can obtain an associates degree in computer science from North Idaho College (NIC). With the Phase 1 appropriation for FY 2017 students are now able to stay in the area and complete their third-year of coursework from UICDA; however students will still need to transfer to the UI in Moscow for their final two semesters of coursework in order to complete their BS degree requirements. Funding this Phase 2 request will enable the UI to expand to a full four year BSCS so that students can graduate as early as May 2018 without having to leave the Coeur d' Alene area. A unique characteristic of this program will be a cooperative (co-op) education track that will make industry-sponsored internships a part of the educational process. The co-op model was originally developed at the University of Cincinnati and has been adopted at many locations across the world over the last 100 years. Additionally, the program, in collaboration with local industry, will be an engine of innovation to support the research and development activities of local technology firms as well long-standing traditional industries, businesses, and government agencies. In this day and age, all industry is dependent on computational expertise. Such a program is just as critical to a competitive economy as are adequate roads, utilities, and other critical infrastructure.

Questions:

1. **What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?**

   This Phase 2 request is for 2.5 FTE positions plus adjunct and TA assistance: one experienced associate professor, one less experienced assistant professor, and converting a 0.5 FTE administrative assistant position to 1.0 FTE. We are also requesting funds to hire adjuncts from the community for four classes each year as well as three graduate teaching assistantships to support coordinated courses between Coeur d' Alene and Moscow. One consequence of supporting a cooperative educational model is that we will need to offer classes more often to account for the internship

schedule so that students can graduate in a timely manner. These additional faculty and supporting staff will enable us to seek ABET accreditation which is essential for a viable CS degree program. This request includes equipping laboratories in CDA along with building out videoconferencing capacity in Moscow and CDA to enable delivery of selected critical courses and faculty and industry collaboration. Startup costs for the additional tenure track faculty are also requested. We are also submitting a detailed Notice of Intent (NOI) to the Board of Regents for their approval.

We are requesting this Phase 2 funding to complete our goal of supporting talent development and research in computer science in northern Idaho. There is growing demand for Computer Science BS education in northern Idaho. UI Moscow and NIC Computer Science programs are experiencing ~20% annual growth. In addition, skilled computer scientists are in high demand. The recurring costs are $427,200 annually.

2. What resources are necessary to implement this request?

a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

Associate Professor starting spring semester 2018 (note that salary savings from this mid-year hire will go towards funding faculty recruitment and start-up costs)

Assistant Professor starting fall semester 2017.

Administrative Assistant 0.5 FTE in fall 2017 will increase the current 0.5 FTE to a full-time position

b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

The program is administered by the UI's College of Engineering and Department of Computer Science. We have considerable experience in administering distance programs in Boise and Idaho Falls. The Computer Science program in Coeur d' Alene will be absorbed into the existing structure. The UICDA staff will provide local support for recruiting and student success as well as collaborations with industry. They will also help deploy professional development opportunities for local professionals.

c. List any additional operating funds and capital items needed.

Based on our experiences with distance programs an annual budget of $12,000, $8,000, and $15,000 will be needed for operating, travel, and equipment expenses, respectively. This Phase 2 request adds to the Phase 1 appropriation to obtain this budget need. In addition, we are requesting one-time funding for the cyber-security laboratory and faculty start-up.

3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

The one-time fund request is for startup funds for the new faculty and Computer Security laboratory. The rest of the funding will be on-going annually. As mentioned above there is growing demand for Computer Science BS education in northern Idaho due to the flourishing technology community

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

The program will provide increased educational opportunities in computer science in northern Idaho. A growing contingent of Computer Science students at North Idaho College will have local access to a BSCS without leaving the area. NIC is engaged with the development team for this program and enthusiastic about cooperating to ensure its success.

The rapidly growing high tech industry in the region includes mostly small and medium sized businesses. These businesses are typically growth-constrained by the lack of trained computer scientists. Failure to establish this program will slow the production of these highly trained professionals which will, in turn, slow industry growth and jeopardize retention of these high wage and high growth potential companies which are critical to building a stronger economy.

5. If this is a high priority item, list reason why unapproved Line Items from the prior year budget request are not prioritized first.

Legislative action provided funding for Phase 1 (establish 3rd year of computer science training in Coeur d'Alene) to be implemented in fall semester of 2016. This Phase 2 request will enable the needed subsequent year of the program to allow northern Idaho students to obtain the BSCS degree without relocation.

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AGENCY: College & Universities Agency No.: 510 FY 2018 Request
FUNCTION: University of Idaho Function No.: 04 Page 1 of 5 Pages
ACTIVITY: Activity No.: Original Submission X or Revision No. ___

A: Decision Unit No: **12.02** Title: **Library Investment in Support of Achieving R1 Carnegie Classification** Priority Ranking 1 of 1

DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	8.25				8.25
PERSONNEL COSTS:					
1. Salaries	$357,900				$357,900
2. Benefits	184,900				184,900
3. Group Position Funding	50,000				50,000
TOTAL PERSONNEL COSTS:	$592,800				$592,800
OPERATING EXPENDITURES **by summary object:**					
1. Travel for Faculty	$7,500				$7,500
2. Memberships	51,500				51,500
3. Travel for Memberships	30,000				30,000
4. Software Licenses	4,000				4,000
5. General Operating	4,500				4,500
TOTAL OPERATING EXPENDITURES:	$97,500				$97,500
CAPITAL OUTLAY **by summary object:**					
1. PC and workstation (OT)	$25,200				$25,200
2. Non-standard inflation	350,000				350,000
3. New journal titles	400,000				400,000
4. Monograph purchases	400,000				400,000
5. Equipment	50,000				50,000
TOTAL CAPITAL OUTLAY:	$1,225,200				$1,225,200
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	$1,915,500				$1,915,500

Supports institution/agency and Board strategic plans:

State Board of Education Goal 2: Objective B
Increase creation and development of new ideas and solutions that benefit society.

University of Idaho Goal 1: Innovate Objective B
Create, validate and apply knowledge through the co-production of scholarly and creative works by students, staff, faculty and diverse external partners.

Performance Measure: Become a Carnegie R1 institution

These resources are needed to support the faculty and students to build the programs and research expected by Carnegie R1 institutions.

Description:

This proposal enables the Library to provide essential support for the University of Idaho as it expands its research portfolio and aspires to achieve Carnegie Very-High (R1) status. This will be achieved by expanding the Library's capacity to match peer and aspirational peer institutions. This increased capacity will significantly increase support for research and scholarship, student success, and outreach to the larger Idaho community.

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

   We are requesting personnel and operating expenses to enable the Library to provide a suite of services to University students and scholars that advance its research, teaching, and land-grant missions. External peer reviewers note that, while the University of Idaho Library has the distinction of being the largest research library within the state, "within the larger world of research libraries, the University of Idaho Library has failed to measure up."

   Specifically, the Library intends to accomplish several actions under this umbrella:

   - Develop a First Year Experience instruction program (.75 instructor)
   - Build faculty research and curricular support in college liaison program (1 FTE)
   - Support data management, deposit, reuse, and curation (1 FTE)
   - Enable development of a robust institutional repository (1 FTE)
   - Permit safe and secure operation of 24-hour facility (1 FTE)
   - Provide technical support for faculty in processing activities (1 FTE)
   - Address new role of collecting and preserving institutional history (1 FTE)
   - Support innovative learning with primary source materials (1 FTE)
   - Enable ability to communicate with broad academic and library communities (.5 FTE)

   These activities are essential components of today's leading research libraries. Additionally, this support enables the University of Idaho to further grow its outreach to statewide libraries and museums. We currently share our expertise through webinars and workshops; much more statewide outreach could be done with additional support.

2. What resources are necessary to implement this request?
   a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.
      1. Position: Social Sciences Librarian, Assistant Professor, $50,000; FT/FY, tenure-track, benefit-eligible, date of hire: start AY18
      2. Position: Resident Librarian, Instructor, $35,000, FT/AY, non-tenure track, benefit-eligible, date of hire: start AY18
      3. Position: University archivist, Assistant Professor, $50,000, FT/FY, tenure-track, benefit eligible, date of hire: start AY19
      4. Position: Night supervisor, Circulation, library technician, PG 4 with night differential, $29,120, FT, classified, benefit eligible, date of hire: July 2017
      5. Position: Institutional repository programmer, PG 7, $43,700, FT, classified, benefit eligible, date of hire: July 2017
      6. Position: Metadata Librarian, Assistant Professor, $50,000, FT/FY, tenure-track, benefit eligible, date of hire: start AY18
      7. Position: Archivist for Instruction and Engagement, Assistant Professor, $50,000, FT/FY, tenure-track, benefit eligible, date of hire: start AY19
      8. Position: Data services support, Library technician, PG 4, $28,080, FT, classified benefit eligible, date of hire, July 2017
      9. Position: Marketing/Communication staff, PG?; $22,000, PT/FY, classified, benefit eligible, date of hire, AY18
      10. Student employment: $50,000

   b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

   c. List any additional operating funds and capital items needed.

      - Operating funds
        - Faculty travel: $7,500
        - Phones, supplies, etc.: $4,500
        - Software licenses: $4,000
        - Memberships and travel
          - Greater Western Library Alliance, $16,000
          - Orbis Cascade Alliance, $20,000
          - HathiTrust, $15,000
          - Coalition for Networked Information, $10,000
          - Research Data Alliance, $5,000
          - Council on Library and Information Resources, $4,645
          - Digital Library Federation, $4,620
          - Scholarly Publishing and Academic Resources Coalition (SPARC), $6,181
      - Capital outlay
        - Office furniture and computers: $25,200

- Non-standard periodical inflation added to base: $350,000
- New periodical titles, $400,000
- Monographs: $400,000
- Equipment (e.g., Microfilm reader/printers, scanners): $50,000

3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

   With the exception of the start-up capital outlay for offices and computers, all of these budget requests are on-going investments.

   Investments in Special Collections staff and memberships in appropriate library organizations heightens our ability to seek and secure external funding. The Library has been increasingly active in grantsmanship and several collections offer opportunities for this activity. For example, the Library recently secured a National Endowment for the Humanities grant in partnership with the Latah County Historical Society that will result in the preservation, digitization, and dissemination of unique privately-owned regional history resources.

   Additionally, robust data curation and open access institutional repository infrastructure will increase competitiveness for grants across all of the University. These are areas that many granting agencies, including the National Science Foundation, Department of Defense, and the National Endowment for the Humanities, have deemed to be crucially important. The positions in this proposal are essential to creating and maintaining this infrastructure.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

   This request is designed to serve all members of the university community (all disciplines, all types of research) It addresses student support from the beginning of a student's career until the ultimate goal of graduation, thus building graduates who are competent and competitive in today's information-rich world. It supports our researchers, adding depth to emerging disciplines and foci of the University. This proposal also provides support for the University of Idaho's land-grant mission to serve the state. The Library provides special consulting services to all Idaho libraries and shares resources with the same. This investment will provide opportunities for additional student internships and community partnerships, such as has transpired with the Latah County Historical Society, Potlatch, Nampa, and Kendrick-Juliaetta's Heritage Society.

   The various activities represented in this request support the University of Idaho Library's professional obligation to participate in national dialogues about the future directions of libraries and, by extension, raises the state's profile and prestige.

If unfunded, the University of Idaho will find it difficult to support its goal of becoming a Carnegie R1 institution. If not funded, Idaho would remain as one of the very few states without an adequately funded and staffed research library and this outcome impacts the state in multiple ways; for example, it would ensure that the University of Idaho Library remains adequate for many uses but well short of attaining the stature that would support both the current and aspirational needs of the University. Lack of funding would also keep the ability of the Library to perform essential outreach to Idaho at a minimum despite demonstrated need and demand.

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AGENCY: Lewis-Clark State College Agency No.: 511 FY 2018 Request
FUNCTION: General Education Function No.: Page ___ of __ Pages
ACTIVITY: Health Professions Education Expansion Activity No.: Original Submission _X_ or Revision No. ___

A: Decision Unit No: **12.01** Title: **HEALTH PROFESSIONS EDUCATION EXPANSION** Priority Ranking 1 of 2

DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	6.00				6.0
PERSONNEL COSTS:					
1. Salaries	$295,200				$295,200
2. Benefits	135,200				135,200
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	$430,400				$430,400
OPERATING EXPENDITURES **by summary object:**					
1. Travel	$2,000				$2,000
2. Operating Expense	5,000				5,000
TOTAL OPERATING EXPENDITURES:	$7,000				$7,000
CAPITAL OUTLAY **by summary object:**					
1. PC and workstations (six)	$18,000				$18,000
TOTAL CAPITAL OUTLAY:	$18,000				$18,000
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	$455,400				$455,400

Supports institution/agency and Board strategic plans: This request supports State Board Goal 1 (Well Educated Citizenry), Objective C (Higher Level of Educational Attainment) by providing highly qualified faculty to deliver high-demand programming and an advisor to support student progression toward degree completion. It also supports Objective E (Education to Workforce Alignment) and LCSC Goal 1 (Sustain and enhance excellence in teaching and learning), Objective 1A (Strengthen courses, programs, and curricula consonant with the mission and core themes of the institution, through the delivery of high quality programs that meet regional and statewide needs).

Performance Measures: Objective C: Percentage of Idahoans (ages 24-35) who have a college degree or certificate requiring one academic year of more of study—benchmark: 60%. Objective E: Numbers of graduates in high demand fields as defined by the Idaho Department of Labor—benchmark: TBD.

Description: This request targets two key health professions areas: Kinesiology and Social Work. The four (4) faculty and two (2) staff positions sought in this line item request support expansion of high performing, high quality programming in high demand areas, as identified in the program prioritization process.

- **Priority 1.** 1.0 FTE Kinesiology Assistant Professor, 12 month contract: The Kinesiology major is in high demand, as evidenced by the growth in Kinesiology majors, tabled below. Graduates in Kinesiology are prepared for advanced study in Physical Therapy (IDOL Hot Job #3), Physician Assistant (IDOL Hot Job #5), and medical school (IDOL Hot Job #15). Additional areas in which Kinesiology graduates find career opportunities include education, therapeutic exercise, geriatric wellness, health and fitness leadership, sports training, coaching, athletic medicine, sports and fitness communication, and commercial fitness. According to the Bureau of Labor Statistics, jobs for Kinesiology graduates in nursing homes, residential care, and other health-oriented facilities are projected to grow 10 percent from 2014 to 2024, faster than the average for all occupations. Addition of this 1.0 FTE position supports admittance of an additional 25 students to the Kinesiology major, and this position will also support expanded summer school course offerings. Total cost of the position including salary, benefits, OE and CO is $102,500.

KINESIOLOGY ENROLLMENT BY MAJOR AND ACADEMIC YEAR

MAJOR	2012-2013	2013-2014	2014-2015	2015-2016
KINESIOLOGY-SECONDARY EDUCATION	24	13	34	22
KINESIOLOGY- EXERCISE SCIENCE/SPORT MEDICINE	64	72	73	32
KINESIOLOGY - HEALTH PROMOTION/PERSONAL TRAINING/WELLNESS COACHING	23	32	32	24
KINESIOLOGY- SPORT ADMINISTRATION	34	31	41	43
KINESIOLOGY - YOUTH SPORTS/RECREATION	1	1	1	1
SPORT ADMINISTRATION	35	43	56	60
EXERCISE SCIENCE (FIRST YEAR AY14-15)	0	0	13	45
	181	192	250	227

- **Priority 2.** 1.0 FTE Kinesiology Assistant Professor, 9 month contract: Same justification as noted above. Addition of this 1.0 FTE position supports admittance of an additional 25 students to the Kinesiology major, and provides

expanded course offerings during the traditional academic year. Total cost of position including salary, benefits and capital outlay is $78,100.

- **Priority 3.** 1.0 FTE Health Professions Program Advisor: To maintain strong enrollment or increase enrollments in high demand health-focused programs requires specialized advising and follow-up, particularly for students transferring to LCSC. A dedicated Health Professions Advisor will assist students in choosing the appropriate health profession for their interest and aptitude, evaluate transcripts, and develop a degree completion plan. In the Central Advising Center, advisors carry advising loads of 125+ freshman students. In high demand health-focused programs, faculty advising loads are 35+ students. The addition of a 1.0 FTE, 11-month exempt position supports advising of up to 200 health profession students. Total position cost including salary, benefits, travel and CO is $66,800.

- **Priority 4.** 1.0 FTE Social Work Assistant Professor, nine month contract: There continues to be strong interest in the Social Work major at LCSC, particularly in a delivery format that reaches a broad audience. Social workers are employed in a variety of settings, including mental health clinics, schools, child welfare and human service agencies, hospitals, settlement houses, community development corporations, and private practices. Driven by the increased demand for healthcare and social services, jobs in social work are expected to increase 12% over the next decade. LCSC Social Work graduates are prepared for advanced study in programs such as the MSW offered by Boise State University. Addition of this position allows for program expansion of up to 25 students, while maintaining compliance with the Council on Social Work Education requirement of a 25 to 1 student-to-faculty ratio. An additional faculty position also provides an opportunity to deliver portions of the program in an online format (hybrid program) to better meet the needs of distant students and working professionals. This nine-month position provides expanded course offering and clinical supervision during the traditional academic year. Total position cost including salary, benefits, OE and CO is $78,100.

- **Priority 5.** 1.0 FTE Social Work Assistant Professor, nine-month contract: Same justification as noted above. Addition of a 1.0 FTE Assistant Professor supports admittance of up to 25 new students to the Social Work major. This nine-month position provides expanded course offerings and clinical supervision during the traditional academic year. Salary, benefits, and capital outlay total: $75,600.

- **Priority 6.** 1.0 FTE Administrative Assistant: Program expansion, particularly in the Kinesiology major, will require additional administrative assistant support. Salary, benefits, and CO total: $54,600.

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

   Position and support funds are detailed and prioritized above. No base funding currently exists for expansion of programming.

2. What resources are necessary to implement this request?

   a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

      See position detail, above. Five positions are 1.0 FTE, benefit-eligible positions, with anticipated hire dates of August 2017; the Program Advisor is an 11-month, benefit eligible position, with the same anticipated hire date.

   b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

      Existing operations will be positively impacted through reduced advising loads and improved faculty-to-student ratios.

   c. List any additional operating funds and capital items needed.

      Operating funds of $5,000 ($2,500 each, for both Kinesiology and Social Work) will support the purchase of instructional materials and course development. An additional $2,500 is requested for travel expenses for the Program Advisor position. Capital Outlay includes a computer workstation for each of the six requested positions ($3,000 each; $18,000 total).

3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

   With the exception of Capital Outlay, the request is for ongoing State General Funds. This proposal is scalable: Option 1 provides the resources necessary to expand both Kinesiology and Social Work for a cost of $455,400. Option 2 provides the resources to significantly expand our priority program (Kinesiology) through the addition of two faculty and two support staff (Health Program Advisor and Administrative Assistant), for a cost of $301,700.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

   Two in-demand programs will be expanded by the addition of four (4) faculty positions and one (1) program advisor. These positions will sustain the upward trajectory in program enrollment and meet the demand for flexible (hybrid) programming.

If the request for faculty lines is not funded, we will seek qualified adjuncts when possible, and grow the Kinesiology program in small increments. If not funding is forthcoming, there will be no Social Work program expansion due to accreditation driven student-to-faculty ratios.

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AGENCY: Lewis-Clark State College | Agency No.: 511 | FY 2018 Request
FUNCTION: General Education | Function No.: | Page ___ of __ Pages
ACTIVITY: Advising & Career Readiness | Activity No.: | Original Submission _X_ or Revision No. ___

A: Decision Unit No: **12.02**	Title: **ADVISING & CAREER READINESS**			Priority Ranking 2 of 2	
DESCRIPTION	**General**	**Dedicated**	**Federal**	**Other**	**Total**
FULL TIME POSITIONS (FTP)	4.00				4.0
PERSONNEL COSTS:					
1. Salaries	$157,000				$157,000
2. Benefits	81,500				81,500
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	$238,500				$238,500
OPERATING EXPENDITURES **by summary object:**					
1. Travel	$2,500				$2,500
2. Operating Expense	9,700				12,200
3. Scholarships	135,000				135,000
TOTAL OPERATING EXPENDITURES:	$147,200				$147,200
CAPITAL OUTLAY **by summary object:**					
1. PC and workstations (four)	$12,000				$12,000
TOTAL CAPITAL OUTLAY:	$12,000				$12,000
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	$397,700				$397,700

Supports institution/agency and Board strategic plans: This request supports State Board Goal 1 (Well Educated Citizenry), Objective A (Access), Objective B (Adult Learner Reintegration) and Objective C (Higher Level of Educational Attainment), as well as LCSC Goal 2 (Optimize student enrollment and promote student success), Objective 2B (Retain and graduate a diverse student body) and LCSC Goal 3 (Strengthen and expand collaborative relationships and partnerships), Objective 3A (Increase volunteer, internship, and career placement opportunities).

Performance Measures: Objective A: Increase the percentage of students whose financial need was fully met by 15% over 5 years; 85% graduating student debt of weighted peers; Objective B and C: Percentage of Idahoans (ages 24-35) who have a college degree or certificate requiring one academic year or more of study—benchmark: 60%. Objective E: Ratio of non-STEM to STEM baccalaureate degrees conferred in STEM fields.

Description: Lewis-Clark State College requests $397,700 in on-going funds to support student success through specialized advising, career counseling and guidance, and expansion of the Work Scholars program. These requests support the State Board of Education and institutional strategic plans and will serve diverse groups of students (i.e., veterans, Coeur d'Alene-based students, and Work Scholars), as well as the general student population at Lewis-Clark State College.

- **Priority 1.** 1.0 FTE Veteran's Services Coordinator/Advisor: Currently, the College has no staff specifically and exclusively dedicated to supporting veterans. Veteran students comprise a significant part of the College's FTE (4.5% in fall 2015), and many veterans require services beyond just educational benefits processing. Greater scrutiny is required during academic advising process due to the fact that educational benefits for veterans are strict and allow very little latitude in student course scheduling. An advising error could result in veterans having to repay portions of their benefits and/or increase loan debt. LCSC has also seen an increase in incidents of post-traumatic stress disorder among its veteran student population. Services for these students must be brokered among college and community resources, requiring a significant amount of staff time. Increased staff support would also put the College in a position to compete for grant programs earmarked for the veteran population. Total cost of the position including salary, benefits, OE and CO is $72,100.

- **Priority 2.** 1.0 FTE Career Counselor: The College is continuing to serve freshmen with a centralized advising program wherein students are required to develop a degree completion plan, build class schedules, and develop a draft career plan which evolves throughout their undergraduate experiences. Centralized advising has served over 2,500 students since the program started and serves approximately 800 students at present; there is little time for staff to spend on ongoing career advising. Idaho Business for Education, Idaho Department of Labor, legislators, and State Board of Education members have all challenged higher education to produce students who are "career ready." Increasing career counseling staff will enable the College to expand opportunities for students to explore career options, evaluate their choice of academic major (which also reduces length of time to degree), and broker more opportunities for students to pursue internships and other work experiences. Furthermore, expansion of career-oriented programming will enable the College to partner with regional school districts as they develop and improve their career guidance and college planning programs, per funding provided by the legislature. Total position cost including salary, benefits, and CO is $61,100.

- **Priority 3.** 1.0 FTE Career Counselor: Same justification as noted above, except that operating expense supporting this position is also requested. Total position cost including salary, benefits, OE and CO is $70,800.

- **Priority 4.** 1.0 FTE Student Services Generalist: As LCSC pursues a partnership with the University of Idaho and North Idaho College to develop a collaborative use facility in Coeur d'Alene, it is poised to expand services to

students who complete bachelor's degrees in North Idaho. The College's enrollment in Coeur d'Alene totaled 468 students in the fall of 2015. A Student Services Generalist would supplement existing personnel at the collaborative use facility, and will focus on academic advising, financial aid, and enrollment counseling. Salary, benefits, and capital outlay total: $58,700.

- **Priority 5.** Expansion of the Work Scholars program: The LCSC Work Scholars model is, in its inaugural year, validating the Work College concept as a means for Idaho students and families of limited economic means to gain access to higher education. There is significant demand for this program. The program was initially funded at a level designed to serve 20 students; through cost savings, we have been able to accommodate 22, but the program is currently running at capacity, both in terms of scholarships and worksites. The statistics supporting the success of the Work Scholars program are compelling: 90% of our first generation and minority college students were retained semester-to-semester in our first year. Seventy-seven percent of our scholars are first generation college students, and 13% are American Indian, Hispanic or Latino. The average Work Scholar GPA is 3.40, and through inclusion in the Work Scholars program, 80% have reported that they were able to reduce or eliminate their reliance on student loans. We are requesting funding to increase the capacity of this program to from 20 to 38 slots in FY18. Operating expense total: $135,000.

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

   Position and support funds are detailed and prioritized above. Currently, many activities are conducted as additional duties by existing staff. The College employs one staff member in the Financial Aid Office who processes veteran's educational benefits as part of her job. We employ a three-quarter time staff member who is tasked specifically with career counseling, and other staff members provide career guidance as part of their advising duties. If the requested funding is provided, we will establish a dedicated Career Center, staffed with two career counselors, the existing three-quarter time employee, and a dedicated director, whose current position will be repurposed to lead career education/guidance efforts.

2. What resources are necessary to implement this request?

   a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

      See position detail, above.

   b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

      See question 1, above.

c. List any additional operating funds and capital items needed.

Capital Outlay includes a computer workstation for each of the four requested positions ($3,000 each; $12,000 total). In addition, $9,700 is requested as ongoing operating expense for career counseling, and $2,500 travel funding for the Veteran's Coordinator.

3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

With the exception of Capital Outlay, the request is for ongoing State General Funds. This proposal is scalable in four ways. Option 1 provides the resources necessary to support all the proposed initiatives (total cost: $397,700). Option 2 provides resources to enhance career counseling with two Career Counselors and one Student Services Generalist (total cost: $190,600). Option 3 provides resources for the expansion of the Works Scholars program only (total cost: $135,000). Option 4 provides resources to enhance advising with the Veteran's Coordinator and one Student Services Generalist (total cost: $130,800).

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

The College believes these investments will increase student access, student retention, and student completion. The College's current graduation rate is 27%; with improved advising, we believe we can increase that rate to over 30% within three years. The College's retention rate is 60%, and if this initiative is funded, we should be able to achieve our stretch goal of 70% institutional retention. If not funded, the College will continue to offer minimal services, using existing staff, impacting veteran and Hispanic students, as well as all students generally, with regard to career education and development. If funded, expansion of the College's Work Scholars program will enable students to have access to higher education who might not otherwise be able to afford college.

AGENCY: Division of Career Technical Ed	Agency No.: 503	FY 2018 Request
FUNCTION: Postsecondary Programs	Function No.: 03	Page ___ of __ Pages
ACTIVITY:	Activity No.:	Original Submission _X_ or Revision No. ___

A: Decision Unit No: **12.01**	Title: **Postsecondary capacity expansion**				Priority Ranking 1 of 11
DESCRIPTION	**General**	**Dedicated**	**Federal**	**Other**	**Total**
FULL TIME POSITIONS (FTP)	19				19
PERSONNEL COSTS: 1. Salaries 2. Benefits 3. Group Position Funding	$1,434,800				$1,434,800
TOTAL PERSONNEL COSTS:	$1,434,800				$1,434,800
OPERATING EXPENDITURES **by summary object:** 1. Various	$255,500				$255,500
TOTAL OPERATING EXPENDITURES:	$255,500				$255,500
CAPITAL OUTLAY **by summary object:**					
TOTAL CAPITAL OUTLAY:	$677,700				$677,700
T/B PAYMENTS:	0				0
LUMP SUM:	0				0
GRAND TOTAL	$2,368,000				$2,368,000

Supports institution/agency and Board strategic plans:

Goal 2: Innovation and Economic Development.

Objective A: Workforce Readiness*:*
Prepare students to efficiently and effectively enter and succeed in the workforce.

Overview:

The Division of Career Technical Education funds programs at the 6 Postsecondary institutions throughout the state. Years of flat funding and increased demands on Idaho students to achieve postsecondary education have resulted in long waiting lists for programs across the State and have limited Idaho employers in being able to hire qualified employees. If Idaho cannot accommodate these increased educational demands, it forces students to seek education out of State and can force employers to

look out of state to hire the qualified employees. These jobs are often high wage and high demand, which benefit not only the students seeking the education but help to stimulate the economy by providing higher paying jobs and a better educated workforce.

There was $3.8 million appropriated for this purpose in the FY 2017 appropriation, which is being used to expand program capacity at the technical colleges statewide. As a result, it is estimated that 410 Idaho additional students will be placed in specific programs to help meet workforce demands. With this line item, CTE builds on that effort and expects to help an additional 248 Idaho students prepare for currently unfilled job openings for lack of skilled workers. This line items requests ongoing personnel and operating expenses as well as one-time capital outlay to initiate or expand 16 postsecondary CTE programs across the state.

AGENCY: Division of Career Technical Ed | Agency No.: 503 | FY 2018 Request
FUNCTION: General Programs | Function No.: 02 | Page ___ of __ Pages
ACTIVITY: Secondary Funding | Activity No.: | Original Submission _X_ or Revision No. ___

A: Decision Unit No: **12.02**	Title: **Secondary Added Cost Funding**			Priority Ranking 2 of 11	
DESCRIPTION	**General**	**Dedicated**	**Federal**	**Other**	**Total**
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS: 1. Salaries 2. Benefits 3. Group Position Funding					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES **by summary object:** 1. Various					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY **by summary object:**					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:	$375,000				$375,000
LUMP SUM:	0				0
GRAND TOTAL	$375,000				$375,000

How connected to institution/agency and Board strategic plans:

Goal 2: Innovation and Economic Development.

Objective A: Workforce Readiness*:*
Prepare students to efficiently and effectively enter and succeed in the workforce.

Description:

Added-cost funding to secondary CTE programs helps ensure program quality by funding the additional costs associated with delivering CTE programs as compared to academic programs. These programs tend to be technology and capital intense and are constantly challenged with maintaining up-to-date equipment. Teaching CTE

programs using modern technology provides students with the latest and most relevant skills to meet current workforce demands

Idaho Career Technical Education is requesting $375,000 ongoing from the State General Fund to increase CTE's secondary schools added-cost funding by 5% for all CTE secondary programs.

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

   The request is for an ongoing increase of 5% for all secondary programs.

2. What resources are necessary to implement this request?

   a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service. N/A

   b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted. N/A

   c. List any additional operating funds and capital items needed. N/A

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumptions: new customer base, fee structure changes, ongoing anticipated grants, etc.

   See cover sheet.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

   Students enrolled in secondary CTE programs are served by this request.

   The impact of this request is to help offset the increased costs associated with running the secondary CTE programs and provide students with a learning environment that most closely mirrors the actual workplace demands.

   Students, secondary schools and CTE programs would be impacted if the request were not funded.

AGENCY: Division of Career Technical Ed	Agency No.: 503	FY 2018 Request
FUNCTION: Dedicated Programs	Function No.: 04	Page ___ of __ Pages
ACTIVITY: Industry Partnership	Activity No.:	Original Submission _X_ or Revision No. ___

A: Decision Unit No: **12.03**	Title: **Industry Partnership Fund**			Priority Ranking 3 of 11	
DESCRIPTION	**General**	**Dedicated**	**Federal**	**Other**	**Total**
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS: 1. Salaries 2. Benefits 3. Group Position Funding					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES **by summary object:** 1. Various					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY **by summary object:**					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:	$1,000,000				$1,000,000
LUMP SUM:	0				0
GRAND TOTAL	$1,000,000				$1,000,000

Supports institution/agency and Board strategic plans:

Goal 1, Objective E: Education to Workforce Alignment- Deliver relevant education that meets the needs of Idaho and the region.

Description:

In the 2016 legislative session, Senate Bill 1332 established an Industry Partnership Fund for the purpose of providing timely access to relevant college credit and noncredit training and support projects. Technical colleges will work with regional industry partners to provide a rapid response to gaps in skills and abilities using moneys from the fund.

This bill was not funded in the 2016 legislative session. This line item requests ongoing funding for the Industry Partnership Fund to allow the six postsecondary technical colleges to react swiftly to the educational needs of industry.

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AGENCY: Division of Career Technical Ed	Agency No.: 503/504	FY 2018 Request
FUNCTION: Postsecondary Programs	Function No.: 03	Page ___ of __ Pages
ACTIVITY: Eastern Idaho Technical College	Activity No.:	Original Submission _X_ or Revision No. ___

A: Decision Unit No: **12.04**	Title: **EITC Human Resource position**				Priority Ranking 4 of 11
DESCRIPTION	**General**	**Dedicated**	**Federal**	**Other**	**Total**
FULL TIME POSITIONS (FTP)	1.00				1.00
PERSONNEL COSTS:					
1. Salaries	$52,300				$52,300
2. Benefits	22,800				22,800
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	$75,100				$75,100
OPERATING EXPENDITURES **by summary object:**					
1. Various					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY **by summary object:**					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	$75,100				$75,100

Supports institution/agency and Board strategic plans:

Goal 3, Objective D: Productivity and Efficiency- Apply the principles of program prioritization for resource allocation and reallocation.

Questions:
In the past, Eastern Idaho Technical College (EITC) Human Resource positions were handled as an "additional duty" along with other College functions. Last year (2014-15) Human Resources was handled by a support/clerical positon assigned to HR. This academic year EITC found funding within EITC budgets and were able to hire a full-time HR position to manage the complexities of the State HR systems/benefits as well as local requirements including payroll functions.

In addition to transactional workload, this position has a higher level of responsibility than a "typical" HR Specialist:

- As the sole Human Resource professional for the agency, provides planning and management for all Human Resources processes and procedures;
- Position functions as a "business partner", serving on the President's Advisory Council and the Executive Committee;
- Represents the College in the community;
- Responsible for developing policy and procedure, developing and conducting training;
- Responsible for HR systems planning for the potential change to a community college next spring

Personnel costs are the largest single operating cost of the College. Personnel costs accounted for $7.4 million of the $11.8 million dollars in total operating costs for fiscal year ending June 30, 2015; over 60%. Effective personnel management is critical to the operation of the college.

Request for HR Specialist - EITC

- Current FT positions as of Fall 2016: 110
- Current PT & Adjunct NOT including Fire Service Training (FST): 253
- Part Time FST: 214 (EITC does all the hiring administration and payroll processing, so Fire Service Training is as much HR "work" as other part-time employees)
- **Total Employees (FT & PT): 577**
- New hires processed each year approximately **95**.
- Total processed New Hires and Rehires is **218** per year.

Given the complexities and personnel risks facing each post-secondary institution, the request for a full FTE HR Specialist is EITC's highest priority for this funding period.

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base? EITC is requesting 1 FTE Human Resources Senior position for EITC. EITC currently has one position in HR that is required to do all of the payroll plus all the employee HR functions. This position does all of the payroll for EITC employees plus all of the workforce adjunct who teach workforce classes. EITC has over 11,000 students each year that are in workforce or community education. EITC also has taken over the Fire Service training for the State. This requires HR support and payroll functions. It is important that EITC provide adequate services for all of its employees and protect their rights.

This position would be at the level to work with the other HR professionals in the State.

2. What resources are necessary to implement this request? EITC would need to hire a HR Senior and use its current position of specialist to do payroll and other functions at the specialist level.
   a. List by position: Human Resources Senior Position, Pay grade M, Full time with benefits. This person would start when funding is approved
   b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted. This would be a new position at EITC.
   c. List any additional operating funds and capital items needed. No new operating or capital funds are needed

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) This is an on-going request for funding

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

   Employees are greatly affected by the service of the HR department. Hiring, firing, retirement, CEC and many other areas need to be covered by a well-educated HR employee. New reporting is now being required for HR departments to meet Federal guidelines. If this request is not funded, employees may not get the information to make decisions that could affect employment and retirement. Because of the increase of new faculty, workforce training demands and Fire Service education for the State, this position is critical to ensure that employees are paid on time and have the HR support they need to make employment decisions.

5. If this is a high priority item, list reason why unapproved Line Items from the prior year budget request are not prioritized first. There are many requests, and this request will replace some of those requested in previous years. EITC has re-evaluated some of the priorities on the EITC campus and a fully functioning HR department is very important to the stability of EITC. This was submitted last year but was not funded. This would be EITC's top priority for funding this year.

April 25, 2016

Recommendation for HR Specialist Senior for EITC

The requested Human Resources Senior position is the highest priority for EITC in this next budgeting cycle. EITC has not had the benefit of a highly qualified and experience HR position in the past. Given the myriad of complex federal, state, local and college hiring requirements, a seasoned expert in human resources is a necessity. A college relies heavily on employees in the fulfillment of its teaching and learning mission. Having a senior, seasoned HR professional is indispensable in order to recruit, retain and grow our expanding workforce. EITC is competing for the recruitment of a professional workforce as well as attempting to retain our existing faculty and staff. At this point, EITC has only one HR position, and that position is working out of class given the extent of required duties. Outside of managing our complex professional workforce, a single HR mistake in the hiring or mishandling of a personnel issue could be costly to the institution. Additionally, our existing workforce of faculty, staff and managers all have ongoing professional development requirements which would be integrated into this position's job duties.

Given the challenging hiring requirements for technical and professional positions, EITC will need an experienced HR professional to attract and employ into our workforce. It is equally important for EITC to ensure existing employees understand their benefits and are mentored toward professional development and career progression. Without an expert in this strategic position EITC may experience constant turnover of highly skilled employees to other employment opportunities or the possibility of an employment or discipline mistake. Increasing the status and compensation of this HR position will better ensure expertise and consistency in this position.

Regards,

Dr. Rick Aman

Interim President, Eastern Idaho Technical College

AGENCY: Division of Career Technical Ed	Agency No.: 503	FY 2018 Request
FUNCTION: Related Services	Function No.: 05	Page ___ of __ Pages
ACTIVITY: Adult Basic Education	Activity No.:	Original Submission _X_ or Revision No. ___

A: Decision Unit No: **12.05**	Title: **Adult Basic Education Expansion**			Priority Ranking 5 of 11	
DESCRIPTION	**General**	**Dedicated**	**Federal**	**Other**	**Total**
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS: 1. Salaries 2. Benefits 3. Group Position Funding					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES **by summary object:** 1. Various					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY **by summary object:**					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:	$250,000				$250,000
LUMP SUM:	0				0
GRAND TOTAL	$250,000				$250,000

Supports institution/agency and Board strategic plans:

Goal 1, Objective B: Adult learner Re-Integration – Improve the processes and increase the options for re-integration of adult learners, including veterans, into the education system.

Executive Summary

- **Funding type**: Trustee benefits/local provider grants
- **Total Funding Request**: $1,090,900
  - **Increase amount**: $250,000
- **Description**: Additional funds are needed to expand the Adult Basic Education Program's capacity to transition underprepared adults into college and meaningful employment. Specifically, funds will be used to expand instructional hours and staff capacity, expand instructional offerings, increase services for

rural communities, and allow for competitive salaries to attract and retain high-quality, effective instructors.

- **Justification**: It is unlikely that Idaho can meet its goal of a 60% college completion rate, let alone the employer demands for a highly skilled workforce by focusing solely on high school graduates. Therefore it is vital that the state establish and expand other pathways for students to receive education and training. As an integral part of Idaho's workforce development system and post-secondary student pipeline, Adult Basic Education plays a critical role in establishing and sustaining these pathways. Idaho's ABE programs have the potential to serve as a significant on-ramp into post-secondary education and training for non-traditional, underprepared, and returning adult students. Increased support for these programs will improve outcomes in GED completion, post-secondary enrollment, student employment, and median wage earnings.

- **Additional Considerations**:
    - ABE experienced an overall 12.5% decrease in funds over the course of the recession, as compared to FY08. Funds have remained at this decreased level ($840,900) since FY11.
    - Our federal grant requires local maintenance of effort at 90%, so any increase that is awarded must be met at 90% year-over-year.

Expanded Narrative

We are requesting an ongoing funding increase in trustee/ benefit in the amount of $250,000 for Adult Basic Education. Idaho's ABE program is carried out through six regions, with one public college or university providing services for each region. This request represents a realistic, but meaningful budget increase that would allow all six regions to improve and sustain their program offerings. As a result, our program will increase its capacity to educate and transition underprepared adults into college and careers. Increased support for these programs will also improve outcomes in GED completion, post-secondary enrollment, student employment, and median wage earnings.

Adult Basic Education (ABE) is a federally authorized program and an integral component of Idaho's workforce development and post-secondary system. The ABE program, which is located across six of Idaho's colleges and universities, offers rigorous academic instruction to adults who need to improve their skills in literacy, math, and the English language in order to get a job, improve a career, and/or successfully "go on" to college and training.

As authorized under the Workforce Investment Act (WIA) of 1998, the ABE program was historically focused on providing academic instruction up to and including high-school equivalency. However, in the latter years of WIA, the focus expanded significantly to include college and career readiness. In 2014, Congress passed the Workforce Innovation and Opportunity Act (WIOA) which replaced the prior law. Under

the new law, college and career readiness was formalized as one of ABE's major functions.

The passage of WIOA is an important opportunity to help Idaho meet its educational goals and workforce needs. Idaho is not likely to reach its goal of a 60% college completion rate—let alone meet employer demands for a highly skilled workforce—by focusing solely on high school graduates. Therefore, it is vital that the state establish other pathways for other types of students to receive education and training. With many of the changes presented in the new law, Idaho's ABE programs have the potential to serve as a significant on-ramp into post-secondary education and training for non-traditional, underprepared, and returning adult students.

While WIOA presents a large step toward improving Idaho's workforce development system, these new opportunities also pose budgetary challenges for the ABE program. In order to expand and sustain comprehensive college and career readiness services, local providers will require additional planning capabilities, expanded instructional hours and offerings, and the ability to attract and/or retain high-quality instructors with competitive pay. Local providers will also be expected to increase the level of collaboration and planning with their post-secondary institutions and other agencies and workforce development programs.

As an additional point of interest, the timing of this allocation will coincide with Idaho's new competitive grant application process under the new law for ABE providers. This process will ensure that increased funding levels are being used to support well-vetted, high-quality programs. We plan to run the competition in late 2016/early 2017, with final grant awards being allocated on July 1, 2017.

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AGENCY: Division of Career Technical Ed	Agency No.: 503	FY 2018 Request
FUNCTION: Dedicated Programs	Function No.: 04	Page ___ of __ Pages
ACTIVITY: Secondary Education	Activity No.:	Original Submission _X_ or Revision No. ___

A: Decision Unit No: **12.06**	Title: **Secondary Incentive Funding**				Priority Ranking 6 of 11
DESCRIPTION	**General**	**Dedicated**	**Federal**	**Other**	**Total**
FULL TIME POSITIONS (FTP)	1.0				1.0
PERSONNEL COSTS:					
1. Salaries	$41,000				$41,000
2. Benefits	20,400				20,400
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	$61,400				$61,400
OPERATING EXPENDITURES **by summary object:**					
1. Program administration - Ongoing	$10,000				$10,000
2. Performance data system- One-Time	75,000				75,000
TOTAL OPERATING EXPENDITURES:	$85,000				$85,000
CAPITAL OUTLAY **by summary object:**					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:	$350,000				$350,000
LUMP SUM:	0				0
GRAND TOTAL	$496,400				$496,400

Supports institution/agency and Board strategic plans:

Goal 1, Objective D: Quality Education-
Deliver quality programs that foster the development of individuals who are entrepreneurial, broadminded, critical thinkers and creative.

Description:
In 2014 Agricultural and Natural Resources education programs established an incentive-based program for funding Agriculture and Natural Resources CTE programs. (Idaho Code 33-1629). As one of its major initiatives to improve secondary CTE education across the state, CTE is in the process of proposing new legislation that would expand incentive funding for Career &Technical Education (CTE) secondary programs in the other five program areas of Business Management and Marketing,

Engineering and Technology, Family and Consumer Sciences, Health Professions, and Skilled and Technical Sciences.

Under the proposed legislation, the Division would provide incentive-based funding to both high performing programs and those programs in need of additional support and technical assistance. This performance-based approach would more clearly demonstrate the return on investment provided by career technical education and hold CTE programs more accountable for producing results.

The administration of the Agriculture Incentive Program is very demanding on staff resources and this demand continues to increase as the number of applicants increases and program visits of past recipients is required. In addition, there are unfunded costs to bring in impartial proposal evaluators to decide on which applicant programs will be funded.

We are requesting 1 FTP for a Grants Operations Analyst- Pay Grade K to help administer the program. We are also requesting ongoing operating expenses of $10,000 to cover the cost of running the existing incentive program, including contracting with individuals throughout the state to evaluate proposals and $75,000 in one-time funding to develop performance measures and a data reporting system.

As the success of the current program increases, we are requesting ongoing funding for an additional $25,000 to be passed through to Agriculture programs in the form of an additional start-up grant and $325,000 to be awarded to the five program areas under the new Secondary Incentive Funding program.

AGENCY: Division of Career Technical Ed	Agency No.: 503	FY 2018 Request
FUNCTION: State Leadership	Function No.: 01	Page ___ of __ Pages
ACTIVITY:	Activity No.:	Original Submission _X_ or Revision No. ___

A: Decision Unit No: **12.07** Title: **Horizontal Alignment and Online courses** Priority Ranking 7 of 11

DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS: 1. Salaries 2. Benefits 3. Group Position Funding					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES **by summary object:** 1. Various	$196,000				$196,000
TOTAL OPERATING EXPENDITURES:	$196,000				$196,000
CAPITAL OUTLAY **by summary object:**					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:	0				0
GRAND TOTAL	$196,000				$196,000

How connected to institution/agency and Board strategic plans:

Goal 3: Effective and Efficient Educational System-

Objective C: Alignment and Coordination-*:*
Facilitate and promote the articulation and transfer of students throughout the education pipeline.

Description:

In the 2015 legislative session, amendments to Idaho Code 33-2205 (3) and (4) outline the intent that the Division of Career Technical Education will coordinate with the Idaho Digital Learning to provide approved online career technical education courses and that the Division will incentivize Idaho public colleges and universities offering career &

technical programs to align their foundational courses to achieve uniformity and transferability.

These initiatives were started in Fiscal Year 2015 using Division funds available for this purpose. The continuation of this project into FY 2017 will require one-time funds of $128,000 to align 15 programs from Secondary to Postsecondary and $68,000 for CTE Digital to create 4 online courses through the Idaho Digital Learning.

AGENCY: Division of Career Technical Ed	Agency No.: 503	FY 2018 Request
FUNCTION: Related Services	Function No.: 05	Page ___ of __ Pages
ACTIVITY: CPM and Health Matters	Activity No.:	Original Submission _X_ or Revision No. ___

A: Decision Unit No: **12.08**	Title: **Transfer CPM & Health Matters back to DHR**			Priority Ranking 8 of 11	
DESCRIPTION	**General**	**Dedicated**	**Federal**	**Other**	**Total**
FULL TIME POSITIONS (FTP)		(3.0)			(3.0)
PERSONNEL COSTS: 1. Salaries 2. Benefits 3. Group Position Funding		($243,600)			($243,600)
TOTAL PERSONNEL COSTS:		($243,600)			($243,600)
OPERATING EXPENDITURES **by summary object:** 1. Various		($31,500)		($140,000)	($171,500)
TOTAL OPERATING EXPENDITURES:		($31,500)			($171,500)
CAPITAL OUTLAY **by summary object:**					
TOTAL CAPITAL OUTLAY:		0			0
T/B PAYMENTS:		0			0
LUMP SUM:		0			0
GRAND TOTAL		($275,100)		($140,000)	($415,100)

Supports institution/agency and Board strategic plans:

The CPM and Health Matters program goals are more aligned with the Division of Human Resources, therefore the program will be moved back to DHR in Fiscal Year 2018.

CPM and Health Matters

In Fiscal Year 2009 the Certified Public Manager Program and the Health Matters Program were transferred to the Division of Career Technical Education and funded through the Division of Human Resources' (DHR) appropriation. Since that time, DHR has experienced changes to its structure and operations and now provides certain types of employee training. With those changes, these programs are now complementary to DHR's role in state government. Their transition back to DHR would allow the Division of Career Technical Education to focus on its mission of preparing Idaho's youth and

adults for high-skill, in-demand careers. The transition of these programs back to the DHR began in FY 2017 and this ongoing line item would allow the funding to remain in the Division of Human Resources and allow for the transfer of the three associated positions.

AGENCY: Division of Career Technical Ed	Agency No.: 503	FY 2018 Request
FUNCTION: General Programs	Function No.: 02	Page ___ of __ Pages
ACTIVITY: Skillstack	Activity No.:	Original Submission _X_ or Revision No. ___

A: Decision Unit No: **12.09**	Title: **Skillstack micro-certification platform**				Priority Ranking 9 of 11
DESCRIPTION	**General**	**Dedicated**	**Federal**	**Other**	**Total**
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS: 1. Salaries 2. Benefits 3. Group Position Funding					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES **by summary object:** 1. Various					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY **by summary object:**					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:		$15,000			$15,000
LUMP SUM:	0				0
GRAND TOTAL		$15,000			$15,000

Supports institution/agency and Board strategic plans:

Goal 3, Objective C: Alignment and Coordination- Facilitate and promote the articulation and transfer of students throughout the education pipeline.

Executive Summary

- Idaho SkillStack is the badging/micro-certification platform that is used by the Division of Career Technical Education to articulate technical competency credit between secondary and postsecondary CTE programs. In addition, Idaho's public higher education institutions use SkillStack to award badges to individuals in their non-credit workforce training programs and other academic programs. Currently, Boise State University and North Idaho College are actively awarding

badges. Lewis-Clark State College, College of Western Idaho, College of Southern Idaho, Idaho State University and Eastern Idaho Technical College will begin awarding badges in late 2016.

- The ongoing $15,000 request in spending authority covers an annual maintenance fee of $7,500 and an additional $7,500 in site development to accommodate planned upgrades of SkillStack to further support industry and education. All funds will be paid to Idaho Digital Learning Academy who developed the platform. This line item allows CTE to spend administration fees that are charged to the institutions to support this website. All institutions are currently under a no-cost MOU to use SkillStack and those MOUs will expire in September 2016. The institutions are aware that an administration fee in the amount of $1,500 - $2,500 will be assessed as MOUs are renewed and institutions ramp up their usage of SkillStack. The Division is still in the process of determining the actual cost of administering the website/platform and will finalize the per-institution cost prior to the renewal of the MOUs.

AGENCY: Division of Career Technical Ed Agency No.: 503 FY 2018 Request
FUNCTION: Related Services Function No.: 05 Page ___ of __ Pages
ACTIVITY: Professional Development Conference Activity No.: Original Submission _X_ or Revision No. ___

A: Decision Unit No: **12.10**	Title: **Professional Development Conference Spending Authority**			Priority Ranking 10 of 11	
DESCRIPTION	**General**	**Dedicated**	**Federal**	**Other**	**Total**
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS: 1. Salaries 2. Benefits 3. Group Position Funding					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES **by summary object:** 1. Various		$250,000			$250,000
TOTAL OPERATING EXPENDITURES:		$250,000			$250,000
CAPITAL OUTLAY **by summary object:**					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:	0				0
LUMP SUM:	0				0
GRAND TOTAL		$250,000			$250,000

Supports institution/agency and Board strategic plans:

Goal 3, Objective B: Quality Teaching Workforce
Develop, recruit and retain a diverse and highly qualified workforce of teachers, faculty and staff.

Career & Technical Education Professional Development Conference

The Division of Career Technical Education provides training each summer to Career & Technical Educators from throughout the state at both the secondary and postsecondary levels. The training is fully funded through conference registration fees and historically College of Western Idaho has served as the fiscal agent by paying for conference expenses and collecting funds. In FY 2017 CTE began collecting and disbursing fees using their existing fiscal staff and used spending authority that had been carried forward from prior years. CTE would like to request $250,000 in ongoing

spending authority to continue to run the conference out of funds collected from conference registration fees.

AGENCY: Division of Career Technical Ed | Agency No.: 503/504 | FY 2018 Request
FUNCTION: Postsecondary Programs | Function No.: 03 | Page ___ of __ Pages
ACTIVITY: Eastern Idaho Technical College | Activity No.: | Original Submission _X_ or Revision No. ___

A: Decision Unit No: **12.11**	Title: **EITC Finance Director**				Priority Ranking 11 of 11
DESCRIPTION	**General**	**Dedicated**	**Federal**	**Other**	**Total**
FULL TIME POSITIONS (FTP)	1.0				1.0
PERSONNEL COSTS:					
1. Salaries	$78,000				$78,000
2. Benefits	28,200				28,200
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	$106,200				$106,200
OPERATING EXPENDITURES **by summary object:**					
1. Various					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY **by summary object:**					
TOTAL CAPITAL OUTLAY:	0				0
T/B PAYMENTS:	0				0
LUMP SUM:	0				0
GRAND TOTAL	$106,200				$106,200

Supports institution/agency and Board strategic plans:

Goal 3, Objective D: Productivity and Efficiency- Apply the principles of program prioritization for resource allocation and reallocation.

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base? EITC is requesting 1 FTE for a Finance Director who will oversee the CTE budget and multiple grants for EITC. EITC currently has a controller but this new position will allow EITC to be more in-line with the other technical colleges in Idaho that rely on financial resources available in the institutions' central administration. It is important that EITC provide

adequate financial services while maintaining critical control over all funds that pass through EITC.

2. What resources are necessary to implement this request? EITC would need to hire 1 FTE Finance Director that would oversee the financial office at EITC.
   a. List by position.
      i. Non-classified finance Director
   b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.
      i. This would be a new position for EITC and help balance and coordinate the workload in the finance office.
   c. List any additional operating funds and capital items needed.
      i. No new operating or capital funds are needed

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) This is an on-going request for funding
4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted? Employees and students are greatly affected by the service of the finance department. Currently EITC finance people work many overtime hours and are not able to use them.
5. If this is a high priority item, list reason why unapproved Line Items from the prior year budget request are not prioritized first. There are many requests, and this request will replace some of those requested in previous years. EITC has re-evaluated some of the priorities on the EITC campus and have found that the business office is very understaffed to complete the tasks required by EITC, CTE and the State of Idaho

With growing Federal, State and other Regulatory requirements for School finance both the Controller and Assistant Controller work approximately 10 hours of unpaid overtime each week. The EITC Business Office is responsible for many activities that are not performed at other state funded technical Colleges. EITC, because of its unique position, often is required to complete requests and projects similar to Universities with more staff. The EITC business office completes these request with a total staff of six people, dramatically less than other colleges and universities. Separation of responsibilities, turnover and training is all consuming. Attending meetings, outside training and employee development is nearly impossible.

Examples of EITC Business Office responsibilities:

- Consolidated Financial Statements
- Point of Sale activity for the college

- Accounting Software maintenance.
- Reconciling multiple bank accounts and the account with the State's Treasury
- Billing of approximately 30 Federal, State and local grants
- AP, AR, and Purchasing management
- STARS work and processing
- Time and Effort Reporting for Grants
- Interagency Billings
- Sales Tax Reporting
- PTE Budget preparation
- Detail Budget Preparation
- Payroll processing to the General Ledger
- PCARD administration
- Position Request approval, and IPOPS approval
- INL and Radiation Safety grant billings
- Full General Ledger maintained by fund.
- Two external audits by Moss-Adams
- Much reporting for staff and faculty
- 1098 and 1099 tax reporting
- Colleague understanding, training and use.
- Financial Aid processing and payments for College

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AGENCY: College of Southern Idaho | Agency No.: 501 | FY 2018 Request
FUNCTION: Community College | Function No.: | Page ___ of __ Pages
ACTIVITY: Center for Education Innovation (CSI) | Activity No.: | Original Submission _X_ or Revision No. ___

A: Decision Unit No: **12.01** Title: **CEI Initiative** Priority Ranking 1 of 4

DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)					0.0
PERSONNEL COSTS:					
1. Salaries	0				0
2. Benefits	0				0
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	0				0
OPERATING EXPENDITURES **by summary object:**					
1. Travel	$8,000				$8,000
2a. Contract services (project manager)	60,000				60,000
2b. Contract services (architect fees)	200,000				200,000
3. Supplies	2,000				2,000
TOTAL OPERATING EXPENDITURES:	$270,000				$270,000
CAPITAL OUTLAY **by summary object:**	0				0
TOTAL CAPITAL OUTLAY:	0				0
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	$270,000				$270,000

Supports institution/agency and Board strategic plans:

CSI Core Theme 1: Community Success

As a community college, we are committed to responding to the diverse needs of the communities we serve and to taking a leadership role in improving the quality of life of the members of those communities.

- Objective #1: Strengthen the social fabric in the communities we serve
- Objective #3: Meet the workforce needs of the communities we serve

Core Theme 2: Student Success

As an institution of higher education, we exist to meet the diverse educational needs of the communities we serve. Above all institutional priorities is the desire for every student to experience success in the pursuit of a quality education.

- Objective #1: Foster participation in post-secondary education
- Objective #2: Reinforce a commitment to instructional excellence

Performance Measure:

Rather than a performance measure, this is a critical success activity to be completed. The outcome will be a programming and facilities plan for the Center for Education Innovation (attached whitepaper).

Description:

This request is intended to support the program planning, infrastructure, staffing, and facility design for the proposed Center for Education Innovation, in cooperation with Idaho State University. See the attached whitepaper describing the proposed center.

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

   Planning and design funds, including project management. No ongoing staff is included in the CSI request.

2. What resources are necessary to implement this request?

   a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

      No personnel in this request.

   b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

      Certainly many CSI staff will be somewhat impacted by participation in the design and planning work, but not to a significant degree. The requested funds include a project manager by contract for only FY2017-2018.

   c. List any additional operating funds and capital items needed.

3. Provide additional detail about the request, including one-time versus ongoing.

4. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

   This is a one-time, one-year request for planning and design work. See the attached whitepaper for more information.

5. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

   All residents of Idaho would be served by the intent of the Center for Education Innovation. The expectation will be significant improvement in the preparation of Idaho teachers. For more specific information see the attached whitepaper. If this request is not funded, CSI will forge ahead, but will be at a significant disadvantage in terms of timeliness and progress: the Center may never come to fruition without this planning and design support.

Center for Education Innovation

A joint whitepaper and vision statement | College of Southern Idaho | Idaho State University

May 2016

Introduction

Idaho State University and the College of Southern Idaho jointly propose the design, development, and creation of the Center for Education Innovation (CEI), a visionary and collaborative facility and programming venture to be situated on the CSI campus in Twin Falls and jointly operated.

The CEI initiative attempts to address numerous issues in early childhood, elementary, secondary, and higher education in Idaho. Among them:

- Concerns with current state of teacher education in Idaho
- Need for expanded professional development opportunities for teachers at all levels of education
- Need for more research specifically for the benefit of the Idaho education pipeline to benefit the educational systems of Idaho, including the impact of teacher training in early education
- Tremendous challenges in addressing K12 teacher shortages and demands, especially in rural areas
- Addressing and assessing the proposals and initiatives suggested by the Idaho Education Task Force, national best practices, Idaho Business for Education, and other constituents
- Providing research support and facilitation for the K-20 pipeline
- Providing support for alignment of K12 and university curriculum and college readiness

Situating the CEI facility in Twin Falls on the CSI campus is prompted by the growth, demand, and opportunity specific to the Magic Valley region. CSI has been a pioneer with regard to partnerships and greater integration in K12, demonstrated by the growth of concurrent enrollment, collaborative education ventures, transition coordinator implementation, and other initiatives. Idaho State University has a long history with dual enrollment with its Early College Program and has worked closely with school districts on curricular alignment and K12-related research within its Albion Center for Education Innovation. The longstanding presence of ISU on the CSI campus, with emphasis on the ISU College of Education, together with the spirit of collaboration and articulation suggest tremendous opportunity for both growth and success.

The vision includes a focal point for education research, development of innovation in teacher training at all levels, and reform for all of Idaho. It provides a testbed for practice, and an opportunity to significantly revise the direction, services and support we provide for educator education, training and professional development.

College of Southern Idaho Operational Vision

The College of Southern Idaho proposes the Center for Education Innovation as a current leader in the pursuit of instructional excellence and preparation of teachers serving in Idaho. The CEI facility provides an opportunity to consolidate teaching and learning lab schools in a revolutionary way, in particular at the early childhood and elementary levels. The operation supports our CSI's Core Themes of Community Success and Student Success by advancing and applying research in a controlled setting, while providing a local pathway to baccalaureate and graduate education.

Various existing and planned programs, services, and operations would or could be housed in the facility:

- CSI Center for Innovation and Teaching Excellence
- CSI Education Department
    - CSI Early Childhood Education Program (including existing labs/lab schools)
    - Transfer education programs
    - Paraprofessional training programs
    - Teacher professional development, continuing education operations
- Rural Education Resource Center
- Southern Idaho P20 Teaching Excellence Initiative
- CSI Higher Education Center (ISU/BSU/UI)
- South Central Idaho Education Partnership (regional Education Idaho Network)
- Region IV iSTEM
- CSI STEM Resource Center

Idaho State University Operational Vision

The partnership between the CSI and ISU for a Center for Education Innovation (CEI) will increase ISU's potential to recruit, retain, and support professional educators in the Magic Valley and will expand the ability to offer high quality educator preparation and professional development in this area. The CEI aligns with ISU's Core Theme One (Learning and Discovery) by continuing and expanding our ability to deliver effective and high quality academic programs that support educator preparation and professional development in the Magic Valley. The CEI aligns with ISU's Core Theme Two (Access and Opportunity) by expanding our opportunity to recruit potential future teachers in secondary school settings and by ensuring that students have access to critical support functions necessary to be successful throughout their education. The CEI also aligns with ISU Core Theme Four (Community Engagement and Impact) by providing a structure that facilitates partnership creation and collaboration and professional development centers for professional educators in the field.

Various existing programs, services, and operations would or could be housed in the facility:

- ISU College of Education Twin Falls Center
- ISU Twin Falls Office for the Albion Center for Education Innovation
- Region IV TRIO

- Regional Math Resource Center
- ISU Community College Leadership program

A future vision and opportunities

Evolving and future opportunities include:

- Consideration of partnering with Twin Falls School District to create an elementary school as a component of the project and as a lab school
- Expanded education research
- Direct linkage with Idaho SDE and Professional Standards Commission
- Revision and improvement of Idaho Career Technical Education (CTE) programming and continuing education support
- Childhood through college education lab research under one roof with shared resources and faculty
- Active research with regard to "education innovation in action," including expanded K12-postsecondary education partnerships, collaboration, and pilot studies

Moving forward

Initial steps include a joint request from CSI and ISU for planning and design funding in order to fully develop and synchronize the operations, programming, and facility concept. This would culminate in a formal building request by the College of Southern Idaho and Idaho State University to the Permanent Building Council.

Attendant staffing and occupancy cost requests will follow as appropriate.

AGENCY: College of Southern Idaho Agency No.: 501 FY 2018 Request
FUNCTION: Community College Function No.: Page ___ of __ Pages
Original Submission _X_ or
ACTIVITY: Summer Bridge Activity No.: Revision No. ___

A: Decision Unit No: 12.02	Title: Bridge to Success Summer Bridge			Priority Ranking 2 of 4	
DESCRIPTION	**General**	**Dedicated**	**Federal**	**Other**	**Total**
FULL TIME POSITIONS (FTP)	1.0				1.0
PERSONNEL COSTS:					
1. Salaries	$35,000				$35,000
2. Benefits	19,400				19,400
3. Group Position Funding	24,000				24,000
TOTAL PERSONNEL COSTS:	$78,400				$78,400
OPERATING EXPENDITURES **by summary object:**					
1. Travel					
2. Software					
3. Operating Supplies	$52,000				$52,000
4. Faculty Professional Develop.	2,500				2,500
TOTAL OPERATING EXPENDITURES:	$54,500				$54,500
CAPITAL OUTLAY **by summary object:**					
1. New Computer Lab					
TOTAL CAPITAL OUTLAY:	0				0
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	$132,900				$132,900

Supports institution/agency and Board strategic plans:

Goal 1, Objective B

Higher Level of Education Attainment – Increase the educational attainment of all Idahoans through participation in Idaho's educational system

Performance Measure:

1. Increase Math 043, Math 143, and Math 153 course completion rates for the College of Southern Idaho by 20% by fiscal year 2020 (May 2020). Fall 2016 benchmark.
2. Increase Math 043, Math 143, and Math 153 credits successfully completed by 20% by fiscal year 2020 (May 2020). Fall 2016 benchmark.

3. Increase graduation rates for the College of Southern Idaho from 18% to 22% by fiscal year 2020 (May 2020) – IPEDS definition of graduation rate. Fall of 2016 benchmark.
4. Increase retention in degree and certificate programs at the College of Southern Idaho from 50% to 60% by fiscal year 2020 (May 2020) – IPEDS definition of Fall to Fall retention rate. Fall of 2016 benchmark.
5. Increase the number of students earning degree or certificates by 20% by fiscal year 2020 (May 2020). Fall 2016 benchmark.

Description:
This request is to provide an intensive Bridge to Success Summer Bridge program that provides first time, degree-seeking students a head start in their transition to college. The program introduces students to the academic expectations of college, specifically for degrees that require challenging first-semester course work in math, since math is a key indicator of student success and degree completion. Moreover, the program develops 21st century skills that are essential in the classroom and in the workplace; promotes community engaged learning; familiarizes students to valuable campus resources to increase student success; fosters social and academic relationships with peers, faculty, and staff; and provides academic coaching. This request allows CSI to develop bridge academies that have math as their core course. This request involves hiring a full-time bridge coordinator, adjunct faculty to teach summer bridge courses, and tutors to provide summer bridge instructional support.

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

   One (1) FTE is being requested for a) coordination of Summer Bridge program development b) develop and maintain an ongoing excellence in teaching protocol for all full and part-time faculties, and c) provide continued support for bridge participants through degree/certificate attainment.

   Part-time adjunct math and bridge instructors will be provided to teach summer bridge courses; part-time tutors will be provided to assist students. Academic coaches and student success personnel are already in place for this project.

   One (1) FTE for Summer Bridge Program Coordinator: $35,000

   Part-time adjunct instructors: $14,000

   Tutors: $10,000

2. What resources are necessary to implement this request?

   a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

One (1) FTE, Bridge Coordinator, $35,000 each, Full Time, Full Benefits, Hire Date of August 1, 2018, 12 month contract.

Part-time instructors: $14,000 (total), part-time, no benefits, May 1, 2019, summer contract

Part-time tutors: $10,000 (total), part-time, no benefits, May 1, 2019, summer contract

b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

We have an Associate Dean of Student Success in place. The Bridge Coordinator will report to Associate Dean of Student Success.

Part-time instructors will train with the college's instructional designer (in place). Math instructors will report to the Math Department Chair; bridge instructors will report to the Associate Dean of Student Success.

We currently have Academic Coaches in place. These coaches report to the Associate Dean of Student Success. We have limited tutors in place. Additional summer tutors will assist with the bridge program and will report to our Learning Assistance Program Coordinator (in place).

c. List any additional operating funds and capital items needed.

Financial Support to support students participating in the program. We anticipate 120 students (5 cohorts of 24).

Operating Supplies:

1) $29,000: Daily lunch with Student Success activities: 8 weeks, four days per week:

2) $10,000: Community Engaged Learning to include leadership, teamwork, service learning, and 21st Century skill development.

3) $8,000: Instructional support

4) $3,000: Office Supplies—marketing, promotion, general supplies

5) $2,000: travel

Faculty and staff Professional Development: $2,500

3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

This request is for on-going funds to support new students entering the college.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

The request is to enable first time, degree seeking students to have quicker progress into and successful completion of college math as well introducing students to the academic expectations of college. This program will develop 21st century skills that are essential in the classroom and in the workplace; promote community engaged learning; familiarize students to valuable campus resources to increase student success; foster social and academic relationships with peers, faculty, and staff; and provide academic coaching. We expect to see immediate results in retention and math completion rates. With continued support in subsequent semesters for bridge participants, CSI expects to see increased results in degree completion and graduation rates.

If this request is not funded, we will continue to run pilot programs serving small groups of students. This will refine the development of programs, but it will not have the desired major impact on increasing enrollments and completion rates.

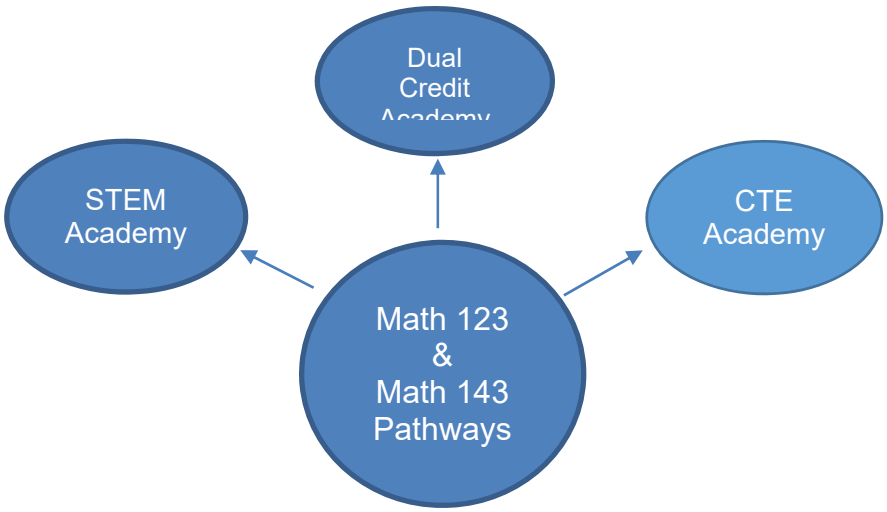
Decision Unit: Bridge to Success Summer Bridge Proposal

Science, technology, engineering, and math (STEM) degrees rank as the most popular degrees at the College of Southern Idaho (CSI). In the fall of 2015, for example, 23% of degree-seeking students declared a STEM degree as their major (College of Southern Idaho Information Technology Services, 2016). When Health Sciences and Career and Technical Education degrees and certificates are included in STEM, nearly half of CSI degree-seeking students declared a STEM degree in fall 2015.

Although nearly one-half of first time, degree seeking students at CSI select a STEM pathway, research indicates that many will leave their chosen field within the first academic year, if not sooner. Chen and Soldner (2013) found that 69% of associate's degree students who entered a STEM field in a six-year period (2003-2009) had left their chosen field. Roughly one-half of these students switched their major to a non-STEM degree; the remaining left college before earning a degree or certificate. Chen and Soldner indicated that performance in STEM courses, particularly math, figured prominently in a student's decision to leave the STEM field.

This request is to provide an intensive Bridge to Success Summer Bridge program that provides first time, degree-seeking students a head start in their transition to college. The program introduces students to the academic expectations of college, specifically for degrees that require challenging first-semester course work in math, since math is a key indicator of student success and degree completion. Moreover, the program develops 21st century skills that are essential in the classroom and in the workplace; promotes community engaged learning; familiarizes students to valuable campus resources to increase student success; fosters social and academic relationships with peers, faculty, and staff; and provides academic coaching. This request allows CSI to develop bridge academies that have math as their core course. This request involves hiring a full-time bridge coordinator, adjunct faculty to teach summer bridge courses, and tutors to provide summer bridge instructional support.

This summer bridge program will enable students to have quicker progress into and successful completion of college math. As a result, CSI expects to see immediate results in retention and math completion rates. With continued support in subsequent semesters for bridge participants, CSI expects to see increased results in degree completion and graduation rates.



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AGENCY: College of Southern Idaho	Agency No.: 501	FY 2018 Request
FUNCTION: Community College	Function No.: 02	Page ___ of __ Pages
ACTIVITY: Easter Idaho Faculty	Activity No.:	Original Submission _X_ or Revision No. ___

A: Decision Unit No: **12.03**	Title: **CSI-Eastern Idaho Math & English Instructors**				Priority Ranking 3 of 4
DESCRIPTION	**General**	**Dedicated**	**Federal**	**Other**	**Total**
FULL TIME POSITIONS (FTP)	2.00				2.0
PERSONNEL COSTS:					
1. Salaries	$88,000				$88,000
2. Benefits	41,900				41,900
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	$129,900				$129,900
OPERATING EXPENDITURES **by summary object:**					
1. Travel					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY **by summary object:**					
1.					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	$129,900				$129,900

Supports institution/agency and Board strategic plans:

Goal 1 Objective B

Quality Instruction – Increase student access to general education gateway transfer courses in the Idaho Falls CSI Outreach Center by hiring full-time instructors (1.0 FTE English and 1.0 FTE mathematics).

Performance Measure:

1. To provide instruction in gateway transfer general education courses in English and mathematics at the CSI Outreach Center in Idaho Falls.

2. Full-time faculty described above will improve access and mentoring for dual credit students and adjunct teachers at the CSI Outreach Center in Idaho Falls.

Description:

The instructional positions would allow two full time dedicated faculty to be located at the CSI's Eastern Idaho outreach center in Idaho Falls. Enrollment in college-level General Education courses, especially in English and mathematics, has grown significantly since the center opened in 2012. As of AY 15-16 there were 229 enrollments in English and 163 enrollments in mathematics. A full-time faculty load is 15 credits. Additionally, full time faculty members not only teach a full load but also function as advisors, and working with departments on the main campus, these faculty members would also be responsible to advise and mentor adjunct and dual credit instructors in Bannock and Bonneville Counties who teach for CSI.

The CSI Outreach Center in Idaho Falls was funded to provide general education courses that Eastern Idaho Technical College is unable to offer due to its mission and funding as a CTE technical college. Last year the governor committed funds towards the creation of a community college in Eastern Idaho, and a citizen's committee has been at work for the past year to develop the proposal. When EITC becomes a community college, it is our intention that the CSI positions requested here would convert immediately over to the new Eastern Idaho Community College as full time English and mathematics faculty, and the funding for these positions would transfer over to the new community college. Until such time as the new community college is created, these positions will serve the growing number of students who are using the CSI Outreach Center in Idaho Falls to take lower division general education courses locally at an affordable price.

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

   Two (2) FTE are being requested to a) provide full time access to students enrolled in math and English classes, b) develop and maintain an ongoing excellence in teaching protocol for all full and part-time faculties, and c) work with the growing number of adjunct and dual credit teachers and students in Bonneville and Bannock counties.

2. What resources are necessary to implement this request?

   a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

      Two (2) FTE, Faculty, $44,000 each, Full Time, Full Benefits, Hire Date of August 1, 2018, 10-month contract.

b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

   New instructors will report to the appropriate department chairs and instructional deans in the office of Instructional Affairs on the main CSI campus in Twin Falls and will work closely with the Director of the Eastern Idaho Outreach Center.

c. List any additional operating funds and capital items needed.

   No Additional funds are being requested

3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

   This is an ongoing request for salary and benefits. When Eastern Idaho Technical College converts to a community college and then is able to offer general education courses and transfer degrees, these positions (and the funding for them) would transfer immediately over to the new community college as the CSI Center in Idaho Falls would no longer be needed.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

   The students taking general education courses in English and mathematics through CSI at its Eastern Idaho Outreach Center would directly benefit from full-time instructors; moreover, adjunct and dual credit instructors and students in Bonneville and Bannock Counties will benefit from consistent, local mentoring, advising, and direction from full-time faculty in the key areas of English and mathematics.

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AGENCY: College of Southern Idaho | Agency No.: | FY 2018 Request
FUNCTION: Community College | Function No.: | Page ___ of __ Pages
ACTIVITY: Embedded Dual Credit Academy | Activity No.: | Original Submission _X_ or Revision No. ___

A: Decision Unit No: **12.04** Title: **Embedded Dual Credit Academy Instructors** Priority Ranking 4 of 4

DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	2.0				2.0
PERSONNEL COSTS:					
1. Salaries	$84,000				$84,000
2. Benefits	41,000				41,000
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	$125,000				$125,000
OPERATING EXPENDITURES **by summary object:**					
1. Travel	$3,500				$3,500
2. Instructional supplies	4,000				4,000
TOTAL OPERATING EXPENDITURES:	$7,500				$7,500
CAPITAL OUTLAY **by summary object:**					
1. Laptop computers	$3,600				$3,500
TOTAL CAPITAL OUTLAY:	$3,600				$3,600
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	$136,100				$136,100

Supports institution/agency and Board strategic plans:

CSI Core Theme 1: Community Success

As a community college, we are committed to responding to the diverse needs of the communities we serve and to taking a leadership role in improving the quality of life of the members of those communities.

Objective #3: Meet the workforce needs of the communities we serve

Core Theme 2: Student Success

As an institution of higher education, we exist to meet the diverse educational needs of the communities we serve. Above all institutional priorities is the desire for every student to experience success in the pursuit of a quality education.

- Objective #1: Foster participation in post-secondary education
- Objective #2: Reinforce a commitment to instructional excellence
- Objective #3: Support student progress toward achievement of educational goals

Performance Measure:
Increase participation in dual credit pathways in Business and Computer Science.

Description:
This request is intended to continue the CSI strategy of providing direct instructional and support services within the secondary education system in Region IV. By placing CSI faculty in high school classrooms, there is absolute connection and integration of the dual credit/early college strategy between the College and the district. In this particular case, Business and Computer Science faculty will be hired and based on regional need and capacity, placed directly within those schools with an established pathway to Associate Degrees which are in turn articulated with Idaho State University and other Idaho public colleges and universities. These instructors will create dual credit "Academies," which are exemplars within the High Schools That Work research regarding excellence in secondary education.

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?
   Faculty and attendant instructional costs to implement a minimum of two dual credit academies.
2. What resources are necessary to implement this request?
   a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.
      Two full time college faculty (9 month) on full benefits, hired effective for Fall term 2017.
   b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.
      No redirection, but additional supervisory responsibilities for the respective department chairs.
   c. List any additional operating funds and capital items needed.
3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

Dual credit revenue will be collected and applied to operational costs beyond those of the direct instruction. This is an ongoing request to CSI base funding.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

   High schools, their students, their parents and our regional business and industry partners. If this request is not funded, the opportunity for greater instructional integration with regard to dual credit/middle college will be lost or significantly mitigated.

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AGENCY: North Idaho College	Agency No.: 501	FY 2018 Request
FUNCTION: Community College	Function No.: 02	Page 1 of 3 Pages
ACTIVITY: Board approved category	Activity No.:	Original Submission _X_ or Revision No. ___

A: Decision Unit No: **12.01** Title: **Idaho Summer Completion Initiative** Priority Ranking 1 of 4

DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	0.00				1.0
PERSONNEL COSTS:					
1. Salaries	0.00				0
2. Benefits	$94,900				$94,900
3. Group Position Funding	500,000				500,000
TOTAL PERSONNEL COSTS:	$594,900				$594,900
OPERATING EXPENDITURES **by summary object:**					
1. Travel	0				0
TOTAL OPERATING EXPENDITURES:	0				0
CAPITAL OUTLAY **by summary object:**					
1. PC and workstation	0				0
TOTAL CAPITAL OUTLAY:	0				0
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	$594,900				$594,900

Supports institution/agency and Board strategic plans:

Goal 1, Objective 3:
Student Success: Promote programs and services to enhance access and successful student transitions.

Goal 2, Objective 1:
Educational Excellence: Evaluate, create and adapt programs that respond to the educational and training needs of the region.

Performance Measures:

- Percentage of full-time, first-time and new transfer-in students who a) were awarded a degree or certificate, b) transferred without an award to a 2- or 4-year institution, c) are still enrolled, and d) left the institution within six years.

- Fall to Spring Persistence Rate, credit students.
- First-time, full-time, student retention rates.
- First-time, part-time, student retention rates.
- Increase dual credit students who enroll at NIC as degree-seeking postsecondary students as a percentage of total headcount.

Description:

The Idaho Summer Completion Initiative enables any Idaho resident to attend North Idaho College tuition free for the Summer 2017 term for up to 6 credit hours.

The purpose of this initiative is to leverage the summer term to increase retention and completion rates and create an opportunity for former students who are missing a handful of credits to achieve degree completion.

Over the past decade North Idaho College along with many other institutions across the nation have seen a significant decline in credit taking behaviors over the summer terms. This change in credit taking behavior has had an impact on both retention and completion results. Furthermore, the reduction in summer credits has impacted the overall operating efficiency of the campus, since the campus is still operating during the summer months but with much reduced student offerings.

By encouraging students to take credits during the summer, we as an institution are better able to maintain connection with our students and increase persistence of current students from spring semester to fall semester. In addition, taking even one course during the summer term reduces the overall time to completion. A tuition free summer term allows the institution a unique opportunity to reach out to students who are a few credits short completing their degree or certificate and provide access over the summer for these students to complete and graduate. The tuition free summer term also provides a great bridge for dual credit students and graduating seniors to further experience the college learning environment and gain credits further reducing their time to degree completion, regardless of where they choose to complete their post-secondary studies.

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

2. What resources are necessary to implement this request?

a. All courses will be taught by current North Idaho College accepting summer assignments on a per credit basis or by adjunct faculty accepting summer assignments on a per credit basis.

b. There will be no existing human resources that will be redirected to this new effort. Existing operations will be impacted to enroll and register students but can be accommodated using existing staff and systems.

c. There are no additional operating funds and capital items needed.

3. This request is a one-time funding request. This request is based on offering 200 three credit instructional sections in Summer 2017 tuition free to any Idaho resident. This will serve an estimated 4,000 Idaho students (duplicated head-count). Courses offered tuition free would be delivered as face to face, via IVC, or in a hybrid modality. Courses offered completely on-line would be ineligible for this program. Students would be responsible for any lab fee/course fee and any required textbook. This would be the only out of pocket expenses to students.

This request would potentially serve all interested students across the state of Idaho. The immediate effects of this funding will be improved completion rates at North Idaho College and a reduced time to degree for any students who take advantage of the summer completion initiative.

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AGENCY: North Idaho College	Agency No.: 501	FY 2018 Request
FUNCTION: Community College	Function No.: 02	Page 1 of 3 Pages
ACTIVITY: Board approved category	Activity No.:	Original Submission _X_ or Revision No. ___

A: Decision Unit No: **12.01**	Title: **Title IX Coordinator**				Priority Ranking 2 of 4
DESCRIPTION	**General**	**Dedicated**	**Federal**	**Other**	**Total**
FULL TIME POSITIONS (FTP)	1.00				1.0
PERSONNEL COSTS:					
1. Salaries	$60,000				$60,000
2. Benefits	24,700				24,700
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	$84,700				$84,700
OPERATING EXPENDITURES **by summary object:**					
1. Travel	$2,000				$2,000
TOTAL OPERATING EXPENDITURES:	$2,000				$2,000
CAPITAL OUTLAY **by summary object:**					
1. PC and workstation	$3,000				$3,000
TOTAL CAPITAL OUTLAY:	$3,000				$3,000
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	$89,700				$89,700

Supports institution/agency and Board strategic plans:

Goal 1, Objective 1:
Student Success: Provide innovative, progressive, and student-centered programs and services.

Goal 4, Objective 4:
Diversity: Promote a safe and respectful environment.

Performance Measures:
- Fall to Spring Persistence Rate, credit students.
- Participation in sponsored events that promote Title IX awareness.

Description:

Establishing the position of Title IX Coordinator as a FT position to lead the college's compliance efforts and conduct training and awareness events for students, faculty and staff and the community.

The purpose of this initiative is to ensure compliance with the fast changing and expanding requirements of Title IX.

Title IX has required all colleges to respond differently and more proactively to reports of sexual assault or any other forms of sex based discrimination. Title IX applies to all institutions that receive federal financial assistance. Title IX requires that institutions operate all programs and activities in a non-discriminatory manner including recruitment, admissions, and counseling; financial assistance; athletics; sex-based harassment; treatment of pregnant and parenting students; discipline; single-sex education; and employment. Recently the focus of Office of Civil Right enforcement efforts have increased and become more focused on institutional responses to investigation of sexual harassment and assault.

The addition of a dedicated Title IX Coordinator will allow the institution to meet its federally mandated responsibilities related to Title IX compliance, including being proactive in the continued development of processes and procedures to ensure compliance and better educate all stakeholders on awareness and prevention of sex-based discrimination and sexual assault. The addition of the Title IX Coordinator will also allow the institution to meet the expectations of the Office of Civil Rights. The Office of Civil Rights has issued much guidance on the designation of Title IX coordinators, going so far as to indicate that the federal preference is that institutions have a dedicated, full-time Title IX Coordinator to "minimize the risk of a conflict of interest and in many cases ensure sufficient time is available to perform all the role's responsibilities." (See the attached Office of Civil Rights "Dear Colleague Letter on Title IX Coordinators" dated April 25, 2015).

Questions:

1. The institution is requesting the addition of 1 FTE. Current staffing for these functions is staffed by 2 employees equaling a .5 FTE. This is requested as ongoing, general fund (base) support.
2. What resources are necessary to implement this request?
   a. Title IX Coordinator. Full Time Benefited Position. Anticipated date of hire: 7/1/17.
   b. Currently the college has two employees working on Title IX equating to .5 FTE. These individuals will continue their support role as investigators for Title IX complaints.

c. Operating funds of $2,000 are requested for travel and training for continuing staff development. Capital items needed consist of initial IT and workspace needs of $3,000.

3. The staffing request and operating request are on-going in the amount of $81,800. Capital request of $3,000 is one-time.

4. This request will serve all students, faculty, staff and visitors to North Idaho College. If this request is not funded the college will continue to support Title IX compliance with the existing dedicated .5 FTE and seek additional fee revenue to support Title IX compliance funded by students.

UNITED STATES DEPARTMENT OF EDUCATION

OFFICE FOR CIVIL RIGHTS

THE ASSISTANT SECRETARY

April 24, 2015

Dear Colleague:

I write to remind you that all school districts, colleges, and universities receiving Federal financial assistance must designate at least one employee to coordinate their efforts to comply with and carry out their responsibilities under Title IX of the Education Amendments of 1972 (Title IX), which prohibits sex discrimination in education programs and activities.[1] These designated employees are generally referred to as Title IX coordinators.

Your Title IX coordinator plays an essential role in helping you ensure that every person affected by the operations of your educational institution—including students, their parents or guardians, employees, and applicants for admission and employment—is aware of the legal rights Title IX affords and that your institution and its officials comply with their legal obligations under Title IX. To be effective, a Title IX coordinator must have the full support of your institution. It is therefore critical that all institutions provide their Title IX coordinators with the appropriate authority and support necessary for them to carry out their duties and use their expertise to help their institutions comply with Title IX.

The U.S. Department of Education's Office for Civil Rights (OCR) enforces Title IX for institutions that receive funds from the Department (recipients).[2] In our enforcement work, OCR has found that some of the most egregious and harmful Title IX violations occur when a recipient fails to designate a Title IX coordinator or when a Title IX coordinator has not been sufficiently trained or given the appropriate level of authority to oversee the recipient's compliance with Title IX. By contrast, OCR has found that an effective Title IX coordinator often helps a recipient provide equal educational opportunities to all students.

OCR has previously issued guidance documents that include discussions of the responsibilities of a Title IX coordinator, and those documents remain in full force. This letter incorporates that existing OCR guidance on Title IX coordinators and provides additional clarification and recommendations

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[1] 34 C.F.R. § 106.8(a). Although Title IX applies to any recipient that offers education programs or activities, this letter focuses on Title IX coordinators designated by local educational agencies, schools, colleges, and universities.

[2] 20 U.S.C. §§ 1681–1688. The Department of Justice shares enforcement authority over Title IX with OCR.

as appropriate. This letter outlines the factors a recipient should consider when designating a Title IX coordinator, then describes the Title IX coordinator's responsibilities and authority. Next, this letter reminds recipients of the importance of supporting Title IX coordinators by ensuring that the coordinators are visible in their school communities and have the appropriate training.

Also attached is a letter directed to Title IX coordinators that provides more information about their responsibilities and a Title IX resource guide. The resource guide includes an overview of the scope of Title IX, a discussion about Title IX's administrative requirements, as well as a discussion of other key Title IX issues and references to Federal resources. The discussion of each Title IX issue includes recommended best practices for the Title IX coordinator to help your institution meet its obligations under Title IX. The resource guide also explains your institution's obligation to report information to the Department that could be relevant to Title IX. The enclosed letter to Title IX coordinators and the resource guide may be useful for you to understand your institution's obligations under Title IX.

Designation of a Title IX Coordinator

Educational institutions that receive Federal financial assistance are prohibited under Title IX from subjecting any person to discrimination on the basis of sex. Title IX authorizes the Department of Education to issue regulations to effectuate Title IX.[3] Under those regulations, a recipient must designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX and the Department's implementing regulations.[4] This position may not be left vacant; a recipient must have at least one person designated and actually serving as the Title IX coordinator at all times.

In deciding to which senior school official the Title IX coordinator should report and what other functions (if any) that person should perform, recipients are urged to consider the following:[5]

A. Independence

The Title IX coordinator's role should be independent to avoid any potential conflicts of interest and the Title IX coordinator should report directly to the recipient's senior leadership, such as the district superintendent or the college or university president. Granting the Title IX coordinator this

[3] The Department's Title IX regulations, 34 C.F.R. Part 106, are available at http://www.ed.gov/policy/rights/reg/ocr/edlite-34cfr106.html.

[4] 34 C.F.R. § 106.8(a).

[5] Many of the principles in this document also apply generally to employees required to be designated to coordinate compliance with other civil rights laws enforced by OCR against educational institutions, such as Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794; 34 C.F.R. § 104.7(a), and Title II of the Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12131–12134; 28 C.F.R. § 35.107(a).

independence also ensures that senior school officials are fully informed of any Title IX issues that arise and that the Title IX coordinator has the appropriate authority, both formal and informal, to effectively coordinate the recipient's compliance with Title IX. Title IX does not categorically exclude particular employees from serving as Title IX coordinators. However, when designating a Title IX coordinator, a recipient should be careful to avoid designating an employee whose other job responsibilities may create a conflict of interest. For example, designating a disciplinary board member, general counsel, dean of students, superintendent, principal, or athletics director as the Title IX coordinator may pose a conflict of interest.

B. Full-Time Title IX Coordinator

Designating a full-time Title IX coordinator will minimize the risk of a conflict of interest and in many cases ensure sufficient time is available to perform all the role's responsibilities. If a recipient designates one employee to coordinate the recipient's compliance with Title IX and other related laws, it is critical that the employee has the qualifications, training, authority, and time to address all complaints throughout the institution, including those raising Title IX issues.

C. Multiple Coordinators

Although not required by Title IX, it may be a good practice for some recipients, particularly larger school districts, colleges, and universities, to designate multiple Title IX coordinators. For example, some recipients have found that designating a Title IX coordinator for each building, school, or campus provides students and staff with more familiarity with the Title IX coordinator. This familiarity may result in more effective training of the school community on their rights and obligations under Title IX and improved reporting of incidents under Title IX. A recipient that designates multiple coordinators should designate one lead Title IX coordinator who has ultimate oversight responsibility. A recipient should encourage all of its Title IX coordinators to work together to ensure consistent enforcement of its policies and Title IX.

Responsibilities and Authority of a Title IX Coordinator

The Title IX coordinator's primary responsibility is to coordinate the recipient's compliance with Title IX, including the recipient's grievance procedures for resolving Title IX complaints. Therefore, the Title IX coordinator must have the authority necessary to fulfill this coordination responsibility. The recipient must inform the Title IX coordinator of all reports and complaints raising Title IX issues, even if the complaint was initially filed with another individual or office or the investigation will be conducted by another individual or office. The Title IX coordinator is responsible for coordinating the recipient's responses to all complaints involving possible sex discrimination. This responsibility includes monitoring outcomes, identifying and addressing any patterns, and assessing effects on the campus climate. Such coordination can help the recipient avoid Title IX violations, particularly violations involving sexual harassment and violence, by preventing incidents

from recurring or becoming systemic problems that affect the wider school community. Title IX does not specify who should determine the outcome of Title IX complaints or the actions the school will take in response to such complaints. The Title IX coordinator could play this role, provided there are no conflicts of interest, but does not have to.

The Title IX coordinator must have knowledge of the recipient's policies and procedures on sex discrimination and should be involved in the drafting and revision of such policies and procedures to help ensure that they comply with the requirements of Title IX. The Title IX coordinator should also coordinate the collection and analysis of information from an annual climate survey if, as OCR recommends, the school conducts such a survey. In addition, a recipient should provide Title IX coordinators with access to information regarding enrollment in particular subject areas, participation in athletics, administration of school discipline, and incidents of sex-based harassment. Granting Title IX coordinators the appropriate authority will allow them to identify and proactively address issues related to possible sex discrimination as they arise.

Title IX makes it unlawful to retaliate against individuals—including Title IX coordinators—not just when they file a complaint alleging a violation of Title IX, but also when they participate in a Title IX investigation, hearing, or proceeding, or advocate for others' Title IX rights.[6] Title IX's broad anti-retaliation provision protects Title IX coordinators from discrimination, intimidation, threats, and coercion for the purpose of interfering with the performance of their job responsibilities. A recipient, therefore, must not interfere with the Title IX coordinator's participation in complaint investigations and monitoring of the recipient's efforts to comply with and carry out its responsibilities under Title IX. Rather, a recipient should encourage its Title IX coordinator to help it comply with Title IX and promote gender equity in education.

Support for Title IX Coordinators

Title IX coordinators must have the full support of their institutions to be able to effectively coordinate the recipient's compliance with Title IX. Such support includes making the role of the Title IX coordinator visible in the school community and ensuring that the Title IX coordinator is sufficiently knowledgeable about Title IX and the recipient's policies and procedures. Because educational institutions vary in size and educational level, there are a variety of ways in which recipients can ensure that their Title IX coordinators have community-wide visibility and comprehensive knowledge and training.

[6] 34 C.F.R. § 106.71 (incorporating by reference 34 C.F.R. § 100.7(e)).

A. Visibility of Title IX Coordinators

Under the Department's Title IX regulations, a recipient has specific obligations to make the role of its Title IX coordinator visible to the school community. A recipient must post a notice of nondiscrimination stating that it does not discriminate on the basis of sex and that questions regarding Title IX may be referred to the recipient's Title IX coordinator or to OCR. The notice must be included in any bulletins, announcements, publications, catalogs, application forms, or recruitment materials distributed to the school community, including all applicants for admission and employment, students and parents or guardians of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient.[7]

In addition, the recipient must always notify students and employees of the name, office address, telephone number, and email address of the Title IX coordinator, including in its notice of nondiscrimination.[8] Because it may be unduly burdensome for a recipient to republish printed materials that include the Title IX coordinator's name and individual information each time a person leaves the Title IX coordinator position, a recipient may identify its coordinator only through a position title in printed materials and may provide an email address established for the position of the Title IX coordinator, such as TitleIXCoordinator@school.edu, so long as the email is immediately redirected to the employee serving as the Title IX coordinator. However, the recipient's website must reflect complete and current information about the Title IX coordinator.

Recipients with more than one Title IX coordinator must notify students and employees of the lead Title IX coordinator's contact information in its notice of nondiscrimination, and should make available the contact information for its other Title IX coordinators as well. In doing so, recipients should include any additional information that would help students and employees identify which Title IX coordinator to contact, such as each Title IX coordinator's specific geographic region (*e.g.*, a particular elementary school or part of a college campus) or Title IX area of specialization (*e.g.*, gender equity in academic programs or athletics, harassment, or complaints from employees).

The Title IX coordinator's contact information must be widely distributed and should be easily found on the recipient's website and in various publications.[9] By publicizing the functions and responsibilities of the Title IX coordinator, the recipient demonstrates to the school community its commitment to complying with Title IX and its support of the Title IX coordinator's efforts.

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[7] 34 C.F.R. § 106.9.

[8] 34 C.F.R. § 106.8(a).

[9] 34 C.F.R. § 106.9.

Supporting the Title IX coordinator in the establishment and maintenance of a strong and visible role in the community helps to ensure that members of the school community know and trust that they can reach out to the Title IX coordinator for assistance. OCR encourages recipients to create a page on the recipient's website that includes the name and contact information of its Title IX coordinator(s), relevant Title IX policies and grievance procedures, and other resources related to Title IX compliance and gender equity. A link to this page should be prominently displayed on the recipient's homepage.

To supplement the recipient's notification obligations, the Department collects and publishes information from educational institutions about the employees they designate as Title IX coordinators. OCR's Civil Rights Data Collection (CRDC) collects information from the nation's public school districts and elementary and secondary schools, including whether they have civil rights coordinators for discrimination on the basis of sex, race, and disability, and the coordinators' contact information.[10] The Department's Office of Postsecondary Education collects information about Title IX coordinators from postsecondary institutions in reports required under the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act and the Higher Education Opportunity Act.[11]

B. Training of Title IX Coordinators

Recipients must ensure that their Title IX coordinators are appropriately trained and possess comprehensive knowledge in all areas over which they have responsibility in order to effectively carry out those responsibilities, including the recipients' policies and procedures on sex discrimination and all complaints raising Title IX issues throughout the institution. The resource guide accompanying this letter outlines some of the key issues covered by Title IX and provides references to Federal resources related to those issues. In addition, the coordinators should be knowledgeable about other applicable Federal and State laws, regulations, and policies that overlap with Title IX.[12] In most cases, the recipient will need to provide an employee with training to act as its Title IX coordinator. The training should explain the different facets of Title IX, including regulatory provisions, applicable OCR guidance, and the recipient's Title IX policies and grievance procedures. Because these laws, regulations, and OCR guidance may be updated, and

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[10] OCR began collecting this information through the CRDC for the 2013-2014 school year. More information about the CRDC is available at http://www.ed.gov/ocr/data.html.

[11] The Department will begin collecting this information in 2015. More information about the Clery Act data collection is available at http://www.ed.gov/admins/lead/safety/campus.html.

[12] *See, e.g.*, the Family Educational Rights and Privacy Act, 20 U.S.C. §1232g, and its implementing regulations, 34 C.F.R. Part 99; and the Clery Act, 20 U.S.C. § 1092(f), and its implementing regulations, 34 C.F.R. Part 668. These documents only address an institution's compliance with Title IX and do not address its obligations under other Federal laws, such as the Clery Act.

recipient policies and procedures may be revised, the best way to ensure Title IX coordinators have the most current knowledge of Federal and State laws, regulations, and policies relating to Title IX and gender equity is for a recipient to provide regular training to the Title IX coordinator, as well as to all employees whose responsibilities may relate to the recipient's obligations under Title IX. OCR's regional offices can provide technical assistance, and opportunities for training may be available through Equity Assistance Centers, State educational agencies, private organizations, advocacy groups, and community colleges. A Title IX coordinator may also find it helpful to seek mentorship from a more experienced Title IX coordinator and to collaborate with other Title IX coordinators in the region (or who serve similar institutions) to share information, knowledge, and expertise.

In rare circumstances, an employee's prior training and experience may sufficiently prepare that employee to act as the recipient's Title IX coordinator. For example, the combination of effective prior training and experience investigating complaints of sex discrimination, together with training on current Title IX regulations, OCR guidance, and the recipient institution's policies and grievance procedures may be sufficient preparation for that employee to effectively carry out the responsibilities of the Title IX coordinator.

Conclusion

Title IX coordinators are invaluable resources to recipients and students at all educational levels. OCR is committed to helping recipients and Title IX coordinators understand and comply with their legal obligations under Title IX. If you need technical assistance, please contact the OCR regional office serving your State or territory by visiting http://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm or call OCR's Customer Service Team at 1-800-421-3481; TDD 1-800-877-8339.

Thank you for supporting your Title IX coordinators to help ensure that all students have equal access to educational opportunities, regardless of sex. I look forward to continuing to work with recipients nationwide to help ensure that each and every recipient has at least one knowledgeable Title IX coordinator with the authority and support needed to prevent and address sex discrimination in our nation's schools.

Sincerely,

/s/
Catherine E. Lhamon
Assistant Secretary for Civil Rights

AGENCY: North Idaho College | Agency No.: 501 | FY 2018 Request
FUNCTION: Community College | Function No.: 02 | Page 1 of 3 Pages
ACTIVITY: Board approved category | Activity No.: | Original Submission _X_ or Revision No. ___

A: Decision Unit No: **12.01** Title: **Assistive Technology Coordinator** Priority Ranking 3 of 4

DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	1.00				1.0
PERSONNEL COSTS:					
1. Salaries	$49,000				$49,000
2. Benefits	22,400				22,400
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	$71,400				$71,400
OPERATING EXPENDITURES **by summary object:**					
1. Travel, Training, Association Memberships	$7,000				$7,000
2. Captioning Services	500,000				500,000
TOTAL OPERATING EXPENDITURES:	$507,000				$507,000
CAPITAL OUTLAY **by summary object:**					
1. PC and workstation	$2,000				$2,000
2. Remodel of Seiter Hall Office Space	10,000				10,000
3. Network Software and other System Compliance.	62,000				62,000
4. Hardware Compliance.	54,000				54,000
TOTAL CAPITAL OUTLAY:	$128,000				$128,000
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	$706,400				$706,400

Supports institution/agency and Board strategic plans:

Goal 1, Objective 3:
Student Success: Promote programs and services to enhance access and successful transitions.

Goal 4, Objective 1:
Diversity: Foster a culture of inclusion.

Performance Measures:

- Number of students enrolled from diverse populations.
- Participation in sponsored events that promote Title IX awareness.
- Percentage of full-time, first-time and new transfer-in students who a) were awarded a degree or certificate, b) transferred without an award to a 2- or 4-year institution, c) are still enrolled, and d) left the institution within six years.
- Fall to Spring Persistence Rate, credit students

Description:

In order to meet compliance with Electronic and Information Technology requirements and standards, the institution needs to dedicate resources and establish a coordinator to ensure all media produced by the college is in compliance and students with assistive technology accommodations are provided the appropriate support.

The Department of Education, Office for Civil Rights is widely publicizing the recent May 4, 2012 University of Montana Electronic and Information Technology (EIT) compliance complaint against the institution. The Office for Civil Rights is reminding all post-secondary institutions that the remedial actions against the University of Montana should be viewed as a template to insure colleges are in compliance with EIT requirements and standards.

After reviewing the Department of Education, Office for Civil Rights Resolution Agreement with the University of Montana, NIC has recognized the need to designate/hire an assistive technology coordinator. This individual will oversee, coordinate, and provide consulting, training and support for students, faculty, and staff in using assistive technologies. Develop, implement, and maintain procedures and objectives, lead short and long range planning; collaborate with other program staff in strategic planning, cultivation of partnerships, and development and implementation of programmatic initiatives related to assistive technologies. Provides training and documentation in accessibility issues for university community members.

NIC has already identified several deficit areas through past audit activity including the need to install web content compliance software, purchase a campus wide licensing for text to speech software system, upgrade computer kiosks, information stations, copiers, learning management systems including classroom technology and multimedia, phone systems, and also provide captioning of videos and film content to insure accessibility for students with disabilities is adequately addressed. Additionally the Assistive Technology Coordinator would be responsible for identifying additional funding sources and grants to ensure continued electronic and information tech compliance across all NIC campuses and platforms.

Questions:

1. The institution is requesting the addition of 1 FTE. This is requested as ongoing, general fund (base) support. In addition the institution is requesting $507,000 in ongoing support for the position and accommodate immediate captioning needs.
2. What resources are necessary to implement this request?
   a. Assistive Technology Coordinator. Full Time Benefited Position. Anticipated date of hire: 7/1/17.
   b. Currently the college has no employees working specifically on EIT compliance.
   c. Operating funds of $507,000 are requested for travel and training for continuing staff development and for the immediate captioning needs of the institution. Capital items needed consist of initial IT and hardware and software in the amount of $128,000. This includes: HiSoftware Compliance Sheriff for Web Content Compliance Automation, ($32,000); Campus-Wide Speech to Text Software Licensing Software Read/Write Gold ($12,000); Transcription Costs for Video and Film Captioning ($18,000); Access Kiosk Computer Replacements ($18,000); Student Disability Multimedia Computer Stations upgrades for 7 sites ($21,000); Blind and Visually Impaired Assistive Technology Lab to include 3-D printing for Tactile accommodation ($15,000).
3. The staffing request and operating request are on-going in the amount of $572,170. Capital request of $128,000 is one-time.
4. This request would potentially serve all students, faculty, staff and visitors to North Idaho College. If this request is not funded the college will continue to seek funding sources to meet the compliance requirements for Electronic and Information Technology requirements.

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AGENCY: North Idaho College	Agency No.: 501	FY 2018 Request
FUNCTION: Community College	Function No.: 02	Page 1 of 3 Pages
ACTIVITY: Board approved category	Activity No.:	Original Submission _X_ or Revision No. ___

A: Decision Unit No: **12.01**	Title: **College and Career Navigators**				Priority Ranking 4 of 4
DESCRIPTION	**General**	**Dedicated**	**Federal**	**Other**	**Total**
FULL TIME POSITIONS (FTP)	3.00				3.0
PERSONNEL COSTS:					
1. Salaries	$155,000				$155,000
2. Benefits	69,000				69,000
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	$224,000				$224,000
OPERATING EXPENDITURES **by summary object:**					
1. Travel	$15,000				$15,000
TOTAL OPERATING EXPENDITURES:	$15,000				$15,000
CAPITAL OUTLAY **by summary object:**					
1. PC and workstation	$6,000				$6,000
2. Vehicle	90,000				90,000
TOTAL CAPITAL OUTLAY:	$96,000				$96,000
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	$335,000				$335,000

Supports institution/agency and Board strategic plans:

Goal 1, Objective 2:
Student Success: Engage and empower students to take personal responsibility and to actively participate in their educational experience.

Goal 1, Objective 3:
Student Success: Promote programs and services to enhance access and successful student transitions.

Goal 3, Objective 3:
Community Engagement: Promote North Idaho College in the communities we serve.

Performance Measures:

- Percentage of full-time, first-time and new transfer-in students who a) were awarded a degree or certificate, b) transferred without an award to a 2- or 4-year institution, c) are still enrolled, and d) left the institution within six years.
- Fall to Spring Persistence Rate, credit students.
- First-time, full-time, student retention rates.
- First-time, part-time, student retention rates.
- Increase dual credit students who enroll at NIC as degree-seeking postsecondary students as a percentage of total headcount.
- Market Penetration (Credit Students): Unduplicated headcount of credit students as a percentage of NIC's total service area population

Description:

College and Career Navigator will engage students in their schools beginning in the 7th grade and then in specific intervals as students' progress into high school, begin taking dual credit courses and then transition into higher education.

The purpose of this initiative is for early intervention with students to ensure they are considering higher education for themselves as they look to their future, set goals and chart their coursework in high school. By engaging students in the 7th grade and providing career aptitude testing to help students find their interests and strengths, navigators can continue the conversations with students and their families and start the conversations early that higher education is achievable and absolutely necessary and comes in many forms from technical certificates and credentials to a bachelor's degree.

One of the consistent concerns of many stakeholders is that as a state we are not reaching students early enough and having meaningful conversations about student interests and strengths and how that translates into finding the right career and the absolute necessity for some form of higher education. This model will allow North Idaho College to pilot this across Kootenai County and track the impact for six years – from the 7th grade class of 2017-2018 to the entering college freshman class in Fall 2023.

The key aspects of this initiative will provide career aptitude testing to every interested seventh grader in Kootenai County and guidance to students in interpreting the results and developing an initial plan for higher education along with specific targeted follow-up and resources at key points as the students' progress through high school. In addition, these navigators will be the key relationship and contact with students as they have questions about dual credit, guided pathways, financial aid and the transition to an institution of higher education.

The college and career navigators will be an essential link to not just North Idaho College, but to all colleges and serve as a trusted advisor to students, families and counselors; meeting them in their schools and their communities and helping bridge the

divide that exists at times between students and the perception that college is not accessible or achievable.

Questions:

1. This request is for 3 FTEs to serve as Career and College Navigators in Region 1. Ona Navigator would be focused on the 7th grade Career Aptitude Testing and Counseling and connecting students with their strengths and goals and higher education. The additional two Navigators will be focused on connecting with students after 7th grade and into high school and transitioning them into higher education. Working closely with students in the high schools, helping students see how what they are doing in High School connects to their goals and college. This is requested as general fund (base) support.

2. What resources are necessary to implement this request?
   a. Career Aptitude Navigator: 1 FTE Benefited. Anticipated hire date: July 1, 2017

      College and Career Navigator: 2 FTE Benefited. Anticipated hire date: July 1, 2017.
   b. There will be no existing human resources that will be redirected to this new effort. Existing operations will be impacted to follow-up, enroll and provide assistance to students, families and Navigators working in the high schools and junior high schools.
   c. Capital requests include 3 vehicles for use by Navigators and initial IT needs. Operating expenses of $9,000.

3. This request is for on-going funding of the Navigator positions. One time capital expenses are for three vehicles and initial IT needs.
4. This request would potentially serve 7th through 12th grade students in Kootenai County. The long term return on this funding will be greater access to higher education and improved enrollment and completion rates for area colleges, including North Idaho College.

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AGENCY: College of Western Idaho	Agency No.: 505	FY 2018 Request
FUNCTION: Community Colleges	Function No.: 07	Page ___ of __ Pages
ACTIVITY	Activity No.:	Original Submission _X_ or Revision No. ___

A: Decision Unit No: **12.01** Title: **Student Success** Priority Ranking 1 of 3

DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	5.00				5.00
PERSONNEL COSTS:					
1. Salaries	$230,300				$230,300
2. Benefits	108,000				108,000
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	$338,300				$338,300
OPERATING EXPENDITURES **by summary object:**					
1. Office expense, professional development	$15,000				$15,000
2. Travel	7,600				7,600
TOTAL OPERATING EXPENDITURES:	$22,600				$22,600
CAPITAL OUTLAY **by summary object:**					
1.	$8,000				$8,000
TOTAL CAPITAL OUTLAY:	$8,000				$8,000
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	$368,900				$368,900

Supports institution/agency and Board strategic plans:

SBOE Goal 1, Objective B
Idaho SBOE identifies a **well-educated citizenry** as a strategic goal by increasing the educational attainment of all Idahoans through participation and retention in Idaho's educational system.

SBOE Goal 3, Objectives A and B
Idaho SBOE identifies **efficient use of educational resources** to promote effective and efficient delivery systems as a strategic goal. Objectives include demonstration of cost effectiveness and fiscal prudence, as well as engaging in data-informed decision making and continuous improvement.

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AGENCY: College of Western Idaho	Agency No.: 505	FY 2018 Request
FUNCTION: Community Colleges	Function No.: 07	Page ___ of __ Pages
ACTIVITY:	Activity No.:	Original Submission _X_ or Revision No. ___

A: Decision Unit No: **12.02**	Title: **Equity Funding**				Priority Ranking 2 of 3
DESCRIPTION	**General**	**Dedicated**	**Federal**	**Other**	**Total**
FULL TIME POSITIONS (FTP)	14.00				14.00
PERSONNEL COSTS:					
1. Salaries	$700,000				$700,000
2. Benefits	313,700				313,700
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	$1,013,700				$1,013,700
OPERATING EXPENDITURES **by summary object:**					
1. Operating Expense funding for College Operations	$1,236,300				$1,236,300
2. Travel	10,000				10,000
TOTAL OPERATING EXPENDITURES:	$1,246,300				$1,246,300
CAPITAL OUTLAY **by summary object:**					
1.					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	$2,260,000				$2,260,000

Supports institution/agency and Board strategic plans:

This request is connected to the CWI strategic plan's goals as follows:

Institutional Priority 1: Student Success;

Objective 3: CWI will provide support services that improve student success.

Objective 4: CWI will develop educational pathways and services to improve accessibility.

Institutional Priority 2: Employee Success;

Objective 1: Employees will have resources, information and other support to be successful in their roles.

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AGENCY: Ag Research and Extension | Agency No.: 514 | FY 2018 Request
FUNCTION: | Function No.: 02 | Page _1__ of _5 Pages
ACTIVITY: **ARES EQUIPMENT NEEDS** | Activity No.: | Original Submission _X_ or Revision No. ___

A: Decision Unit No: **12.01**	Title: Grad Research Support IAES			Priority Ranking 1 of 1	
DESCRIPTION	**General**	**Dedicated**	**Federal**	**Other**	**Total**
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS: 1. Salaries 2. Benefits * 3. Group Position Funding					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES **by summary object:** 1. Travel					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY **by summary object:**					
Grain Plot Planter	$50,000				
Potato Storage Renovation	$65,000				
Machine Storage Shed	$75,000				
Research Combine	$160,000				
Lab Remodel for Plant Pathologist	$150,000				
(4) Double Wide Student Housing	$1,000,000				
TOTAL CAPITAL OUTLAY:	$1,500,000				
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	$1,500,000				

** For benefit calculations: $11,200 per FTE plus 20.2%*

Agricultural Research and Experiment Station Equipment Needs support the following Idaho State Board of Education Strategic Plan Goals (2017-2021):

Goal 1: A Well Educated Citizenry. Funding will develop housing at two of the Research and Extension (R&E) Centers of the Idaho Agriculture Experiment Station (IAES; Parma and Kimberly) to aid in short-term housing needs of graduate and undergraduate students when conducting research. Temporary housing at these locations will strengthen the experiences for students improving their educational experiences. Some critical equipment necessary to support their research in wheat, barley, potatoes, beans, sugar beets, canola and other oilseeds are needed to support advancements in agriculture research such as plant breeding, control of pathogens, and efficiency of water use. Facility improvements will address how to store potatoes better and offer answers to plant diseases throughout the state.

Objective A: Access

Students will more easily be engaged in their research due to housing on the R&E Centers. The equipment will improve the time for research through efficiencies in labor and advancement in use of technology. Both will aid in greater access by researchers including faculty, staff, graduate and undergraduate students.

Measure: Number of research projects conducted.

Objective B: Higher Level of Educational Attainment

Objective C: Quality Education

Measure: Number of refereed publications, presentations at national and international meetings, and graduate student awards.

Proposed Action: Enhance opportunities for research projects

Objective D: Education to Workforce Alignment

Measure: Number of students placed into agricultural-related positions in academia, industry and the public sector.

Proposed Action: Improvements in equipment and technology will be translated to the public leading to greater interactions with stakeholders.

Goal 2: Innovation and Economic Development.

Objective A: Workforce Readiness

Objective B: Innovation and Creativity

Goal 3: Effective and Efficient Educational System. As the Idaho Agricultural Experiment Station, research in agriculture is almost exclusively conducted at the R&E Centers throughout the state.

Objective A: Data-informed Decision Making

Objective B: Quality Teaching Workforce

Objective C: Alignment and Coordination

Measure: Number of collaborators from other Idaho institutions

Proposed Action: Increase collaboration in research from faculty and students from Boise State University, Lewis-Clark State College, Idaho State University and BYU-Idaho.

Objective D: Productivity and Efficiency

Objective E: Advocacy and Communication

Measure: Number of presentations or articles about research to the public

Proposed Action: Ensure reporting of research discoveries and scholarly activities through University of Idaho Extension

University of Idaho Strategic Plan Goals

Goal 1: Innovate
The funding of equipment and modifications of existing facilities at R&E Centers with the IAES will increase scholarly productivity through enhanced enrollment, products, and funding in support of the designation as a Carnegie Highest Research (R1) institution.

Goal 2: Engage
New equipment and improvements in infrastructure are to address issues in Idaho agriculture and society. Continued ties to stakeholders and agricultural industries critical to the economic vitality of Idaho will be supported.

Goal 3: Transform
New and improved equipment and facilities will provide greater training of students and aid in professional development of faculty and staff.

Goal 4: Cultivate
Commitment to improvements in equipment and facilities creates a positive work environment enhancing morale leading to success in translation of information and interactions with the public.

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

Aberdeen

Grain plot planter – this will support further variety development and agronomic studies in wheat, barley and other small grains

Temporary student housing – a simple double-wide type building will be built to house 6-8 students at any time when they are conducting research

Kimberly

Potato storage building renovation – storage of potatoes is critical to the success of the potato industry; a renovation of the existing storage testing facility is necessary to conduct the research necessary to improve the sustainability of the industry

Temporary student housing – a simple double-wide type building will be built to house 6-8 students at any time when they are conducting research

Parma

Research combine – small grains (wheat, barley), beans, peas and corn in variety testing or in agronomic evaluations need to be harvested in a timely manner; a new combine would be heavily utilized by faculty in Parma

Lab remodel for plant pathologist – a research lab needs renovation to support the development of a plant pathology diagnostic lab in support of agriculture throughout the state

Temporary student housing – a simple double-wide type building will be built to house 6-8 students at any time when they are conducting research

Nancy M. Cummings

Temporary student housing – a simple double-wide type building will be built to house 6-8 students at any time when they are conducting research

Existing staffing will be supported by the equipment and modifications.

2. What resources are necessary to implement this request?

   a. *List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service*.

      Graduate and undergraduate research assistants will be supported by this request in addition to a number of faculty and staff in CALS.

   b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

      No redirection in existing human resources is anticipated. Faculty and staff currently in place will benefit from the improvements at the R&E Centers.

   c. List any additional operating funds and capital items needed.

      See above for list of capital items.

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.).

   This is a one-time funding request in support of agricultural research in potatoes, wheat, barley, beans, lentils, dry peas, canola and other oilseeds throughout the state.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

   Opportunities for enhanced graduate student training and experiences will occur with this investment. The University of Idaho, CALS and IAES will benefit from the enhancement of infrastructure and equipment ultimately providing better information to Idaho citizens and agriculture commodities. An increase in grant funding is likely due to greater research capacity leading to increased graduate student enrollment growth to conduct the research. These metrics also support the University of Idaho in meeting its goals.

   Labor intensive inefficient methods will continue to be used to sort potatoes and bean variety development. Slower rates of improvement would be expected without the enhancements. Researchers will have less capacity to perform studies so growth in grant funding may be less. Students will not be exposed to the best current methods for conduct of research.

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AGENCY: Health Education	Agency No.: 515	FY 2018 Request
FUNCTION: WWAMI	Function No.: 02	Page ___ of __ Pages
ACTIVITY:	Activity No.:	Original Submission _X_ or Revision No. ___

A: Decision Unit No: **12.01**	Title: **18 Month Curriculum**				Priority Ranking 1 of 1
DESCRIPTION	**General**	**Dedicated**	**Federal**	**Other**	**Total**
FULL TIME POSITIONS (FTP)	11.28				11.28
PERSONNEL COSTS:					
1. Salaries	$875,700				$875,700
2. Benefits	192,100				192,100
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	$1,067,800				$1,067,800
OPERATING EXPENDITURES **by summary object:**					
1. Travel					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY **by summary object:**					
1. Anatomy Laboratory	$197,600				$197,600
2. Clinical Laboratory	17,000				17,000
TOTAL CAPITAL OUTLAY:	$214,600				$214,600
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	$1,282,400				$1,282,400

Supports institution/agency and Board strategic plans:

SBOE Goal 2, Objective B & C

CRITICAL THINKING AND INNOVATION - WWAMI will provide an environment for the development of new ideas, and practical and theoretical knowledge to foster the development of biomedical researchers, medical students, and future physicians who contribute to the health and well-being of Idaho's people and communities.

Objective B: Innovation and Creativity – Educate medical students who will contribute creative and innovative ideas to enhance health and society.

Objective C: Quality Instruction – Provide excellent medical education in biomedical sciences and clinical skills.

SBOE Goal 3, Objective C & E

GOAL 3: Effective and Efficient Delivery Systems – Deliver medical education, training, research, and service in a manner which makes efficient use of resources and contributes to the successful completion of our medical education program goals for Idaho

Objective C: Support and maintain interest in primary care and identified physician workforce specialty needs for medical career choices among Idaho WWAMI students.

Objective E: Efficiently deliver medical education under the WWAMI contract, making use of Idaho academic and training resources.

Problem Statement: The expansion of the WWAMI Medical Education program at the University of Idaho and its new 18 month curriculum has created the need for additional academic and clinical faculty, as well as additional staff to effectively deliver the program in Fall 2016 when the number of students doubles on the University of Idaho campus. This innovative curriculum has a clinical component that will require clinical laboratory space and equipment to support an active learning environment. The WWAMI program has been renting anatomy space at WSU and is in need of capital outlay to support the necessary infrastructure within the Idaho WWAMI program to deliver state of the art medically-oriented anatomy at the University of Idaho.

Solution Statement: Ongoing educational support needs of the Idaho WWAMI program can be met by adding $1,067,800 to currently budgeted funds which will allow the WWAMI Program to fill current gaps in personnel and meet the needs of the program. The requested $214,600 for anatomy and clinical laboratories is a one-time request that will fill the infrastructural requirements to deliver this curriculum.

Metrics to Measure Success:

- Percentage of Idaho WWAMI medical students participating in medical research (laboratory and/or community health)
- Pass rate on the U.S. Medical Licensing Examination (USMLE), Steps 1 & 2, taken during medical training.
- Support and maintain interest in primary care and identified physician workforce specialty needs for medical career choices among Idaho WWAMI students.
- Percent of Idaho WWAMI medical education contract dollars spent in Idaho each year.

Description:

In 2015, the University of Washington School of Medicine engaged in a major review and revision of the medical education curriculum. Among the many foundational changes in this new curriculum is early immersion into clinical settings and concomitant skill acquisition. The shift to early integration of clinical skills is a national trend that has in part been in response to changes in the United States Medical Licensing Board Exams (USMLE). The USMLE examination has an increased focus on traditional content areas in the basic sciences within a clinical context. This profound curricular change has and will continue to impact the delivery of medical education and training in the Idaho WWAMI program, with students remaining on the University of Idaho campus for three terms instead of two, class size expanding, and immersion into clinical skills and clinical competence. Thus, adjustments must be made to accommodate the increased number of medical students on campus and different educational approach. Expanded facilities, enhanced technology, additional faculty and support staff are necessary to support the additional students and delivering this new state of the art curriculum. The University of Idaho recognizes these needs and is working toward expanding facilities to accommodate the larger student body and curricular reform**.**

The new clinical medical curriculum has required WWAMI to employ more physician clinical specialists whose salaries are much higher than typical university faculty. In addition, the new curriculum has an overlap of first and second year students which has created increased needs in capital outlay.

Both anatomy and Clinical laboratory space is needed to deliver the clinical and basic science curriculum. For 44 years the Idaho WWAMI program has utilized anatomy facilities on WSU's campus. This was justified when both UI WWAMI and WSU WWAMI students were combined as one cohort of medical students. However, WSU WWAMI students moved to Spokane in 2014 just after the Idaho WWAMI program began increasing their enrollment in 2013 and the University of Idaho negotiated a 5 year contract to continue using anatomy facilities. Beginning in Fall of 2016, the Idaho WWAMI program will have 40 students in the first year cohort and will have 35 students in the second year cohort. Both Idaho cohorts will be taking medical anatomy courses concurrently, justifying the need for an independent anatomy laboratory in Idaho. This capital outlay will supply the anatomy laboratory with the needed infrastructure requirements.

Questions:

1. **What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?**

   The request is for personnel costs and capital outlay. Funds will be utilized to provide faculty and staff salary and benefits as well as capital funds to outfit a medical anatomy lab. 11.275 FTE positions (salary, fringe) and additional funds for anatomy laboratory and clinical laboratory are being requested to position the UI

WWAMI Medical Education Program to meet the needs of the new 18 month curriculum.

2. **What resources are necessary to implement this request?**

   a. **List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.**

      We are requesting 10 new permanent positions, as well as funding for 16 temporary faculty positions to appropriately staff and implement the new UW School of Medicine curriculum. See list below of new personnel requests.

   b. **Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.**

      Existing human resources will continue to operate in their current capacities but will be relieved of the additional duties not part of their original job descriptions that are currently burdensome. New human resources will be utilized directly for instruction in the new curriculum or for development and maintenance of the program.

   c. **List any additional operating funds and capital items needed.**

      Besides the requested $1,067,800 annually, $214,600 in one-time capital funds are being requested.

3. **Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.**

   This request is for $1,067,800 in base plus $214,600 in one-time funding from state general funds.

4. **Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?**

   The primary beneficiaries if this request is granted are the medical students and their future patients, which basically encompasses all of Idaho. The WWAMI medical education program is Idaho's state-supported medical school with the mission to train physicians to meet Idaho's healthcare needs. The Idaho WWAMI program has partnerships with hospitals and clinics throughout the state and sends WWAMI students to many rural communities with the goal of increasing interest in rural medicine and primary care. If this request is not funded, Idaho's ability to train highly competent future physicians will be limited. Without this additional line item and one-time capital outlay, the Idaho WWAMI program will likely see attrition of our highly sought-after faculty and staff and we will be limited in our ability to deliver medical anatomy.

PERSONNEL COSTS

New Permanent Employees	Salary	FTE
Immunologist	$10,000	0.1
Administrative Assistant	29,848	1
Epidemiologist	19,500	0.25
Imaging and Ultrasound Specialist	9,101	0.1
Anatomist	66,315	1
Pharmacologist	15,000	0.1
Assoc. Director	55,000	0.5
Development Officer	72,000	1
Pharmacist	75,000	1
Lab Manager	60,000	1
TOTAL PERMANENT	**$411,764**	**6.05**
New Temporary Faculty	**Salary**	**FTE**
Gerontologist	$7,999.00	0.2
Pharmacologist	20,002.32	0.2
Academic Learning Specialist	33,500.00	0.5
Family Medicine Instructor	38,001.60	0.25
Family Medicine Instructor	37,498.00	0.25
Internal Medicine Instructor	40,000.00	0.25
Gastroenterologist Instructor	32,500.00	0.25
Family Medicine Instructor	32,500.00	0.25
Family Medicine Instructor	30,000.00	0.25
Emergency Medicine Instructor	12,300.00	0.2
Pediatrician Instructor	12,300.00	0.2
Clinical Instructor	12,300.00	0.2
Embryologist	10,000.00	0.125
Family Medicine Instructor	5,000.00	0.1
Histologist Instructor	75,000.00	1
Pathologist Instructor	65,000.00	1
TOTAL TEMPORARY	**$463,900.92**	**5.225**
GRAND TOTAL	**$875,664.00**	**11.275**

CAPITAL OUTLAY REQUESTS

Anatomy Laboratory			
Item	**Price**	**Quantity**	**Total**
Stainless Steel Supply Cart and Podium	$2,327.50	1	$2,327.50
Mobile Book Holder Station (Stainless Steel)	1,638.25	10	16,382.50
Base Cabinet (Stainless Steel)	6,500.00	4	26,000.00
Wall Cabinet (Stainless Steel)	1,200.00	4	4,800.00
Dead Wall Corner Cabinet (Stainless Steel)	1,400.00	3	4,200.00
Dissecting Table-Dip Tank (Stainless Steel)	5,400.00	12	64,800.00
Base Cabinet with Sink 10ft Stainless Steel)	9,650.00	1	9,650.00
Qlicksmart Blade Remover	31.00	24	744.00
Blade Handle #4	14.25	100	1,425.00
Blade Handle #3	15.00	100	1,500.00
Mayo-Hegar Needle Holder 6"	24.25	100	2,425.00
Bone Mallet Solid Stainless Head 7-1/2	155.00	5	775.00
Deep sided Body Fluid Scoop 6 3/4	37.50	12	450.00
Dissection Instrument Kit	157.00	20	3,140.00
General Dissection Forceps Serrated Tip 4-1/2	12.00	100	1,200.00
Disposable Lung Knife	208.50	12	2,502.00
Mortuary Rack (roller Type)	20,650.00	1	20,650.00
Cadaver Carrier-Hydraulic With False Frame and HD Blue Cover	22,650.00	1	22,650.00
Cadaver Lift Conv Style Side Access 27" Tray	12,000.00	1	12,000.00
TOTAL	**$84,070.25**		**$197,621.00**
Clinical Laboratory			
Item	**Price**	**Quantity**	**Total**
Brewer Basic Exam Table	$1,312.50	4	$ 5,250.00
Welch Allyn green Integrated Diagnostic Wall System	1,320.81	4	5,283.24
Clinton Industries 2102 Chrome Base Stool	127.18	8	1,017.44
Clinton 8036-36 inch Cabinet w/two Doors and Two Drawers	924.15	4	3,696.60
Detco 439 Eye-level Physician Scale	444.51	4	1,778.04
TOTAL	**$4,129.15**		**$17,025.32**
GRAND TOTAL	**$88,199.40**		**$214,646.32**

AGENCY: Special Programs	Agency No.: 501	FY 2018 Request
FUNCTION: Scholarships and Grants	Function No.: 02	Page ___ of __ Pages
ACTIVITY: Adult Completers Scholarship	Activity No.:	Original Submission _X_ or Revision No. ___

A: Decision Unit No: **12.01**	Title: **Adult Completers Scholarship**			Priority Ranking 1 of 1	
DESCRIPTION	**General**	**Dedicated**	**Federal**	**Other**	**Total**
FULL TIME POSITIONS (FTP)	1.00				1.0
PERSONNEL COSTS:					
1. Salaries	$60,000				$60,000
2. Benefits	19,800				19,800
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	$79,800				$79,800
OPERATING EXPENDITURES **by summary object:**					
1. Travel	$2,000				$2,000
2. Misc. Office	1,000				1,000
TOTAL OPERATING EXPENDITURES:	$3,000				$3,000
CAPITAL OUTLAY **by summary object:**					
1. PC and workstation	$3,000				$3,000
TOTAL CAPITAL OUTLAY:	$3,000				$3,000
T/B PAYMENTS:	$3,000,000				$3,000,000
LUMP SUM:					
GRAND TOTAL	$3,085,800				$3,085,800

Supports institution/agency and Board strategic plans:

Goal1, Objective A, B and C

GOAL 1: A WELL EDUCATED CITIZENRY
Idaho's P-20 educational system will provide opportunities for individual advancement across Idaho's diverse population

Objective A: Access - Set policy and advocate for increasing access to Idaho's educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.

Performance Measures:
• Annual number of state-funded scholarships awarded and total dollar amount.

Benchmark: 20,000, $16M

Objective B: Adult learner Re-Integration – Improve the processes and increase the options for re-integration of adult learners, including veterans, into the education system.

Performance Measures:
• Percent of Idahoans ages 35-64 who have a college degree.

Benchmark: 37%
• Number of non-traditional college graduates (age>39)

Benchmark: 2,000

Objective C: Higher Level of Educational Attainment – Increase successful progression through Idaho's educational system.

Performance Measures:
• Percent of Idahoans (ages 25-34) who have a college degree or certificate requiring one academic year or more of study.

Benchmark: 60%

Description:

$3 million is being requested to fund a proposed adult completers scholarship. One FTE is also being requested to assist with administration.

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

   $3 million is being requested to fund a proposed adult completers scholarship. The scholarship is intended to support adult students returning to a public college or university after an absence of at least three (3) years or more and who are completing their first undergraduate degree. Applicants may qualify for up to $3,000 per academic year for up to eight (8) consecutive semesters.

   It is anticipated that a staff position will be needed to administer this scholarship in addition to the five other scholarships administered by the Office of the State Board of Education. The additional cost for staff is $85,800.

2. What resources are necessary to implement this request?
   a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

      1 FTE with benefits – scholarship administrator. The hire date is anticipated to be in July 2017

   b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

      The Board's Scholarship Programs Coordinator will be dedicating a share of time to administering the scholarship.

      The Chief Policy and Planning Officer will develop administrative rules for implementation.

   c. List any additional operating funds and capital items needed.

      A web-based application must be developed and will be necessary for implementation.

3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

   It is anticipated that this will be annually funded

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

   Individuals served will be adult students returning to a public college or university after an absence of at least three (3) years or more and who are completing their first undergraduate degree. Completing a higher education will allow these individuals to fill skilled, high demand jobs and increase their individual earnings. A skilled, higher paid workforce will be a boost to the state economy in regard to increased buying power of individuals, will increase revenue to fund services at all levels of government, and will lure new business to Idaho.

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AGENCY: Special Programs Agency No.: 513 FY 2018 Request
FUNCTION: Museum of Natural History Function No.: 3000 Page 1 of 4 Pages
Original Submission _X_ or
ACTIVITY: Development Officer Activity No.: Revision No. ___

A: Decision Unit No: **12.01**	Title: **Development for IMNH**				Priority Ranking 1 of 1
DESCRIPTION	**General**	**Dedicated**	**Federal**	**Other**	**Total**
FULL TIME POSITIONS (FTP)	1.00				1.00
PERSONNEL COSTS:					
1. Salaries	$80,000				$80,000
2. Benefits	28,600				28,600
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	$108,600				$108,600
OPERATING EXPENDITURES **by summary object:**					
1. Travel	$4,000				$4,000
TOTAL OPERATING EXPENDITURES:	$4,000				$4,000
CAPITAL OUTLAY **by summary object:**					
1. PC and workstation	$3,000				$3,000
TOTAL CAPITAL OUTLAY:	$3,000				$3,000
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	$115,600				$115,600

Supports institution/agency and Board strategic plans:

The Idaho Museum of Natural History was created by State Statute 33-3012. STATE MUSEUM OF NATURAL HISTORY. This statute stated that "there is hereby created and established at Idaho State University a state museum of natural history to be known as the Idaho museum of natural history, where tangible objects and documents reflecting our natural heritage may be collected, preserved, studied, interpreted, and displayed for educational and cultural purposes."

ISU Goal 1: LEARNING AND DISCOVERY

Objective 1.1 ISU provides a rich learning environment, in and out of the classroom

The Museum is an institution of both formal and informal education for the State of Idaho.

Objective 1.4 Undergraduate and graduate students engage in research and creative/scholarly activity.

Performance Measures 1.4.1 Number of students employed to work with a faculty member on research/creativity activities.

The Museum is a research institution that provides employment for dozens of students each year to engage in novel research and build skills for future careers.

ISU Goal 2: ACCESS AND OPPORTUNITY

Objective 2.5 Students participate in community and service learning projects and activities, student organizations, and learning communities.

Performance Measures 2.5.1 Number of student organizations, and annual number of students participating in those organizations.

The Museum engages ISU student participation in events and our exhibits attract class visits.

ISU Goal 3: LEADERSHIP IN THE HEALTH SCIENCES

Objective 3.3 ISU faculty and students engage in basic, translational, and clinical research in the health sciences.

Performance Measures 3.3.1 Number of faculty engaged in research in the health and biomedical sciences.

The Museum's Idaho Virtualization Lab is working with the Division of Health Sciences in Meridian to develop digital applications for medical training.

ISU Goal 4: COMMUNITY ENGAGEMENT AND IMPACT

Objective 4.1 ISU directly contributes to the economic well-being of the State, region, and communities it serves.

Performance Measure 4.1.1 Total economic impact of the University.

The Museum adds to the regional economy by attracting out-of-state visitors travelling the I-15 corridor.

Objective 4.3 ISU participates in formal and informal partnerships with other entities and stakeholders.

Performance Measure: 4.3.1 Number of active ISU partnerships, collaborative agreements, and contracts with public agencies and private entities.

The Museum contributes substantially to partnerships, including Federal, State and Municipal agencies. This request seeks to further expand our community of stakeholders through fundraising and sponsorship opportunities.

SBOE Goal 1 A Well Educated Citizenry, Objective A: Access
The Museum is an institution of both formal and informal education for the State of Idaho.

SBOE GOAL 2: Innovation and Economic Development,

Objective B: Innovation and Creativity,

Performance Measures: • Institution expenditures from competitive Federally funded grants • Institution expenditures from competitive industry funded grants • Funding of sponsored projects involving the private sector.

This request will directly increase economic development by securing new streams of external funding to serve the mission of the Museum.

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

   We request a Development Officer position (1.0 FTE, with travel and computer expenses) to increase our fundraising capacity. This will increase the Museum's appropriated salary from 7.2 to 8.2 FTE. Currently, the Museum has no dedicated position for development and fundraising, which greatly limits our ability to engage our community and travelers to East Idaho. The lack of fundraising limits every aspect of Museum operations, from the exhibits we can offer, the educational programs available to K-12 students, and how we market our efforts to attract the public.

2. What resources are necessary to implement this request?

   a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

      Development Officer, full-time, salary $80,000 + $28,500 benefits. Date of permanent hire: July 2017.

   b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

None are available.

c. List any additional operating funds and capital items needed.

We request one-time capital for computer ($3,000) and ongoing funding for travel ($4,000).

3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

The new Development Officer position will work with the Museum Director to enhance fundraising efforts at IMNH. The individual will be charged with identifying and acquiring external funding in the form of grants, awards, and donations from public, private, and corporate sources to further the mission of the Museum.

Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

The Idaho Museum of Natural History serves the people of Idaho and visitors traveling the I-15 corridor through Pocatello. In addition to the 10,000 people and K-12 students who visit exhibits each year, our virtual museum and social media presence reaches 180,000 citizens. Our strategic plan will increase our impact to the region by engaging our stakeholders through increased opportunities for sponsorship and development in support of Museum events, exhibits, programs and research.

The regional economic impact of the Museum is significant and has capacity for growth. More than 1.2 million people drive past Pocatello in route to Yellowstone each year, and the city is well situated to be a waypoint destination for travelers.

Expansion of our fundraising efforts requires a Development Officer position. This request will provide a financial return many times greater than its cost. A successful development program will be established at the IMNH to provide new external funding streams in support of our educational K-12 and adult programs, exhibits and marketing, collections and research, and for future capital improvements to our aging facility.

AGENCY: Office of the State Board of Education	Agency No.: 501	FY 2018 Request
FUNCTION: OSBE Administration	Function No.: 02	Page ___ of __ Pages
ACTIVITY: Board approved category	Activity No.:	Original Submission _X_ or Revision No. ___

A: Decision Unit No: **12.01**	Title: **College to Career Advis Pgm Mgr**				Priority Ranking 1 of 3
DESCRIPTION	**General**	**Dedicated**	**Federal**	**Other**	**Total**
FULL TIME POSITIONS (FTP)	1.00				1.00
PERSONNEL COSTS:					
1. Salaries	$60,000				$60,000
2. Benefits	19,800				19,800
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	$79,800				$79,800
OPERATING EXPENDITURES **by summary object:**					
1. Travel	$5,000				$5,000
2. Office Equipment (PC/Phone)	2,000				2,000
3. Misc Office Supplies/Use	1,000				1,000
TOTAL OPERATING EXPENDITURES:	$6,000				$6,000
CAPITAL OUTLAY **by summary object:**					
1. PC and Workstation	$3,000				$3,000
TOTAL CAPITAL OUTLAY:	$3,000				$3,000
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	$88,800				$88,800

Supports institution/agency and Board strategic plans:

GOAL 1: A WELL EDUCATED CITIZENRY
Idaho's P-20 educational system will provide opportunities for individual advancement across Idaho's diverse population

Objective A: Access - Set policy and advocate for increasing access to Idaho's educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.
Percentage of Idaho High School graduates meeting college placement/entrance exam college readiness benchmarks.
Percent of high school students enrolled and number of credits earned in Dual Credit and Advanced Placement (AP):
Percent of high school graduates who enroll in postsecondary institutions:

• Within 12 months of graduation
• Within 36 months of graduation

Objective C: Higher Level of Educational Attainment – Increase successful progression through Idaho's educational system.
Performance Measures:
Percent of Idahoans (ages 25-34) who have a college degree or certificate requiring one academic year or more of study.
High School Cohort Graduation rate.
Percentage of new full-time degree-seeking students who return (or who graduate) for second year in an Idaho postsecondary public institution. (Distinguish between new freshmen and transfers)
Unduplicated percent of graduates as a percent of degree seeking student FTE.
Percent of graduates at each level relative to Board target numbers.
Percent of full-time first-time freshman graduating within 150% of time (2yr and 4yr).

Objective E: Education to Workforce Alignment – Deliver relevant education that meets the needs of Idaho and the region.
Performance Measures:
Ratio of non-STEM to STEM baccalaureate degrees conferred in STEM fields (CCA/IPEDS Definition of STEM fields).

GOAL 2: Innovation and Economic Development
The educational system will provide an environment that facilitates the creation of practical and theoretical knowledge leading to new ideas.
Objective A: Workforce Readiness – Prepare students to efficiently and effectively enter and succeed in the workforce.
Performance Measures:
Percentage of graduates employed in Idaho 1 and 3 years after graduation
Percentage of students participating in internships.

GOAL 3: Effective and Efficient Educational System – Ensure educational resources are coordinated throughout the state and used effectively.
Objective C: Alignment and Coordination – Facilitate and promote the articulation and transfer of students throughout the education pipeline (Secondary School, Technical Training, 2yr, 4yr, etc.).
Percent of Idaho community college transfers who graduate from four year institutions.
Percent of dual credit students who go-on to postsecondary education within 12 months of graduating from high school.
Percent of dual credit students who graduate high school with an Associate's Degree
Percent of postsecondary first time freshmen who graduated from an Idaho high school in the previous year requiring remedial education in math and language arts.
Percent of postsecondary students participating in a remedial program who completed the program or course

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

   One (1) full time equivalent (FTE) position is being requested to coordinate statewide college to career activities and resources and provide assistance to school districts and public postsecondary institutions for the seamless transfer of students through the education pipeline and on to a career. The Governor's Task Force implementation committee recognized college and career advising as being one of the key factors in reaching the Board's 60% goal. In response to this recommendation the legislature provided funding to school districts to provide targeted advising and mentoring to students at secondary schools. While assistance is being provided to school districts in the areas of technical assistance and support on how to implement counseling and advising models identified by the committee, it has become evident that a position focused on providing additional support is necessary, not only to districts as they implement new models for college advising and mentoring, but to also focus on providing a seamless transfer of students from secondary schools to postsecondary educational experience that range for industry recognized certificates to academic degrees. This position would focus on providing supports to address these needs as well as focus on postsecondary advising efforts to better align these efforts with the states workforce demand and state economic needs. This position will also help to maintain and update content on the Boards Next Steps Idaho website (nextstepsidaho.gov), this website is a "one stop shop" for students and parents, as well as school district staff, to help student in the state be ready for life beyond high school. The site includes planning steps for students starting in the 8th grade through 12th grade as well as many other resources to help students to be ready to go on after high school.

   Currently staffing is limited to the bare minimum and provide through multiple avenues. Currently we have a part time, term limited position funded through the federal College Access Challenge Grant that has provided support to school districts and coordination with postsecondary institutions in this area. The grant covering these activities will end in September 2016.

2. What resources are necessary to implement this request?

   a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

      One full time position. This position would be benefit eligibility and would start July 1, or there about, if funded.

   b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

   c. List any additional operating funds and capital items needed.

3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

   This request would result in ongoing funding, amounts requested are based on the expected starting salary for a program manager position in the Office of the State Board of Education.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

   Students, school districts and our state postsecondary institutions would be served. It is expected this position will have a positive impact in the number of students graduating from high school and going on to some form of postsecondary education, thereby increasing our state “go on” rate. The position will also work with the postsecondary institutions to coordinate advising initiatives as well as provide analysis of existing models to inform future decisions of the State Board regarding advising policies for our postsecondary institutions. If not funded it will be more difficult for school districts to implement new advising and mentoring models and it will take longer to assure that new models implemented and admissions, credit transfer, and postsecondary advising are aligned.

AGENCY: Office of the State Board of Education Agency No.: 501 FY 2018 Request
FUNCTION: Charter School Commission Function No.: 02 Page ___ of __ Pages
Original Submission _X_ or
ACTIVITY: Activity No.: Revision No. ___

A: Decision Unit No: **12.02**	Title: **Pre-renewal site visits**				Priority Ranking 2 of 3
DESCRIPTION	**General**	**Dedicated**	**Federal**	**Other**	**Total**
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS:					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES **by summary object:**					
1. Contractor	$39,000				$39,000
2. Travel	7,000				7,000
TOTAL OPERATING EXPENDITURES:	$46,000				$46,000
CAPITAL OUTLAY **by summary object:**					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	$46,000				$46,000

Supports institution/agency and Board strategic plans:
Goal 1, Objective D

Objective D: Quality Education – Deliver quality programs that foster the development of individuals who are entrepreneurial, broadminded, critical thinkers, and creative.

Description:
The Office of the State Board of Education (OSBE) is responsible for staffing the Public Charter School Commission (PCSC). The designee of the executive director serves as secretary to the PCSC and acts at the direction of the PCSC to enforce the provisions of Idaho Code §33-52, Public Charter Schools.

The mission of the PCSC is to protect the interests of students and taxpayers, as well as the autonomy of charter school boards. Fulfillment of this mission requires ongoing monitoring of schools' academic, operational, and financial status. State law obliges charter school authorizers, including the PCSC, to periodically review the schools they oversee for purposes of renewal or non-renewal. Schools whose charters are renewed will continue operating using taxpayer funds, while schools whose charters are non-renewed will close.

Renewal evaluation is an important practice in charter school authorizing on a national basis. Most authorizers include in their renewal process an on-site school evaluation conducted by independent contractors, who present their findings to the authorizer. Teams of independent reviewers provide expert, unbiased perspective on the quality of each school being considered for renewal.

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

OSBE is requesting funds to cover the cost of performing independent, pre-renewal site visits for public charter schools authorized by the PCSC. Such visits represent a national best practice in charter school authorizing.

Full-day reviews would be conducted by panels of three, independent evaluators in the spring or fall immediately preceding a school's renewal/non-renewal date. Evaluators would be selected from a variety of geographical areas and professional backgrounds most relevant to the individual schools under review. 10-15 schools would be evaluated annually.

OSBE's current staff dedicated to PCSC authorizing work (4.0 FTE) is sufficient to develop evaluation tools, organize travel, and train several independent evaluators.

2. What resources are necessary to implement this request?
   a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

      None

   b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

      None. This work can be absorbed by existing OSBE staff.

   c. List any additional operating funds and capital items needed.

      Independent evaluators (contracted): $39,000 annually

      Travel costs to school sites: $7,000 annually

3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

Because the PCSC makes renewal decisions about all the schools it authorizes on a rotating basis, pre-renewal independent reviews represent an annual cost. It is important that the evaluators be independent contractors who bring an unbiased opinion, as well as expertise specific to the schools under review.

The request for $46,000 would enable implementation of full-day reviews by panels of three contracted evaluators.

If necessary, a scaled-back version of the request ($32,000) would enable implementation of full-day reviews by panels of two contracted evaluators plus one volunteer.

A further-reduced version of the request ($30,500) would enable implementation of full-day reviews by two contracted evaluators.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

This request primarily serves Idaho taxpayers and public charter school by supporting well-informed authorizing decisions. School closure decisions are important but difficult, requiring thorough evaluation by experts to ensure their appropriateness. Charter renewals should be decided upon with equal care because they impact students' lives and represent ongoing use of taxpayer dollars.

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AGENCY: Office of the State Board of Education | Agency No.: 501 | FY 2017 Request

FUNCTION: OSBE Administration | Function No.: 01 | Page ___ of __ Pages

ACTIVITY: Board approved category | Activity No.: | Original Submission _X_ or Revision No. ___

A: Decision Unit No: **12.03**	Title: **Research Analyst**				Priority Ranking 3 of 3
DESCRIPTION	**General**	**Dedicated**	**Federal**	**Other**	**Total**
FULL TIME POSITIONS (FTP)	1.00				1.0
PERSONNEL COSTS:					
1. Salaries	$57,900				57,900
2. Benefits	24,000				24,000
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	$81,900				81,900
OPERATING EXPENDITURES **by summary object:**					
1. Travel	$3,000				3,000
TOTAL OPERATING EXPENDITURES:	$3,000				3,000
CAPITAL OUTLAY **by summary object:**					
1.					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	$84,900				84,900

Supports institution/agency and Board strategic plans:

Goal 3: Effective and Efficient Delivery Systems

Objective B: Data-driven Decision Making - Increase the quality, thoroughness, and accessibility of data for informed decision-making and continuous improvement of Idaho's educational system.

Description:

The Office of the State Board of Education requests 1 FTP and associated funding to recruit and fill a new Research Analyst position.

With the increase of data requests and the Board staff assuming the responsibility of reporting data for Complete College America, an additional Research Analyst would ensure timeliness of data and additional expertise in analytical reports.

This person would primarily focus on qualitative data analysis. As such, this person would oversee the use of surveys and assist office staff with construction and analysis of those surveys. An emphasis in qualitative data analysis would augment the current structure of the research team, which is currently more skilled in quantitative analysis.

With the Board focused on using data to make policy decisions, a complete research unit with both qualitative and quantitative analysts would provide the Board not only the numbers, but also help the Board understand the context for the analysis. Qualitative research could also be useful in the deployment of pilot studies at schools, districts, or institutions.

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

   One FTP and $81,900 in ongoing General Funds for a Research Analyst to provide sophisticated data analytics to the Board and its staff. There is no current base funding for this position. Operating costs of $3,000 would cover the purchase of computer, printer, travel and professional development.

2. What resources are necessary to implement this request?

   a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

      Research Analyst, Pay Grade L, full-time, benefit eligible, date of hire: 7/1/2017

   b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

      No existing human resources will be redirected to this new effort. Existing operations will be enhanced with this new skill set.

   c. List any additional operating funds and capital items needed.

      $3,000 in ongoing operating expenses for computer equipment, printer, travel and professional development.

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds

should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.).

Fund source is ongoing General Funds.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

   The State Board of Education, and the public schools and institutions under the governance of the Board, will benefit from data analytics in support of strategically increasing postsecondary access and success.

   In addition, the Legislature, other state agencies, businesses and other entities in the state are increasingly relying on good data to make decisions. The education system is the biggest state investment and the largest data source in the state. Good analysis is essential to making these data effective and available.

5. If this is a high priority item, list reason why unapproved Line Items from the prior year budget request are not prioritized first.

Not applicable.

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AGENCY: Idaho Public Television	Agency No.: 520	FY 2018 Request
FUNCTION: Idaho Public Television	Function No.: 01	Page 1 of 4
		Original Submission: X
ACTIVITY: N/A	Activity No.: N/A	Revision No. _____

A: Decision Unit No: **12.01**	Title: **Educational Outreach**				Priority Ranking 1 of 1
DESCRIPTION	**General**	**Dedicated**	**Federal**	**Other**	**Total**
FULL TIME POSITIONS (FTP)	2.00				2.00
PERSONNEL COSTS:					
1. Salaries	$109,200				$109,200
2. Benefits	48,100				48,100
3. Group Positions					
TOTAL PERSONNEL COSTS:	$157,300				$157,300
OPERATING EXPENDITURES **by summary object:**					
1. Other Services	$5,000	$5,000			$10,000
2. Administrative Services	5,000	5,000			10,000
3. Employee Travel	10,000				10,000
TOTAL OPERATING EXPENDITURES:	$20,000	$10,000			$30,000
CAPITAL OUTLAY **by summary object:**					
1. Computer Equipment	$5,800				$5,800
TOTAL CAPITAL OUTLAY:	$5,800				$5,800
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	$183,100	$10,000			$193,100

Supports institution/agency and Board strategic plans:

SBoE Goal 1, Objective A

Idaho Public Television reaches more than 97% of Idaho households with quality educational content that has a demonstrated impact on educational success in school. In addition, we reach a high percentage of low income and ESL learners through our broadcast and online resources. This new initiative will connect more teachers and learners with local and national content that has a proven track record of improving educational outcomes for preschool and elementary students.

Performance Measure:

Number and location of students and educators served through presentations and workshops, number of educators signing up for Scout/PBS Learning Media resources

Idaho Public Television Goal 1
A WELL-EDUCATED CITIZENRY - Idaho's P-20 educational system will provide opportunities for individual advancement across Idaho's diverse population.

Objective 2: Nurture and foster collaborative partnerships with other Idaho state entities and educational institutions to provide services to the citizens of Idaho.

Performance Measure:

Number of presentations to schools and other educational institutions and entities

Objective 5: Provide access to IdahoPTV new media content to citizens anywhere in the state, which supports citizen participation and education.

Performance Measure:

Number of students and educators served through presentations and workshops, number of educators signing up for Scout/PBS Learning Media resources, number of visitors to our educational websites.

Objective 6: Broadcast educational programs and provide related resources that serve the needs of Idahoans, which include children, ethnic minorities, learners, and teachers.

Performance Measure:

Number of students and educators served through presentations and workshops, number of educators signing up for Scout/PBS Learning Media resources, number of minorities and low income students served through presentations and workshops.

Description:

Idaho Public Television proposes enhancing our educational outreach efforts with the addition of two new positions and related expenses to supplement the one current position devoted to these activities. By making presentations to teachers, parents and caregivers about how best to utilize the more than 100,000 educational resources available from Idaho Public Television free to Idahoans, we hope to increase the use of these resources and the effectiveness of the learning process, thus improving standardized test scores in literacy and STEM subjects. Many educators and parents are not aware of these resources or how best to employ them for maximum effectiveness. These two new educational positions will travel the state informing the community about these resources and demonstrating best practices for their utilization

both at home and in the classroom. These additional positions will allow us to increase our effectiveness in northern and eastern Idaho where the current costs to serve these communities from Boise is prohibitive. While we provide high quality educational material for all ages, we plan to concentrate most of our efforts with preschool and elementary grades where the demonstrated impact is greatest. These positions will also develop educational material to accompany Idaho Public Television's productions to make them more valuable to classroom teachers and students.

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

   Two additional full time education positions are being requested to provide support for IdahoPTV and PBS educational tools such as Learning Media and other online resources to schools, libraries, families, daycares, after school networks and other educational institutions. The Project Coordinator position would serve as supervisor and coordinate the activities of both our existing Education Specialist and the new Education Specialist position we are requesting. These positions would be able to produce educational components for local programs as well as bring educational offerings from CPB and PBS to Idaho communities. These offerings could include educational video segments, lesson plans based on state standards, teacher guides and websites and other digital learning materials. These educational positions would work closely with the Idaho State Department of Education, Office of the State Board of Education, Idaho Commission for Libraries, the STEM Action Committee, and other local educational organizations. These positions would help augment the classroom curriculum by providing quality material to educators and learners.

   These specialists would travel around the state to schools, libraries, and other educational sites to demonstrate Learning Media, Literacy in a Trunk, STEM in a Trunk and a whole host of educational components produced by PBS and CPB, the most trusted educational brands in America.

2. What resources are necessary to implement this request?

   a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

      See attached worksheet.

   b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

      In addition to an existing Education Specialist, this line item would also receive limited support from existing communication, promotion and production positions. Design and printing of brochures and pamphlets, web and digital assets, as well as short video segments might be occasionally needed.

   c. List any additional operating funds and capital items needed.

      Operational funding includes costs of printing of materials, postage and shipping, and travel to schools, libraries, child care facilities, and others sites to make

presentations at locations statewide. We anticipate acquiring two $5,000 grants from private sources (dedicated funds) to supplement operational costs.

Capital items include a portable computer and large, external monitor for each position that will be used both in office and on location for demonstrations of online resources available to students, educators, and other community participants.

3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

   Besides the ongoing funding for the two positions, this request contains ongoing operational expenses for employee travel in each region of the state as well as educational meetings and conferences held by PBS and CPB. IdahoPTV has office space in Moscow and Pocatello to accommodate these personnel. One-time costs include the capital items described in 2(c) above.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

   Educators, students, librarians and patrons from around the state will be served by these educational positions. PBS and CPB extend grants on a semi-regular basis that go along with the educational opportunities that exist with many programs produced for air and online. Educational outreach grants for history and science-based programming have been made available. More educational opportunities will be available in years to come. Currently, we are not able to take advantage of many of these grants because we do not have the personnel to accomplish the tasks. If not funded, we would not be able to enhance education as described herein.

12.01 Line Item - Educational Outreach

Position	FTP	Class	Pay Grade	Policy Rate	Salary	Benefits	Total PC	Emp Travel	Other OE	O.T. CO	Total
Project Coordinator	1.00	02913	L	27.83	57,900	24,800	82,700	5,000	10,000	2,900	100,600
Education Specialist	1.00	02362	K	24.65	51,300	23,300	74,600	5,000	10,000	2,900	92,500
Totals	2.00				109,200	48,100	157,300	10,000	20,000	5,800	193,100
By Fund:											
General Fund	2.00				109,200	48,100	157,300	10,000	10,000	5,800	183,100
Dedicated Fund									10,000		10,000
Totals	2.00				109,200	48,100	157,300	10,000	20,000	5,800	193,100

Each position would travel within state and incur expenses for events and community engagement. Each position will need a laptop with standard software ($2,500 ea) and a large monitor ($400 ea) for demonstrations.

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AGENCY: Division of Vocational Rehabilitation Agency No.: 523 FY 2018 -Request
FUNCTION: Extended Employment Services Function No.: 05 Page _1__ of 3 Pages
Original Submission _X_ or
ACTIVITY: Activity No.: Revision No. ___

A: Decision Unit No: 12.01	Title: **Additional Extended Employment Program Funds**			Priority Ranking 1 of 4	
DESCRIPTION	**General**	**Dedicated**	**Federal**	**Other**	**Total**
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS: 1. Salaries 2. Benefits 3. Group Position Funding					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES **by summary object:** 1. Travel					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY **by summary object:** 1. PC and workstation					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL					

Agency Director received permission to include this line item as a placeholder for the June Board meeting in order to gather additional information to determine agency funding needs.

Supports institution/agency and Board strategic plans:

Goal 1 Objective 1

Objective: To assist the agency in providing a rate increase to the Extended Employment Services (EES) providers

Performance Measure: To enhance the providers ability to recruit and retain qualified front-line staff to support the customers served by the EES program.

Description:
The Division of Vocational Rehabilitation is requesting an additional $$$ in General Funds appropriations for the Extended Employment Services (EES) program. Idahoans with the most significant disabilities are some of the State's most vulnerable citizens. The EES program provides people with the most significant disabilities employment opportunities in both non-integrated settings or with a competitive job in the community. This additional amount of funding will assist in recruiting and retain the most qualified front-line staff to support those individuals served. Currently, front-line staff are paid from $$$ to $$$, depending on the providers pay structure and benefit package. Our providers have indicated without a fee for service rate increase, they will struggle to recruit and retain qualified staff, therefore leaving the most significantly disabled vulnerable.

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

An increase to the level of fee for services set by the Administrator of IDVR in order to increase the providers' ability to recruit and retain qualified workers who can deliver services in a safe and effective manner to those served by the EES program.

1. What resources are necessary to implement this request?
   a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

      None

   b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

      None

   c. List any additional operating funds and capital items needed.

      None

2. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

   This is a request for ongoing additional EES program funds to directly benefit the fee for service rate of providers in order to compensate their front-line staff that provides the direct support to individuals with the most significant disabilities being served under the EES program. There is no additional revenue associated with this request.

3. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

   This request will enable the providers of EES services to recruit and retain qualified workers who can deliver services in a safe and effective manner to those served by the EES program. The impact is statewide. Idaho will benefit from having qualified staff in positions to support the most vulnerable as they engage in employment activity.

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AGENCY: Division of Vocational Rehabilitation	Agency No.: 523	FY 2018 -Request
FUNCTION: Vocational Rehabilitation	Function No.: 02	Page 1 of 4 Pages
ACTIVITY: Basic Grant	Activity No.: 02	Original Submission _X_ or Revision No. ___

A: Decision Unit No: **12.02**	Title: **Additional Grant and Match Funds**			Priority Ranking 2 of 4	
DESCRIPTION	**General**	**Dedicated**	**Federal**	**Other**	**Total**
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS: 1. Salaries 2. Benefits 3. Group Position Funding					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES **by summary object:**					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY **by summary object:**					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:	$125,000		$462,000		$587,000
LUMP SUM:					
GRAND TOTAL					

Supports institution/agency and Board strategic plans:

Goal 1 Objective 1

Objective: To provide customers with effective job supports including adequate job training to increase employment stability and retention.

Performance Measure: To enhance the level of job preparedness services to all customers.

Description:
Vocational Rehabilitation (VR) is requesting an additional $125,000 in State funds and $462,000 in Federal funds to have a sufficient amount of funds available to pay for assessment, training, tools, education, supplies, transportation, and other items to assist youth and students with disabilities as well as nonstudents and adults with disabilities prepare for and/or secure employment. Under the Workforce Innovation and Opportunity Act (WIOA), Idaho is required to spend 15% of its VR grant on certain qualified students with disabilities, pre-employment transition services, and assisting students with disabilities transition to work. Furthermore, VR is experiencing an approximate 7% increase in service expenditures annually. The additional funds will be used to meet the student transition requirement of WIOA as well as meet the needs of all eligible nonstudent and adult populations being served by VR in Idaho.

VR is a ticket to self-sufficiency for Idahoans with disabilities. It is not another welfare program. VR services for eligible Idahoans with disabilities are the enabling tools to transition from unemployment to gainful employment; from dependence to independence. For Federal fiscal year 2015, 85% of VR customers who achieved or maintained employment reported their wages as their primary means of support instead of depending on public support and family support. Not only does an investment in VR reduce the amount of public support required, it also returns funds to the State of Idaho. Based on Federal Fiscal Year 2015 data it is estimated that a State investment of $125,000 will return over $1.3 million in direct sales tax and income tax to the State. That is a return on investment of over $11 to $1. In addition, it will increase Idaho's other taxes, such as property and gas tax, and reduce the amount of public assistance to those individuals served. This is a good investment for Idaho and unlike many other government programs; it returns more dollars than are invested by the State.

The addition of $587,000 in appropriations will allow Idaho to capture all of the funds allotted to it by the Federal Government. Without the State General Fund match of $125,000, Idaho will lose $462,000 in Federal funds set aside for Idaho. Furthermore, as a result of Federal funds being returned by other states that cannot meet their match, Idaho has the opportunity to capture even more Federal funds to assure adequate service delivery to all eligible Idahoans. Through this additional appropriation, it will also allow VR to help more Idahoans with disabilities move into the workforce. The emphasis will be on helping students with disabilities transition into the workforce, which will provide the biggest benefit to Idaho. Currently the average age of a VR customer is 38. Involving those with disabilities at a younger age means that independence for those with disabilities will start earlier and reduce the amount of public assistance needed by them. Transitioning students to the workforce should have an even bigger return on investment to the State of Idaho than mentioned above. The additional funds will not only assist those in need, but will also provide a great return on investment for Idaho.

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

IDVR is requesting additional State and Federal funds to be able to meet the program requirements of the Federal Workforce Innovation and Opportunity Act (WIOA). The request is for VR to strategically plan for the increase of service costs as well as the shift in program emphasis required by Pre-Employment transition services. Without this increase the Division may not be able to meet the requirements WIOA and the needs of the Vocational Rehabilitation program. If that was the case then IDVR would need to adjust how the program operates in Idaho and would not be able to serve all eligible individuals with disabilities who need services. The VR program would need to implement an Order of Selection (OOS).

2. What resources are necessary to implement this request?

   d. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

      None

   e. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

      None

   f. List any additional operating funds and capital items needed.

      None

3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

   This will allow VR to use all of the Federal funds allocated to the State. Annually, the Federal grant award increases by 1-3%. The $125,000 in General Fund appropriations will allow Idaho to capture an additional $462,000 of Federal Funds and also meet the requirements of WIOA. Idaho does not want to remit any portion of its allotment to other states as it has prior to SY 2017. Furthermore, this will allow VR to capture funds remitted by other states. This will allow Idaho to invest its full Federal allotment of over $16 million in Idaho; where Idaho will receive a return on the investment. The grant funds are ongoing in subsequent years.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

This request will allow VR to continue to serve all of our customers without limiting available services. It will also allow Idaho to invest it share of this Federal grant in Idaho, where it has been returning in excess of $11 in sales and State income tax for every $1 invested by the State.

AGENCY: Vocational Rehabilitation	Agency No.: 523	FY 2018 Request
FUNCTION: CDHH Administration	Function No.: 06	Page 1 of 5 Pages
ACTIVITY: CDHH	Activity No.:	Original Submission _X_ or Revision No. ___

A: Decision Unit No: **12.03**	Title: **Community Outreach**			Priority Ranking 3 of 4	
DESCRIPTION	**General**	**Dedicated**	**Federal**	**Other**	**Total**
FULL TIME POSITIONS (FTP)	1.00				1.0
PERSONNEL COSTS:					
1. Salaries	$64,600				$64,600
2. Benefits	23,100				23,100
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	$87,700				$87,700
OPERATING EXPENDITURES **by summary object:**					
1. Travel	$2,300				$2,300
2. Communication	10,000				10,000
Accommodations	1,200				1,200
3. Cell Phone	2,400				2,400
4. Office Lease					
TOTAL OPERATING EXPENDITURES:	$15,900				$15,900
CAPITAL OUTLAY **by summary object:**					
1. PC and workstation	$3,400				$3,400
TOTAL CAPITAL OUTLAY:	$3,400				$3,400
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	$107,000				$107,000

Supports institution/agency and Board strategic plans:

Goal 1 Objective 1
To increase the Idaho Council for the Deaf and Hard of Hearing (CDHH) by one (1) additional Full Time Employee (FTE) identified as Communication and Outreach Coordinator in order to increase outreach and education.

Performance Measure:
To increase access and education to all Idahoans to include those who are deaf and hard of hearing.

Description:

The Idaho Council for the Deaf and Hard of Hearing is requesting an additional one (1) Full Time Employee (FTE) identified as Communication and Outreach Coordinator to assist in meeting their mission

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

   The Council for the Deaf and Hard of Hearing is requesting one (1) additional Full Time Employee (FTE) identified as Communication and Outreach Coordinator. The Council for the Deaf and Hard of Hearing is a unique state agency following its mission of being "Dedicated to making Idaho a place where persons, of all ages, who are deaf or hard of hearing have an equal opportunity to participate fully as active, productive and independent citizens." Using the formula of 13% provided by the Gallaudet Research Institute, an estimated 203,785 people in Idaho have hearing loss:

Total Idaho Population	1,567,582
Total Hearing Loss	203,785 (13%)
Severe Hearing Loss	34,486 (2.2%)
Profound Hearing Loss (deaf)	3,448 (.22%)

   Currently, there are only 2 FTE's working for the Council, the Executive Director and an Administrative Assistant. With the establishment of Idaho Sound Beginnings (newborn hearing screening) children who have hearing loss are being identified earlier, baby-boomers are increasing and veterans are returning to civilian life. The aforementioned causes the need for an additional staff member to provide specific functions for the Council. The role of the Communication and Outreach Coordinator would be to increase awareness of the Council's role, services and programs throughout the state of Idaho. Strategies may include developing collaborations with community organizations, staffing exhibit tables at expos, providing training sessions, educating on legal obligations to comply federal and state laws related accessibility and accommodations, developing and disseminating information and resources, and managing external and internal communications.

   One-time funds for initial office set up include desk, chair, desktop/laptop computers, monitors, warranties, and docking station.

Currently there is no agency staffing for this position and no funding by source is in the base.

2. What resources are necessary to implement this request?
   a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

      The title of this position is: Communications and Outreach Coordinator

      Pay Grade: K

      Full Time Status

      Full Benefits

      Anticipated Date of Hire: July 1, 2018

      Terms of Service: NA

   b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

      Existing Human Resources would be redirected to hire candidate. If this position were approved and funded, it would allow the two current staff members to spend 100% of their time on their assigned duties.

      Currently the Executive Director and Administrative Assistant are the only staff involved in providing information, workshops, presentations, and everyday operations of the Council. This position would relieve some of the burdens of the current staff to provide the necessary services dictated by Idaho Code Chapter 13, Title 33

   c. List any additional operating funds and capital items needed.

      Additional operating funds:

Office lease $200/mo	$ 2,400.00 annually
Cell Phone	$ 1,200.00 annually
Overnight travel ~ 10 x ~ 80	$ 800.00 annually
Per Diem ~ 20 x 33.00	$ 660.00 annually
Flights ~ 2 @ $400	$ 800.00 annually
Communication/accommodation svs	$10,000.00 annually
TOTAL Additional Operating Funds	$15,860.00

Capital Items

Desk	$740.00
Chair	$570.00
Desktop	$650.00
Desktop Warranty	$ 60.00
Laptop	$970.00
Laptop Warranty	$100.00
Docking Station	$160.00
Monitors	$160.00 Each
Total Capital Funds	$3,410.00

3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

Ongoing request	$ 103,655
One Time request	$ 3,410.00

All funds will be from General Funds. There are no expectations of additional grant monies or federal monies. There are no external funding available that is in line with the objectives, mission and responsibilities/duties of the Council.

If the request is not funded, CDHH will be unable to fully utilize the collaborative relationship with community organizations, local and state governmental entities, and proactively develop a presence for our Council and the programs and services provided.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

Idaho policymakers, the legislators, local, state agencies, businesses, and the 203,785 deaf and hard of hearing citizens will be served by this request. We anticipate the population to grow. This request allows for areas that are not currently served by the limited staff of CDHH to be included in the mission of the Council.

It has been over 24 years, since the inception of the Council, without any significant increase in FTE that serves the constituents and/or stakeholders directly. For the past two decades the deaf and hard of hearing population grew and assimilated much more deeply into the society more than ever before which demands more information and resources. The current staff finds it very difficult meeting the growing demands.

If this request is not funded, Idaho's deaf and hard of hearing population will continue to be underserved.

5. If this is a high priority item, list reason why unapproved Line Items from the prior year budget request are not prioritized first.

Request for FTE was presented on our line item last year which was not recommended by the Governor.

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AGENCY: Division of Vocational Rehabilitation Agency No.: 523 FY 2018 Request
FUNCTION: Council for the Deaf and Hard of Hearing (CDHH) Administration Function No. 06 Page ___ of __ Pages
Original Submission _X_ or
ACTIVITY: CDHH Activity No.: Revision No. ___

A: Decision Unit No: **12.04**	Title: **Increase Spending Authority**			Priority Ranking 4 of 4	
DESCRIPTION	**General**	**Dedicated**	**Federal**	**Other**	**Total**
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS: 1. Salaries 2. Benefits 3. Group Position Funding					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES **by summary object:**				$3,000	$3,000
TOTAL OPERATING EXPENDITURES:				$3,000	$3,000
CAPITAL OUTLAY **by summary object:**					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL				$3,000	$3,000

Supports institution/agency and Board strategic plans:

Goal 1 Objective 1

To increase the amount of spending authority for CDHH

Description:

CDHH receives various donations from outside sources to assist in the support of CDHH with annual deaf awareness events.

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

    a. An on-going $3,000 spending authority for existing PCA (64040) fund to support and reimburse for expenses incurred for annual state-wide deaf awareness day event. The sources of funding solely come from private donations by corporate and non-profit entities.

    b. This request is to allow CDHH to have the spending authority for donated funds to assist them with sponsorships for the programs awareness events.

    c. Insignificant staffing level is required to manage this activity.

2. What resources are necessary to implement this request?

    a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

    None.

    b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

    None.

    c. List any additional operating funds and capital items needed.

    None.

3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

    a. This is an on-going request. Annual Idaho Deaf Awareness Day (IDAD) event is run through partnerships with various deaf and hard of hearing based entities, and non-profit organizations. The cost to host this event depends on monetary donations and sponsorships from private entities. The purpose of this event is to bring awareness on deafness. This event is open to the public.

    b. No grants will be received or used.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

a. This request will enable us to reimburse any expenses incurred by the partnership organizations to host the event.

b. If the request is not funded, the Council will not be able to follow the statutory mandates set by the Idaho code. Furthermore, the partnership organizations will not be able to be reimbursed for the expenses incurred in supporting the event.

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IDAHO NATIONAL LABORATORY

SUBJECT

Lease of expanded Cybercore and Collaborative Computing Center (C3) facilities to the Idaho National Laboratory (INL)

REFERENCE

May 2016 State Board of Education (Board) received initial overview briefing on proposed project from INL Program Manager

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.I. Real and Personal property and Services

BACKGROUND/DISCUSSION

The INL proposes to expand, through new construction, its Cybercore facility and Collaborative Computing Center (C3). The Cybercore and C3 programs are currently carried out in smaller facilities at the INL site, and additional space is needed to accommodate the increased demand for the programs carried out in the two facilities. The Cybercore supports a wide range of cyber security research projects. The C3 provides massive, high-speed computational capability to support regional and national research operations. The new facility construction would be financed through bonds issued by the Idaho State Building Authority (ISBA), and ISBA would manage construction of the facilities. The new Cybercore and C3 facilities would be constructed on property owned by the Idaho State Board of Education (Board) and/or the Idaho State University Foundation (Foundation) adjacent to INL Research Facilities.

Likely lease arrangements would include a ground lease of the construction site property from the Board to the ISBA. In parallel, lease arrangements would be established for the ISBA to lease the new facilities to the Board, which would sub-lease the facilities to the INL. Rent from INL for the facilities would be passed back through the Board to ISBA until such time that the facilities were paid off (after a 30-year or less construction payback period), at which time all rent proceeds from INL would go to the Board, and ISBA's role will be complete. The facility lease to INL would be triple net, with the lessee being responsible for all operational costs, utilities, applicable taxes, insurance, and maintenance. There would be no operational costs for the Board under the anticipated arrangements, and financing and project management responsibilities would be borne by ISBA, to suit Board interests.

The proposed use of the properties would help preserve contiguity of a growing INL Idaho Research Campus. The proposed lease arrangements parallel those currently used in the Board's lease of the Center for Advanced Energy Studies (CAES) facilities to the INL. The Board has been invited to be the state Sponsor

for the project, a pre-requisite for using ISBA bonding authority. Bonding will also require Legislative action in the form of a concurrent resolution in the upcoming session. The Board will create a working group, chaired by a Board member, to work with INL, ISBA, Idaho State University (ISU) and the ISU Foundation to flesh out plans and prepare options for Board action/decisions at a future meeting.

IMPACT

Construction of the expanded Cybercore and C3 facilities will enhance the opportunities for joint research activities by the INL and regional research universities. The project will have a positive impact on the region and the state in two areas of critical importance to global competitiveness and national security. Following payment of debt for construction, lease payments from INL would redound to the Board and would be available to support additional strategic goals and objectives. No institution/agency dollars would be needed to carry out the two construction projects (each estimated at approximately $40 Million, for a total of $80 Million). If the Board were to decline INL's invitation to sponsor the construction and lease project, INL has stated that it would proceed to build the facilities on alternate sites in the area—which would offer expanded research opportunities to Board institutions, but would mean that the Board would forego the economic and other benefits of participating in the design of the projects and in the future lease proceeds.

ATTACHMENTS

Attachment 1 – Supporting diagrams Page 3

STAFF COMMENTS AND RECOMMENDATIONS

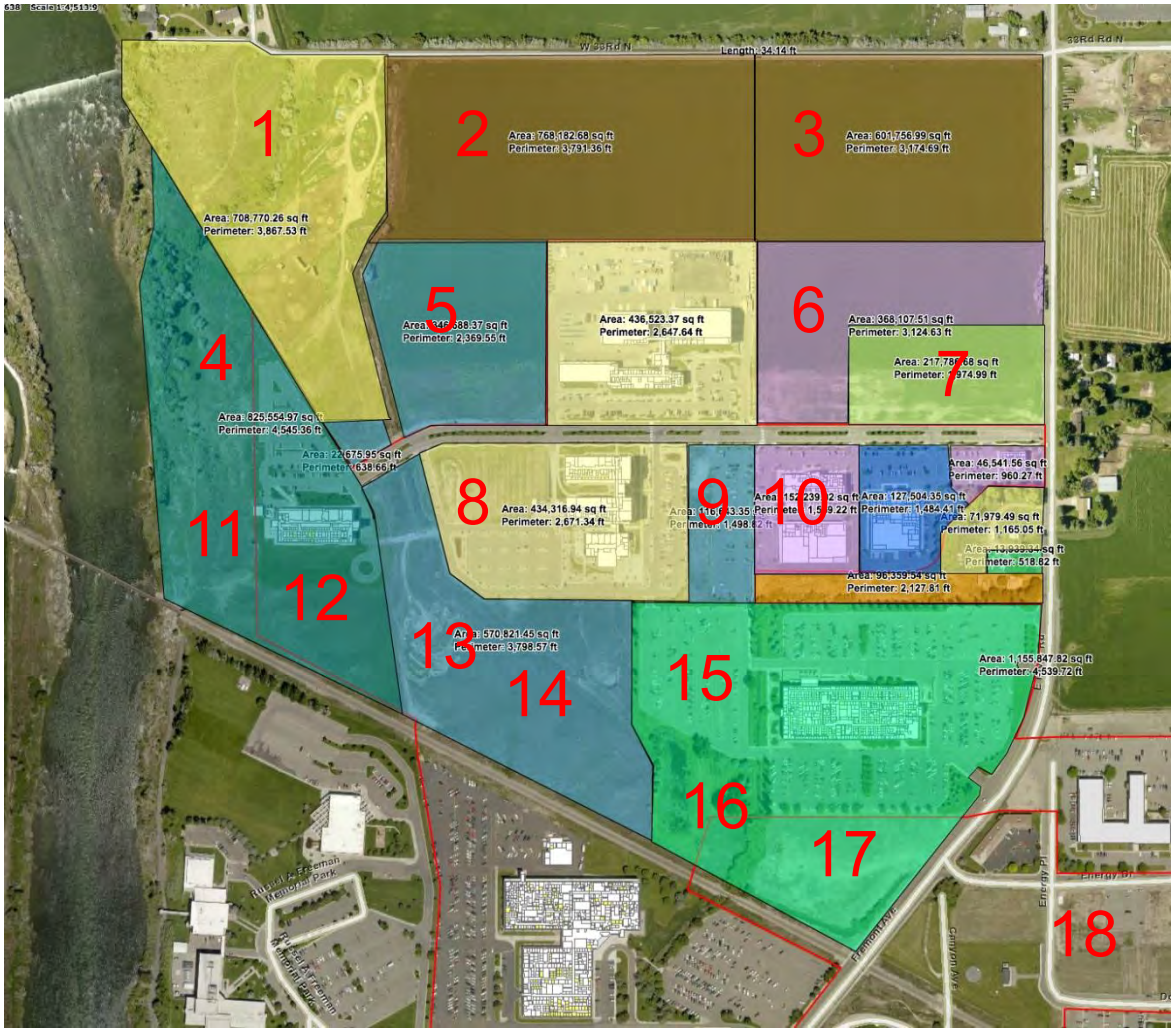
This informational update will complement a planned visit of the INL facilities and potential construction sites on the margins of the Board meeting. Board staff will work with INL, ISBA, ISU, and other key stakeholders, in support of the Board's designated working group, to develop proposals for possible Board action on Sponsorship of the Cybercore/C3 initiative the August 2016 Board meeting.

BOARD ACTION

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

INL
Idaho National Laboratory

Ownership of Land Adjacent /Intermixed within the INL Campus



1 Kennedy Trust

2 & 3 Bauchman Kingston

4 Idaho State Board of Education

5 ISU Foundation

6 ERC III, LLC (Voigt)

7 LDS Church

8 REL Facilities, LLC (Ormond)

9 ISU Foundation

10 ERC III, LLC (Voigt)

11 & 12 Idaho State Board of Education

13 & 14 ISU Foundation

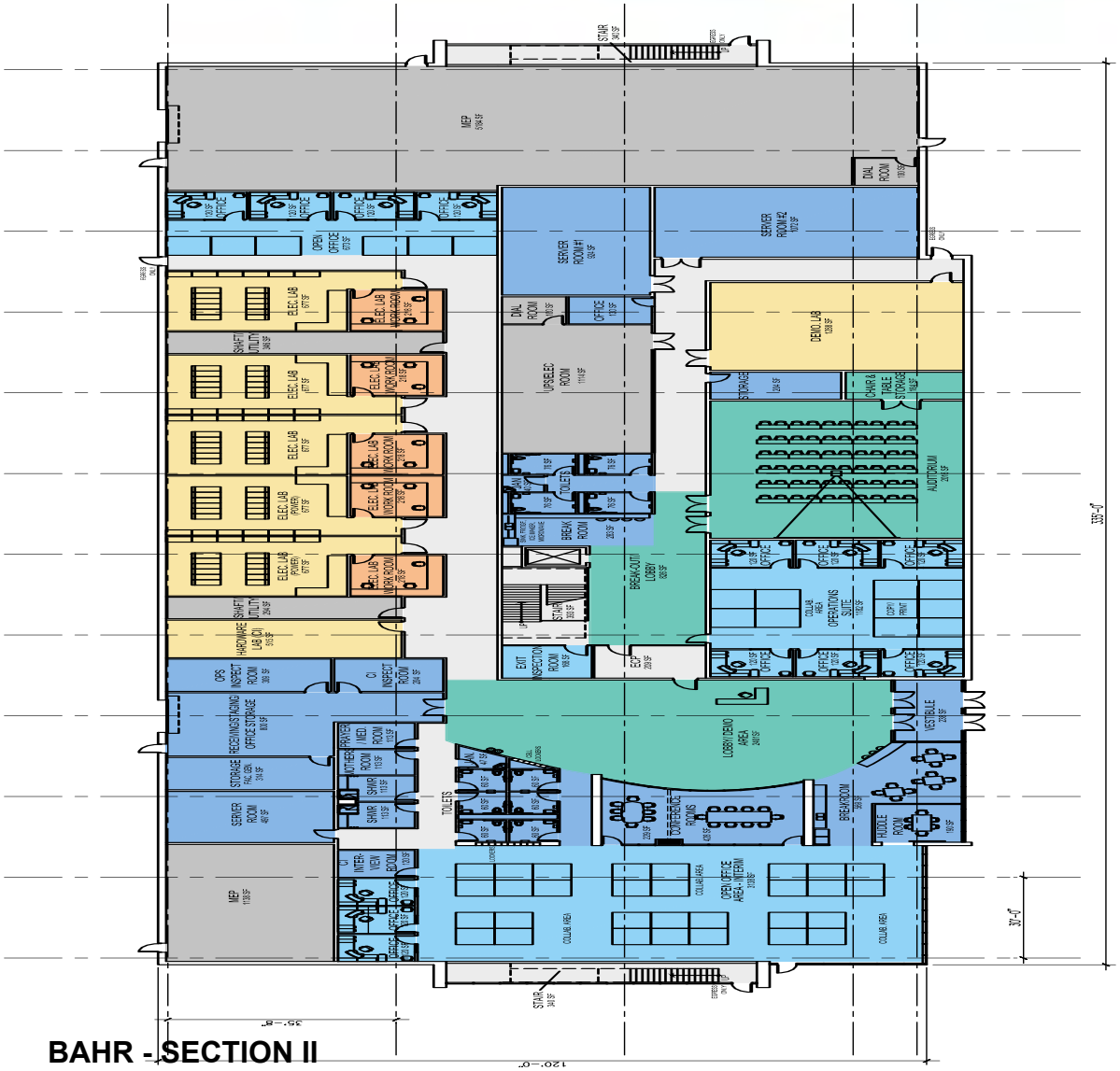
15, 16 & 17 Battelle Facility Owner (Boyer)

18 Daggitt, LLC

Idaho National Laboratory

INL – Cybercore L1 – Floor Plan

Conceptual



INL - Cyber Innovation Center (CIC)
Scale: 1/16" = 1'-0"
April 26th, 2016

First Floor Plan	
Office	6724 SF
Office Support	7628 SF
Lab	5180 SF
Lab Support	1108 SF
Specialty	5407 SF
Mechanical	2275 SF
Circulation	4644 SF

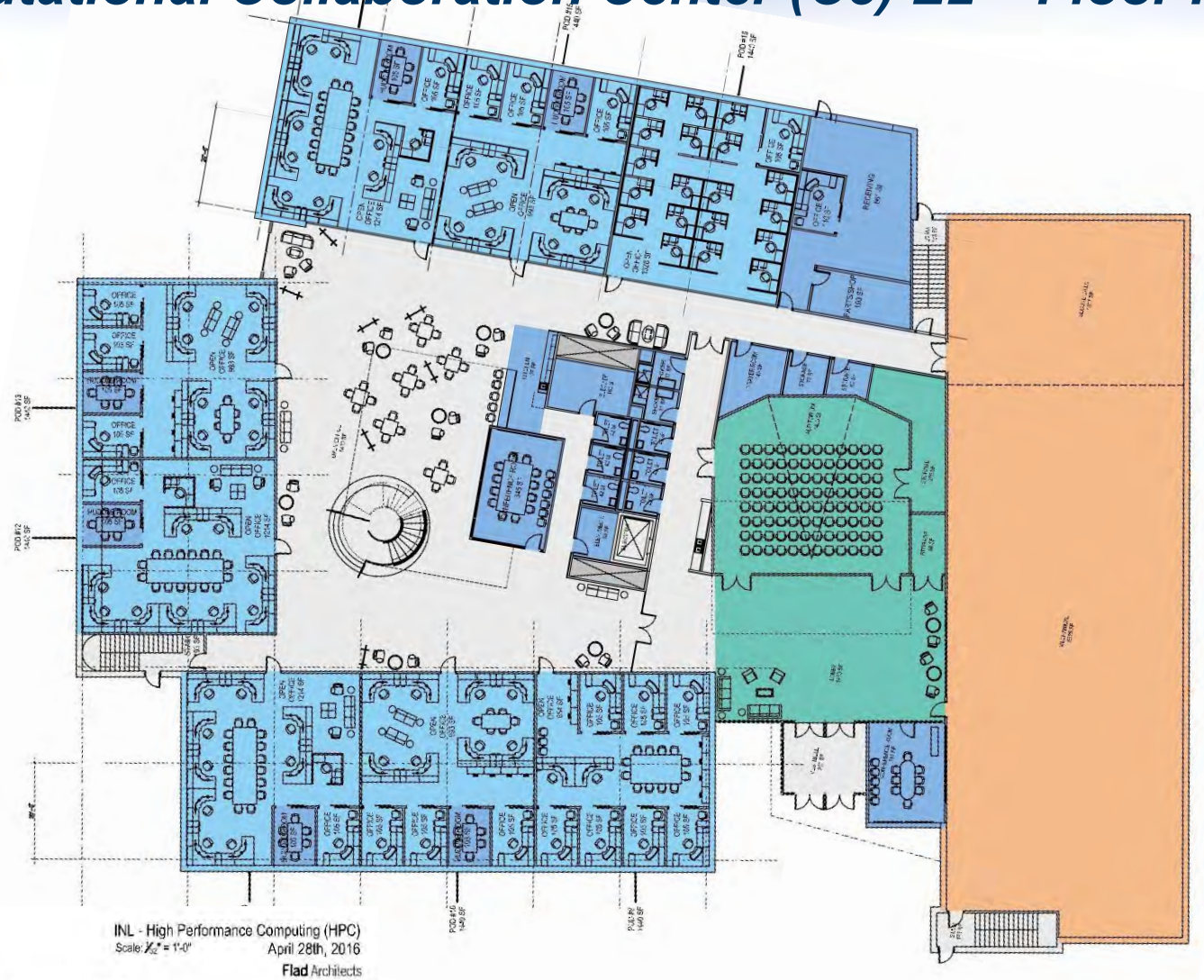
Idaho National Laboratory

INL – Cybercore L2 – Floor Plan

Idaho National Laboratory

INL – Computational Collaboration Center (C3) L2 – Floor Plan

Conceptual



INL - High Performance Computing (HPC)
Scale: 1/32" = 1'-0"
April 28th, 2016
Flad Architects

First Floor Plan

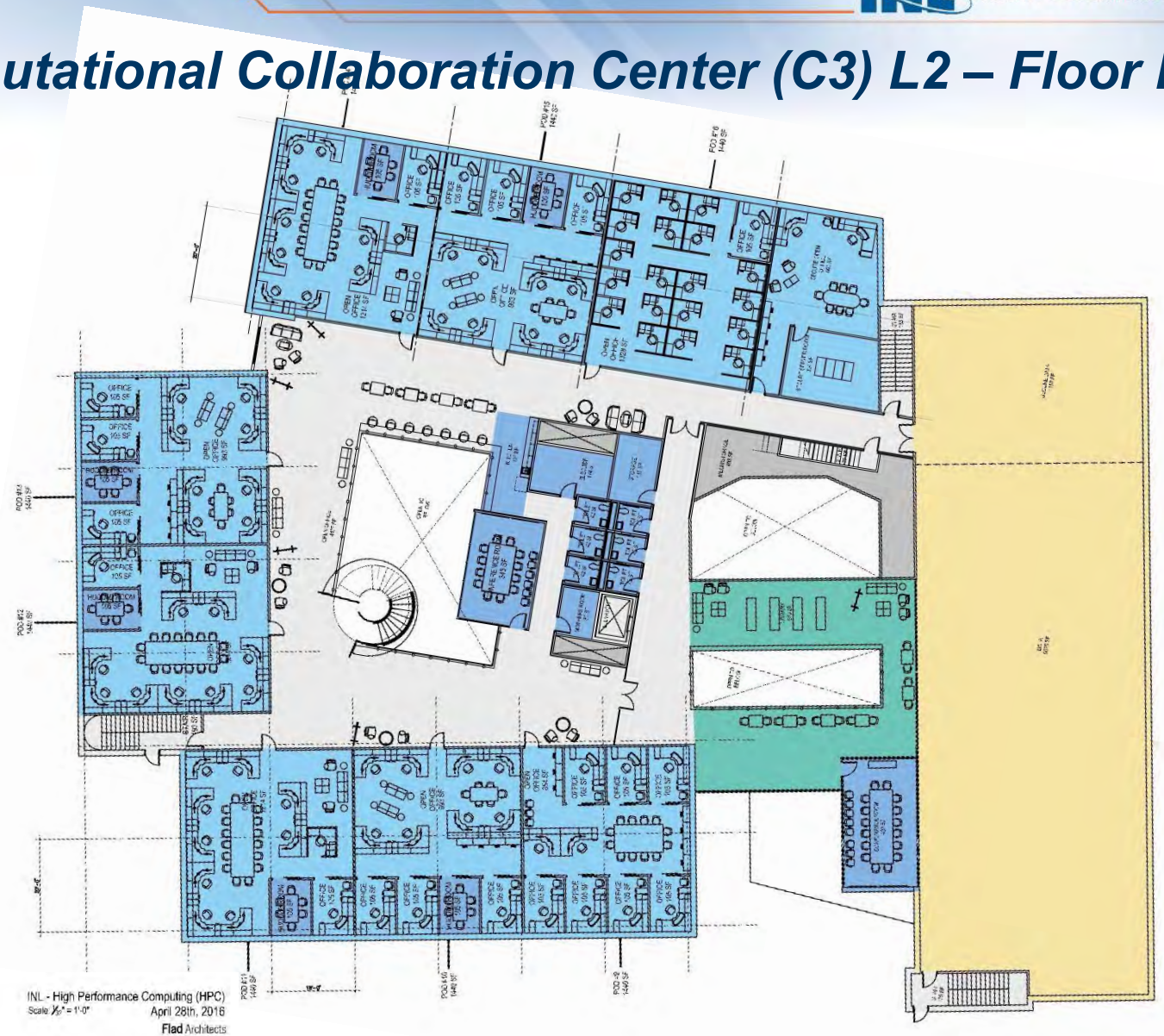
Office	1,698 SF	Specialty	3,308 SF	
Office Support	3,684 SF	Mechanical	175 SF	
Lab Support	[illegible]	[illegible]	7,600 SF	34,272 Gross SF

ATTACHMENT 1

Idaho National Laboratory

INL – Computational Collaboration Center (C3) L2 – Floor Plan

Conceptual



Second Floor Plan

	Office	12,755 SF		Specialty	1,604 SF
	Office Support	2,457 SF		Mechanical	588 SF
	Lab	[illegible] SF		[illegible]	[illegible] SF

34,005 Gross SF

IDAHO STATE UNIVERSITY

SUBJECT

Tuition Lock implementation beginning in the 2016-2017 academic year

REFERENCE

April 2016	Idaho State Board of Education (Board) authorized Idaho State University (ISU) to establish the FY2017 annual full-time resident tuition in the dollar amount of $5,242.64 as the base tuition for eligible students in the first year cohort of a "Tuition Lock" initiative

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.R.
Idaho Code § 33-3717A

BACKGROUND/DISCUSSION

At the April 2016 Board meeting, the Board asked ISU to submit its Tuition Lock proposal for approval not later than August 2016, for implementation in the 2016-2017 academic year. This item fulfills the Board's request.

Idaho State University proposes and requests approval to pilot a Tuition Lock initiative that will ensure the base tuition rate first charged to a resident undergraduate student will remain constant for a period of four continuous academic years following initial enrollment. The goals of the initiative are to give students an incentive to complete their degrees in four years, and to reduce financial uncertainty for students and their families as they consider attending college and make plans for higher education costs.

To qualify for the Tuition Lock program, a student must meet the following eligibility criteria:

- Idaho resident
- Full-time student successfully completing a minimum of 15 credits during the fall and spring semesters (or an average of 15 credits per semester during the academic year)
- New, first-time freshman
- Degree-seeking student
- Good academic standing with a minimum overall GPA of 2.0
- Continuously enrolled (fall and spring semesters)
- Student must attend and successfully complete one semester to be eligible to sustain the entry tuition rate. [Tuition Lock eligibility is not based upon application and acceptance only]

Students may start Tuition Lock any semester. If a student starts in a summer semester, the student will be considered a new, first-time freshman for the following fall semester and will qualify for the Tuition Lock at the fall semester base tuition rate. If a student participating in the Tuition Lock decides to take summer classes, the student will pay the current rate of summer tuition at that time.

Following the successful completion of at least one semester, students on active military duty, serving a religious mission, or on humanitarian leave may defer their continuous enrollment and return at a later date under the same the Tuition Lock agreement with which they began. Deferments may also be available for other gaps in attendance, as approved by the University on a case-by-case basis (medical situations, etc.). Deferments may extend for the period of time the student is away, but continuous enrollment must begin in the next available term following return in order for the student to remain eligible for Tuition Lock.

Tuition Lock will only apply to the amount of base tuition. It will not apply to facility fees, technology fees, activity fees, course fees, professional fees, or other non-tuition fees. Additionally, the Tuition Lock may not be combined with any other waiver or tuition reduction benefit, including, but not limited to, staff/spouse and dependent tuition reductions.

Students must maintain good academic standing and a minimum 2.0 GPA. A student who no longer meets the requirements for Tuition Lock will pay the current tuition rate for the semester in which the student is enrolling.

IMPACT

It is difficult to predict how many students may take advantage of the Tuition Lock initiative. Based on historical fall semester enrollment data from 2010 to 2015, the average number of full-time, first-time, Idaho resident, degree-seeking students, taking a minimum of 15 credit hours was 335. An additional 771 students (on average) were taking 12 to 14 credit hours during this time period. It is our hope that students who may be considering taking 12 to 14 credits will increase their credit hours to 15 in order to take advantage of the Tuition Lock initiative. As a result, for planning purposes, ISU has estimated that as many as 1,106 students may be eligible for and enroll in the Tuition Lock initiative for the 2016-2017 academic year (see table below). Using an assumption that tuition for incoming freshman might increase at an average rate of 3% in subsequent academic years, and computing for the impact of those increases over four-year cohorts, ISU has estimated the breakeven points (number of additional student enrollments needed) for the initiative to be self-funding (i.e., to cover the projected tuition revenue which would be foregone with Tuition Lock in place).

Tuition Lock Proposal Total Financial Impact (over 4 years)			
YEAR	ESTIMATED TUITION SAVED BY STUDENTS	PROJECTED STUDENTS IN TUITION LOCK PROGRAM	BREAKEVEN STUDENTS TO RECOVER TUITION REVENUE LOSS
2016-2017	$0	1,106	0
2017-2018	173,951	2,212	33
2018-2019	532,289	3,318	100
2019-2020	1,085,923	4,424	203
Total	**$1,792,163**	**11,060**	**336**

STAFF COMMENTS AND RECOMMENDATIONS

The State Board and the Governor's Office have endorsed the Tuition Lock initiative, in concept, as a means to improve the predictability and affordability of college costs, to improve access to and participation in higher education, to incentivize students to keep on track to complete their degrees within four years, and to reduce student loan debt levels through timely degree completion. The University's financial projection, above, indicates that the initiative has the potential to pay for itself if the anticipated increased enrollment levels materialize. Staff recommends approval.

BOARD ACTION

I move to approve the request by Idaho State University to implement its proposed Tuition Lock initiative, as described above, beginning in the 2016-2017 academic year and continuing in subsequent years until such time as the University requests restructuring or termination of the initiative. The base tuition for eligible students in each new cohort of the University's Tuition Lock initiative will continue to be set annually by the Board.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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UNIVERSITY OF IDAHO

SUBJECT

Learfield Communications Agreement

REFERENCE

June 2006	Idaho State Board of Education (Board) approved University of Idaho's current contract with Learfield Communications, Inc.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.I.3., and V.I.6.

BACKGROUND/DISCUSSION

The University of Idaho (UI) requests authorization to execute a marketing agreement to outsource promotion and multi-media rights for Intercollegiate Athletics, pending successful final negotiations. The UI sent out RFP Number 16-22M in September 2015 for Athletic Promotions, Sponsorships and Corporate Rights. Learfield Communications, Inc. was the successful bidder. The parties have been negotiating the contract since December 2015 and are near a final agreement.

This agreement will provide UI with an annual guaranteed revenue stream over the term of the contract, with escalations included in the contract. The guaranteed revenue stream is in excess of the current net income for Intercollegiate Athletic multi-media rights and promotions. Additionally, UI and Learfield will share any revenue above pre-determined revenue amounts. Learfield will assume many costs that have historically been borne by Athletics, e.g. marketing staff salary and benefits, printing, radio and TV production, promotional expenses, etc.

With this contract, UI will be able to take advantage of the national presence and outreach of Learfield Communications. Learfield Communications has provided multi-media rights services to UI Athletics since 2006.

IMPACT

This contract will provide UI Athletics with a stable revenue source from multi-media rights while, at the same time, eliminating several operational costs and netting UI increased overall revenue for Intercollegiate Athletic promotions. It allows UI Athletics the ability to share in increased revenues and protects UI from additional costs. It allows UI to increase rights fees if there are material changes, and allows UI to reach many more areas through increased media exposure in both TV and radio.

ATTACHMENTS

Attachment 1 – RFP 16-22M – Multi-Media Rights Page 3
Attachment 2 – Learfield/Idaho trade-info Page 25
Attachment 3 – Learfield/Idaho Agreement Page 27

STAFF COMMENTS AND RECOMMENDATIONS

The annual value of the proposed contract is estimated to be at least $760,000 plus an additional estimated $300,000 per year from trade arrangements (see Attachment 2), and the contract includes an annual increase of $15,000 above the $760,000 base for each year of the contract. The contract would run from the beginning of FY2017 through FY2021, with options for up to two five-year extensions. Board approval is required for sales of services (including broadcast rights) when the proceeds of such an action are reasonably expected to exceed $250,000. Only one substantive matter regarding the University's naming rights remains to be resolved in the final negotiations with the vendor—UI wants clarity with respect to the naming rights it retains under the terms of the new marketing agreement. Staff recommends approval.

BOARD ACTION

I move to authorize the University of Idaho to complete negotiations on a contract with Learfield Communications, Inc. for Intercollegiate Athletic promotions, sponsorships and corporate rights; and, upon completion of contract negotiations, to authorize the Executive Director of the Board to approve the final contract before execution by the University.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

University of Idaho

Contracts & Purchasing Services

Moscow, Idaho 83844

REQUEST FOR PROPOSALS NO. 16-22M

FOR

ATHLETICS MULTI-MEDIA RIGHTS

Julia R. McIlroy, Director
Phone (208) 885-6123
Fax (208) 885-6060
juliam@uidaho.edu
www.purchasing.uidaho.edu

Date Issued: September 16, 2015

Proposals Due: October 16, 2015

PROPOSAL RESPONSE CERTIFICATION

_____
DATE

The undersigned, as Proposer, declares that they have read the Request for Proposals, and that the following proposal is submitted on the basis that the undersigned, the company, and its employees or agents, shall meet, or agree to, all specifications contained therein. It is further acknowledged that addenda numbers ____ to ____ have been received and were examined as part of the RFP document.

_____
Name

_____
Signature

_____
Title

_____
Company

_____
Street Address

_____
City, State, Zip

_____
Telephone Number

_____
Cell Phone Number

_____
E-mail Address

_____
State of Incorporation

_____
Tax ID Number

Business Classification Type (Please check mark if applicable):

Minority Business Enterprise (MBE) _____
Women Owned Business Enterprise (WBE) _____
Small Business Enterprise (SBE) _____
Veteran Business Enterprise (VBE) _____
Disadvantaged Business Enterprise (DBE) _____

Business Classification Type is used for tracking purposes, not as criteria for award.

1-1 SCOPE OF WORK

The University of Idaho (herein referred to as the University) is soliciting proposals for Athletics Multi-Media Rights and Sponsorships. Proposals should include on-location marketing to include but not be limited to, signage, video and message board advertising, event promotions, game/event sponsorships, radio network play-by-play, and coaches' shows.

Founded in 1889, the University of Idaho is the state's flagship university. It is Idaho's only land-grant institution and its principal graduate education and research university, bringing insight and innovation to the state, the nation and the world. University researchers attract nearly $100 million in research grants and contracts each year.

The University of Idaho is classified by the prestigious Carnegie Foundation as high research activity. The student population of 12,000 includes first-generation college students and ethnically diverse scholars, who select from more than 130 degree options in the colleges of Agricultural and Life Sciences; Art and Architecture; Business and Economics; Education; Engineering; Law; Letters, Arts and Social Sciences; Natural Resources; and Science. The university also is charged with the statewide mission for medical education through the WWAMI program. The university combines the strength of a large university with the intimacy of small learning communities and focuses on helping students to succeed and become leaders. For more information, visit www.uidaho.edu.

1-2 PROPOSAL SUBMISSION

Proposal must be **SEALED and CLEARLY IDENTIFIED** with the Request for Proposals' number, due date and time, Proposer's name and address, and submitted no later than 5:00 p.m., on October 16, 2015.

Please note: FedEx Express delivery is highly recommended. Packages should be addressed and/or delivered to the following address:

University of Idaho – Contracts & Purchasing Service 1028 West Sixth Street Moscow, Idaho 83844

A facsimile response or an electronic response to this Request for Proposals does not meet the requirement of a sealed proposal and will not be accepted.

The proposal must be signed by such individual or individuals who have full authority from the Proposer to enter into a binding Agreement on behalf of the Proposer so that an Agreement may be established as a result of acceptance of the proposal submitted. By reference, the terms and conditions set forth in the Request for Proposals shall serve as the Agreement terms and conditions. In addition, the laws of the State of Idaho shall apply. No other terms and conditions will apply unless submitted as a part of the proposal response and accepted by the University.

Proposals received after the exact time specified for receipt will not be considered.

1-3 REQUEST FOR PROPOSAL SCHEDULE

September 16, 2015	Request for Proposals Issued
September 30, 2015	Inquiries Due
October 16, 2015	Proposals Due @ 5:00 p.m.
Early November, 2015	Finalists On-Campus Visit & Presentations

1-4 INQUIRIES

All inquiries concerning this request shall be submitted in writing and received by Contracts & Purchasing Services no later than September 30, 2015, to:

Julia R. McIlroy, Director
E-mail: juliam@uidaho.edu

Proposers should consider Contracts & Purchasing Services as the first and prime point of contact on all matters related to the procedures associated with this RFP. If additional information is needed from any source, Contracts & Purchasing Services will work with the Proposer and with the various offices of the University to gather that information.

1-5 INTERPRETATION, CORRECTIONS, OR CHANGES IN RFP

Any interpretation, correction, or change in the RFP will be made by addendum by the University. Interpretations, corrections, or changes to the RFP made in any other manner will not be binding, and no Proposer may rely upon any such interpretation, correction, or change.

1-6 MODIFICATION OR WITHDRAWAL OF PROPOSALS

A Proposer may modify or withdraw a proposal at any time prior to the specified time and date set for the proposal closing. Such a request for modification or withdrawal must be in writing, and executed by a person with authority as set forth under paragraph 1-2 above, or by facsimile notice subsequently confirmed in writing.

1-7 ERASURES AND INTERLINEATIONS

Erasures, interlineations, or other changes in the proposal must be initialed by the person(s) signing the proposal.

1-8 ACKNOWLEDGMENT OF ADDENDUMS TO RFP

Receipt of an addendum to this RFP must be acknowledged by a Proposer on the Proposal Response Certification (Attachment A).

1-9 PROPOSAL COPIES

Six (6) complete copies of the proposal shall be submitted to the University.

1-10 OFFER ACCEPTANCE PERIOD

A proposal shall constitute an offer to contract on the terms and conditions contained in this RFP and the proposal. Said proposal shall constitute an irrevocable offer for ninety (90) calendar days from the proposal opening date, even if the University makes one or more counter offers.

1-11 REJECTION OF PROPOSALS

The University in its sole discretion, expressly reserves the right to reject any or all proposals or portions thereof, to reissue a Request for Proposal, and to waive informalities, minor irregularities, discrepancies, and any other matter or shortcoming.

1-12 PROPOSAL PRICE

The prices submitted in the proposal shall include everything necessary for the prosecution and completion of the Agreement including, but not limited to, furnishing all materials and all management, supervision, labor and service, except as may be provided otherwise in the Agreement Documents. In the event of discrepancy between the unit prices and their extensions, the total price will be adjusted accordingly. In the event of discrepancy between the sum of the extended total prices, the Total Proposal Price will be adjusted accordingly. The proposal price shall not include any allowance for Idaho State sales/use tax.

The University will evaluate the total price for the basic requirements with any options(s) exercised at the time of award. Evaluation of options will not obligate the University to exercise the option(s).

The University may reject an offer if it is materially unbalanced as to process for the basic requirements and the option quantities. An offer is unbalanced when it is based on prices significantly less than cost for some work and prices that are significantly overstated for other work.

1-13 TERM OF AGREEMENT

The initial term of this agreement shall be five (5) years, commencing upon the date of execution by the university. The term of this agreement may, if mutually agreed upon in writing, be extended by two, five-year increments for a total of ten (10) additional years, provided written notice of each extension is given to the bidder at least 180 days prior to the expiration date of such term or extension. In the event funding approval is not obtained by the University, this Agreement shall become null and void effective the date of renewal. During extension periods, all terms and conditions of this Agreement shall remain in effect.

1-14 AWARD OF AGREEMENT

The University shall make the award to the responsible Proposer whose proposal will be most advantageous to the University with respect to price, conformance to the specifications, quality, and other factors as evaluated by the University. The University is not required or constrained to award the Agreement to the Proposer proposing the lowest price.

The University may award an Agreement on the basis of initial offers received, without discussion; therefore, each initial offer should contain the offerer's best terms from a cost and technical standpoint.

1-15 PUBLIC AGENCY

The Contractor has agreed to extend contract usage to other public agencies, such as any city or political Subdivision of this state, including, but not limited to counties; school districts; highway districts; port authorities; instrumentalities of counties, cities or any political subdivision created under the laws of the State of Idaho; any agency of the state government; or any city or political subdivision of another state.

1-16 PROPOSAL CONFIDENTIALITY

Each Proposer agrees that the contents of each proposal submitted in response to this RFP is Confidential, proprietary, and constitutes trade secret information, as defined in Idaho Code 9-340D(1), as to all technical and financial data LABELED **CONFIDENTIAL** BY THE PROPOSER, and waives any right of access to such information, except as provided for by law. Except as determined by the University's Office of Purchasing Services, in its sole discretion, no information will be given regarding any proposals or evaluation progress until after an award is made, except as provided by law.

1-17 F.A.R. REQUIREMENT

All purchase orders and contracts issued by the University of Idaho are subject to F.A.R. 52.209-6. Supplier warrants that supplier or its principals are presently debarred, suspended or proposed for debarment by the Federal Government.

1-18 RECORD OF PURCHASES

Contractor will provide Purchasing Services a detailed usage report of items/services ordered, quantities, and pricing under this Agreement upon request.

1-19 APPEAL OF AWARD

A Proposer aggrieved by the award of an Agreement may file an appeal by writing to the Director of Contracts & Purchasing Services within five (5) business day of award. Proposers are responsible for tracking of award announcement.

SECTION 2 - INSTRUCTIONS FOR PREPARING PROPOSALS

2-1 GENERAL

To aid in the evaluation process, it is required that all responses comply with the items and sequence as presented in paragraph 2-2, RFP Response Outline. Paragraph 2-2 outlines the minimum requirements and packaging for the preparation and presentation of a response. Failure to comply may result in rejection of the response. The proposal should be specific and complete in every detail, prepared in a simple and straight-forward manner.

Proposers are expected to examine the entire Request for Proposals, including all specifications, standard provisions, and instructions. Failure to do so will be at the Proposer's risk. Each Proposer shall furnish the information required by the invitation. It is required that proposal entries be typewritten. Periods of time, stated in number of days, in this request or in the Proposer's response, shall be in calendar days. Propose your best price on each item.

2-2 RFP RESPONSE OUTLINE

A. Response Sheet: The proposal Response Certification shall be attached to the front of the proposal and shall contain the Proposer's certification of the submission. An official who has full authority to enter into an Agreement shall sign it.

B. Background and History: Describe the company, organization, officers or partners, number of employees, and operating policies that would affect this Agreement. State the number of years your organization has been continuously engaged in business.

C. References: The Proposer shall provide a minimum of three (3) references including names of persons who may be contacted, title of person, addresses, phone numbers, and e-mail, where products or services similar in scope to the requirements of this RFP have been provided.

D. Experience and Support: Describe Proposer's experience in performing the requested services.

E. Technical Specifications & Pricing: Include itemized costs for all components and features to be delivered. Costs should be identified as one-time or continuing. Purchase prices, lease prices, installation charges, and maintenance charges must be identified. All equipment prices must be stated as FOB: Moscow, ID.

F. Warranties: Describe warranties provided by the Proposer. Include discussions of any additional support provided after the sale.

G. Proposer Exceptions: Describe any exceptions to the terms and conditions contained within this document.

SECTION 3 – SPECIFICATIONS AND FINANCIALS

3-1 SCOPE OF SERVICES

The scope of services will include, but not be limited to the following: corporate partners and sponsorships, at-event impact, signage, at-event hospitality, official publications, radio network, television programming, official athletic website, digital and social media, and miscellaneous inventory.

3-2 FINANCIAL MODEL

Contractor will provide a minimum financial guarantee, as well as an alternate financial model, which may include a percentage of annual gross revenue.

3-2 KEY PERSONNEL

Contractor will provide a list of key personnel who will be assigned to work with the University. Information should include length of service and experience.

SECTION 4 - PROCUREMENT PROCESS

4-1 PROPOSER LIST AND QUALIFICATION EVALUATION

After the established date for receipt of proposals, a listing of Proposers submitting proposals will be prepared, and will be available for public inspection.

Qualifications and proposals submitted by interested Proposers will be reviewed and evaluated based on the evaluation factors set forth in the RFP.

4-2 PROPOSAL CLASSIFICATION

For the purpose of conducting discussions with individual offerers, if required, proposals will initially be classified as:

A. Potentially Acceptable
B. Unacceptable

Discussions may be conducted with any or all of the Proposers whose proposals are found acceptable or potentially acceptable. Offerers whose proposals are unacceptable will be notified promptly. The Manager of Purchasing will establish procedures and schedules for conducting oral and/or written discussions.

Proposers are advised that the University may award an Agreement on the basis of initial offers received, without discussions; therefore, each initial offer should contain the offerer's best terms from a cost and technical standpoint.

4-3 PROPOSER INVESTIGATION

The University will make such investigations as it considers necessary to obtain full information on the Proposers selected for discussions, and each Proposer shall cooperate fully in such investigations.

4-4 FINAL OFFERS AND AWARD OF AGREEMENT

Following any discussions with Proposers regarding their technical proposals, alternative approaches, or optional features, a number of the firms may be requested to submit best and final offers. The committee will rank the final Proposers for the project, giving due consideration to the established evaluation criteria. The committee will propose award to the proposal which is found to be most advantageous to the University, based on the factors set forth in the Request for Proposals.

SECTION 5 - EVALUATION PROCESS

The University reserves the right to reject any or all proposals, or portions thereof. The selection of a successful Proposer, if any, will be made based upon which proposal the University determines would best meet its requirements and needs.

5-1 EVALUATION CRITERIA

- The guaranteed and prospective financial return to the University

- The overall plan and approach to marketing the University's multi-media rights

- Contractor's success in managing collegiate multi-media rights for similar athletic programs (i.e. number of intercollegiate sports sponsored, type of multimedia rights assets, location/conference)

- Contractor's experience and successful track record in the multi-media rights business

- Contractor's plan to enhance revenue from regional and national partnerships

- References from intercollegiate athletic and professional administrators for whom the contractor has performed similar services

- Contractor's financial performance in the fulfillment of contracts with athletic departments of other colleges, universities, or professional teams

- The financial stability of the company

- The background and experience of a prospective contractor's principals and the key personnel who will be responsible for working with the University

SECTION 6 - GENERAL CONTRACTUAL TERMS AND CONDITIONS

6-1 AGREEMENT TERMS AND CONDITIONS

The submission of a proposal herein constitutes the agreement of any Proposer that any Agreement to be drawn as the result of an award herein shall be prepared by the University and shall include at a minimum, all terms and conditions set forth in this RFP. The submission of a proposal shall further constitute the agreement of each Proposer that it will not insist on the use of standard contract agreements, documents, or forms, and that it waives any demand for the use of its standard agreements. The Agreement between the parties shall consistent of, in order of precedence: the agreement document signed by the Parties subsequent to submission of the proposal, and any attachments thereto and incorporations therein, the terms and conditions in the RFP, and the Proposer's response to the RFP.

6-2 ASSIGNMENT

No assignment of this Agreement or of any right accruing under this Agreement shall be made, in part or in whole, by Contractor without the written consent of the University. Notwithstanding any assignment, Contractor shall remain fully liable on this Agreement and shall not be released from performing any of the terms, covenants, and conditions of this Agreement.

6-3 TERMINATION FOR CONVENIENCE

The University may terminate this Agreement, in whole or in part, at any time by written notice to the Contractor. The Contractor shall be paid its reasonable costs, including reasonable close-out costs and a reasonable profit on work performed up to the time of termination. The Contractor shall promptly submit its termination claim for payment. If the Contractor has any property in its possession belonging to the University, the Contractor will account for the same and dispose of it in the manner the University directs.

6-4 TERMINATION FOR DEFAULT

If the Contractor does not deliver the materials in accordance with the Contract delivery schedule, or if the Contract is for services and the Contractor fails to perform in the manner called for in the Contract, or if the Contractor fails to comply with any other provisions of the Contract, the University may terminate this Contract for default. Termination shall be effected by serving on the Contractor a notice of termination setting forth the manner in which the Contractor is in default. The Contractor will be paid a reasonable price for materials delivered and accepted, or services performed in accordance with the manner of performance set forth in the Contract.

6-5 INDEMNIFICATION

Contractor shall indemnify, defend and hold the University and the State of Idaho harmless from and against any and all claims, losses, damages, injuries, liabilities and all costs, including attorneys fees, court costs and expenses and liabilities incurred in or from any such claim, arising from any breach or default in the performance of any obligation on Contractor's part to be performed under the terms of this Agreement, or arising from any act, negligence or the failure to act of Contractor, or any of its agents, subcontractors, employees, invitees or guests. Contractor, upon notice from the University, shall defend the University at Contractor's expense by counsel reasonably satisfactory to the University. Contractor, as a material part of the consideration of the University, hereby waives all claims in respect thereof against the University.

Contractor shall: (a) notify the University in writing as soon as practicable after notice of an injury or a claim is received; (b) cooperate completely with the University and/or the University's insurers in the defense of such injury or claim; and (c) take no steps such as admission of liability which would prejudice the defense or otherwise prevent the University from protecting the University's interests.

6-6 APPLICABLE LAW AND FORUM

This Agreement shall be construed in accordance with, and governed by the laws of the State of Idaho. Any legal proceeding related to this Agreement shall be instituted in the courts of the county of Latah, state of Idaho, and Contractor agrees to submit to the jurisdiction of such courts.

6-7 LAWS, REGULATIONS AND PERMITS

The Contractor shall give all notices required by law and comply with all applicable Federal, State, and local laws, ordinances, rules and regulations relating to the conduct of the work. The Contractor shall be liable for all violations of the law in connection with work furnished by the Contractor, including the Contractor's subcontractors.

6-8 GENERAL QUALITY

All of the Contractor's work shall be performed with the highest degree of skill and completed in accordance with the Agreement Documents.

6-9 PROOF OF COMPLIANCE WITH AGREEMENT

In order that the University may determine whether the Contractor has complied with the requirements of the Agreement Documents, the Contractor shall, at any time when requested, submit to the University properly authenticated documents or other satisfactory proofs as to compliance with such requirements.

6-10 PAYMENT AND ACCEPTANCE

Except as otherwise provided herein, payments shall be due and payable within (30) days after acceptance of such goods or services or after receipt of properly completed invoice, whichever is later. No advance payment shall be made for goods or services furnished pursuant to this Agreement.

6-11 CONTINUATION DURING DISPUTES

The Contractor agrees that notwithstanding the existence of any dispute between the parties, insofar as possible under the terms of the Agreement to be entered into, each party will continue to perform the obligations required of it during the continuation of any such dispute, unless enjoined or prohibited by any court.

6-12 SEVERABILITY

If any term or condition of this Agreement or the application thereof to any person(s) or circumstances is held invalid, such invalidity shall not affect other terms, conditions or applications which can be given effect without the invalid term, condition or application; to this end the terms and conditions of this Agreement are declared severable.

6-13 INTEGRATION

This Agreement constitutes the entire Agreement between the parties. No change thereto shall be valid unless in writing communicated in the stipulated manner, and signed by the University and the Contractor.

6-14 BINDING EFFECT

This Agreement is for the benefit only of the parties hereto and shall inure to the benefit of and bind the parties hereto and their respective heirs, legal representatives, successors, and assigns.

6-15 APPROPRIATIONS CLAUSE

If the term of this Agreement is longer than one year, the University's obligations and liabilities hereunder are subject to the appropriation of funds from the State of Idaho, which appropriation shall be in the State of Idaho's sole discretion, from revenues legally available to the University for the ensuing fiscal year for the purposes of this

Agreement. If the State of Idaho does not appropriate the funds for the purpose of this Agreement, the Agreement shall terminate and neither party shall have any further obligations hereunder.

6-16 IRS SECTION 501(C)(3) AND SECTION 115 CONSIDERATIONS

If any provision of this Agreement may cause the University to lose its status as an Internal Revenue Code Section 501(c)(3) corporation, this Agreement shall be voidable. In the alternative, at the sole option of the University, the offending provision(s) shall be modifiable such that the provision(s) will no longer cause the University to lose its status as a 501(c)(3) corporation. The terms of the modification shall be subject to agreement in writing by all parties.

6-17 COMPLIANCE WITH GOVERNOR'S EXECUTIVE ORDER

In the event any provision of this Agreement shall cause the University to be in violation of any of the Governor of Idaho's Executive Orders, then this Agreement shall be voidable at the sole option of the University.

6-18 DEBARRED, SUSPENDED OR EXCLUDED

All purchase orders and contracts issued by the University of Idaho are subject to F.A.R. 52.209-6. Supplier warrants that neither supplier or its principals is presently debarred, suspended or proposed for debarment by the Federal Government.

6-19 NON-USE OF NAMES AND TRADEMARKS

Contractor shall not use the name, trade name, trademark, or other designation of the University, or any contraction, abbreviation, or simulation any of the foregoing, in any advertisement or for any commercial or promotional purpose (other than in performing under this Agreement) without the University's prior written consent in each case.

6-20 RISK OF LOSS

Until all improvements, equipment, or goods to be provided under this Agreement are installed on property owned or controlled by University and working properly, Contractor shall bear all risks of all loss or damage to the improvements, equipment, or goods, excluding loss or damage caused by acts, omissions, or negligence of the University. Once all improvements, equipment, or goods to be provided under this Agreement are installed on property owned or controlled by University and working properly, the risk of all loss or damage shall be borne by University, excluding loss or damage caused by acts, omissions, or negligence of the Contractor.

6-21 CONTRACTOR REPRESENTATIONS

Contractor represents and warrants the following: (a) that it is financially solvent, able to pay its debts as they mature, and possessed of sufficient working capital to provide the equipment and goods, complete the services, and perform its obligations required hereunder; (b) that it is able to furnish any of the plant, tools, materials, supplies, equipment, and labor required to complete the services required hereunder and perform all of its obligations hereunder and has sufficient experience and competence to do so; (c) that it is authorized to do business in Idaho, properly licensed by all necessary governmental and public and quasi-public authorities having jurisdiction over it and the services, equipment, and goods required hereunder, and has or will obtain all licenses and permits required by law; and (d) that it has visited the site of the project and familiarized itself with the local conditions under which this Agreement is to be performed.

6-22 REGENTS' APPROVAL

This Agreement may be subject to approval by the Regents of the University of Idaho, and if it is and if such approval is not granted this Agreement shall be void and neither party shall have any further obligations or liabilities hereunder.

6-23 SURVIVAL OF TERMS

The terms and provisions hereof, and all documents being executed hereunder, if any, including, without limitation, the representations and warranties, shall survive this Agreement and shall remain in full force and effect thereafter.

6-24 HEADINGS

The headings contained in this Agreement are for reference purposes only and shall not in any way affect the meaning or interpretation hereof.

6-25 ADDITIONAL ACTS

Except as otherwise provided herein, in addition to the acts and deeds recited herein and contemplated to be performed, executed and/or delivered by the parties, the parties hereby agree to perform, execute and/or deliver or cause to be performed, executed and/or delivered any and all such further acts, deeds and assurances as any party hereto may reasonably require to consummate the transaction contemplated hereunder.

6-26 TIME OF ESSENCE

All times provided for in this Agreement, or in any other document executed hereunder, for the performance of any act will be strictly construed, time being of the essence.

6-27 WAIVER

No covenant, term or condition or the breach thereof shall be deemed waived, except by written consent of the party against whom the waiver is claimed, and any waiver of the breach of any covenant, term or condition shall not be deemed to be a waiver of any other covenant, term or condition herein. Acceptance by a party of any performance by another party after the time the same shall have become due shall not constitute a waiver by the first party of the breach or default of any such covenant, term or condition unless otherwise expressly agreed to by the first party in writing.

6-28 FORCE MAJEURE

Any prevention, delay or stoppage due to strikes, lockouts, labor disputes, acts of God, inability to obtain labor or materials or reasonable substitutes therefore, governmental restrictions, governmental regulations, governmental controls, enemy or hostile governmental action, civil commotion, fire or other casualty, and other causes beyond the reasonable control of the party obligated to perform (except for financial ability), shall excuse the performance, except for the payment of money, by such party for a period equal to any such prevention, delay or stoppage.

6-29 NO JOINT VENTURE

Nothing contained in this Agreement shall be construed as creating a joint venture, partnership, or agency relationship between the parties.

6-30 INFORMATION TRUE AND CORRECT

All documents, agreements and other information provided to the University by Contractor or which Contractor has caused to be provided to the University are true and correct in all respects and do not omit to state any material fact or condition required to be stated, necessary to make the statement or information not misleading, and there are no other agreements or conditions with respect thereto.

6-31 EQUAL OPPORTUNITY

Contractor represents and agrees that it will not discriminate in the performance of this Agreement or in any matter directly or indirectly related to this Agreement on the basis of race, sex, color, religion, national origin, disability,

ancestry, or status as a Vietnam veteran. This non-discrimination requirement includes, but is not limited to, any matter directly or indirectly related to employment. Breach of this covenant may be regarded as a material breach of Agreement.

6-32 PUBLIC RECORDS

The University is a public agency. All documents in its possession are public records. Proposals are public records and will be available for inspection and copying by any person upon completion of the RFP process. If any Proposer claims any material to be exempt from disclosure under the Idaho Public Records Law, the Proposer will expressly agree to defend, indemnify and hold harmless the University from any claim or suit arising from the University's refusal to disclose any such material. No such claim of exemption will be valid or effective without such express agreement. The University will take reasonable efforts to protect any information marked "confidential" by the Proposer, to the extent permitted by the Idaho Public Records Law. Confidential information must be submitted in a separate envelope, sealed and marked "Confidential Information" and will be returned to the Proposer upon request after the award of the contract. It is understood, however, that the University will have no liability for disclosure of such information. Any proprietary or otherwise sensitive information contained in or with any Proposal is subject to potential disclosure.

6-33 UNIVERSITY'S RULES, REGULATIONS, AND INSTRUCTIONS

Contractor will follow and comply with all rules and regulations of the University and the reasonable instructions of University personnel. The University reserves the right to require the removal of any worker it deems unsatisfactory for any reason.

SECTION 7 – INDEMNITY, RISKS OF LOSS, INSURANCE

7-1 RISK OF LOSS

Until all improvements, equipment, or goods to be provided under this Agreement are installed on property owned or controlled by University and working properly, Contractor and its subcontractors of any tier shall bear all risks of all loss or damage to the improvements, equipment, or goods, excluding loss or damage caused by acts, omissions, or negligence of the University. Once all improvements, equipment, or goods to be provided under this Agreement are installed on property owned or controlled by University and working properly, the risk of all loss or damage shall be borne by University, excluding loss or damage caused by acts, omissions, or negligence of the Contractor. Contractors shall require its subcontractors of any tier to bear the same risk of loss and .

7-2 INDEMNIFICATION

Contractor shall indemnify, defend and hold the University and the State of Idaho harmless from and against any and all claims, losses, damages, injuries, liabilities and all costs, including attorneys fees, court costs and expenses and liabilities incurred in or from any such claim, arising from any breach or default in the performance of any obligation on Contractor's part to be performed under the terms of this Agreement, or arising from any act, negligence or the failure to act of Contractor, or any of its agents, subcontractors, employees, invitees or guests. Contractor, upon notice from the University, shall defend the University at Contractor's expense by counsel reasonably satisfactory to the University. Contractor, as a material part of the consideration of the University, hereby waives all claims in respect thereof against the University.

Contractor shall: (a) notify the University in writing as soon as practicable after notice of an injury or a claim is received; (b) cooperate completely with the University and/or the University's insurers in the defense of such injury or claim; and (c) take no steps such as admission of liability which would prejudice the defense or otherwise prevent the University from protecting the University's interests.

7-3 Insurance

7.3.1 General Requirements

7.3.1.1 Contractor and its subcontractor(s) of any tier are required to carry the types and limits of insurance shown in this insurance clause, section 8.0, and to provide University with a Certificate of Insurance ("certificate"). All certificates shall be coordinated by the Contractor and provided to the University within seven (7) days of the signing of the contract by the Contractor. Certificates shall be executed by a duly authorized representative of each insurer, showing compliance with the insurance requirements set forth below. All certificates shall provide for thirty (30) days' written notice to University prior to cancellation, non-renewal, or other material change of any insurance referred to therein as evidenced by return receipt of United States certified mail. Said certificates shall evidence compliance with all provisions of this section 8.0. Exhibit A of this Agreement contains a Request for Certificate of Insurance which shall be given to the insurance broker or agent of the Contractor and its subcontractor(s) of any tier, upon award of bid to Contractor.

7.3.1.2 Additionally and at its option, Institution may request certified copies of required policies and endorsements. Such copies shall be provided within (10) ten days of the Institution's request.

7.3.1.3 All insurance required hereunder shall be maintained in full force and effect with insurers with Best's rating of AV or better and be licensed and admitted in Idaho. All policies required shall be written as primary policies and not contributing to nor in excess of any coverage University may

choose to maintain. Failure to maintain the required insurance may result in termination of this Agreement at University's option.

7.3.1.4 All policies except Workers Compensation and Professional Liability shall name University as Additional Insured. The Additional Insured shall be stated as: "State of Idaho and The Regents of the University of Idaho". Certificate Holder shall read: "University of Idaho." Certificates shall be mailed to: University of Idaho, Risk Management, P.O. Box 443162, Moscow, ID 83844-3162.

7.3.1.5 Failure of University to demand such certificate or other evidence of full compliance with these insurance requirements or failure of Institution to identify a deficiency from evidence that is provided shall not be construed as a waiver of the obligation of Contractor and its subcontractor(s) of any tier to maintain such insurance.

7.3.1.6 No Representation of Coverage Adequacy. By requiring insurance herein, University does not represent that coverage and limits will necessarily be adequate to protect Contractor and its subcontractor(s) of any tier, and such coverage and limits shall not be deemed as a limitation on the liability of the Contractor and its subcontractor(s) of any tier under the indemnities granted to University in this Agreement.

8.1.7 Contractor is responsible for coordinating the reporting of claims and for the following: (a) notifying the Institution in writing as soon as practicable after notice of an injury or a claim is received; (b) cooperating completely with University in the defense of such injury or claim; and (c) taking no steps (such as admission of liability) which will prejudice the defense or otherwise prevent the University from protecting its interests.

7.3.2 Required Insurance Coverage.

Contractor and its subcontractor(s) of any tier shall at its own expense obtain and maintain:

7.3.2.1 Commercial General and Umbrella / Excess Liability Insurance. Contractor and its subcontractor(s) of any tier shall maintain Commercial General Liability ("CGL") written on an occurrence basis and with a limit of not less than $1,000,000 each occurrence and in the aggregate. If such CGL insurance contains a general aggregate limit, it shall apply separately by location and shall not be less than $1,000,000. CGL insurance shall be written on standard ISO occurrence form (or a substitute form providing equivalent coverage) and shall cover liability arising from premises, operations, independent contractors, products-completed operations, personal injury and advertising injury, and liability assumed under a contract including the tort liability of another assumed in a business contract. Waiver of subrogation language shall be included. If necessary to provide the required limits, the Commercial General Liability policy's limits may be layered with a Commercial Umbrella or Excess Liability policy.

7.3.2.2 Commercial Auto Insurance. Contractor and its subcontractor(s) of any tier shall maintain a Commercial Auto policy with a Combined Single Limit of not less than $1,000,000; Underinsured and Uninsured Motorists limit of not less than $1,000,000; Comprehensive; Collision; and a Medical Payments limit of not less than $10,000. Coverage shall include Non-Owned and Hired Car coverage. Waiver of subrogation language shall be included.

7.3.2.3 Business Personal Property. Contractor and its subcontractor(s) of any tier shall purchase insurance to cover Business Personal Property of Contractor and its subcontractor(s) of any tier. In no event shall University be liable for any damage to or loss of personal property sustained by Contractor, even if such loss is caused by the negligence of Institution, its employees, officers or agents. Waiver of subrogation language shall be included.

7.3.2.4 Workers' Compensation. Contractor and its subcontractor(s) of any tier shall maintain all coverage statutorily required of the Contractor and its subcontractor(s) of any tier, and coverage shall be in accordance with the laws of Idaho. Contractor and its subcontractor(s) of any tier shall maintain Employer's Liability with limits of not less than $100,000 / $500,000 / $100,000.

7.3.2.4 Professional Liability. If professional services are supplied to Institution, Contractor and its subcontractor(s) of any tier, Contractor and its subcontractor(s) of any tier shall maintain Professional Liability (Errors & Omissions) insurance on a claims made basis, covering claims made during the policy period and reported within three years of the date of occurrence. Limits of liability shall be not less than one million dollars ($1,000,000).

UNIVERSITY OF IDAHO
GENERAL TERMS AND CONDITIONS

1. THIS ORDER EXPRESSLY LIMITS ACCEPTANCE TO THE TERMS AND CONDITIONS STATED HEREIN. ALL ADDITIONAL OR DIFFERENT TERMS PROPOSED BY CONTRACTOR ARE OBJECTED TO AND ARE HEREBY REJECTED, UNLESS OTHERWISE PROVIDED FOR IN WRITING BY THE PURCHASING MANAGER, UNIVERSITY OF IDAHO.

2. CHANGES: No alteration in any of the terms, conditions, delivery, price, quality, quantity or specifications of this order will be effective without the written consent of the University of Idaho Department of Purchasing Services.

3. PACKING: No charges will be allowed for special handling, packing, wrapping, bags, containers, etc., unless otherwise specified.

4. DELIVERY: For any exceptions to the delivery date as specified on the order, Contractor shall give prior notification and obtain approval thereto from the University of Idaho Department of Purchasing Services. With respect to delivery under this order, time is of the essence and order is subject to termination for failure to deliver within the timeframe specified in this order.

5. SHIPPING INSTRUCTIONS: Unless otherwise instructed, all goods are to be shipped prepaid and allowed, FOB Destination.

6. ORDER NUMBERS: Agreement order numbers or purchase order numbers shall be clearly shown on all acknowledgments, shipping labels, packing slips, invoices, and on all correspondence.

7. REJECTION: All goods, materials, or services purchased herein are subject to approval by the University of Idaho. Any rejection of goods, materials, or services resulting from nonconformity to the terms, conditions or specifications of this order, whether the goods are held by the University of Idaho or returned, will be at Contractor's risk and expense.

8. QUALITY STANDARDS: Brand names, models, and specifications referenced in herein are meant to establish a minimum standard of quality, performance, or use required by the University. No substitutions will be permitted without written authorization of the University of Idaho Department of Purchasing Services.

9. WARRANTIES: Contractor warrants that all products delivered under this order shall be new, unless otherwise specified, free from defects in material and workmanship, and shall be fit for the intended purpose. All products found defective shall be replaced by the Contractor upon notification by the University of Idaho. All costs of replacement, including shipping charges, are to be borne by the Contractor.

10. PAYMENT, CASH DISCOUNT: Invoices will not be processed for payment nor will the period of computation for cash discount commence until receipt of a properly completed invoice or invoiced items are received and accepted, whichever is later. If an adjustment in payment is necessary due to damage or dispute, the cash discount period shall commence on the date final approval for payment is authorized. Payment shall not be considered late if a check or warrant is available or mailed within the time specified.

11. LIENS, CLAIMS AND ENCUMBRANCES: Contractor warrants and represents that all the goods and materials delivered herein are free and clear of all liens, claims or encumbrances of any kind.

12. TERMINATION: In the event of a breach by Contractor of any of the provisions of this Agreement, the University of Idaho reserves the right to cancel and terminate this Agreement forthwith upon giving written notice to the Contractor. Contractor shall be liable for damages suffered by the University of Idaho resulting from Contractor's breach of Agreement.

13. TRADEMARKS: Contractor shall not use the name, trade name, trademark, or any other designation of the University, or any contraction, abbreviation, adaptation, or simulation of any of the foregoing, in any advertisement or for any commercial or promotional purpose (other than in performing under this Agreement) without the University's prior written consent in each case.

14. OSHA REGULATIONS: Contractor guarantees all items, or services, meet or exceed those requirements and guidelines established by the Occupational Safety and Health Act.

15. TAXES: The University of Idaho is exempt from payment of Idaho State Sales and Use Tax. In addition, the University is generally exempt from payment of Federal Excise Tax under a permanent authority from the District Director of the Internal Revenue Service. Exemption certificates will be furnished as required upon written request by Contractor. If Contractor is required to pay any taxes incurred as a result of doing business with the University of Idaho, it shall be solely responsible for the payment of those taxes. If Contractor is performing public works construction, it shall be responsible for payment of all sales and use taxes.

16. BINDING EFFECT: This Agreement is for the benefit only of the parties hereto and shall inure to the benefit of and bind the parties and their respective heirs, legal representatives, successors and assigns.

17. ASSIGNMENTS: No Agreement, order, or any interest therein shall be transferred by Contractor to any other party without the approval in writing of the Purchasing Manager, University of Idaho. Transfer of an Agreement without approval may cause the recission of the transferred Agreement at the option of the University of Idaho.

18. WAIVER: No covenant, term or condition, or the breach thereof, shall be deemed waived, except by written consent of the party against whom the waiver is claimed, and any waiver of the breach of any covenant, term, or condition herein. Acceptance by a party of any performance by another party after the time the same shall have become due shall not constitute a waiver by the first party of the breach or default unless otherwise expressly agreed to in writing.

19. FORCE MAJEURE: Any prevention, delay or stoppage due to strikes, lockouts, labor disputes, acts of God, inability to obtain labor or materials or reasonable substitutes thereof, governmental restrictions, governmental regulations, governmental controls, enemy or hostile governmental action, civil commotion, fire or other casualty, and other causes beyond the reasonable control of the party obligated to perform (except for financial ability), shall excuse the performance by such party for a period equal to any such prevention, delay or stoppage.

20. NO JOINT VENTURE: Nothing contained in this Agreement shall be construed as creating a joint venture, partnership, or employment or agency relationship between the parties.

21. PRICE WARRANTY FOR COMMERCIAL ITEMS: Contractor warrants that prices charged to the University of Idaho are based on Contractor's current catalog or market prices of commercial items sold in substantial quantities to the general public and prices charged do not exceed those charged by Contractor to other customers purchasing the same item in like or comparable quantities.

22. NONDISCRIMINATION: Contractor represents and agrees that it will not discriminate in the performance of this Agreement or in any matter directly or indirectly related to this Agreement on the basis of race, sex, color, religion, national origin, disability, ancestry, or status as a Vietnam veteran. This non-discrimination requirement includes, but is not limited to, any matter directly or indirectly related to employment. Breach of this covenant may be regarded as a material breach of Agreement.

23. UNIVERSITY REGULATIONS: Contractor shall follow and comply with all rules and regulations of the University and the reasonable instructions of University personnel.

24. GOVERNING LAW: This Agreement shall be construed in accordance with, and governed by the laws of the State of Idaho. Any legal proceeding related to this Agreement shall be instituted in the courts of the county of Latah, state of Idaho, and Contractor agrees to submit to the jurisdiction of such courts.

Exhibit A – Request for Certificate of Insurance from Contractor*
***If bid is awarded to Contractor**
Page 1 of 2

Give this form to your insurance agent / broker

***Agents/ Brokers: RETURN A COPY OF THESE INSTRUCTIONS WITH YOUR CERTIFICATE*.**

Certificates without a copy of these instructions will not be accepted.

Contractor and its subcontractors of any tier ("Insured") are required to carry the types and limits of insurance shown in this Request, and to provide University of Idaho ("Certificate Holder") with a Certificate of Insurance within seven (7) days of the signing of this Contract.

- Certificate Holder shall read:

  State of Idaho and the Regents of the University of Idaho
  Attn: Risk Management
  P.O. Box 443162
  Moscow, ID 83844-3162

- Description area of certificate shall read: Attn: Contract for Services

- All certificates shall provide for thirty (30) days' written notice to Certificate Holder prior to cancellation or material change of any insurance referred to in the certificate.

- All insurers shall have a Best's rating of AV or better and be licensed and admitted in Idaho.

- All policies required shall be written as primary policies and not contributing to nor in excess of any coverage Certificate Holder may choose to maintain.

- All policies (except Workers Compensation and Professional Liability) shall name the following as Additional Insured: The Regents of the University of Idaho, a public corporation, state educational institution, and a body politic and corporate organized and existing under the Constitution and laws of the state of Idaho.

- Failure of Certificate Holder to demand a certificate or other evidence of full compliance with these insurance requirements or failure of Certificate Holder to identify a deficiency from evidence that is provided shall not be construed as a waiver of Insured's obligation to maintain such insurance.

- Failure to maintain the required insurance may result in termination of this grant or contract at the Certificate Holder's option.

- By requiring this insurance, Certificate Holder does not represent that coverage and limits will necessarily be adequate to protect Insured, and such coverage and limits shall not be deemed as a limitation on Insured's liability under the terms of the grant or contract.

- A copy of this certificate request must be sent with the Certificate.

Exhibit A – Request for Certificate of Insurance from Contractor*
***If bid is awarded to Contractor**
Page 2 of 2

Required Insurance Coverage. Insured shall obtain insurance of the types and in the amounts described below.

- Commercial General and Umbrella Liability Insurance. Insured shall maintain commercial general liability (CGL) and, if necessary, commercial umbrella insurance with a limit of not less than $1,000,000 each occurrence and in the aggregate. If such CGL insurance contains a general aggregate limit, it shall apply separately by location and shall not be less than $1,000,000. CGL insurance shall be written on standard ISO occurrence form (or a substitute form providing equivalent coverage) and shall cover liability arising from premises, operations, independent contractors, products-completed operations, personal injury and advertising injury, and liability assumed under an insured contract including the tort liability of another assumed in a business contract. Waiver of subrogation language shall be included. If necessary to provide the required limits, the Commercial General Liability policy's limits may be layered with a Commercial Umbrella or Excess Liability policy.

- Commercial Auto Insurance. Insured shall maintain a Commercial Automobile Policy with a Combined Single Limit of not less than $1,000,000; Underinsured and Uninsured Motorists limit of not less than $1,000,000; Comprehensive; Collision; and a Medical Payments limit of not less than $5,000. Coverage shall include Non-Owned and Hired Car coverage. Waiver of subrogation language shall be included.

- Business Personal Property and/or Personal Property. Insured shall purchase insurance to cover Insured's personal property. In no event shall Certificate Holder be liable for any damage to or loss of personal property sustained by Insured, whether or not insured, even if such loss is caused by the negligence of Certificate Holder, its employees, officers or agents.

- Workers' Compensation. Where required by law, Insured shall maintain all statutorily required Workers Compensation coverages. Coverage shall include Employer's Liability, at minimum limits of $100,000 / $500,000 / $100,000.

- Professional Liability. If professional services are supplied to the Institution, Insured shall maintain Professional Liability (Errors & Omissions) insurance on a claims made basis, covering claims made during the policy period and reported within three years of the date of occurrence. Limits of liability shall be not less than one million dollars ($1,000,000).

If you have additional questions, please contact:

University of Idaho - Risk
Phone: 208-885-7177
Email: risk@uidaho.edu

ATTACHMENT 2

Account	Salesperson	TradeNet	TradeDescription
Advantage Advertising	Tom Morris	$30,000.00	Trade for artwork and media ad placement for UI Ath Marketing Office
Bell Equipment, Inc.	Tom Morris	$15,000.00	Ath. Training Staff Gator
Blue Sky Broadcasting	Tom Morris	$22,680.00	Trade for UI Athletic Dept. advertising on Bonners Ferry and Sandpoint radio affiliates.
Bob's Fire Equipment	Tom Morris	$2,000.00	Fire extinguishers for FB team entrance for UI Ath Marketing Office
Boise KFXD	Tom Morris	$10,000.00	Radio ads
Breakfast Club	Tom Morris	$2,500.00	Meals
Bryden Canyon Golf Course	Tom Morris	$3,330.00	UI Athletics employees -- UI Golf Team course use
CableOne	David Adams	$8,500.00	Trade for U of Idaho Athletics Marketing
City North America Moving	David Adams	$15,000.00	Use of Equipment Railer/Drivers for Travel
Corporate Pointe Developers	David Adams	$3,000.00	$3,000 trade for Vandal Athletics
Diamond Park & Jet	Tom Morris	$2,500.00	UI Athletics receives 416 1-Day-Free-Parking coupons for Spokane Airport
Dominos Pizza	David Adams	$4,500.00	Marketing
Fairfield Inn & Suites	Tom Morris	$8,800.00	50 rooms for UI Athletics and 15 rooms for the IVSP
Great Floors	David Adams	$27,600.00	Trade for University of Idaho Athletics
Gritman Therapy Central	Tom Morris	$2,500.00	Ath. Training cost reduction - FB program ad
Idaho Impressions	Tom Morris	$20,000.00	Printing and embroidery for UI Ath. Director of Equipment Operations
Inland NW Bcasting Zfun-KRPL-KMAX-etc.	Tom Morris	$32,000.00	Radio ads
KAYU -TV	Tom Morris	$1,860.00	Placed TV ads for FB-MBB-Season Tickets
KLEW-TV	Tom Morris	$11,015.00	Placed TV ads for FB-MBB-Season Tickets
KXLY Broadcast Group	Tom Morris	$1,300.00	One (1) half-page color ad in all home game day football programs
Inland Orthopedic	Tom Morris	$2,500.00	Ath. Training cost reduction - FB program ad
Lamar Outdoor	Tom Morris	$11,350.00	Billboards for UI Athletic Dept promotions
LaQuinta Inn Moscow	Tom Morris	$4,000.00	Rooms
Last Frontier Pizza Company	David Adams	$1,500.00	Post-Game Meals for Soccer and Volleyball
Lewiston Tribune	Tom Morris	$18,000.00	Tribune and Moscow Daily News placed ads promoting Season Tickets, upcoming games, promotions
Moscow Ale House	Tom Morris	$4,000.00	Meals
Palouse Inn - Idaho Inn	Tom Morris	$6,000.00	75 rooms @ $80 per night
Pizza Perfection	Tom Morris	$6,000.00	$12,000 for pizzas for use by UI Athletic Dept. Marketing Office
Protein Puck	David Adams	$30,000.00	Trade for Protein Puck bars for student-athletes
Safari Inn	Tom Morris	$2,000.00	Room trade for IVSP and UI Ath. Dept. approved staff
SpringHill Suites by Marriott - Coeur D'Alene	David Adams	$2,720.00	Rooms
SWX Spokne	Tom Morris	$5,000.00	Waive production fee for ads
VandalStore	David Adams	$2,000.00	$4000 for merchandise trade
Precison Engraving	Tom Morris	$750.00	Engraving
Total		**$319,905.00**	

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University of Idaho – Agreement No. UI-xxx

MULTI-MEDIA RIGHTS AGREEMENT

THIS MULTI-MEDIA RIGHTS AGREEMENT ("Agreement") is made and entered as of the ___ day of _____, 2016 (the "Effective Date") by and between THE REGENTS OF THE UNIVERSITY OF IDAHO ("University") and IDAHO VANDALS SPORTS PROPERTIES, LLC ("IVSP"), a Missouri limited liability company qualified to do business in the State of Idaho. This Multi-Media Rights Agreement is based on University of Idaho Request for Proposals No. 16-22M and includes all terms and conditions as stated in RFP 16-22M.

AGREEMENT

1. Definitions; Term; Mutual Cooperation.

1.1 Definitions. All capitalized terms used in this Agreement and not otherwise defined will have the meaning set forth below.

Additional Benefit Cost means the cost to IVSP of providing Additional Fulfillment Benefits to Excluded Sponsors.

Additional Fulfillment Benefits means Fulfillment Benefits in addition to those that are referenced in agreements which exist as of the Effective Date to be provided to Excluded Sponsors as of or after the Effective Date.

Additional Multi-Media Rights means collegiate athletic marketing, sponsorship and promotional rights that exist as of the Effective Date but are not initially provided to IVSP under this Agreement or come into existence during the Term. When Additional Multi-Media Rights are granted to IVSP during the Term, the provisions of Section 2.26 will be followed by the Parties.

AGR means IVSP's gross collected revenue less the following: (i) agency commissions; (ii) sponsor fulfillment costs such as tickets, merchandise, promotional elements, out-of-pocket costs of sales; (iii) third party rights fees such as NCAA or NIT related sponsorship fees; (iv) collection and/or litigation expenses incurred by IVSP in connection with any third party litigation related to IVSP's performance under the Agreement, including but not limited to those incurred in connection with collection efforts against sponsors; and (v)

any other credits, deductions or adjustments provided for under this Agreement or identified as deductions from AGR in a separate writing signed by the Parties.

Agreement means this Amended and Restated Multi-Media Rights Agreement between IVSP and University, as the same may be amended or modified from time to time.

AGR Hurdle Amount means the amounts set forth in Section 4.5 of this Agreement as they may be adjusted pursuant to the provisions of this Agreement.

Alternative Program Technology means technology for the delivery of Programs that may come into existence during the Term.

App means a specialized program using software that can be run on the Internet, on a computer, on a smart phone, a smart watch, tablet or other electronic device.

Applicable Rules means applicable University, Athletic Conferences, or NCAA rules, regulations and policies.

Arena means the Cowan Spectrum (or Memorial Gymnasium in the case of overflow games) where University's men's and women's intercollegiate home basketball games are played.

Assumptions means (a) the inventory available to IVSP for sponsorship sales throughout the Term is not less than the Base Sponsorship Inventory and (b) all of the rights licensed exclusively to IVSP under the Agreement are available to IVSP throughout the Term.

At-Event Impact Sponsorships means sponsors for pre-game, time-out, half-time, period and quarter breaks sponsored promotional activities and special game-day, on-field, on-court promotions or contests as well as official game sponsorships.

Athletic Conference means the Big Sky for all sports except football (which is the Sun Belt) or any other NCAA sanctioned conference of which the University becomes a member after the Effective Date.

Athletic Department means the University of Idaho Department of Athletics.

Athletic Event Content means University's copyrighted content from Athletic Events.

Athletic Events means all University intercollegiate athletics activities held in Athletic Facilities.

Athletics Facilities means all of the athletic facilities owned or controlled by the University or made available to the Athletic Department for its use by reason of any lease or other written agreement as of the Effective Date; any new or newly acquired facilities in which Athletic Events occur after the Effective Date shall become an "Athletic Facility" for purposes of this Agreement.

Athletic Year means the period of time measured from July 1 through June 30 during the period of the Term.

Base Sponsorship Inventory means the sponsorship and promotional inventory in connection with Athletic Events which was available for sponsorship and promotional sales during the 2014 – 2015 Athletic Year.

Base Ticket Amount means the number of tickets provided by to IVSP by University for itself and its sponsors and advertisers during the 2014 – 2015 Athletic Year. The locations of the tickets will be mutually agreed upon between the Parties but in no event will the tickets be in less desirable locations of the tickets provided to sponsors during the 2014 – 2015 Athletic Year.

Big Sky means the Big Sky Conference, of which the University is a member.

Blog Sponsorship means a sponsorship of Game Coverage occurring through a blog.

Campus Vendor means a Person who provides goods or services to the University under a Campus Vendor Agreement.

Campus Vendor Agreement shall mean an agreement between a Campus Vendor and University as a whole and not solely related to the Athletic Department that was procured in conjunction with an athletic sponsorship agreement between IVSP and the Campus Vendor. For example, IVSP obtains a Marketing & Sponsorship Agreement with Charter Communications ("Charter Sponsorship Agreement") who at the same time enters into an agreement with the University to provide cable television services for University's dormitories ("Charter Cable Agreement") with the Charter Sponsorship Agreement remaining in effect only if the Charter Cable Agreement remains in effect.

Conference Action means Athletic Conference by agreement(s) with or on behalf of the member institutions, including University and one (1) or more Persons that eliminates or diminishes or impairs any rights which IVSP otherwise holds under this Agreement.

Conference Agreement means an agreement entered into by the Athletic Conference on behalf of its members which includes the University.

Content means the Athletic Department's game clips, highlights and live audio of Athletic Events.

Digital Media Rights means all University official athletic platforms including websites, mobile web and mobile applications, social media channels such as Facebook, Twitter and Instagram, e-mail and other digital marketing, in-venue digital screens and platforms and all digital distribution of Content.

Diminishing Event means any event, action, change in circumstances or occurrence described as such in this Agreement which has the effect or is likely to have the effect of diminishing, impairing or eliminating or otherwise negatively impacting IVSP's Multi-Media Rights including the Base Sponsorship Inventory. When a Diminishing Event is referred to in this Agreement, the process for determining if a Diminishing Event has occurred and the remedies for the Diminishing Event may be described in each Section of this Agreement in which the Diminishing Event is mentioned and if not, the following process and remedies shall be initiated: IVSP shall submit to University a substantiation of the value attributable to the rights which are not available or the rights which are negatively affected by the Diminishing Event along with reasonable substantiation for its calculation whereupon the Parties will meet within thirty (30) days thereafter to discuss IVSP's calculation and agree upon the remedy for IVSP's loss of the rights which could include any of the following or a combination thereof: (i) a reduction in the Guaranteed Royalty Fee; (ii) an extension of the Term; (iii) granting IVSP Additional Multi-Media Rights; (iv) providing IVSP with additional tickets; (v) providing IVSP with Additional Fulfillment Benefits; (vi) adjusting the AGR Hurdle Amount and/or reducing the Revenue Share Percentage; or (vii) any other remedy that the Parties may agree upon. The Parties will continue to meet and negotiate in good faith until a remedy is agreed upon. The effective date of the action taken from the preceding list (or any other remedy agreed upon) will be for the Athletic Year in which the Diminishing Event occurs or as the Parties otherwise agree. The Parties agree that the remedy agreed upon may remain in effect beyond the Athletic Year in which the Diminishing Event occurs due to the fact that some Diminishing Events can have an effect that lasts beyond the Athletic Year in which it occurs.

Displaced Game shall mean a University scheduled home football, men's basketball or women's basketball game that is moved to a neutral location or the visiting team's location as a result of a Force Majeure event or for any other reason beyond the control of IVSP.

Donor Contribution means a contribution of money or other valuable consideration made to the University or the Athletic Department by a Person which results in that Person's name being placed on, in or around an Athletic Facility which can be seen or viewed by the general public. For the avoidance of doubt and clarification, a Donor Contribution does not include a contribution to University or the Athletic Department by any Person whose name appears only in the non-public viewing areas of an Athletic Facility such as the basketball coaches'

lounge, the weight room or the media room. The Person whose name appears in a non-public viewing area may not under any circumstance include Multi-Media Rights that have been exclusively granted to IVSP under this Agreement. The granting of any Multi-Media Rights to that Person shall constitute a Diminishing Event and the process for a Diminishing Event shall be followed. A Donor Contribution alone shall not constitute a Diminishing Event but if as a result of the Donor Contribution IVSP loses one or more sponsors or is in breach of its agreement with a sponsor, the Parties shall negotiate in good faith to make IVSP whole for the loss of such sponsor(s) which will include any refund, credit or damages owed by IVSP to the sponsor(s) by reason of a breach of IVSP's contract with such sponsor(s). University acknowledges and agrees that making IVSP "whole" could involve a remedy that covers more than one Athletic Year depending upon the value of the sponsor to IVSP, and whether the sponsor was granted exclusivity in a sponsorship category and the term of the sponsorship agreement with such sponsor(s).

Excluded Categories means a sponsorship which directly promotes the sale of: tobacco products, but does not include the industry growers responsibility messaging, which is permissible; firearms; sexually explicit products or services; distilled liquors, wine and beer; material that is defamatory, obscene, profane, vulgar or otherwise considered socially unacceptable or offensive to the general public or may cause harm to student-athlete health, safety and welfare. For clarification and the avoidance of doubt, except for Excluded Categories, IVSP may sell a sponsorship and/or promotion in any other category throughout the Term.

Excluded Sponsors means those sponsors with whom University alone is permitted to contract. University acknowledges and agrees however that as of the Effective Date and for the remainder of the Term, there are no Excluded Sponsors and there will be no Excluded Sponsors, other than in the pouring rights and apparel categories, both of which will be contracted exclusively by University. IVSP shall have the right to upsell all Excluded Sponsors. University will not enter into any other agreements with Persons during the Term if any of such agreements include any of the Multi-Media Rights granted to IVSP under this Agreement. University will not, without IVSP's prior written consent, amend its contract with the pouring rights partner or enter into a new contract with a pouring rights partner that expands the exclusivity restrictions set forth in such contract, including by granting additional exclusivity categories or expanding the definition of existing categories (e.g., the definition of "beverages") beyond the exclusivity restrictions set forth in such contract as of

the Effective Date in order to protect IVSP from losing future sponsorship sales opportunities.

Exclusivity Sponsor means a sponsor of IVSP who is granted exclusive sponsorship rights within a particular sponsorship category.

Fulfillment Benefits means those benefits, such as tickets or signage, which IVSP will provide to Excluded Sponsors under Retained Agreements. If any Retained Agreements are amended or if any future agreements are in effect with an Excluded Sponsor that require IVSP to provide Additional Fulfillment Benefits, then before IVSP is required to provide the Additional Fulfillment Benefits, IVSP and University will meet to determine if the Additional Fulfillment Benefits are available and if they are available, the Additional Benefit Cost, which when agreed upon, shall be deducted by IVSP from the Guaranteed Royalty Fee.

Game Breaks means stoppage in an Athletic Event as a result of half-time, quarter breaks, game time-outs as well as pre-game and post-game periods of time surrounding the Athletic Event.

Game Coverage means ongoing, regular and real-time commercial coverage of Athletic Events which not only include the game action but also includes Game Breaks.

Guaranteed Royalty Fee means the amounts set forth in Section 4.1 of this Agreement as they may be adjusted in accordance with this Agreement.

Hospitality Rights means opportunities for fans to obtain food, drinks and tickets to University Athletic Events through specific designated programs established by IVSP.

IVSP means Idaho Vandals Sports Properties, LLC.

IVSP Apps means athletic-related Apps created by or for IVSP using Content.

IVSP Financial Records means any information University receives from IVSP under this Agreement which concerns the personal, financial or other affairs of IVSP, its members, stockholders, officers, directors, employees and sponsors including, but not limited to, sales summaries, revenue sharing reports, settle-up documents and any other documents relating to the reporting of financial and sales information by IVSP to University.

Licensing Agreement means University's existing agreement with its exclusive licensing agency, as it may be amended, as well as any substitute or replacement licensing agreement.

Limitations means the amount of time during Game Breaks which IVSP may allot for University Signage so as not to interfere with the use of Game Breaks by IVSP for its sponsorships.

Major Sponsorship Category means the sponsorship categories of telecommunications (including

wireless), insurance, banking (including financial services), automobile, health care and isotonic and soft drink beverages.

Marketing & Sponsorship Agreement means any agreement entered into between IVSP and any third party (including any customer, sponsor or advertiser) in which any Multi-Media Rights are granted to such third party and where the term of such agreement extends beyond the Termination Date including any renewal, modification or extension of such agreement regardless of whether such renewal, modification or extension is entered into during or after the term of this Agreement.

Material Rule Change means (i) any change in applicable law, rule, regulation or order of any governing authority having jurisdiction over University (specifically including without limitation the University's Board of Trustees) or IVSP, (ii) any change in applicable constitution, bylaws, regulations or policies of the NCAA or any Athletic Conference, (iii) any change in any NCAA and Athletic Conference policies and agreements, (iv) any change in policy or practices of University or its Athletics Department related to the licensed rights, including without limitation any restrictions or limitations on the nature of permissible categories for which IVSP may sell sponsorships, or (v) any other change in restrictions or impairments upon IVSP's exercise of its sponsorship or related rights with respect to the licensed rights caused by actions of University (including its employees, agents or anyone affiliated with University), by the Conference or by the NCAA.

Minimum Number of Games means thirteen (13) regular season home men's basketball games and thirteen (13) regular season home women's basketball games each played at the Arena and five (5) regular season home football games played in the Stadium.

Multi-Media Rights shall mean the exclusive sales and marketing rights set forth in this Agreement as further described in Section 2.1 through 2.24 inclusive and Section 2.26 with only those exceptions as specifically set forth herein, to all inventory associated with Athletic Events and Athletic Facilities, including, but not limited to, print, media, sponsorships, existing or new signage not already contracted to other Persons as of the Effective Date, and other promotional and sponsorship rights for football, men's and women's basketball games and other intercollegiate sports; including souvenir game programs and roster cards, at-event hospitality, at-event impact (such as product displays and sampling, couponing and title and presenting sponsorships), branding of products including the branding of concession products (i.e., "Lay's Potato Chips" as opposed to merely "Potato Chips"), highlight DVDs,

coaches' endorsements, rivalry series sponsorships; existing or new temporary or permanent signage and promotional rights for home basketball games and all games, (except pre/post season tournament games) played at Neutral Venues where University is designated as the home team; temporary and permanent signage and promotional rights for all University home football games and all games played at Neutral Venues where University is designated as the home team; radio play-by-play broadcast rights and coaches' radio shows for all University intercollegiate sports, and television coaches' shows for all university intercollegiate sports, official athletic website sponsorship; digital rights, social media platforms such as but not limited to Facebook, You Tube, Twitter and Instagram and any other sponsor-related or promotional rights to University's athletic programs that may be subsequently agreed to between the Parties. For the avoidance of doubt, Multi-Media Rights shall also include the exclusive world-wide audio account of each event initiated at and from the athletic venue and at and from each coach's show irrespective of how the audio is thereafter transmitted.

NCAA means the National Collegiate Athletic Association, of which University is a member as well as any successor organization of which University is a member.

Network means a television network created by or for the Athletic Conference which includes the University.

Neutral Venue means an athletic venue other than an Athletic Facility at which a University game is played.

New Inventory Items means all new inventory installed by University in an Athletic Facility after Effective Date or a material upgrade in existing inventory which is capable and likely to add value to or enhance IVSP's then existing inventory. New Inventory Items do not include New Signage. All sponsorship rights for New Inventory shall belong exclusively to IVSP and sold by IVSP with the revenue collected therefrom included in the calculation of AGR.

New Naming Rights Agreement means any agreement entered into after Effective Date by the University granting naming rights to any Person for any part or all of an Athletic Facility.

New Signage means existing signage in the Arena, the Stadium, or any other Athletic Facility which is materially upgraded or signage which did not exist on the Effective Date in the Arena, the Stadium, or any other Athletic Facility including but not limited to LED or DLP signage or new digital/videoboard displays.

New Technology means forms or methods of distributing broadcasts, exhibitory signage and/or delivering Content that were not being used by IVSP on the Effective Date. For the

avoidance of doubt and clarification, New Technology is intended to replace, improve upon or enhance technology which currently exists as of the Effective Date but is not intended to grant IVSP any rights not otherwise provided in this Agreement.

OAS means the Official Athletic Website of the Athletic Department. The domain name for this site is www.govandals.com.

OAS Contract means the contract in existence on the Effective Date for hosting the OAS with NeuLion, or any replacement or subsequent contract for hosting the OAS.

Other Programs means printed game day-type publications for football, men's basketball or women's basketball games as well as other University intercollegiate sports.

Other Television Opportunities may include, without limitation, television play-by-play programming at IVSP's expense of live and/or delayed televised broadcasting of football, men's and women's basketball games and men's and women's basketball championship preview shows live from the championship site. The provisions of Section 2.9 of this Agreement will determine whether or not Other Television Opportunities are available to IVSP and if they are available, the provisions of Section 2.26 of this Agreement relating to Additional Multi-Media Rights will be followed by the Parties.

Person means an individual, a sole proprietorship, a partnership (general or limited), a corporation, a limited liability company, an association, a joint stock company, a trust, a foundation, a joint venture, an unincorporated organization or any other business entity.

Printed Materials means the following Athletic Department printed promotional items: team rosters, ticket backs, parking passes, ticket applications and mailing inserts, ticket envelopes, posters, sports calendars, trading cards and schedule cards.

Program shall mean a game day-type publication for a University intercollegiate athletic team.

Replaced Vendor means a University vendor who also has a sponsorship agreement with IVSP and who then terminates its sponsorship agreement with IVSP because that vendor was replaced by the University.

Retained Agreements means sponsorship agreements between University and an Excluded Sponsor as well as agreements between University and an Excluded Sponsor which include sponsorship benefits for an Excluded Sponsor as well as other matters.

Revenue Share Percentage means 50%.

Satellite Agreements means Satellite Rights which are included in an agreement between SiriusXM Satellite Radio and the Athletic Conference or any other Person including any amendment(s) thereto.

Satellite Rights means the satellite radio play-by-play broadcast of University men's basketball games as well as the rights to produce any other athletic programming including shoulder programming.

S.I.L. means sponsorships in public places which make use of a University logo.

Specific Sponsorships means retail promotions which make use of a University Mark, including, but not limited to, using a University Mark in mutually agreed point of sale advertising such as an end cap display at the end of an aisle in a grocery store or a department store, a countertop display, a permanent display or a temporary display in a business establishment.

Stadium means the Kibbie Dome.

Station means a radio station or any other broadcast media outlet.

Strategic Partnerships means agreements obtained for the Athletic Department (other than trade benefits) with Persons for marketing, merchandise, promotional rights in connection with Persons who can provide services or products in the Athletic Department (i.e., the bus company transporting University's team(s) to the Athletic Event).

Sun Belt means the Sun Belt Conference, of which the University is a member.

Termination Date means the last date of this Agreement.

Third Party Signage means the signage of an Excluded Sponsor or a sponsor of the Big Sky Network or any other Network in an around an Athletic Facility.

Threshold Amount means the in-kind, trade benefits provided to the Athletic Department in the same or similar categories as those identified in Schedule 4.4 of this Agreement with an appropriate dollar amount in each of those categories. The Threshold Amount is $300,000.

Unauthorized Ticket Use means the use of tickets to Athletic Events by a Station for a commercial sponsorship or commercial underwriting of any kind.

University means University of Idaho.

University Action means the University entering into a New Naming Rights Agreement or similar agreement with a competitor of an IVSP Sponsor at an Athletic Facility or receiving a Donor Contribution from a competitor of an IVSP Sponsor at an Athletic Facility.

University Marks and Indicia means the University's name, its trademarks, service marks, logos, symbols, college colors and other licensed indicia, all of which may be used by IVSP and its

sponsors in accordance with this Agreement. The particular University Marks and Indicia are set forth in Schedule A to this Agreement.

University Promotions means the University's right during Game Breaks to promote University fundraising efforts, development projects, sports, the University, University events or accomplishments or athletic-related activities but not University's individual academic departments.

University Signage means University's use of signage in an Athletic Facility during Game Breaks solely for University Promotions.

VSF means the Vandal Scholarship Fund, a 501(c)(3) tax exempt corporation separate from the University, and includes all local area chapters in addition to its national board of directors. VSF is not a party to this Agreement.

Violating Blog means a blog containing Game Coverage, a Blog Sponsorship or which violates University or Athletic Conference policy.

1.2 Term of Agreement. This Agreement is legally binding upon the Parties as of the Effective Date but is meant to cover the period commencing as of July 1, 2016 and continuing through June 30, 2021 (the "Term"), unless otherwise terminated as provided herein. Each contract year of the Agreement shall commence on July 1 and end on June 30 and such period shall sometimes hereafter be referred to as "Athletic Year". University shall have the right to extend the Term on the same terms and conditions contained herein for up to two (2) successive five (5) year renewal terms (each, a "Renewal Period"), by giving IVSP written notice at least ninety (90) days prior to the end of Term (or with respect to the second Renewal Period, at least ninety (90) days prior to the end of the first Renewal Period). The first Renewal Period shall commence July 1, 2021 and continue through June 30, 2026, and the second Renewal Period shall commence July 1, 2026 and continue through June 30, 2031

1.3 Mutual Cooperation. Throughout the Term, it is the Parties' intention to cooperate to maximize the opportunities that will foster growth in both the amounts and the potential sources of revenue under this Agreement. To that end, the Parties, including University's Athletic Director (and/or his/her designee) will meet, as they mutually agree is necessary, to discuss the rights and inventory granted to IVSP and any unexpected problems arising therefrom to arrive at mutually satisfactory solutions. The General Manager of IVSP will meet each month with University's Athletic Director or his/her designee at times mutually agreeable to the Parties. University will use reasonable efforts to inform University's Athletic Department staff (including coaches) of the

specific responsibilities that are required of them in order to fulfill the Athletic Department's obligations to IVSP under this Agreement.

2. Grant of Rights; University Obligations.

2.1 Grant of Exclusive Radio Broadcast Rights; Satellite Rights. University hereby grants to IVSP, subject to any restrictions and modifications set forth by this Agreement, the exclusive right to, during the Term, make or cause to be made live radio (including satellite radio under the terms that are more particularly described below in this Section 2.1, high definition radio, Spanish radio broadcasts, internet streaming and audio podcasts) broadcasts of all exhibition, pre-season, regular-season and post-season football, and men's and women's basketball games, and, at IVSP's option: (i) basketball events such as Midnight Madness; (ii) any other University inter-collegiate sport. All of such broadcast rights shall be exclusive to IVSP and shall also include any game or games selected for broadcasting by any local, regional or national radio network. Rights to the games specified under this Section 2.1 are exclusive of all other individual and independent networks except those officially designated as origination stations or networks of radio stations considered by University as part of the radio following the opposing team involved in the game being broadcast. University acknowledges that broadcast rights to post-season conference and national tournaments are important to IVSP's revenue. IVSP's inability to obtain such rights shall constitute a Diminishing Event. If at any time during the Term, either the Athletic Conference negotiates a Satellite Agreement which includes the University or IVSP negotiates a Satellite Agreement on behalf of the University with SiriusXM or another Person independent of the Athletic Conference, all revenue which University might receive under a Satellite Agreement shall be paid over to IVSP by University and included in AGR. All sponsorships in connection with IVSP's radio broadcast rights are exclusive to IVSP and its affiliates on the Idaho Vandal Sports Network.

2.2 Radio On-Air Talent. IVSP will employ, at its expense, any and all personnel it deems necessary to conduct broadcasts covered by the Agreement. University will provide charter transportation for up to two (2) broadcast personnel (including on-air talent) and (subject to availability) current and potential sponsors for football and men's basketball games. IVSP will be responsible for all other transportation expenses for broadcast personnel (including airfare and/or ground transportation, as the case may be), and IVSP will be responsible for all lodging and incidental expenses of broadcast personnel. If charter transportation is not available for football or men's basketball games, IVSP will be responsible for commercial air travel for those games.

2.3 Programming. IVSP shall produce, originate, broadcast and distribute the following programming with state-of-the-art equipment:

A. Men's Basketball Games. IVSP will provide live broadcasts of each regular-season men's basketball game (conference and non-conference), Athletic Conference Tournament and other post-season games (if available) for University. Each men's basketball game broadcast shall include pre-game and post-game shows with live or taped, as available, coaches' interviews, in addition to comprehensive description of game action. IVSP shall provide for a play-by-play announcer, a color commentator and a producer, pay all costs associated with the operation and production of the Idaho Vandal Sports Network except for those travel costs which are the responsibility of the University as set forth in Section 2.2.

B. Women's Basketball Games. IVSP will provide live broadcasts of each regular-season women's basketball game (conference and non-conference), Athletic Conference Tournament and other post-season games (if available) for University. Each women's basketball game broadcast shall include pre-game and post-game shows with live or taped, as available, coaches' interviews, in addition to comprehensive description of game action. IVSP shall provide for a play-by-play announcer and pay all costs associated with the operation and production of the Idaho Vandal Sports Network except for those travel costs which are the responsibility of the University as set forth in Section 2.2.

C. Football Games. IVSP will provide live broadcasts of each regular-season football game (conference and non-conference) and other post-season games (if available) for University. Each football game broadcast shall include pre-game and post-game shows with live or taped, as available, coaches' interviews, in addition to comprehensive description of game action. IVSP shall provide for a play-by-play announcer, a color commentator and a producer, pay all costs associated with the operation and production of the Idaho Vandal Sports Network except for those travel costs which are the responsibility of the University as set forth in Section 2.2.

D. Other Sports. If, in the reasonable opinion of IVSP, it is economically feasible for IVSP to broadcast the games of other University sponsored intercollegiate sports teams, IVSP will broadcast each regular season (conference and non-conference) Athletic Conference championship, playoff or tournament game or other post-season

game (if available). Irrespective of whether IVSP broadcasts the games of other University sponsored intercollegiate sports teams, the rights to such broadcasts are retained exclusively by IVSP.

E. Coaches' Radio Shows and Daily Shows. Throughout the Term, IVSP shall have exclusive rights to and shall use commercially reasonable efforts to produce, sell and commercially distribute a weekly one-hour radio show featuring, for basketball, the head men's basketball coach, and for football, the head football coach, and shall make such shows available to its radio network affiliates. IVSP need only broadcast such shows if in its reasonable determination the broadcast of such shows are economically feasible. If IVSP broadcasts a coach's show for football and/or men's basketball, University will make available and provide the services of the head coach for each such coach's show. University will pay the compensation, if any, of each coach for such shows. Further, IVSP will be granted the exclusive rights, at its option, to produce coaches' radio shows for other intercollegiate sports. If IVSP broadcast's a coach's show for football and/or men's or women's basketball, University shall include a requirement in the employment contract for each head coach of such sports that the coach to be in attendance at each show agreed to under his contract, provided the time commitments undertaken by the coach is consistent with the coach's primary coaching responsibilities. The coach's shows may be broadcast with the coach participating by telephone in certain instances, or, through an assistant coach under certain circumstances. However, if IVSP elects to broadcast such shows, University shall use commercially reasonable efforts to provide the head coach shows live. In this regard, it is agreed that a period of time which is sufficient for the production of a sixty (60) minute weekly radio show will not unduly interfere with a coach's primary responsibility to University. IVSP may sell a specific placement of any or all of the coaches' shows at a location to be determined by IVSP, such as a local restaurant or other campus or off-campus location and University will make the coach available at such location. Placement of any coaches' shows at a location outside of the Moscow, Idaho metropolitan area will require University's prior approval which approval will not be unreasonably withheld or delayed. The failure or refusal of any coach to participate in such shows as requested by IVSP which failure or refusal continues after IVSP provides notice to the University of such failure or refusal shall

be deemed a Diminishing Event. IVSP shall have a first option to produce and broadcast coaches' shows for all other University intercollegiate teams. If IVSP elects not to broadcast any such coaches' shows, the University shall not authorize any other Person to broadcast such shows; provided, however, that University may authorize its student-run television or radio station to produce and broadcast such shows so long as such shows contain no commercial sponsorship of any kind. IVSP shall also have the exclusive right, at its option, throughout the Term, to produce, sell and commercially distribute a daily (Monday through Friday) radio show featuring University coaches and Athletic Department officials. With input from University, IVSP shall also have the exclusive right throughout the Term, but not the obligation, to produce other radio programming, including game broadcasts of other Athletic Events, in order to create new sponsorship inventory and programming and exposure opportunities for University. Under no circumstance shall a University coach participate in any radio show which features the coach; provided, however, a coach may participate in interviews of limited duration (less than 10 minutes) conducted on a non-recurring, non-compensated basis, during the sports segment of a news report or on a talk radio sports show not more than once per season. The revenue collected from any coaches' show broadcast by IVSP shall be included in the calculation of AGR.

2.4 Athletic Internet Site and Internet Video Streaming and e-Commerce. University's OAS will be produced by the University throughout the Term. Editorial content on the OAS shall be controlled by the University. University hereby grants to IVSP the exclusive rights to all revenue-generating opportunities (including any third party royalties or fees), which now or at any time during the Term may exist on the University's OAS, including, but not limited to, all rights to sell sponsorships in the form of company logos and messages on University's OAS, audio and visual streaming of sponsorship messages and direct internet access to other websites, the right to make use of social media platforms including the Athletic Department's (official and institutional) Facebook, YouTube and Twitter presences and the right to use and monetize Athletic Department's Content which University agrees to supply to IVSP at no cost to IVSP. Any revenue generated from such opportunities shall be included in the calculation of AGR. Content supplied by University to IVSP shall be up-to-date, relevant and enriched, with its focus being to drive more traffic to the OAS. University may use its own Apps for its athletic teams to be used on mobile devices, tablets

and computers for recruiting and similar purposes but in no event shall University Apps contain or reference any commercial sponsorships of any kind or be monetized in any manner such as through the sale of subscriptions for the Apps or the sale of merchandise through the Apps unless the revenue derived therefrom is paid over by University to IVSP and included in AGR. Further, University agrees that it will not supply Content for the Apps to the detriment of the Content to be supplied by University to IVSP under this Section 2.4**.** Subject to the written approval of the University, and unless otherwise prohibited by the OAS Contract or any subsequent hosting agreement, IVSP may create and monetize IVSP Apps using Content with the revenue from IVSP Apps included in the calculation of AGR. If the rights to on-line video streaming of athletic events on the OAS becomes available during the Term, such rights shall be deemed Multi-Media Rights hereunder and the University shall grant IVSP those rights on an exclusive basis, and the fees attributable thereto shall belong exclusively to IVSP for the remainder of the Term, and no adjustment to the Guaranteed Royalty Fee shall be made but the revenue collected by IVSP shall be included in the calculation of AGR. University will supply IVSP, at no cost to IVSP, all licenses, rights, clearances, consents and permissions related to Content, photos, music, logos, videos, messaging and the like which may be required under the OAS Contract, any other hosting agreement, any Sponsorship Agreement, or for IVSP Apps. All resulting revenue derived by IVSP under this Section 2.4 shall be added into the calculation of AGR.

2.5 Digital Media Rights. Subject to any Conference Agreement existing on the Effective Date but not thereafter, IVSP shall also have throughout the Term, exclusive right to use, exploit, monetize and retain the revenue from sponsorship and promotional rights associated with Digital Media Rights with all revenue included in the calculation of AGR. IVSP shall have the exclusive right to represent University in all advertising and sponsorship opportunities related to any University Wi-Fi/DAS/IPTV system installed during the Term in any Athletic Facility.

2.6 Blogs. University grants IVSP the exclusive rights throughout the Term to provide Game Coverage and to provide commercial sponsorship or promotion in such "Game Coverage" on a blog or other similar means which features, describes, includes or discusses any University team in action as it occurs provided that the blog adheres to any applicable NCAA or Athletic Conference rules. The Parties anticipate that such blog will be made available on University's OAS. Nothing herein shall prevent University from writing its own blog(s) provided that no University written blog relating to the Athletics Department or Athletic Events may contain any commercial underwriting

or commercial sponsorship of any kind. If either University or IVSP become aware of any Violating Blog, University will take all reasonable actions to eliminate the Violating Blog.

2.7 New Technology. The Parties recognize that from time to time New Technology may arise or be created that was not contemplated by the Parties or specifically mentioned in this Agreement. The rights to distributing and delivering Content by or through any form of New Technology that is not otherwise included in an existing Conference Agreement shall be included as part of the exclusive rights granted to IVSP, and the revenue from such rights shall be added to the AGR.

2.8 Coach's Television Show. Throughout the Term, IVSP shall have the exclusive right, but not the obligation, to broadcast and sell all of the sponsorship inventory in a weekly coach's television show and/or a video magazine show for football, men's basketball and women's basketball. In the event IVSP elects to produce such shows, IVSP will cover the cost of clearing and producing each show. From and after the Effective Date, University shall be responsible for any compensation due to the head football coach, the head men's basketball coach and the head women's basketball coach for their participation in such shows, and will ensure that each coach participates in the shows and attends the production live and in person as requested by IVSP. The failure or refusal of any coach to participate in such shows as requested by IVSP which failure or refusal continues after IVSP provides notice to the University of such failure or refusal shall be deemed a Diminishing Event. IVSP will retain all of the sponsorship inventory for each show and retain all of the revenue from any sponsorship sales attributable to each of such shows. The revenue collected from sponsorship sales shall be included in AGR. In lieu of an over-the-air broadcast of a coach's show, IVSP shall have the exclusive right to broadcast each such show over the internet, sell all of the sponsorship inventory related to the show and retain all of the revenue therefrom. The revenue collected from sponsorship sales shall be included in AGR. IVSP shall also have the exclusive right, at its option, throughout the Term to produce, sell and commercially distribute a weekly television coach's show and/or video magazine show for any other University intercollegiate team.

2.9 Other Television Rights. IVSP shall have the exclusive right to Other Television Opportunities which are not, as of the Effective Date, restricted by an Athletic Conference, the NCAA or a Network. Such Other Television Opportunities include, but are not limited to, live and/or delayed broadcasting of football, men's basketball, and women's basketball games, a video magazine show, pre-game programming, starting line-ups and keys to the game, half-time coverage including a scoreboard show, a feature on a University player or coach, interviews with the

University coaches as well as the opposing team's coach. University will publicize the Other Television Opportunities by including programming information, affiliates list and other pertinent information on its regular schedule of press releases and Athletics publications. IVSP shall hire the broadcast crew subject to University's approval, which approval will not be unreasonably withheld. IVSP will pay travel cost for all televised men's basketball road games whose broadcast rights belong to IVSP for on-air talent including airfare, hotel and meals. However, if the University charters a flight for a televised road men's basketball game, the University will make available two (2) seats on any such chartered flight. IVSP will retain all revenue generated from the Other Television Opportunities and such collected revenue will be included in the calculation of AGR.

2.10 Appearances and Endorsements by University Coaches. IVSP will have the opportunity to make use of the current Head Football, Head Men's Basketball, Head Women's Basketball coaches and other University coaches for IVSP sponsored events and sponsor interactions up to five (5) times in each Athletic Year at no cost to IVSP or its sponsors provided that the appearance is within thirty (30) miles of University's campus. While it is IVSP's preference that University coaches do not provide endorsements for any products or services, under no circumstances will University allow its coaches to participate, directly or indirectly, in the endorsement of any products or services that directly compete with the products or services offered by IVSP's University-specific advertisers or sponsors or directly or indirectly states or implies endorsement by the University.

2.11 Video/DVD Rights. If IVSP and University mutually agree that a season ending highlight video or DVD is warranted for a particular team, IVSP shall, at its expense, produce or cause to be produced and sell and/or cause to be sold, such video or DVD and IVSP shall retain all of the revenue derived therefrom; provided, however, any such revenue shall be considered part of the AGR. IVSP shall also have the exclusive right to produce and sell a season Video/DVD for football and men's basketball. The collected revenue from a Video/DVD shall be considered part of the AGR. As between the Parties, the editorial content and the packaging layout/design of each such video or DVD must have University's approval, which approval will not be unreasonably withheld, delayed or conditioned. If IVSP elects not to produce a highlight video or DVD for a particular team but University wishes to do so, University may, at its sole cost and expense, produce or cause to be produced a highlight video or DVD for that team but the sponsorship and sales rights shall be retained exclusively by IVSP with all collected revenue included in the calculation of AGR.

2.12 Game Program Production and Sponsorship Rights.

2.12.1 Football and Men's and Women's Basketball. IVSP shall have the exclusive right to print, publish, distribute and sell advertising and sponsorship space in football and men's and women's basketball game Programs. If the Parties mutually agree that it is economically feasible to print, publish, distribute and sell advertising and sponsorship space in a football, a men's basketball Program and/or a women's basketball Program as well as sell and distribute Programs for all home games played by University and those designated as home games although played on a neutral site, during its regular season, IVSP will undertake that obligation. All costs of preparing, printing and vending souvenir event Programs for all regular season home games will then be the responsibility of IVSP. Any Programs to be produced will be in a form, size and manner mutually agreed upon. If IVSP believes that Other Programs are financially viable and sustainable, upon mutual agreement of the Parties, IVSP will print, publish, distribute and sell sponsorship space in Other Programs, as well as sell and/or distribute the Other Programs. IVSP's rights with respect to Other Programs are exclusive and are part of the Multi-Media Rights granted to IVSP regardless of whether IVSP elects to produce Other Programs. The revenue collected from Programs and Other Programs less commissions and sales tax shall be included in the calculation of AGR but editorial content of Programs and Other Programs shall be retained by University.

2.12.2 Matters Relating to Football, Men's Basketball and Women's Basketball Game Programs. IVSP agrees to produce a football, a men's basketball Program and/or a women's basketball Program. University shall be responsible for providing all written content and editing thereof that is required for each Program with the quantity of Programs produced determined by IVSP based upon its projection of sales demand. University will retain final editorial control of all content, but not advertising or sponsorships, in the Programs. To that end, if a Program is to be produced, University shall be responsible for supplying IVSP or its printer with static (i.e., not time-sensitive) game Program content not less than 35 days (or other timeframe mutually agreed upon in writing by the Parties) prior to a Program's publication. IVSP will provide University with such number of complimentary Programs as mutually agreed upon. Any additional Programs requested by University above the amount agreed upon to be paid for by University at IVSP's actual cost, as evidenced by receipt or invoice. To the extent University is not utilizing all of the

Programs, the Parties will negotiate in good faith a reduced number of complimentary Programs on a going forward basis. Sponsorship revenue from game day Programs, along with net vending revenue (net vending revenue means gross revenue less sales tax and commissions) from game-day Program sales shall be considered as revenue billed and when collected by IVSP, included in AGR. If it is agreed that a Program will be produced, the Parties will meet annually to discuss issues pertaining to the game Programs, including the format, and "look" of the game Programs for the upcoming seasons if either of the Parties make a request for such meeting.

2.12.3 Alternative Delivery of Game Program Content. The Parties acknowledge that there may likely be another manner of delivering Program and Other Program content and sponsorships through Alternative Program Technology. If Alternative Program Technology comes into existence during the Term, the right to sell sponsorships and derive any other related sources of income from the Alternative Program Technology shall belong exclusively to IVSP throughout the Term and IVSP, after consultation with University, may eliminate or phase out the use of Programs and/or Other Programs with the Alternative Program Technology. IVSP shall be responsible for the costs associated with Alternative Program Technology but those costs shall be subtracted from the revenue collected by IVSP from Alternative Program Technology in calculating revenue.

2.13 Sponsorship Signage. Throughout the Term, but subject to the rest of the provisions of this Section 2.13, University grants IVSP the exclusive rights to sell sponsorships on all the existing as well as all the future permanent signage (electronic or otherwise) and temporary signage in all University Athletic Facilities, including, but not limited to, the Arena and the Stadium, and further grants to IVSP the exclusive rights to sell sponsorships on all permanent and temporary signage, in all other Athletic Facilities.

When New Signage is installed in any Athletic Facility, IVSP shall have advisory input in value engineering the final design and programming content of the New Signage in order that IVSP can better manage the sponsorships which will result from the New Signage. University will give strong consideration to engaging ANC Sports Enterprises, LLC to provide any New Signage in an Athletic Facility including being the ongoing content provider for such New Signage. All of the rights to sponsorships available in connection with the New Signage shall be licensed exclusively to IVSP throughout the Term; provided, however, if any New Signage is in replacement of signage for an Excluded Sponsor ("Replaced Signage"), then the Excluded Sponsor shall be entitled to the use

of that New Signage in lieu of the Replaced Signage so long as the New Signage is not more prominent or better located than the Replaced Signage.

University reserves the rights to utilize University Signage (electronic, digital or otherwise) during Game Breaks for University Promotions as mutually agreed upon but in no event for any commercial underwriting or commercial sponsorship of any kind. University acknowledges and agrees that the primary purpose of Game Breaks, in the context of this Agreement, shall be for the use of sponsors and therefore IVSP shall have the right to impose reasonable Limitations on University Signage. The actual time allotted for sponsorship signage shall be mutually agreed upon between the Parties by April 1st of each Athletic Year of the Term for the following Athletic Year.

If any Third Party Signage encroaches upon a IVSP sponsor's signage by reason of the Third Party Signage being visible either during a telecast or by the general public in an Athletic Facility, a Diminishing Event shall have occurred and the process for a Diminishing Event shall be followed which in this instance may also include University crediting IVSP with the amount of any credit or refund that IVSP may need to pay its sponsor as a result of the Third Party Signage.

2.13.1 Athletic Facility Sponsorship Rights. Subject to the provisions of Section 2.14, the specific Athletic Facility exclusive sponsorship rights include the following signage, which are all deemed Multi-Media Rights:

Stadium Elements:

- Electronic ribbon-board fascia displays
- Temporary signage
- Videoboard sponsorship displays and promotions at all events
- Tarps (on sidelines and/or end zone)
- Team entry canopy signage (if available)
- Public Address announcements at University athletic events
- Press conference backdrops
- Coaches' headsets
- Video board features, promotions, replay swipes, PSAs and billboards
- Cold air balloon signage if and when available
- Sideline equipment crates
- Sideline cooling systems
- Sideline employees (e.g., chain crew, managers, etc. clothing and equipment, if available)

- Team Benches
- Play Clock(s)
- Mobile Applications and Wi-Fi Access/Splash Pages
- Video board features, promotions, replay swipes, PSAs and billboards
- Virtual Signage rights during telecasts, subject to any rights retained by the broadcasting entity (e.g., ESPN)
- Main Scoreboard panels or positions (excluding all static positions)
- Any sideline and end zone sponsorship panels
- Scoreboard tri-vision panels
- Field-level signage and banners
- Message Center Displays
- Concourse Displays
- Goal Post padding signage
- Digital Ribbon Board signage
- Television monitors and screens
- Restroom signage
- Subject to the provisions of Section 2.13.6, the sponsorship sales rights for plastic cups, cup holders, souvenir cups, food containers, napkins, plates, wrappers and the like
- New Signage
- Other opportunities as reasonably approved by University

Arena Elements:

- All digital signage located in or about the Arena including the main scoreboard ad panels, auxiliary boards, and fascia
- Vomitory displays
- Rights to University's main scoreboard ad panels, auxiliary boards and fascia
- Rights to LED displays
- Any scorer's table, press row or baseline table sponsorship panels (rotational digital or static)
- Message center displays
- Video sponsorship displays
- Public address announcements

- Team entry canopies/signage
- Basketball goal post padding subject to applicable requirements, including without limitation University, Athletic Conference or NCAA rules, regulations and policies (collectively, "Applicable Rules")
- Backboard supports
- Temporary playing surface logo opportunities (based on Athletic Conference and NCAA rules and limitations)
- Shot clock sponsorship panels subject to Applicable Rules
- Static signage opportunities in and around concession areas, facility entries/exits, lobbies, restrooms, concourses, portal entries/exits into seating areas
- Concourse, concession and lobby tabling and displays
- Temporary or permanent ad displays for special events
- Courtside, rotational and permanent signage
- Mezzanine permanent and rotational signage
- End-wall permanent and rotational signage
- Subject to the provisions of Section 2.13.6, the sponsorship sales rights for plastic cups, cup holders, souvenir cups, food containers, napkins, plates, wrappers and the like
- LED and LDP displays
- University, opposing team and scorer's table chairback sponsorship
- Press Backdrop
- Blimp signage
- New Signage
- Other opportunities as reasonably approved by University

Other Sports Venues:

- Main scoreboard ad panels
- Any sideline and end-line sponsorship panels
- Message center displays
- Public address announcements
- University and opposing team bench and dugout signage
- Field fence panel signage

- Temporary or permanent playing surface logo opportunities
- Static signage opportunities that either currently exist or which IVSP may elect to sell in and around concession areas, facility entries/exits, restrooms, concourses, portal entries/exits into seating areas
- Temporary signage and displays for special events
- Subject to the provisions of Section 2.13.6, the sponsorship sales rights for plastic cups, cup holders, souvenir cups, food containers, napkins, plates, wrappers and the like
- Press Backdrop
- New Signage
- Other opportunities, subject in each case to prior approval by University

2.13.2 Existing Message Board, Videoboard Rights, and Public Address Announcements. Throughout the Term, University grants IVSP the exclusive rights to secure sponsors for announcements, messages and videoboard displays on existing public address, scoreboards or videoboards including, but not limited to, out of town scores, trivia, statistics, features, segments, replays, commercial logo branded messages and contests at all Athletic Facilities. University will provide IVSP and its sponsors the necessary production and execution support needed for such announcements and messages at no cost to IVSP. IVSP and/or its sponsors shall be responsible for all extraordinary costs.

2.13.3 Maintenance of Sponsorship Signs, Message Boards and Videoboards. IVSP shall be responsible for all costs and expenses relative to any copy or art changes for replacement of existing signs, including, but not limited to, the identification of new sponsors or the upgrade of existing sponsor signs. University will be responsible for the maintenance of both the existing and any new permanent signage and equipment, including the videoboards, rotating signage and static signage. University will also be responsible for payment of the game-day video board production charges. University will use commercially reasonable efforts to ensure that all such signage will be fully functional and operational as needed, and will promptly make any repairs necessary. Notwithstanding the foregoing, IVSP will be responsible, at its sole cost and expense, for any repair or maintenance to signage or equipment necessitated by the negligence of IVSP, its agents, employees, officers, subcontractors, licensees, or partners. Other than as a result of a force majeure event, if any signage is not fully functional and operational and, as a result, a IVSP sponsor's message is not shown in accordance with IVSP's agreement with that sponsor and further, if that

sponsor is unwilling to accept make-good benefits from IVSP for the message not shown which results in IVSP having to refund or credit a portion or all of the sponsorship fee ("Credit Amount") to the sponsor, then the Guaranteed Royalty Fee shall be reduced, dollar for dollar by the Credit Amount.

2.13.4 Temporary Signage at Neutral Venues. IVSP shall have the rights to sell and/or create temporary signage opportunities at University games or events which occur at a Neutral Venue. Any such temporary signage shall be paid for, erected, maintained and operated at the sole cost and expense of IVSP. All of the revenue received by IVSP from any temporary signage shall be included in the AGR each year.

2.13.5 Sale of Branded Products Multi-Media Rights. Throughout the Term, University grants IVSP the exclusive right to sell sponsorships for all branded products in all Athletic Facilities' concessions areas and IVSP will work with the concessionaire to develop branded product opportunities. The revenue from such sponsorship sales shall be included in the calculation of AGR. University will instruct all concessionaires to exclusively discuss with IVSP the purchase of a sponsorship from IVSP if the concessionaire wishes to have its or a third party's name or trademark on products (i.e., napkins, wrappers, cups, plates and the like) but to the extent that a concessionaire does not wish to place a sponsorship on such items, then the concessionaire must use such items with no recognition or sponsorship of the concessionaire or any other Person on such items (i.e., plain paper napkin, plain cup, plain sandwich wrappers). For the avoidance of doubt and clarification, nothing in this Section 2.13.5 is intended to restrict a concessionaire from selling a product in a branded format if the name of the company providing the product is the name used to brand the items. For example, the sale of Pepsi-Cola in a Pepsi-Cola branded cup is permitted but the sale of Pepsi-Cola in a cup branded with the name of another sponsor other than Pepsi-Cola is not permitted by the concessionaire.

2.13.6 New Inventory Items. Except as otherwise agreed to by the Parties, throughout the Term, all New Inventory Items shall be marketed and sold exclusively by IVSP. IVSP will retain all revenue generated from the New Inventory Items with the collected revenue included in the calculation of AGR.

2.13.7 Arena Renovations. Within sixty (60) days following the announcement of any major renovation to the Arena by or on behalf of the University which is to occur during the Term, the Parties shall meet to engage in good faith negotiations regarding an amendment to this Agreement in light of such renovation, related inventory, rights and revenue opportunities. It is the expectation

of the Parties that any renovation to the Arena will include inventory at least equivalent to that made available to IVSP hereunder in the Arena. If, despite the Parties' expectations, the inventory is not at least equivalent to that made available to IVSP hereunder in the Arena, a Diminishing Event shall have occurred and the process for a Diminishing Event shall be followed. The Improvements made to the Arena with Capital Subsidy Payments shall not be considered a renovation of the Arena.

2.14 Naming Rights; Campus Vendor Contracts.

2.14.1 New Naming Rights Agreements or Donor Contributions. Except as set forth in Section 2.14.2 below, University shall not have any limitations under this Agreement with respect to it granting naming rights to any part or all of an Athletic Facility under a New Naming Rights Agreement or through a Donor Contribution. However, if as a result of a New Naming Rights Agreement or a Donor Contribution, IVSP loses any of its sponsorship rights or sponsorship inventory related to that Athletic Facility, or if the New Naming Rights Agreement or the Donor Contribution results in a University Action occurring which results in IVSP's loss of an Exclusivity Sponsorship or it being liable to the Exclusivity Sponsor for breach of contract, a Diminishing Event shall have occurred and the process for a Diminishing Event shall be followed. The foregoing provision is intended to apply with respect to a New Naming Rights Agreement or Donor Contribution the University may enter into with respect to an Athletic Facility. The Parties agree that, other than with respect to such New Naming Rights Agreement or Donor Contribution, neither the University nor anyone acting on its behalf will enter into any other agreement with any third party granting such person or entity rights similar to those granted or licensed to IVSP under this Agreement, unless IVSP agrees in writing on a case-by-case basis. University also agrees that any and all sponsorship and promotional opportunities with respect to University Athletics or its teams during the Term will be granted only in connection with a corporate sponsorship agreement through IVSP pursuant to the provisions of this Agreement. In the event University desires to engage a third party to market or sell naming rights to any Athletic Facility at any time during the Term, University will provide written notice thereof to IVSP and the Parties will negotiate in good faith, on an exclusive basis, the terms and conditions pursuant to which University would engage IVSP or one of its affiliates to provide such services. Such negotiating period shall commence as of the date IVSP receives the written notice and continue for ninety (90) days thereafter (the "Exclusive Naming Rights Negotiating Period"). If the Parties are unable to reach agreement during the Exclusive Naming Rights Negotiating Period, University shall be permitted to enter into an agreement with a

third party to market and sell such naming rights provided such agreement is on financial terms no less favorable to the University than the final offer made to the University by IVSP.

2.14.2 Game Day Naming Rights. Subject to University's prior approval which approval will not be unreasonably withheld, delayed or conditioned, throughout the Term, IVSP shall have the exclusive right to create areas of congregation in the Arena, the Stadium and in other Athletic Facilities that can be used as a game day related naming rights opportunity for a IVSP sponsor Any revenue collected from a sponsor who obtains such naming rights opportunity will be included in the calculation of AGR.

2.14.3 Campus Vendor Agreements. If a Campus Vendor Agreement is no longer in effect with a Campus Vendor and if as a result of the Campus Vendor Agreement being terminated, the Campus Vendor no longer remains a sponsor of IVSP, then a Diminishing Event shall be deemed to have occurred and the process for a Diminishing Event shall be followed unless IVSP is able to replace the Campus Vendor with a sponsor in the same category as the Campus Vendor who spends an amount with IVSP equal to or greater than the amount spent by the Campus Vendor. A Diminishing Event shall not, however, occur if the reason why the Campus Vendor Agreement is no longer in effect due to either a breach of the Campus Vendor Agreement by the Campus Vendor or a failure of the Campus Vendor to provide products or services to the University which are commensurate with industry standards at competitive prices. A Diminishing Event will also occur if a change in the status of a Campus Vendor creates any new restrictions on IVSP's sales efforts if IVSP is prevented from selling a sponsorship or promotions to a Campus Vendor.

2.15 Promotional Items and Events. Throughout the Term, University grants IVSP the exclusive rights to the following promotional items and events.

2.15.1 Printed Promotional Item Rights. IVSP will have the exclusive right to sell sponsorships on all University Athletic Department's Printed Materials, subject to any Applicable Rules. The cost of the Printed Materials shall be borne by the University. If IVSP creates or develops a sponsorship that includes materials other than the Printed Materials, then it shall be responsible for the purchase and cost of those materials. IVSP will determine the sponsors and IVSP and University will mutually determine the amounts of Printed Materials to be provided. The design and editorial content for Printed Materials shall be mutually agreed upon by University and IVSP. IVSP shall have the exclusive sponsorship sales rights for all Printed Materials produced or funded by University and University will consult with IVSP in connection with the sponsor's logo recognition (i.e., size and placement

of a sponsor's logo on a schedule poster) to ensure that the sponsorship value of the sponsor is adequately protected and recognized. IVSP shall provide all logo and materials to University in a timely manner in accordance with production schedules provided to IVSP.

2.15.2 Game Sponsorship; Promotional Sponsorship Rights and At-Event Impact Sponsorship Sales. IVSP will have, at a minimum, the exclusive right to secure sponsors for At-Event Impact Sponsorship Sales. University reserves the right to use, at no cost and expense to IVSP, any Game Breaks for University's Promotions. However, the Parties shall negotiate in good faith regarding the impact from any such activities (such as corporate recognition for a fundraising event) on IVSP's ability to sell, and a corresponding make-good of lost rights or inventory may be provided to IVSP. In addition, the Limitations described in Section 2.13 shall likewise be applicable to the University Promotions. IVSP promotional activities may include, but are not limited to, premium item giveaways, fan contests on the field, floor, or in the stands, sponsored entertainment acts, exit product samplings, inflatables, games, temporary or permanent, couponing and free entrance and exit product distribution and product displays. By the 15th of May for each Athletic Year, IVSP will coordinate and discuss with University an annual game/event promotions sale plan. University will provide IVSP with assistance in the sponsorship, promotions and implementation/facilitation as needed during these game-related activities. Subject to any qualifications set forth herein, the following At-Event Impact Sponsorship Sales Inventory will be available throughout the Term exclusively to IVSP and will be deemed part of the Multi-Media Rights:

- Product displays
- Exit sampling, couponing and free exit product distribution to fans attending Athletic Events
- Title and/or presenting sponsorships of Athletic Events with the approval of University which approval will not be unreasonably withheld, delayed or conditioned any men's or women's basketball event as approved by the NCAA
- Pre-game, post-game, half-time and timeout in-arena/stadium, on-court/field promotions, contests, mascot/cheerleader appearances, corporate recognition/presentations, and/or giveaways
- Plastic souvenir cups and concession (food) containers for all Athletic

Facilities subject to any applicable requirements, including without limitation Applicable Rules or matters otherwise addressed in this Agreement

- Mascot/Cheerleader appearances
- Inflatables/games
- Varsity team tournaments and special events
- Ancillary entertainment opportunities such as half-time shows
- Midnight madness-type events
- Dance Team and Cheerleader Sponsorships

The revenue collected by IVSP by virtue of its rights under this Section 2.15.2 shall be included in the calculation of AGR.

2.15.3 Game Day Hospitality Rights. Throughout the Term, University grants IVSP the exclusive rights to manage and sell Hospitality Rights and any revenue collected from Hospitality Rights shall be added to the calculation of AGR. IVSP will have the exclusive right to sell the following sponsorships:

- Title Sponsorships
- Game day Title Sponsors Hospitality
- Exterior Wrap co-branding with University
- Stage Banners and Other Signage
- Food vendors and beverage sales. For the avoidance of doubt and clarification, University will retain the revenue from the sale of food, and beverages but IVSP shall have the exclusive right to negotiate and sell sponsorship opportunities with the food and beverage vendors and retain the revenue therefrom which shall be included in the calculation of AGR.

2.15.4 Fan Festival Rights. In addition to those rights described in Section 2.15.2 and 2.15.3, throughout the Term, IVSP shall have the exclusive right to sell sponsorships, sponsorship packages (including tickets, meals and beverage vouchers) and corporate involvement for any new or existing interactive fan festival or related activities ("Fan Festival Rights"). Any revenue collected by IVSP from such Fan Festival Rights shall be added to the AGR.

2.15.5 Licensing Opportunities & Retail Promotions. Commensurate with historical broadcast and sponsorship agreements, and subject in all events to University rules, the Licensing Agreement and University's other licensing agreements, throughout the Term, on

a non-exclusive basis, University grants IVSP the right to use University Marks on a royalty-free basis to IVSP and its sponsors with regard to any promotions, sponsorships, Specific Sponsorships, commercial endorsements, or any other marketing activities covered in this Agreement; provided, however, IVSP agrees that the sale of University logo-bearing merchandise by IVSP is prohibited unless such sales occur through a licensed University provider and such provider is required to pay to University royalties at the then applicable premium royalty rate on all sales of such merchandise; provided, further, however, prior to such usage in connection with the implementation of partnerships and production of products and sponsorship activities conducted by IVSP pursuant to the rights granted by University to IVSP under this Agreement, IVSP shall be required to submit in writing or via e-mail to the official designated by the University (the "Trademark Licensing Director") for approval, which approval will not be unreasonably withheld, delayed or conditioned. Once approved, IVSP need not again need the approval of the Trademark Licensing Director of the University if the subsequent use of the University Mark is substantially similar to the prior use. The approval of the University Marks by the Trademark Licensing Director is limited solely to whether or not the University Marks are being used correctly but in no event shall approval be conditioned upon any creative or alternative manner of displaying the University Marks suggested by the Trademark Licensing Director. For the avoidance of doubt and clarification, IVSP's use of the University Marks in order to conduct its everyday business such as using the University Marks on its letterhead, business cards, sales presentation materials, sponsor gifts and the like, does not require the University's, or the Trademark Licensing Director's approval. The Guaranteed Royalty Fee is based in part upon IVSP's ability to continue to sell specific S.I.L. IVSP shall have the right to sell S.I.L. throughout the Term subject to University's or the Trademark Licensing Director's approval of the artwork used in S.I.L. which approval will not be unreasonably withheld, delayed or conditioned. For the avoidance of doubt and clarification, in no event shall IVSP or its sponsors be required to pay any royalty when using the University Marks in connection with a sponsorship or promotion involving an item on which the University Marks appear if the item is given away by IVSP or the sponsor as part of a promotion as opposed to the item being sold by IVSP or a sponsor. University acknowledges and agrees that items using the University Marks that are sold are the only items which are subject to a royalty.

IVSP and those IVSP sponsors of University will have the exclusive right to use

tickets in their retail promotions and all their projects which are related to IVSP's rights under this Agreement. The Parties agree not to allow the use of athletic event tickets for promotional purposes that specifically compete with IVSP's sponsorship sales efforts by all other parties without the approval of University and IVSP, not to be unreasonably withheld.

2.15.6 Trademark Licensing Agent. University will give strong consideration to engaging Learfield Licensing Partners, LLC ("LLP") as its exclusive trademark agent. The Parties acknowledges that the synergies that could be realized between IVSP, which holds the Multi-Media Rights, and LLP, if LLP were to be the University's trademark licensing agent, would result in an increased awareness of the University's brand which, in turn, could lead to increased sponsorship and licensing revenue.

2.16 Rivalry Series; Neutral Site Games. The Parties will cooperate in the development of additional promotional marketing opportunities, including, but not limited to, the right to market and/or create one or more corporate-sponsored rivalry series for all Athletic Events. The decisions as to whether a rivalry series is to be created and the specific details of any new rivalry series events will require the mutual agreement of the Parties. The rights obtained by University surrounding any rivalry series shall be on an exclusive basis, including game sponsorships, print rights and all other promotional items.

To the extent that a University game is scheduled to be played at a Neutral Venue where University is designated as the home team and/or where the sponsorship and promotion rights are granted to University alone or in conjunction with another Person, the Parties will negotiate in good faith for a period of not less than sixty (60) days to determine the cost of implementing and producing the rights applicable to the Neutral Venue game, the amount, if any, that IVSP will contribute to that cost, the potential revenue to be afforded from the rights to Neutral Venue Game, the number of Neutral Venue games to be played during the Term, the remaining Term during which the rights to a Neutral Venue game might be available to IVSP and the value retained by University in connection with the game (collectively, the "Negotiation Matters"). The Parties will continue to meet and negotiate in good faith until the Negotiation Matters are agreed upon. If the rights to the Neutral Venue game(s) are granted to IVSP, this Agreement shall be amended to include the terms and conditions governing the rights to the Neutral Venue game(s). If the rights to the Neutral Venue game(s) are obtained by IVSP, they shall then be incorporated into and made a part of IVSP's Multi-Media Rights. University will not permit the selection of any competitor of an IVSP client in a Major Sponsorship Category, for a title sponsorship, a secondary or a "presenting" sponsorship

without the consent of IVSP. For the avoidance of doubt and clarification, a game will not under any circumstances be considered a Neutral Venue game if a ticket to that game is part of a season ticket package offered for sale by the University.

2.17 Miscellaneous Sponsorship Opportunities. Throughout the Term, University grants IVSP the following exclusive miscellaneous sponsorship opportunities which will be deemed part of the Multi-Media Rights, the collected revenue from which shall be included in the calculation of AGR:

- E-mail blasts or linkable factors within existing University combined messages
- Pep Band, Dance Team and Cheerleader Sponsorships
- Any additional or new broadcast, print and/or internet programming
- E-commerce (including but not limited to apparel, merchandise, DVDs, memorabilia, publications, photos, videos, auctions) should any or all become available during the Term
- Live and Archived Audio/Video Subscription-based Streaming
- Live Stats should it become available during the Term
- E-Newsletters
- Live and Archived Audio/Video Subscription-based Streaming
- Live Stats through wireless devices
- Affinity Products and Specialty Merchandise
- Strategic partnership (i.e., business-to-business) opportunities that leverage the University brand and result in the sponsor becoming a preferred provider for the University – for example, office supplies, managed print, overnight courier service, cleaning services, healthcare, etc.

2.18 Coach's Branding Rights. In the event that the University acquires the right to trademark one or more phrases identified with a University coach and/or a particular University athletic program, or if the University acquires the right to make use of the likeness of a University coach (each a "Coach's Branding Right"), University will not use a Coach's Branding Right in any manner detrimental to IVSP's rights under this Agreement. In addition, before University enters into an agreement with any third party to commercialize a Coach's Branding Right ("Branding Agreement"), University will meet and negotiate exclusively with IVSP for a period of thirty (30) days ("Negotiation Period") to arrive at mutually agreeable terms for a Branding Agreement. University agrees that it will not solicit, review or entertain any other offers or proposals from any

third party relating to a Coach's Branding Right prior to or during the Negotiation Period. If by the end of the Negotiation Period, the Parties are unable to agree upon the terms and conditions of a Branding Agreement, University may thereafter solicit and receive an offer from any third party for a Coach's Branding Right ("Third Party Offer"); provided, however, before accepting a Third Party Offer, IVSP will have a ROFR to obtain the Coach's Branding Right on the same terms and conditions of the Third Party Offer. IVSP shall have thirty (30) days to agree to meet the terms and conditions of the Third Party Offer and obtain the Coach's Branding Right. If IVSP does not agree to the terms of the Third Party Offer or if IVSP does not notify the University within such thirty (30) day period as to whether IVSP does or does not wish to accept the terms of the Third Party Offer, then University may proceed with and enter into a Branding Agreement based upon the Third Party Offer; provided, however, the terms and conditions of the Branding Agreement under the Third Party Offer must contain provisions that restrict the party making the Third Party Offer from using a Coach's Branding Right to the detriment of IVSP's rights under this Agreement. University further agrees that if it enters into an employment agreement with a coach or amends an existing employment agreement with a coach under which the coach and not the University will retain the Coach's Branding Right ("Coach's Employment Agreement"), the terms of the Coach's Employment Agreement will include a provision that restricts the Coach from using a Coach's Branding Right in a manner which is detrimental to IVSP's rights under this Agreement or the rights of an existing IVSP sponsor.

2.19 Arena/Stadium Use. With the prior approval of University, not to be unreasonably withheld, delayed or conditioned, during each Athletic Year of the Term, IVSP will have the right to make use of mutually agreed upon unnamed areas of the Arena and the Stadium for game day related sponsor events and interactions with fans at no cost to IVSP or the sponsor (other than the sponsorship fee paid by the sponsor to IVSP). IVSP will be responsible for out of pocket expenses related to such sponsor and fan events such as tables, chairs, and set-up.

2.20 Displaced Games. If a Displaced Game should occur during the Term, then a Diminishing Event shall have occurred and the process for a Diminishing Event shall be initiated; provided, however, if the Displaced Game is replayed in the same season with another home game involving the original team, or if IVSP retains all of its sponsorship benefits under this Agreement at the Neutral Venue where the Displaced Game is played (each a "Replacement Game"), then there shall not be a Diminishing Event. If there is no Replacement Game and the Displaced Game is a result of anything other than a force majeure event, then a fair and equitable adjustment in the

Guaranteed Royalty Fee will be negotiated in good faith by the Parties which could include any credit due a sponsor by IVSP or other monetary loss incurred by IVSP to a sponsor whose sponsorship benefits are not provided to the sponsor because of the Displaced Game.

2.21 Minimum Number of Games. If in any Athletic Year of the Term, the Minimum Number of Games are not played, a Diminishing Event shall be deemed to occur and upon such occurrence, the following process shall be followed: IVSP shall submit to University a substantiation of the value attributable to the game(s) which were not played along with reasonable substantiation for its calculation whereupon the Parties will meet within thirty (30) days thereafter to discuss IVSP's calculation and agree upon the remedy for IVSP's loss of the rights which could include any of the following or a combination thereof: (i) a reduction in the Guaranteed Royalty Fee; (ii) an extension of the Term; (iii) granting IVSP Additional Multi-Media Rights; (iv) providing IVSP with additional tickets; or (v) any other remedy that the Parties may agree upon. The Parties will continue to meet and negotiate in good faith until a remedy is agreed upon.

2.22 Campus-wide Opportunities. While IVSP's Multi-Media Rights do not include the right to sell sponsorships in connection with University campus-wide business relationships ("Campus-wide Opportunities"), University recognizes that IVSP's marketing capabilities can provide additional sources of revenue to University that might not otherwise be obtained but not for IVSP's involvement. University therefore agrees to strongly consider working with IVSP to establish a business relationship which allows IVSP to obtain Campus-wide Opportunities for University.

2.23 Tickets, Parking and Other Merchandising/Hospitality. Throughout the Term, University shall provide IVSP, at no cost, with (i) a suite (and all associated game tickets and parking passes generally associated with a suite) at the Arena for all home men's and women's basketball games consistent with past practice, (ii) a suite (and all associated game tickets and parking passes generally associated with a suite) at the Stadium for all home football games, and (iii) tickets to Athletic Events in amounts and in locations requested from time to time by IVSP (subject to availability), including requests for tickets to be included within sponsorship packages, but in no event shall University provide IVSP with less than the Base Ticket Amount. IVSP shall have the right to purchase an agreed upon number of tickets to the tournaments, Conference Championships and other NCAA tournament games in which a University team participates.

University shall also provide IVSP, at no cost to IVSP, the same number of parking passes as were provided for University's sponsors during the 2014 – 2015 Athletic Year. Said parking

passes shall be of the same or better quality as locations provided by University during the 2014 – 2015 Athletic Year.

IVSP will have the right to use tickets in their retail promotions and all their projects which arise directly from IVSP's rights under this Agreement. The Parties agree not to allow the use of Athletic Department event tickets by Persons for promotional purposes that specifically compete with IVSP's sponsorship sales efforts ("Restriction") without the approval of IVSP, not to be unreasonably withheld. It is understood that the University maintains the ability to offer tickets in exchange for the promotion of licensing merchandise on a limited basis, and for marketing incentives to increase attendance (each an "Approved Use"). An Approved Use shall not, however, include the use of tickets in conjunction with a corporate sponsorship or promotion. For example, if station WFNI ("Station") is provided with fifty (50) tickets to a University men's basketball game ("Complimentary Tickets") in exchange for Station promoting the game on behalf of University but Station then sells a corporate sponsorship in connection with the Complimentary Tickets, such use of the Complimentary Tickets by the Station is not an Approved Use but Station's offering of the Complimentary Tickets to the first 50 listeners who call into the Station would be an Approved Use. For the avoidance of doubt, tickets provided for an Approved Use shall be subject to an agreement between University and the Station which shall contain language substantially similar to that set forth in Appendix A of this Agreement in order that the tickets are used only for an Approved Use. If despite such restriction, tickets are not used for an Approved Use and University recovers any revenue received by Station from a Non-Approved Use, University will pay over to IVSP any revenue University receives which shall be included in AGR.

2.24 Credentials and Parking. University will provide IVSP at no cost appropriate access credentials and parking on all game days for IVSP's staff members and its senior executives for client development and sponsorship and promotion implementation in an amount not less than that which was historically provided by University to its marketing services providers during the 2014 – 2015 Athletic Year and which is reasonably necessary for IVSP's staff to perform all of its game day activities.

2.25 Office Space. In order to facilitate IVSP's efforts on behalf of University, from the date of the LOA and throughout the Term, University shall provide to IVSP furnished office space outside of the Arena but proximate to the Athletic Department ("Space"). No rental or similar fee will be charged to IVSP by University for the Space but IVSP will be responsible for payment of out of pocket expenses such as supplies, long distance telephone calls and internet service. Subject

to availability, Space shall be of a size to accommodate up to two (2) full-time IVSP employees and one (1) intern. The Space will be have telephone service and internet access. During the Term, IVSP will continue to analyze total revenue and client base and, upon the mutual agreement of IVSP and University, will increase the staffing when warranted If IVSP desires to expand its staff solely to improve its ability to carry out its responsibilities under this Agreement, and subject to availability, University shall provide IVSP with additional office space in reasonable proximity to the Space or in a different area. IVSP shall ensure that any and all of its employees and agents in the Premises comply at all times with all applicable requirements, including, without limitation, federal, state, municipal and county laws and University, Athletic Conference and NCAA rules, regulations and policies.

2.26 Additional Multi-Media Rights. The University recognizes that the development and marketing of Additional Multi-Media Rights for universities with major athletic programs is both dynamic and evolving and that opportunities for Additional Multi-Media Rights may become available during the Term. Accordingly, the Athletic Department expects that IVSP will seek Additional Multi-Media Rights. If during the Term Additional Multi-Media Rights come into effect either by reason of their development by IVSP, its affiliated entities or by reason of them becoming available at other IVSP affiliated entities, it shall notify the University of those Additional Multi-Media Rights and provided that such Additional Multi-Media Rights are not prohibited by University rules or regulations, Athletic Conference rules or regulations or NCAA rules or regulations, then such Additional Multi-Media Rights shall be licensed exclusively to IVSP for the remainder of the Term. When Additional Multi-Media Rights become available to IVSP, the following procedure shall be followed: An amendment to this Agreement will be signed by University and IVSP identifying the specific Additional Multi-Media Rights granted by University to IVSP. The Additional Multi-Media Rights granted to IVSP by University shall be exclusive to IVSP for the remainder of the Term. IVSP will retain all collected revenue from the Additional Multi-Media Rights which will be included in the calculation of AGR.

2.27 Vandal Scholarship Fund. The Parties acknowledge that many corporate sponsors currently have portions of their packages which include contributions to the VSF. These relationships will continue and may increase or decrease during the Term and the Parties realize that in the course of these relationships the VSF may solicit such corporations for donations. Nothing in this Agreement shall control the actions of the VSF and no actions of the VSF shall reflect on the duties and obligations of the Parties under this Agreement. However, the Parties agree to mutually

cooperate and work together with VSF.

The Parties acknowledge that existing or new VSF donors may from time to time express interest in developing a corporate advertising package, and/or existing or new corporate partners may express an interest in becoming involved in the VSF as part of their overall involvement with the University. The Parties will work cooperatively to direct VSF donors and/or corporate partners to the appropriate entity to meet their individual needs, but at no time will they solicit or otherwise give incentive to trade VSF donations for corporate agreements or vice versa.

The Parties further recognize that there are existing VSF trade agreements in which corporate and/or individuals donate goods and/or services exclusively for recognition by the VSF. Any current or new such agreements are for the sole benefit of the VSF, and any expense or recognition will be the sole responsibility of the VSF.

2.28 Facilities Technology Evaluation. Promptly following the full execution of this Agreement, IVSP will cause its affiliate, ANC Sports Enterprises, LLC, to provide to University, at no cost, a facilities technology evaluation and game day consultation.

3. IVSP Obligations.

3.1 Efficient Operation. Except as otherwise provided in this Agreement, IVSP will furnish all labor, management, supplies, and equipment necessary to fulfill its obligations herein; provided, however University will provide non-financial assistance for sponsorship fulfillment and execution (principally, execution of game-day promotions for IVSP's sponsors such as on-field or on-court contest during pre-game, half-time or a time out) at no expense to IVSP consistent with the fulfillment expectation provided by University during the 2014 – 2015 Athletic Year. Throughout the Term, University will continue to pay for traditional Athletic Department expenditures associated with Multi-Media Rights such as video board and scoreboard maintenance, media guide production, OAS hosting and maintenance as identified in the OAS Contract, coaches' talent fees, ticket promotional materials and advertising, merchandising, facilities, operations and Athletic Event operations.

3.2 Excluded Categories of Sponsorships. Notwithstanding anything contained in this Agreement to the contrary, IVSP may not sell any sponsorships in Excluded Categories.

3.3 Permits. IVSP will be financially responsible for obtaining all required permits and licenses and hereby agrees to comply with pertinent University rules and policies and municipal, county, state and federal laws, and will assume liability for all applicable taxes such as sales and

property taxes. IVSP agrees to cooperate with University to avoid or minimize any potential unrelated business income tax but in no event shall IVSP be liable for any such tax that might be attributable to University by reason of this Agreement.

3.4 Successful Performance. Recognizing that successful performance of this Agreement is dependent on mutual cooperation between IVSP and University, IVSP will meet regularly with University to review IVSP's operations pursuant this Agreement and make necessary adjustments**.**

3.5 Pricing and Packaging of Inventory. The development of the pricing and the packaging of all sponsorship inventory available to IVSP under this Agreement shall be made in the sole and absolute discretion of IVSP.

4. Payments to the University.

4.1 Guaranteed Royalty Fee. As payment for the rights licensed under this Agreement, IVSP will pay University the Guaranteed Royalty Fee in such amounts as set forth below. The Guaranteed Royalty Fee described below is based upon all of the Assumptions being accurate. If any or all of the Assumptions do not occur, are not accurate or do not remain in effect for the entire Term, then such occurrence shall constitute a Diminishing Event and the process set forth in the definition of a Diminishing Event shall be initiated. If the Base Sponsorship Inventory or elements are materially reduced or eliminated, University will either replace inventory or reasonably alleviate those issues specifically identified by IVSP in writing associated with such inventory to IVSP's reasonable satisfaction, failing which, such occurrence shall constitute (i) a material breach of this Agreement, or (ii) a Diminishing Event and the process described above for a Diminishing Event relating to the Assumptions shall be initiated for the Base Sponsorship Inventory.

Subject to any adjustments under this Agreement, the Guaranteed Royalty Fee for the Term shall be as follows:

Athletic Year	Guaranteed Royalty Fee
2016-2017	$760,000
2017-2018	$775,000
2018-2019	$790,000

2019-2020	$805,000
2020-2021	$820,000

In the event University extends the term of the Agreement for the first Renewal Period, the Guaranteed Royalty Fee for such period shall be as follows:

Athletic Year	Guaranteed Royalty Fee
2021-2022	$835,000
2022-2023	$850,000
2023-2024	$865,000
2024-2025	$880,000
2025-2026	$895,000

In the event University extends the term of the Agreement for the second Renewal Period, the Guaranteed Royalty Fee for such period shall be as follows:

Athletic Year	Guaranteed Royalty Fee
2026-2027	$910,000
2027-2028	$925,000
2028-2029	$940,000
2029-2030	$955,000
2030-2031	$970,000

All Guaranteed Royalty Fees owed by IVSP shall be paid one-half on or before December 31 and one-half on or before May 15th of the current Athletic Year, with a final settle-up derived

through adjustments made on or before October 31st of the following Athletic Year. For purposes of memorialization, the above Guaranteed Royalty Fee amounts take into account the expectation that IVSP will continue to receive its share of pouring rights revenues, such share to be consistent with past practice. Should University restructure its pouring rights agreement or enter into a new pouring rights agreement, and as a result receives a greater amount of revenue than it had received previously, IVSP's credit in connection with such contract will be adjusted accordingly. University shall pay IVSP a commission equal to twenty percent (20%) of the gross revenues collected by or on behalf of University or any Third Party Rights Holder (as defined below) after the Termination Date from any Marketing & Sponsorship Agreements. University shall pay such commissions to IVSP as and when the gross revenue is collected by or on behalf of University or the Third Party Rights Holder. On or promptly after the Termination Date, IVSP will assign all Marketing & Sponsorship Agreements (other than multi-school Marketing & Sponsorship Agreements) to University or its then athletics multi-media rights holder ("Third Party Rights Holder"). The fact that a Marketing & Sponsorship Agreement is assigned to a Third Party Rights Holder shall not relieve University of its obligation to pay IVSP the commissions described in this Section 4.1 nor shall any amendment, restatement or modification of a Marketing & Sponsorship Agreement entered into after the Termination Date relieve University of its obligation to pay IVSP the commissions described in this Section 4.1.

4.2 Signing/Extension Bonus. In consideration for the University executing this Agreement IVSP will pay University a signing bonus of $50,000, which will be paid on or before April 15, 2017. In the event University extends the Term for the first Renewal Period as contemplated in Section 1.2 of this Agreement, IVSP will pay University a one-time extension bonus of $100,000, which will be paid on or before June 30, 2022.

4.3 Other Reductions to Guaranteed Royalty Fee; Conference Action or Material Rule Change. Notwithstanding anything contained in this Agreement to the contrary, a Diminishing Event shall be deemed to have occurred and the process for a Diminishing Event shall be initiated if any one or all of the following events occur and thereby reduce IVSP's revenue during the Term:

A. University's football or men's basketball team incurs disciplinary sanctions which prevent the team from appearing in post-season games, conference championship games or post-season conference tournaments, NCAA or NIT tournaments; or

B. The football or men's basketball program is eliminated or substantially curtailed; or

C. The football team is no longer a member of the Sun Belt, the Big Sky or another

comparable (in IVSP's reasonable opinion) conference.

D. The men's basketball program is no longer a member of the Big Sky or any other comparable (in IVSP's reasonable opinion) conference; or

E. The cancellation for any reason of a scheduled University football or men's basketball home game being played at its originally scheduled athletic venue; or

F. A Conference Change that materially diminishes or restricts IVSP's ability to obtain sponsorship agreements or to otherwise exercise its licensed rights under this Agreement. For purposes of this section, a "Conference Change" means a change in University's athletic conference affiliation or a material change in the nature of the Athletic Conference, whether because of (i) University's withdrawal or departure from an Athletic Conference in which it is a member or (ii) the Athletic Conference disbands or merges with another conference.

G. If, during the Term, University and/or its athletics program is the subject of Material Adverse Publicity (as defined below), whether due to sanctions by the NCAA for major violations in its athletic programs or otherwise, which Material Adverse Publicity materially diminishes or restricts IVSP's ability to retain or obtain sponsorship agreements or to otherwise exercise the licensed rights. For purposes of this section, "Material Adverse Publicity" means public attention or scandal in the form of television, print media, internet news reports, or other public news reporting, after the date hereof, that arises from and relates to activities, conduct, investigations or situations on campus at University or affecting or relating to University's athletic programs and which public attention or scandal is of such a negative or adverse nature that sponsors or potential sponsors considering sponsoring University athletics are or could be prompted to discontinue sponsorships or the pursuit of new or replacement sponsorships as a result of not wanting to be associated with the negative image or scandal; provided, however, that such Material Adverse Publicity must not have been directly caused by any act or omission of IVSP or its employees or subcontractors.

Nothing in this Agreement is intended to allow University, the Athletic Department, the Conference or the NCAA to take back in whole or in part any rights licensed exclusively to IVSP under this Agreement or to allow the University, the Athletic Department, the Conference or the NCAA to enact a Material Rule Change. If (i) University is requested by the Conference to approve of a Conference Action, (ii) University is requested by the

Conference or the NCAA to adopt a Material Rule Change or (iii) University or the Athletic Department wish to enact a Material Rule Change, University must obtain IVSP's prior written consent which may be granted or withheld in IVSP's sole and absolute discretion. If IVSP is willing to grant its consent to a Conference Action or a Material Rule Change, its consent will be conditioned upon University entering into an amendment to this Agreement satisfactory in all respects to IVSP ("Amendment") under which University agrees to make IVSP whole for all financial ramifications of the Conference Action or the Material Rule Change for the remainder of the Term together with all out-of-pocket expenses incurred by IVSP in connection with the Amendment. Until and unless the Amendment is fully executed by the Parties, IVSP's consent shall not be considered granted or deemed granted or inferred by reason of any conduct of IVSP. Any action or attempt by the University to approve, enact or comply with a Material Rule Change or Conference Action without IVSP's prior written consent, shall be deemed a material breach of this Agreement.

4.4 Athletic Department Trade. IVSP will use commercially reasonable efforts to secure or renew each athletic year of the Term up to the Threshold Amount of in-kind, trade benefits in exchange for sponsorship rights for the Athletic Department in each Athletic Year as more particularly described on Schedule 4.4. The cost of any merchandising elements associated with Athletic Department trade agreements shall be the sole responsibility of University and not IVSP. If the Athletic Department requests in writing for IVSP to provide trade benefit in excess of the Threshold Amount during any Athletic Year and if IVSP is able to provide that trade, then University will pay IVSP a commission equal to 70% of the trade's value or at IVSP's option, it may deduct the commission amount from the Guaranteed Royalty Fee. If IVSP, with the agreement of University, eliminates, replaces or reduces certain trade agreements below the levels documented on Schedule 4.4, then the Guaranteed Royalty Fee will be increased by 30% of the fair market value of the trade lost, up to a maximum loss of $50,000 (or a $15,000 increase in the Guaranteed Royalty Fee). Any commission paid to IVSP or credited against the Guaranteed Royalty Fee shall not be included in the calculation of AGR. IVSP reserves the right to substitute alternative inventory to current trade customers if those customers are otherwise displacing potential cash paying customers.

4.5 Revenue Sharing. Subject to any adjustments under this Agreement, in addition to the Guaranteed Royalty Fee listed in Section 4.1 above, IVSP will pay University 50% of collected AGR that exceeds the AGR Hurdle Amounts set forth below:

Athletic Year	AGR Amount
2016-2017	$1,525,000
2017-2018	$1,570,000
2018-2019	$1,615,000
2019-2020	$1,660,000
2020-2021	$1,705,000

In the event University extends the term of the Agreement for the first Renewal Period, the AGR Amount for such period shall be as follows:

Athletic Year	AGR Amount
2021-2022	$1,750,000
2022-2023	$1,795,000
2023-2024	$1,840,000
2024-2025	$1,885,000
2025-2026	$1,930,000

In the event University extends the term of the Agreement for the second Renewal Period, the Guaranteed Rights Fee for such period shall be as follows:

Athletic Year	Guaranteed Rights Fee
2026-2027	$1,960,000
2027-2028	$1,990,000
2028-2029	$2,020,000
2029-2030	$2,050,000
2030-2031	$2,080,000

4.6 Other Considerations.

4.6.1 Media Payments to Coaches and Staff Members. The University is obligated to make media payments to selected coaches and staff members according to a schedule contained in their respective employment contracts and subject to the conditions therein. The University may request from time to time that Learfield make media payments directly to selected coaches and staff members, provided the total amount does not exceed the net amount of the Guaranteed Rights Fee. Subject to any legal restrictions or adverse tax consequences, Learfield will use its commercially reasonable efforts to make such payments, provided the University has made a request for such payments in a writing signed by the Director of Athletics. Any such payment agreed to by Learfield shall decrease the Guaranteed Rights Fee accordingly and will be paid in a manner consistent with the timing of the regularly scheduled payments described below. All coaches payments, or other redirection of Guaranteed Rights Fee funds, will be made in conjunction with either the December 31 or May 15 rights fee payments, and deducted from that date's Guaranteed Rights Fee due the University. All such payments for each individual coach or staff member shall not exceed the amount set out in said employment contract. Learfield will provide the appropriate tax forms to these individuals.

4.6.2 Base-Level Sponsorship Tickets. The University will provide to Learfield season tickets to football and men's and women's basketball, along with individual game day tickets at the quantity of 2015 – 2016 Athletic Year. The University reserves the right to invoice for such tickets and the Guaranteed Rights Fee will be reduced for the cost of said invoiced tickets.

4.6.3 Additional Tickets. The University reserves the right to invoice Learfield for any number of individual game tickets for football games, provided the total amount does not exceed the Guaranteed Rights Fee. The Guaranteed Rights Fee will be reduced dollar-per-dollar for the cost of these tickets.

5. Miscellaneous.

5.1 General Terms and Conditions. The terms and conditions contained in this Agreement will govern and will take precedence over any different or additional terms and conditions which either Party may have included in any documents attached to or accompanying this Agreement or in any correspondence previously sent to the other Party. Any handwritten changes on the face of this document will be ignored and have no legal effect unless initialed by both Parties.

5.2 Choice of Law, Forum Selection, Entire Agreement and Amendment. This Agreement will be construed under Idaho law (without regard for choice of law considerations). This Agreement, including the Schedules attached hereto, constitutes the entire agreement and understanding of the Parties concerning the Athletics Multi-Media Rights licensed to IVSP by University and replaces any prior or contemporaneous agreement, whether written or oral, between them with respect to its subject matter included the Original Agreement and the Amendments. No amendments to this Agreement will be effective unless in writing and signed by IVSP and by University. Courts located in the City of Moscow, State of Idaho shall have exclusive jurisdiction over any disputes relative to this Agreement.

5.3 Assignment. IVSP may not assign any rights or obligations of this Agreement without the prior approval of University. This Agreement will be binding upon IVSP, and its successors and assigns, if any. Any assignment attempted to be made in violation of this Agreement will be void *ab initio*. IVSP's use of third party vendors to assist or enable IVSP to carry out its obligations under this Agreement or to enable IVSP to exercise its rights under this Agreement shall not constitute an assignment in whole or in part of this Agreement, and IVSP shall remain obligated and responsible for the performance of any such third party vendors.

5.4 Termination. Either Party may terminate this Agreement in whole or in part for cause upon ninety (90) days written notice if the other Party (a) fails to comply with any material term or condition of this Agreement and fails to cure such non-compliance within sixty (60) days following receipt of written notice thereof from the other Party, or (b) becomes insolvent or files for bankruptcy protection, or (c) fails to comply in a material way with the requirements of this Agreement and fails to cure such non-compliance within sixty (60) days following receipt of written notice thereof from the other Party. Notwithstanding anything contained in this Section 5.4, the terminating Party must state with particularity the specific matters of the other Party's non-compliance, whereupon the other Party shall have sixty (60) days to cure such matters, or a longer period determined in the reasonable discretion of the terminating Party if said other Party is diligently pursuing a cure.

5.5 Independent Contractor. IVSP will perform its duties hereunder as an independent contractor and not as an employee of University. Neither IVSP nor any agent or employee of IVSP will be or will be deemed to be an agent or employee of University for any purpose. IVSP will pay when due all required employment taxes and income tax withholding, including all federal and state income tax on any monies paid to IVSP pursuant to this Agreement. IVSP and its employees are

not entitled to tax withholding, worker's compensation, unemployment compensation, or any employee benefits, statutory or otherwise from University. IVSP will be solely responsible for the acts and omissions of IVSP, its employees and agents. IVSP shall provide worker's compensation for all its employees and indemnify, defend and hold harmless University and its trustees, officers, employees and agents therefrom.

5.6 Non-Waiver. No waiver by any Party of any default or nonperformance will be deemed a waiver of subsequent default or nonperformance.

5.7 Records. IVSP shall establish, maintain, report as needed, and submit upon request records of all transactions conducted under this Agreement. All financial reporting records must be kept consistent with the manner in which IVSP's affiliated entities keep their records.

5.8 Reporting; Auditing. IVSP and University shall cooperatively identify and agree upon useful reports to be provided by IVSP to University and the frequency of providing such reports. Not more than once during each Athletic Year of the Term and once in the year following the last Athletic Year of the Term, upon thirty (30) days prior notice, University, through its employees or a third party accounting and auditing firm, shall have the right at its cost and expense, to audit, inspect and copy at IVSP's parent company's headquarters in Jefferson City, Missouri such financial and business records of IVSP in order to verify amounts paid hereunder, including without limitation AGR. In the event any material underpayment variance (greater than 5%) is revealed by such an audit, the costs of such audit shall be borne by IVSP.

5.9 University Information; IVSP Information. IVSP agrees that any information it receives during the course of its performance, which concerns the personal, financial, or other affairs of University, its trustees, officers, employees or students will be kept confidential in conformance with and subject to all state and federal laws relating to privacy. University agrees that any information it receives from IVSP under this Agreement which concerns the personal, financial or other affairs of IVSP, its members, stockholders, officers, directors, employees and sponsors including, but not limited to, sales summaries, revenue sharing reports, settle-up documents and any other documents relating to the reporting of financial and sales information by IVSP to University (collectively, "IVSP Financial Records") will be kept confidential in conformance with and subject to all state and federal laws relating to privacy or mandatory disclosure.

University acknowledges and agrees that all of the financial terms and conditions contained in this Agreement are considered part of the IVSP Financial Records, deemed by IVSP to be proprietary and confidential to IVSP, and shall remain as such absent a written waiver by IVSP.

5.10 Insurance. At all times during its performance under this Agreement, IVSP will obtain and keep in force comprehensive general and professional liability insurance, including coverage for death, bodily or personal injury, property damage, including products liability, libel and slander, media and broadcasting liability and automobile coverages with limits of not less than $1,000,000 each claim and $2,000,000 in the aggregate, along with umbrella coverage in the amount of $15,000,000. All certificates evidencing such insurance (a) will be provided to University on or before the Effective Date; (b) will name (as to the general liability coverages) University, its governing board and its officers and employees as additional insureds; and (c) to the extent allowable by IVSP's insurance carrier, will provide for notification to University within at least thirty (30) days prior to expiration or cancellation of such insurance. IVSP represents that it will maintain worker's compensation insurance to the extent required by Indiana law. At all times during the Term, University will keep and maintain in-force the coverages and amounts described in this Section 5.10 and provide IVSP a Certificate evidencing such coverage and will name, to the extent allowable by University's carrier, IVSP, its members, their officers, directors, shareholders, employees and agents as additional insureds.

5.11 Indemnification. IVSP agrees to defend, indemnify and hold harmless University, its governing board, faculty, employees, officers, volunteers and agents, from and against all liability, injuries, claims or damages (including claims of bodily injury or property damage) and loss, including costs, expenses, and attorneys' fees, which arise from the negligent acts and omissions of IVSP, its employees, officers and agents under this Agreement or from IVSP's failure to comply with its obligation under this Agreement. For the avoidance of doubt and clarification, nothing in this Section 5.11 with respect to IVSP's indemnification is intended to create any liability on the part of IVSP for any unrelated business taxable income. Subject to the limits of liability specified in Idaho Code 6-901 through 6-929, known as the Idaho Tort Claims Act, University agrees to defend, indemnify and hold harmless IVSP, its members, parent companies, employees, officers, directors, sponsors and agents from all liabilities, injuries, claims or damages (including claims of bodily injury or property damage) and loss, including costs and expenses, and attorneys' fees, which arise from the negligent acts or omissions of University, its officers, employees and agents or from University's failure to comply with its obligation under this Agreement. Notwithstanding anything to the contrary contained in this Agreement, in no event shall either Party be obligated to indemnify the other Party with respect to (i) any indirect, incidental or consequential damages or for the lost

profits, lost revenues of damage to goodwill or reputation or (ii) any claim arising solely from intentional, grossly negligent, reckless or negligent act of the party seeking indemnification.

5.12 Notices/Administration. Except as otherwise provided in this Agreement, all notices, requests and other communications that a Party is required or elects to deliver will be in writing and delivered personally, or by facsimile or electronic mail (provided such delivery is confirmed), or by a recognized overnight courier service or by United States mail, first-class, certified or registered, postage prepaid, return receipt requested, to the other Party at its address set forth below or to such other addresses as such Party may designate by notice given pursuant to this section:

If to University:

UNIVERSITY OF IDAHO
Rob Spear, Director of Athletics
875 Perimeter Drive MS 2302
Moscow, ID 83844-2302
E-mail Address: rspear@uidaho.edu _____

With a copy to:

Office of General Counsel
UNIVERSITY OF IDAHO
_____
127 Administration Bldg.
P.O. Box 443158
Moscow, ID 83844-3158
E-mail Address: _generalcounsel@uidaho.edu_____

If to IVSP:

IDAHO VANDALS SPORTS PROPERTIES, LLC

c/o Learfield Communications, Inc.
Attention: Greg Brown
2400 Dallas Parkway, Suite 500
Plano, TX 75093
Facsimile No: (469) 241-0110
E-mail Address: gbrown@learfield.com

With a copy to:

John Raleigh
Learfield Communications, Inc.
2400 Dallas Parkway, Suite 500
Plano, TX 75093
Facsimile No: (469) 241-0110
E-mail Address: jraleigh@learfield.com

5.13 Severability. If any provision of this Agreement is invalid or unenforceable with respect to any Party, the remainder of the Agreement, or the application of such provision to persons other than those as to which it is held invalid or unenforceable, will not be affected and each provision of the remainder of the Agreement will be valid and be enforceable to the fullest extent permitted by law.

5.14 Survivability. The terms, provisions, representations, and warranties contained in this Agreement that by their sense and context are intended to survive the performance thereof by any of the Parties hereunder will so survive the completion of performance and termination of this Agreement, including the making of any and all payments hereunder.

5.15 Force Majeure. No Party will be considered to be in default solely as a result of its delay or failure to perform its obligations herein when such delay or failure arises out of causes beyond the reasonable control of the Party. Such causes may include, but are not restricted to, acts of God or the public enemy, including, but not limited to, acts of terrorism, acts of state or the United States in either its sovereign or contractual capacity, fires, floods, epidemics, strikes and unusually severe weather; but in every case, delay or failure to perform must be beyond the reasonable control of and without the fault or negligence of the Party. The provisions of this Section 5.15 shall not, however, release (a) University from any reduction in the Guaranteed Royalty Fee owed by IVSP as a result of an event described in Section 4.3 D of this Agreement except as set forth therein, or (b) IVSP from any obligation to pay monies owed hereunder in accordance with the timeline for such payments set forth herein.

5.16 Counterparts. This Agreement may be executed in two counterparts, each of which shall be deemed an original, and both of which will constitute one Agreement.

5.17 Non-Solicitation. University agrees that during the Term and for a period of eighteen (18) months after its termination, irrespective of the reason for its termination, University's athletic department shall not directly or indirectly, hire or solicit any employee of IVSP or any of its affiliated companies or encourage any such person to terminate its relationship with any of them unless IVSP

grants University's athletic department permission to do so. IVSP agrees that during the Term and for a period of eighteen (18) months after its termination, irrespective of the reason for its termination, none of them shall directly or indirectly, hire or solicit any employee of Athletic Department or encourage any such person to terminate its relationship with Athletic Department unless Athletic Department grants their permission to do so. The Parties each acknowledge that a breach of this section shall entitle the other Party to injunctive relief. Notwithstanding the foregoing, nothing in this Section 5.17 shall be interpreted to or shall operate to prohibit a party from hiring any person who responds to a publicly-available job posting of general circulation, and which job posting is not otherwise demonstrably targeted to a particular employee of a Party.

5.18 Headings. The headings of the sections of this Agreement are used for convenience only and do not form a substantive part of the Agreement.

5.19 Injunctions. In addition to any other remedies permitted by law, should either Party violate the terms set forth herein, the non-violating Party may be entitled to injunctive relief against the other to restrain any further violation of these provisions. Should either Party be successful in obtaining injunctive relief under this Section 5.19, the other Party shall pay all costs and expenses associated therewith, including reasonable attorney's fees.

5.20 University's Representations and Warranties. University represents and warrants to IVSP that (a) University has the right to license the rights to IVSP as set forth herein (collectively the "Licensed Rights"); (b) University will not, other than as permitted by this Agreement, directly or indirectly license in whole or in part the Licensed Rights to a Person or make use of the Licensed Rights for itself; (c) University is authorized to timely carry out and/or fulfill any obligation of University to IVSP under this Agreement; (d) except for any existing agreements with the Athletic Conference or the NCAA which were in effect on the date of this Agreement and other agreements that are set forth on a Schedule to this Agreement, University has not entered into any agreements with any Person which grants exclusive or non-exclusive intercollegiate athletic sponsorship or broadcast rights to any Person. Throughout the Term, except as otherwise provided in this Agreement, University shall not directly or indirectly grant any Person any of the Licensed Rights granted exclusively to IVSP under this Agreement. University will use commercially reasonable efforts to assist IVSP in protecting the rights licensed to IVSP in this Agreement.

5.21 IVSP's Representations and Warranties. IVSP represents and warrants to University that (a) IVSP has the right to license the Licensed Rights from University as set forth herein; (b) IVSP is authorized to timely carry out and/or fulfill any obligation of IVSP to University

under this Agreement; and (c) the performance of this Agreement by IVSP does not require the consent of any third party and does not violate, conflict with, result in a breach of, or constitute a default under any applicable law, judgment, order, injunction, decree, rule or regulation of any government agency or body.

5.22 Disclaimer of Other Representations and Warranties. EXCEPT AS OTHERWISE EXPRESSLY SET FORTH IN THIS AGREEMENT, THE PARTIES MAKE NO REPRESENTATIONS AND EXTEND NO WARRANTIES OF ANY KIND, EITHER EXPRESS OR IMPLIED, INCLUDING BUT NOT LIMITED TO WARRANTIES OF MERCHANTABILITY AND FITNESS FOR A PARTICULAR PURPOSE.

5.23 Intellectual Property. The Parties agree that, as between them, University owns all intellectual property rights associated with University, the Athletic Department, its athletic teams, its Athletic Facilities and the associated events and broadcasts. The ownership of intellectual property which results from activities associated with this Agreement, will remain with University. IVSP hereby agrees to assign or have assigned any rights necessary to effect the foregoing provision. Each Party shall retain ownership of any of its patents, copyrights, trademarks, proprietary information or intellectual property developed prior to or after the Effective Date of this Agreement.

IVSP agrees that the broadcast and sponsorship intellectual property rights defined herein shall belong to University. University will maintain all right, title, and ownership in its name, trademarks, service marks, logos, symbols, college colors and other licensed indicia, including the Licensed Marks, and IVSP acknowledges and agrees that any goodwill derived from use of the Licensed Marks hereunder shall inure solely to the benefit of University and that IVSP will take no steps to challenge or undermine University's ownership of the Licensed Marks. Upon dissolution, termination or expiration of this Agreement, all use of the Licensed Marks by IVSP shall cease.

5.24 Use of the Name "Idaho Vandals Sports Properties, LLC". IVSP agrees the use of the name "Idaho Vandals Sports Properties, LLC" is permitted for IVSP's use solely in accordance with IVSP's performance under this Agreement. Further, IVSP agrees to defend, indemnify and hold harmless University, its officers, employees and agents from any claims, demands, causes of action, damages including reasonable attorney fees caused by or arising out of IVSP's use of the name "Idaho Vandals Sports Properties, LLC". If IVSP misuses the name "Idaho Vandals Sports Properties" or upon termination of this Agreement, IVSP shall cease using the name "Idaho Vandals Sports Properties". If University requires that IVSP cease using the Butler name for reasons other than misuse or termination of this Agreement, IVSP shall be entitled to offset its actual

out-of-pocket costs incurred as a result of its ceasing the use of the Butler name from the next Guaranteed Royalty Fee due University by IVSP. For purposes of this Section 5.24, "actual out-of-pocket expenses" shall include filing and registration fees, printing, stationery, postage and all other expenses reasonably related to obtaining a new name.

5.25 Consents. Whenever consent or approval is required, unless otherwise provided herein, the consent or approval shall not be unreasonably withheld, delayed or conditioned.

5.26 Entire Agreement. This Agreement, including the Schedules attached to this Agreement, constitutes the entire Agreement between University and IVSP concerning the Athletics Multi-Media Rights licensed to IVSP by University and supersedes any prior oral or written understandings or agreements of the Parties with respect to its subject matter.

THE REMAINDER OF THIS PAGE IS INTENTIONALLY LEFT BLANK.
SIGNATURE PAGE FOLLOWS.

IN WITNESS WHEREOF, IVSP and University have entered into this Agreement as of the date specified above.

FOR THE REGENTS OF THE UNIVERSITY OF IDAHO

By: _____
Name: JULIA R. MCILROY
Title: Director, Contracts & Purchasing Services

Date: _____

IDAHO VANDALS SPORTS PROPERTIES, LLC

By: Learfield Communications, Inc., Member

By: _____
Name: GREG BROWN
Title: Chief Executive Officer

Date: _____

SCHEDULE A

UNIVERSITY MARKS AND INDICIA

[TO BE INSERTED BY UNIVERSITY]

SCHEDULE 4.4

LIST OF TRADE BENEFITS

ATTACHED

APPENDIX A

LANGUAGE FOR INSERTION INTO TICKET AGREEMENT

All tickets being provided by University to Station under this Agreement may only be used by Station for the purpose of promoting the game to which the tickets apply on behalf of the University and may not under any circumstances be used in whole or in part by Station for any commercial sponsorship or commercial underwriting of any kind ("Unauthorized Ticket Use"). If Station makes use of any tickets provided by University for any Unauthorized Ticket Use, then upon notification, Station will agree to discontinue such activity. If the Unauthorized Ticket Use is not discontinued, then Station and University will negotiate an acceptable remedy, which may include reimbursing the University for the cost of the tickets or the value associated with the Unauthorized Ticket Use. For clarification a Station may offer tickets to the first 50 callers to Station as part of an unsponsored Station contest.

UNIVERSITY OF IDAHO

SUBJECT

Disposal of Regents real property at Aberdeen Research and Extension Center.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education (Board) Governing Policies & Procedures, Section V.I.5.b(iii).
Section 58-335, Idaho Code

BACKGROUND/DISCUSSION

In 1977 the Regents acquired nearly 120 additional acres for the Aberdeen Research and Extension Center (Center). Soon after acquisition, University of Idaho (UI) staff placed a fence about eleven feet south of the north boundary of that acquired parcel. This fence placement off the actual property line was based on a determination by UI property managers as being the most practical property management boundary for the Center's land use and research purposes. In the years since this fence placement, the adjoining property owner to the north has made use of this portion of property and would now like to include that 0.7 acres of land as part of the sale of their agricultural parcel as it has effectively been integrated into their property's operations ever since UI constructed its fence to the south of UI's actual property line. The subject property is eleven feet wide and one half mile long. The Center has determined the narrow strip (a portion of which is also encumbered with Idaho Power's overhead power lines and support poles) to be surplus and undesirable for programmatic purposes and does not wish to reincorporate the narrow strip back into use for UI research and education.

The property's effective separation from UI's use ever since the fence was originally constructed makes it poorly suited either for research or any other economic use by UI. UI had never integrated this narrow strip in its operations and the possible uses for such integration are not justified by the costs of relocating the fence, working around the existing power lines and poles, or incorporating the land into future research cultivation.

The strip of property has recently been appraised at $1,000.

IMPACT

Approval of the request will allow the University of Idaho to dispose of the referenced property.

ATTACHMENTS

Attachment 1– Draft Deed Page 3
Attachment 2 – Appraisal Page 5

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval.

BOARD ACTION

I move to approve the request by the University of Idaho to dispose of the 0.7 acres of farm land referenced in Attachment 2 for the appraised value of $1,000; and further to authorize the University's Vice President for Infrastructure to execute all necessary transaction documents for conveying this real property.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

ATTACHMENT 1

QUITCLAIM DEED

THIS QUITCLAIM DEED made this ____ day of June, 2016, between THE BOARD OF REGENTS OF THE UNIVERSITY OF IDAHO, a state educational institution and body politic and corporate, organized and existing under the laws and constitution of the State of Idaho, herein referred to as "**Grantor**," and the Bernice Williams Trust, whose address is c/o Keith Phillips, 3741 Center Pleasant Valley Rd, American Falls ID 83211, herein referred to as "**Grantee"**.

That Grantor, for good and valuable consideration, the receipt whereof is hereby acknowledged, does hereby REMISE, RELEASE, CONVEY and forever QUITCLAIM, unto Grantee, that certain real property situated in the County of Bingham, State of Idaho, generally described as: Part of the S1/2NE1/4 of Section 22, Township 5 South Range 31 East, B.M., and more particularly described as commencing at the northeast corner of said S1/2NE1/4 of Section 22, with said corner point being S00°07'00"W 1327.99 feet from the northeast corner of said Section 22, and running thence along the north line of said S1/2NE1/4 2651.72 feet to the northwest corner of said S1/2NE1/4; thence along the west line of said S1/2NE1/4 S00°03'05"E 11.0 feet to a fence line: thence along said fence line N89°53'28"W 2651.68 feet to the east line of said Section 22; thence along said east line S00°07'00"W 11.85 feet to the point of commencement. Parcel contains 0.70 acres.

SUBJECT TO all valid easements rights of way, covenants, conditions, reservations and restrictions of record.

Grantor quitclaims to Grantee said real property together with all estate, right, title, interest, possession, claim and demand whatsoever, in law as well as in equity of the Grantor in or to the said property, and all and singular the tenements, hereditaments, and appurtenances thereunto belonging.

IN WITNESS WHEREOF, Grantor has hereunto set its hand on the day and year first above written.

GRANTOR: **Board of Regents of the University of Idaho**

By:_____
Daniel R Ewart, Vice President,
Infrastructure

STATE OF IDAHO)
) ss.
County of Latah)

On this ____ day of June, 2016, before me, the undersigned, a Notary Public in and for said State, personally appeared Daniel R Ewart, known to me to be the Vice President for Infrastructure of the University of Idaho, the University that executed the instrument, and acknowledged to me that he executed the same for and on behalf of the Board of Regents of the University of Idaho.

ATTACHMENT 1

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal the day and year in this certificate first above written.

_____
Notary Public for Idaho
Residing at _____
My Commission Expires: _____

Curtis Boam & Associates

FHA/VA Case No.

INVOICE

FROM:

Boam and Associates
560 3rd Street
Idaho Falls, ID 83401

Telephone Number: 208-528-9200 x **Fax Number:** 208-528-9204

TO:

Gerard Billington
University of Idaho
875 Perimeter Drive MS 3162
Moscow, ID 83844

Telephone Number: **Fax Number:**
Alternate Number: **E-Mail:**

INVOICE NUMBER
04756
DATE
5/2/2016
5/2/2016
REFERENCE
Internal Order #:
Lender Case #:
Client File #:
Main File # on form: 04756
Other File # on form:
Federal Tax ID: 26-0846387
Employer ID:

DESCRIPTION

Lender: University of Idaho **Client:** University of Idaho
Purchaser/Borrower:
Property Address: TBD S 2600 W
City: Aberdeen
County: Bingham **State:** ID **Zip:** 83210
Legal Description: S1/2 NE1/4 Sec 22, T5S, R31EBM

FEES	AMOUNT
Land Appraisal	400.00
PAYMENT IS DUE UPON RECEIPT OF INVOICE A 2.0% FINANCE CHARGE WILL BE APPLIED TO ALL ACCOUNTS 30 DAYS PAST DUE	
SUBTOTAL	400.00

PAYMENTS			AMOUNT
Check #:	**Date:**	**Description:**	
Check #:	**Date:**	**Description:**	
Check #:	**Date:**	**Description:**	
		SUBTOTAL	
		TOTAL DUE	$ 400.00

Form NIV5 - "TOTAL" appraisal software by a la mode, inc. - 1-800-ALAMODE

LAND APPRAISAL REPORT

File No. 04756

IDENTIFICATION

Borrower _____ Census Tract 9503.00 Map Reference 13940
Property Address TBD S 2600 W
City Aberdeen County Bingham State ID Zip Code 83210
Legal Description S1/2 NE1/4 Sec 22, T5S, R31EBM
Sale Price $ N/A Date of Sale N/A Loan Term N/A yrs. Property Rights Appraised [X] Fee [ ] Leasehold [ ] De Minimis PUD
Actual Real Estate Taxes $ N/A (yr) Loan charges to be paid by seller $ N/A Other sales concessions N/A
Lender/Client University of Idaho Address 875 Perimeter Drive MS 3162, Moscow, ID 83844
Occupant Vacant Land Appraiser Curtis J. Boam Instructions to Appraiser Estimate Fair Market Value

NEIGHBORHOOD

Location	[ ] Urban	[ ] Suburban	[X] Rural
Built Up	[ ] Over 75%	[X] 25% to 75%	[ ] Under 25%
Growth Rate	[ ] Fully Dev.	[ ] Rapid	[X] Steady	[ ] Slow
Property Values	[ ] Increasing	[X] Stable	[ ] Declining
Demand/Supply	[ ] Shortage	[X] In Balance	[ ] Oversupply
Marketing Time	[ ] Under 3 Mos.	[X] 4-6 Mos.	[ ] Over 6 Mos.

Present Land Use 25% 1 Family ___% 2-4 Family ___% Apts. ___% Condo 5% Commercial ___% Industrial 70% Vacant ___% _____
Change in Present Land Use [X] Not Likely [ ] Likely (*) [ ] Taking Place (*)
(*) From _____ To _____
Predominant Occupancy [X] Owner [ ] Tenant 5 % Vacant
Single Family Price Range $ 50,000 to $ 350,000 Predominant Value $ 150,000
Single Family Age 1 yrs. to 90 yrs. Predominant Age 35 yrs.

	Good	Avg.	Fair	Poor
Employment Stability		X		
Convenience to Employment		X		
Convenience to Shopping		X		
Convenience to Schools		X		
Adequacy of Public Transportation		X		
Recreational Facilities		X		
Adequacy of Utilities		X		
Property Compatibility		X		
Protection from Detrimental Conditions		X		
Police and Fire Protection		X		
General Appearance of Properties		X		
Appeal to Market		X		

Comments including those factors, favorable or unfavorable, affecting marketability (e.g. public parks, schools, view, noise): The area is a mix of agriculture and residential properties. Most residences are farm related. Access is by county roads and state highway. American Falls Reservoir is located south of the neighborhood. Most conveniences are located in the Aberdeen to the southwest.

SITE

Dimensions 2651.72' x 11' x 2651.68' x 11.85' = .70 ac Sq. Ft. or Acres [ ] Corner Lot
Zoning classification Agriculture Present Improvements [X] do [ ] do not conform to zoning regulations
Highest and best use [X] Present use [ ] Other (specify) _____

	Public	Other (Describe)
Elec.	X	
Gas	[ ]	None
Water	[ ]	None
San. Sewer	[ ]	None
	[ ]	Underground Elect. & Tel.

OFF SITE IMPROVEMENTS
Street Access [X] Public [ ] Private
Surface Asphalt
Maintenance [X] Public [ ] Private
[ ] Storm Sewer [ ] Curb/Gutter
[ ] Sidewalk [ ] Street Lights

Topo Level
Size Typical For The Area
Shape Rectangular
View Home,Ag Land
Drainage Appears Adequate
Is the property located in a HUD Identified Special Flood Hazard Area? [X] No [ ] Yes

Comments (favorable or unfavorable including any apparent adverse easements, encroachments, or other adverse conditions): I have not checked the land records for recorded easements and have reported only apparent easements, encroachments and other apparent adverse conditions. Apparent easements on the property include a power line across part of the property and an irrigation pump and main line across the balance. Property has been used in conjunction with the agricultural property to the north for several years. Fence along south boundary.

MARKET DATA ANALYSIS

The undersigned has recited three recent sales of properties most similar and proximate to subject and has considered these in the market analysis. The description includes a dollar adjustment reflecting market reaction to those items of significant variation between the subject and comparable properties. If a significant item in the comparable property is superior to or more favorable than the subject property, a minus (-) adjustment is made thus reducing the indicated value of subject; if a significant item in the comparable is inferior to or less favorable than the subject property, a plus (+) adjustment is made thus increasing the indicated value of the subject.

ITEM	SUBJECT PROPERTY	COMPARABLE NO. 1		COMPARABLE NO. 2		COMPARABLE NO. 3	
Address	TBD S 2600 W Aberdeen, ID 83210	1300 W 600 N Blackfoot, ID 83221		000 Garden Rd American Falls, ID 83211		000 S 1400 W Pingree, ID 83262	
Proximity to Subject		25.12 miles NE		14.87 miles S		14.39 miles NE	
Sales Price	$ N/A		$ 25,000		$ 24,000		$ 45,900
Price	$		$ 3,876		$ 1,600		$ 3,279
Data Source	Inspection	SRMLS#155420;DOM 2546		PocatelloMLS#551745;dom300		SRMLS#199725;DOM 313	
Date of Sale and Time Adjustment	DESCRIPTION	DESCRIPTION	+(−)$ Adjust.	DESCRIPTION	+(−)$ Adjust.	DESCRIPTION	+(−)$ Adjust.
	N/A	09/25/2015		02/29/2016		Listing	
Location	Rural	Rural		Rural		Superior	-15,000
Site/View	.70 ac/Hms,AgLnd	6.45 ac/AgLnd,Mnt	-8,600	15 ac/AgLd,Mntn	-21,500	14 ac/Hms,AgLnd	-20,000
Adverse Easement	Power & Main Line	None	-10,000	Easement		None	-10,000
Improvements	None	None		Barn,Shed	-1,500	None	
Sales or Financing Concessions	N/A N/A	Cash None		Cash None		Active None	
Net Adj. (Total)		[ ] + [X] −	$ -18,600	[ ] + [X] −	$ -23,000	[ ] + [X] −	$ -45,000
Indicated Value of Subject		Net 74.4 %	$ 6,400	Net 95.8 %	$ 1,000	Net 98.0 %	$ 900

RECONCILIATION

Comments on Market Data: Comparables 1 and 3 were adjusted for no easement. Comparable 2 has an easement which had some impact on the value. It also has some outbuildings. Comparables 3 is superior in location having more residential influence. There were few sales in the market that had easements similar to the subject.

Comments and Conditions of Appraisal: The subject property is a long narrow parcel that cannot be adequately used for anything other than an easement. With the power line and main line that run along this property, its use is diminished. This property has a very minimal value and was valued similar to the adjoining agriculture property less an adjustment for the power line and main line which are on the property.

Final Reconciliation: Given the subjects size, location, and dimensions, comparable 2 was given the most weight in the value estimate. The value estimate below is a token value due to the land having extremely limited use.

I ESTIMATE THE MARKET VALUE, AS DEFINED, OF SUBJECT PROPERTY AS OF April 25, 20 16 to be $ 1,000

Curtis J. Boam

Curtis J. Boam _____ [ ] Did [ ] Did Not Physically Inspect Property
Appraiser(s) Review Appraiser (if applicable)

[Y2K]

Supplemental Addendum

File No. 04756

Borrower							
Property Address	TBD S 2600 W						
City	Aberdeen	County	Bingham	State	ID	Zip Code	83210
Lender/Client	University of Idaho						

This report is in compliance with USPAP and is a summary appraisal report. No extraordinary assumptions or hypothetical conditions have been made or included in this report. he report conforms to 12 CFR, part 34 (FIRREA).

This report was ordered by the client listed on the Land form for the intended use of estimating the fair market value for the client listed on the Land form. The client is the intended users of this report. The client is permitted use of this appraisal to establish the fair market value for their intended purposes. All other users, and uses are unintended and unauthorized by the appraiser.

The highest and best use box on the Land form has been checked as present use. This is considered the subject's highest and best use at the time of the appraisal.

The exposure time on the subject is the estimated length of time the property interest appraised would have been offered on the market prior to the hypothetical consummation of a sale at market value on the effective date of the appraisal. This is based on analysis of market trends and assuming a competitive and open market. The estimated exposure time for this property is 180 days.

Please note that the appraiser has not provided a previous service regarding the subject property within the three years prior to this assignment.

If an electronic signature is contained in this report, it was placed by the appraiser (or upon his authorization) who has the sole personalized identification number and control of affixing the signature. This signature represents the appraiser's authentic signature and should be accepted as an original signature.

Subject Photograph Addendum

Borrower							
Property Address	TBD S 2600 W						
City	Aberdeen	County	Bingham	State	ID	Zip Code	83210
Lender/Client	University of Idaho						

View of Subject Property

View of Subject Property

View of Subject Property

View of Subject Property

Subject Photograph Addendum

Borrower							
Property Address	TBD S 2600 W						
City	Aberdeen	County	Bingham	State	ID	Zip Code	83210
Lender/Client	University of Idaho						

View of Subject Property

Field Road on South Boundary

Street Scene

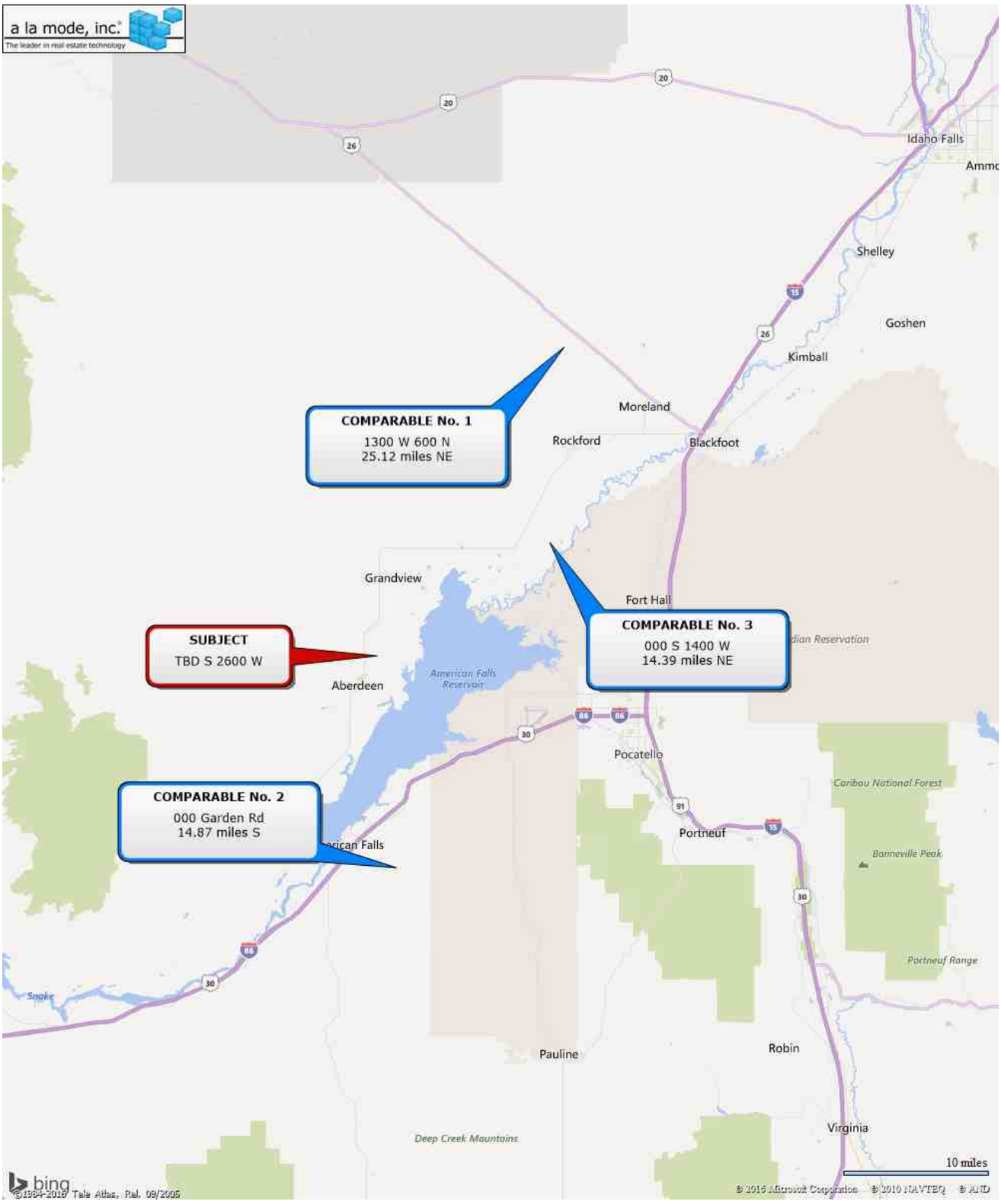
Street Scene

Plat Map

Borrower							
Property Address	TBD S 2600 W						
City	Aberdeen	County	Bingham	State	ID	Zip Code	83210
Lender/Client	University of Idaho						

Location Map

Borrower							
Property Address	TBD S 2600 W						
City	Aberdeen	County	Bingham	State	ID	Zip Code	83210
Lender/Client	University of Idaho						



DEFINITION OF MARKET VALUE: The most probable price which a property should bring in a competitive and open market under all conditions requisite to a fair sale, the buyer and seller, each acting prudently, knowledgeably and assuming the price is not affected by undue stimulus. Implicit in this definition is the consummation of a sale as of a specified date and the passing of title from seller to buyer under conditions whereby: (1) buyer and seller are typically motivated; (2) both parties are well informed or well advised, and each acting in what he considers his own best interest; (3) a reasonable time is allowed for exposure in the open market; (4) payment is made in terms of cash in U.S. dollars or in terms of financial arrangements comparable thereto; and (5) the price represents the normal consideration for the property sold unaffected by special or creative financing or sales concessions* granted by anyone associated with the sale. (Source: FDIC Interagency Appraisal and Evaluation Guidelines, October 27, 1994.)

* Adjustments to the comparables must be made for special or creative financing or sales concessions. No adjustments are necessary for those costs which are normally paid by sellers as a result of tradition or law in a market area; these costs are readily identifiable since the seller pays these costs in virtually all sales transactions. Special or creative financing adjustments can be made to the comparable property by comparisons to financing terms offered by a third party institutional lender that is not already involved in the property or transaction. Any adjustment should not be calculated on a mechanical dollar for dollar cost of the financing or concession but the dollar amount of any adjustment should approximate the market's reaction to the financing or concessions based on the appraiser's judgment.

STATEMENT OF LIMITING CONDITIONS AND CERTIFICATION

CONTINGENT AND LIMITING CONDITIONS: The appraiser's certification that appears in the appraisal report is subject to the following conditions:

1. The appraiser will not be responsible for matters of a legal nature that affect either the property being appraised or the title to it. The appraiser assumes that the title is good and marketable and, therefore, will not render any opinions about the title. The property is valued on the basis of it being under responsible ownership.

2. Any sketch provided in the appraisal report may show approximate dimensions of the improvements and is included only to assist the reader of the report in visualizing the property. The appraiser has made no survey of the property.

3. The appraiser will not give testimony or appear in court because he or she made an appraisal of the property in question, unless specific arrangements to do so have been made beforehand, or as otherwise required by law.

4. Any distribution of valuation between land and improvements in the report applies only under the existing program of utilization. These separate valuations of the land and improvements must not be used in conjunction with any other appraisal and are invalid if they are so used.

5. The appraiser has no knowledge of any hidden or unapparent conditions of the property or adverse environmental conditions (including the presence of hazardous waste, toxic substances, etc.) that would make the property more or less valuable, and has assumed that there are no such conditions and makes no guarantees or warranties, express or implied, regarding the condition of the property. The appraiser will not be responsible for any such conditions that do exist or for any engineering or testing that might be required to discover whether such conditions exist. This appraisal report must not be considered an environmental assessment of the subject property.

6. The appraiser obtained the information, estimates, and opinions that were expressed in the appraisal report from sources that he or she considers to be reliable and believes them to be true and correct. The appraiser does not assume responsibility for the accuracy of such items that were furnished by other parties.

7. The appraiser will not disclose the contents of the appraisal report except as provided for in the Uniform Standards of Professional Appraisal Practice, and any applicable federal, state or local laws.

8. The appraiser has based his or her appraisal report and valuation conclusion for an appraisal that is subject to satisfactory completion, repairs, or alterations on the assumption that completion of the improvements will be performed in a workmanlike manner.

9. The appraiser must provide his or her prior written consent before the lender/client specified in the appraisal report can distribute the appraisal report (including conclusions about the property value, the appraiser's identity and professional designations, and references to any professional appraisal organizations or the firm with which the appraiser is associated) to anyone other than the borrower; the mortgagee or its successors and assigns; the mortgage insurer; consultants; professional appraisal organizations; any state or federally approved financial institution; or any department, agency, or instrumentality of the United States or any state or the District of Columbia; except that the lender/client may distribute the property description section of the report only to data collection or reporting service(s) without having to obtain the appraiser's prior written consent. The appraiser's written consent and approval must also be obtained before the appraisal can be conveyed by anyone to the public through advertising, public relations, news, sales, or other media.

10. The appraiser is not an employee of the company or individual(s) ordering this report and compensation is not contingent upon the reporting of a predetermined value or direction of value or upon an action or event resulting from the analysis, opinions, conclusions, or the use of this report. This assignment is not based on a required minimum, specific valuation, or the approval of a loan.

CERTIFICATION: The appraiser certifies and agrees that:

1. The statements of fact contained in this report are true and correct.

2. The reported analyses, opinions, and conclusions are limited only by the reported assumptions and limiting conditions and are my personal, impartial, and unbiased professional analyses, opinions, and conclusions.

3. Unless otherwise indicated, I have no present or prospective interest in the property that is the subject of this report and no personal interest with respect to the parties involved.

4. Unless otherwise indicated, I have performed no services, as an appraiser or in any other capacity, regarding the property that is the subject of this report within the three-year period immediately preceding acceptance of this assignment.

5. I have no bias with respect to the property that is the subject of this report or the parties involved with this assignment.

6. My engagement in this assignment was not contingent upon developing or reporting predetermined results.

7. My compensation for completing this assignment is not contingent upon the development or reporting of a predetermined value or direction in value that favors the cause of the client, the amount of the value opinion, the attainment of a stipulated result, or the occurrence of a subsequent event directly related to the intended use of this appraisal.

8. My analyses, opinions, and conclusions were developed, and this report has been prepared, in conformity with the Uniform Standards of Professional Appraisal Practice that were in effect at the time this report was prepared.

9. Unless otherwise indicated, I have made a personal inspection of the interior and exterior areas of the property that is the subject of this report, and the exteriors of all properties listed as comparables.

10. Unless otherwise indicated, no one provided significant real property appraisal assistance to the person(s) signing this certification (if there are exceptions, the name of each individual providing significant real property appraisal assistance is stated elsewhere in this report).

ADDRESS OF PROPERTY ANALYZED: TBD S 2600 W, Aberdeen, ID 83210

APPRAISER:	**SUPERVISORY or CO-APPRAISER (if applicable):**
Signature: Curtis J Boam	Signature:
Name: Curtis J. Boam	Name:
Title:	Title:
State Certification #: CGA-51	State Certification #:
or State License #:	or State License #:
State: ID Expiration Date of Certification or License: 11/09/2016	State: Expiration Date of Certification or License:
Date Signed: 05/02/2016	Date Signed:
	☐ Did ☐ Did Not Inspect Property

Form ACR2_DEFD - "TOTAL" appraisal software by a la mode, inc. - 1-800-ALAMODE

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LEWIS-CLARK STATE COLLEGE

SUBJECT

Expanded Scope of Spalding Hall Construction Project

REFERENCE

August 2015	Idaho State Board of Education (Board) approved Lewis-Clark State College's Six-Year Capital Plan (FY2017-FY2022)

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.K.

BACKGROUND/DISCUSSION

Lewis-Clark State College (LCSC) is requesting Board approval to proceed with planning and design of an expanded-scope renovation project for the Spalding Hall facility on the College's Normal Hill campus in Lewiston. The Spalding Hall remodeling proposal began as a $1,000,000 Alteration & Repair (A&R) project which was approved by the Division of Public Works (DPW) as project number 16-151, to be funded by $350,000 from the Permanent Building Fund (PBF) and $650,000 from Agency funds (LCSC reserves). The original plan was to improve at least one floor of the three-story (plus basement) facility that was constructed in 1924 and is sorely in need of upgrading. The Permanent Building Fund Advisory Council (PBFAC) recognized that additional dollars would be required to complete a limited remodeling of the Spalding Hall facility, and the PBFAC approved an additional $800,000 for a second phase A&R project for FY2017 ($500,000 from PBF and $300,000 in agency funds). This DPW project was approved by the Legislature in the 2016 session.

As the DPW staff and architects carried out their feasibility studies on the building, it became evident that significant asbestos abatement work and electrical and fire code upgrades would be required throughout the building once extensive remodeling is undertaken on any floor. DPW has recommended to LCSC that either the project be expanded to address the entire needs of the facility in one project (thereby avoiding significant costs which would accrue to a multi-phased project), or, if additional funds are not available, to break the project down into even smaller, successive annual projects. The estimated cost for upgrading the entire facility in a single project is $4,000,000. Carrying out the work as a single integrated project is the preferred approach by DPW and the College in terms of avoiding additional costs for separate projects and significant delays that would be involved in a multi-phased, multi-year effort. DPW has offered an additional $60,000 in PBF dollars to fund an expanded-scope project, bringing the total of DPW-provided dollars to $910,000. LCSC has set aside sufficient reserve funds for deferred maintenance projects to cover the remaining $3,090,000 of the $4,000,000 total.

Board approval is required in order to move forward on this project into the detailed planning and design phase, and to authorize continuation since the cumulative amount of the projected cost of the project has increased by more than $1,000,000. Since the expanded scope of this project will make it a "capital" project (as opposed to an A&R project), LCSC is also requesting that the Board approve the resulting revision to the FY2017 (first year) portion of the College's current six-year capital plan. [Note: neither of the two capital projects originally requested by LCSC for FY2017 were approved for PBF funding by DPW (construction of a new "Living and Learning Complex" and an expansion of the College's Automotive Technology Facility). In August, the institutions will submit updated six-year plans (FY2018 to FY2023) for approval.]

IMPACT

Spalding Hall is LCSC's highest priority major facility deferred maintenance project. The expanded scope of the project will enable necessary life safety and code repairs and upgrades to be made at lower cost and in less time than if the work were to be accomplished in separate small packages over many years. Total project costs of $4 million will be met with $910,000 from the PBFAC allocation and $3,090,000 from institutional reserves. The proposed project will restore a safe and efficient learning and working environment in one of the centerpiece facilities of LCSC's heritage for decades to come.

ATTACHMENTS

Attachment 1 – Capital Project Tracking Sheet Page 5
Attachment 2 – Spalding Hall Project Budget Page 7
Attachment 3 – Current Board-approved Six-Year Plan Page 9
Attachment 4 – Revised Six-Year Capital Plan Page 10

STAFF COMMENTS AND RECOMMENDATIONS

LCSC has exercised due diligence in working with DPW and the Architectural/Engineering firm on the Spalding Hall project in its initial feasibility study to define the optimal "way forward" for upgrading a facility that is in dire need of safety, energy, environmental, and learning/working space upgrades. The expanded scope of the effort will enable needed upgrades to be made in a manner which avoids the cost increases, time delays, and uncertainties which would likely result under a long-term, incremental approach. LCSC's request also meets the Board policy criteria applicable to obtaining board approval when a previously-approved project's projected costs increase by more than $1,000,000 (in this case, as a result of deliberate planning) or when a change is made in an institution's six-year capital plan subsequent to Board approval. An updated six-year capital plan (FY2018-2023) will be submitted to the Board in August in accordance with standard Board and DPW procedures. Upon completion of Planning and Design for the Spalding Hall project, LCSC will come back to the Board for approval to proceed to construction, in accordance with Board policy on Design/Bid/Build construction projects. Staff recommends approval.

BOARD ACTION

I move to approve the request by Lewis-Clark State College to proceed with planning and design for the upgrade of Spalding Hall, under project management provided by the Division of Public Works, for a projected cost of $4,000,000 funded through Agency and Permanent Building Fund, as described in Attachments 1 and 2.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to approve the revision to the FY2017 portion of Lewis-Clark State College's six-year capital plan as submitted in Attachment 4.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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Office of the Idaho State Board of Education
Capital Project Tracking Sheet
As of: 5/15/2016

History Narrative

1 **Institution/Agency:** Lewis-Clark State College **Project:** Renovation of Spalding Hall
2 **Project Description:** Renovate Spalding Hall Office Building, bringing the structure up to electrical and fire code, improve interior floor plan, address life safety deficiencies, upgrade building systems and corrrect accessobo;out defocoemcoes/.

3 **Project Use:** Academic Office Building

4 **Project Size:** 20545 square feet

	Sources of Funds				Use of Funds			
	PBF	ISBA	Other *	Total Sources	Use of Funds Planning	Use of Funds Const	Use of Funds Other	Total Uses
Initial Cost of Project	$ 910,000	$ -	$ 3,090,000	$ 4,000,000	$ 313,000	$ 3,687,000		$ 4,000,000
History of Revisions:								
Proposed Revision	$ -	$ -						$ -
Total Project Costs	$ 910,000	$ -	$ 3,090,000	$ 4,000,000	$ 313,000	$ 3,687,000	$ -	$ 4,000,000

				-------- * Other Sources of Funds--------|				
History of Funding:	PBF	ISBA	Institutional Funds	Student Revenue	Other	Total Other	Total Funding
	$ 910,000	$ -	$ 3,090,000			$ 3,090,000	$ 4,000,000
						$ -	$ -
					-	-	-
Total	$ 910,000	$ -	$ 3,090,000	$ -	$ -	$ 3,090,000	$ 4,000,000

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DPW 16-151

LCSC Spalding Hall

PROJECT BUDGET

Project Number:	**16151**		
Project Title:	**Spalding Hall**		
Fund Source No:	**Funding Source**	**Amount**	
30-Jun-15	Transfer from Proj 2016005	350,000	
30-Jun-15	Agency Funds	650,000	
16-Mar-16	Agency Funds	300,000	
1-Jul-17	PBF	560,000	
	Agency Funds	2,140,000	
Total Project Funding		4,000,000	
Revised:			
Date:	April 11, 2016		

Category	**Total Project Budget**	**Comments**
	04/11/16	
AE Fees Basic (9.25 % estimated)	$307,489.59	Estimated
Programming (RGU)	$34,000.00	Final
AE Reimbursable	$10,000.00	Estimated
Commissioning	$12,000.00	Estimated
Construction Contract (includes 20% for Gen Conditions, bonds, OHP & 15% for design contingency) Phase 1, 2 & 3	$3,165,916.00	
Construction Contingency 5%	$158,295.80	
Abatement	$229,300.00	Estimated
Testing (epoxy anchors, destruct brick, weld, conc, soils)	$12,000.00	Estimated
Miscellaneous-Test and Balance	$10,000.00	Estimated
Miscellaneous (Identify)		
Project Contingency (0.5%)	$15,829.58	
Plan Check & Building Permit Fees	$5,200.00	
AE Advertising	$100.00	
Site Survey	$2,500.00	Estimated
Geotech Soils Investigation	$2,000.00	Estimated
Subtotal DPW Project COSTS	**$3,964,630.97**	

Utility-Water-Electrical-Gas-Phone/Data-	$5,000.00	Connection Fees ?
Avista Rebates	$0.00	
Tenant Moves	$18,000.00	Estimated
Locks	$3,500.00	LCSC Facilities - keying
Furniture	$300,000.00	Estimated
I.T. (Telephone & Data)	$65,000.00	LCSC IT data cabling & servers
AV Equipment - LCD monitor, laptop, cpu	$18,000.00	Three conference rooms
Subtotal LCSC Project SOFT COSTS	**$409,500.00**	
TOTAL PROJECT BUDGET	**$4,374,130.97**	

Future Exterior Brick Renovation (Repair, Repointing)	TBD	
Total	**$0.00**	

TOTAL PROJECT (COSTS+SOFT)	**$4,374,130.97**	

Approved:

Approved:

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ATTACHMENT 3

AGENCY: **Lewis-Clark State College** **[Original wish list: FY17 projects approved by Board in August 2015]**

PROJECT DESCRIPTION/LOCATION	FY 2017 $	FY 2018 $	FY 2019 $	FY 2020 $	FY 2021 $	FY 2022 $
Living and Learning Complex	$6,250,000					
Automotive Technology Facility Expansion	$2,500,000					
Sam Glenn Complex (SGC) Upgrade		$2,500,000				
Administration Building Upgrade			$3,500,000			
Workforce Training Building Replacement				$2,500,000		
Physical Plant Workshops/Offices Upgrade					$2,000,000	
Music/Fine Arts Building Replacement						$3,000,000
TOTAL						

Agency Head Signature: _____

Date: _____

ATTACHMENT 4

CAPITAL BUDGET REQUEST
SIX-YEAR PLAN FY 2017 THROUGH FY 2022
CAPITAL IMPROVEMENTS

AGENCY: **Lewis-Clark State College [Revised list reflecting expanded scope of SPH project]**

PROJECT DESCRIPTION/LOCATION	FY 2017 $	FY 2018 $	FY 2019 $	FY 2020 $	FY 2021 $	FY 2022 $
North Idaho Collaborative Building	$1,000,000					
Spaulding Hall Renovation	$4,000,000					
Living and Learning Complex			$17,000,000			
Expansion of CPE (Auto repair/Diesel Mech)				$4,000,000		
Administrative Building upgrade					$3,500,000	
Workforce Training (WFT) facility replacement					$2,500,000	
Physical Plant Workshops/Offices upgrades						$2,000,000
TOTAL	$5,000,000	-	$17,000,000	$4,000,000	$6,000,000	$2,000,000

Agency Head Signature: _____
Date: 6/19/2016

STATE DEPARTMENT OF EDUCATION
JUNE 16, 2016

TAB	DESCRIPTION	ACTION
1	**SUPERINTENDENT'S UPDATE**	Information Item
2	**PROPOSED RULE – IDAPA 08.02.02.004.02 – STANDARDS FOR IDAHO SCHOOL BUSES AND OPERATIONS**	Motion to Approve
3	**PROPOSED RULE - IDAPA 08.02.02.004.03 – OPERATING PROCEDURES FOR IDAHO PUBLIC DRIVER EDUCATION PROGRAMS**	Motion to Approve
4	**PROPOSED RULE – IDAPA 08.02.02.004, .015, .022, .023, and .024 - IDAHO STANDARDS FOR THE INITIAL CERTIFICATION OF PROFESSIONAL SCHOOL PERSONNEL**	Motion to Approve
5	**PROPOSED RULE – IDAPA 08.02.02.111 – BULLYING, HARASSMENT AND INTIMIDATION**	Motion to Approve
6	**PROPOSED RULE – IDAPA 08.02.03.004.01 and 08.02.03.109 – SPECIAL EDUCATION REVISIONS**	Motion to Approve
7	**PROPOSED RULE- IDAPA 08.02.03.110- ALTERNATIVE SECONDARY PROGRAMS**	Motion to Approve

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SUBJECT

Superintendent of Public Instruction Update to the State Board of Education

BACKGROUND/DISCUSSION

Superintendent of Public Instruction, Sherri Ybarra, will provide an update on the State Department of Education.

BOARD ACTION

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

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SUBJECT

Proposed Rule – IDAPA 08.02.02.004.02, Rules Governing Uniformity - Revisions to Standards for Idaho School Buses and Operations

REFERENCE

June 23, 2011	Board approved changes to the Idaho School Buses and Operations Manual and proposed rule incorporating the updated manual by reference into IDAPA 08.02.02.004.
November 3, 2011	Board approved pending rule docket 08-0202-1101 incorporating the June 23, 2011 Idaho School Buses and Operations Manual by reference.

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-1006, and 33-1501 through 33-1512, Idaho Code
IDAPA 08.02.02.150 - 190, Rules Governing Uniformity – School Bus Operations and Programs

BACKGROUND/DISCUSSION

The current Standards for Idaho School Buses and Operations is based on the National School Transportation Specifications and Procedures adopted by the 15th National Congress on School Transportation that convened in May 2010. The National School Transportation Specifications and Procedures were amended at the 16th National Congress on School Transportation in May of 2015. The revised edition of the incorporated by reference document, Standards for Idaho School Buses and Operations, reflect the changes from the national level. Additional language was added to increase clarification or to reflect manufacturing or operational procedures. The changes to the Standards for Idaho School Buses and Operations include: the format of school bus specifications as well as the actual specifications, alternative fuels, school bus inspections, general operations, disabilities-special health care, Idaho School Bus Withdrawal from Service Standards, and others. The proposed rule reflects a new approval date of the Standards for Idaho School Buses and Operations by the State Board of Education. Negotiated rulemaking was conducted on this rule. One comment in opposition was received.

ATTACHMENTS

Attachment 1 – Proposed changes to IDAPA 08.02.02.004.02 Page 3
Attachment 2 – Revised Standards for Idaho School Buses & Operations 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 rule stage. All pending rules will be brought back to the board for approval prior to submittal to the Department of Administration for publication in the Idaho Administrative Rules Bulletin as a

pending rule. Pending rules are forwarded to the legislature for consideration and become effective at the end of the legislative session in which they are submitted if they are not rejected by the legislature.

Staff recommends approval.

BOARD ACTION

I move to approve the revisions to the Standards for Idaho School Buses and Operations as submitted in Attachment 2.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the Proposed Rule amendment to IDAPA 08.02.02.004.02, Rules Governing Uniformity, Standards for Idaho School Buses and Operations, as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

IDAPA 08
TITLE 02
CHAPTER 02

08.02.02 - RULES GOVERNING UNIFORMITY

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 13, 2015. Copies of this document can be found on the Office of the State Board of Education website at http://www.boardofed.idaho.gov. (3-25-16)

02. Standards for Idaho School Buses and Operations as approved on ~~June 23, 2011~~ June 16, 2016. 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. ~~(3-29-12)~~( )

03. Operating Procedures for Idaho Public Driver Education Programs as approved on August 15, 2013. 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. (3-20-14)

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STANDARDS FOR IDAHO SCHOOL BUSES & OPERATIONS

Effective July 1, 2017

As approved by the State Board of Education on June 16, 2016.

STATE DEPARTMENT OF EDUCATION
STUDENT TRANSPORTATION
PO BOX 83720
BOISE, ID 83720-0027
http://www.sde.idaho.gov/student-transportation/index.html

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(~~Rule by Reference –~~IDAPA 08.02.02.~~150-219~~004.02)

INTRODUCTION TO SCHOOL BUS CONSTRUCTION STANDARDS

A. This edition of Standards for Idaho School Buses and Operations~~–~~, effective July 1, ~~2012~~2017, is based on the latest report from the ~~Fifteenth~~ Sixteenth National Congress on School Transportation, ~~Warrensburg, Missouri~~Des Moines, Iowa, May ~~2010~~2015, (National School Transportation Specifications & Procedures) and~~(~~ Title 33, Chapter 15~~33-1511~~, Idaho Code~~)~~.

B. This portion of Standards for Idaho School Buses and Operations~~– July 1, 2012~~, is divided into ~~five~~ four sections: ~~Chassis Standards, Body~~ Idaho School Bus Standards, Standards for Specially Equipped School Buses, Standards for Alternative Fuel for School Buses, and~~,~~ Removal from Service Criteria and Student Transportation Operations. ~~There are two basic reasons for this format: (1) to define minimum chassis and body standards and (2) to assign responsibility for providing specific equipment. Items delineated in the chassis standards are to be provided by the chassis manufacturer. Items delineated in the body standards are to be provided by the body manufacturer. Most of the items delineated in the Specially Equipped School Bus Section are to be provided by the body manufacturer and most of the requirements for Standards for Alternative Fuel for School Buses are the responsibility of the chassis manufacturer. Therefore, whenever a school district purchases these types of vehicles, special attention must be given to both the chassis specifications and the body specification as they relate to the specific manufacturers.~~

C. For new vehicles, it is the responsibility of the vehicle manufacturers to certify compliance with applicable federal standards by installing a certification plate in the driver's area on each vehicle. However, as the vehicle is maintained over its useful life, it is the responsibility of those who supervise and perform work on the vehicle to assure on-going compliance with all applicable standards. When routine maintenance checks reveal any unsafe condition as defined in these standards, the school district will remove the vehicle from service and will eliminate the deficiency before returning the vehicle to service. For this reason, maintenance personnel training, quality components, quality workmanship and thorough maintenance records are essential.

STATUTORY AUTHORITY

A. The State Board of Education (SBOE) shall adopt, publish and distribute, and from time to time as need therefore arises, amend~~,~~ minimum standards for the construction of school buses, the basis of which standards shall be those incorporated in the latest report of the National Conference on School Transportation, which report shall be filed with the Idaho State Police (Section 33-1511, Idaho Code).

B. ~~-~~All school buses shall at all times conform to the standards of construction prescribed therefore by the~~ state board of education~~ SBOE. Before any newly acquired school bus is used for transporting pupils, it shall be inspected by a duly authorized representative of the ~~s~~State ~~d~~Department of ~~e~~Education (SDE)~~,~~. ~~and i~~If, upon inspection, it conforms to prescribed standards of construction, or such other standards prescribed by law or regulation, it may be used for transporting pupils; otherwise, no such school bus shall be used for that purpose. The ~~B~~board of ~~T~~trustees of each school district shall provide for an annual inspection of all school buses by district personnel or upon contract at intervals of not more than twelve (12) months. The district, over the signature of the superintendent, shall file with the ~~state department of education~~ SDE its report of inspection of the school buses operated by the authority of the school district. At intervals of not more than sixty (60) days during each school year, the board of trustees shall cause inspection to be made of all school buses operating under the authority of the board. In addition, the ~~state department of education~~ SDE shall conduct random~~,~~ spot inspections of school buses throughout the school year. Whenever any school bus is found, upon inspection, to be deficient in any of the prescribed standards, or is found in any way to be unsafe or unfit for the transportation of pupils, such vehicle shall be withdrawn from service and shall not be returned to service until the district certifies the necessary repairs have been made (Section 33-1506, Idaho Code).

C. Section 33-1506, Idaho Code, requires the filing of inspections to the SDE of all school buses as defined in Sections 49-120(5) and 33-1504, Idaho Code. School buses shall not be removed from SDE inventory unless the bus is being decommissioned in accordance with Section 49-1422, Idaho Code.

~~C.~~D. Administrative Rules of the State Board of Education: Idaho Administrative Procedures Act (IDAPA) 08.02.02.004.02, 08.02.02.150 and ~~IDAPA~~ 08.02.02.160.

RESPONSIBILITIES OF SUPPLIERS

Delivery Requirements: The school bus manufacturer shall provide the following materials to the purchaser of a new school bus at the time the unit is delivered to the purchasing school district or contractor. Also, the new school bus dealer, school district or contractor shall temporarily provide the following materials to the state school bus inspector at the time the unit undergoes its new school bus state inspection~~.~~:

A. Line set tickets for each bus built;~~ as a complete unit, and a separate set of line set tickets for buses manufactured in two pieces.~~

B. A copy of a completed pre-delivery inspection (PDI) form for each individual unit~~.~~;

C. Warranty book and statement of warranty for each individual unit (**Note:** All warranties shall commence on the day that the purchaser accepts possession of the completed bus.);

D. Service manual (or related resource) for each individual unit or group of identical units.;

E. Parts manual (or related resource) for each individual unit or group of identical units.; and

F. A copy of district bid specifications with the dealerships comments.

DEFINITIONS

A. National School Transportation Specifications & Procedures – School Bus Types

1. Type A

A Type "A" school bus is a van conversion or bus constructed utilizing a cutaway front-section vehicle with a left side driver's door. The entrance door is behind the front wheels. This definition includes two (2) classifications: Type A-1, with a Gross Vehicle Weight Rating (GVWR) less than or equal to fourteen thousand five hundred (14,500) pounds; and Type A-2, with a GVWR greater than fourteen thousand five hundred (14,500) pounds and less than or equal to twenty-one thousand five hundred (21,500) pounds.

~~2. Type B~~

~~A Type "B" school bus is constructed utilizing a stripped chassis. The entrance door is behind the front wheels. This definition includes two classifications; Type B1, with a GVWR less than or equal to 10,000 pounds; and Type B2, with a GVWR greater than 10,000 pounds.~~

~~3.~~2. Type C

A Type "C" school bus is constructed utilizing a chassis with a hood and front fender assembly. The entrance door is behind the front wheels also known as a conventional style school bus. This type also includes ~~the cut away~~ a truck chassis ~~or truck chassis with cab with or without a left side door and~~ with a GVWR greater than twenty-one thousand five hundred (21,500) pounds.

~~4.~~3. Type D

A Type "D" school bus is constructed utilizing a stripped chassis. The entrance door is ahead of the front wheels also known as a rear engine or front engine transit style school bus.

B. Code of Federal Regulations, 49 CFR Part 390.5 - Definitions

1. **Bus** means any motor vehicle designed, constructed, and/~~-~~or used for the transportation of passengers, including taxicabs.

2. **School bus** means a passenger motor vehicle, which is designed or used to carry more than ten (10) passengers in addition to the driver, and which the U.S. Secretary of Transportation determines is likely to be significantly used for the purpose of transporting preprimary, primary, or secondary school students to such schools from home or from such schools to home.

3. **School bus operation** means the use of a school bus to transport only school children and/or personnel from home to school and from school to home.

C. ~~Idaho Code~~ Section 33-1504, Idaho Code - School Buses

A motor vehicle shall be deemed a "school bus" when it has a seating capacity of more than ten (10) persons and meets the current national and state minimum standards for school bus construction, and is owned and operated by a school district or a common carrier and is used exclusively for transporting pupils, or is owned by a transportation contractor and is used regularly for transporting pupils.

D. ~~Idaho Code~~Section 49-120 (5), Idaho Code – School Buses

"School bus" means every motor vehicle that complies with the color and identification requirements set forth in the most recent edition of "Minimum Standards for School Buses" and is used to transport children to or from school or in connection with school approved activities and includes buses operated by contract carriers.

E. Technology and Equipment, New

1. It is the intent of these standards to accommodate new technologies and equipment that will better facilitate the transportation of all students. When a new technology, piece of equipment or component is desired to be applied to the school bus and it meets the following criteria, it may be acceptable.

2. The technology, equipment or component shall not compromise the effectiveness or integrity of any major safety system, unless it completely replaces the system. (Examples of safety systems include, but are not limited to, compartmentalization, the eight-lamp warning system, emergency exits, and the yellow color scheme.)

3. The technology, equipment or component shall not diminish the safe environment of the interior of the bus.

4. The technology, equipment or component shall not create additional risk to students who are boarding or exiting the bus or are in or near the school bus loading zone.

5. The technology, equipment or component shall not create undue additional activity and/or responsibility for the driver.

6. The technology, equipment or component shall generally increase efficiency and/or safety of the bus, or generally provide for a safer or more pleasant experience for the occupants and pedestrians in the vicinity of the bus or generally assist the driver or make his/her many tasks easier to perform.

WAIVERS

The State Board of Education (SBOE) may grant a waiver of any construction standard not required by state or federal law to any school district, school bus manufacturer, or school bus dealer upon written request. Written requests shall be submitted to the State Department of Education Student Transportation staff which shall make an appropriate recommendation to the ~~State Board of Education~~ SBOE subsequent to review by the Student Transportation Steering Committee. The Board will not grant waivers of any construction standard required by state or federal law. State and federal law includes case law (including consent decrees), statutes, constitutions, and federal regulations ~~.~~ (~~IC~~ Section 33-1506, Idaho Code, IDAPA 08.02.01.001).

IDAHO SCHOOL BUS ~~CHASSIS~~ STANDARDS

A. Air Cleaner

1. A dry element type air cleaner shall be provided.

2. All diesel engine air filters shall include a latch-type restriction indicator that retains the maximum restriction developed during operation of the engine. The indicator should include a reset control so the indicator can be returned to zero when desired. Type A buses are not exempt from this requirement.

B. Air Conditioning (Non-Reimbursable Option – see exception)

1. ~~Chassis installed a~~Air conditioning must meet the ~~same~~ requirements ~~as those~~ cited in the bus body standards under "Heaters~~ing~~ and Air Conditioning Systems."

2. Reimbursement Exception: Air conditioning shall be reimbursable under the pupil transportation support program when the school district can demonstrate a need subsequent to ~~an~~ Individuals with Disabilities Education Act (IDEA) mandated related service and where a cooling vest would not be sufficient.

C. Aisle

All emergency exit doors shall be accessible by a twelve (12) -inch~~es~~ minimum aisle. The aisle shall be unobstructed at all times by any type of barrier, seat, wheelchair, or tie down. Flip seats are not allowed.

D. Axles

The front and rear axle and suspension systems shall have gross axle weight rating (GAWR) at ground commensurate with the respective front and rear weight loads of the bus loaded to the rated passenger capacity.

E. Back-Up Warning Alarm

An automatic audible alarm shall be installed behind the rear axle, providing a minimum of 112 dBA, and shall comply with the published Backup Alarm Standards ~~(~~[Society of Automotive Engineers (SAE) J994B~~)~~]. ~~, providing a minimum of 112 dBA, or shall have a variable volume feature that allows the alarm to vary from 87 dBA to 112 dBA sound level, staying at least 5 dBA above the ambient noise level.~~

F. Battery

Buses may be equipped with a battery shut-off switch. The switch is to be placed in a location not readily accessible to the driver or passengers.

G. Brakes (General)

1. The ~~chassis~~ brake system shall conform to the provisions of the Federal Motor Vehicle Safety Standards (FMVSS) No. 105, No. 106 and No. 121 as applicable. All buses shall have either a parking pawl in the transmission or a park brake interlock that requires the service brake to be applied to allow release of the parking brake.

2. The anti-lock brake system (ABS), provided in accordance with FMVSS No. 105 or No. 121, shall provide wheel speed sensors for each front wheel and for each wheel on at least one rear axle. The system shall provide anti-lock braking performance for each wheel equipped with sensors (Four Channel System).

3. All brake systems should be designed to permit visual inspection of brake lining wear without removal of any chassis component(s).

4. The brake lines, booster-assist lines, and control cables shall be protected from excessive heat, vibration and corrosion and installed in a manner which prevents chafing.

5. The parking brake system for either air or hydraulic service brake systems may be of a power assisted design. The power parking brake actuator should be a device located on the instrument panel within seated reach of a 5th percentile female driver (FMVSS No. 208). As an option, the parking brake may be set by placing the automatic transmission shift control mechanism in the “park” position.

6. The power-operated parking brake system may be electronically interlocked to the engine key switch. Once the parking brake has been set and the ignition switch turned to the “off” position, the parking brake cannot be released until the key switch is turned back to the “on” position.

H. Brakes (Hydraulic)

~~Buses using a hydraulic assist brake shall be equipped with audible and visible warning signals that provide a continuous warning to the driver of loss of fluid flow from the primary source and of a failure of the back-up pump system.~~Buses using hydraulic-assist brakes shall meet requirements of FMVSS No.105. Type A ~~and B~~ buses may be an Original Equipment Manufacturer (OEM) standard.

I. Brakes (Air)

The air pressure supply system shall include a desiccant-type air dryer installed according to the manufacturers’ recommendations. The air pressure storage tank system may incorporate an automatic drain valve.

1. The ~~chassis~~ manufacturer should provide an accessory outlet for air-operated systems ~~installed by the body manufacturer~~. This outlet shall include a pressure protection valve to prevent loss of air pressure in the service brake reservoir.

2. For air brake systems, an air pressure gauge shall be provided in the instrument panel capable of complying with Idaho Commercial Driver’s License (CDL) pre-trip inspection requirements.

3. Air brake-equipped buses may be equipped with a service brake interlock. If so equipped, the parking brake shall not release until the brake pedal is depressed.

4. Air brake systems shall include a system for anti-compounding of the service brakes and parking brakes.

5. Air brakes shall have both a visible and audible warning device whenever the air pressure falls below the level where warnings are required under FMVSS No. 121.

J. Bumper (Front)

1. All school buses shall be equipped with a front bumper. ~~The front bumper shall be furnished by the chassis manufacturer as part of the chassis on all school bus types unless there is a specific arrangement between the chassis manufacturer and body manufacturer.~~

2. The front bumper shall be of pressed steel channel or equivalent material ~~(~~[except Type A-1 buses having a GVWR of fourteen thousand five hundred (14,500) pounds or less which may be OEM supplied~~)~~] at least three-sixteenths (3/16)~~"~~ inch thick and not less than eight (8) inches wide (high). It shall extend beyond forward-most part of the body, grille, hood, and fenders and shall extend to outer edges of the fenders at the bumper's top line.

3. Type A buses having a GVWR of fourteen thousand five hundred (14,500) pounds or less may be equipped with an OEM-supplied front bumper. The front bumper shall be of sufficient strength to permit being pushed by another vehicle on a smooth surface with a five (5) degree (8.7 percent) grade, without permanent distortion. The contact point on the front bumper is intended to be between the frame rails, with as wide a contact area as possible if the front bumper is used for lifting, the contact points shall be under the bumper attachments to the frame rail brackets unless the manufacturer specifies different lifting points in the owner's manual. Contact and lifting pressures should be applied simultaneously at both lifting points.

4. Front bumper, except breakaway bumper ends, shall be of sufficient strength to permit pushing a vehicle of equal gross vehicle weight without permanent distortion to the bumper, chassis, or body.

5. A towing device (hooks, eyes, and bar) shall be furnished on all school bus types and attached so as not to project beyond the front bumper. Towing devices attached to the frame chassis shall be furnished by the chassis manufacturer. This installation shall be in accordance with the chassis manufacturer's specifications. Tow hooks or eyes shall have an individual strength rating of thirteen thousand five hundred (13,500) pounds each, for a combined rating of twenty-seven thousand (27,000) pounds. For pulling and lifting purposes, tow hooks are meant to be used simultaneously. For pulling, angularity applied to the tow hooks will decrease the capacities of the tow hooks.

NOTE: Type A buses are exempt from this requirement for front tow hooks or eyes due to built-in crush zones. ~~Rear tow devices are addressed in the Bus Body Specifications under Towing Attachments Points.~~

6. The bumper shall be designed or reinforced so that it will not deform when the bus is lifted by a chain that is passed under the bumper (or through the bumper if holes are provided for this purpose) and attached to the towing (~~t~~Type A may be OEM) device(s). For the purpose of meeting this specification, the bus shall be empty and positioned on a level, hard surface and the towing device(s) shall share the load equally.

K. Bumper (Rear)

1. The bumper on Type A-1 bus shall be a minimum of eight (8) inches wide (high) and Type A-2, ~~B,~~ C, and D bus bumper shall be a minimum of nine and one-half (9 ½) inches wide (high). The bumper shall be of sufficient strength to permit being pushed by another vehicle of similar size or lifted without permanent distortion.

2. The bumper shall wrap around back corners of the bus. It shall extend forward at least twelve (12) inches, measured from the rear-most point of the body at the floor line, and shall be flush-mounted to body sides or protected with an end panel.

3. The bumper shall be attached to the chassis frame in such a manner that it may be removed. It shall be braced to resist deformation of the bumper resulting from impact from the rear or side. It shall be designed to discourage hitching of rides by an individual.

4. The bumper shall extend at least one (1) inch beyond the rear-most part of the body surface measured at the floor line.

5. The bottom of the rear bumper shall not be more than thirty (30) inches above ground level.

L. Certification

The ~~chassis manufacturer~~"seller of the new bus", upon request of the ~~Idaho State Department of Education~~ SDE Student Transportation Department, shall certify that its product meets all Idaho minimum construction standards (Standards for Idaho School Buses and Operations) ~~on~~ for items not covered by the FMVSS certification requirements of 49 CFR~~,~~ Part 567.

~~a. The body manufacturer upon request of the Idaho State Department of Education Student Transportation Section shall certify that its product meets all Idaho minimum construction standards (Standards for Idaho School Buses and Operations) for items not covered by the FMVSS certification requirements of 49 CFR, Part 567.~~

~~M. Clutch~~

~~a. Clutch torque capacity shall be equal to or greater than the engine torque output.~~

~~b. A starter interlock shall be installed to prevent actuation of the starter if the clutch pedal is not depressed.~~

~~N.~~M. Color

1. The chassis, including axle hubs and front bumper, shall be black. Body cowl, hood, and fenders shall be in national school bus yellow (NSBY). The flat top surface of the hood may be non-reflective black or non-reflective NSBY, according to School Bus Manufacturers Technical Council publication - 008.

2. The entire rub rail and body exterior paint trim shall be black. Entrance door exterior (excluding glass) shall be NSBY or black, or unpainted aluminum. Passenger and driver window frames shall be painted NSBY, black to match body trim, or shall be unpainted aluminum. The area between the passenger and driver window frames shall be NSBY.

3. Optionally, the roof of the bus may be painted white (non-reimbursable) except that the front and rear roof caps shall remain NSBY, according to National School Transportation Specifications & Procedures Placement of Reflective Markings. If required by automated painting processes a maximum three (3) inch black transition strip is allowed between the white roof cap and the NSBY body paint above the windows.

4. Rims ~~may~~ shall be gray or black ~~as received from the manufacturer~~.

5. Multi-Function School Activity Buses (MFSABs) shall be exempt from these requirements.

~~O.~~N. Communications

All school buses used to transport students shall be equipped with two-way voice communication or SDE pre-approved device other than CB radios.

~~P.~~O. Construction

1. **Side Intrusion Test:** The bus body shall be constructed to withstand an intrusion force equal to the curb weight of the vehicle, or exceed twenty thousand (20,000) pounds, whichever is less. Each vehicle shall be capable of meeting this requirement when tested in accordance with the procedures set forth below.

2. The complete body structure, or a representative seven-body section mock up with seats installed, shall be load-tested at a location twenty-four (24)- inches plus or minus two (2) inches above the floor line, with a maximum ten (10)- -inch diameter cylinder, forty-eight (48)- inches long, mounted in a horizontal plane.

3. The cylinder shall be placed as close as practical to the mid-point of the tested structure, spanning two (2) internal vertical structural members. The cylinder shall be statically loaded to the required force of curb weight or twenty thousand

(20,000) pounds, whichever is less, in a horizontal plane with the load applied from the exterior toward the interior of the test structure. Once the minimum load has been applied, the penetration of the loading cylinder into the passenger compartment shall not exceed a maximum of ten (10) inches from its original point of contact. There can be no separation of lapped panels or construction joints. Punctures, tears or breaks in the external panels are acceptable but are not permitted on any adjacent interior panel.

4. Body companies shall certify compliance with this intrusion requirement, including test results, if requested.

5. Construction shall be reasonably dust-proof and watertight.

P. Crossing Control Arm (Optional)

1. Buses may be equipped with a crossing control arm mounted on the right side of the front bumper. This arm when opened shall extend in a line parallel with the body side and positioned on a line with the right side wheels.

2. All components of the crossing control arm and all connections shall be weatherproofed.

3. The crossing control arm shall incorporate system connectors (electrical, vacuum or air) at the gate and shall be easily removable to allow for towing of the bus.

4. The crossing control arm shall be constructed of noncorrosive or nonferrous material or treated in accordance with the body sheet metal specifications (see METAL TREATMENT).

5. There shall be no sharp edges or projections that could cause injury or be a hazard to students. The end of the arm shall be rounded.

6. The crossing control arm shall extend a minimum of seventy (70) inches (measured from the bumper at the arm assembly attachment point) when in the extended position.

7. The crossing control arm shall extend simultaneously with the stop arm(s) by means of the stop arm controls.

8. An automatic recycling interrupt switch should be installed for temporary disabling of the crossing control arm.

9. The assembly shall include a device attached to the bumper near the end of the arm to automatically retain the arm while in the stowed position. That device shall not interfere with normal operations of the crossing control arm.

Q. Defrosters

1. Defrosting and defogging equipment shall direct a sufficient flow of heated air onto the windshield, the window to the left of the driver and the glass in the viewing area directly to the right of the driver to eliminate frost, fog and snow.

Exception: The requirement of this standard does not apply to the exterior surfaces of double pane storm windows.

2. The defrosting system shall conform to SAE J381.

3. The defroster and defogging system shall be capable of furnishing heated, outside ambient air, except that the part of the system furnishing additional air to the windshield, entrance door and step well may be of the recirculating air type.

4. Auxiliary fans are not considered defrosting or defogging systems.

R. Doors, Entrance

1. The entrance door shall be in the driver's control, designed to afford easy release and to provide a positive latching device on manual operating doors to prevent accidental opening. When a hand lever is used, no part shall come together that will shear or crush fingers. Manual door controls shall not require more than twenty-five (25) pounds of force to operate at any point throughout the range of operation, as tested on a ten ~~10~~ percent (10%) grade both uphill and downhill.

2. The entrance door shall be located on the right side of the bus, opposite and within direct view of driver.

3. The entrance door shall have a minimum horizontal opening of twenty-four (24) inches and a minimum vertical opening of sixty-eight (68) inches.

4. The entrance door shall be a split-type door and shall open outward.

5. All entrance door glass -shall be of approved safety glass. The bottom of each lower glass panel shall not be more than ten (10) inches from the top surface of the bottom step. The top of each upper glass panel when viewed from the interior shall not be more than three (3) inches below the interior door control cover or header pad.

6. Vertical closing edges on entrance doors shall be equipped with flexible material to protect children's fingers.

7. There shall be no door to left of driver on Type ~~B,~~ C or D vehicles. All Type A vehicles may be equipped with the chassis manufacturer's standard left-side door.

8. All doors shall be equipped with padding at the top edge of each door opening. Padding shall be at least three (3) inches wide and one (1) inch thick and extend the full width of the door opening.

9. On power-operated entrance doors, the emergency release valve, switch or device to release the entrance door must be placed above or to the immediate left or right of the entrance door and must be clearly labeled. The emergency valve, switch or device shall work in the absence of power.

S. Drive Shaft

The drive shaft shall be protected by a metal guard or guards around the circumference of the drive shaft to reduce the possibility of its whipping through the floor or dropping to the ground, if broken.

T. Electrical System

~~1. Battery:~~

~~a. The storage battery shall have minimum cold cranking capacity rating (cold cranking amps) equal to the cranking current required for 30 seconds at 0 degrees Fahrenheit and a minimum reserve capacity rating of 120 minutes at 25 amps. Higher capacities may be required, depending upon optional equipment and local environmental conditions.~~

~~b. Since all batteries are to be secured in a sliding tray in the body (type A and B buses may be OEM), chassis manufacturers shall temporarily mount the battery on the chassis frame, except that van conversion or cutaway front-section chassis may be secured in accordance with the manufacturer's standard configuration. In these cases, the final location of the battery and the appropriate cable lengths shall be agreed upon mutually by the chassis and body manufacturer. However, in all cases the battery cable provided with the chassis shall have sufficient length to allow some slack, and be of sufficient gauge to carry the required amperage.~~

1. Battery

   a. The manufacturer shall securely attach the battery on a slide-out or swing-out tray in a closed, vented compartment in the body skirt or chassis frame so that the battery is accessible for convenient servicing from the outside. When in the stored position, the tray shall be retained by a securing mechanism capable of holding the tray [with battery(ies)] in position when subjected to a 5g load from any direction. The battery compartment door or cover if separate from the tray shall be hinged at the front or top. It shall be secured by a positive operated latching system or other type fastener. The door may be an integral part of the battery slide tray. The door or cover must f t tightly to the body, and not present sharp edges or snagging points. Battery cables shall meet SAE requirements. Battery cables shall be of sufficient length to allow the battery tray to fully extend. Any chassis frame mounted batteries shall be relocated to a battery compartment on Type A buses.

   ~~a.~~b. If equipped with a battery disconnect switch it shall not interfere with the backup portion of a hydraulic brake system.

2. Alternator:

   a. All Type A-2 buses ~~and Type B buses~~ with a GVWR of fifteen thousand (15,000) ~~lbs.~~ pounds or less shall have, at a minimum, a one hundred thirty (130) ampere alternator. Buses equipped with an electrically powered

wheelchair lift and/or air conditioning shall be equipped with the highest rated capacity available from the chassis OEM.

b. Types A-2 ~~and Type B~~ buses over fifteen thousand (15,000) ~~lbs.~~ pounds GVWR and all Type C and D buses shall be equipped with a heavy-duty truck or bus-type alternator, having a minimum output rating of ~~160~~ two hundred (200) amperes or higher, and should produce a minimum current output of fifty~~50~~ percent (50%) of the rating at engine idle speed.

c. All other buses than those described in ~~B1~~ 2.a. ~~Buses~~ equipped with an electrically powered wheelchair lift and/or air conditioning ~~or other accessories~~ shall have a minimum alternator output of two hundred forty (240) amperes and may be equipped with a device that ~~monitors the electrical system voltage and~~ advances the engine idle speed when the voltage drops to, or below, a pre-set level.

~~d. Buses equipped with an electrically powered wheelchair lift, air conditioning or other accessories may be equipped with a device that monitors the electrical system voltage and advances the engine idle speed when the voltage drops to, or below, a pre-set level.~~

~~e. A belt alternator drive shall be capable of handling the rated capacity of the alternator with no detrimental effect on any other driven components. (See SBMTC; "School Bus Technical Reference," for estimating required alternator capacity, available at http://www.nasdpts.org)~~

~~f. A direct drive alternator is permissible in lieu of a belt driven alternator.~~

3. Wiring:

a. All wiring shall conform to current ~~applicable recommended practices of the~~ Society of Automotive Engineers (SAE) standards.

b. All wiring shall use color and at least one other method of identification. The other method shall be either a number code or name code, and each chassis shall be delivered with a wiring diagram that illustrates the wiring of the chassis.

c. The chassis manufacturer shall install a readily accessible terminal strip or plug on the body side of the cowl or in an accessible location in the engine compartment of vehicles designed without a cowl. The strip or plug shall contain the following terminals for the body connections:

1) Main 100-~~-~~ampere body circuit;

2) Tail lamps;

3) Right turn signal;

4) Left turn signal;

5) Stop lamps;

6) Back up lamps; and

7) Instrument panel lamps (rheostat controlled).

d. Multiplex wiring is recommended and may exempt manufacturers from some of the above wiring standards.

4. Circuits:

a. An appropriate identifying diagram (color plus a name or number code) for all chassis electrical circuits shall be provided to the body manufacturer for distribution to the end user.

b. The headlamp system must be wired separately from the body-controlled solenoid.

c. Multiplex wiring is recommended and may exempt manufacturers from some of the above circuitry standards.

5. Daytime Running Lamps (DRL): A daytime running lamps system meeting chassis manufacturer's specifications shall be provided.

6. Switches: All control switches shall be labeled to identify their function.

U. Emergency Exits and Emergency Exit Alarm Systems

1. Any installed emergency exits and all exit alarm systems shall comply with the requirements of FMVSS No. 217 and 49 CFR Part 571.217.

2. The upper portion of the emergency door shall be equipped with approved safety glazing, the exposed area of which shall be at least four hundred (400) square inches. The lower portion of the rear emergency doors on Types A-2, ~~B,~~ C, and D vehicles shall be equipped with a minimum of three hundred fifty (350) square inches of approved safety glazing.

3. There shall be no steps leading to an emergency door.

4. The words "~~EMERGENCY DOOR" or~~ EMERGENCY EXIT~~,~~" in letters at least two (2~~"~~) inches high~~,~~ shall be placed at the top of or directly above the emergency exit, ~~or on the door in~~ on the ~~metal~~ panel above the top glass, both inside and outside the bus.

5. The emergency door(s) shall be equipped with padding at the top edge of each door opening. Padding shall be at least three (3) inches wide and one (1) inch thick, and shall extend the full width of the door opening.

6. There shall be no obstruction higher than one-quarter (¼) inch across the bottom of any emergency door opening. Fasteners used within the emergency exit opening, shall be free of sharp edges or burrs.

7. (In accordance with Federal Regulations Title 49 CFR 571.217 eEach school bus shall have the designation "Emergency Door" or "Emergency Exit," as appropriate, in letters at least five (5) centimeters high, of a color that contrasts with its background. For emergency exit doors, the designation shall be located at the top of, or directly above, the emergency exit door on both the inside and outside surfaces of the bus. Concise operating instructions describing the motions necessary to unlatch and open the emergency exit shall be located within sixteen (1516) centimeters of the release mechanism on the inside surface of the bus. These instructions shall be in letters at least one (1) centimeter high and of a color that contrasts with its background. [Examples: (1) Lift to Unlatch, Push to Open; (2) Turn Handle, Push Out to Open.] Outside may consist of a black arrow pointing in direction of handle travel. No other lettering shall obstruct or interfere with the placement of operation instructions mounted on the interior or exterior of the emergency exit door.

8. The rear emergency window shall have a lifting assistance device that will aid in lifting and holding the rear emergency window open.

9. Each emergency exit door of a school bus shall be equipped with a positive door opening device that, after the release mechanism has been operated, bears the weight of the door; keeps the door from closing past the point at which the door is perpendicular to the side of the bus body, regardless of the body's orientation; and provides a means for release or override. The positive door opening device shall perform the functions specified in paragraph (a)(3)(i) (A) and (B) of this section without the need for additional action beyond opening the door past the point at which the door is perpendicular to the side of the bus body (. Emergency door(s) holder – language (49 CFR Part 571.217, S.5.4.2.1(a) Emergency Exit Doors).

10. Types A, B, C, and D vehicles shall be equipped with a total number of emergency exits as follows for the indicated actual passenger capacityies of vehicles. Exits required by FMVSS No. 217 may be included to comprise the total number of exits specified.

Number of Passengers	Number of Emergency Exits per Side	Number of Roof Hatches
0 - 42	1	1
43 - 78	2	2
79 - 90	3	2

- Zero to 42 Passengers = one emergency exit per side and one roof hatch.
- 43 Forty three to 78 Passengers = two emergency exits per side and two roof hatches.

- ~~79 Seventy-nine to 90 Passengers = three emergency exits per side and two roof hatches.~~

~~10.~~11. Side emergency exit windows, when installed, may be vertically hinged on the forward side of the window. Operation instructions shall be clearly readable of a contrasting color, and be located within six (6) inches of the release mechanism. No side emergency exit window will be located above a stop arm. Emergency exit doors, side emergency exit windows and emergency exit roof hatches shall be strategically located for optimal egress during an emergency evacuation of the bus.

~~11.~~12. Emergency exit doors shall include an alarm system that includes an audible warning device at the emergency door exit and also in the driver's compartment. Emergency exit side windows shall include an alarm system that includes an audible warning device in the driver's compartment. Roof hatches do not require an alarm system, but if so equipped, they must be operable and include an audible warning device in the driver's compartment.

~~12.~~13. Vandal lock may be installed~~,~~. ~~i~~If applicable, the interlock and vandal lock should be interconnected.

V. Emergency Equipment

1. Fire extinguisher:

   a. The bus shall be equipped with at least one (1) UL-approved pressurized, dry chemical fire extinguisher complete with hose. The extinguisher shall be mounted and secured in a bracket, located in the driver's compartment and readily accessible to the driver and passengers. A pressure gauge shall be mounted on the extinguisher and be easily read without moving the extinguisher from its mounted position. Fire extinguisher shall be mounted in such a way as to prevent the entanglement of clothing, backpack straps, drawstrings, etc.

   b. The fire extinguisher shall have a total rating of 2A10BC or greater. The operating mechanism shall be sealed with a type of seal (breakable) that will not interfere with the use of the fire extinguisher.

2. First -aid kit:

   a. The bus shall have an easily removable, metal moisture-proof and dustproof first aid kit sealed with a breakable type seal and mounted in the driver's compartment in a location that is physically accessible to all drivers. It shall be properly mounted and secured and identified as a first aid kit. The location for the first aid kit shall be marked. First -aid kit shall be mounted in such a way as to prevent the entanglement of clothing, backpack straps, drawstrings, etc.

   b. Contents shall, at a minimum, include:

      1) Two (2) - 1 inch x 2 1/2 yards adhesive tape;

2) Twenty-four (24) –sterile gauze pads, 3 inches x 3 inches;

3) One-hundred (100) - 3/4 inch x 3 inches adhesive bandages;

4) Eight (8) - 2 inch bandage compress;

5) Ten (10) - 3 inch bandage compress;

6) Two (2) - 2 inch x 6 feet sterile gauze roller bandages;

7) Two (2) –non-sterile triangular bandages approximately 39 inches x 35 inches x 54 inches with two (2) safety pins;

8) Three (3) –sterile gauze pads, 36 inches x 36 inches;

9) Three (3) –sterile eye pads;

10) One (1) –rounded-end scissors;

11) One (1) –mouth-to-mouth airway; and

12) One (1) –pair medical examination gloves.

3. Body fluid clean-up kit:

a. Each bus shall have an easily removable -metal ~~removable~~ and moisture-proof body fluid clean-up kit. It shall be sealed with a breakable type seal. It shall be properly mounted in the driver's compartment in a location that is physically accessible to all drivers and identified as a body fluid clean-up kit. Body fluid clean-up kit shall be mounted in such a way as to prevent the entanglement of clothing, backpack straps, drawstrings, etc.

b. Contents shall, at a minimum, include:

1) One (1) –pair medical examination gloves;

2) Absorbent;

3) One (1) –scoop;

4) One (1) –scraper or hand broom;

5) Disinfectant; and

6) Two (2) –plastic bags.

4. Warning devices:

Each school bus shall contain at least three (3) reflectorized triangle road warning devices that meet requirements in FMVSS No.125. The warning

device(s) shall be enclosed in an approved box that shall be sealed with a breakable type seal. The warning device(s) and approved box shall be mounted in an accessible place within the driver's compartment of the bus and shall be mounted in such a way as to prevent the entanglement of clothing, backpack straps, drawstrings, etc. ~~The lid of the approved box may be designed so as to reveal the contents of the box without opening the lid.~~

5. Any of the emergency equipment may be mounted in an enclosed compartment, provided the compartment is labeled in not less than one (1) inch letters, identifying each piece of equipment contained therein.

6. Tape(s) and silicone sealants do not meet breakable type seal requirement. Breakable type seal(s) shall be replaced as appropriate and necessary and also during every annual school bus inspection following a thorough inspection for deterioration and required contents.

7. Ignitable flares and axes are not allowed on school buses.

~~**2. Engine Fire Extinguisher (Non-Reimbursable Option – see exception)**~~

~~The chassis manufacturer may provide an automatic fire extinguisher system in the engine compartment, which may be reimbursable with prior approval.~~

W. Exhaust System

1. The exhaust pipe, muffler, tailpipe, and after treatment system shall be outside the bus body compartment and attached to the chassis so as not to damage any other chassis component.

2. The tailpipe shall be constructed of a corrosion-resistant tubing material at least equal in strength and durability to 16-gauge steel tubing of equal diameter. The tailpipe may be flush with, but shall not extend out more than two (2) inches beyond the perimeter of the body for side-exit pipe or the bumper for rear-exit pipe.

~~2.~~3. The tailpipe shall exit to the left or right of the emergency exit door in the rear of vehicle or to the left side of the bus in front or behind the rear drive axle. The tailpipe exit location on school bus Type A-1 may be according to the manufacturer's standard. The tailpipe shall not exit beneath any fuel filler location or beneath any emergency door. Exhaust may exit through the bumper.

~~3.~~4. ~~Chassis m~~Manufacturers shall furnish an exhaust system with tailpipe of sufficient length to exit the rear of the bus or at the left side of the bus body no more than eighteen (18) inches forward of the front edge of the rear wheel house opening. If designed to exit at the rear of the bus, the tailpipe shall extend at least five (5) inches beyond the end of the chassis frame. If designed to exit to the side of the bus, the tailpipe shall extend at least forty-eight and one-half (48½) inches [~~(~~fifty-one and one-half (51½) inches if the body is to be one hundred two (102) inches wide~~)~~] outboard from the chassis centerline. The tailpipe may be flush with or shall not extend more than two (2) inches beyond~~,~~ the perimeter of the body for side exit or the~~,~~ bumper for rear exit pipe. The exhaust system shall be designed such that exhaust gas will not be trapped under the body of the bus.

~~4.~~5. On Types C and D vehicles, the tailpipe shall not exit beneath a fuel fill or emergency door exit.

~~5.~~6. Type A ~~and B chassis~~ may be furnished with the manufacturer's standard tailpipe configuration.

~~a. **NOTE:** See Bus Body Standards under Tailpipe.~~

~~6.~~7. The exhaust system ~~on a chassis~~ shall be adequately insulated from the fuel system.

~~7.~~8. The muffler shall be constructed of corrosion-resistant material.

9. The exhaust system ~~on the chassis~~ may be routed to the left of the right frame rail to allow for the installation of a power lift unit on the right side of the vehicle. The tailpipe may extend through the bumper.

~~8.~~10. Exceptions to Idaho exhaust system standards may be necessary in order to comply with changing federal emission standards on school buses. School bus manufacturers may submit a written request for an exception to an Idaho exhaust system standard to the SDE Student Transportation. Any exhaust system exception to standard request must be linked to federal emission standards rationale. The request will then be reviewed by the Student Transportation Steering Committee.

~~9.~~11. The design of the after treatment systems shall not allow active (non-manual) regeneration of the particulate filter during the loading and unloading of passengers. Manual regeneration systems will be designed such that unintentional operation will not occur.

~~10.~~12. For after treatment systems that require Diesel Exhaust Fluid (DEF) to meet federally mandated emissions:

a. The composition of Diesel Exhaust Fluid (DEF) must comply with International Standard ISO 22241-1. Refer to engine manufacturer for any additional DEF requirements.

b. The DEF supply tank ~~should~~ shall be ~~designed~~ sized to meet a minimum ratio of three (3) diesel fills to one (1) DEF fill.

X. Fenders: Front-Type C Vehicles

1. Total spread of outer edges of front fenders, measured at fender line, shall exceed total spread of front tires when front wheels are in straight-ahead position.

2. Front fenders shall be properly braced and shall not require attachment to any part of the body.

Y. Floors

1. The floor in the under-seat area, including tops of wheel housing, driver's compartment and toe board, shall be covered with rubber floor covering or equivalent, having a minimum overall thickness of 0.125 inch, and a calculated burn rate of 0.1 mm per minute or less, using the test methods, procedures and formulas listed in FMVSS No. 302. The driver's area on all Type A buses may be manufacturer's standard flooring and floor covering

2. The floor covering in the aisles shall be of aisle-type rubber or equivalent, wear-resistant and ribbed. Minimum overall thickness shall be 0.187 inch measured from tops of ribs.

3. The floor covering must be permanently bonded to the floor and must not crack when subjected to sudden changes in temperature. Bonding or adhesive material shall be waterproof and shall be a type recommended by the manufacturer of floor-covering material. All seams must be sealed with waterproof sealer.

4. On Types ~~B,~~ C and D buses, a flush-mounted, screw-down plate that is secured and sealed shall be provided to access the diesel or gasoline fuel tank sending unit and /or fuel pump. This plate shall not be installed under flooring material.

Z. Frame

1. Any secondary manufacturer that modifies the original chassis frame shall provide a warranty at least equal to the warranty offered by the original equipment manufacturer (OEM), and shall certify that the modification and other parts or equipment affected by the modification shall be free from defects in material and workmanship under normal use and service intended by the OEM.

2. Frames shall not be modified for the purpose of extending the wheelbase.

3. Holes in top or bottom flanges or side units of the frame, and welding to the frame, shall not be permitted except as provided or accepted by chassis manufacturer.

4. Frame lengths shall be established in accordance with the design criteria for the complete vehicle.

AA. Fuel System

1. Fuel tank (or tanks) having a minimum ~~30~~twenty-five (25)~~-~~ gallon capacity shall be provided by the chassis manufacturer. The tank shall be filled and vented to the outside of the body and the fuel filler should be placed in a location where accidental fuel spillage will not drip or drain on any part of the exhaust system.

2. Fuel lines shall be mounted to the chassis frame in such a manner that the frame provides the maximum possible protections from damage.

3. The fuel system shall comply with FMVSS No. 301.

4. Fuel tank(s) may be mounted between the chassis frame rails or outboard of the frame rails on either the left or right side of the vehicle.

5. The actual draw capacity of each fuel tank shall be, at a minimum, eighty-three~~83~~ percent (83%) of the tank capacity.

6. Installation of alternative fuel systems, including fuel tanks and piping from tank to engine, shall comply with all applicable fire codes in effect on the date of manufacture of the bus.

7. Installation of liquefied petroleum gas (LPG) tanks shall comply with the National Fire Protection Association, ~~(~~NFPA~~)~~ 58: Liquefied Petroleum Gas Code, 2014 Edition.

8. Installation of Compressed Natural Gas (CNG) containers shall comply with FMVSS No. 304, Compressed Natural Gas Fuel Container Integrity.

9. The C~~G~~NG Fuel System shall comply with FMVSS No. 303, Fuel System Integrity of Compressed Natural Gas Vehicles.

BB. Governor

An electronic engine speed limiter shall be provided and set to limit engine speed, not to exceed the maximum revolutions per minute, as recommended by the engine manufacturer.

~~**3. Heating System, Provision for**~~

~~The chassis engine shall have plugged openings for the purpose of supplying hot water for the bus heating system. The engine shall be capable of supplying coolant at a temperature of at least 170 degrees Fahrenheit at the engine cooling thermostat opening temperature. The coolant flow rate shall be 50 pounds per minute at the return end of 30 feet of one-inch inside diameter automotive hot water heater hose, according to School Bus Manufacturers Technical Council publication - 001.~~

CC. Handrails

At least one handrail shall be installed. The handrail shall be a minimum of one (1) inch diameter, and be constructed from corrosion resistant material(s). The handrail(s) shall assist passengers during entry or exit, and be designed to prevent entanglement, as evidenced by the passage of the National Highway Traffic Safety Administration (NHTSA) string and nut test, as defined in National School Transportation Specifications & Procedures School Bus Inspection.

DD. Heaters and Air Conditioning Systems

~~The chassis engine shall have plugged openings for the purpose of supplying hot water for the bus heating system.~~ The engine shall be capable of supplying coolant at a temperature of at least ~~170~~ one hundred seventy degrees Fahrenheit (170° F) at the engine cooling thermostat opening temperature. The coolant flow rate shall be

fifty (50) pounds per minute at the return end of thirty (30) feet of one (1)- inch inside diameter automotive hot water heater hose, according to School Bus Manufacturers Technical Council (SBMTC) pPublication - 001.

1. Heating System:

   a. The heater shall be hot water and/or combustion type, electric heating element, or heat pump.

   b. If only one heater is used, it shall be fresh-air or combination fresh-air and recirculation type.

   c. If more than one heater is used, additional heaters may be recirculating air type.

   d. The heating system shall be capable of maintaining bus interior temperatures as specified in SAE test procedure J2233.

   e. Auxiliary fuel-fired heating systems (non-reimbursable) are permitted, provided they comply with the following:

      1) The auxiliary heating system fuel shall utilize the same type fuel as specified for the vehicle engine.

      2) The heater(s) may be direct hot air or connected to the engine's coolant system.

      3) An auxiliary heating system, when connected to the engine's coolant system, may be used to preheat the engine coolant or preheat and add supplementary heat to the bus's heating system.

      4) Auxiliary heating systems must be installed pursuant to the manufacturer's recommendations and shall not direct exhaust in such a manner that will endanger bus passengers.

      5) Auxiliary heating systems which operate on diesel fuel shall be capable of operating on #1, #2, or blended diesel fuel without the need for system adjustment.

      6) The auxiliary heating system shall be low voltage.

      7) Auxiliary heating systems shall comply with all applicable FMVSSs, including FMVSS No. 301, as well as with SAE test procedures.

      8) All forced air heaters installed by body manufacturers shall bear a name plate that indicates the heater rating in accordance with SBMTC-001. The plate shall be affixed by the heater manufacturer and shall constitute certification that the heater performance is as shown on the plate. Low profile heaters are not allowed within the clear floor area required to accommodate a wheelchair.

f. Portable heaters shall not be allowed

g. Heater hoses shall be adequately supported to guard against excessive wear due to vibration. The hoses shall not dangle or rub against the chassis or any sharp edges and shall not interfere with or restrict the operation of any engine function. Heater hoses shall conform to SAE J20c. Heater lines, cores and elements on the interior of bus shall be shielded to prevent scalding or burning of the driver or passengers. All heater hose shields shall completely cover all parts of the hose and connectors in such a way as to prevent burning subsequent to significant heat transferring to the shield. They shall not incorporate any openings that would allow a passenger to be injured by sharp edges or hot surfaces.

h. Each hot water system installed by a body manufacturer shall include one (1) shut-off valve in the pressure line and one (1) shut-off valve in the return line with both valves at the engine in an accessible location, except that on all Type~~s~~ A ~~and B~~ buses, the valves may be installed in another accessible location.

i. All heaters of hot water type in the passenger compartment shall be equipped with a device, installed in the hot water pressure line, which regulates the water flow to all passenger heaters. The device shall be conveniently operated by the driver while seated. The driver and passenger heaters may operate independently of each other for maximum comfort.

j. All combustion heaters shall be in compliance with current Federal Motor Carrier Safety Administration (FMCSA) Regulations.

k. Accessible bleeder valves of hot water type shall be installed in an appropriate place in the return lines of body company-installed heaters to remove air from the heater lines.

l. Access panels shall be provided to make heater motors, cores,~~-~~ elements, and fans readily accessible for service. An outside access panel may be provided for the driver's heater.

2. Air Conditioning (Non-Reimbursable Option Except When Driven By IEP)~~:~~

The following specifications are applicable to all types of school buses that may be equipped with air conditioning. This section is divided into two parts: Part 1 covers performance specifications, and Part 2 covers other requirements applicable to all buses.

a. Part 1 - Performance Specifications:

~~1) The installed air conditioning system should cool the interior of the bus down to at least 80 degrees Fahrenheit, measured at a minimum of three points, located four feet above the floor at the longitudinal centerline of the bus. The three points shall be: (1) near the driver's location, (2) at the mid-point of the body, and (3) two feet forward of the rear emergency door, or, for Type D rear-engine buses, two feet forward of the end of the aisle.~~

~~2) The test conditions under which the above performance must be achieved shall consist of: (1) placing the bus in a room (such as a paint booth) where ambient temperature can be maintained at 100 degrees Fahrenheit (2) heat soaking the bus at 100 degrees Fahrenheit with windows open for at least one hour and (3) closing windows, turning on the air conditioner with the engine running at the chassis manufacturer's recommended low idle speed, and cooling the interior of the bus to 80 degrees Fahrenheit or lower within a maximum of 30 minutes while maintaining 100 degrees Fahrenheit outside temperature.~~

~~Alternately, and at the user's discretion, this test may be performed under actual summer conditions, which consist of temperatures above 85 degrees Fahrenheit, humidity above 50 percent with normal sun loading of the bus and the engine running at the manufacturer's recommended low idle speed. After a minimum of one hour of heat soaking, the system shall be turned on and must provide a minimum 20-degree temperature drop in the 30-minute time limit.~~

The manufacturer shall provide test results that show compliance of standard systems. If the bid specifies, the manufacturer shall provide facilities for the user or user's representative to confirm that a pilot model of each bus design meets the above performance requirements.

b. Part 2 - Other Requirements:

1) Evaporator cases, lines and ducting (as equipped) shall be designed in such a manner that all condensation is effectively drained to the exterior of the bus below the floor level under all conditions of vehicle movement and without leakage on any interior portion of bus.

2) Any evaporator or ducting system shall be designed and installed so as to be free of injury-prone projections or sharp edges. Any ductwork shall be installed so that exposed edges face the front of the bus and do not present sharp edges.

3) On specially equipped school buses, the evaporator and ducting (if used) shall be placed high enough that they will not obstruct occupant securement shoulder strap upper attachment points. This clearance shall be provided along entire length of the passenger area on both sides of the bus interior to allow for potential retrofitting of new wheelchair positions and occupant securement devices throughout the bus.

4) The body may be equipped with insulation, including sidewalls, roof, firewall, rear, inside body bows and plywood or composite floor insulation to aid in heat dissipation and reflection.

5) All glass (windshield, entrance and emergency doors, side and rear windows) may be equipped with maximum integral tinting allowed by federal, state (Section 49-944, Idaho Code) or ~~ANSI~~ American

National Standards Institute standards for the respective locations, except that windows rear of the driver's compartment, if tinted shall have approximately twenty-eight~~28~~ percent (28%) light transmission.

6) Electrical generating capacity shall be provided to accommodate the additional electrical demands imposed by the air conditioning system.

7) Roofs may be painted white to aid in heat dissipation, according to National School Transportation Specifications & Procedures Placement of Reflective Markings.

EE. Hinges

All exterior metal door hinges which do not have stainless steel, brass or nonmetallic hinge pins or other designs that prevent corrosion shall be designed to allow lubrication to be channeled to the center seventy-five~~75~~ percent (75%) of each hinge loop without disassembly.

FF. Horn

The bus shall be equipped with two (2) horns of standard make with each horn capable of producing a complex sound in bands of audio frequencies between two-hundred fifty (250) and two thousand (2,000) cycles per second and tested in accordance with SAE J-377.

GG. Identification

1. The body shall bear the words “SCHOOL BUS” in black letters at least eight (8) inches high on both front and rear of the body or on signs attached thereto. Lettering shall be placed as high as possible without impairment of its visibility. Letters shall conform to “Series B” of Standard Alphabets for Highway Signs. “SCHOOL BUS” lettering shall have a reflective background, or as an option, may be illuminated by backlighting.

2. MFSABs are exempt from these requirements.

3. Required lettering and numbering shall include:

   a. School district owned vehicles will be identified with black lettering ~~(~~[minimum four (4) inches high~~)~~] on both sides of the school bus using the district name and number listed in the Idaho Educational Directory. Contractor-owned school buses under contract with a school district must also comply with the same identification standards as district-owned buses and shall be identified by either the contractor or district name, as decided by the district.

   b. Each district-owned or contracted school bus will be separately identified with its own number in two (2) places on each side of the bus in the logo panel/belt line using six (6)~~-~~ inch ~~(6”)~~ high black numbers. Numbers on the

passenger side shall be as close to the first and last passenger windows as possible and on the driver's side as close to the stop arm and last passenger window as possible.

c. Unauthorized entry placards shall be displayed in the most visible location when observed by persons approaching the vehicle with the door in the open position. Permanence of the placard should be a consideration when choosing a location for attachment. Placard shall read as follows:

WARNING
IT IS UNLAWFUL TO:
Enter a school bus with the intent to commit a crime
Enter a school bus and disrupt or interfere with the driver
Refuse to disembark after ordered to do so by the driver
(Sections 18-113~~1522~~ and~~;~~ 18-~~113~~1522, Idaho Code)

State Department of Education Student Transportation Section ~~may~~ shall provide unauthorized entry placards.

d. Other lettering, numbering, or symbols, which may be displayed on the exterior of the bus, shall be limited to:

1) Bus identification number on the top, front and rear of the bus, in addition to the required numbering on the sides.

2) The location of the battery(ies) identified by the word "BATTERY" or "BATTERIES" on the battery compartment door in two (2)~~-~~ inch maximum lettering.

3) Symbols or letters not to exceed sixty-four (64) square inches of total display near the entrance door exterior displaying information for identification by the students of the bus or route served. No symbols, letters, or other signage shall be permitted on the first two passenger windows or on entrance door glass which may block or obscure clear visibility.

e. All other signage must have prior written SDE approval.

f. Manufacturer, dealer or school identification or logos displayed so as not to distract significantly from school bus body color and lettering specifications.

g. Symbols identifying the bus as equipped for or transporting students with special needs (see Specially Equipped School Bus section).

h. Lettering on the rear of the bus relating to school bus flashing signal lamps electronic warning sign or railroad stop procedures. This lettering shall not obscure or interfere with the operation instructions displayed on the exterior portion of the rear emergency exit door.

i. Identification of fuel type in ~~two~~ one (1) ~~-~~inch maximum lettering adjacent to the fuel filler opening.

~~j. One 4" x 10"(maximum) decal promoting school bus safety on rear bumper.~~

HH. Inside Height

Inside body height shall be seventy-two (72) inches or more, measured metal to metal, at any point on longitudinal centerline from front vertical bow to rear vertical bow. Inside body height of Type A-1 buses shall be sixty-two (62) inches or more.

II. Instruments and Instrument Panel

1. The chassis shall be equipped with the instruments and gauges listed below:~~.~~ *(**Note:** Telltale warning lamps in lieu of gauges are not acceptable, except as noted.)*

   a. Speedometer;

   b. Tachometer (**Note:** For Types ~~B,~~ C~~,~~ and D buses, a tachometer shall be installed so as to be visible to the driver while seated in a normal driving position~~.~~);

   c. Odometer which will give accrued mileage (to seven digits), including tenths of a mile~~s~~, unless tenths of a mile~~s~~ are registered on a trip odometer. Odometer shall be available to read without use of the vehicle's key;~~.~~

   d. Voltmeter (**Note:** An ammeter with graduated charge and discharge indications is permitted in lieu of a voltmeter; however, when used, the ammeter wiring must be compatible with the current flow of the system~~.~~);

   e. Oil pressure gauge;

   f. Water temperature gauge;

   g. Fuel gauge;

   h. Upper beam headlamp indicator;

   i. Brake air pressure gauge (air brakes), brake indicator lamp (vacuum/hydraulic brakes), or brake indicator lamp (hydraulic/hydraulic)~~.~~ [**Note:** A warning lamp indicator in lieu of gauge is permitted on a vehicle equipped with a hydraulic-over-hydraulic brake system];

   j. Turn signal indicator; and

   k. ~~Glow-plug~~ Intake heater indicator lamp where appropriate.

~~1.~~2. All instruments shall be easily accessible for maintenance and repair.

~~2.~~3. The instruments and gauges shall be mounted on the instrument panel so that each is clearly visible to the driver while seated in a normal driving position.

~~3.~~4. The instrument panel shall have lamps of sufficient candlepower to illuminate all instruments, gauges and shift selector indicator for the automatic transmission or as required by FMVSS No. 101.

~~4.~~5. Multi-function gauge (MFG) (Optional):

a. The driver must be able to manually select any displayable function of the gauge on a MFG whenever desired.

b. Whenever an out-of-limits condition that would be displayed on one or more functions of a MFG occurs, the MFG controller should automatically display this condition on the instrument cluster. This should be in the form of an illuminated telltale warning lamp as well as having the MFG automatically displays the out-of-limits indications. Should two or more functions displayed on the MFG go out of limits simultaneously, then the MFG should sequence automatically between those functions continuously until the condition(s) are corrected.

c. The use of a MFG does not relieve the need for audible warning devices, where required.

JJ. Insulation (Optional)

1. If thermal insulation is specified, it shall be fire-resistant, UL approved, with minimum R-value of 5.5. Insulation shall be installed so as to prevent sagging.

2. If floor insulation is required, it shall be five-ply nominal five-eighths (⅝) inch thick plywood, and it shall equal or exceed properties of the exterior-type softwood plywood, C-D Grade, as specified in standard issued by U.S. Department of Commerce. When plywood is used, all exposed edges shall be sealed. Type A-1 buses may be equipped with nominal one-half (½) inch thick plywood or equivalent material meeting the above requirements. Equivalent material may be used to replace plywood, provided it has an equal or greater insulation R-value, deterioration, sound abatement and moisture resistance properties.

KK. Interior

1. The interior of bus shall be free of all unnecessary projections, which include luggage racks and attendant handrails, to minimize the potential for injury. This specification requires inner lining on ceilings and walls. If the ceiling is constructed to contain lapped joints, the forward panel shall be lapped by rear panel and exposed edges shall be beaded, hemmed, flanged, or otherwise treated to minimize sharp edges. Buses may be equipped with a storage compartment for tools, tire chains and/or tow chains (see S~~TORAGE~~torage C~~OMPARTMENT~~ompartment.)~~.~~

2. Non-reimbursable interior overhead storage compartments may be provided if they meet the following criteria:

   a. Meet head protection requirements of FMVSS No. 222, where applicable~~.~~;

   b. Have a maximum rated capacity displayed for each compartment~~.~~;

   c. Be completely enclosed and equipped with latching doors which must be sufficient to withstand a force of five (5) times the maximum rated capacity of the compartment~~.~~;

   d. Have all corners and edges rounded with a minimum radius of one (1) inch or padded equivalent to door header padding~~.~~;

   e. Be attached to the bus sufficiently to withstand a force equal to twenty (20) times the maximum rated capacity of the compartment~~.~~; and

   f. Have no protrusions greater than one-quarter (¼) inch.

3. The driver's area forward of the foremost padded barriers will permit the mounting of required safety equipment and vehicle operation equipment. All equipment necessary for the operation of the vehicle shall be properly secured in such a way as to prevent the entanglement of clothing, backpack straps, drawstrings, etc.

4. Every school bus shall be constructed so that the noise level taken at the ear of the occupant nearest to the primary vehicle noise source shall not exceed 85 d~~b~~BA when tested according to National School Transportation Specifications & Procedures Noise Test Procedure.

LL. Lamps and Signals

1. Illumination Lamps

   Interior lamps shall be provided which adequately illuminate the aisle and step well. The step well lamps shall be illuminated by an entrance service door-operated switch, to illuminate only when headlamps and/or clearance lamps are on and the entrance door is open. An additional exterior mounted lamp shall be mounted next to the entrance door to adequately illuminate the outside approach to the door. It shall be actuated simultaneously with the step well lamps.

2. Body Instrument Panel Lamps

   Body instrument panel lamps shall be controlled by an independent rheostat switch.

3. School Bus Alternately Flashing Signal Lamps:

a. The bus shall be equipped with two (2) red lamps at the rear of the vehicle and two (2) red lamps at the front of the vehicle.

b. In addition to the four (4) red lamps described above, four (4) amber lamps shall be installed so that one (1) amber lamp is located near each red signal lamp, at the same level, but closer to the vertical centerline of bus. The system of red and amber signal lamps, when in its operational mode, shall be wired so that amber lamps are energized manually, and red lamps are automatically energized (with amber lamps being automatically de-energized) when stop signal arm is extended or when bus entrance door is opened. An amber pilot lamp and a red pilot lamp shall be installed adjacent to the driver controls for the flashing signal lamp to indicate to the driver which lamp system is activated.

c. Air and electrically operated doors may be equipped with an over-ride switch that will allow the red lamps to be energized without opening the door, when the alternately flashing signal lamp system is in its operational mode. The use of such a device shall be in conformity with the law and SDE loading/unloading training procedures, as contained in Idaho's school bus driver training curriculum.

d. The area around the lenses of alternately flashing signal lamps extending outward from the edge of the lamps approximately three (3) inches ~~(+/- one quarter inch)~~ to the sides and top and minimum one (1) inch to the bottom, shall be black in color on the body or roof area against which the signal lamp is seen ~~(~~[from a distance of five hundred (500) feet along axis of the vehicle~~)~~].

e. Red lamps shall flash at any time the stop signal arm is extended.

f. All flashers for alternately flashing red and amber signal lamps shall be enclosed in the body in a readily accessible location.

4. Turn Signal and Stop/Tail Lamps:

a. Bus body shall be equipped with amber rear turn signal lamps that are at least seven (7) inches in diameter or, if a shape other than round, a minimum thirty-eight (38) square inches of illuminated area and shall meet FMVSS No. 108. These signal lamps must be connected to the chassis hazard-warning switch to cause simultaneous flashing of turn signal lamps when needed as vehicular traffic hazard warning. Turn signal lamps are to be placed as wide apart as practical and their centerline shall be a maximum of twelve (12) inches below the rear window. Type A-1 conversion vehicle front lamps must be at least twenty-one (21) square inches in lens area and must be in the manufacturer's standard color.

b. Buses shall be equipped with amber side-mounted turn signal lamps. One turn signal lamp on the left side shall be mounted rearward of the stop signal arm and one turn signal lamp on the right side shall be mounted rearward of the entrance door. Both front side-mounted turn signal lamps shall be mounted forward of the bus center-line. An additional side

mounted turn signal lamp may be mounted on each side of the bus to the rear of the bus center-line.

c. Buses shall be equipped with four (4) combination red stop/tail lamps:

1) Two (2) combination lamps with a minimum diameter of seven (7) inches, or if a shape other than round, a minimum thirty-eight (38) square inches of illuminated area shall be mounted on the rear of the bus just inside the turn signal lamps.

2) Two (2) combination lamps with a minimum diameter of four (4) inches, or if a shape other than round, a minimum of twelve (12) square inches of illuminated area, shall be placed on the rear of the body between the beltline and the floor line. The rear license plate lamp may be combined with one (1) lower tail lamp. Stop lamps shall be activated by the service brakes and shall emit a steady light when illuminated. Type A-1 buses with bodies supplied by chassis manufacturer may be equipped with manufacturer's standard stop and tail lamps.

d. On buses equipped with a monitor for the front and rear lamps of the school bus, the monitor shall be mounted in full view of the driver. If the full circuit current passes through the monitor, each circuit shall be protected by a fuse or circuit breaker or electronic protection device against any short circuit or intermittent shorts.

e. An optional white flashing strobe lamp may be installed on the roof of a school bus, at a location not ~~to exceed 1/3 the body length forward~~ closer than twelve (12) inches or more than six (6) feet from the rear of the roof edge. However, if the bus is equipped with a roof hatch, or other roof mounted equipment, falling within the above mentioned measurements, the strobe lamp may be located directly behind that equipment. The lamp shall have a single clear lens emitting light 360 degrees around its vertical axis and may not extend above the roof more than maximum legal height. A manual switch and a pilot lamp shall be included to indicate when lamp is in operation. Operation of the strobe lamp is limited to periods of inclement weather, nighttime driving, emergency situation or whenever students are onboard. Optionally, the strobe lamp may be mounted on the roof in the area directly over the restraining barrier on the driver's side, may be wired to activate with the amber alternately flashing signal lamps, continuing through the full loading or unloading cycle, and may be equipped with an override switch to allow activation of the strobe at any time for use in inclement weather, nighttime driving or emergency situation.

f. The bus body shall be equipped with two (2) white rear backup lamps that are at least four (4) inches in diameter or, if a shape other than round, a minimum of twelve (12) square inches of illuminated area, meeting FMVSS No. 108 and ~~Idaho Code~~Section 49-920, Idaho Code. If backup lamps are placed on the same horizontal line as the brake lamps and turn signal lamps, they shall be to the inside.

MM. Metal Treatment

1. All metal except high-grade stainless steel or aluminum used in construction of the bus body shall be zinc-coated or aluminum-coated or treated by an equivalent process before bus is constructed. Included are such items as structural members, inside and outside panels, door panels and floor sills. Excluded are such items as door handles, grab handles, interior decorative parts and other interior plated parts.

2. All metal parts that will be painted, in addition to the above requirements, shall be chemically cleaned, etched, zinc phosphate-coated and zinc chromate-or epoxy-primed, or the metal may be conditioned by an equivalent process. This includes but not limited to such items as crossing arm and stop arm.

3. In providing for these requirements, particular attention shall be given to lapped surfaces, welded connections of structural members, cut edges on punched or drilled hole areas in sheet metal, closed or box sections, unvented or undrained areas and surfaces subjected to abrasion during vehicle operation.

4. As evidence that the above requirements have been met, samples of materials and sections used in the construction of the bus body shall be subjected to a cyclic corrosion testing as outlined in SAE J1563.

NN. Mirrors

1. The interior mirror shall be either clear view laminated glass or clear view glass bonded to a backing which retains the glass in the event of breakage. The mirror shall have rounded corners and protected edges. All Type A buses shall have a minimum of a six-inch x ~~16~~sixteen-inch (6 x 16 inch) mirror and Types ~~B,~~ C and D buses shall have a minimum of a six-inch x ~~30~~thirty-inch (6 x 30 inch) mirror.

2. Each school bus shall be equipped with exterior mirrors meeting the requirements of FMVSS No. 111. Mirrors shall be easily adjustable but shall be rigidly braced so as to reduce vibration. The right side rear view mirror shall not be obscured by the un-wiped portion of the windshield.

3. Heated external mirrors may be used.

4. Remote controlled external rear view mirrors may be used.

OO. Mounting

1. The chassis frame shall support the rear body cross member. The bus body shall be attached to chassis frame at each main floor sill, except where chassis components interfere, in such a manner as to prevent shifting or separation of the body from the chassis under severe operating conditions.

2. Isolators shall be installed at all contact points between body and chassis frame on Types A-2, ~~B,~~ C, and D buses, and shall be secured by a positive means to the chassis frame or body to prevent shifting, separation, or displacement of the isolators under severe operating conditions.

PP. Mud Flaps

Rear vehicle ~~mad~~ mud flaps shall be required on all school buses, except when not provided as an option by the school bus manufacturer. Front mud flaps are optional

QQ. Oil Filter

An oil filter with a replaceable element shall be provided and connected by flexible oil lines if it is not a built-in or an engine-mounted design. The oil filter shall have a capacity in accordance with the engine manufacturer's recommendation.

RR. Openings

All openings in the floorboard or firewall between the chassis and passenger compartment (e.g., for gearshift selector and parking brakes lever) shall be sealed.

SS. Overall Length

Overall length of bus shall not exceed forty-five (45) feet, excluding accessories.

TT. Overall Width

Overall width of bus shall not exceed one-hundred and two (102) inches, excluding accessories.

UU. Passenger Load

1. Actual gross vehicle weight (GVW) is the sum of the chassis weight, plus the body weight, plus the driver's weight, plus total seated student weight. For purposes of calculation, the driver's weight is one hundred fifty (150) pounds and the student weight is one hundred twenty (120) pounds per student.

2. Actual GVW shall not exceed the chassis manufacturer's GVWR for the chassis, nor shall the actual weight carried on any axle exceed the chassis manufacturer's Gross Axle Weight Rating (GAWR).

3. When requested, the manufacturer's GVWR for a particular school bus shall be furnished by manufacturers in duplicate (unless more copies are requested) to the purchasing school district or contractor.

VV. Public Address System

1. Buses may be equipped with AM/FM audio and/or public address system having interior and/or exterior speakers.

2. No internal speakers, other than the driver's communication systems, may be installed within four (4) feet of the driver's seat back in its rearmost upright position.

WW. Reflective Material (See National School Transportation Specifications & Procedures Placement of Reflective Markings)

1. The front and/or rear bumper may be marked diagonally 45 degrees down to centerline of pavement with 1.75 to 2.25 ~~two-inch ± one-quarter~~ inch wide strips of non-contrasting reflective material.

2. The rear of bus body shall be marked with strips of reflective NSBY material to outline the perimeter of the back of the bus using material which conforms to the requirements of FMVSS No. 131, Table 1. The perimeter marking of rear emergency exits per FMVSS No. 217 and/or the use of reflective "SCHOOL BUS" signs partially accomplish the objective of this requirement. To complete the perimeter marking of the back of the bus, strips of at least one ~~and three-quarters (1¾)~~ (1) inch reflective NSBY material shall be applied horizontally above the rear windows and above the rear bumper, extending from the rear emergency exit perimeter, marking outward to the left and right rear corners of the bus. Vertical strips of at least one and three-quarters (1¾) inch retroreflective NSBY material shall be applied at the corners connecting these horizontal strips.

3. "SCHOOL BUS" signs, if not of lighted design, shall be marked with retro reflective NSBY material comprising background for lettering of the front and/or rear "SCHOOL BUS" signs.

4. Sides of bus body shall be marked with at least one and three-quarters (1¾) inch retro reflective NSBY material, extending the length of the bus body and located (vertically) between the floor line and the beltline.

5. Signs, if used, placed on the rear of the bus relating to school bus flashing signal lamps or railroad stop procedures may be of retro reflective NSBY material comprising background for lettering.

XX. Retarder System (Optional Equipment)

A retarder system, if used, shall limit the speed of a fully loaded school bus to 19.0 mph on a seven ~~7~~ percent (7%) grade for 3.6 miles.

YY. Road Speed Control

When it is desired to accurately control vehicle maximum speed, a vehicle speed limiter may be utilized.

ZZ. Rub Rails

1. There shall be one (1) rub rail located on each side of the bus approximately at seat cushion level which extends from the rear side of the entrance door completely around the bus body (except the emergency door or any maintenance access door) to the point of curvature near the outside cowl on the left side.

2. There shall be one (1) additional rub rail located on each side at, or no more than ten (10) inches above the floor line. The rub rail shall cover the same longitudinal area as upper rub rail, except at the wheel housings, and it shall, at a minimum, extend to radii of the right and left rear corners.

3. Both rub rails shall be attached at each body post and all other upright structural members.

4. Each rub rail shall be four (4) inches or more in width in their finished form, shall be constructed of 16-gauge steel or suitable material of equivalent strength and shall be constructed in corrugated or ribbed fashion. Each entire rub rail shall be black in color.

5. Both rub rails shall be applied outside the body or outside the body posts. Pressed-in or snap-on rub rails do not satisfy this requirement. For Type A-1 vehicles using the body provided by the chassis manufacturer or for Types A-2, ~~B,~~ C, and D buses using the rear luggage or the rear engine compartment, rub rails need not extend around the rear corners.

6. There shall be a rub rail or equivalent bracing located horizontally at the bottom edge of the body side skirts.

AAA. Seats and Restraining Barriers

1. Passenger Seating:

   a. All seats shall have a minimum cushion depth of fifteen (15) inches, a seat back height of twenty-four (24) inches above the seating reference point, and must comply with all requirements of FMVSS No. 222. School bus design capacities shall be in accordance with 49 CFR~~,~~ Part 571.3 and FMVSS No. 222. In addition to the fastener that forms the pivot for each seat retaining clip, a secondary fastener may be used in each clip to prevent the clip from rotating and releasing the seat cushion unintentionally.

   b. All restraining barriers and passenger seats may be constructed with non-reimbursable materials that enable them to meet the criteria contained in the School Bus Seat Upholstery Fire Block Test or the American Society for Testing and Materials (ASTM) E2574/E2574M – 12a Standard Test Method for Fire Testing of School Bus Seat Assemblies. ~~(National School Transportation Specifications & Procedures School Bus Seat Upholstery Fire Block Test).~~

   c. Each seat leg shall be secured to the floor by ~~a minimum of two~~ bolts, washers, and nuts in order to meet the performance requirements of FMVSS No. 222. Flange-head nuts may be used in lieu of nuts and washers, or seats may be track-mounted in conformance with FMVSS No. 222. If track seating is installed, the manufacturer shall supply minimum and maximum seat spacing dimensions applicable to the bus, which comply with FMVSS No. 222. This information shall be on a label permanently affixed to the inside passenger compartment of the bus.

d. All seat frames attached to the seat rail shall be fastened with ~~two~~ bolts, washers and nuts or flange-head nuts.

e. All school buses (including Type A) shall be equipped with restraining barriers which conform to FMVSS No. 222.

f. The use of a “flip seat” adjacent to any side emergency door is prohibited.

2. Pre School Age Seating:

~~When installed, a~~All passenger seats designed to accommodate a child or infant carrier seat shall comply with FMVSS No. 225. These seats shall be in compliance with NHTSA's "Guideline for the Safe Transportation of Pre-school Age Children in School Buses". Child Safety Restraint Systems (CSRSs) shall not be placed in school bus seats adjacent to emergency exits.

3. Driver Seat:

a. The driver's seat supplied by the body company shall be a high back seat with a minimum seat back adjustable to fifteen (15) degrees, without requiring the use of tools, and a head restraint to accommodate a 5th percentile female to a 95th percentile adult male, as defined in FMVSS No. 208. The driver's seat shall be secured with nuts, bolts and washers or flanged-head nuts.

b. Type A buses may use the standard driver's seat provided by the chassis manufacturer.

4. Driver Restraint System:

a. A Type 2 lap/shoulder belt shall be provided for the driver. On buses where the driver’s seat and upper anchorage for the shoulder belt are both attached to the body structure, a driver’s seat with an integrated Type 2 lap/shoulder belt may be substituted. On buses where the driver’s seat and upper anchorage for the shoulder belt are separately attached to both body and chassis structures (i.e., one attached to the chassis and the other attached to the body), a driver’s seat with an integrated Type 2 lap/shoulder belt should be used.

b. The assembly shall be equipped with an emergency locking retractor for the continuous belt system. On all buses except Type A equipped with a standard chassis manufacturer's driver's seat, the lap portion of the belt system shall be guided or anchored to prevent the driver from sliding sideways under it. The lap/shoulder belt shall be designed to allow for easy adjustment in order to fit properly and to effectively protect drivers varying in size from 5th percentile adult female to 95th percentile adult male.

c. Each bus shall be equipped with durable webbing cuter having a full width handgrip and a protected, replaceable or non-corrodible blade. The required belt cutter shall be mounted in a visible location accessible to the seated driver in an easily detachable manner.

BBB. Shock Absorbers

The bus shall be equipped with double-action shock absorbers compatible with manufacturer's rated axle capacity at each wheel location. Shock absorbers shall be of sufficient length to allow for adequate travel in all situations without damage to the shock absorber or mounts.

CCC. Steering Gear

1. The steering gear shall be approved by the chassis manufacturer and designed to ensure safe and accurate performance when the vehicle is operated with maximum load and at maximum speed.

2. If external adjustments are required, steering mechanism shall be accessible to make adjustments.

3. No changes shall be made in the steering apparatus which are not approved by the chassis manufacturer.

4. There shall be a clearance of at least two (2) inches between the steering wheel and cowl, instrument panel, windshield, or any other surface.

5. Power steering is required and shall be of the integral type with integral valves.

6. The steering system shall be designed to provide a means for lubrication of all wear-points, which are not permanently lubricated.

DDD. Steps

1. The first step at entrance door shall be not less than ten (10) inches and not more than fourteen (14) inches from the ground when measured from top surface of the step to the ground, based on standard chassis specifications, except that on Type D vehicles, the first step at the entrance door shall be twelve (12) inches to sixteen (16) inches from the ground. On chassis modifications which may result in increased ground clearance (such as four-wheel drive) an auxiliary step shall be provided to compensate for the increase in ground-to-first-step clearance. The auxiliary step is not required to be enclosed.

2. Step risers shall not exceed a height of ten (10) inches. When plywood is used on a steel floor or step, the riser height may be increased by the thickness of the plywood.

3. OEM steps shall be enclosed to prevent accumulation of ice and snow.

4. OEM, retrofit, or after-market steps shall not protrude beyond the side body line, except during the loading or unloading of passengers.

EEE. Step Treads

1. All steps, including the floor line platform area, shall be covered with ~~3/16 inch rubber~~ an elastomer floor covering ~~or other materials equal in wear and abrasion resistance to top grade rubber.~~ having a minimum overall thickness of 0.187 inch.

2. The ~~metal back of the tread shall be permanently bonded to the step tread material~~step covering shall be permanently bonded to a durable backing material that is resistant to corrosion.

3. Steps, including the floor line platform area, shall have a one and one-half (1-½) - inch nosing that contrasts in color by at least seventy ~~70~~ percent (70%) measured in accordance with the contrasting color specification in 36 CFR, Part 1192, ADA, Accessibility Guidelines for Transportation Vehicles.

4. Step treads shall have the following characteristics:

   a. Abrasion resistance: Step tread material weight loss shall not exceed 0.40 percent, as tested under ASTM D-4060, Standard Test Method for Abrasion Resistance of Organic Coatings by the Taber Abraser~~,~~ (CS-17 Wheel, 1000 gram, 1000 cycle);

   b. Weathering resistance: Step treads shall not break, crack, or check after ozone exposure (seven days at 50 phm at 40 degrees C) and Weatherometer exposure (ASTM D-750, Standard Test Method for Rubber Deterioration in Carbon-Arc Weathering Apparatus, seven days);

   c. Flame Resistance: Step treads shall have a calculated burn rate of 0.01 mm per minute or less using the test methods, procedures and formulas listed in FMVSS No. 302, Flammability of Interior Materials; and

   d. A spray on application type material may be used in lieu of item 1. that meets the requirements of items 2~~.~~ through 4. The material shall be applied not only to the interior surfaces of the service door step treads but the exterior as well if not covered by undercoating.

FFF. Stirrup Steps

When the windshield and lamps are not easily accessible from the ground, there may be at least one (1) folding stirrup step or recessed foothold and suitably located handles on each side of the front of the body for easy accessibility for cleaning. Steps are permitted in or on the front bumper in lieu of the stirrup steps, if the windshield and lamps are easily accessible for cleaning from that position.

GGG. Stop Signal Arm

The stop signal arm(s) shall comply with the requirements of FMVSS No. 131.

HHH. Storage Compartment (Optional)

A storage container for tools, tire chains, and/or tow chains may be located either inside or outside the passenger compartment. If inside, it shall have a cover capable of being securely latched and fastened to the floor (the seat cushion may not serve this purpose), convenient to either the entrance door or the emergency door.

III. Sun Shield

1. An interior adjustable transparent sun shield, with a finished edge and not less than six inches by thirty ~~30~~ inches (6 x 30 inches) for Types ~~B,~~ C~~,~~ and D vehicles, shall be installed in a position convenient for use by the driver.

2. On all Type A buses, the sun shield (visor) shall be installed according to the manufacturer's standard.

JJJ. Suspension Systems

1. The capacity of springs or suspension assemblies shall be commensurate with the chassis manufacturer's GVWR.

2. Rear leaf springs shall be of a progressive rate or multi-stage design. Front leaf springs shall have a stationary eye at one end and shall be protected by a wrapped leaf, in addition to the main leaf.

~~**4. Tail Pipe**~~

~~a. The tailpipe may be flush with, but shall not extend out more than two inches beyond, the perimeter of the body for side-exit pipe or the bumper for rear-exit pipe.~~

~~b. The tailpipe shall exit to the left or right of the emergency exit door in the rear of vehicle or to the left side of the bus in front or behind the rear drive axle. The tailpipe exit location on school bus types A-1 or B-1 buses may be according to the manufacturer's standard. The tailpipe shall not exit beneath any fuel filler location or beneath any emergency door.~~

KKK. Throttle

The force required to operate the throttle shall not exceed sixteen (16) pounds throughout the full range of accelerator pedal travel.

LLL. Tires and Rims

1. Rims of the proper size and tires of the proper size and load rating commensurate with the chassis manufacturer's gross vehicle weight rating shall be provided. The use of multi-piece rims and/or tube-type tires shall not be permitted on any school bus ordered after December 31, 1995.

2. Dual rear tires shall be provided on Type A-2, ~~Type B,~~ Type C and Type D school buses.

3. All tires on a vehicle shall be of the same size, and the load range of the tires shall meet or exceed the GVWR, as required by FMVSS No. 120.

4. If the vehicle is equipped with a spare tire and rim assembly, it shall be the same size as those mounted on the vehicle.

5. If a tire carrier is required, it shall be suitably mounted in an accessible location outside the passenger compartment.

MMM. Tow Attachment Points

1. Rear towing devices (i.e. tow hooks, tow eyes, or other designated towing attachment points) shall be furnished to assist in the retrieval of buses that are stuck and/or for towing buses when a wrecker with a “wheel lift” or an “axle lift” is not available or cannot be applied to the towed vehicle.

2. Towing devices shall be attached to the chassis frame either by the chassis manufacturer or in accordance with the chassis manufacturer’s specifications.

3. Each rear towing device shall have a strength rating of thirteen thousand five hundred (13,500) pounds with the force applied in the rearward direction, parallel to the ground, and parallel to the longitudinal axis of the chassis frame rail.

4. The towing devices shall be mounted such that they do not project rearward of the rear bumper.

NNN. Traction Assisting Devices (Optional)

1. Where required or used, sanders shall:

   a. Be of hopper cartridge-valve type~~.~~;

   b. Have a metal hopper with all interior surfaces treated to prevent condensation of moisture~~.~~;

   c. Be of at least 100~~-~~ pound (grit) capacity~~.~~;

   d. Have a cover on the filler opening of hopper, which screws into place, thereby sealing the unit airtight~~.~~;

   e. Have discharge tubes extending to the front of each rear wheel under the fender~~.~~;

   f. Have non-clogging discharge tubes with slush-proof, non-freezing rubber nozzles~~.~~;

   g. Be operated by an electric switch with a telltale pilot lamp mounted on the instrument panel~~.~~;

   h. Be exclusively driver-controlled~~.~~; and

i. Have a gauge to indicate that the hopper needs refilling when it reaches one-quarter (¼) full.

2. Automatic traction chains may be installed.

OOO. Transmission

1. Automatic transmissions shall have no fewer than three (3) forward speeds and one (1) reverse speed. Mechanical shift selectors shall provide a detent between each gear position when the gear selector quadrant and shift selector are not steering-column mounted.

~~2. In manual transmissions, second gear and higher shall be synchronized, except when incompatible with engine power. A minimum of three forward speeds and one reverse speed shall be provided.~~

~~3.~~2. Automatic transmissions ~~incorporating a parking pawl~~ shall have a transmission shifter interlock controlled by the application of the service brake to prohibit accidental engagement of the transmission.
~~All non-park pawl transmissions shall incorporate a park brake interlock that requires the service brake to be applied to allow release of the parking brake.~~

PPP. Trash Container and Holding Device (Optional)

Where requested or used, the trash container shall be secured by a holding device that is designed to prevent movement and to allow easy removal and replacement; and it shall be installed in an accessible location in the driver's compartment, not obstructing passenger use of the entrance door or the entrance grab handle, and in such a way as to prevent the entanglement of clothing, backpack straps, drawstrings, etc. Trash cans shall not be installed in the passenger compartment which includes the back of the bus.

QQQ. Turning Radius

1. A chassis with a wheelbase of two-hundred sixty-four (264) inches or less shall have a right and left turning radius of not more than forty-two and one-half (42½) feet, curb-to-curb measurement.

2. A chassis with a wheelbase of two-hundred sixty-five (265) inches or more shall have a right and left turning radius of not more than forty-four and one-half (44½) feet, curb-to-curb measurement.

RRR. Undercoating

1. The entire underside of the bus body, including floor sections, cross member and below floor line side panels, shall be coated with rust-proofing material for which the material manufacturer has issued a notarized certification of compliance to the bus body builder that materials meet or exceed all performance and

qualitative requirements of ~~paragraph 3.4 of Federal Specification TT-C-520b, using modified test procedures* for the following requirements:~~ SAE J1959.

~~1. Salt spray resistance-pass test modified to five percent salt and 1,000 hours~~

~~2. Abrasion resistance-pass~~

~~3. Fire resistance-pass~~

~~4. *Test panels are to be prepared in accordance with paragraph 4.6.12 of TT-C-520b with modified procedure requiring that test be made on a 48-hour air-cured film at thickness recommended by compound manufacturer.~~

2. The undercoating material shall be applied with suitable airless or conventional spray equipment to the recommended film thickness and shall show no evidence of voids in the cured film. The undercoating material shall not cover any exhaust components of the chassis.

SSS. Ventilation

1. Auxiliary fans shall meet the following requirements:

   a. Fans ~~for left and right sides~~ shall be placed in a location where they can be adjusted for maximum effectiveness and where they do not obstruct the driver's vision or interfere with the safe operation of necessary equipment~~.~~; ~~vision to any mirror or through any critical windshield area. Note: Type A buses may be equipped with one fan.~~

   b. Fans shall be of six (6) inch nominal diameter~~.~~;

   c. Fan blades shall be covered with a protective cage; and

   ~~c.~~d. ~~-~~Each fan shall be controlled by a separate switch.

2. The bus body shall be equipped with a suitably controlled ventilating system of sufficient capacity to maintain proper quantity of air under operating conditions without having to open windows except in extremely warm weather.

3. Static-type, non-closeable exhaust ventilation shall be installed, preferably in a low-pressure area of the roof.

4. Roof hatches designed to provide ventilation in all types of exterior weather conditions may be provided.

TTT. Wheel housing

1. The wheel housing opening shall allow for easy tire removal and service.

2. The wheel housings shall be attached to floor sheets in such a manner so as to prevent any dust, water or fumes from entering the body. The wheel housings shall be constructed of at least 16-gauge steel.

3. The inside height of the wheel housing above the floor line shall not exceed twelve (12) inches.

4. The wheel housings shall provide clearance for installation and use of tire chains on single and dual (if so equipped) power-driving wheels.

5. No part of raised wheel housing shall extend into the emergency door opening.

UUU. Windows

1. Each full side window, other than emergency exits designated to comply with FMVSS 217, shall provide an unobstructed opening of at least nine (9) inches but not more than thirteen (13) inches high and at least twenty-two (22) inches wide, obtained by lowering the window. One side window on each side of the bus may be less than twenty-two (22) inches wide. Passenger and driver window frames shall be painted NSBY, black to match body trim, or shall be unpainted aluminum. The area between the passenger and driver window frames shall be NSBY.

2. ~~Optional t~~Tinted ~~(non-reimbursable)~~ and/or frost-free glazing may be installed in all doors, windows, and windshields consistent with federal, state, and local regulations.

VVV. Windshield Washers

A windshield washer system shall be provided.

WWW. Windshield Wipers

1. A two-speed windshield wiping system with an intermittent time delay feature shall be provided.

2. The wipers shall meet the requirements of FMVSS No. 104.

XXX. Wiring

1. All wiring shall conform to current SAE standards.

2. Wiring shall be arranged in circuits, as required, with each circuit protected by a fuse, breaker or electronic protection device.

3. A system of color and number coding shall be used and an appropriate identifying diagram shall be provided to the end user, along with the wiring diagram provided by the chassis manufacturer. The wiring diagrams shall be specific to the bus model supplied and shall include any changes to wiring made by the body manufacturer. Chassis wiring diagrams shall be supplied to the end

user. A system of color and number-coding shall be used on buses. The following body interconnecting circuits shall be color-coded as noted:

FUNCTION	COLOR
Left Rear Directional Lamp	Yellow
Right Rear Directional Lamp	Dark Green
Stop Lamps	Red
Back-up Lamps	Blue
Tail Lamps	Brown
Ground	White
Ignition Feed, Primary Feed	Black

4. The color of cables shall correspond to SAE J1128.

5. Wiring shall be arranged in at least six (6) regular circuits as follows:

   a. Head, tail, stop (brake) and instrument panel lamps;

   b. Clearance lamps and step well lamps that shall be actuated when the entrance door is open;

   c. Dome lamps;

   d. Ignition and emergency door signal;

   e. Turn signal lamps; and

   ~~e.~~ f. Alternately flashing signal lamps.

6. Any of the above combination circuits may be subdivided into additional independent circuits.

7. Heaters and defrosters shall be wired on an independent circuit.

8. There shall be a manual noise suppression switch installed in the control panel. The switch shall be labeled and alternately colored. This switch shall be an on/off (a momentary or spring loaded switch does not meet this requirement) type that deactivates body equipment that produces noise, including, at least, the AM/FM radio, two–way communications, heaters, air conditioners, fans and defrosters. This switch shall not deactivate safety systems, such as windshield wipers or lighting systems.

9. Whenever possible, all other electrical functions (such as sanders and electric-type windshield wipers) shall be provided with independent and properly protected circuits.

10. Each body circuit shall be coded by number or letter on a diagram of circuits and shall be attached to the body in a readily accessible location.

11. The entire electrical system of the body shall be designed for the same voltage as the chassis on which the body is mounted.

12. All wiring shall have an amperage capacity exceeding the design load by at least twenty-five ~~25~~ percent (25%). All wiring splices are to be done at an accessible location and noted as splices on wiring diagram.

13. A body wiring diagram of a size that can be easily read shall be furnished with each bus body or affixed in an area convenient to the electrical accessory control panel.

14. The body power wire shall be attached to a special terminal on the chassis.

15. All wires passing through metal openings shall be protected by a grommet.

16. Wires not enclosed within the body shall be fastened securely at intervals of not more than eighteen (18) inches. All joints shall be soldered or joined by equally effective connectors, which shall be water-resistant and corrosion-resistant.

17. Multiplex wiring may exempt manufacturers from some of the above wiring standards.

18. Buses may be equipped with a 12-volt power port in the driver's area.

~~BUS BODY STANDARDS~~

~~5. Air Conditioning (Non-Reimbursable Option – see exception)~~

~~1. Body manufacture, or after-market, installed air conditioning must meet the same requirements as those cited under "Heating and Air Conditioning."~~

~~a. Reimbursement Exception: Air conditioning shall be reimbursable under the Pupil Transportation Support Program when the school district can demonstrate a need subsequent to an IDEA mandated related service.~~

~~6. Aisle~~

~~1. All emergency exit doors shall be accessible by a 12-inch minimum aisle. The aisle shall be unobstructed at all times by any type of barrier, seat, wheelchair or tie down. Flip seats are not allowed.~~

~~7. Back-Up Warning Alarm~~

~~An automatic audible alarm shall be installed behind the rear axle and shall comply with the published Backup Alarm Standards (SAE J994B), providing a minimum of 112 dBA, or shall have a variable volume feature that allows the alarm to vary from 87 dBA to 112 dBA sound level, staying at least 5 dBA above the ambient noise level.~~

~~8. Battery~~

1. ~~The battery is to be furnished by the chassis manufacturer.~~

2. ~~When the battery is mounted as described in the "Bus Chassis Specifications", the body manufacturer shall securely attach the battery on a slide-out or swing-out tray in a closed, vented compartment in the body skirt, so that the battery is accessible for convenient servicing from the outside. The battery compartment door or cover shall be hinged at the front or top, and be secured by an adequate and conveniently operated latch or other type fastener. Battery cables installed by the body manufacturer shall meet chassis manufacturer and SAE requirements. Battery cables shall be of sufficient length to allow the battery tray to fully extend. The battery compartment is required on Type A-1 diesel buses.~~

3. ~~Buses may be equipped with a battery shut-off switch. If so equipped, the switch is to be placed in a location not readily accessible to the passengers.~~

~~9. Brakes (General)~~

7. ~~The chassis brake system shall conform to the provisions of FMVSS No. 105, No. 106 and No. 121 as applicable.~~

8. ~~The anti-lock brake system (ABS), provided in accordance with FMVSS No. 105 or No. 121, shall provide wheel speed sensors for each front wheel and for each wheel on at least one rear axle. The system shall provide anti-lock braking performance for each wheel equipped with sensors. (Four Channel System).~~

9. ~~All brake systems should be designed to permit visual inspection of brake lining wear without removal of any chassis component(s).~~

10. ~~The brake lines, booster-assist lines, and control cables shall be protected from excessive heat, vibration and corrosion and installed in a manner which prevents chafing.~~

11. ~~The parking brake system for either air or hydraulic service brake systems may be of a power assisted design. The power parking brake actuator should be a device located on the instrument panel within seated reach of a 5th percentile female driver. As an option, the parking brake may be set by placing the automatic transmission shift control mechanism in the "park" position.~~

12. ~~The power-operated parking brake system may be electronically interlocked to the engine key switch. Once the parking brake has been set and the ignition switch turned to the "off" position, the parking brake cannot be released until the key switch is turned back to the "on" position.~~

~~10. Brakes (Hydraulic)~~

~~Buses using a hydraulic assist brake shall be equipped with audible and visible warning signals that provide a continuous warning to the driver of loss of fluid flow from the primary source and of a failure of the back-up pump system. Type A and B buses may be OEM standard.~~

~~11. Brakes (Air)~~

6. ~~The air pressure supply system shall include a desiccant-type air dryer installed according to the manufacturers' recommendations. The air pressure storage tank system may incorporate an automatic drain valve.~~

7. ~~The Chassis manufacturer should provide an accessory outlet for air-operated systems installed by the body manufacturer. This outlet shall include a pressure protection valve to prevent loss of air pressure in the service brake reservoir.~~

8. ~~For air brake systems, an air pressure gauge shall be provided in the instrument panel capable of complying with CDL pre-trip inspection requirements.~~

9. ~~Air brake-equipped buses may be equipped with a service brake interlock. If so equipped, the parking brake shall not release until the brake pedal is depressed.~~

10. ~~Air brake systems shall include a system for anti-compounding of the service brakes and parking brakes.~~

11. ~~Air brakes shall have both a visible and audible warning device whenever the air pressure falls below the level where warnings are required under FMVSS No. 121.~~

~~12. Bumper: Front~~

~~On a Type D school bus, if the chassis manufacturer does not provide a bumper, it shall be provided by the body manufacturer. The bumper will conform to the standards described in the "Bus Chassis Specifications."~~

~~13. Bumper: Rear~~

6. ~~The bumper on Type A-1 bus shall be a minimum of 8 inches wide (high) and Type A-2, B, C and D bus bumper shall be a minimum of 9 1/2 inches wide (high). The bumper shall be of sufficient strength to permit being pushed by another vehicle of similar size or lifted without permanent distortion.~~

7. ~~The bumper shall wrap around back corners of the bus. It shall extend forward at least 12 inches, measured from the rear-most point of the body at the floor line, and shall be flush-mounted to body sides or protected with an end panel.~~

8. ~~The bumper shall be attached to the chassis frame in such a manner that it may be removed. It shall be braced to resist deformation of the bumper resulting from impact from the rear or side. It shall be designed to discourage hitching of rides by an individual.~~

9. ~~The bumper shall extend at least 1 inch beyond the rear-most part of the body surface measured at the floor line.~~

10. ~~The bottom of the rear bumper shall not be more than 30 inches above ground level.~~

~~14. Ceiling~~

~~See Insulation and Interior, this section.~~

~~15. Certification~~

~~The body manufacturer upon request of the Idaho State Department of Education Student Transportation Section shall certify that its product meets all Idaho minimum construction standards (Standards for Idaho School Buses and Operations) for items not covered by the FMVSS certification requirements of 49 CFR, Part 567.~~

~~16. Chains (Tire)~~

~~See Wheel housing, this section.~~

~~17. Color~~

1. ~~The school bus body shall be painted National School Bus Yellow (NSBY), according to School Bus Manufacturers Technical Council publication - 008.~~

2. ~~The entire rub rail and body exterior paint trim shall be black. Entrance door exterior (excluding glass) shall be NSBY or black, or unpainted aluminum. Passenger and driver window frames shall be painted NSBY, black to match body trim, or shall be unpainted aluminum. The area between the passenger and driver window frames shall be NSBY (National School Bus Yellow).~~

3. ~~Optionally, the roof of the bus may be painted white (non-reimbursable) except that the front and rear roof caps shall remain NSBY, according to National School Transportation Specifications & Procedures Placement of Reflective Markings. If required by automated painting processes a maximum three (3) inch black transition strip is allowed between the white roof cap and the NSBY body paint above the windows.~~

~~18. Communications~~

~~All school buses used to transport students shall be equipped with two-way voice communication other than CB radios.~~

~~19. Construction~~

6. ~~**Side Intrusion Test:** The bus body shall be constructed to withstand an intrusion force equal to the curb weight of the vehicle, or exceed 20,000 pounds, whichever is less. Each vehicle shall be capable of meeting this requirement when tested in accordance with the procedures set forth below.~~

7. ~~The complete body structure, or a representative seven-body section mock up with seats installed, shall be load-tested at a location 24 inches plus or minus two inches above the floor line, with a maximum 10-inch diameter cylinder, 48 inches long, mounted in a horizontal plane.~~

8. ~~The cylinder shall be placed as close as practical to the mid-point of the tested structure, spanning two internal vertical structural members. The cylinder shall be statically loaded to the required force of curb weight or 20,000 pounds, whichever is less, in a horizontal plane with the load applied from the exterior toward the interior of the test structure. Once the minimum load has been applied, the penetration of the loading cylinder into the passenger compartment shall not exceed a maximum of ten inches from its original point of contact. There can be no separation of lapped panels or construction joints. Punctures, tears or breaks in the external panels are acceptable but are not permitted on any adjacent interior panel.~~

9. ~~Body companies shall certify compliance with this intrusion requirement, including test results, if requested.~~

10. ~~Construction shall be reasonably dust-proof and watertight.~~

~~20. Crossing Control Arm (Optional)~~

10. ~~Buses may be equipped with a crossing control arm mounted on the right side of the front bumper. This arm when opened shall extend in a line parallel with the body side and positioned on a line with the right side wheels.~~

11. ~~All components of the crossing control arm and all connections shall be weatherproofed.~~

12. ~~The crossing control arm shall incorporate system connectors (electrical, vacuum or air) at the gate and shall be easily removable to allow for towing of the bus.~~

13. ~~The crossing control arm shall be constructed of noncorrosive or nonferrous material or treated in accordance with the body sheet metal specifications. (see METAL TREATMENT)~~

14. ~~There shall be no sharp edges or projections that could cause injury or be a hazard to students. The end of the arm shall be rounded.~~

15. ~~The crossing control arm shall extend a minimum of 70 inches (measured from the bumper at the arm assembly attachment point) when in the extended position.~~

16. ~~The crossing control arm shall extend simultaneously with the stop arm(s) by means of the stop arm controls.~~

17. ~~An automatic recycling interrupt switch should be installed for temporary disabling of the crossing control arm.~~

18. ~~The assembly shall include a device attached to the bumper near the end of the arm to automatically retain the arm while in the stowed position. That device shall not interfere with normal operations of the crossing control arm.~~

~~21. Defrosters~~

5. Defrosting and defogging equipment shall direct a sufficient flow of heated air onto the windshield, the window to the left of the driver and the glass in the viewing area directly to the right of the driver to eliminate frost, fog and snow. **Exception:** The requirement of this standard does not apply to the exterior surfaces of double pane storm windows.

6. The defrosting system shall conform to SAE J381.

7. The defroster and defogging system shall be capable of furnishing heated, outside ambient air, except that the part of the system furnishing additional air to the windshield, entrance door and step well may be of the recirculating air type.

8. Auxiliary fans are not considered defrosting or defogging systems.

22. Doors, Entrance

9. The entrance door shall be in the driver's control, designed to afford easy release and to provide a positive latching device on manual operating doors to prevent accidental opening. When a hand lever is used, no part shall come together that will shear or crush fingers. Manual door controls shall not require more than 25 pounds of force to operate at any point throughout the range of operation, as tested on a 10 percent grade both uphill and downhill.

10. The entrance door shall be located on the right side of the bus, opposite and within direct view of driver.

11. The entrance door shall have a minimum horizontal opening of 24 inches and a minimum vertical opening of 68 inches.

12. The entrance door shall be a split-type door and shall open outward.

13. All entrance door glass shall be of approved safety glass. The bottom of each lower glass panel shall not be more than ten inches from the top surface of the bottom step. The top of each upper glass panel when viewed from the interior shall not be more than 3 inches below the interior door control cover or header pad.

14. Vertical closing edges on entrance doors shall be equipped with flexible material to protect children's fingers.

15. There shall be no door to left of driver on Type B, C or D vehicles. All Type A vehicles may be equipped with the chassis manufacturer's standard left-side door.

16. All doors shall be equipped with padding at the top edge of each door opening. Padding shall be at least three inches wide and one inch thick and extend the full width of the door opening.

17. On power-operated entrance doors, the emergency release valve, switch or device to release the entrance door must be placed above or to the immediate

~~left or right of the entrance door and must be clearly labeled. The emergency valve, switch or device shall work in the absence of power.~~

~~23. Emergency Exits and Emergency Exit Alarm Systems~~

~~13. Any installed emergency exits and all exit alarm systems shall comply with the requirements of FMVSS No. 217.~~

~~14. The upper portion of the emergency door shall be equipped with approved safety glazing, the exposed area of which shall be at least 400 square inches. The lower portion of the rear emergency doors on Types A-2, B, C, and D vehicles shall be equipped with a minimum of 350 square inches of approved safety glazing.~~

~~15. There shall be no steps leading to an emergency door.~~

~~16. The words "EMERGENCY DOOR" or EMERGENCY EXIT," in letters at least 2" high, shall be placed at the top of or directly above the emergency exit, or on the door in the metal panel above the top glass, both inside and outside the bus.~~

~~17. The emergency door(s) shall be equipped with padding at the top edge of each door opening. Padding shall be at least three inches wide and one inch thick, and shall extend the full width of the door opening.~~

~~18. There shall be no obstruction higher than ¼ inch across the bottom of any emergency door opening. Fasteners used within the emergency exit opening, shall be free of sharp edges or burrs.~~

~~19. (In accordance with Federal Regulations Title 49 CFR 571.217 each school bus shall have the designation "Emergency Door" or "Emergency Exit," as appropriate, in letters at least 5 centimeters high, of a color that contrasts with its background. For emergency exit doors, the designation shall be located at the top of, or directly above, the emergency exit door on both the inside and outside surfaces of the bus. Concise operating instructions describing the motions necessary to unlatch and open the emergency exit shall be located within 15 centimeters of the release mechanism on the inside surface of the bus. These instructions shall be in letters at least 1 centimeter high and of a color that contrasts with its background. Examples: (1) Lift to Unlatch, Push to Open (2) Turn Handle, Push Out to Open). Outside may consist of a black arrow pointing in direction of handle travel. No other lettering shall obstruct or interfere with the placement of operation instructions mounted on the interior or exterior of the emergency exit door.~~

~~20. The rear emergency window shall have lifting assistance device that will aid in lifting and holding the rear emergency window open.~~

~~21. Each emergency exit door of a school bus shall be equipped with a positive door opening device that, after the release mechanism has been operated, bears the weight of the door; Keeps the door from closing past the point at which the door is perpendicular to the side of the bus body, regardless of the body's orientation; and Provides a means for release or override. The positive door opening device~~

~~shall perform the functions specified in paragraph (a)(3)(i) (A) and (B) of this section without the need for additional action beyond opening the door past the point at which the door is perpendicular to the side of the bus body. Emergency door(s) holder – language (CFR 571.217)~~

~~22. Types A, B, C and D vehicles shall be equipped with a total number of emergency exits as follows for the indicated capacities of vehicles. Exits required by FMVSS 217 may be included to comprise the total number of exits specified.~~

~~0 to 42 Passengers = 1 emergency exit per side and 1 roof hatch.~~
~~43 to 78 Passengers = 2 emergency exits per side and 2 roof hatches.~~
~~79 to 90 Passengers = 3 emergency exits per side and 2 roof hatches.~~

~~23. Side emergency exit windows, when installed, may be vertically hinged on the forward side of the window. Operation instructions shall be clearly readable of a contrasting color, and be located within 6" of the release mechanism. No side emergency exit window will be located above a stop arm. Emergency exit doors, side emergency exit windows and emergency exit roof hatches shall be strategically located for optimal egress during an emergency evacuation of the bus.~~

~~24. Emergency exit doors shall include an alarm system that includes an audible warning device at the emergency door exit and also in the driver's compartment. Emergency exit side windows shall include an alarm system that includes an audible warning device in the driver's compartment. Roof hatches do not require an alarm system, but if so equipped, they must be operable and include an audible warning device in the driver's compartment.~~

~~25. Vandal lock may be installed, if applicable, the interlock and vandal lock should be interconnected.~~

~~24. Emergency Equipment~~

~~1. Fire extinguisher:~~

~~c. The bus shall be equipped with at least one UL-approved pressurized, dry chemical fire extinguisher complete with hose. The extinguisher shall be mounted and secured in a bracket, located in the driver's compartment and readily accessible to the driver and passengers. A pressure gauge shall be mounted on the extinguisher and be easily read without moving the extinguisher from its mounted position. Fire extinguisher shall be mounted in such a way as to prevent the entanglement of clothing, backpack straps, drawstrings, etc.~~

~~d. The fire extinguisher shall have a total rating of 2A10BC or greater. The operating mechanism shall be sealed with a type of seal (breakable) that will not interfere with the use of the fire extinguisher.~~

~~2. First-aid kit:~~

c. ~~The bus shall have a removable, moisture-proof and dustproof first aid kit sealed with a breakable type seal and mounted in the driver's compartment in a location that is physically accessible to all drivers. It shall be properly mounted and secured and identified as a first aid kit. The location for the first aid kit shall be marked. First-aid kit shall be mounted in such a way as to prevent the entanglement of clothing, backpack straps, drawstrings, etc.~~

d. ~~Contents shall, at a minimum, include:~~

~~13) 2- 1 inch x 2 1/2 yards adhesive tape~~

~~14) 24 - sterile gauze pads 3 inches x 3 inches~~

~~15) 100 - 3/4 inch x 3 inches adhesive bandages~~

~~16) 8 - 2 inch bandage compress~~

~~17) 10 - 3 inch bandage compress~~

~~18) 2 - 2 inch x 6 feet sterile gauze roller bandages~~

~~19) 2 - non-sterile triangular bandages approximately 39 inches x 35 inches x 54 inches with 2 safety pins~~

~~20) 3 - sterile gauze pads 36 inches x 36 inches~~

~~21) 3 - sterile eye pads~~

~~22) 1 - rounded-end scissors~~

~~23) 1 - mouth-to-mouth airway~~

~~24) 1 - pair medical examination gloves~~

~~3. Body fluid clean-up kit:~~

~~4. Each bus shall have a removable and moisture-proof body fluid clean-up kit. It shall be sealed with a breakable type seal. It shall be properly mounted in the driver's compartment in a location that is physically accessible to all drivers and identified as a body fluid clean-up kit. Body fluid clean-up kit shall be mounted in such a way as to prevent the entanglement of clothing, backpack straps, drawstrings, etc.~~

~~5. Contents shall, at a minimum, include:~~

~~7) 1 - pair medical examination gloves~~

~~8) Absorbent~~

~~9) 1 – scoop~~

~~10) 1 - scraper or hand broom~~

~~11) Disinfectant~~

~~12) 2 - plastic bags~~

~~6. Warning devices:~~

~~Each school bus shall contain at least three (3) reflectorized triangle road warning devices that meet requirements in FMVSS 125. The warning device(s) shall be enclosed in an approved box that shall be sealed with a breakable type seal. The warning device(s) and approved box shall be mounted in an accessible place within the driver's compartment of the bus and shall be mounted in such a way as to prevent the entanglement of clothing, backpack straps, drawstrings, etc. The lid of the approved box may be designed so as to reveal the contents of the box without opening the lid.~~

~~6. Any of the emergency equipment may be mounted in an enclosed compartment, provided the compartment is labeled in not less than one-inch letters, identifying each piece of equipment contained therein.~~

~~7. Tape(s) and silicone sealants do not meet breakable type seal requirement. Breakable type seal(s) shall be replaced as appropriate and necessary and also during every annual school bus inspection following a thorough inspection for deterioration and required contents.~~

~~8. Ignitable flares and axes are not allowed on school buses.~~

~~25. Floors~~

~~5. The floor in the under-seat area, including tops of wheel housing, driver's compartment and toe board, shall be covered with rubber floor covering or equivalent, having a minimum overall thickness of .125 inch, and a calculated burn rate of 0.1 or less, using the test methods, procedures and formulas listed in FMVSS No. 302. The driver's area on all Type A buses may be manufacturer's standard flooring and floor covering~~

~~6. The floor covering in the aisles shall be of aisle-type rubber or equivalent, wear-resistant and ribbed. Minimum overall thickness shall be .187 inch measured from tops of ribs.~~

~~7. The floor covering must be permanently bonded to the floor and must not crack when subjected to sudden changes in temperature. Bonding or adhesive material shall be waterproof and shall be a type recommended by the manufacturer of floor-covering material. All seams must be sealed with waterproof sealer.~~

~~8. On Types B, C and D buses, a flush-mounted, screw-down plate that is secured and sealed shall be provided to access the fuel tank sending unit and /or fuel pump. This plate shall not be installed under flooring material.~~

~~26. Handrails~~

~~At least one handrail shall be installed. The handrail(s) shall assist passengers during entry or exit, and be designed to prevent entanglement, as evidenced by the passage of the NHTSA string and nut test, as defined in National School Transportation Specifications & Procedures School Bus Inspection.~~

~~27. Heaters and Air Conditioning Systems~~

~~3. Heating System:~~

~~m. The heater shall be hot water and/or combustion type.~~

~~n. If only one heater is used, it shall be fresh-air or combination fresh-air and recirculation type.~~

~~o. If more than one heater is used, additional heaters may be recirculating air type.~~

~~p. The heating system shall be capable of maintaining bus interior temperatures as specified in SAE test procedure J2233.~~

~~q. Auxiliary fuel-fired heating systems (non-reimbursable) are permitted, provided they comply with the following:~~

~~r. The auxiliary heating system fuel shall utilize the same type fuel as specified for the vehicle engine.~~

~~s. The heater(s) may be direct hot air or connected to the engine's coolant system.~~

~~t. An auxiliary heating system, when connected to the engine's coolant system, may be used to preheat the engine coolant or preheat and add supplementary heat to the bus's heating system.~~

~~u. Auxiliary heating systems must be installed pursuant to the manufacturer's recommendations and shall not direct exhaust in such a manner that will endanger bus passengers.~~

~~v. Auxiliary heating systems which operate on diesel fuel shall be capable of operating on #1, #2 or blended diesel fuel without the need for system adjustment.~~

~~w. The auxiliary heating system shall be low voltage.~~

~~x. Auxiliary heating systems shall comply with all applicable FMVSSs, including FMVSS No. 301, as well as with SAE test procedures.~~

~~y. All forced air heaters installed by body manufacturers shall bear a name plate that indicates the heater rating in accordance with SBMTC-001. The plate shall be affixed by the heater manufacturer and shall constitute certification that the heater performance is as shown on the plate. Low~~

~~profile heaters are not allowed within the clear floor area required to accommodate a wheelchair.~~

~~z. Portable heaters shall not be allowed~~

~~aa. Heater hoses shall be adequately supported to guard against excessive wear due to vibration. The hoses shall not dangle or rub against the chassis or any sharp edges and shall not interfere with or restrict the operation of any engine function. Heater hoses shall conform to SAE J20c. Heater lines on the interior of bus shall be shielded to prevent scalding of the driver or passengers. All heater hose shields shall completely cover all parts of the hose and connectors in such a way as to prevent burning subsequent to significant heat transferring to the shield. They shall not incorporate any openings that would allow a passenger to be injured by sharp edges or hot surfaces.~~

~~bb. Each hot water system installed by a body manufacturer shall include one shut-off valve in the pressure line and one shut-off valve in the return line with both valves at the engine in an accessible location, except that on all Types A and B buses, the valves may be installed in another accessible location.~~

~~cc. All heaters in the passenger compartment shall be equipped with a device, installed in the hot water pressure line, which regulates the water flow to all passenger heaters. The device shall be conveniently operated by the driver while seated. The driver and passenger heaters may operate independently of each other for maximum comfort.~~

~~dd. All combustion heaters shall be in compliance with current Federal Motor Carrier Safety Administration Regulations.~~

~~ee. Accessible bleeder valves shall be installed in an appropriate place in the return lines of body company-installed heaters to remove air from the heater lines.~~

~~ff. Access panels shall be provided to make heater motors, cores, and fans readily accessible for service. An outside access panel may be provided for the driver's heater.~~

~~4. Air Conditioning (Non-Reimbursable Option Except When Driven By IEP):~~

~~g. The following specifications are applicable to all types of school buses that may be equipped with air conditioning. This section is divided into two parts: Part 1 covers performance specifications and Part 2 covers other requirements applicable to all buses.~~

~~h. **Part 1 - Performance Specifications:**~~

~~3) The installed air conditioning system should cool the interior of the bus down to at least 80 degrees Fahrenheit, measured at a minimum~~

~~of three points, located four feet above the floor at the longitudinal centerline of the bus. The three points shall be: (1) near the driver's location, (2) at the mid point of the body, and (3) two feet forward of the rear emergency door, or, for Type D rear-engine buses, two feet forward of the end of the aisle.~~

~~4) The test conditions under which the above performance must be achieved shall consist of: (1) placing the bus in a room (such as a paint booth) where ambient temperature can be maintained at 100 degrees Fahrenheit (2) heat soaking the bus at 100 degrees Fahrenheit with windows open for at least one hour and (3) closing windows, turning on the air conditioner with the engine running at the chassis manufacturer's recommended low idle speed, and cooling the interior of the bus to 80 degrees Fahrenheit or lower within a maximum of 30 minutes while maintaining 100 degrees Fahrenheit outside temperature.~~

~~5) Alternately, and at the user's discretion, this test may be performed under actual summer conditions, which consist of temperatures above 85 degrees Fahrenheit, humidity above 50 percent with normal sun loading of the bus and the engine running at the manufacturer's recommended low idle speed. After a minimum of one hour of heat soaking, the system shall be turned on and must provide a minimum 20-degree temperature drop in the 30-minute time limit.~~

~~6) The manufacturer shall provide facilities for the user or user's representative to confirm that a pilot model of each bus design meets the above performance requirements.~~

~~i. **Part 2 - Other Requirements:**~~

~~8) Evaporator cases, lines and ducting (as equipped) shall be designed in such a manner that all condensation is effectively drained to the exterior of the bus below the floor level under all conditions of vehicle movement and without leakage on any interior portion of bus.~~

~~9) Any evaporator or ducting system shall be designed and installed so as to be free of injury-prone projections or sharp edges. Any ductwork shall be installed so that exposed edges face the front of the bus and do not present sharp edges.~~

~~10) On specially equipped school buses, the evaporator and ducting (if used) shall be placed high enough that they will not obstruct occupant securement shoulder strap upper attachment points. This clearance shall be provided along entire length of the passenger area on both sides of the bus interior to allow for potential retrofitting of new wheelchair positions and occupant securement devices throughout the bus.~~

~~11) The body may be equipped with insulation, including sidewalls, roof, firewall, rear, inside body bows and plywood or composite floor insulation to aid in heat dissipation and reflection.~~

~~12) All glass (windshield, entrance and emergency doors, side and rear windows) may be equipped with maximum integral tinting allowed by federal, state or ANSI standards for the respective locations, except that windows rear of the driver's compartment, if tinted shall have approximately 28 percent light transmission.~~

~~13) Electrical generating capacity shall be provided to accommodate the additional electrical demands imposed by the air conditioning system.~~

~~14) Roofs may be painted white to aid in heat dissipation, according to National School Transportation Specifications & Procedures Placement of Reflective Markings.~~

~~28. Hinges~~

~~All exterior metal door hinges which do not have stainless steel, brass or nonmetallic hinge pins or other designs that prevent corrosion shall be designed to allow lubrication to be channeled to the center 75 percent of each hinge loop without disassembly.~~

~~29. Identification~~

~~4. The body shall bear the words "SCHOOL BUS" in black letters at least eight inches high on both front and rear of the body or on signs attached thereto. Lettering shall be placed as high as possible without impairment of its visibility. Letters shall conform to "Series B" of Standard Alphabets for Highway Signs. "SCHOOL BUS" lettering shall have a reflective background, or as an option, may be illuminated by backlighting.~~

~~5. MFSABs are exempt from these requirements.~~

~~6. Required lettering and numbering shall include:~~

~~k. School district owned vehicles will be identified with black lettering (minimum four inches (4") high) on both sides of the school bus using the district name and number listed in the Idaho Educational Directory. Contractor-owned school buses under contract with a school district must also comply with the same identification standards as district-owned buses and shall be identified by either the contractor or district name, as decided by the district.~~

~~l. Each district-owned or contracted school bus will be separately identified with its own number in two (2) places on each side of the bus in the logo panel/belt line using six inch (6") high black numbers. Numbers on the passenger side shall be as close to the first and last passenger windows as possible and on the driver's side as close to the stop arm and last passenger window as possible.~~

m. Unauthorized entry placards shall be displayed in the most visible location when observed by persons approaching the vehicle with the door in the open position. Permanence of the placard should be a consideration when choosing a location for attachment. Placard shall read as follows:

WARNING
IT IS UNLAWFUL TO:
Enter a school bus with the intent to commit a crime
Enter a school bus and disrupt or interfere with the driver
Refuse to disembark after ordered to do so
(18-1522; 18-113, Idaho Code)

1) State Department of Education Student Transportation Section may provide unauthorized entry placards.

n. Other lettering, numbering, or symbols, which may be displayed on the exterior of the bus, shall be limited to:

o. Bus identification number on the top, front and rear of the bus, in addition to the required numbering on the sides.

p. The location of the battery(ies) identified by the word "BATTERY" or "BATTERIES" on the battery compartment door in two-inch maximum lettering.

q. Symbols or letters not to exceed 64 square inches of total display near the entrance door exterior displaying information for identification by the students of the bus or route served. No symbols, letters, or other signage shall be permitted on the first two passenger windows or on entrance door glass which may block or obscure clear visibility.

r. All other signage must have prior written SDE approval.

s. Manufacturer, dealer or school identification or logos displayed so as not to distract significantly from school bus body color and lettering specifications.

t. Symbols identifying the bus as equipped for or transporting students with special needs (see Specially Equipped School Bus section).

u. Lettering on the rear of the bus relating to school bus flashing signal lamps or railroad stop procedures. This lettering shall not obscure or interfere with the operation instructions displayed on the exterior portion of the rear emergency exit door.

v. Identification of fuel type in two-inch maximum lettering adjacent to the fuel filler opening.

w. One 4" x 10" (maximum) decal promoting school bus safety on rear bumper.

~~30. Inside Height~~

~~Inside body height shall be 72" or more, measured metal to metal, at any point on longitudinal centerline from front vertical bow to rear vertical bow. Inside body height of Type A-1 buses shall be 62" or more.~~

~~31. Insulation (Optional)~~

~~3. If thermal insulation is specified, it shall be fire-resistant, UL approved, with minimum R-value of 5.5. Insulation shall be installed so as to prevent sagging.~~

~~4. If floor insulation is required, it shall be five-ply nominal 5/8 inch thick plywood, and it shall equal or exceed properties of the exterior-type softwood plywood, C-D Grade, as specified in standard issued by U.S. Department of Commerce. When plywood is used, all exposed edges shall be sealed. Type A-1 buses may be equipped with nominal ½ inch thick plywood or equivalent material meeting the above requirements. Equivalent material may be used to replace plywood, provided it has an equal or greater insulation R-value, deterioration, sound abatement and moisture resistance properties.~~

~~32. Interior~~

~~2. The interior of bus shall be free of all unnecessary projections, which include luggage racks and attendant handrails, to minimize the potential for injury. This specification requires inner lining on ceilings and walls. If the ceiling is constructed to contain lapped joints, the forward panel shall be lapped by rear panel and exposed edges shall be beaded, hemmed, flanged, or otherwise treated to minimize sharp edges. Buses may be equipped with a storage compartment for tools, tire chains and/or tow chains. (see STORAGE COMPARTMENT)~~

~~3. Non-reimbursable interior overhead storage compartments may be provided if they meet the following criteria:~~

~~g. Meet head protection requirements of FMVSS 222, where applicable.~~

~~h. Have a maximum rated capacity displayed for each compartment.~~

~~i. Be completely enclosed and equipped with latching doors which must be sufficient to withstand a force of five times the maximum rated capacity of the compartment.~~

~~j. Have all corners and edges rounded with a minimum radius of one-inch or padded equivalent to door header padding.~~

~~k. Be attached to the bus sufficiently to withstand a force equal to twenty times the maximum rated capacity of the compartment.~~

~~l. Have no protrusions greater than ¼ inch.~~

~~4. The driver's area forward of the foremost padded barriers will permit the mounting of required safety equipment and vehicle operation equipment. All equipment necessary for~~

~~the operation of the vehicle shall be properly secured in such a way as to prevent the entanglement of clothing, backpack straps, drawstrings, etc.~~

~~5. Every school bus shall be constructed so that the noise level taken at the ear of the occupant nearest to the primary vehicle noise source shall not exceed 85 dbA when tested according to National School Transportation Specifications & Procedures Noise Test Procedure.~~

~~33. Lamps and Signals~~

~~5. Interior lamps shall be provided which adequately illuminate the aisle and step well. The step well lamps shall be illuminated by an entrance service door-operated switch, to illuminate only when headlamps and or clearance lamps are on and the entrance door is open. An additional exterior mounted lamp shall be mounted next to the entrance door to adequately illuminate the outside approach to the door. It shall be actuated simultaneously with the step well lamps.~~

~~6. Body instrument panel lamps shall be controlled by an independent rheostat switch.~~

~~7. School Bus Alternately Flashing Signal Lamps:~~

~~g. The bus shall be equipped with two red lamps at the rear of vehicle and two red lamps at the front of the vehicle.~~

~~h. In addition to the four red lamps described above, four amber lamps shall be installed so that one amber lamp is located near each red signal lamp, at the same level, but closer to the vertical centerline of bus. The system of red and amber signal lamps, when in its operational mode, shall be wired so that amber lamps are energized manually, and red lamps are automatically energized (with amber lamps being automatically de-energized) when stop signal arm is extended or when bus entrance door is opened. An amber pilot lamp and a red pilot lamp shall be installed adjacent to the driver controls for the flashing signal lamp to indicate to the driver which lamp system is activated.~~

~~i. Air and electrically operated doors may be equipped with an over-ride switch that will allow the red lamps to be energized without opening the door, when the alternately flashing signal lamp system is in its operational mode. The use of such a device shall be in conformity with the law and SDE loading/unloading training procedures, as contained in Idaho's school bus driver training curriculum.~~

~~j. . The area around the lenses of alternately flashing signal lamps extending outward from the edge of the lamps three inches (+/- ¼ inch) to the sides and top and minimum one inch to the bottom, shall be black in color on the body or roof area against which the signal lamp is seen (from a distance of 500 feet along axis of the vehicle).~~

~~k. Red lamps shall flash at any time the stop signal arm is extended.~~

~~i. All flashers for alternately flashing red and amber signal lamps shall be enclosed in the body in a readily accessible location.~~

~~8. Turn Signal and Stop/Tail Lamps:~~

~~j. Bus body shall be equipped with amber rear turn signal lamps that are at least seven inches in diameter or, if a shape other than round, a minimum 38 square inches of illuminated area and shall meet FMVSS No. 108. These signal lamps must be connected to the chassis hazard-warning switch to cause simultaneous flashing of turn signal lamps when needed as vehicular traffic hazard warning. Turn signal lamps are to be placed as wide apart as practical and their centerline shall be a maximum of 12 inches below the rear window. Type A-1 conversion vehicle front lamps must be at least 21 square inches in lens area and must be in the manufacturer's standard color.~~

~~k. Buses shall be equipped with amber side-mounted turn signal lamps. One turn signal lamp on the left side shall be mounted rearward of the stop signal arm and one turn signal lamp on the right side shall be mounted rearward of the entrance door. Both front side-mounted turn signal lamps shall be mounted forward of the bus center-line. An additional side mounted turn signal lamp may be mounted on each side of the bus to the rear of the bus center-line.~~

~~l. Buses shall be equipped with four combination red stop/tail lamps:~~

~~3) Two combination lamps with a minimum diameter of seven inches, or if a shape other than round, a minimum 38 square inches of illuminated area shall be mounted on the rear of the bus just inside the turn signal lamps.~~

~~4) Two combination lamps with a minimum diameter of four inches, or if a shape other than round, a minimum of 12 square inches of illuminated area, shall be placed on the rear of the body between the beltline and the floor line. The rear license plate lamp may be combined with one lower tail lamp. Stop lamps shall be activated by the service brakes and shall emit a steady light when illuminated. Type A-1 buses with bodies supplied by chassis manufacturer may be equipped with manufacturer's standard stop and tail lamps.~~

~~m. On buses equipped with a monitor for the front and rear lamps of the school bus, the monitor shall be mounted in full view of the driver. If the full circuit current passes through the monitor, each circuit shall be protected by a fuse or circuit breaker or electronic protection device against any short circuit or intermittent shorts.~~

~~n. An optional white flashing strobe lamp may be installed on the roof of a school bus, at a location not to exceed 1/3 the body length forward from the rear of the roof edge. The lamp shall have a single clear lens emitting light 360 degrees around its vertical axis and may not extend above the roof more than maximum legal height. A manual switch and a pilot lamp shall be~~

~~included to indicate when lamp is in operation. Operation of the strobe lamp is limited to periods of inclement weather, nighttime driving, emergency situation or whenever students are onboard. Optionally, the strobe lamp may be mounted on the roof in the area directly over the restraining barrier on the driver's side, may be wired to activate with the amber alternately flashing signal lamps, continuing through the full loading or unloading cycle, and may be equipped with an override switch to allow activation of the strobe at any time for use in inclement weather, nighttime driving or emergency situation.~~

~~o. The bus body shall be equipped with two white rear backup lamps that are at least four inches in diameter or, if a shape other than round, a minimum of 12 square inches of illuminated area, meeting FMVSS No. 108 and Idaho Code 49-920. If backup lamps are placed on the same horizontal line as the brake lamps and turn signal lamps, they shall be to the inside.~~

~~34. Metal Treatment~~

~~5. All metal except high-grade stainless steel or aluminum used in construction of the bus body shall be zinc-coated or aluminum-coated or treated by an equivalent process before bus is constructed. Included are such items as structural members, inside and outside panels, door panels and floor sills. Excluded are such items as door handles, grab handles, interior decorative parts and other interior plated parts.~~

~~6. All metal parts that will be painted, in addition to the above requirements, shall be chemically cleaned, etched, zinc phosphate-coated and zinc chromate-or epoxy-primed, or the metal may be conditioned by an equivalent process. This includes but not limited to such items as crossing arm and stop arm.~~

~~7. In providing for these requirements, particular attention shall be given to lapped surfaces, welded connections of structural members, cut edges on punched or drilled hole areas in sheet metal, closed or box sections, unvented or undrained areas and surfaces subjected to abrasion during vehicle operation.~~

~~8. As evidence that the above requirements have been met, samples of materials and sections used in the construction of the bus body shall be subjected to a cyclic corrosion testing as outlined in SAE J1563.~~

~~35. Mirrors~~

~~5. The interior mirror shall be either clear view laminated glass or clear view glass bonded to a backing which retains the glass in the event of breakage. The mirror shall have rounded corners and protected edges. All Type A buses shall have a minimum of a six-inch x 16-inch mirror and Types B, C, and D buses shall have a minimum of a six-inch x 30-inch mirror.~~

~~6. Each school bus shall be equipped with exterior mirrors meeting the requirements of FMVSS No. 111. Mirrors shall be easily adjustable but shall be rigidly braced so as to reduce vibration. The right side rear view mirror shall not be obscured by the un-wiped portion of the windshield.~~

7. ~~Heated external mirrors may be used.~~

8. ~~Remote controlled external rear view mirrors may be used.~~

~~36. Mounting~~

3. ~~The chassis frame shall support the rear body cross member. The bus body shall be attached to chassis frame at each main floor sill, except where chassis components interfere, in such a manner as to prevent shifting or separation of the body from the chassis under severe operating conditions.~~

4. ~~Isolators shall be installed at all contact points between body and chassis frame on Types A-2, B, C, and D buses, and shall be secured by a positive means to the chassis frame or body to prevent shifting, separation, or displacement of the isolators under severe operating conditions.~~

~~37. Overall Length~~

~~Overall length of bus shall not exceed 45 feet, excluding accessories.~~

~~38. Overall Width~~

~~Overall width of bus shall not exceed 102 inches, excluding accessories.~~

~~39. Public Address System~~

3. ~~Buses may be equipped with AM/FM audio and/or public address system having interior or exterior speakers.~~

4. ~~No internal speakers, other than the driver's communication systems, may be installed within four feet of the driver's seat back in its rearmost upright position.~~

~~40. Reflective Material (See National School Transportation Specifications & Procedures Placement of Reflective Markings)~~

6. ~~The front and/or rear bumper may be marked diagonally 45 degrees down to centerline of pavement with two-inch ±¼ inch wide strips of non-contrasting reflective material.~~

7. ~~The rear of bus body shall be marked with strips of reflective NSBY material to outline the perimeter of the back of the bus using material which conforms to the requirements of FMVSS No. 131, Table 1. The perimeter marking of rear emergency exits per FMVSS No. 217 and/or the use of reflective "SCHOOL BUS" signs partially accomplish the objective of this requirement. To complete the perimeter marking of the back of the bus, strips of at least one and three-quarters (1¾) inch reflective NSBY material shall be applied horizontally above the rear windows and above the rear bumper, extending from the rear emergency exit perimeter, marking outward to the left and right rear corners of the bus. Vertical strips shall be applied at the corners connecting these horizontal strips.~~

8. ~~"SCHOOL BUS" signs, if not of lighted design, shall be marked with retro reflective NSBY material comprising background for lettering of the front and/or rear "SCHOOL BUS" signs.~~

9. ~~Sides of bus body shall be marked with at least one ¾ inch retro reflective NSBY material, extending the length of the bus body and located (vertically) between the floor line and the beltline.~~

10. ~~Signs, if used, placed on the rear of the bus relating to school bus flashing signal lamps or railroad stop procedures may be of retro reflective NSBY material comprising background for lettering.~~

~~41. Rub Rails~~

7. ~~There shall be one rub rail located on each side of the bus approximately at seat cushion level which extends from the rear side of the entrance door completely around the bus body (except the emergency door or any maintenance access door) to the point of curvature near the outside cowl on the left side.~~

8. ~~There shall be one additional rub rail located on each side at, or no more than ten inches above the floor line. The rub rail shall cover the same longitudinal area as upper rub rail, except at the wheel housings, and it shall, at a minimum, extend to radii of the right and left rear corners.~~

9. ~~Both rub rails shall be attached at each body post and all other upright structural members.~~

10. ~~Each rub rail shall be four inches or more in width in their finished form, shall be constructed of 16-gauge steel or suitable material of equivalent strength and shall be constructed in corrugated or ribbed fashion. Each entire rub rail shall be black in color.~~

11. ~~Both rub rails shall be applied outside the body or outside the body posts. Pressed-in or snap-on rub rails do not satisfy this requirement. For Type A-1 vehicles using the body provided by the chassis manufacturer or for Types A-2, B, C and D buses using the rear luggage or the rear engine compartment, rub rails need not extend around the rear corners.~~

12. ~~There shall be a rub rail or equivalent bracing located horizontally at the bottom edge of the body side skirts.~~

~~42. Seats and Restraining Barriers~~

a. ~~Passenger Seating:~~

3. ~~All seats shall have a minimum cushion depth of 15 inches, a seat back height of 24 inches above the seating reference point, and must comply with all requirements of FMVSS No. 222. School bus design capacities shall be in accordance with 49 CFR, Part 571.3 and FMVSS No. 222. In addition to the fastener that forms the pivot for each seat retaining clip, a~~

~~secondary fastener may be used in each clip to prevent the clip from rotating and releasing the seat cushion unintentionally.~~

~~4. All restraining barriers and passenger seats may be constructed with non-reimbursable materials that enable them to meet the criteria contained in the School Bus Seat Upholstery Fire Block Test (National School Transportation Specifications & Procedures School Bus Seat Upholstery Fire Block Test).~~

~~5. Each seat leg shall be secured to the floor by a minimum of two bolts, washers, and nuts. Flange-head nuts may be used in lieu of nuts and washers, or seats may be track-mounted in conformance with FMVSS No. 222. If track seating is installed, the manufacturer shall supply minimum and maximum seat spacing dimensions applicable to the bus, which comply with FMVSS No. 222. This information shall be on a label permanently affixed to the inside passenger compartment of the bus.~~

~~6. All seat frames attached to the seat rail shall be fastened with two bolts, washers and nuts or flange-head nuts.~~

~~7. All school buses (including Type A) shall be equipped with restraining barriers which conform to FMVSS No. 222.~~

~~8. The use of a "flip seat" adjacent to any side emergency door is prohibited.~~

~~b. Pre School Age Seating:~~

~~When installed, all passenger seats designed to accommodate a child or infant carrier seat shall comply with FMVSS No. 225. These seats shall be in compliance with NHTSA's "Guideline for the Safe Transportation of Pre-school Age Children in School Buses".~~

~~c. Driver Seat:~~

~~c. The driver's seat supplied by the body company shall be a high back seat with a minimum seat back adjustable to 15 degrees, without requiring the use of tools, and a head restraint to accommodate a 5th percentile female to a 95th percentile adult male, as defined in FMVSS No. 208. The driver's seat shall be secured with nuts, bolts and washers or flanged-head nuts.~~

~~d. Type A buses may use the standard driver's seat provided by the chassis manufacturer.~~

~~d. Driver Restraint System:~~

~~d. A Type 2 lap/shoulder belt shall be provided for the driver. On buses where the driver's seat and upper anchorage for the shoulder belt are both attached to the body structure, a driver's seat with an integrated Type 2 lap/shoulder belt may be substituted. On buses where the driver's seat and upper anchorage for the shoulder belt are separately attached to both body and chassis structures (i.e., one attached to the chassis and the other~~

~~attached to the body), a driver's seat with an integrated Type 2 lap/shoulder belt should be used.~~

~~e. The assembly shall be equipped with an emergency locking retractor for the continuous belt system. On all buses except Type A equipped with a standard chassis manufacturer's driver's seat, the lap portion of the belt system shall be guided or anchored to prevent the driver from sliding sideways under it. The lap/shoulder belt shall be designed to allow for easy adjustment in order to fit properly and to effectively protect drivers varying in size from 5th percentile adult female to 95th percentile adult male.~~

~~f. Each bus shall be equipped with a durable webbing cuter having a full width handgrip and a protected, replaceable or non-corrodible blade. The required belt cutter shall be mounted in a location accessible to the seated driver in an easily detachable manner.~~

~~43. Steering Wheel~~

~~See Chassis section.~~

~~44. Steps~~

~~5. The first step at entrance door shall be not less than ten inches and not more than 14 inches from the ground when measured from top surface of the step to the ground, based on standard chassis specifications, except that on Type D vehicles, the first step at the entrance door shall be 12 inches to 16 inches from the ground. On chassis modifications which may result in increased ground clearance (such as four-wheel drive) an auxiliary step shall be provided to compensate for the increase in ground-to-first-step clearance. The auxiliary step is not required to be enclosed.~~

~~6. Step risers shall not exceed a height of ten inches. When plywood is used on a steel floor or step, the riser height may be increased by the thickness of the plywood.~~

~~7. OEM steps shall be enclosed to prevent accumulation of ice and snow.~~

~~8. OEM, retrofit, or after-market steps shall not protrude beyond the side body line, except during the loading or unloading of passengers.~~

~~45. Step Treads~~

~~5. All steps, including the floor line platform area, shall be covered with 3/16 inch rubber floor covering or other materials equal in wear and abrasion resistance to top grade rubber.~~

~~6. The metal back of the tread shall be permanently bonded to thestep tread material.~~

7. ~~Steps, including the floor line platform area, shall have a one ½ inch nosing that contrasts in color by at least 70 percent measured in accordance with the contrasting color specification in 36 CFR, Part 1192 ADA, Accessibility Guidelines for Transportation Vehicles.~~

8. ~~Step treads shall have the following characteristics:~~

9. ~~Abrasion resistance: Step tread material weight loss shall not exceed 0.40 percent, as tested under ASTM D-4060, Standard Test Method for Abrasion Resistance of Organic Coatings by the Taber Abraser; (CS-17 Wheel, 1000 gram, 1000 cycle)~~

10. ~~Weathering resistance: Step treads shall not break, crack, or check after ozone exposure (7 days at 50 phm at 40 degrees C) and Weatherometer exposure (ASTM D-750, Standard Test Method for Rubber Deterioration in Carbon-Arc Weathering Apparatus, 7 days)~~

11. ~~Flame Resistance: Step treads shall have a calculated burn rate of .01 or less using the test methods, procedures and formulas listed in FMVSS No. 302, Flammability of Interior Materials~~

~~46. Stirrup Steps~~

~~When the windshield and lamps are not easily accessible from the ground, there may be at least one folding stirrup step or recessed foothold and suitably located handles on each side of the front of the body for easy accessibility for cleaning. Steps are permitted in or on the front bumper in lieu of the stirrup steps, if the windshield and lamps are easily accessible for cleaning from that position.~~

~~47. Stop Signal Arm~~

~~The stop signal arm(s) shall comply with the requirements of FMVSS No. 131.~~

~~48. Storage Compartment (Optional)~~

~~A storage container for tools, tire chains, and/or tow chains may be located either inside or outside the passenger compartment. If inside, it shall have a cover capable of being securely latched and fastened to the floor (the seat cushion may not serve this purpose), convenient to either the entrance door or the emergency door.~~

~~49. Sun Shield~~

3. ~~An interior adjustable transparent sun shield, with a finished edge and not less than six inches by 30 inches for Types B, C, and D vehicles, shall be installed in a position convenient for use by the driver.~~

4. ~~On all Type A buses, the sun shield (visor) shall be installed according to the manufacturer's standard.~~

~~50. Tail Pipe~~

a. ~~The tailpipe may be flush with, but shall not extend out more than two inches beyond, the perimeter of the body for side-exit pipe or the bumper for rear-exit pipe.~~

b. ~~The tailpipe shall exit to the left or right of the emergency exit door in the rear of vehicle or to the left side of the bus in front or behind the rear drive axle. The tailpipe exit location on school bus types A-1 or B-1 buses may be according to the manufacturer's standard. The tailpipe shall not exit beneath any fuel filler location or beneath any emergency door.~~

~~51. Tow Attachment Points~~

5. ~~Rear towing devices (i.e. tow hooks, tow eyes, or other designated towing attachment points) shall be furnished to assist in the retrieval of buses that are stuck and/or for towing buses when a wrecker with a "wheel lift" or an "axle lift" is not available or cannot be applied to the towed vehicle.~~

6. ~~Towing devices shall be attached to the chassis frame either by the chassis manufacturer or in accordance with the chassis manufacturer's specifications.~~

7. ~~Each rear towing device shall have a strength rating of 13,500 pounds with the force applied in the rearward direction, parallel to the ground, and parallel to the longitudinal axis of the chassis frame rail.~~

8. ~~The towing devices shall be mounted such that they do not project rearward of the rear bumper.~~

~~52. Traction Assisting Devices (Optional)~~

3. ~~Where required or used, sanders shall:~~

   j. ~~Be of hopper cartridge-valve type.~~

   k. ~~Have a metal hopper with all interior surfaces treated to prevent condensation of moisture.~~

   l. ~~Be of at least 100 pound (grit) capacity.~~

   m. ~~Have a cover on the filler opening of hopper, which screws into place, thereby sealing the unit airtight.~~

   n. ~~Have discharge tubes extending to the front of each rear wheel under the fender.~~

   o. ~~Have non-clogging discharge tubes with slush-proof, non-freezing rubber nozzles.~~

   p. ~~Be operated by an electric switch with a telltale pilot lamp mounted on the instrument panel.~~

   q. ~~Be exclusively driver-controlled.~~

r. Have a gauge to indicate that the hopper needs refilling when it reaches one-quarter full.

4. Automatic traction chains may be installed.

53. Trash Container and Holding Device (Optional)

Where requested or used, the trash container shall be secured by a holding device that is designed to prevent movement and to allow easy removal and replacement; and it shall be installed in an accessible location in the driver's compartment, not obstructing passenger use of the entrance door or the entrance grab handle, and in such a way as to prevent the entanglement of clothing, backpack straps, drawstrings, etc.

54. Undercoating

3. The entire underside of the bus body, including floor sections, cross member and below floor line side panels, shall be coated with rust-proofing material for which the material manufacturer has issued a notarized certification of compliance to the bus body builder that materials meet or exceed all performance and qualitative requirements of paragraph 3.4 of Federal Specification TT-C-520b, using modified test procedures* for the following requirements:

5. Salt spray resistance-pass test modified to 5 percent salt and 1000 hours

6. Abrasion resistance-pass

7. Fire resistance-pass

8. *Test panels are to be prepared in accordance with paragraph 4.6.12 of TT-C-520b with modified procedure requiring that test be made on a 48-hour air-cured film at thickness recommended by compound manufacturer.

4. The undercoating material shall be applied with suitable airless or conventional spray equipment to the recommended film thickness and shall show no evidence of voids in the cured film. The undercoating material shall not cover any exhaust components of the chassis.

55. Ventilation

5. Auxiliary fans shall meet the following requirements:

d. Fans for left and right sides shall be placed in a location where they can be adjusted for maximum effectiveness and where they do not obstruct vision to any mirror or through any critical windshield area. Note: Type A buses may be equipped with one fan.

e. Fans shall be of six inch nominal diameter.

f. ~~Fan blades shall be covered with a protective cage. Each fan shall be controlled by a separate switch.~~

6. ~~The bus body shall be equipped with a suitably controlled ventilating system of sufficient capacity to maintain proper quantity of air under operating conditions without having to open windows except in extremely warm weather.~~

7. ~~Static-type, non-closeable exhaust ventilation shall be installed, preferably in a low-pressure area of the roof.~~

8. ~~Roof hatches designed to provide ventilation in all types of exterior weather conditions may be provided.~~

~~56. Wheelhousing~~

6. ~~The wheel housing opening shall allow for easy tire removal and service.~~

7. ~~The wheel housings shall be attached to floor sheets in such a manner so as to prevent any dust, water or fumes from entering the body. The wheel housings shall be constructed of at least 16-gauge steel.~~

8. ~~The inside height of the wheel housing above the floor line shall not exceed 12 inches.~~

9. ~~The wheel housings shall provide clearance for installation and use of tire chains on single and dual (if so equipped) power-driving wheels.~~

10. ~~No part of a raised wheel housing shall extend into the emergency door opening.~~

~~57. Windows~~

3. ~~Each full side window, other than emergency exits designated to comply with FMVSS 217, shall provide an unobstructed opening of at least nine inches but not more than 13 inches high and at least 22 inches wide, obtained by lowering the window. One side window on each side of the bus may be less than 22 inches wide. Passenger and driver window frames shall be painted NSBY, black to match body trim, or shall be unpainted aluminum. The area between the passenger and driver window frames shall be NSBY (National School Bus Yellow).~~

4. ~~Optional tinted (non-reimbursable) and/or frost-free glazing may be installed in all doors, windows, and windshields consistent with federal, state, and local regulations.~~

~~58. Windshield Washers~~

~~A windshield washer system shall be provided.~~

~~59. Windshield Wipers~~

3. ~~A two-speed windshield wiping system with an intermittent time delay feature shall be provided.~~

4. The wipers shall meet the requirements of FMVSS No. 104.

60. Wiring

19. All wiring shall conform to current SAE standards.

20. Wiring shall be arranged in circuits, as required, with each circuit protected by a fuse, breaker or electronic protection device.

21. A system of color and number coding shall be used and an appropriate identifying diagram shall be provided to the end user, along with the wiring diagram provided by the chassis manufacturer. The wiring diagrams shall be specific to the bus model supplied and shall include any changes to wiring made by the body manufacturer. Chassis wiring diagrams shall be supplied to the end user. A system of color and number-coding shall be used on buses. The following body interconnecting circuits shall be color-coded as noted:

FUNCTION	COLOR
Left Rear Directional Lamp	Yellow
Right Rear Directional Lamp	Dark Green
Stop Lamps	Red
Back-up Lamps	Blue
Tail Lamps	Brown
Ground	White
Ignition Feed, Primary Feed	Black

22. The color of cables shall correspond to SAE J 1128.

23. Wiring shall be arranged in at least six regular circuits as follows:

f. Head, tail, stop (brake) and instrument panel lamps

g. Clearance lamps and step well lamps that shall be actuated when the entrance door is open

h. Dome lamps

i. Ignition and emergency door signal

j. Turn signal lamps

1) Alternately flashing signal lamps.

24. Any of the above combination circuits may be subdivided into additional independent circuits.

25. Heaters and defrosters shall be wired on an independent circuit.

26. ~~There shall be a manual noise suppression switch installed in the control panel. The switch shall be labeled and alternately colored. This switch shall be an on/off (a momentary or spring loaded switch does not meet this requirement) type that deactivates body equipment that produces noise, including, at least, the AM/FM radio, two-way communications, heaters, air conditioners, fans and defrosters. This switch shall not deactivate safety systems, such as windshield wipers or lighting systems.~~

27. ~~Whenever possible, all other electrical functions (such as sanders and electric-type windshield wipers) shall be provided with independent and properly protected circuits.~~

28. ~~Each body circuit shall be coded by number or letter on a diagram of circuits and shall be attached to the body in a readily accessible location.~~

29. ~~The entire electrical system of the body shall be designed for the same voltage as the chassis on which the body is mounted.~~

30. ~~All wiring shall have an amperage capacity exceeding the design load by at least 25 percent. All wiring splices are to be done at an accessible location and noted as splices on wiring diagram.~~

31. ~~A body wiring diagram of a size that can be easily read shall be furnished with each bus body or affixed in an area convenient to the electrical accessory control panel.~~

32. ~~The body power wire shall be attached to a special terminal on the chassis.~~

33. ~~All wires passing through metal openings shall be protected by a grommet.~~

34. ~~Wires not enclosed within the body shall be fastened securely at intervals of not more than 18 inches. All joints shall be soldered or joined by equally effective connectors, which shall be water-resistant and corrosion-resistant.~~

35. ~~Multiplex wiring may exempt manufacturers from some of the above wiring standards.~~

36. ~~Buses may be equipped with a 12-volt power port in the driver's area.~~

STANDARDS FOR SPECIALLY EQUIPPED SCHOOL BUSES

A. Introduction

~~Equipping buses to accommodate students with disabilities is dependent upon the needs of the passengers. While one bus may be fitted with a lift, another may have lap belts installed to secure child seats. Buses so equipped are not to be considered a separate class of school bus, but simply a regular school bus that is equipped for special accommodations.~~

The specifications in this section are intended to be supplementary to specifications in the chassis and body sections. In general, specially equipped buses shall meet all the requirements of the preceding sections plus those listed in this section. It is recognized by the entire industry that the field of special transportation is characterized by varied needs for individual cases and by a rapidly emerging technology for meeting those needs. A flexible, "common-sense" approach to the adoption and enforcement of specifications for these vehicles, therefore, is prudent.

1. ~~As defined by the Code of Federal Regulations (CFR) 49§571.3, "Bus means a motor vehicle with motive power, except a trailer, designed for carrying more than ten persons" (eleven or more including the driver). This definition also embraces the more specific category, school bus. Vehicles with ten or fewer passenger positions (including the driver) are not classified as buses. For this reason, the federal vehicle classification multipurpose passenger vehicle (CFR 49§571.3), or MPV, must be used by manufacturers for these vehicles in lieu of the classification school bus. The definition of designated seating position in 49 CFR § 571.3 states that, in the case of "vehicles sold or introduced into interstate commerce for purposes that include carrying students to and from school or related events" and which are "intended for securement of an occupied wheelchair during vehicle operation," each wheelchair securement position shall be counted as four designated seating positions when determining the classification (whether school bus or IMPV). This classification system does not preclude state or local agencies or the National School Transportation Specifications & Procedures from requiring compliance of school bus-type MPVs with the more stringent federal standards for school buses. The following specifications address modifications as they pertain to school buses that, with standard seating arrangements prior to modifications, would accommodate eleven or more including the driver. If by addition of a power lift, mobile seating device positions or other modifications, the capacity is reduced such that vehicles become MPVs, the intent of these standards is to require these vehicles to meet the same standards they would have had to meet prior to such modifications, and such MPVs are included in all references to school buses and requirements for school buses which follow.~~

B. Definition

A specially equipped school bus is any school bus that is designed, equipped, or modified to accommodate students with special transportation needs.

C. General Requirements

1. School buses designed for transporting students with special transportation needs shall comply with Standards for Idaho School Buses and Operations and with Federal Motor Vehicle Safety Standards (FMVSS) applicable to their Gross Vehicle Weight Rating (GVWR) category.

2. Any school bus to be used for the transportation of children who utilize a wheelchair or other mobile positioning device, or who require life-support equipment that prohibits use of the regular service entrance, shall be equipped with a power lift. ~~, unless a ramp is needed for unusual circumstances related to passenger needs.~~

D. Aisles

All school buses equipped with a power lift shall provide a minimum thirty (30)~~-~~ inch pathway leading from any wheelchair/mobility aid position to at least one thirty (30) inch wide emergency exit door. A wheelchair securement position shall never be located directly in front of (blocking) a power lift door location.

E. Communications

All school buses that are used to transport individuals with disabilities shall be equipped with a two-way electronic voice communication system other than CB radio.

F. Glazing

Tinted glazing may be installed in all doors ~~(non-reimbursable)~~, windows ~~(non-reimbursable)~~, and windshields consistent with federal, state, and local regulations.

G. Identification

Buses with power lifts used for transporting individuals with disabilities shall display below the window line on the lift and rear doors the International Symbol of Accessibility. Such emblems shall be white on blue background, shall not exceed twelve~~12~~ inches by twelve~~12~~ inches (12 x 12 inches) or be less than four inches by four inches (4 x 4 inchs) in size, and shall be of a high-intensity reflectorized material meeting Federal Highway Administration (FHWA) FP-85 Standards.

H. Passenger Capacity Rating

In determining the passenger capacity of a school bus for purposes other than actual passenger load (e.g., vehicle classification or various billing/ reimbursement models), any location in a school bus intended for securement of an occupied wheelchair/mobility aid during vehicle operations are regarded as four (4) designated seating positions. Similarly, each lift area may be regarded as four (4) designated seating positions.

I. Power Lifts ~~and Ramps~~

The power lift shall be located on the right side of the bus body when not extended. Exception: The lift may be located on the left side of the bus if, and only if, the bus is primarily used to deliver students to the left side of one-way streets.

~~1. A ramp device may be used in lieu of a mechanical lift if the ramp meets all the requirements of the Americans with Disabilities Act (ADA) as found in 36 CFR §1192.23 Vehicle ramp.~~

~~2. A ramp device that does not meet the specifications of ADA but does meet the specifications delineated below may be installed and used, when, and only when, a power lift system is not adequate to load and unload students having special and unique needs. A readily accessible ramp may be installed for emergency exit use. If stowed in the passenger compartment, the ramp must be properly secured and placed away from general passenger contact. It must not obstruct or restrict any aisle or exit while in its stowed or deployed position.~~

~~3. All specially equipped school buses shall provide a level-change mechanism or boarding device (e.g., lift or ramp), complying with the Ramp Section, with sufficient clearances to permit a wheelchair or other mobility aid user to reach a securement location.~~

J. Vehicle Lifts & Installations

1. Vehicle lifts and installations shall comply with the requirements set forth in FMVSS No. 403, Platform Lift Systems for Motor Vehicles, and FMVSS No. 404, Platform Lift Installations in Motor Vehicles.

2. The design load of the vehicle lift shall be at least eight hundred (800) pounds. Working parts, such as cables, pulleys and shafts, which can be expected to wear, and upon which the vehicle lift depends for support of the load, shall have a safety factor of at least six, based on the ultimate strength of the material. Nonworking parts, such as platform, frame and attachment hardware that would not be expected to wear shall have a safety factor of at least three, based on the ultimate strength of the material.

3. The vehicle lifting mechanism and platform shall be capable of operating effectively with a wheelchair and occupant mass of at least eight hundred (800) pounds.

4. Controls: (See 49 CFR Part 571.403, S6.7, Control Systems).

5. Emergency Operations: (See 49 CFR Part 571.403, S6.9, ~~backup~~ Backup Operation).

6. Power or Equipment Failures: (See 49 CFR Part 571.403, S6.2.2, Maximum Platform Velocity).

7. Platform Barriers: (See 49 CFR Part 571.403, S6.4.2, S6.4.3, Platform Requirements) (See~~,~~ also “Wheelchair or Mobility Aid Envelope” figure at the end of this section).

8. Platform Surface: (See 49 CFR Part- 571.403,S6.4.2, S6.4.3, Platform Requirements) (See, also "Wheelchair or Mobility Aid Envelope" figure at the end of this subsection).

9. Platform Gaps and Entrance Ramps: (See 49 CFR Part 571.403, S6.4.4, Gaps, Transitions, and Openings).

10. Platform Deflection: (See 49 CFR Part 571.403, S6.4.5, Platform Deflection).

11. Platform Movement: (See 49 CFR Part 571.403, S6.2.3, Maximum Platform Acceleration).

12. Boarding Direction: The lift shall permit both inboard and outboard facing of wheelchair and mobility aid users.

13. Use by Standees: Lifts shall accommodate persons who are using other aids/devices other than a wheelchair (resulting in other than a seated position) who need to use to the lift. Such persons should use a wheelchair or other wheel-based mobility device for boarding or exiting the bus, and then should be transferred to a bus seat for the ride. During lift operations no one shall be allowed to stand on the lift platform, unless otherwise noted in an Individualized Education Program (IEP) or 504 Plan in accordance with an aid riding with a student on the lift. [**Note:** This item refers to equipment specifications].

14. Handrails: (See 49 CFR Part 571.403, S6.4.9, Handrails)

15. Circuit Breaker: A resettable circuit breaker shall be installed between the power source and the lift motor if electrical power is used. It shall be located as close to the power source as possible, but not within the passenger/driver compartment.

16. Excessive Pressure: (See 49- CFR Part 571.403, S6.8 Jacking Prevention)

17. Documentation: the following information shall be provided with each vehicle equipped with a lift:

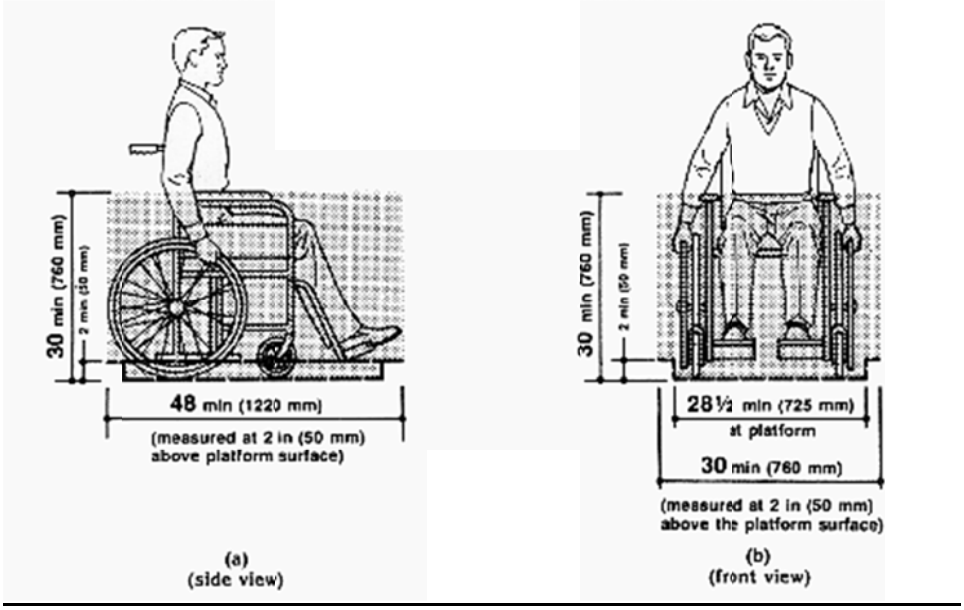
    a. A phone number where information can be obtained about installation, repair, and parts. (Detailed written instructions and a parts list shall be available upon request.)

    b. Detailed instructions regarding use of the lift shall be readily visible when the lift door is open, including a diagram showing the proper placement and positioning of wheelchair/mobility aids on the lift.

18. Training Materials: The lift manufacturer shall make training materials available to ensure the proper use and maintenance of the lift. These may include instructional videos, classroom curriculum, system test results or other related materials.

19. Identification and Certification: Each lift shall be permanently and legibly marked or shall incorporate a non-removable label or tag that states it confirms to all applicable requirements of the current National School Transportation

Specifications and Procedures. In addition and upon request of the original titled purchaser, the lift manufacturer or an authorized representative shall provide a notarized Certificate of Conformance, either original or photocopied, which states that the lift system meets all the applicable requirements of the current National School Transportation Specifications and Procedures.



~~**2. Vehicle Ramp**~~

~~a. A ramp device may be used in lieu of a mechanical lift if the ramp meets all the requirements of the Americans with Disabilities Act (ADA) as found in 36 CFR §1192.23, Vehicle ramp.~~

~~b. A ramp device that does not meet the specifications of ADA, but does meet the specifications of paragraph 3 (a-d) of National School Transportation Specifications and Procedures (NSTSP of May 2010 Edition), this section, may be installed and used, when, and only when, a power lift system is not adequate to load and unload students having special and unique needs. A readily accessible ramp may be installed for emergency exit use.~~

~~c. If a ramp is used, it shall be of sufficient strength and rigidity to support at least 800 lbs. over an area of 26" x 26. It shall be equipped with a protective flange on each longitudinal side to keep the special device on the ramp.~~

~~d. The surface of the ramp shall be constructed of non-skid material.~~

~~e. The ramp shall be equipped with handles and shall be of weight and design to permit one person to put the ramp in place and return it to its storage place. It shall be stored outside the passenger compartment.~~

~~f. Ramps used for emergency evacuation purposes may be installed in raised floor buses by manufacturers. They shall not be installed as a substitute for a lift when a lift is capable of serving the need.~~

K. Regular Service Entrance

1. On power lift-equipped vehicles, the bottom step shall be the full width of the step well, excluding the thickness of the doors in open position.

2. In addition to the handrail required in the School Bus Standards ~~BUS BODY AND CHASSIS~~ section, an additional handrail may be provided on all specially equipped school buses. This rail shall be located on the opposite side of the entrance door from the rail required in the School Bus Standards ~~BUS BODY AND CHASSIS~~ section and shall meet the same requirements for handrails.

L. Restraining Devices

1. On power lift-equipped vehicles with a GVWR of ten thousand (10,000) pounds or more, seat frames may be equipped with attachment points to which belt assemblies can be attached for use with child safety restraint systems (CSRSs) that comply with FMVSS No. 213, Child Restraint Systems. Any belt assembly anchorage shall comply with FMVSS No. 210, Seat Belt Assembly Anchorages.

   a. Alternatively, a child restraint anchorage system that complies with FMVSS No. 225, Child Restraint Anchorage Systems, may be installed.

2. Belt assemblies, if installed, shall conform to FMVSS No. 209, Seat Belt Assemblies.

3. Child safety restraint systems, which are used to facilitate the transportation of children who in other modes of transportation would be required to use a child, infant, or booster seat, shall conform to FMVSS No. 213.

M. Seating Arrangements

Flexibility in seat spacing to accommodate special devices shall be permitted to meet passenger requirements. All seating shall be forward-facing, School Bus Passenger Seating and Crash Protection and meet requirements of FMVSS No. 222.

N. Securement and Restraint System for Wheel Chair Occupant and Wheel Chair Seated Occupants

For purposes of understanding the various aspects and components of this section, the term securement and tie down and the phrases securement system or tie down system are used exclusively in reference to the devices that anchor the wheelchair to the vehicle. The term restraint and the phrase restraint system are used exclusively in reference to the equipment that is intended to limit the movement of the wheelchair occupant in a crash or sudden maneuver. The term ~~w~~Wheelchair ~~t~~Tie-down and ~~o~~Occupant ~~r~~Restraint ~~s~~System (WTORS) is used to refer to the total system that secures the wheelchair and restrains the wheelchair occupant.

1. **WTORS—General Requirements**

   a. A wheelchair tie down and occupant restraint system installed in specially equipped school buses shall be designed, installed, and operated for the use with forward-facing wheelchair-seated passengers and shall comply with all applicable requirements of FMVSS No. 222, School Bus Passenger Seating and Crash Protection, and SAE J2249, Wheelchair Tie-Ddown and oOccupant rRestraint sSystems for use in motor vehicles.

   b. The WTORS, including the anchorage track, floor plates, pockets or other anchorages, shall be provided by the same manufacturer or shall be certified to be compatible by manufacturers of all equipment/systems used.

   c. A device for storage of the WTORS shall be provided. When the system is not in use, the storage device shall allow for clean storage of the system, shall keep the system securely contained within the passenger compartment, shall provide reasonable protection from vandalism and shall enable the system to be readily accessed for use.

   d. The WTORS, including the storage device, shall meet the flammability standards established in FMVSS No. 302, Flammability of Interior Materials.

   e. The following information shall be provided with each vehicle equipped with a securement and restraint system:

      i. A phone number where information can be obtained about installation, repair, and parts. (Detailed written instructions and parts list shall be available upon request.)

      ii. Detailed instructions regarding use, including a diagram showing the proper placement of the wheelchair/mobility aids and positioning of securement devices and occupant restraints, including correct belt angles.

   f. The WTORS manufacturer shall make training materials available to ensure the proper use and maintenance of the WTORS. These may include instructional videos, classroom curriculum, system test results or other related materials.

2. **Wheelchair Securement/Tie down:** (See 49 CFR Part 571.403, S5.4.1, S5.4.2)

   Each wheelchair position in a specially equipped school bus shall have a minimum clear floor area of thirty 30 inches laterally by forty-eight 48 inches (30 x 48 inches) longitudinally. Additional floor area may be required for some wheelchairs. Consultation between the user and the manufacturer is recommended to insure that adequate area is provided.

3. **Occupant Restraint System:** (See 49 CFR Part 571.403, S5.4.3, S5.4.4)

If the upper torso belt anchorage is higher than forty-four (44) inches, measured from the vehicle floor, an adjustment device, as part of the occupant restraint system, shall be supplied.

O. Special Light

Doorways in which lifts are installed shall have for use during lift operation a special light(s) providing a minimum of two (2) foot -candles of illumination measured on the floor of the bus immediately adjacent to the lift.

P. Special Service Entrance

1. Power lift-equipped buses shall have a special service entrance to accommodate the power lift.

   Exception: If the lift is designed to operate within the regular service entrance, and is capable of stowing such that the regular service entrance is not blocked in any way, and that persons entering or exiting the bus are not impeded in any way, a special service entrance shall not be required.

2. The special service entrance and door shall be located on the right side of the bus and shall be designed so as not to obstruct the regular service entrance.

   Exception: A special service entrance and door may be located on the left side of the bus if, and only if, the bus is used primarily to deliver students to the left side of one-way streets and its use is limited to that function.

3. The opening may extend below the floor through the bottom of the body skirt. If such an opening is used, reinforcements shall be installed at the front and rear of the floor opening to support the floor and give the same strength as other floor openings.

4. A drip molding shall be installed above the opening to effectively divert water from entrance.

5. Door posts and headers at the entrance shall be reinforced sufficiently to provide support and strength equivalent to the areas of the side of the bus not used for the special service entrance.

Q. Special Entrance Doors

1. A single door or double doors may be used for the special service entrance.

2. A single door shall be hinged to the forward side of the entrance unless doing so would obstruct the regular service entrance. If, due to the above condition, the door is hinged to the rearward side of the doorway, the door shall utilize a safety mechanism that will prevent the door from swinging open should the primary door latch fail. If double doors are used, the system shall be designed to prevent the door(s) from being blown open by the wind resistance created by the forward

motion of the bus, and/or shall incorporate a safety mechanism to provide secondary protection should the primary latching mechanism(s) fail.

3. All doors shall have positive fastening devices to hold doors in the “open” position.

4. All doors shall be weather sealed.

5. When manually-operated dual doors are provided, the rear door shall have at least a one-point fastening device to the header. The forward-mounted door shall have at least three one-point fastening devices. One shall be to the header, one to the floor line of the body, and the other shall be into the rear door. The door and hinge mechanism shall be of a strength that is greater than or equivalent to the emergency exit door.

6. Door materials, panels and structural strength shall be equivalent to the conventional entrance and emergency doors. Color, rub rail extensions, lettering and other exterior features shall match adjacent sections of the body.

7. Each door shall have windows set in rubber that are visually similar in size and location to adjacent non-door windows. Glazing shall be of same type and tinting (if applicable) as standard fixed glass in other body locations.

8. Door(s) shall be equipped with a device that will actuate an audible or flashing signal located in the driver's compartment when door(s) is not securely closed and the ignition is in the "on" position.

9. A switch shall be installed so that the lifting mechanism will not operate when the lift platform door(s) is closed.

10. Special service entrance doors shall be equipped with padding at the top edge of the door opening. Padding shall be at least three (3) inches wide and one (1) inch thick and shall extend the full width of the door opening.

R. Support Equipment and Accessories

1. In addition to the webbing cutter required in the bus standards ~~BUS BODY AND CHASSIS~~ section, each specially equipped school bus ~~that is~~ set up to accommodate wheelchairs or other assistive or restraint devices with belts attached shall contain an additional webbing cutter properly secured in a location to be determined by the purchaser. The belt cutter shall meet the requirements listed in the bus standards ~~BUS BODY AND CHASSIS~~ section.

2. Special equipment or supplies ~~that are~~ used on the bus for mobility assistance, health support or safety purposes shall meet any local, federal or engineering standards that may apply, including proper identification.

3. Equipment that may be used for these purposes includes, but is not limited to:

a. Wheelchairs and other mobile seating devices. (Ssee section on Securement and Restraint System for Wheelchair and Wheelchair-seated Occupant.):

b. Crutches, walkers, canes and other ambulating devices.; and/or

c. Medical support equipment, which may include respiratory devices such as oxygen bottles ([which should be no larger than twenty-two (22) cubic feet for liquid oxygen and thirty-eight (38) cubic feet for compressed gas)] or ventilators. Tanks and valves should be located and positioned to protect them from direct sunlight, bus heater vents or other heat sources. Other equipment may include intravenous and fluid drainage apparatus. If transporting oxygen, refer to Ambulance Manufactures Division, Standard 003.

4. All portable equipment and special accessory items, including the equipment listed above, shall be secured at the mounting location to withstand a pulling force of five (5) times the weight of the item or shall be retained in an enclosed, latched compartment. The compartment shall be capable of withstanding forces applied to its interior equal to five (5) times the weight of its contents without failure to the box's integrity and securement to the bus. Exception: If these standards provide specific requirements for securement of a particular type of equipment, the specific standard shall prevail (e.g., wheelchairs).

S. Technology and Equipment

It is the intent of these specifications to accommodate new technologies and equipment that will better facilitate the transportation of students with special needs. New technology and equipment is acceptable for use in specially equipped vehicles if:

1. It does not compromise the effectiveness or integrity of any major safety system. (Examples of safety systems include, but are not limited to, compartmentalization, the eight-lamp warning system, emergency exits and the approved color scheme.)

2. It does not diminish the safety of the bus interior.

3. It does not create additional risk to students who are boarding or exiting the bus or are in or near the school bus loading zone.

4. It does not require undue additional activity and/or responsibility for the driver.

5. It generally increases efficiency and/or safety of the bus, generally provides for a safer or more pleasant experience for the occupants and pedestrians in the vicinity of the bus and/or generally assists the driver and makes his/her many tasks easier to perform.

STANDARDS FOR ALTERNATIVE FUELS FOR SCHOOL BUSES

A. Introduction

This section is designed to be used as an overview of the alternative fuels being utilized for student school transportation. It is not designed to replace current applicable federal, state, manufacturing or safety specifications that may exceed requirements within this section. There may be advancements in engineering and improvements in equipment fabrication methods and operating practices that differ from those specifically called for in this section. Such deviations or improvements may provide safety and may meet the intent of, and be compatible with, this section. Entities wishing to purchase alternative fuel school buses should use this section only as a starting point. More detailed specifications, including specific design and performance criteria and safety specifications, should be researched by prospective purchasers of alternative-fuel school buses.

B. General Requirements

Alternative fuel school buses shall meet the following requirements:

1. Chassis shall meet all standards previously mentioned in IDAHO SCHOOL BUS ~~CHASSIS~~ STANDARDS.

2. Chassis shall meet all applicable Federal Motor Vehicle Safety Standards (FMVSS).

3. The fuel system integrity shall meet the specified leakage performance standards when impacted by a moving contoured barrier in accordance with test conditions specified in FMVSS No. 301 or ~~FMVSS~~ No. 303, or with the Canadian Motor Vehicles Safety Standard 301.1, as applicable.

4. Original equipment manufacturers (OEMs) and conversion systems

   using compressed natural gas (CNG) shall comply with National Fire Protection Association (NFPA) Specification ~~52 A~~ 2013, "Compressed Natural Gas Vehicular Fuel Systems," in effect at the time of installation. Fuel systems using liquefied petroleum gas (LPG) shall comply with NFPA Specification ~~58 A~~ 2014, "Liquefied Petroleum Gases Engine Fuel Systems" ~~in effect at the time of installation~~.

5. ~~All alternative fuel buses shall be capable of traveling not less than 200 miles with a full load, except those powered by electricity shall be capable of traveling not less than 80 miles~~Fuel tank(s) for vehicles of less than fifty-four (54) passenger capacity powered by LPG or CNG shall have a minimum 40-gallon capacity. Fuel tank (s) for vehicles of fifty-four (54) or more passenger capacity powered by LPG or CNG shall have a minimum 60-gallon capacity.

6. Natural gas-powered buses ~~shall~~ may be equipped with an interior/exterior gas detection system. All natural gas-powered buses ~~shall~~ may be equipped with an automatic or manual fire detection and suppression system.

7. All materials and assemblies used to transfer or store alternative fuels shall be installed outside the passenger/driver compartment.

8. All Types C and D buses using alternative fuels shall meet the same base requirements of IDAHO SCHOOL BUS ~~CHASSIS~~ STANDARDS for passenger load.

9. The total weight shall not exceed the GVWR when loaded to rated capacity.

10. The manufacturer supplying the alternative fuel equipment must provide the owner and operator with adequate training and certification in fueling procedures, scheduled maintenance, troubleshooting and repair of alternative fuel equipment.

11. All fueling equipment shall be designed specifically for fueling motor vehicles and shall be certified by the manufacturer as meeting all applicable federal, state and industry standards.

12. All on-board fuel supply containers shall meet all appropriate requirements of the American Society for Mechanical Engineering (ASME) code, DOT regulations or applicable FMVSSs and NFPA standards.

~~13. All fuel supply containers shall be securely mounted to withstand a static force of eight times their weight in any direction.~~

~~14.~~13. All safety devices that discharge to the atmosphere shall be vented to the outside of the vehicle. The discharge line from the safety relief valve on all school buses shall be located in a manner appropriate to the characteristics of the alternative fuel. Discharge lines shall not pass through the passenger compartment.

~~15.~~14. ~~A~~ CNG buses shall have a positive quick-acting (one quarter turn) shut-off control valve shall be installed in each gaseous fuel supply line, as close as possible to the fuel supply containers. The valve controls shall be placed in a location easily operable from the exterior of the vehicle. The location of the valve control shall be clearly marked on the exterior surface of the bus.

~~16.~~15. An electrical grounding system shall be required for grounding of the fuel system during maintenance-related venting.

~~17.~~16. Fuel systems identified as compatible with bio-diesel must be provided with components compatible with Bio-Diesel ~~must conform~~ conforming to the specifications of ASTM Biodiesel Standards.

~~18.~~17. High voltage-powered school buses utilizing a high voltage propulsion system ~~(~~[more than forty-eight (48) nominal volts~~)~~] shall meet the requirements of FMVSS 305, except for the following:

a. The propulsion power source (batteries, fuel cells, etc.) shall be located outside the passenger compartment.

b. The propulsion power source enclosure shall be constructed to conform to the power source manufacturer's requirements and recommendations.

c. Due to the much larger size and quantities of the propulsion power sources on large vehicles, buses over ten thousand (10,000) ~~lbs.~~pounds are permitted to exceed the 5.0 liter spillage constraint of 49 CFR Part 571.305,~~Section~~ S5.1, ~~"E~~electrolyte ~~damage~~spillage from propulsion batteries~~."~~, and the requirements to statically rotate the vehicle on its longitudinal axis post test.

~~C. Characteristics of Alternative Fuels~~

~~1. For the purpose of this section, alternative fuels refer to the specific fuels listed below. A brief description of each fuel is shown. (See National School Transportation Specifications & Procedures Alternative Fuels Comparison Chart)~~

~~2. Note: Two other more exotic fuels are being examined, hydrogen and solar power. These two energy sources are in their infancy as alternative fuels for motor vehicles and are not covered within the scope of this section.~~

~~3. Liquid Alternative Fuels:~~

~~1. Methanol, a liquid at normal ambient temperatures, is colorless, and is made primarily from natural gas or coal. Extensive experiments have been conducted with automobile and truck engines powered by methanol. There are a number of urban transit bus fleets currently using methanol. California has experience with methanol as an alternative fuel for school buses through their School Bus Demonstration Project. The findings clearly determined methanol fuel to be costly to operate and unreliable. (Advantages and disadvantages listed in National School Transportation Specifications and Procedures May 2010 – Alternative Fuels.)~~

~~b. Ethanol is a distilled agricultural alcohol product that is a liquid and is colorless at normal ambient temperatures. Corn is the current primary grain source. It has many of the same characteristics as methanol. Currently, ethanol is used primarily in a mixture with gasoline, usually no more than 10% ethanol.~~

~~c. Clean diesel was one of the alternative fuels approved in the Clean Air Act Amendments of 1990. The first step to be undertaken was further refining to reduce sulfur content and hence the significant particulate emissions caused by the sulfur. Significant advancement in this process has resulted in the development of ultra-low sulfur content diesel fuel. Refinery techniques can now produce diesel fuel with a sulfur content below 15 parts per million (PPM). The availability of this fuel supports the installation of an advanced exhaust after-treatment device in the form of a continuously regenerating trap (CRT). This CRT technology reduces the exhaust particulate content by approximately 90 percent from currently mandated levels (to essentially zero) and the hydrocarbons to an unmeasurable level (to essentially zero). Further steps are being developed to add cetane~~

~~boosters, which increase efficient combustion. (Advantages and disadvantages listed in National School Transportation Specifications and Procedures May 2010 – Alternative Fuels.)~~

~~d. Reformulated gasoline is a specially blended fuel with the following properties: (1) lower vapor pressure that reduces evaporation during operation and refueling, and (2) more efficient combustion through the addition of high-octane oxygenates. Reformulated gasoline aromatic levels have been lowered, which provides less in the way of hydrocarbon tail pipe emissions. Reformulated gasoline (RFG) is required by the EPA in certain metropolitan areas. However, those areas are becoming fewer. (Advantages and disadvantages listed in National School Transportation Specifications and Procedures May 2010 – Alternative Fuels.)~~

~~4. Gaseous Alternative Fuels:~~

~~a. Natural gas is primarily methane as it comes from the well, and it burns quite cleanly in its unprocessed state. Natural gas has a higher ignition point (temperature) and a narrower fuel/oxygen mixture combustion range than other fuels. Energy is consumed in processing natural gas to achieve sufficient vehicle storage (i.e., compression or cryogenic processes). (See Compressed Natural Gas and Liquid Natural Gas below.) Natural gas is lighter than air in ambient conditions and does not pool on the ground, a condition that requires buildings used for indoor housing of natural gas vehicles to be adequately ventilated at the ceiling.~~

~~b. Compressed natural gas, or CNG, consists primarily of mixtures of hydrocarbon gases and vapors, consisting principally of methane (CH_4) in gaseous form, which is compressed for use as a vehicular fuel. (Advantages and disadvantages listed in National School Transportation Specifications and Procedures May 2010 – Alternative Fuels.)~~

~~c. Liquid natural gas, or LNG, utilizes the same natural gas source (primarily methane) as CNG, but requires purification of the gas and cooling and storage below -260 degrees Fahrenheit to liquefy the natural gas. Converting natural gas to liquid form provides storage of a much greater amount on the vehicle than can be achieved in the gaseous state. The process of liquefying the natural gas also yields almost pure methane gas with predictable performance characteristics. (Advantages and disadvantages listed in National School Transportation Specifications and Procedures May 2010 – Alternative Fuels.)~~

~~d. Propane, also known as Liquefied Petroleum Gas or LPG, is sometimes available directly from wells, but is normally produced as a by-product of the gasoline refining process. It has been used for a number of years in light-duty commercial vehicles in urban areas around the world. (Advantages and disadvantages listed in National School Transportation Specifications and Procedures May – 2010 Alternative Fuels.)~~

~~e. Electric Power or the use of electricity as a power source for school buses is an emerging technology that is under considerable research due to the~~

~~potential for reduced overall emissions. Research is centering on ways to increase the capacity and reduce the weight of batteries, as well as improving the motors used to power the vehicles and the associated electronics. Recharging technology is also developing rapidly. Most of these efforts have the goals of improving the range and performance of electric vehicles, reducing their cost and addressing operational concerns, such as recharging.~~

~~f. Hybrid electric and plug-in hybrid electric vehicles, while technically not an alternative fuel, are treated as such in most federal and state programs due to the novel approach to energy use. Straight hybrid electric vehicles are, by far, the largest and fastest growing sector of alternative fuel vehicles. Plug-in hybrid electric vehicles take advantage of the straight hybrid system, but also allow the user to precharge the battery packs to gain additional range and reduce combustion engine usage. (Advantages and disadvantages listed in National School Transportation Specifications and Procedures May – 2011Alternative Fuels.)~~

~~g. Biodiesel is a fuel manufactured from vegetable oils, recycled cooking greases, or animal fats. The term "biodiesel" refers to the pure fuel. Biodiesel blends or BXX refers, to a fuel that is composed of XX% biodiesel and XX% diesel fuel. The City of Seattle, for example, has been using B20 which is 20% biodiesel blended with 80% low sulfur diesel. B100 is pure biodiesel. The diesel fuel can be No. 1 or No. 2. Biodiesel and biodiesel blends should only be used in compression-ignition engines that are designed to be operated on diesel fuel as described in ASTM 975 or related military specifications. Biodiesel or blends should never be put into a gasoline engine. Biodiesel fuel can be used in compression-ignition engines in cars, trucks, construction equipment, boats, generators, and in most other applications where diesel is typically used. Biodiesel fuel is renewable, is domestically produced and is commercially available in all fifty (50) states. It provides similar performance to diesel; has high cetane, high lubricity, high flash point, and is the safest of all fuels to store and handle. Biodiesel has the highest BTU content of any alternative fuel.~~

~~h. Clean diesel was one of the alternative fuels approved in the Clean Air Act Amendments of 1990. The first step to be undertaken was further refining to reduce sulfur contents and hence the significant particulate emissions caused by the sulfur. Significant advancement in this process has resulted in the development of ultra-low sulfur content diesel fuel. Refinery techniques can now produce diesel fuel with a sulfur content below 15 parts per million (PPM). The availability of this fuel supports the continuously regenerating filter, known as a diesel particulate filter. This technology reduces the exhaust particulate content by approximately 90 percent from currently mandated levels (to essentially zero). Further steps are being developed to add cetane booster, which increase efficient combustion. (Advantages and disadvantages listed in National School Transportation Specifications and Procedures May 2010 – Alternative Fuels.)~~

SCHOOL BUS WITHDRAWAL FROM SERVICE STANDARDS

The SDE staff shall develop, maintain and periodically distribute out-of-service criteria (a matrix), the basis of which shall be the latest published document from the most recent National ~~Conference~~Congress on School Transportation. The Out-of-Service Matrix shall be subsequent to input from the Student Transportation Steering Committee~~ and new school bus state inspectors~~, as needed. These standards are intended to ensure that all Idaho school buses are maintained in a safe manner. When inspection of a bus reveals a maintenance condition that is below an out-of-service standard it shall be the duty of the technician performing the inspection to remove the vehicle from service until the discrepancy has been corrected. These standards shall apply to both new and used buses and shall be the criteria used whenever an Idaho school bus is inspected. These standards are to be used whenever a sixty (60)~~-~~ day, Annual or New School Bus Inspection is being performed by state inspectors or district, contractor, or outside contracted maintenance personnel (~~IC~~ Section 33-1506, Idaho Code).

STANDARDS FOR STUDENT TRANSPORTATION OPERATIONS

A. Introduction

The success of any school transportation operation depends largely on the performance and degree of dedication displayed by those involved. The school bus is an extension of the classroom and as such, the ride to school should be safe and efficient in an atmosphere conducive to learning readiness. Open and honest communication between all stakeholders is vital for the success of the transportation program. Transportation is critical to the education process, and the school bus is the safest form of transportation. Therefore, transportation to and from school on a school bus shall be offered to all eligible students. Districts or the governing body responsible for pupil transportation shall have an eligibility policy, which takes safety into account, addressing distances from school for ~~all~~ different age groups. If transportation eligibility is maximized, the result will be more students on buses and therefore, safer access to students' educational opportunities. The sole criterion used to establish transportation eligibility should not be only the distance between a student's home address and the student's school of attendance; rather, travel to and from school must take into account various criteria. Safety must be the primary concern, and criteria should take into account the ages of students and potentially hazardous situations, such as roadway and walk pathway conditions, speed limits, railroad crossings, lighting conditions, etc. The criteria should also take into account students' levels of maturity, grade levels, cognitive and physical abilities. Similar criteria should be used in establishing maximum distances between a student's home and the assigned bus stop per district guidelines.

B. School Travel Choices

1. Children in the United States travel to and from pre-school, school and related activities by a variety of modes. Administrators, parents and students often

choose or encourage the use of modes of travel for reasons other than maximizing safety or minimizing risk (e.g., convenience, flexibility, and budget). **It is recommended that all eligible school students be transported in a school bus**.

2. Each travel mode has its inherent risks, which vary from community to community, school to school and program to program, and any shifts from one mode to another can have a marked effect on the overall safety of travel for a particular community, school or program. The goal is to improve safety for all children traveling to and from pre-school, school and related activities and to provide communities with the information needed to make informed choices that balance their needs and resources.

C. Administration

In compliance with ~~IC~~ Section 33-1511, Idaho Code, the SDE shall provide the following:

1. Leadership in the development of a comprehensive student transportation program for statewide application.

2. A state supervisor of ~~student~~ school transportation with the staff and resources necessary for optimal job performance.

3. A comprehensive school bus operator and school bus technician training program.

4. Frequent visits to local school districts and charter schools to audit, inspect, review and evaluate student transportation programs and financial systems (including reimbursement claim accuracy) and provide direction as necessary. Adequate frequency shall be defined as, at least once every ~~three~~ two (2) years.

5. The ~~Supervisor~~ Director of Student Transportation, based upon results of program reviews, fiscal audits, and spot inspections as set forth in S~~s~~ection ~~IC~~ 33-1506, Idaho Code will provide school districts a list of required corrective actions, when necessary (~~IC~~ Section 33-1511, Idaho Code).

6. Follow-up visits to ensure implementation of corrective action plans. The ~~Supervisor~~ Director of Student Transportation shall require school districts to submit progress reports on those corrective actions developed by the ~~Supervisor~~ Director of Student Transportation to the SDE at prescribed intervals until deficiencies are corrected or the corrective actions no longer apply (~~IC~~ Section 33-1511, Idaho Code).

7. The ~~Supervisor~~ Director of Student Transportation may withhold all or a portion of a district's pupil transportation reimbursement funding in instances of noncompliance with the requirements of ~~IC~~ Sections 33-1506~~1511(6)~~ or ~~IC~~ 33-~~1506~~1511(6), Idaho Code.

8. Managing the state's student transportation program to include planning, budgeting, and forecasting requirements for the operation.

9. Collecting and analyzing statistical and financial data.

10. Developing, preparing and organizing manuals, handbooks and written training programs for student transportation personnel.

11. Providing consulting services and assistance to local districts as necessary.

D. Local School District or Charter School Administration

1. The local district or charter responsible for student transportation shall supervise the overall transportation operation within the respective district.

2. Assign adequately trained staff responsible for implementing and/or supervising a comprehensive student transportation program.

3. Ensure compliance with federal and state student transportation laws, regulations and policies, including drug/alcohol testing programs as required in the Omnibus Transportation Employee Testing Act of 1991, and in compliance with 49 CFR~~,~~ Parts~~-~~ 40 and 382.

E. Written Policies

In compliance with ~~IC~~ Sections 33-1501 through ~~IC~~ 33-1512, Idaho Code, the local board of trustees or the governing body will establish and adopt a set of written policies governing the student transportation system, including policies for disabled students. Contracting school districts or charters shall ensure compliance to written policies by student transportation contractors. The district's or charter's written policies shall, at a minimum, include:

1. Student transportation operations, including participation in training programs for all transportation personnel.

2. The evaluation of school bus routes and the periodic evaluation of student transportation personnel. The transportation supervisor or the district's school bus driver trainer shall evaluate a minimum of once per year each route and each driver for the purpose of assessing driver performance and the safety of routes and bus stops (National School Transportation Specifications & Procedures, Identification and Evaluation of School Bus Route and Hazard Marking Systems). The time schedule for pickup and delivery of children shall be followed as accurately as possible. Documentation of the driver and route evaluation shall be retained in the driver's personnel file. The SDE staff shall develop and maintain model evaluation procedures and forms.

3. The investigation and reporting of accidents and other transportation problems. Drivers shall report all school bus accidents to local school authorities and the appropriate law enforcement agency in accordance with Title 49, Chapter 13 of Idaho Code. Subsequent to the accident or incident, a Uniform School Bus Accident/Injury or appropriate Incident Report Form shall be completed by the driver or transportation supervisor and submitted to the SDE within fifteen (15) days.

4. Providing supervision of loading and unloading areas at or near schools during unloading and loading of school buses. Schools ~~districts~~ shall provide an adequate number of supervisors for the size of the loading area and number of students present and ensure close, continuous and interactive supervision whenever students and/or buses are present in the loading area (~~IC~~Section 33-512(4), Idaho Code).

~~4.~~5. Each school district that provides activity bus transportation for pupils shall have comprehensive policies and guidelines regarding activity transportation (IDAPA 08.02.02.180).

~~5.~~6. Ensure that instruction in passenger safety, including student participation in practical emergency evacuation drills, is an integral part of the school curriculum. Instruction should comply with state requirements and/or Federal Highway Safety Guideline 17 and with 45 CFR Part 1310, as may be applicable, and should include, but not be limited to, the following:

a. At least once each school semester, provide all ~~students~~ passengers transported to and from schools in a school bus or multifunction school activity bus with instruction in the location and operation of all emergency exits. Also, provide supervised practical emergency exit drills to each student transported to or from schools in a school bus or multifunction school activity bus.

1) Each bus route should have a written emergency evacuation plan. This plan should reflect each student's ability to evacuate or help others. Students with disabilities should participate in required evacuation drills and should only be excluded if their participation would present a health risk. Parents should be notified in advance of such barriers to their child's participation. Every effort should be made to ensure that ALL students have a reasonable understanding of the concept of an emergency and how they will exit the bus.

2) The driver and the attendant must be familiar with any equipment in the bus that would aid in an actual evacuation, (e.g., the use of all emergency exits, emergency/fire blankets, webbing cutters, etc.). It is important to enlist the help of school liaisons, parents and other personnel (e.g., physical therapists) to train and help students and staff understand emergency procedures including how to exit the bus safely without the use of their mobility devices and equipment (wheelchair, etc.). Local emergency personnel should be involved in developing the plans, especially if the students transported have complex medical conditions.

~~a.~~b. Before departure on each activity trip, provide all ~~students~~ passengers transported in a school bus, ~~school-chartered bus or multifunction school activity bus~~ instruction on the location of all emergency exits and demonstrations of their operation. Instruction should include a general review of safe riding practices, rules and procedures.

c. Limit the amount of carry-on items, especially large items such as luggage, coolers, sports/band equipment, etc., in school buses~~, school-chartered buses or multifunction school activity buses~~. Aisles and emergency exits in school ~~buses,~~buses ~~school-chartered buses and multifunction school activity buses~~ must be kept clear at all times. Any item that is brought on board must be safely stowed and secured away from any aisle or emergency exit.

~~6.~~7. Ensure compliance with Electronic device regulations, meeting compliance with Federal Motor Carrier Safety Administration Regulations, 49 CFR Part 392.82.

8. Student transportation operations shall be included in the district's service animals planning. Related training shall be provided to school bus drivers related to district plans (IEP, 504 Plan, definitions, handling, care, emergency evacuations, health certificates, etc.).

F. Additional Requirements Not Covered Under Policies

1. Provide the necessary library of resources to ensure that transportation personnel have the proper tools to operate a safe and efficient program. These resources include, but are not limited to:

   a. Applicable federal, state and local laws, codes and regulations.

   b. Applicable manuals and guidelines.

   c. On-line connectivity for access to all internet and other resources.

   d. Applicable trade journals and organizations' publications.

2. Provide contract management (if applicable). If a private carrier is utilized in a school transportation operation, it is imperative that a clear partnership is established with all parties. Clear expectations and contract review, along with on-going training, communication and practice/procedure development should be developed with a working partnership in mind.

G. Personnel Qualifications and Training

1. Prerequisite Qualifications and Job Descriptions

In compliance with ~~Federal Motor Carrier Safety Administration~~ FMCSA Regulations, ~~(~~49 CFR Part~~-~~ 383~~)~~, and ~~IC~~ Sections 33-130, 33-1508, and 33-1509, Idaho Code, the local board of trustees/administration will establish and adopt a set of written prerequisite qualifications and job descriptions governing student transportation personnel, which shall, at a minimum, include:

a. Completion of an application form, which includes a personal and occupational history~~.~~;

b. A satisfactory driving record as revealed through pre-employment and annual checks with the state driver licensing division~~.~~;

c. A satisfactory work history as verified through professional references~~.~~; and

d. The ability to manage resources, students and personnel necessary to achieve a desired objective.

~~1.~~2. Insulin-Treated Diabetes Mellitus

In compliance with Federal Motor Carrier Safety Administration Regulations (Parts 381 and 383) and ~~IC~~Section 33-1509, Idaho Code, the SDE Student Transportation staff will establish an exemption process governing student transportation personnel diagnosed with insulin-treated diabetes mellitus (ITDM). In considering exemptions, the Department must ensure that the issuance of diabetes exemptions will not be contrary to the public interest and that the exemption achieves an acceptable level of safety. Applications must be submitted to the SDE Student Transportation staff using the application form. ~~Therefore, the Department will only consider granting exemptions to ITDM individuals who meet certain conditions and who submit the following information and documentation:~~

~~1) Number of years driving school bus.~~

~~2) Approximate number of miles per year driving school bus.~~

~~3) Estimated number of miles driven per week.~~

~~4) Estimated number of daylight driving hours per week.~~

~~5) Estimated number of nighttime driving hours per week.~~

~~6) Supporting documentation of current Commercial Drivers License to drive school bus issued by the State of Idaho.~~

~~7) Supporting documentation certifying applicant has operated a commercial motor vehicle (CMV) with a diabetic condition controlled by the use of insulin while under the care of an endocrinologist (may have consulting relationship with driver's personal physician) familiar with the treatment and monitoring of Diabetes Mellitus.~~

~~8) Idaho Transportation Department driving record (for the three-year period immediately preceding application) containing no suspensions or revocations, no involvement in an accident for which the applicant received a citation for a moving traffic violation while operating a CMV, no involvement in an accident for which the applicant contributed to the cause of the accident, and no convictions for a~~

~~disqualifying offense or more than one serious traffic violation, as defined in 49 CFR 383.5, while operating a CMV.~~

9) ~~Supporting documentation certifying no other disqualifying conditions including diabetes related complications.~~

10) ~~Supporting documentation certifying no recurrent (two or more) hypoglycemic reactions resulting in a loss of consciousness or seizure within the past five years. A period of one year of demonstrated stability is required following the first episode of hypoglycemia.~~

11) ~~Supporting documentation certifying no recurrent hypoglycemic reactions requiring the assistance of another person within the past five years. A period of one year of demonstrated stability is required following the first episode of hypoglycemia.~~

12) ~~Supporting documentation certifying no recurrent hypoglycemic reactions resulting in impaired cognitive function that occurred without warning symptoms within the past five years. A period of one year of demonstrated stability is required following the first episode of hypoglycemia.~~

13) ~~Supporting documentation certifying the applicant has been examined by a board-certified or board-eligible endocrinologist (who is knowledgeable about diabetes) who has conducted a complete medical examination. The complete medical examination must consist of a comprehensive evaluation of the applicant's medical history and current status with a report including:~~

- ~~The date insulin use began;~~
- ~~Diabetes diagnosis and disease history;~~
- ~~Hospitalization records;~~
- ~~Consultation notes for diagnostic examinations;~~
- ~~Special studies pertaining to the diabetes;~~
- ~~Follow-up reports;~~
- ~~Reports of any hypoglycemic insulin reactions within the last five years;~~
- ~~Two measures of glycosylated hemoglobin, the first 90 days before the last and current measure;~~
- ~~Insulin dosages and types, diet utilized for control and any significant factors such as smoking, alcohol use, and other medications or drugs taken; and~~

- ~~Examinations to detect any peripheral neuropathy or circulatory insufficiency of the extremities.~~

14) ~~Submits a signed statement from an examining endocrinologist indicating the following medical determinations:~~

- ~~The endocrinologist is familiar with the applicant's medical history for the past five years, either through actual treatment over that time or through consultation with a physician who has treated the applicant during that time;~~

- ~~The applicant has been using insulin to control his/her diabetes from the date of the application back to the date driving experience began or the previous three years, whichever is less;~~

- ~~The applicant has been educated in diabetes and its management, thoroughly informed of and understands the procedures which must be followed to monitor and manage his/her diabetes and what procedures should be followed if complications arise; and~~

- ~~The applicant has the ability and has demonstrated willingness to properly monitor and manage his/her diabetes.~~

15) ~~Submits a separate signed statement from an ophthalmologist or optometrist that the applicant has been examined and that the applicant does not have diabetic retinopathy and meets the vision standard at 49 CFR 391.41(b) (10), or has been issued a valid medical exemption. If the applicant has any evidence of diabetic retinopathy, he or she must be examined by an ophthalmologist and submit a separate signed statement from the ophthalmologist that he or she does not have unstable proliferative diabetic retinopathy (i.e., unstable advancing disease of blood vessels in the retina).~~

b. ~~There are special conditions attached to the issuance of any exemption for ITDM. The Department will impose the following requirements:~~

1) ~~Individuals with ITDM shall maintain appropriate medical supplies for glucose management while preparing for the operation of a CMV and during its operation. The supplies shall include the following:~~

- ~~An acceptable glucose monitor with memory;~~

- ~~Supplies needed to obtain adequate blood samples and to measure blood glucose;~~

- ~~Insulin to be used as necessary; and~~

- ~~An amount of rapidly absorbable glucose to be used as necessary.~~

c. ~~Prior to and while driving, the individual with ITDM shall adhere to the following protocol for monitoring and maintaining appropriate blood glucose levels:~~

   1) ~~Check glucose before starting to drive and take corrective action if necessary. If glucose is less than 100 milligrams per deciliter (mg/dl), take glucose or food and recheck in 30 minutes. Do not drive if glucose is less than 100 mg/dl. Repeat the process until glucose is greater than 100 mg/dl;~~

   2) ~~While driving check glucose every two to four hours and take appropriate action to maintain it in the range of 100 to 400 mg/dl;~~

   3) ~~Have food available at all times when driving. If glucose is less than 100 mg/dl, stop driving and eat. Recheck in 30 minutes and repeat procedure until glucose is greater than 100 mg/dl; and~~

   4) ~~If glucose is greater than 400 mg/dl, stop driving until glucose returns to the 100 to 400 mg/dl range. If more than two hours after last insulin injection and eating, take additional insulin. Recheck blood glucose in 30 minutes. Do not resume driving until glucose is less than 400 mg/dl.~~

d. ~~In addition to the requirements for controlling ITDM, the Department will monitor exemption recipients during the period that the exemption is valid. The Department will conduct monitoring by requiring the exemption recipients to submit the following information to the Idaho State Department of Education Student Transportation Section:~~

   1) ~~Provide written confirmation from the endocrinologist on a quarterly basis:~~

      - ~~The make and model of the glucose monitoring device with memory; and~~

      - ~~The individual's blood glucose measurements and glycosylated hemoglobin are generally in an adequate range based on daily glucose measurements taken with the glucose monitoring device and correlated with the daily records of driving time and a current measurement of glycosylated hemoglobin.~~

   2) ~~Submit on an annual basis, a comprehensive medical evaluation by an endocrinologist. The evaluation will include a general physical examination and a report of glycosylated hemoglobin concentration. The evaluation will also involve an assessment of the individual's willingness and ability to monitor and manage the diabetic condition.~~

e. ~~Provide on an annual basis confirmation by an ophthalmologist or optometrist that there is no diabetic retinopathy and the individual meets the~~

~~current vision standards at 49 CFR 391.41(b) (10). If there is any evidence of diabetic retinopathy, provide annual documentation by an ophthalmologist that the individual does not have unstable proliferative diabetic retinopathy.~~

~~f. Submit annual documentation by an endocrinologist of ongoing education in management of diabetes and hypoglycemia awareness.~~

~~g. Report all episodes of severe hypoglycemia, significant complications, or inability to manage diabetes.~~

~~h. Report any involvement in an accident or any other adverse event whether or not they are related to an episode of hypoglycemia.~~

~~School bus drivers applying for ITDM exemption should refer to Federal Highway Administration Diabetes Waiver Program – Appendix A.~~

3. School Bus Driver Training

   a. All new school bus drivers ~~will~~ shall complete a prior-approved school bus driver training program, which shall include documented knowledge and skill tests, as well as ~~10~~ six (6) inclusive hours of behind-the-wheel, ~~and/or~~ four (4) hours route observation, and an Emergency Evacuation practical, before being allowed to drive a school bus loaded with students. As a support to school district personnel, the SDE staff shall develop and maintain model classroom and behind-the-wheel training curricula incorporating nationally recognized driver training methods and resources (~~IC~~ Sections 33-1508, 33-1509, and 33-1511, Idaho Code).

   b. All experienced school bus drivers ~~will~~ shall complete at least ten (10) hours refresher school bus driver training each fiscal school year. At least three (3) hours of pre-service training shall be provided before school begins in the fall. In addition, at least three (3) in-service training sessions shall be provided during the school year utilizing, at a minimum, thirty (30) minute, topic specific and documented, training blocks.

   c. School districts/contractors shall request documentation of all previous school bus driver training and driving experience, in accordance with Federal Motor Carrier Safety Administration CDL licensing requirements. Documentation of previous training, similar to SBOE training requirements, may be used to comply with new school bus driver training hours. Regardless of any previous out-of-district training, all newly hired school bus drivers shall have sufficient training provided by the hiring district or contractor, along with accompanying documentation, illustrating proficient school bus driving skills. If the district/contractor is unable to obtain documentation of previous school bus driver training, the individual shall complete the training requirements for new school bus drivers. If the applicant has gaps in excess of four years of ongoing school bus driving experience, the individual shall complete the training requirements for new school bus drivers.

4. Student Transportation Personnel File

Each district that operates or contracts student transportation services shall cause to have filed for each school bus driver, in a secure area with limited access, the following information (~~IC~~ Sections 33-1506, 33-1508 and 33-1509, Idaho Code):

a. Copy of original application to drive school bus.

b. Copy of current original physical examination form, along with any applicable waivers.

c. Historical training records should contain, at a minimum~~,~~:

1. ~~a~~Accurate information certifying attendance and satisfactory completion of all state, or district and or company required training~~.~~; and
2. ~~–~~Details about all topic specific school bus drivers training supported by a training program agenda, including the number of hours of instruction, date of instruction, instructor and drivers signature. ~~The following is a list of minimum training to be documented:~~

~~c.~~d. Copy of SDE/Classroom Curriculum tests (11 total) with score of eighty percent (80%) or better. Plus:

1. Classroom Training;
2. Pre-Service;
3. In-Service; and
4. Behind-the-Wheel Training.

~~d.~~e. Copy of current commercial driver's license.

~~e.~~f. Copy of annual driving record check in compliance with CDL licensing requirements. The district shall request each fiscal year a driving record check report from the Idaho (or neighboring state or both states, as applicable) State Transportation Department, Motor Vehicles Division, for those individuals who are going to drive a school bus during the current fiscal school year. District/Contractor shall request a driver records check between July 1st and the first day of regular school (Section 33-701, Idaho Code).

~~f.~~g. Copy of all annual driver and route evaluations. New drivers shall have a driver evaluation before being allowed to drive a school bus loaded with students.

~~g.~~h. Copies of a driver emergency evacuation drills shall be maintained for a period of three (3) years.

5. Student Transportation Maintenance and Service Personnel

a. Each district that operates or contracts student transportation services shall perform maintenance functions on a timely basis consistent with safe transportation and work environments (Section~~IC~~ 33-1506, Idaho Code).

b. The SDE Student Transportation staff shall develop and maintain student transportation staffing guidelines designed to promote efficiency and cost containment. These guidelines shall be for informational purposes. School districts shall not be financially penalized when falling outside SDE staffing guidelines.

H. Vehicle Operation

All school districts and school bus drivers must meet all operations and performance requirements in conformity with law and with rules and regulations of the Department of Law Enforcement and the SBOE (~~IC~~ Section 33-1508, Idaho Code). The ~~B~~board of ~~T~~trustees or its designee shall be responsible for delineating in writing vehicle operations and the duties of bus drivers, which shall, at a minimum, include:

1. The driver shall ensure the safe condition of the school bus by conducting an initial and thorough daily pre-trip/post trip/child check school bus inspection. The district/contractor shall provide drivers with a pre-trip inspection form. The SDE staff shall develop and maintain a model pre-trip/post trip inspection form using nationally recognized criteria for the school bus pre-trip inspection. Each subsequent trip shall require an additional pre-trip school bus inspection, which at a minimum shall ensure that all safety equipment is in working order, i.e.~~,~~ brakes, tires, all lighting systems, steering and horn.~~,~~ During post trip inspections, importance should be placed upon locating any sleeping students, articles left on the bus (Idaho CDL Manual, Section 10.2.6), and all defects which shall be reported by the school bus ~~driver.~~driver.

2. A school bus shall be backed only as a last resort. Buses shall not back to turn around on a public roadway, unless the local board finds there is no alternative to backing buses on certain roads. The local board then, by official action, may allow backing of school buses on certain public roadways (~~IC~~ Section 33-1502, Idaho Code).

3. No passenger shall be permitted to operate the school bus.

4. The school bus driver shall not allow guns or inflammable or explosive substances such as gasoline to be carried on a school bus. School districts shall develop policy identifying other perceived unsafe items prohibited from being transported in the passenger compartment of a school bus, such as skis, skateboards, large instruments, etc. Students are to only carry objects on~~-~~to the bus that can fit safely within the seat compartment, preferably on the student's lap. The student shall not carry hazardous materials, objects, or ~~potentially disruptive~~ animals (with the exception to IEP and 504 Plan service animals) on the bus.

5. School bus drivers shall properly wear a seat belt whenever the bus is in motion.

6. School bus doors shall remain closed while the bus is in motion. No school bus shall start in motion before all passengers have been seated. The driver shall require each passenger on the bus to be seated in a manufacturer's school bus passenger seat. No student shall be allowed to stand while the bus is in motion.

7. School districts shall establish school bus stops in safe locations with at least one-hundred (100) yards clear visibility in both directions, whenever possible, and at least forty (40) feet from intersections, whenever possible. ~~(~~[No motor vehicle shall block an intersection (Section 49-660, Idaho Code). No bus stop shall be established less than one and one-half (1½) miles from the nearest appropriate school except when, in the judgment of the ~~B~~board of ~~T~~trustees, the age or health or safety of the student warrants (~~IC~~Sections 33-1501 and 33-1502, Idaho Code)].

8. All school buses shall stop to load/unload passengers at designated bus stops in accordance with the law (~~IC~~ Section 49-915 and 49-1422, Idaho Code). The SDE staff shall maintain model student loading/unloading training curriculum, the basis of which shall be in conformity with nationally recognized procedures (National School Transportation Specifications & Procedures). The student shall not leave or board the bus at locations other than the assigned home stop or assigned school unless arrangements for doing so have been approved by appropriate authority. Appropriate authority and the approval process shall be defined in local district policy.

9. School bus drivers shall load and unload from the right side of the roadway. School bus drivers shall not allow students to cross roadways having more than three (3) lanes for purposes of loading or unloading and shall only load or unload students who live on the right side of such a roadway, except at locations having easily accessible traffic control signals (~~IC~~ Section 49-1422, Idaho Code).

10. When it is necessary for the student to cross the roadway, the driver shall require the student to cross twelve (12) feet in front of the bus in accordance with state loading/unloading training curriculum. SDE endorses the joined fingers, open palm, single arm wave and eye contact with the driver for student crossing. Long steady blast of the horn is to be used as a danger signal.

11. School bus drivers shall report the license number of any vehicle, which violates any law endangering school children to his/her immediate supervisor (~~IC~~ Section 33-1509, Idaho Code).

12. Student transportation operations shall be included in the district's crises planning and related training shall be provided to school bus drivers related to district crises plans. School bus drivers shall remain vigilant and report suspicious behavior or conditions which could become harmful to students or be indicative of impending acts of terror. School bus drivers shall be provided training in homeland security awareness.

13. A driver on a school bus route shall not leave an occupied bus. In case of a breakdown the driver shall request assistance via two-way communication whenever possible. Otherwise, the driver should ask a passing motorist to make contact with the district, send a school bus aide or at least two (2) responsible students to make contact with the district, or wait for help.

14. Whenever it is necessary for the school bus driver to leave an unoccupied bus or leave the driver's seat of an occupied bus, he/she should shut off the motor, curb the wheels where appropriate, set the brakes and remove the ignition key.

15. The school bus driver shall give consideration to engine idling during extended wait times. Consideration should be given to varying climate conditions. All buses equipped with an auxiliary heater shall not be allowed to idle for more than three to ~~-~~five consecutive minutes~~.~~ (**~~E~~exceptions:** pre-trips, passenger stops~~,~~.) Heater shall be used to provide pre-heated water in the cooling system for starting cold engines as well as providing heat to the passenger compartment during cold weather without running the engine. Reduced idling will reduce student transportation costs and improve air quality. Allowing engines to idle for more than three (3) minutes may cause districts (including contracted districts) to lose funding for purchasing fuel.

16. All school and activity buses shall stop at all railroad grade crossings in accordance with the law (~~IC~~ Sections 33-1508, 49-648 and 49-649, Idaho Code). The SDE staff shall develop and maintain railroad grade crossing training curriculum, the basis of which shall be in conformity with nationally recognized procedures (National School Transportation Specifications & Procedures).

17. School districts shall limit on-duty and driving time of school bus drivers similar to the limitations imposed by the Federal Motor Carrier Safety Administration regulations for drivers of similar commercial motor vehicles. Drivers shall use FMCSA over-the-road hours-of-service trip logs, a trip agenda, or other trip documentation validating applicable driving hours on all out-of-district trips in excess of one-hundred (100) miles (FMCSA Regulations, Hours of Service of Drivers).

18. At no time shall a driver exceed sixty-five (65) miles per hour or a lesser posted speed limit.

I. Student Management

1. Student transportation is another component in the school district's overall education program. An effective student transportation management program must have the support of the school district administration, school bus drivers, students, and parents. Each school district should institute a comprehensive student-management program that is designed to share the responsibility for student safety and well-being, as well as protecting the interests of all others involved in the program.

2. Every school district which operates a student transportation system shall have a written policy which sets forth the student's right to "due process" when disciplinary action is taken and defines the duties and responsibilities of students when taking advantage of student transportation. The school district's student transportation student management policy, including the duties and responsibilities of students, teachers and drivers shall be in concert with the district's written classroom policies (~~IC~~ Section 33-512, Idaho Code).

3. School bus drivers shall establish proper rapport with students. Drivers should instruct students in appropriate behavior in accordance with the district's student management policy. Drivers should be aware that they represent the school system and present a positive image in dress, language, and manner.

4. The SDE staff shall develop and maintain model student management guidelines, suggested rules and regulations in its school bus driver training curriculum.

J. Student Eligibility

1. Eligible Students

   a. Student eligibility for state funded student transportation services is defined in ~~IC~~ Sections 33-1501, 33-1502, and 33-5208, Idaho Code.

   b. A student with disabilities who's Individualized Education Plan (IEP) requires transportation is eligible for transportation as a related service (IDEA) under the Student Transportation Support Program regardless of distance from the school.

   c. It is the aim of the SDE staff, in keeping with the "inclusion" concept, to arrange transportation for the student with disabilities as closely as possible to that of the student without disabilities. Whenever possible, students with disabilities will ride with students without disabilities on regular routes.

   d. Students who attend school at an alternate location as assigned by the local board of trustees may be expected to walk reasonable distances between schools (~~IC~~ Section 33-1501, Idaho Code). Transporting or shuttling students between schools or buildings in conjunction with non-reimbursable programs is a non-reimbursable expense and all such mileage shall be documented and tracked as non-reimbursable shuttle miles.

2. Ineligible Students

   a. An ineligible student shall be defined as any properly enrolled public school student who does not otherwise meet ridership eligibility by virtue of school or district boundary, distance, age, health, or safety.

   b. If a school district allows ineligible but properly enrolled public school students on a bus and their presence does not create an appreciable increase in the cost of the bus run, as determined by the SDE staff (in computing to and from school state allocations), the district shall not be penalized.

   c. Ineligible students may ride existing bus runs, and to and from an existing bus stop, on a "space available" basis provided that neither time, mileage, or other appreciable cost is added as a result of this service. Ineligible students shall be reported as such on the bus ridership count report and are not eligible for additional rider count funding.

d. Properly enrolled students living in district of residence but attending school in a non-resident district, under the provisions of ~~IC~~ Section 33-1402, Idaho Code, ~~(e~~Enrollment options~~)~~, may be transported; however, all related "yellow school bus" mileage shall be reported as non-reimbursable. Exceptions shall be permitted when transporting student(s) to out-of-district school demonstrates cost effectiveness, as determined by the SDE staff, in which case the related mileage shall be reported as reimbursable. Other exceptions include but are not limited to~~,~~ mileage related to provisions of the McKinney-Vento Homeless Assistance Act ~~and the "No Child Left Behind Act (NCLB)" in concert with Idaho's Academic Yearly Progress Plan (when school districts opt to provide transportation services to a neighboring school district)~~. In any event, cooperative written agreements, as detailed in ~~IC~~ Section 33-1402, Idaho Code, shall be required.

3. Non-Public (Private or Parochial) School Students

   The cost of transporting non-public school students must be deducted when submitting the transportation reimbursement claim. Each school district must recover the full cost of transporting non-public school students, and in no event may that cost be determined to be zero (~~IC~~ Section 33-1501, Idaho Code).

4. Non-Student Rider

   A non-student rider shall be defined as any transported person who is not properly enrolled in a pre-K through twelve school program. Each school district must recover the full cost of transporting non-students, except that dependent children of young mothers who are properly enrolled in a public school program, SDE student transportation staff, district supervisory personnel and/or administrators and aides may ride on to and from school bus routes. Other persons and teachers who have officially been appointed as chaperones may be allowed on a school bus for field and extracurricular trips. If the local district policy allows, exceptions may be made for passengers other than properly enrolled school students to ride the bus when special circumstances exist and space is available. An appropriate authority must give prior permission before non-students may ride. No eligible transported student is to be displaced or required to stand in order to make room for an ineligible, nonpublic, or non-student rider.

K. Student Transportation Support Program – Financial Reporting

1. Each school district operates motor vehicles of many sizes and types, such as school buses, small and large trucks, cars for administration and driver education, pickups, delivery vans, and other miscellaneous small motor vehicles. All school district vehicle operating costs must be charged to the appropriate individual account or accounts according to their use. Costs for transporting eligible students to and from school or related activities shall be accounted for separately in accordance with SBOE approved procedures (~~IC~~Section 33-1006, Idaho Code, and IDAPA 08.02.02.004.150-190).

2. Section 33-1506, Idaho Code, requires the filing of inspections to the SDE of all school buses as defined in Section 33-1504 and 49-120 (5), Idaho Code. School buses shall not be removed from inventory to comply with Section 33-1506, Idaho Code, unless the bus is being decommissioned in accordance with Section 49-1422, Idaho Code.

~~2.~~3. Accurate mileage records shall be kept for reimbursable and non-reimbursable programs so eligible and non-eligible miles can be accurately determined. No indirect costs are allowed. Financial supporting documents shall be maintained throughout the fiscal year for each program category for audit purposes.

~~3.~~4. Annual odometer readings (end of day, June 30, or start of day, July 1) on all district owned or contracted "yellow school buses" used to transport students to and from school or related activities shall be annually submitted to the SDE staff upon request. No "yellow school bus" used to transport public school students shall be excluded.

~~4.~~5. School districts shall annually report all miles linked to a "yellow school bus" as reimbursable or non-reimbursable on Schedule C of the Student Transportation Reimbursement Claim Form.

~~5.~~6. Revenues generated from the use or lease of a district owned "yellow school bus" shall be reported as follows:

a. When the revenues correlate to reported "reimbursable" miles and their related costs, the revenue shall be reported on the student transportation reimbursement claim form under revenues received.

b. When the revenues correlate to reported "non-reimbursable" miles and their related costs, the revenue shall not be reported.

~~6.~~7. Each school district ~~that operates~~operating a student transportation system will maintain accurate records of operations including runs, run mileage, categori~~ze~~zed bus mileage, student rider counts and other related costs on uniform record-keeping forms provided by the SDE staff.

~~7.~~8. The SDE Student Transportation staff shall conduct on-site spot inspections of school district student transportation operations at a frequency adequate to ensure compliance with state law, accuracy of data and reimbursement claims, and safety of school buses. Priority for selecting districts for review and audit shall be given to those districts that exceed both the most recent annual state average reimbursable cost per mile and the state average reimbursable cost per rider as calculated by the Department, unless the Supervisor of Student Transportation determines otherwise (~~IC~~ Section 33-1511, Idaho Code). Adequate frequency shall be defined as, at least once every two (2) years.

~~8.~~9. The SDE Student Transportation staff shall, subsequent to on-site review and spot inspection, provide school district with a list of required corrective actions, as necessary. School districts shall submit to the ~~Department~~ SDE

written corrective action plans at prescribed intervals until deficiencies are corrected or the corrective action no longer applies (subject to the provisions of ~~IC~~ Section 33-1511, Idaho Code).

~~9.~~10. The ~~Department~~ SDE shall annually review school district student transportation claims and make available analyses of reported and adjusted costs, including specific cost trends, to individual school districts and charter schools in a secure website location or published document.

~~10.~~11. Information will be made available to the SDE staff for audit purposes upon request. Information will be compiled and retained for a minimum of four (4) years, including the current fiscal year~~, in the following areas~~ (~~IC~~ Section 33-1006, Idaho Code).

~~11.~~12. Districts will be notified of the outcome of the review. The notification document will include an appeals due date by which, if the district does not agree with the findings of the review, a written appeal may be filed by the district. The appeal shall include (additional) documentation the district wants SDE to consider as part of the appeals review. Upon further review of the appeals documentation, SDE may make adjustments to the review findings.

L. Administrative and Program Operation Costs

1. The school district administrative reimbursement will be seven and one-half percent (7.5%) of all approved reimbursable operation costs for transporting pupils except administration costs, depreciation, and contracted services, as reported to the SDE staff on the Annual Pupil Transportation Claim for Reimbursement (Schedule B); or actual administrative costs, program operation costs, operation of plant, maintenance of plant, fixed costs, and other pupil transportation costs identified in ~~IC~~ Section 33-1006, Idaho Code, which are directly related, charged and reported as transportation costs to the SDE staff on the Annual Student Transportation Claim for Reimbursement (Schedule A).

2. Districts will be permitted flexibility in scheduling bus routes; however, before-school and after-school activity or other program busing that result in duplicating transportation service to a geographic area is not reimbursable, except that the Idaho Reading Indicator (IRI) shall be reimbursable under the Pupil Transportation Support Program. Transportation costs for other before-school and after-school academic programs may be reimbursable and will be considered on a case-by-case basis when specific written requests for consideration are submitted to the SDE staff on or before March 31 of the school year in which the busing began.

3. All academic ~~and activity~~ summer programs will be non-reimbursable under the Student Transportation Support Program, except transportation costs for Migrant Summer School, the Idaho Reading Indicator (IRI), and Extended Reading Intervention ~~School Year (ESY~~) Special Needs programs will be reimbursable.

4. The SDE staff shall develop support staffing (supervisor, driver trainer, secretary/dispatcher, etc.) and school bus inventory guidelines for school district student transportation operations.

5. The district will maintain accurate records of all bus routes and runs, including rider counts, mileage and other related operation and vehicle maintenance costs (~~IC~~ Section 33-1006, Idaho Code). A "route" is defined as anything one bus does during the morning (a.m. route), midday (noon route), or afternoon (p.m. route) and may be comprised of one or more morning, midday, or afternoon to – from school "run(s)." ~~The Department~~SDE staff shall require school districts to submit tri-annually a data specific "route report" including but not limited to, number of riders. Additionally, for purposes of equity and accuracy, school districts shall take ridership counts on specific dates and frequency ~~(~~[minimum of ten (10) counts per school year~~)~~] annually set by ~~the Department~~SDE staff, which shall be reported and submitted in a format approved by ~~the Department~~SDE staff.

6. If the local board of trustees authorizes the use of school buses to transport students to and from school-sponsored activities or field trips, the local board will use school buses that are in safe mechanical condition. No school bus shall be operated, loaded, or equipped in such a way as to constitute a hazard to the safety of the students being transported. School bus emergency egress systems shall remain operable and the bus aisle shall remain clear of obstruction while students are being transported (~~IC~~ Section 33-1506, Idaho Code).

7. If the local board of trustees authorizes the use of non-conforming vehicles to transport students to and from school-sponsored activities or field trips, the local board will use vehicles that are in safe mechanical condition. No non-conforming vehicle shall be operated, loaded, or equipped in such a way as to constitute a hazard to the safety of the students being transported.

8. The district shall maintain accurate records of all trips in all school buses and non-conforming vehicles used in the transportation of students and transportation personnel, including the purposes of the trip, mileage and operation and vehicle maintenance costs. An annual odometer reading will be taken at the end of each fiscal school year (June 30) on all district owned vehicles used in the transportation of students. The district shall reconcile annual mileage reports with all recorded reimbursable and non-reimbursable program miles. School districts that contract for student transportation services shall report all reimbursable and non-reimbursable program miles. The district shall maintain accurate mileage records of all trips in all district owned non-conforming vehicles used for shuttling school bus drivers to and from their school buses for purposes of efficiency and cost containment. The district shall maintain accurate mileage records of all trips in all district-owned shop trucks and supervisor/trainer cars used in support of yellow school buses to repair school buses, deliver parts, and check road/route/bus stop conditions. Support mileage will be tracked separately and reimbursed at the State Board of Examiners rate established at the beginning of each school year. Mileage for transportation personnel home-to-work-to-home that is not cost effective in lieu of using a bus for home-to-work-to-home; or mileage in vans or other nonconforming vehicles used to transport students is non-reimbursable.

9. The costs of transporting athletes or students to and from extracurricular activities and field trips are not reimbursable. As only miles for which costs may be reimbursed shall be those directly associated with transporting students for

the purposes of regular school attendance during regular days and hours, any costs associated with the operation of non-conforming vehicles shall be removed from the total costs. Costs shall be removed by pro-rating the percentage of total student transportation miles not on SDE inventoried vehicles to the total student transportation fleet miles.

10. Shuttle trip mileage is reimbursable only if directly associated with transporting students for the purposes of regular school attendance during regular days and hours. Shuttle trip mileage is limited to miles between any district-owned or exclusively-leased facility for regularly reoccurring days of that individual class, which transportation is for regular school attendance during regular days and hours.

M. Safety Busing

All school districts submitting applications for safety busing reimbursement approval shall have established a board policy for evaluating and rating all safety busing requests and shall have on file a completed measuring or rating instrument for all submitted requests (which shall include a break off point and ad hoc committee). The SDE staff shall develop and maintain a measuring instrument model, which shall include an element for validating contacts with responsible organizations or persons responsible for improving or minimizing hazardous conditions. Each applying district will be required to annually affirm that conditions of all prior approved safety busing requests are unchanged. The local board of trustees shall annually, by official action (~~IC~~ Section 33-1502, Idaho Code), approve all safety busing locations. School districts ~~that~~ receiv~~e~~ing state reimbursement of costs associated with safety busing will re-evaluate all safety busing sites at intervals of at least every three (3) years using the local board adopted measuring or scoring instrument. In order to qualify for reimbursement, the local school board will, by official action, approve the initial safety busing request and allow the students in question to be transported before the application is sent to the state. Consideration for reimbursement will be contingent on the application for safety busing being received by the SDE Student Transportation staff on or before March ~~3~~1st, of the school year in which the safety busing began.

N. Contract For Transportation Services

1. School districts and charter schools that contract for services shall follow ~~IC~~ Section 33-1510, Idaho Code, and its requirements to obtain services.

2. School districts that contract shall require contractors to accurately track all mileage related to student transportation and said mileage shall not be considered to be proprietary. However, mechanisms and methodologies used in calculating actual costs for purposes of bidding (using district non-proprietary route mileages and route data) may be proprietary (~~IC~~ Section 9-~~340D~~340d, Idaho Code).

3. School districts that contract for the provision of student transportation services must report actual contractual costs to SDE for reimbursement on the annual Student Transportation Reimbursement Claim form (Schedule C). In addition, school districts that contract for the provision of student transportation services may also report the costs of employing not more than one transportation contract

manager for reimbursement on the annual Student Transportation Reimbursement Claim form (Schedule A). Notwithstanding, the total reimbursement to school districts that contract for the provision of student transportation services shall not exceed the limits provided under Idaho law (~~IC~~ Section 33-1006(5), Idaho Code).

4. School districts that contract student transportation services and also operate a district-owned student transportation program may submit specific costs related to district salaries benefits, purchased services, supplies, etc. (Schedule A or Schedule B) when the costs can be reconciled to district-owned and operated school buses.

5. Accurate mileage and contract costs (reimbursable and non-reimbursable) must be reported and submitted annually. School districts that contract shall require contractors to accurately track all mileage related to student transportation.

6. Contracting school districts shall be responsible for determining and reporting reimbursable and non-reimbursable trip mileage and shall be able to reconcile all mileage to contractor invoices.

O. Leasing District-Owned Buses

School districts will develop and use a policy approved by the local board of trustees delineating responsibility and use of rental or leased buses. Any costs to the district will not be reimbursable under the Transportation Support Program. A school district that allows a school bus to be operated by a non-district employee as part of a lease or rental agreement might not be insured under the terms of its insurance policy. Therefore, districts will maintain adequate liability insurance coverage on rented or leased buses and shall notify its insurance carrier when renting or leasing a school bus and shall request written confirmation of continued insurance coverage during the particular circumstances of the rental or lease arrangement. Districts will maintain accurate records on all district-owned leased buses, including mileage, to whom leased and revenues received (~~IC~~ Section 33-1512, Idaho Code).

P. Ineligible Vehicles

Costs incurred when transporting students in any vehicle that does not meet all SBOE, state and federal standards for a school bus will not be reimbursable within the Transportation Support Program, except as permitted in ~~IC~~ Section 33-1006, Idaho Code.

Q. Liability Insurance

1. Every policy or contract of insurance or comprehensive liability plan for each contractor-owned school bus shall provide that the insurance carrier pay on behalf of the insured local school district to a limit of not less than $500,000 per person limited to $3,000,000 for bodily or personal injury, death, or property damage or loss as the result of any one occurrence or accident, regardless of the number of persons injured or the number of claimants (~~IC~~ Section 33-1507, Idaho Code).

2. Every policy or contract of insurance or comprehensive liability plan for each district-owned school bus will provide that the insurance carrier pay on behalf of the insured local school district to a limit of not less than $500,000 for bodily or personal injury, death, or property damage or loss as the result of any one occurrence or accident, regardless of the number of persons injured or the number of claimants (~~IC~~ Sections 6-924 and 33-1507, Idaho Code).

R. Non-Traditional Educational Programs

Costs of transporting students for purposes of accessing alternate, special or unique educational programs outside normal school hours or outside the normal school year are not reimbursable. However, districts will not be financially penalized for incorporating the transportation of ineligible student riders into a reimbursable educational run when there is no subsequent appreciable increase in the allocation of transportation resources.

S. Capital Investment

Purchase of school buses with approved reimbursable options and two-way voice communication radios installed in a new bus will be the only capital investment items allowed in the reimbursement program. Reasonable cellular telephone basic service contract costs and reasonable repeater service contract costs are reimbursable. No more than two (2) basic cellular telephone service contracts will be allowed per school district. Reimbursement for basic cellular telephone service contract costs in excess of two (2) must have prior approval. Mobile cellular telephone, additional cellular airtime, roaming and long distance charges are non-reimbursable costs. The cost of a cellular telephone may be reimbursable when the cost is in-lieu of a hard-wired two-way voice radio.

T. Depreciation

1. ~~The purchase date for purposes of depreciation is determined to be July 1 of the state fiscal year in which the bus is delivered.~~ Buses will be placed on a depreciation schedule after they have been inspected by SDE staff, delivered to the district, mileage reported from the district to SDE and entered into IBUS. When a bus is sold or traded prior to its life expectancy according to the district's SDE generated depreciation schedule, the district shall forfeit an amount equal to total depreciation received, minus depreciation calculated at straight-line method, plus fifty ~~50~~ percent (50%) of the projected depreciation amount for the year in which the bus is sold or traded. Emergency circumstances resulting of property loss (school bus) or documented high maintenance costs ("lemon bus") may exempt a school district from this penalty (~~IC~~ Section 33-1006, Idaho Code).

2. Before any newly acquired school bus is used for transporting pupils, it shall be inspected by a duly authorized representative of the SDE (~~IC~~ Section 33-1506, Idaho Code).

3. Depreciation Ineligibility

Any used school bus purchased by a district will not be eligible for depreciation if the bus is over five (5) years old, using the body manufacturers and state inspection fiscal year dates. Used school buses new to the state no older than five (5) years will be placed on the district's depreciation schedule, using an accelerated declining balance method of calculating depreciation, which shall include a percentage rate equal to one, divided by the remaining years life expectancy of the bus ~~(~~[according to a life expectancy of ten (10) years~~)~~], multiplied by two (2). Used bus depreciation maximums will be based on used bus values in the most current Yellow School Bus Book and subject to review by the Student Transportation Steering Committee.

4. Depreciation Standards

In order to be eligible for depreciation and operation costs a school bus must meet all federal and Idaho minimum construction standards and SBOE. Further, the bus shall be assigned and used daily on to ~~and~~ /from school routes, except those new buses purchased for spare, activity and field trip purposes may be placed on the district's depreciation schedule if they are also used on to ~~–~~/from school routes.

5. Retrofit Standards

   a. Any vehicle that has been retrofitted to be used as a school bus will meet current Idaho minimum construction standards.

   b. Any school bus that undergoes a partial retrofit will meet current Idaho minimum construction standards applicable to the retrofitted part(s).

6. Size Categories

All school buses will be categorized by ~~size~~ actual capacity as follows:

a. 85 or more students ~~and up,~~
b. 73 - 84 students~~,~~
c. 59 - 72 students~~,~~
d. 47 - 58 students~~,~~
e. 35 - 46 students~~,~~
f. 20 - 34 students~~, and~~
~~a.~~g. 01 ~~one to~~ 19 students~~.~~

~~6.~~7. Basic Bus

The SDE Student Transportation staff shall write bid specifications for the purpose of defining Idaho's basic school bus(es) and shall advertise for an indefinite contract, indefinite quantity bid. The bid award shall be used to establish a "depreciation reimbursement benchmark" for statewide district school bus purchases for specific size categories. For purposes of depreciation reimbursement, add-on bus component costs may be allowed specific to school district needs that are in accord with ~~IC~~ Section 33-1006, Idaho Code (~~IC~~ Sections 33-601, 67-2803, and 67-2806, Idaho Code).

7.8. Life Expectancy

For depreciation purposes, all school buses will be categorized according to size and depreciated according to a twelve (12) year life expectancy or a life expectancy based on use and mileage (as defined by the student transportation steering committee and approved by the SDE Student Transportation staff), whichever is most advantageous to the school district (see SDE "Depreciation Calculator"). Activity and Lift-equipped buses will be categorized for purchase and depreciation purposes as if they had full seating capacity. The cost of activity bus options (e.g., air conditioning, partially reclining passenger seats, interior overhead storage compartments, etc.) will not be included when calculating depreciation.

8.9. Twelve12 Year Depreciation

The school bus depreciation schedule within the allowable costs of the Pupil Transportation Support Program, for school buses with life expectancy of twelve (12) years will be determined by using an accelerated declining balance method of calculating depreciation ([declining balance schedule to include a percentage rate of 16.67 percent per year for useful life expectancy of twelve (12) years)] (IC Section 33-1006, Idaho Code).

9.10. Use and Mileage Depreciation

The school bus use and mileage depreciation schedule within the allowable costs of the Pupil Transportation Support Program will be determined by using an accelerated declining balance method of calculating depreciation (use and mileage declining balance schedule to include a variable percentage rate triggered by use and mileage categories as defined by the SDE Student Transportation staff). (See SDE "Depreciation Calculator.")

10.11. Purchase Price

a. The purchase price of each bus will include the total chassis, body, special equipment, freight costs, pre-delivery inspection fees and any other costs directly related to acquiring the bus within the constraints of Idaho's basic bus specifications, indefinite contract/quantity bid award and Idaho Code. Costs of non-reimbursable options will be subtracted for purposes of calculating the district's reimbursable bus depreciation, as necessary (IC Sections 33-1006 and , 33-1506, Idaho Code).

b. Any or all bid quotations may be rejected by the school district; however, all bid prices will be evaluated and adjusted as necessary by the SDE Student Transportation staff with recommendations for depreciation adjustment from the Student Transportation Steering Committee. The lowest responsive and responsible bid will be used in calculating the district's depreciation reimbursement. Verifiable differences in school bus construction quality may be justification for bid rejection (Section 33-601, Idaho Code).

c. School districts may purchase from a contract issued by the SDE secondary to awarding an indefinite contract/quantity or through a contract that has been competitively bid by the state of Idaho, one of its subdivisions, or an agency of the federal government (~~IC~~ Sections 67-2803 and 67-2806, Idaho Code).

~~11.~~12. School Bus Delivery Costs

a. The SDE Student Transportation staff may consider (subject to the constraints of Idaho's basic bus specifications, indefinite contract/quantity bid award and Idaho Code) ~~FOB~~ Freight on Board (FOB) district bus delivery costs reflected in school district bid specifications and subsequent vendor invoice to be considered part of the bus purchase price for purposes of depreciation reimbursement.

b. Districts will not report any new school bus delivery mileage on the Pupil Transportation Reimbursement Claim form. Districts will record the initial mileage on all new school buses delivered to the district and will track and record all subsequent mileage for purposes of reimbursement.

~~12.~~13. Non-reimbursable Costs

No finance charges, leases, rent, or interest will be included in the purchase price. These are not reimbursable costs on the depreciation schedule. A school district that leases a school bus on a short-term emergency basis must receive prior approval, for purposes of reimbursement.

~~13.~~14. Inoperable Bus

Any school bus that is wrecked, sold, inoperable, or for any other reason does not or cannot meet all federal, state and SBOE construction and operational standards will be removed from the depreciation schedule. Revenues received subsequent to an insurance claim, associated with any district owned vehicle that receives state pupil transportation reimbursement consideration, shall be reported on the pupil transportation reimbursement claim form under revenues/reimbursements received or as a credit to the district's parts and supplies budget account.

~~14.~~15. Bus Trade-In

Trade-in values reflected in district bid specifications and subsequent invoicing will not be subtracted from the purchase price of the new bus for purposes of depreciation reimbursement.

~~**3. Program Support**~~

~~a) The State Department of Education shall develop a "best practice" model and cost containment guidelines for school district pupil transportation operations, which shall include school bus lifecycle costing and school bus replacement models based on mileage, age and use criteria.~~

~~b) The State Department of Education shall develop guidelines for use in advertising for transportation bids, reviewing transportation bids and awarding transportation bids.~~

U. Depreciation Account

1. All school bus depreciation money received by school districts from the state shall be placed into a separate account and used only for the purchase of school buses. Any revenue received by the school district subsequent to the sale of any used school bus will be placed into a separate account and used only for the purchase of school buses. Trade-in values reflected in district bid specifications and subsequent invoicing will not be subtracted from the purchase price of the new bus for purposes of depreciation reimbursement.

2. School districts shifting from district-owned to contracted transportation programs may use the funds previously placed into the bus depreciation account for any expenses pertaining to running a contracted transportation program.

V. Program Support

1. The SDE staff shall develop a “best practice” model and cost containment guidelines for school district pupil transportation operations, which shall include school bus lifecycle costing and school bus replacement models based on mileage, age and use criteria.

2. The SDE staff shall develop guidelines for use in advertising for transportation bids, reviewing transportation bids and awarding transportation bids.

W. Reimbursement/Non-Reimbursement Matrix

The SDE will, as a matter of policy, periodically publish and distribute a reimbursement matrix.

X. Appeals and Waivers

1. The SBOE may grant a waiver of any rule not required by state or federal law to any school district upon written request, as provided in IDAPA 08.02.01.001. Written requests for such a waiver shall be submitted to the SDE Student Transportation staff using the waiver request form. The SDE staff shall submit the waiver request to the SBOE, along with any appropriate recommendation(s). All waiver requests must include supporting rationale and detailed justification for the request. The Board will not grant waivers of any rule required by state or federal law. State and federal law includes case law (including consent decrees), statutes, constitutions, and federal regulations.

2. A school district may appeal the application of the one hundred three percent (103% ~~percent~~) limit on reimbursable costs to the SBOE, as provided in ~~IC~~ Section 33-1006(5), Idaho Code. Appeals must be submitted to the SDE Student Transportation staff using the appeal application form. The SDE shall submit the appeal to the SBOE, along with any appropriate recommendation(s). All appeals

must include supporting documents demonstrating qualifying hardship bus runs (~~IC~~ Section 33-1006, Idaho Code).

SUBJECT

Proposed Rule - IDAPA 08.02.02.004.03, Rules Governing Uniformity, Incorporation by Reference -- Operating Procedures for Idaho Public Driver Education Programs

Proposed standards revisions to the Idaho Standards for Operating Procedures for Idaho Public Driver Education Programs, Incorporation by Reference Document

REFERENCE

August 2013	Board approved changes to the Operating Procedures for Idaho Public Driver Education Programs based on a National Highway Traffic Safety Administration technical assessment in the areas of novice teen driver education and training administrative standards.
August 2014	Board approved a temporary and proposed rule change to the manual requiring public schools to bid contracts with private entities.
November 2014	Board approved the pending rule incorporating the amended Idaho Public Driver Education Program standards into rule by reference. The rule was rejected by the 2015 legislature.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1702, Idaho Code
IDAPA 08.02.02.230, Rules Governing Uniformity -

BACKGROUND/DISCUSSION

Currently, Section 3.5 of the Operating Procedures for the Idaho Public Driver Education Program states public driver education and training instructors shall have a medical examination that meets the Federal Motor Carriers Safety Regulations (49 CFR 391.41-391.49). In March of 2014, the Federal Motor Carriers Safety Regulations began requiring only specifically trained medical providers to perform these physicals thereby raising the cost to the individual significantly. Department of Transportation physicals are not covered as part of the medical benefit provided by insurance. This rule is intended to update the Operating Procedures for Idaho Public Driver Education Programs to remove the specific requirement to have a Federal Motor Carrier DOT physical. It would instead allow medical examinations through a physical provided by a certified medical professional. This would satisfy the need for the protection of the public's safety and would also be covered by medical insurance.

Negotiated rulemaking was conducted for this rule. No comments were received.

IMPACT

This rule change will be a cost savings to those needing a Department of Transportation physical.

ATTACHMENTS

Attachment 1 – Proposed rule changes to IDAPA 08.02.02.004.03 Page 3
Attachment 2 – Proposed changes to the Operating Procedures for Idaho Public Driver Education Programs 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 rule stage. All pending rules will be brought back to the board for approval prior to submittal to the Department of Administration for publication in the Idaho Administrative Rules Bulletin as a pending rule. Pending rules are forwarded to the legislature for consideration and become effective at the end of the legislative session in which they are submitted if they are not rejected by the legislature.

The proposed amendments to the Operating Procedures for Idaho Public Driver Education Programs includes changing a reference regarding the training instructor medical examination requirements. The current language requires the examination meet the Federal Motor Carriers Safety Regulations. While the reference could be updated to specify the specific section (49 CFR 391.43), the medical examiners requirements are well defined, requiring examinations be performed by a medical examiner listed on the National Registry of Certified Medical Examiners. The proposed language in the procedures manual provides that the medical examination must be performed by a "certified medical professional," this term is undefined. It is recommended that the standards be amended to include a definition to the term "certified medical professional."

BOARD ACTION

I move to approve the proposed changes to the Operating Procedures for Idaho Public Driver Education Programs as submitted in Attachment 2.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the Proposed Rule amendment to IDAPA 08.02.02.004.03, Rules Governing Uniformity, Incorporation by Reference, as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

IDAPA 08
TITLE 02
CHAPTER 02

08.02.02 - RULES GOVERNING UNIFORMITY

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 13, 2015. Copies of this document can be found on the Office of the State Board of Education website at http://www.boardofed.idaho.gov. (3-25-16)

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. (3-29-12)

03. Operating Procedures for Idaho Public Driver Education Programs as approved on ~~August 15, 2013~~ June 16, 2016. 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. ~~(3-20-14)~~(____)

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OPERATING PROCEDURES

For Idaho Public Driver Education Programs

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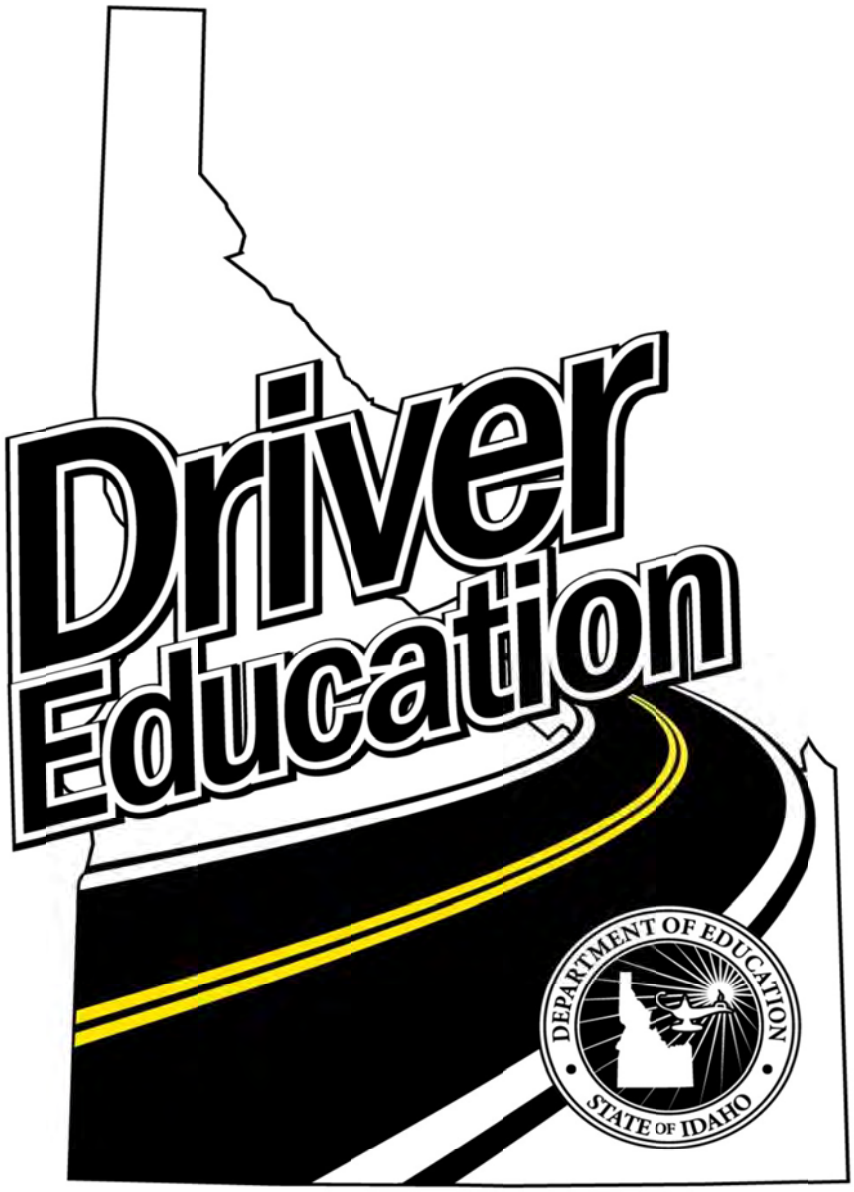

MAKING IDAHO ROADS SAFE

State Board Approved
~~March 20, 2014~~June 16, 2016

State Superintendent
Sherri Ybarra

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IDAPA 08.02.02.004
PUBLIC DRIVER EDUCATION
All Idaho public Driver Education programs operated by a public school district comply with the requirements in this document. Sections one (1) through six (6) only apply to those programs that public school districts operate directly and do not apply to any public school district that contract with a private driving business licensed by the Idaho Bureau of Occupational Licensing. Section seven (7) only applies to public school districts that contract with private driving businesses licensed by the Idaho Driving Businesses Licensure Board.

1.0 PUBLIC DRIVER EDUCATION STUDENT REQUIREMENTS

1.1 Enrolled Students

1.1.1 An individual between the ages of 14 ½ and 21 may enroll in an Idaho public driver education and training program.
1.1.2 Students under the age of 18 must provide a *Verification of Compliance Form* from their school to prove that they are currently enrolled in school.
1.1.3 An Idaho driver training permit must be purchased before the student participates in any instruction.
1.1.4 Students enrolled in a home school program must be in compliance with the requirements of the Idaho State Department of Education. The student must be in a home school program for at least (1) year prior to obtaining a driver education permit.

1.2 Transfer Students From Out Of State

1.2.1 Students completing driver education in another state must have met or exceeded Idaho's minimum requirements of thirty (30) classroom hours, six (6) behind-the-wheel hours, and six (6) observation hours to qualify for or to complete the six (6) month supervised instruction period in Idaho. The documentation must be on an official school form, signed by the instructor or administrator.
1.2.1.1 Online coursework is not transferable unless it meets or exceeds INACOL standards (International Association for K-12 Online Learning). On-line coursework can only replace the (30) classroom hours. Driving and observation time cannot be replaced with simulated driving or on-line classroom hours.
1.2.2 Students who have completed thirty (30) hours of classroom instruction in another state but fewer than six (6) hours of in-car instruction and less than six (6) hours of observation may complete the in-car instruction and observation in Idaho.

1.3 Student Transfers

1.3.1 If a student transfers out with a valid reason (illness, injury, etc.), the student list must show the student as "transferred out" to keep the permit valid. The school must hold onto the permit until that student can be "transferred in" to another class.

1.4 Failure/Removal from a Public Driver Education Program

1.4.1 Students may be removed from or fail a Public Driver Education program for reasons that include, but are not limited to, the following:

- 1.4.1.1 Not having purchased a permit before any instruction takes place.
- 1.4.1.2 Excessive tardiness or absences.
- 1.4.1.3 Attitude and/or behavior that detracts from safe driving or a positive driver education classroom environment.
- 1.4.1.4 Cheating (whether sharing or receiving answers or work without permission.)
- 1.4.1.5 Violation of Idaho's alcohol/age laws during driver education, while driving or not, will cancel the instruction permit and result in failing driver education.
- 1.4.1.6 Any violation of the driver education permit including driving without the instructor during the period of time the course is being offered.
- 1.4.1.7 Use of a mobile or electronic device during instruction without the instructor's permission.
- 1.4.1.8 A student in violation of any school or district policy shall not be permitted to enroll or complete driver education.

1.5 Students with Special Needs

1.5.1 If a student has an Individualized Education Program (IEP), the IEP team should develop goals and objectives to determine if the student will need special accommodations in driver education and training. Once enrolled, every effort should be made to adapt lesson materials to the student's specific needs (Individuals with Disabilities Education Act, IDEA; PL101-476). Students not eligible for special education services should consult with the district's school staff responsible for determining under the IDEA if the student could qualify and receive services under Section 504.

1.5.2 Public driver education programs will have procedures in place to assist instructors in identifying students with special needs.

1.5.3 The school shall provide appropriate accommodations when necessary. No accommodations can be made that compromise public safety.

2.0 PUBLIC PROGRAM INSTRUCTIONAL REQUIREMENTS

2.1 Classroom Environment

2.1.1 If the classroom is not located in a public school building, a *Certificate of Maximum Occupant Load* from the state fire marshal, local fire department, or local planning and zoning agency must be submitted. The classroom must, in addition to fire and safety approval, meet the standards required by the American with Disabilities Act.

2.1.2 The classroom environment will be conducive to learning, free from any disturbing influences and used exclusively for driver education instruction during the classroom period.

2.2 Minimum Hours and Days

2.2.1 All Idaho public driver education and training courses shall include a minimum of thirty (30) clock hours of classroom instruction, six (6) clock hours of behind-the-wheel instruction and six (6) clock hours of observation.

2.2.2 With the exception of the approved Idaho INACOL online course, the thirty (30) clock hours of classroom instruction requires face-to-face interaction with the instructor.

2.2.3 Homework assignments completed outside the classroom shall not be counted in the thirty (30) clock hours of classroom instruction.

2.2.4 Students shall be regularly scheduled for concurrent and sequential classroom and behind-the-wheel instruction. Every student will receive instruction for the required number of hours.

2.2.5 Each behind-the-wheel lesson shall be taught in the classroom prior to practicing the lesson during behind-the-wheel instruction.

2.2.6 Classroom instruction shall not be substantially completed or completed before starting in-car practice.

2.2.7 Before students begin behind the wheel instruction on a public roadway, they will first be given classroom instruction for the basics of: approaching the vehicle with awareness; orientation to controls; use of vision to control the vehicle; proper use of the steering wheel; accelerator and brake control; turning left and right; signs, signals, and markings; and rules of the road.

2.2.8 A maximum of thirty-six (36) students shall be scheduled per class.

2.2.9 Classroom instruction shall not exceed ten (10) hours in a seven day period.

2.2.10 Classroom instruction shall not exceed three (3) hours and twenty (20) minutes per day.

2.2.11 Instruction shall not begin earlier than 6 a.m. or end later than 10 p.m.

2.3 Behind the Wheel Driving Time

2.3.1 The optimum time each student will be behind the wheel is sixty (60) minutes or less per day.

2.3.1.1 When it is in the best interest of the program, students may drive a maximum of ninety (90) minutes per day in two forty-five (45) minute intervals. These intervals must be separated by a break or period of observation of at least forty-five (45) minutes.

2.3.2 Each student shall not receive more than three (3) hours of in-car instruction in a seven day period.

2.3.3 Behind the wheel lessons shall not begin earlier than 6 a.m. or end after 10 p.m.

2.3.4 Drive time shall not include time spent driving to pick up or drop off students unless the route meets the objective of the drive lesson.

2.3.5 Each drive must have specific, written objectives.

2.3.6 Detailed feedback will be provided to each student after each drive.

2.4 Observation Time

2.4.1 Students may observe from the rear seat for a maximum of three (3) hours per day.

2.4.2 Instructors will provide lessons to engage observing students in each drive lesson.
2.4.3 Students may complete the observation time with a parent or legal guardian when the instructor and parent/guardian agrees that it is in the best interest of the student.

2.5 Vehicle Occupants

2.5.1 Only the instructor and student driver may occupy the front seats.
2.5.2 In-car instruction shall include not less than two (2) or more than three (3) students in the car.
2.5.2.1 While not recommended, one student may be scheduled for in-car instruction when it is determined to be in the best interest of the student. This exception shall have prior written permission from the parent or legal guardian.
2.5.3 No person shall occupy a rear seat unless involved as a student, parent/guardian, instructor or student enrolled in a driver education teacher preparation course, translator, administrator or designee, or supervisor of the driver-training program.

2.6 Multiple-Car Driving Range

2.6.1 Two (2) hours of driving on a multiple-car driving range may be substituted for one (1) hour of behind the wheel instruction. Multiple-car instruction may be substituted for not more than three (3) of the total six (6) hours required for behind- the-wheel hours.

2.7 Simulation Instruction

2.7.1 Simulators may be used for supplemental instruction only and not for any part of the six (6) hours of behind-the-wheel or observation time.

2.8 Distance Learning Courses

2.8.1 Students taking the classroom portion of Driver Education online must find and hire a local certified in-car instructor prior to beginning the course.
2.8.2 Students must purchase a permit before being allowed to participate in any classroom or in-car instruction.
2.8.3 Approved online Driver Education courses must meet or exceed the INACOL standards (International Association for K-12 Online Learning) for online learning and be approved by the Idaho State Department of Education.

3.0 PUBLIC PROGRAM INSTRUCTOR REQUIREMENTS

3.1 Definition of a Public Driver Education Instructor

3.1.1 A public driver education instructor is an individual who is licensed by the Idaho State Department of Education to teach the classroom instruction and behind-the-wheel phase of driver education in the public school system.

3.2 Age

3.~~1~~2.1 Idaho public driver education instructors must be at least twenty-one (21) years of age.

3.3 Driver's License

3.~~2~~3.1 Applicants for an original or renewal public driver education instructor license shall possess a valid class A-D driver license and have a satisfactory driving record. A driving record will be determined satisfactory only if the applicant has not:

- received a court suspension or revocation that is not traffic related.
- been convicted of a traffic violation that carries a mandatory suspension or revocation of the driver's license within the preceding thirty-six (36) months.
- been convicted of more than one (1) occasion of any moving traffic violation within any twelve (12) month period of the previous thirty-six (36) months.
- been convicted for any moving traffic violation causing a fatal traffic collision.
- been convicted for driving while his/her driver's license was revoked or suspended within the past five (5) years.
- been convicted for driving under the influence of a controlled substance within the past five (5) years.

3.~~2~~3.2 Out-of-state residents working in the Idaho public school system must submit a state-issued copy of their driving record from their home state.

3.4 Education

3.4.1 Applicants for an original public driver education instructor license must have completed at least four (4) semester credit hours in a state-approved driver education licensing course.

3.4.2 Applicants for an original public license must have a valid Idaho educator credential or verified previous instructor experience.

3.4.3 Licensed instructors moving to Idaho from another state must take and pass the State of Idaho Driver Education Certification Exam with a grade of 80% or higher. If an applicant fails the exam, the Idaho Driver Education Licensing course must be taken.

3.4.4 Idaho public driver education instructors who have let their licenses lapse must either attend fifteen (15) hours of driver education professional development or take and pass the Idaho Driver Education Licensing Course's final exam with a grade of 80%, if the applicant fails the written final exam, they must retake the Idaho Driver

Education Licensing Course or wait to attend fifteen (15) hours of driver education professional development.

3.4.5 New public driver education instructor applicants must submit a sealed Idaho Transportation Department (ITD) skills test that has been administered by an ITD skills tester within the past twelve (12) months, with a passing score of not more than seven (7) penalty points. The applicant must wait three (3) days before retesting.

3.4.5.1 At the discretion of the Idaho State Department of Education, a re-examination of a knowledge or skills test may be required for a license renewal.

3.4.6 Instructors who once had a valid teaching credential may continue to teach driver education without having to keep their teaching credential current.

3.5 Medical Examination

3.5.1 Public driver education and training instructors shall have a medical examination ~~that meets the Federal Motor Carriers Safety Regulations (49 CFR 391.41-391.49)~~ performed by a certified medical professional.

3.5.2 The medical examination shall be completed within three (3) months preceding the application.

3.5.3 The medical examination report must indicate whether the applicant has any ailment, disease, or physical or mental disabilities that may cause momentary or prolonged lapses of consciousness or control, which is or may become chronic. Applicants must not be suffering from a physical or mental disability or disease that may prevent the applicant from maintaining reasonable and ordinary control over a motor vehicle or that could impair the applicant's ability to drive safely or instruct automobile drivers.

3.5.4 The medical examination must be renewed upon expiration, and a copy of the official form sent to the Idaho State Department of Education.

3.5.5 Public driver education instructors who cannot pass a physical may request permission to teach the classroom portion of the course only when they turn in a copy of their medical exam.

3.6 Professional Development

3.6.1 Public driver education instructors must complete eight (8) hours of professional development training every year. Professional development hours will be accepted if for the purpose of enhancing instructional knowledge and skills in support of teaching best practices.

3.6.2 Professional development training, other than state offered workshops, must be pre-approved by the Idaho State Department of Education and may be obtained through a state agency, college or university, or professional education organization. Professional development training may be selected from independent study courses and may also include Continuing Education Units (CEUs) approved by the Idaho State Department of Education.

3.7 License Renewal

3.7.1 The School district must submit the Public School Annual Program Plan Packet listing all instructors to be licensed for their district to teach driver education. Instructors are licensed each July 1st for a period of twelve (12) months.

3.7.2 Instructors are responsible to make sure their licensing requirements, including medical exam and professional development, are current.

3.8 Criminal History Check

3.8.1 Anyone affiliated with teaching public driver education must have a current criminal history check on file at the Idaho State Department of Education on an official SDE form.

3.8.2 If an employee remains continuously employed with a district, an additional criminal history check is not required. However, when a person begins employment with another district or if there is a break in service, a new criminal history check is required.

3.8.3 If an instructor works for two or more districts at the same time and a criminal history check has been done within the past three (3) months, an SDE *Multiple Assignment Form* may be filled out and one background check used for all schools on the form.

3.8.4 An individual convicted of a misdemeanor or felony crime against a child is not eligible for public driver education licensing.

3.8.5 A public driver education instructor convicted of a misdemeanor or felony crime against a child will lose his or her current driver education license.

3.9 Driving Under the Influence (D.U.I.)

3.9.1 If a public driver education instructor is convicted of a D.U.I. while holding a public driver education instructor's license, the license will be immediately revoked for a period of not less than five (5) years from the date of conviction.

3.9.2 If a conviction for D.U.I. has occurred within the past five (5) years, the individual with the conviction will not be eligible for a public driver education instructor's license until five (5) years from the date of conviction.

3.9.3 Refusal to take an evidentiary test will result in instructor license revocation for a period of five (5) years.

3.9.4 An individual with more than one D.U.I. is not eligible for a public driver education instructor's license.

4.0 PUBLIC PROGRAM COURSE ADMINISTRATION

4.1 Annual Application to Operate Packet

4.1.1 All public driver education programs, including those contracting with a private driving school, must submit an *Annual Program Plan* to the Idaho State Department of Education for approval no less than thirty (30) days prior to the start of the first class of the fiscal year.

4.2 Student Lists

4.2.1 All public driver education programs must submit a *Final Student List* provided by the SDE to their local Department of Motor Vehicles (DMV) within three (3) days after a course ends.

4.2.2 Course end dates on the final student lists must be the same date students begin their six (6) months of supervised driving.

4.3 Reimbursement

4.3.1 All public driver education programs must report all income generated by student fees and district expenses to the Idaho State Department of Education on the *Reimbursement Form.*

4.3.2 Public School Programs may choose to file a claim for reimbursement within forty-five (45) days after each class ends or submit all classes at once, annually.

4.3.3 Claims for reimbursement must include final student lists with instructors signature for each course taught.

4.3.4 Any public driver education program that fails to meet the standards within this document shall not be entitled to reimbursement.

4.3.5 Public school districts may include the cost of instructor training and required medical examinations for its instructors on their *Reimbursement Form.*

4.3.6 Two or more districts may cooperate in offering driver education and training. However, only one school district may submit a *Reimbursement Form*. All adjustments for payment of expenses will be between the cooperating districts.

4.3.7 If a student fails, the student can re-enroll in another class, providing the student purchases a new Driver-Training Permit. The student may again be added to another *Reimbursement Form.*

4.3.8 Public schools are eligible for full reimbursement at the current rate for each student that completes the required thirty (30) hours of classroom, six (6) hours of driving, and six (6) hours of observation.

4.3.8.1 Public schools will be reimbursed half the current reimbursement rate for students who complete more than fifteen (15) but fewer than thirty (30) hours of classroom.

4.3.9 Claims for on-line classroom reimbursement must be an approved online Driver Education course that meet or exceed the INACOL standards (International Association for K-12 Online Learning) for online learning and be approved by the Idaho State Department of Education.

4.4 Students outside a School District

4.4.1 Students enrolled in any Idaho public school district may enroll in driver education and training outside their home district with approval from both districts.

4.5 Student Records

4.5.1 At the end of the course, the student's driving logs shall be included in the student's record and maintained by the school. All original student records shall be maintained for a minimum of five years, including students who passed, failed,

withdrew, cancelled or transferred. Each student's record shall include:
- student's full name, address, telephone number;
- driver training permit number;
- attendance records;
- behind-the-wheel driving log;
- quizzes and tests grade results;
- final grades.

4.5.2 Students will be given a certificate of completion upon passing a public Idaho driver education course.

4.5.3 Original student records shall be made in ink and updated after each lesson.

4.5.4 The original records shall be made available to the Idaho State Department of Education upon request.

4.5.5 Loss, mutilation, or destruction of records must be reported immediately to the Idaho State Department of Education by affidavit, stating the date the records were lost, destroyed, or mutilated; the circumstances involving the loss, destruction or mutilation; the agency to which it was reported, name of the law enforcement officer or fire department official, case number, and the date of the report.

4.6 Collision/Incident Report

4.6.1 Within two (2) weeks following any incident involving a public driver training vehicle, the school district must submit a current SDE *Collision/Incident Report Form* to the Idaho State Department of Education.

4.6.2 All driver training vehicles involved in a collision will be required to file a report with the appropriate police agency. The school district will provide a copy of the police report to the Idaho State Department of Education.

4.6.3 Any student driver who is convicted of a traffic violation resulting in a crash while holding a driver education permit may have their permit revoked. If the license is revoked, the student must purchase another permit and take the class at a later date.

4.7 Driving Logs

4.7.1 A driving log for each student shall be maintained by the instructor and include the following minimum information: (1) student name, (2) driver training permit number, (3) home phone number, (4) emergency contact name and phone number, (5) instructor's name, (6) date and clock time of each drive, (7) skills taught, (8) driving time, (9) instructor remarks, (10) student initials verifying time/date for each drive and observation, (11) final behind-the-wheel grade, (12) total driving time, and (13) special accommodations if used (hand controls, a seat cushion, etc.).

4.8 Instructor Cell Phone and Mobile Device Use During Instruction

4.8.1 Instructor cell phone use while a student is driving shall be limited to emergency purposes only.

4.9 Assessments

4.9.1 The standards for passing a public driver education and training program shall be clearly set forth in writing to students prior to starting the course of instruction.
4.9.2 Students shall be assessed in the following three (3) areas: knowledge, skills, and attitude. A student who fails in any one of these three areas shall fail the entire course.
4.9.3 Each student shall be assessed for knowledge and understanding of the classroom lessons with quizzes that require students to list, define, describe, identify, demonstrate, explain, compare, predict, estimate, or solve.
4.9.4 Successful completion for the course is earning a grade of 80% or higher.
4.9.5 A final knowledge test will be administered at the completion of the course.
4.9.6 A final behind-the-wheel skills test will be administered that measures the essential skills required for operating a motor vehicle safely on public roadways.

4.10 Parental Involvement

4.10.1 Contact with each student's parent or guardian is required at least once during the course.
4.10.1.1 Contact may be by phone, email, mail, or in person for on-line classes.
4.10.1.2 Instructors will conduct at least one parent night with each driver education class. Parents/Guardian must attend prior to the student receiving their supervised instruction permit.

4.11 Make-Up Policy

4.11.1 The school will have a written policy for missed coursework and driving.
4.11.2 A make-up policy shall ensure that all required hours of instruction and course content are completed. Students will not be allowed to make up missed lessons in a scheduled classroom session unless the lesson missed is being taught. Make-up lessons may be provided on an individual basis.
4.11.3 The school may charge an extra fee for missed coursework and driving.

4.12 Curriculum

4.12.1 An Idaho public driver education and training program's classroom and behind the wheel essential knowledge and skills shall meet or exceed those in the most recent *Idaho Public Driver Education Curriculum Guide*.
4.12.2 Idaho public driver education programs may create their own curricular materials as long as they meet or exceed the most recent *Idaho Public Driver Education Curriculum Guide.*
4.12.3 Idaho public driver education programs must meet or exceed the most current *Idaho Teen Driver Education and Training Program Content Standards and Benchmarks.*
4.12.4 The *Idaho Public Driver Education Curriculum Guide* will be based on nationally accepted standards and best practices.
4.12.5 A school's curriculum may be audited as part of a regular review.

4.13 Lesson Plans

4.13.1 Each instructor shall have lesson plans for the lesson they are teaching in the classroom and/or behind the wheel based upon the program's approved curriculum content outline. Lesson plan content shall meet or exceed the most current *Idaho Public Driver Education Curriculum Guide.*

4.14 Student Instructional Materials

4.14.1 Each student shall have access to instructional materials to read and study during the course. The instructional material shall be equal to or exceed the content of current state-adopted driver education textbooks and be compatible with the school's curriculum content outline.

4.14.2 Textbooks, if used, shall be selected from the list adopted by the Idaho State Department of Education.

4.15 Idaho Driver's Manual

4.15.1 Each student shall have access to a current copy of the *Idaho Driver's Manual*. The manual shall not be used as the only source of instructional material, but shall be used as an aid for instruction on Idaho's traffic laws, rules of the road, driver licensing and vehicle registration.

4.16 Practice Guide/Log

4.16.1 Each student and their parent or legal guardian shall be informed of the requirements of the Graduated Driver Licensing laws and provided a *Supervised Driving Guide Book* and driving log for their use during the required six (6) months of the Graduated Driver Licensing practice period.

5.0 PUBLIC DRIVER EDUCATION VEHICLE REQUIREMENTS

5.1 Vehicle Type

5.1.1 Only passenger vehicles may be used. All motor vehicles used for in-car instruction shall be properly registered in compliance with the Idaho Transportation Department's vehicle registration laws and be maintained in safe operating condition.

5.2 Vehicle Use

5.2.1 If any of the mileage will be included for reimbursement and a vehicle is not used exclusively for driver training, the school will maintain a mileage log. The log will remain on file with the driver education program's expenses.

5.3 Annual Vehicle Inspection

5.3.1 Before a vehicle is used for instruction, a certified mechanic must inspect the vehicle using the *Vehicle Inspection Form* provided by the Idaho State Department of Education.

5.3.2 Vehicles not passing the inspection shall be placed out of service until the needed repairs are made and the vehicle is re-inspected by a certified mechanic using the *Vehicle Inspection Form*.

5.3.3 Annual inspections expire on June 30 each year.

5.3.4 Inspections serve to verify the integrity of the vehicle's critical safety components that are necessary to ensure that the vehicle is in safe operating condition.

5.3.5 Following any motor vehicle crash involving the vehicle, the public driver training school shall withdraw the vehicle from the fleet and not use it for instruction until it has passed a new mechanical inspection. This new inspection must be submitted to the Idaho State Department of Education before the vehicle can be returned to service.

5.3.6 Mechanics may use the *Vehicle Inspection Form* provided by the Idaho State Department of Education or their own, provided it meets or exceeds the inspection standards recommended by the American Association of Motor Vehicle Administrators.

5.3.7 A dual brake must be included in the inspection.

5.3.8 A copy of the Annual Vehicle Inspection must be included in the Annual Program Plan.

5.4 Required Vehicle Equipment

5.4.1 All motor vehicles used to practice driving lessons shall be equipped with a dual control brake pedal within easy reach of the instructor and capable of bringing the vehicle to a stop in accordance with Idaho Code §49-933(7).

5.4.2 Driver training vehicles shall be equipped with:

- Operating safety belts and all occupants in the driver-training vehicle shall be properly secured in a safety belt when the vehicle is moving.
- An inside rear view mirror for the exclusive use of the instructor.
- Side-view mirror on each side of the vehicle, adjusted for the driver's use.

5.4.3 Signs and/or lettering that can be seen from outside the vehicle to the rear and both sides of the vehicle.

5.4.3.1 The signs and/or letters will be of contrasting colors so as to be clearly readable at one hundred feet in clear daylight.

5.4.3.2 Signs and/or lettering to the rear and sides will have "STUDENT DRIVER," "DRIVER EDUCATION," or "DRIVING SCHOOL" with not less than 2 ½ inch high lettering.

5.4.3.3 Signs and/or lettering to both sides of the vehicle will have the name of the school or school district with not less than two-inch (2) high lettering.

5.4.3.4 All signs and/or lettering must be safely secured while the vehicle is in motion.

5.4.3.5 When replacing worn or installing new signs, the lettering will comply with these standards.

5.4.4 Vehicles used on a multiple car, off-street "range" are not required to be equipped with a dual control brake, car signage, or rear-view mirror for the instructor.

5.5 Vehicle Insurance

5.5.1 Insurance coverage shall be maintained in full force and effect while the vehicle is used for driver training and will meet the requirements in Idaho Statute §6-924. The current statute states the policy will have a limit of not less than $500,000 for bodily or personal injury, death, or property damage or loss as the result of any one (1) occurrence or accident, regardless of the number of persons injured or the number of claimants.

6.0 MONITORING AND REVIEWING PUBLIC DRIVER EDUCATION PROGRAMS

6.1 The Idaho State Department of Education may review public driver education classroom and behind-the-wheel instruction and program records for compliance with department instructional, statutory, and regulatory requirements.

6.2 Complaints against a public driver education program or instructor will result in an investigation and/or compliance review.

6.3 Reviewed public schools and/or instructors will be given feedback in areas they are doing well in and areas they can improve in.

6.4 Public schools and/or instructors that are out of compliance with policy will be put on an improvement plan that provides the support and time necessary to make the suggested or required changes that come from a review.

6.5 Public schools and/or instructors that refuse or fail to make the necessary changes to be in compliance within the agreed upon timeframe will not be eligible for reimbursement or be able to offer a program until they are back in compliance.

7.0 PUBLIC SCHOOL DISTRICTS CONTRACTING WITH A PRIVATE DRIVING SCHOOL

7.1 Public school districts may contract with a private driving school to provide education and training program. To qualify for reimbursement, the district shall have a written contract with the private driving school specifying the responsibilities of each party.

7.1.1 Contracts must be renewed annually.

7.2 A copy of the contract shall be included in the annual program plan submitted by the school district to the Idaho State Department of Education at least thirty (30) days prior to a program starting for that fiscal year.

7.3 The school district is responsible for ensuring that the contractor is teaching content that meets or exceeds the Idaho State Board of Education approved public driver education content standards and benchmarks.

7.4 All private contractors must have a valid license as issued by the Idaho Driving Businesses licensure board.

7.5 All record keeping and required reporting to the Idaho State Department of Education shall be completed by the school district.

7.6 All student records are the property and responsibility of the school district.

7.7 In accordance with the state statute 33-512, schools districts shall ensure that all private driver education instructors who are contracting with a public school and who will have unsupervised contact with students, have a current criminal history check on an official SDE fingerprint card on file at the Idaho State Department of Education. School districts will also be responsible for cross-checking all private driver education instructors working as contractors for the school district against the statewide sex offender register.

Federal law prohibits discrimination on the basis of race, color, religion, sex, national origin, age, or disability in any educational programs or activities receiving federal financial assistance. (Title VI and VII of the Civil Rights Act of 1964; Title IX of the Educational Amendments of 1972; Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990.)

It is the policy of the Idaho State Department of Education not to discriminate in any educational programs or activities or in employment practices.

Inquiries regarding compliance with this nondiscriminatory policy may be directed to the State Superintendent of Public Instruction, P.O. Box 83720, Boise, Idaho 83720-0027, (208) 3326800, or to the Director, Office of Civil Rights, Department of Education, Washington, D.C.

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SUBJECT

Proposed Rule - IDAPA 08.02.02.004, .015, .022, .023, and .024, Rules Governing Uniformity.

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-114, 33-1254, and 33-1258, Idaho Code
IDAPA 08.02.02 - Rules Governing Uniformity

BACKGROUND/DISCUSSION

The Professional Standards Commission (PSC) follows a Strategic Plan of annually reviewing twenty percent (20%) of the Idaho Standards for Initial Certification of Professional School Personnel. The following certificates and endorsements were reviewed by committees of content experts: Art, Biology, Chemistry, Communication, Drama, Early Childhood/Early Childhood Special Education Blended Certificate, Earth and Space Science, Economics, Elementary, Generalist, Health, Journalism, Mathematics, Music, Natural Science, Physical Education, and School Social Worker.

All standards and endorsements were revised to better align with national standards and best practices; then presented to the PSC for consideration. The PSC has recommended approval of all of the committee's proposed endorsement revisions including renaming the Early Childhood/Early Childhood Special Education Blended Certificate to Blended Early Childhood Education/Early Childhood Special Education Certificate to increase clarity regarding the intent of the certificate. Additionally, the specific Birth through Grade 3 range of the endorsement is now officially being named as an endorsement in rule. The PSC is also recommending approval of the creation of a new endorsement that will provide Idaho universities the opportunity to prepare their Blended Early Childhood Education/Early Childhood Special Education Certificate candidates to teach elementary through Grade 6, to increase the number of teachers who can teach elementary special education by meeting a few additional requirements.

There are two additional Generalist Endorsements being recommended to encourage teacher preparation candidates to consider adding a special education endorsement that will allow them to specialize in either elementary or secondary grades to help address the need for more special education teachers.

In addition, the recommendation was made to officially add the All Subjects K through 8 endorsement to rule. The name has been added to Elementary Certificates for a number of years to designate what the certificate holder can teach, but it was never officially listed in rule as an endorsement.

The final major change is the recommendation to eliminate the Physical Education/Health endorsement, as it is redundant. The only way to obtain the

endorsement is to hold both the Physical Education and Health endorsements, which makes this combined endorsement unnecessary.

Negotiated rulemaking was conducted on this rule. Very limited comments were received outside of stakeholders involved in the Professional Standards Commission process.

Following are the specific endorsement areas that were reviewed:

08.02.02.015.01, .03, .04, .05, IDAHO EDUCATOR CREDENTIAL Standard Elementary Certificate – All Subjects K through 8 Endorsement, Blended Early Childhood/Early Childhood Special Education Certificate – Birth through Grade 3 Endorsement, Pre-K through Grade 6 Endorsement, Exceptional Child Certificate – Generalist Endorsement (K-12), Generalist Endorsement (K-8), Generalist Endorsement (6-12), Pupil Personnel Services Certificate – School Social Worker

08.02.02.022.03, .05, .07, .08, .11 ENDORSEMENTS A – D – Art (K-12 or 6-12) (Recommended name change to Visual Arts), Biological Science (6-12), Chemistry (6-12), Communication (6-12), Drama (6-12) (Recommended name change to Theater Arts)

08.02.02.023.01, .02, .10, .13, ENDORSEMENTS E – L Earth Science Endorsement (Recommended name change to Earth and Space Science (6-12), Economics (6-12), Health (6-12 or K-12), Journalism (6-12)

08.02.02.024.02, .03, .04, .05, .08, .09 ENDORSEMENTS M – Z Mathematics Basic (6-12), Mathematics (6-12), Music (6-12 or K-12), Natural Science (6-12), Physical Education (PE) (6-12 or K-12), Physical Education/Health

IMPACT

These changes will enable Idaho universities to better prepare teachers according to these updated initial certification standards and endorsements.

ATTACHMENTS

Attachment 1 – Proposed changes to IDAPA 08.02.02.004, .015, .022, .023, and .024 Page 5
Attachment 2 – Revised Idaho Standards for Initial Certification of Professional School Personnel Page 27

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 rule stage. All pending rules will be brought back to the board for approval prior to submittal to the Department of Administration for publication in the Idaho Administrative Rules Bulletin as a

pending rule. Pending rules are forwarded to the legislature for consideration and become effective at the end of the legislative session in which they are submitted if they are not rejected by the legislature.

All authorized endorsements are contained within Administrative Code, adding the Birth through Grade 3 and K-8 All Subjects endorsements into administrative code will bring IDAPA 08.02.02 into alignment with current practice. The Birth through Grade 3 endorsement is available to individuals with a Blended Early Childhood/Early Childhood Special Education Certificate.

Board staff recommends approval.

BOARD ACTION

I move to approve the proposed revisions to the Idaho Standards for Initial Certification of Professional School Personnel as submitted in Attachment 2.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the proposed rule amendments to IDAPA 08.02.02.004, .015, .022, .023, and .024, Rules Governing Uniformity, 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

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 13, 2015~~ June 16, 2016. Copies of this document can be found on the Office of the State Board of Education website at http://www.boardofed.idaho.gov. ~~(3-25-16)~~(____)

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. (3-29-12)

03. Operating Procedures for Idaho Public Driver Education Programs as approved on August 15, 2013. 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. (3-20-14)

(BREAK IN CONTINUITY OF SECTIONS)

015. 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. (3-25-16)

01. Standard Elementary Certificate. A Standard Elementary Certificate makes an individual eligible to teach grades Kindergarten (K) through eight (8). Individuals who complete the requirements will be granted an all subjects Kindergarten (K) through eight (8) endorsement with their standard elementary certificate. The All Subjects Kindergarten (K) through eight (8) endorsement allows one to teach in any educational setting grades Kindergarten (K) through (8). The certificate or the endorsement may be issued to any person who has a bachelor's degree from an accredited college or university and who meets the following requirements:
~~(3-25-16)~~(____)

a. Completion of the general education requirements at an accredited college or university ~~is required~~. ~~(3-25-16)~~(____)

~~**b.** Meets the following professional education requirements:~~ ~~(3-25-16)~~

~~i~~**b**. 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~~.~~; ~~(3-25-16)~~(____)

~~ii~~**c**. The required minimum credit hours must include at least six (6) semester credit hours, or nine (9) quarter credit hours, of either student teaching in grades kindergarten (K) through eight (~~K~~ 8), or two (2) years of satisfactory experience as a teacher in grades kindergarten (K) through eight (~~K~~ 8)~~.~~; ~~(3-25-16)~~(____)

~~c~~**d**. 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)~~.~~; ~~(3-25-16)~~(____)

~~d~~e. 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~~.~~; and ~~(3-25-16)~~( )

~~e~~f. 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. (3-25-16)

02. 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: (3-25-16)

a. Completion of the general education requirements at an accredited college or university is required. (3-25-16)

b. Professional Education Requirements: (3-25-16)

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. (3-25-16)

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). (3-25-16)

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. (3-25-16)

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). (3-25-16)

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 any area(s) for which the certificate or endorsement(s) will be applied. (3-25-16)

03. Blended Early Childhood Education / Early Childhood Special 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 in Subsections 015.03.a through 015.03.d.~~:~~ Requirements in Subsection 015.03.e must be met for an optional Pre-K through Six (6) endorsement.

~~(3-25-16)~~( )

a. Completion of the general education requirements at an accredited college or university is required. (3-25-16)

b. Birth through Grade Three (3) Endorsement. The Birth through Grade Three (3) endorsement allows one to teach in any educational setting birth through grade three (3). To be eligible for a Blended Early Childhood/Early Childhood Special Education certificate with a Birth through Grade Three (3) endorsement, a

candidate must have satisfied the following requirements ~~Meets the following professional education requirements~~:
~~(3-25-16)~~( )

i. 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 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.
~~(3-25-16)~~( )

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 (K-3) and field experiences birth to age three (3) programs, and age three (3) to age five (5) programs, and three (3) semester credit hours, or four (4) quarter credit hours, of developmental reading. ~~(3-25-16)~~( )

c. An institutional recommendation from an accredited college or university and passage of the Idaho Comprehensive Literacy Assessment. ~~(3-25-16)~~( )

d. Proficiency in areas noted above is measured by ~~completion of the credit hour requirements provided herein.~~ one of the following options: ~~(3-25-16)~~( )

i. Option I: Demonstration of competency within the Idaho Standards for Blended Early Childhood Education/Early Childhood Special Education Teachers. Additionally, each candidate shall meet or exceed the state qualifying score on approved early-childhood assessments. ~~(3-25-16)~~( )

ii. Option II: Completion of a CAEP accredited program in blended early childhood education/early childhood special education birth through grade three (3). Additionally, each candidate shall meet or exceed the state qualifying score on approved early-childhood assessments. ( )

e. **Pre-K through Grade Six (6) Endorsement.** The Pre-K through Grade Six (6) endorsement allows one to teach in any Pre-K through grade six (6) education setting, except in a middle school setting. This endorsement may only be added to the Blended Early Childhood Education/Early Childhood Special Education Certificate in conjunction with the Birth through Grade Three (3) endorsement. To be eligible for a Blended Early Childhood Education/Early Childhood Special Education Certificate with an Early Pre-K through Grade Six (6) 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 Elementary Education to include coursework in each of the following areas: methodology (literacy, mathematics, science, physical education, art); content knowledge (mathematics, literacy, science, health, art); technology; assessment; and, field experiences in grades four (4) through six (6). ( )

04. Exceptional Child Certificate. Holders of this certificate are authorized to work with children who have been identified as having an educational impairment. This certificate may be issued to any person with a baccalaureate degree from an accredited college or university; who completes the general education requirements from an accredited college or university; and six (6) or more semester credit hours, or nine (9) or more quarter credit hours of student teaching in a special education setting. ~~(3-25-16)~~( )

~~**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.~~ ~~(3-25-16)~~

~~**b**~~**a. Exceptional Child Generalist Endorsement (K-12).** The Exceptional Child Generalist K-12 endorsement is non-categorical and allows one 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~~ and complete 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: ~~(3-25-16)~~( )

~~i. Completion of a baccalaureate degree from an accredited college or university; (3-25-16)~~

i~~i~~. 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; (3-25-16)

ii~~i~~. Completion of thirty (30) semester credit hours in special education, or closely related areas, as part of an approved special education program; and (3-25-16)

i~~v~~ii. Each candidate must have a qualifying score on an approved core content assessment and a second assessment related to the specific endorsement requested. (3-25-16)

b. Exceptional Child Generalist Endorsement (K-8). The Exceptional Child Generalist K-8 endorsement is non-categorical and allows one to teach grades K-8 in a special education setting. Regardless of prior special education experience, all initial applicants must provide an institutional recommendation and complete an approved special education program, with field work to include student teaching in an elementary special education setting. This endorsement can be added only to an Elementary Certificate or an Exceptional Child Certificate. To be eligible for an endorsement, a candidate must have satisfied the following requirements: ( )

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

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

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

c. Exceptional Child Generalist Endorsement (6-12). The Exceptional Child Generalist 6-12 endorsement is non-categorical and allows one to teach grades six (6) through twelve (12) in a special education setting. Regardless of prior special education experience, all initial applicants must provide an institutional recommendation and complete an approved special education program, with field work to include student teaching in a secondary special education setting. This endorsement can be added only to a Secondary Certificate or an Exceptional Child Certificate. To be eligible for an endorsement, a candidate must have satisfied the following requirements:

( )

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

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

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

~~c~~d. 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~~ or the Exceptional Child Generalist K-8 endorsement. 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:

~~(3-25-16)~~(____)

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 (3) to eight (~~3-~~8); methodology: planning, implementing and evaluating environments and materials for young children ages three (3) to eight (~~3-~~8); guiding ~~young~~ children's behavior: observing, assessing and individualizing ages three (3) to eight (~~3-~~8); identifying and working with atypical ~~young~~ children ages three (3) to eight (~~3-~~8) parent-teacher relations; and, ~~field work to include an internship and~~ student teaching at the Pre-K - 3 grades. ~~(3-25-16)~~(____)

~~d~~e. 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: (3-25-16)

i. Completion of a baccalaureate degree from an accredited college or university; (3-25-16)

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 (3-25-16)

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; and (3-25-16)

iv. Completion of a program of a minimum of thirty-three (33) semester credit hours in the area of Deaf/Hard of Hearing and must receive an institutional recommendation specific to this endorsement from an accredited college or university. (3-25-16)

~~e~~f. 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: (3-25-16)

i. Completion of a baccalaureate degree from an accredited college or university; (3-25-16)

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; (3-25-16)

iii. Completion of a program of a minimum of thirty (30) semester credit hours in the area of Visual Impairment and must receive an institutional recommendation specific to this endorsement from an accredited college or university; and (3-25-16)

iv. Each candidate must have a qualifying score on an approved core content assessment and a second assessment related to the specific endorsement requested. (3-25-16)

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. (3-25-16)

a. Counselor Endorsement (K-12). To be eligible for a Pupil Personnel Services Certificate-Eendorsed 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. (3-25-16)( )

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; and (3-25-16)

ii. An institutional recommendation is required for a Counselor K-12 Endorsement. (3-25-16)

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: (3-25-16)

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; (3-25-16)

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; (3-25-16)

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; and (3-25-16)

iv. Earn a current and valid National Certification for School Psychologists (NCSP) issued by the National Association of School Psychologists (NASP). (3-25-16)

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. (3-25-16)

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; and (3-25-16)

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: (3-25-16)

(1) Health program management; (3-25-16)

(2) Child and adolescent health issues; (3-25-16)

(3) Counseling, psychology, or social work; or (3-25-16)

(4) Methods of instruction. (3-25-16)

iii. Additionally, each candidate must have two (2) years' of full-time (or part-time equivalent) school nursing, community health nursing, or any area of pediatric, adolescent, or family nursing experience. (3-25-16)

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 Endorsement - School Nurse - will be issued for three (3) years while the applicant is meeting the educational requirements, and it is not renewable. (3-25-16)

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. The 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. (3-25-16)

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. The 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. (3-25-16)

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~~ shall 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~~ Subsections 015.05.g.i through 015.05.g.iii, or Subsection 015.05g.iv. ~~(3-25-16)~~( )

i. A master's degree in social work (MSW) 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; ~~and~~ ~~(3-25-16)~~( )

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.~~ An institutional recommendation from an Idaho State Board of Education approved program; and ~~(3-25-16)~~( )

iii. The successful completion of a school social work practicum in a K-12 setting. Post-MSW extensive experience working with children and families may be substituted for the completion of a school social work practicum in a K-12 setting. ( )

iv. A current and valid master's level or higher Social Work License from the Idaho Bureau of Occupational Licenses. ( )

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. (3-25-16)

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. (3-25-16)

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: (3-25-16)

i. Hold a master's degree from an accredited college or university. (3-25-16)

ii. Have four (4) years of full-time certificated experience working with students, Pre-K-12, while under contract in an accredited school setting. (3-25-16)

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. (3-25-16)

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.

(3-25-16)

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

(3-25-16)

b. Superintendent Endorsement. To be eligible for an Administrator Certificate with a Superintendent endorsement, a candidate must have satisfied the following requirements: (3-25-16)

i. Hold an education specialist or doctorate degree or complete a comparable post-master's sixth year program at an accredited college or university. (3-25-16)

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. (3-25-16)

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. (3-25-16)

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 additional to the competencies in the Idaho Foundation Standards for School Administrators: School Climate, Collaborative Leadership, and Instructional Leadership. (3-25-16)

v. An institutional recommendation is required for a School Superintendent Endorsement. (3-25-16)

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: (3-25-16)

i. Hold a master's degree from an accredited college or university; (3-25-16)

ii. Have four (4) years of full-time certificated/licensed experience working with students Pre-K-12, while under contract in a school setting; (3-25-16)

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;

(3-25-16)

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; (3-25-16)

v. Have completed an administrative internship/practicum in the area of administration of special education and related services; and (3-25-16)

vi. An institutional recommendation is required for Director of Special Education and Related Services Pre-K-12 Endorsement. (3-25-16)

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. (3-25-16)

08. Degree Based Professional-Technical Certification. (3-25-16)

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. (3-25-16)

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. (3-25-16)

i. Qualify for or hold an Occupational Specialist certificate or hold an occupational endorsement on a secondary teaching certificate; (3-25-16)

ii. Provide evidence of a minimum of three (3) years' teaching in an occupational discipline; ~~(3-25-16)~~( )

iii. Hold a master's degree; and (3-25-16)

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. (3-25-16)

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. (3-25-16)

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. (3-25-16)

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. (3-25-16)

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.

~~(3-25-16)~~( )

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: (3-25-16)

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;(3-25-16)

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; and (3-25-16)

iii. Meet one (1) of the following: (3-25-16)

(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; (3-25-16)

(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 (3-25-16)

(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. (3-25-16)

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: (3-25-16)

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; (3-25-16)

ii. Complete a new-teacher induction workshop at the state or district level; (3-25-16)

iii. File a professional development plan with the State Division of Professional-Technical Education; and (3-25-16)

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.(3-25-16)

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. (3-25-16)

d. Advanced Occupational Specialist Certificate. This certificate is issued to individuals who meet all the requirements outlined below: (3-25-16)

i. Meet the requirements for the Standard Occupational Specialist Certificate; (3-25-16)

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); (3-25-16)

iii. File a new professional development plan for the next certification period; and (3-25-16)

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. (3-25-16)

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. (3-25-16)

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). (3-25-16)

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. (3-25-16)

c. The candidate must meet the following qualifications: (3-25-16)

i. Hold a master's degree or higher in the content area being taught; (3-25-16)

ii. Be currently employed by the post secondary institution in the content area to be taught; and (3-25-16)

iii. Complete and pass a criminal history background check as required according to Section 33-130, Idaho Code. (3-25-16)

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. (3-25-16)

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. (3-25-16)

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, Idaho Code. The application must include a ten (10) finger fingerprint card or scan and a fee for undergoing a criminal history check pursuant to Section 33-130, Idaho Code. ~~(3-25-16)~~( )

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. (3-25-16)

12. Junior Reserved Officer Training Corps (Junior ROTC) Instructors. (3-25-16)

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. (3-25-16)

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. (3-25-16)

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. (3-25-16)

13. Additional Renewal Requirements. In addition to specific certificate or endorsement renewal requirements, applicants must meet the following renewal requirements as applicable: (3-25-16)

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: (3-25-16)

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; (3-25-16)

ii. Each teacher holding a Standard Elementary Certificate (K-8) who is employed by a school district or charter school; (3-25-16)

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;

(3-25-16)

iv. Each teacher holding a Standard Exceptional Child Certificate (K-12) who is employed by a school district or charter school; and (3-25-16)

v. Each school administrator holding an Administrator Certificate (Pre K-12) who is employed by a school district or charter school. (3-25-16)

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. (3-25-16)

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:

(3-25-16)

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; (3-25-16)

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

district or charter school; and (3-25-16)

iii. Each teacher holding a Standard Exceptional Child Certificate (K-12) who is employed by a school district or charter school. (3-25-16)

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. (3-25-16)

(BREAK IN CONTINUITY OF SECTIONS)

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 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**~~**03. 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**~~**04. 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~~ including coursework in each of the following areas: molecular and organismal biology, heredity, ecology and biological adaptation. ~~(3-16-04)~~( )

~~**06**~~**05. 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~~06. Chemistry (6-12). Twenty (20) semester credit hours in the area of ~~C~~chemistry, to include coursework in each of the following areas: inorganic and organic chemistry. ~~(3-16-04)~~( )

~~08~~07. 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; Journalism/Mass Communications; 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, Journalism/Mass Communications, and Methods of Teaching Speech/Communication. ~~(3-16-04)~~( )

~~09~~08. 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. (3-25-16)

~~10~~09. 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).

(3-25-16)

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: (3-25-16)

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: (3-25-16)

(1) Assessment of learning behaviors; (3-25-16)

(2) Individualization of instructional programs based on educational diagnosis; (3-25-16)

(3) Behavioral and/or classroom management techniques; (3-25-16)

(4) Program implementation and supervision; (3-25-16)

(5) Knowledge in use of current methods, materials and resources available and management and operation of media centers; (3-25-16)

(6) Ability in identifying and utilizing community or agency resources and support services; and (3-25-16)

(7) Counseling skills and guidance of professional staff. (3-25-16)

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. (3-25-16)

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: (3-25-16)

(1) Ninety (90) contact hours to include a combination of face-to-face and field-based professional development activities; and (3-25-16)

(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: (3-25-16)

(a) Understanding Adults As Learners to Support Professional Learning Communities; (3-25-16)

(b) Accessing and Using Research to Improve Practice and Student Achievement; (3-25-16)

(c) Promoting Professional Learning for Continuous Improvement; (3-25-16)

(d) Facilitating Improvements in Instruction and Student Learning; (3-25-16)

(e) Using Assessments and Data for School and District Improvement; (3-25-16)

(f) Improving Outreach and Collaboration with Families and Community; and (3-25-16)

(g) Advocating for Student Learning and the Profession. (3-25-16)

iv. Not less than one (1) semester of successful experience as a special education teacher working with classroom teachers in elementary or secondary schools. (3-25-16)

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: (3-25-16)

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 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: (3-25-16)

(1) Structural Components of Mathematics; (3-25-16)

(2) Modeling, Justification, Proof and Generalization; (3-25-16)

(3) Mathematical Knowledge for Teaching (Ball, Thames, & Phelps, 2008). (3-25-16)

ii. Experience. Completion of a minimum of three (3) years' teaching experience. ~~(3-25-16)~~( )

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: (3-25-16)

(1) Ninety (90) contact hours to include a combination of face-to-face and field-based professional development activities; and (3-25-16)

(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: (3-25-16)

(a) Understanding Adults As Learners to Support Professional Learning Communities; (3-25-16)

(b) Accessing and Using Research to Improve Practice and Student Achievement; (3-25-16)

(c) Promoting Professional Learning for Continuous Improvement; (3-25-16)

(d) Facilitating Improvements in Instruction and Student Learning; (3-25-16)

(e) Using Assessments and Data for School and District Improvement; (3-25-16)

(f) Improving Outreach and Collaboration with Families and Community; and (3-25-16)

(g) Advocating for Student Learning and the Profession. (3-25-16)

iv. Not less than one (1) semester of successful experience as a mathematics teacher working with classroom teachers in elementary or secondary schools. (3-25-16)

~~**11. 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 and Space Science (6-12). Twenty (20) semester credit hours including course work in each of the following areas: ~~E~~earth ~~S~~science, ~~A~~astronomy, and ~~G~~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 business, economics ~~and~~ , or 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. (3-25-16)

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

05. English as a 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)

06. 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)

07. Geography (6-12). Twenty (20) semester credit hours including course work in Cultural Geography and Physical Geography, and a maximum of six (6) semester credit hours in World History Survey. Remaining semester credit hours must be selected from Geography. (4-11-06)

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

09. Gifted and Talented (K-12). Twenty (20) semester credit hours 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)

10. Health (6-12 or K-12). Twenty (20) semester credit hours to include course work in each of the following areas: Organization/Administration/Planning of a School Health Program; Health, ~~and~~ Wellness, and Behavior Change; Secondary Methods of Teaching Health, to include field experience in a traditional classroom; 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)~~( )

11. History (6-12). Twenty (20) semester credit hours to include a minimum of six (6) semester credit hours of U.S. History Survey and a minimum of six (6) semester credit hours of World History Survey. Remaining course work must be in History. Course work may include three (3) semester credit hours in American Government. (4-11-06)

12. Humanities (6-12). An endorsement in English, History, Music, Visual Art, Drama, or Foreign Language and twenty (20) semester credit hours in one of the following areas or ten (10) semester credit hours in each of two (2) of the following areas: Literature, Music, Foreign Language, Humanities Survey, History, Visual Art, Philosophy, Drama, Comparative World Religion, Architecture, and Dance. (4-11-06)

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

a. Option I: Twenty (20) semester credit hours to include a minimum of ~~sixteen (16)~~ fourteen (14) semester credit hours in Journalism and ~~four (4)~~ six (6) semester credit hours in English and/or Mass Communication. ~~(3-16-04)~~( )

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

14. 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~~ content coursework in ~~Algebra~~, ~~Geometry,~~ algebraic thinking, functional reasoning, Euclidean and transformational geometry and ~~Trigonometry~~ statistical modeling and probabilistic reasoning. A minimum of two (2) of these twenty (20) credits must be focused on secondary mathematics pedagogy. Six (6) semester credit hours of computer programming may be substituted for six (6) semester credits in Mathematics content. ~~(3-16-04)~~(____)

03. Mathematics (6-12). Twenty (20) semester credit hours including course work in each of the following areas: Euclidean and transformational ~~G~~geometry, ~~L~~linear ~~A~~algebra, ~~D~~discrete ~~M~~mathematics, ~~Probability and Statistics~~ statistical modeling and probabilistic reasoning, and ~~a minimum of three (3) semester credit hours of Calculus~~ the first two courses in a standard calculus sequence. A minimum of two (2) of these twenty (20) credits must be focused on secondary mathematics pedagogy. 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: ~~T~~theory and ~~H~~harmony; ~~A~~aural ~~S~~skills, ~~M~~music ~~H~~history; ~~C~~conducting; ~~A~~applied ~~M~~music; and ~~P~~piano ~~P~~proficiency (~~C~~class ~~P~~piano or ~~A~~applied ~~P~~piano), and ~~S~~secondary ~~M~~music ~~M~~methods/~~M~~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 e~~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 e~~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 e~~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 e~~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 four (24~~0~~) semester credit hours with at least ~~four (4)~~ six (6) 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: (3-25-16)

a. Meets the states' professional teaching and/or licensure standards and is qualified to teach in his/her field of study. (3-25-16)

b. Provides evidence of online experience or course time both as a student and as a learner, and demonstrates online learning and teaching proficiency. (3-25-16)

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. (3-25-16)

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. (3-25-16)

e. Demonstrates proficiency in the Idaho Standards for Online Teachers including the following competencies: (3-25-16)

i. Knowledge of Online Education and Human Development; (3-25-16)

ii. Facilitate and Inspire Student Learning and Creativity; (3-25-16)

iii. Design and Develop Digital-Age Learning Experiences and Assessments Standards; (3-25-16)

iv. Model Digital-Age Work and Learning; Promote and Model Digital Citizenship and Responsibility Standards; and (3-25-16)

v. Engage in Professional Growth and Leadership. (3-25-16)

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

08. Physical Education (PE) (6-12 or K-12). Twenty (20) semester credit hours to include course work in each of the following areas: Personal and Teaching Competence in Sport, Movement, Physical Activity, and Outdoor Skills; Secondary PE Methods; Administration and Curriculum to include field experiences in physical education; 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)~~( )

~~**09. Physical Education/Health**. Must have an endorsement in both physical education and health. (3-30-07)~~

~~**10**~~**09. Physical Science (6-12)**. Twenty (20) semester credit hours in the area of physical science to include a minimum of eight (8) semester credit hours in each of the following: Chemistry and Physics. (3-16-04)

~~**11**~~**10. Psychology**. Twenty (20) semester credit hours in the area of Psychology. (3-16-04)

~~**12**~~**11. 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)

~~13~~12. **Sociology (6-12)**. Twenty (20) semester credit hours in the area of Sociology. (3-16-04)

~~14~~13. **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)

~~15~~14. **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)

~~16~~15. **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 Design. (4-4-13)

b. Occupational teacher preparation that relates to the appropriate area(s) as provided in Subsections 015.07 through 015.09. (3-25-16)

16. Theater Arts (6-12). Twenty (20) semester credit hours leading toward competency as defined by Idaho Standards for Theater Arts Teachers, including course work in each of the following areas: acting and directing, and a minimum of six (6) semester credits in technical theater/stagecraft. To obtain a Theater Arts (6-12) endorsement, applicants must complete a comprehensive methods course including the pedagogy of acting, directing and technical theater. (____)

17. Visual Arts (6-12 or K-12). Twenty (20) semester credit hours leading toward competency as defined by Idaho Standards for Visual Arts Teachers to include a minimum of nine (9) semester credit hours in: foundation art and design. Additional course work must include secondary arts methods, 2-dimensional and 3-dimensional studio areas. To obtain a Visual Arts (K-12) endorsement, applicants holding a Secondary Certificate must complete an elementary art methods course. (____)

~~17~~18. **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)

IDAHO STANDARDS FOR INITIAL CERTIFICATION OF

PROFESSIONAL SCHOOL PERSONNEL

Idaho State Board of Education

Idaho State Department of Education

July 1, 2018~~8~~9

(Date for Teacher Preparation Program Approval Accountability)

(State Board of Education Approval - ~~August 13, 2015~~June 16, 2016)

Standards for Initial Certification of Professional School Personnel

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Idaho Standards for Initial Certification of Professional School Personnel Summary & Background

Overview of the Past Standards

The early standards for initial certification in Idaho were based on the 1989 National Association of State Directors of Teacher Education and Certification (NASDTEC) standards. These standards were "input- based", meaning a candidate was recommended for initial certification based on credits and content of courses successfully completed (transcript review).

Example - Past (input-based) Standard Format, Biological Science:

Twenty (20) semester credit hours to include at least six (6) credit hours of course work in EACH of the following areas: Botany and Zoology (some course work in physiology is also recommended).

The standards were seriously outdated, and Idaho was in danger of losing its partnership with the National Council for Accreditation of Teacher Education (NCATE), which is the nationally recognized teacher education program accreditation body. In addition to being a benchmark for program quality, NCATE partnership helps Idaho program completers gain certification reciprocity opportunities with other states.

In 2000 Idaho adopted new standards based on the Interstate New Teacher Assessment and Support Consortium (INTASC) model. These standards reflected a move to "performance-based" outcomes, meaning a candidate is recommended for initial certification based on the demonstration of what they know and are able to do.

In 2012 a committee of education experts was convened to review and revise the Idaho Core Teacher Standards. After thoughtful consideration, the committee recommended adopting the newly revised InTASC Model Core Teaching Standards (April 2011) as published. No substantive changes were recommended by the committee. The committee did recommend a formatting change to the ten InTASC Model Core Teaching Standards to match the rest of the existing Idaho Standards for Initial Certification of Professional School Personnel.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Each proposed standard is broken down into two areas:

- Knowledge (what the candidate needs to know)
- Performance (what the candidate is able to do).

The performance, therefore, is the demonstration of the knowledge and dispositions of a standard. As the demonstration of a standard, the performances will also guide a teacher-education program review team when evaluating for program accreditation.

Revised Idaho Core Teacher Standards (InTASC 2011)

The "Idaho Core Teacher Standards" apply to **ALL** teacher certification areas. These are the 10 basic standards all teachers must know and be able to do, regardless of their specific content areas. These standards are described in more detail with knowledge and performances in the first section of this manual. The standards have been grouped into four general categories to help users organize their thinking about the standards: The Learner and Learning; Content; Instructional Practice; and Professional Responsibility. The summary of each standard is:

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Foundation and Enhancement Standards

The Core Teacher Standards apply to **ALL** teacher certification areas. The Foundations and/or Enhancements for each content certification area are behind the Core Standards in this manual, alphabetically.

Foundation and Enhancement Standards refer to additional knowledge and performances a teacher must know in order to teach a certain content area. The Foundation and Enhancement Standards, therefore, further "enhance" the Core Standard.

Example of content area Enhancements:

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the content area(s) taught and creates learning experiences that make these aspects of subject matter meaningful for learners.
In other words, Core Standard 1 basically states that the teacher must know the subject and how to create meaningful learning experiences.

Examples an Enhancement to Standard 1:

For Language Arts:	The teacher integrates reading, writing, speaking, listening, viewing, and language study.
For Math:	The teacher applies the process of measurement to two-and three-dimensional objects using customary and metric units.

In this way, the Idaho Core Teacher Standards, Foundation Standards and Enhancement Standards are "layered" to describe what a teacher in the content area must know and be able to do in order to be recommended to the state for initial certification.

Important enhancements for several content areas do not fall under the ten Core Teacher Standards. For example, a science teacher must provide a safe learning environment in relation to labs, materials, equipment, and procedures. This does not fall under an area that **every** teacher needs to know. Therefore, it is Standard # 11 under Science. (See the graph for further illustration and titles of additional standards in subject areas.)

In no case are there more than 12 overall standards for any subject area.

Pupil Personnel and Administrator Certification Standards

There are several certification standards for pupil personnel professionals and school administrators that are also addressed through the Idaho teacher certification processes.

- School Administrators
- School Counselors
- School Nurses
- School Psychologists
- School Social Workers

Because of the unique role of these professionals, their standards are independent of the Core Standards but are still written in the same performance-based format: Knowledge and Performances.

The Process of Idaho Standards Development and Maintenance

The move to INTASC based standards was developed in 1999 and 2000 with task groups from around the state composed of a variety of Idaho education stakeholders including teachers, higher education representatives, parents, school administrators, business people, and others.

Each task group averaged 5-10 people, for a total of over 250 participants statewide.

Members of the Idaho's MOST Standards Committee formed by the State Board of Education and standards-writing Task Groups together have dedicated a total of over 4,000 volunteer hours on development of these standards.

The Professional Standards Commission (PSC) continuously reviews/revises 20% of the standards per year. The review process involves teams of content area experts from higher education and K-12 schools. The standards are then reviewed by the PSC and presented to the Idaho State Board of Education for approval. Once approved, they are reviewed by the State Legislature and become an incorporated by reference document in State Board Rule.

The Idaho Core Teacher Standards were revised in the spring of 2012 to align with the InTASC Model Core Teaching Standards (April 2011). Starting with the 2012-2013 standards review cycle, committees of education experts were convened to review and revise the content area standards according to both current national standards and the InTASC Model Core Teaching Standards (April 2011).

Idaho Core Teaching Standards

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

The following knowledge and performance statements for the Core Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

* *This language was written by a committee of content experts and has been adopted verbatim*

Core Teaching Standards

The standards have been grouped into four general categories to help users organize their thinking about the standards: The Learner and Learning, Content, Instructional Practice, and Professional Responsibility. This language has been adopted verbatim from the April 2011 InTASC Model Core Teaching Standards.

The Learner and Learning

Teaching begins with the learner. To ensure that each student learns new knowledge and skills, teachers must understand that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning process, and that learners need supportive and safe learning environments to thrive. Effective teachers have high expectations for each and every learner and implement developmentally appropriate, challenging learning experiences within a variety of learning environments that help all learners meet high standards and reach their full potential. Teachers do this by combining a base of professional knowledge, including an understanding of how cognitive, linguistic, social, emotional, and physical development occurs, with the recognition that learners are individuals who bring differing personal and family backgrounds, skills, abilities, perspectives, talents and interests. Teachers collaborate with learners, colleagues, school leaders, families, members of the learners' communities, and community organizations to better understand their students and maximize their learning. Teachers promote learners' acceptance of responsibility for their own learning and collaborate with them to ensure the effective design and implementation of both self-directed and collaborative learning.

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge

1. The teacher understands how learning occurs--how learners construct knowledge, acquire skills, and develop disciplined thinking processes--and knows how to use instructional strategies that promote student learning.

2. The teacher understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs.

3. The teacher identifies readiness for learning, and understands how development in any one area may affect performance in others.

4. The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.

Performance

1. The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.

2. The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.

3. The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.

Disposition

1. The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's development

2. The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning.

3. The teacher takes responsibility for promoting learners' growth and development.

4. The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Knowledge

1. The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth.

2. The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.

3. The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.

4. The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.

5. The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction.

Performance

1. The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.

2. The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.

3. The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.

4. The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.

5. The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.

6. The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.

Disposition

1. The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.

2. The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.

3. The teacher makes learners feel valued and helps them learn to value each other.

4. The teacher values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Knowledge

1. The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.

2. The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals.

3. The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures.

4. The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.

5. The teacher knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.

Performance

1. The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.

2. The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.

3. The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.

4. The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.

5. The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.

6. The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.

7. The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.

8. The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.

Disposition

1. The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.

2. The teacher values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.

3. The teacher is committed to supporting learners as they participate in decision making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.

4. The teacher seeks to foster respectful communication among all members of the learning community.

5. The teacher is a thoughtful and responsive listener and observer.

Content

Teachers must have a deep and flexible understanding of their content areas and be able to draw upon content knowledge as they work with learners to access information, apply knowledge in real world settings, and address meaningful issues to assure learner mastery of the content. Today's teachers make content knowledge accessible to learners by using multiple means of communication, including digital media and information technology. They integrate cross-disciplinary skills (e.g., critical thinking, problem solving, creativity, communication) to help learners use content to propose solutions, forge new understandings, solve problems, and imagine possibilities. Finally, teachers make content knowledge relevant to learners by connecting it to local, state, national, and global issues.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

1. The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.

2. The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.

3. The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners.

4. The teacher knows how to integrate culturally relevant content to build on learners' background knowledge.

5. The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) s/he teaches.

Performance

1. The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.

2. The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.

3. The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline.

4. The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.

5. The teacher recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding.

6. The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/ her learners.

7. The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.

8. The teacher creates opportunities for students to learn, practice, and master academic language in their content.

9. The teacher accesses school and/or district-based resources to evaluate the learner's content knowledge in their primary language.

Disposition

1. The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he keeps abreast of new ideas and understandings in the field.

2. The teacher appreciates multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives.

3. The teacher recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.

4. The teacher is committed to work toward each learner's mastery of disciplinary content and skills.

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

1. The teacher understands the ways of knowing in his/her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues, and concerns.

2. The teacher understands how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences.

3. The teacher understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use.

4. The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.

5. The teacher understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning.

6. The teacher understands communication modes and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles for expressing learning.

7. The teacher understands creative thinking processes and how to engage learners in producing original work.

8. The teacher knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.

Performance

1. The teacher develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications).

2. The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).

3. The teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts.

4. The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.

5. The teacher develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.

6. The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.

7. The teacher facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.

8. The teacher develops and implements supports for learner literacy development across content areas.

Disposition

1. The teacher is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues.

2. The teacher values knowledge outside his/her own content area and how such knowledge enhances student learning.

3. The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.

Instructional Practice

Effective instructional practice requires that teachers understand and integrate assessment, planning, and instructional strategies in coordinated and engaging ways. Beginning with their end or goal, teachers first identify student learning objectives and content standards and align assessments to those objectives. Teachers understand how to design, implement and interpret results from a range of formative and summative assessments. This knowledge is integrated into instructional practice so that teachers have access to information that can be used to provide immediate feedback to reinforce student learning and to modify instruction. Planning focuses on using a variety of appropriate and targeted instructional strategies to address diverse ways of learning, to incorporate new technologies to maximize and individualize learning, and to allow learners to take charge of their own learning and do it in creative ways.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Knowledge

1. The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each.

2. The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.

3. The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.

4. The teacher knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning.

5. The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.

6. The teacher knows when and how to evaluate and report learner progress against standards.

7. The teacher understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

Performance

1. The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning.

2. The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.

3. The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.

4. The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.

5. The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.

6. The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.

7. The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.

8. The teacher prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs.

9. The teacher continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.

Disposition

1. The teacher is committed to engaging learners actively in assessment processes and to developing each learner's capacity to review and communicate about their own progress and learning.

2. The teacher takes responsibility for aligning instruction and assessment with learning goals.

3. The teacher is committed to providing timely and effective descriptive feedback to learners on their progress.

4. The teacher is committed to using multiple types of assessment processes to support, verify, and document learning.

5. The teacher is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

6. The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge

1. The teacher understands content and content standards and how these are organized in the curriculum.

2. The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.

3. The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.

4. The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.

5. The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.

6. The teacher knows when and how to adjust plans based on assessment information and learner responses.

7. The teacher knows when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).

Performance

1. The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.

2. The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.

3. The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.

4. The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.

5. The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate learning experiences to meet unique learning needs.

6. The teacher evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning.

Disposition

1. The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.

2. The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.

3. The teacher takes professional responsibility to use short- and long-term planning as a means of assuring student learning.

4. The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge

1. The teacher understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.

2. The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.

3. The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.

4. The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self-expression, and build relationships.

5. The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning.

6. The teacher understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.

Performance

1. The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.

2. The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.

3. The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.

4. The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.

5. The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.

6. The teacher engages all learners in developing higher order questioning skills and metacognitive processes.

7. The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.

8. The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.

9. The teacher asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).

Disposition

1. The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.

2. The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.

3. The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning.

4. The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.

Professional Responsibility

Creating and supporting safe, productive learning environments that result in learners achieving at the highest levels is a teacher's primary responsibility. To do this well, teachers must engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection, and collaboration. A cycle of continuous self-improvement is enhanced by leadership, collegial support, and collaboration. Active engagement in professional learning and collaboration results in the discovery and implementation of better practice for the purpose of improved teaching and learning. Teachers also contribute to improving instructional practices that meet learners' needs and accomplish their school's mission and goals. Teachers benefit from and participate in collaboration with learners, families, colleagues, other school professionals, and community members. Teachers demonstrate leadership by modeling ethical behavior, contributing to positive changes in practice, and advancing their profession.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge

1. The teacher understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.

2. The teacher know how to use learner data to analyze practice and differentiate instruction accordingly.

3. The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.

4. The teacher understands laws related to learners' rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).

5. The teacher knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and system-wide priorities.

Performance

1. The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.

2. The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.

3. Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.

4. The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.

5. The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.

6. The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.

Disposition

1. The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.

2. The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.

3. The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.

4. The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge

1. The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.

2. The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.

3. The teacher knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.

4. The teacher knows how to contribute to a common culture that supports high expectations for student learning.

Performance

1. The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.

2. The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.

3. The teacher engages collaboratively in the school wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.

4. The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.

5. Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and wellbeing.

6. The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.

7. The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.

8. The teacher uses and generates meaningful research on education issues and policies.

9. The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.

10. The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.

11. The teacher takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.

Disposition

1. The teacher actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.

2. The teacher respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.

3. The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.

4. The teacher takes responsibility for contributing to and advancing the profession.

5. The teacher embraces the challenge of continuous improvement and change.

Standards for Bilingual Education and ENL (English as a New Language) Teachers

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

The following knowledge and performance statements for the Bilingual-ENL Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

* *This language was written by a committee of content experts and has been adopted verbatim*

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

Knowledge

1. The teacher understands the evolution, research, and current federal and state legal mandates of bilingual and ENL education.

2. The teacher understands and knows how to identify differences and the implications for implementation in bilingual and ENL approaches and models.

3. The teacher understands and is able to distinguish between forms, functions, and contextual usage of social and academic language.

4. (Bilingual only) The teacher possesses language proficiency at the advanced level as defined in the ACTFL Proficiency Guidelines in listening, speaking, reading and writing in English and the second target language necessary to facilitate learning in the content area(s) (Federal Requirement).

5. (ENL only) The teacher possesses the language proficiency at the advanced level as defined in the ACTFL Proficiency Guidelines in listening, speaking, reading, and writing, in English necessary to facilitate learning of academic language in the content area(s) (Federal Requirement).

6. (Bilingual only) The teacher understands the articulatory system, various registers, dialects, linguistic structures, vocabulary, and idioms of both English and the second target language.

7. (ENL only) The teacher understands the articulatory system, various registers, dialects, linguistic structures, vocabulary, and idioms of the English language.

Performance

1. (Bilingual only) The teacher is articulates in key linguistic structures and exposes students to the various registers, dialects, and idioms of English and the second target language.

2. (ENL only) The teacher is articulate in key linguistic structures and exposes students to the various registers, dialects, and idioms of the English language.

3. The teacher uses knowledge of language and content standards and language acquisition theory content areas to establish goals, design curricula and instruction, and facilitate student learning in a manner that builds on students' linguistic and cultural diversity.

4. The teacher demonstrates instructional strategies that an understanding of the variety of purposes that languages serve, distinguish between forms, functions, and contextual usage of social and academic language.

5. The teacher designs and implements activities that promote inter-cultural exploration, engaged observation, listening, speaking, reading, and writing.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Knowledge

1. The teacher understands the processes of language acquisition and development, and the role that culture plays in students' educational experiences.

2. The teacher understands the advantages of bilingualism, biliteracy, and multiculturalism.

Performance

1. The teacher plans and delivers instruction using knowledge of the role of language and culture in intellectual, social, and personal development.

2. The teacher integrates language and content instruction appropriate to the students' stages of language acquisition.

3. The teacher facilitates students' use of their primary language as a resource to promote academic learning and further development of the second language.

4. The teacher uses effective strategies and approaches that promote bilingualism, biliteracy, and multiculturalism.

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

Knowledge

1. The teacher understands the nuances of culture in structuring academic experiences.

2. The teacher understands how a student's first language may influence second language production (ex: accent, code-switching, inflectional endings).

3. The teacher understands there is a distinction between learning disabilities/giftedness and second language development.

4. The teacher understands how and when to provide appropriate accommodations that allow students to access academic content.

Performance

1. The teacher promotes respect for diverse cultures by facilitating open discussion, treating all students equitably, and addressing individual student needs.

2. The teacher utilizes strategies that advance accuracy in students' language production and socio- culturally appropriate usage with an understanding of how these are influenced by the first language.

3. The teacher collaborates with other area specialists to distinguish~~es~~ between issues of learning disabilities/giftedness and second language development.

4. The teacher provides appropriate accommodations that allow students to access academic content.

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

Knowledge

1. The teacher knows how to adapt lessons, textbooks, and other instructional materials, to be culturally and linguistically appropriate to facilitate linguistic and academic growth of

language learners.

2. The teacher has a repertoire of effective strategies that promote students' critical thinking and problem solving at all stages of language development.

Performance

1. The teacher selects, adapts, creates and uses varied culturally and linguistically appropriate resources related to content areas and second language development.

2. The teacher employs a repertoire of effective strategies that promote students' critical thinking and problem solving at all stages of language development.

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

Knowledge

1. The teacher understands the influence of culture on student motivation and classroom management.

Performance

1. The teacher demonstrates a culturally responsive approach to classroom management.

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

Knowledge

1. The teacher understands that language is a system that uses listening, speaking, reading, and writing for social and academic purposes.

2. The teacher understands how to design active and interactive activities that promote proficiency in the four domains of language.

3. The teacher understands the extent of time and effort required for language acquisition.

Performance

1. The teacher demonstrates competence in facilitating students' acquisition and use of language in listening, speaking, reading, and writing for social and academic purposes.

2. The teacher uses active and interactive activities that promote proficiency in the four domains of language.

3. The teacher communicates to students, their families, and stakeholders the extent of time and effort required for language acquisition.

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

Knowledge

1. The teacher understands how to incorporate students' diverse cultural backgrounds and language proficiency levels into instructional planning that aligns with the English Language Development Standards.

Performance

1. The teacher creates and delivers lessons that incorporate students' diverse cultural backgrounds and language proficiency levels into instructional planning that aligns with the English Language Development Standards.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Knowledge

1. The teacher understands variations in assessment of student progress that may be related to cultural and linguistic differences.

2. (Bilingual only) The teacher understands how to measure students' level of English language proficiency and second target language proficiency.

3. (ENL only) The teacher understands how to measure the level of English language proficiency.

4. The teacher understands the relationship and difference between levels of language proficiency and students' academic achievement.

5. The teacher is familiar with the state English language proficiency assessment.

6. The teacher knows how to interpret data and explain the results of standardized assessments to students with limited English proficiency, the students' families, and to colleagues.

7. The teacher understands appropriate accommodations for language learners being tested in the content areas.

8. The teacher understands how to use data to make informed decisions about program effectiveness.

Performance

1. The teacher selects and administers assessments suited to the students' culture, literacy and communication skills.

2. The teacher uses a combination of observation and other assessments to make decisions about appropriate program services for language learners.

3. The teacher uses a combination of assessments that measure language proficiency and content knowledge respectively to determine how level of language proficiency may affect the demonstration of academic performance.

4. The teacher uses appropriate accommodations for language learners being tested in the content areas.

5. The teacher uses data to make informed decisions about program effectiveness.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Knowledge

1. The teacher understands the necessity of maintaining an advanced level of proficiency, according to the ACTFL guidelines, in the language(s) used for instruction.

Performance

1. The teacher maintains an advanced level of proficiency, according to the ACTFL guidelines, in the language(s) used for instruction.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Knowledge

1. The teacher understands the benefits of family and community involvement in students' linguistic, academic, and social development.

2. The teacher understands the necessity of collegiality and collaboration to promote opportunities for language learners.

Performance

1. The teacher creates family and community partnerships that promote students' linguistic, academic, and social development.

2. The teacher collaborates with colleagues to promote opportunities for language learners.

3. The teacher assists other educators and students in promoting cultural respect and validation of students' and families' diverse backgrounds and experiences.

GLOSSARY OF TERMS

ACTFL Proficiency Guidelines

A nationally developed and agreed upon set of descriptions of what individuals can do with language in terms of speaking, writing, listening, and reading in real-world situations in a spontaneous and non- rehearsed context. For each skill, these guidelines identify five major levels of proficiency: Distinguished, Superior, Advanced, Intermediate, and Novice. The major levels Advanced, Intermediate, and Novice are subdivided into High, Mid, and Low sublevels. The levels of the ACTFL Guidelines describe the continuum of proficiency from that of the highly articulate, well-educated language user to a level of little or no functional ability. These Guidelines present the levels of proficiency as ranges, and describe what an individual can and cannot do with language at each level, regardless of where, when, or how the language was acquired. http://www.actfl.org/files/public/ACTFLProficiencyGuidelines2012_FINAL.pdf

American Council of Teachers of Foreign Languages (ACTFL)
An organization for world language professionals of K-12 and higher education

Articulatory System
The mechanism by which the sounds of a language are produced

Bilingual Education Program
An educational approach that uses two languages to promote academic success, bilingualism, biliteracy, and multiculturalism

Biliteracy
The ability to read and write in two languages

Code-switching
A change by a speaker or writer from one language or variety of language to another at the word, phrase, clause, or sentence level (TESOL, 2010)

English as a New Language (ENL)
Refers to the teaching of English to speakers of other languages

Inflectional Endings
Grammatical markers or suffixes used in standard conventional language production

Primary Language
An individual's most developed language

Register
The usage of language in a particular social context

ADDITIONAL RESOURCES

National Clearinghouse for English Language Acquisition

www.ncela.gwu.edu

Center for Research on the Educational Achievement and Teaching of English Language Learners

www.cal.org/create

CREDE

www.crede.org

NABE

www.nabe.org

TESOL

www.tesol.org

CARLA

www.carla.umn.edu

REFERENCES

Teachers of English to Speakers of Other Languages, Inc. (2010). *TESOL/NCATE standards for the recognition of initial TESOL programs in P-12 ESL teacher education.* Alexandria, VA: Author.

Idaho Foundation Standards for Communication Arts Teachers

In addition to the standards listed here, communication arts teachers must meet Idaho Core Teacher Standards and one of the following: (1) Idaho Standards for Journalism Teachers or (2) Idaho Standards for Speech and Debate Teachers.

The following knowledge and performance statements for the Communication Arts Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assured attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

1. The teacher understands how values and ethics affect communication.

2. The teacher understands the importance of audience analysis and adaptation in differing communication contexts.

3. The teacher knows the components and processes of communication.

4. The teacher understands the interactive roles of perceptions and meaning.

5. The teacher understands how symbolism and language affect communication.

6. The teacher understands the role of organization in presenting concepts, ideas, and arguments.

7. The teacher knows methods and steps of problem solving in communication arts.

8. The teacher understands the impact of outside social structures and institutions--including historical, political, social, economic, and cultural perspectives--on communication processes and messages.

Performance

1. The teacher emphasizes to students the importance of values and ethics relevant to the communication process in a variety of formats (e.g., speeches, interpersonal interactions, journalistic writing, social media, debate).

2. The teacher provides instruction and practice in conducting and applying research.

3. The teacher creates lessons that stress the importance of audience analysis and adaptation.

4. The teacher presents communication as a process consisting of integral components.

5. The teacher explains various methods of organization and their effects on the communication process.

6. The teacher delivers instruction that facilitates student analysis and evaluation of message contexts, including historical, political, social, economic, and cultural perspectives.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge

1. The teacher understands contemporary legal standards relating to communication and media.

Performance

1. The teacher develops learning progressions for students that embed contemporary legal standards relating to communication and media.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Idaho Standards for Journalism Teachers

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

The following knowledge and performance statements for the journalism teacher standard are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assured attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

1. The teacher comprehends the fundamentals of journalistic style (e.g., news, feature, editorial writing).

2. The teacher understands the elements of design and layout.

3. The teacher understands the purposes and elements of photojournalism (e.g., composition, processing).

4. The teacher understands the purposes, types, and rules of headline and caption writing.

5. The teacher possesses knowledge of interviewing skills.

6. The teacher knows how to organize and equip a production area.

7. The teacher knows how to organize and supervise a student staff (e.g., editors, writers, photographers, business personnel).

8. The teacher knows how to adapt journalistic techniques to various media (e.g., radio, television, Internet).

9. The teacher understands advertising and finance.

10. The teacher knows the fundamentals of editing.

11. The teacher understands processes of effective critiquing.

12. The teacher understands journalistic and scholastic press law and ethics.

13. The teacher understands the role of journalism in democracy.

Performance

1. The teacher instructs students in the fundamentals of journalistic style across a variety of journalistic platforms.

2. The teacher student application of design and layout techniques.

3. The teacher integrates the purposes and elements of photojournalism into the production process.

4. The teacher instructs students in the purposes, types, and rules of headline and caption writing.

5. The teacher provides opportunities for students to practice and use interviewing skills.

6. The teacher teaches editing skills and provides opportunities for student practice.

7. The teacher provides opportunities for students to critique and evaluate student and professional work.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Idaho Standards for Speech and Debate Teachers

In addition to the standards listed here, speech and debate teachers must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Communication Arts Teachers.

The following knowledge and performance statements for the speech and debate teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assured attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

1. The teacher understands the models of interpersonal communication.

2. The teacher knows the processes and types of active listening.

3. The teacher knows the nature of conflict and conflict resolution strategies in the speech process.

4. The teacher knows the dynamics of group communication (e.g., roles, functions, systems, developmental stages, problem solving).

5. The teacher understands rhetorical theories and practices.

6. The teacher understands types of public speaking (e.g., informative, persuasive, ceremonial).

7. The teacher understands the steps of speech preparation, rehearsal, presentation, and constructive feedback.

8. The teacher understands the necessity of adapting public speaking styles and skills to various media.

9. The teacher understands the principles of competitive debate theory (e.g., categories and styles of debate).

10. The teacher knows the theories and practices of argumentation.

11. The teacher knows the precepts of logical reasoning (e.g., syllogistic, categorical, disjunctive, fallacies).

12. The teacher knows the various types of competitive speaking events (e.g., impromptu, extemporaneous, oratory, debate).

13. The teacher knows how to identify and minimize communication anxiety.

Performance

1. The teacher instructs in the process of effective interpersonal communication (e.g., effective listening, components of verbal and nonverbal communication, conflict resolution).

2. The teacher explains the components and dynamics of group communication and provides opportunities for student implementation.

3. The teacher provides opportunities for students to prepare, practice, and present various types of speeches.

4. The teacher provides instruction integrating digital media and visual displays to enhance presentations.

5. The teacher instructs in the theory, principles, and practices of debate (e.g., argumentation, logical reasoning, competitive speaking).

6. The teacher provides opportunities for students to participate in debate and speaking events.

7. The teacher explains various methods of organization and their effects on the communication process.

8. The teacher provides strategies for assessing and minimizing communication anxiety (e.g., personal anxiety assessment, repetition, visualization).

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Idaho Standards for Computer Science Teachers

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

The following knowledge and performance statements for the Computer Science Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. These standards were influenced and developed through use of the standards set forward by the International Society for Technology Education (ISTE) and the Computer Science Teachers' Association (CSTA).

The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge

1. The teacher understands digital citizenship.

Performance

1. The teacher promotes and models digital citizenship.

2. The teacher demonstrates the ability to design and implement developmentally appropriate learning opportunities supporting the diverse needs of all learners.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Knowledge

1. The teacher understands the role of language and culture in learning computer science and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.

Performance

1. The teacher demonstrates the ability to plan for equitable and accessible classroom, lab, and online environments that support effective and engaging learning.

2. The teacher demonstrates the ability to develop lessons and methods that engage and empower learners from diverse cultural and linguistic backgrounds.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Knowledge

1. The teacher understands how to design environments that promote effective teaching and learning in computer science classrooms and online learning environments and promote digital citizenship.

Performance

1. The teacher promotes and models the safe and effective use of computer hardware, software, peripherals, and networks.

2. The teacher develops student understanding of privacy, security, safety, and effective communication in online environments.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

1. The teacher understands data representation and abstraction.

2. The teacher understands how to effectively design, develop, and test algorithms.

3. The teacher understands the software development process.

4. The teacher understands digital devices, systems, and networks.

5. The teacher understands the basic mathematical principles that are the basis of computer science, including algebra, set theory, Boolean logic, coordinating systems, graph theory, matrices, probability, and statistics.

6. The teacher understands the role computer science plays and its impact in the modern world.

7. The teacher understands the broad array of opportunities computer science knowledge can provide across every field and discipline.

8. The teacher understands the many and varied career and education paths that exist in Computer Science.

Performance

1. The teacher demonstrates knowledge of and proficiency in data representation and abstraction. The teacher:

   i. Effectively uses primitive data types.

   ii. Demonstrates an understanding of static and dynamic data structures.

   iii. Effectively uses, manipulates, and explains various external data stores: various types (text, images, sound, etc.), various locations (local, server, cloud), etc.

   iv. Effectively uses modeling and simulation to solve real-world problems

2. The teacher effectively designs, develops, and tests algorithms. The teacher:

   i. Uses a modern, high-level programming language, constructs correctly functioning programs involving simple and structured data types; compound Boolean expressions; and sequential, conditional, and iterative control structures.

   ii. Designs and tests algorithms and programming solutions to problems in different contexts (textual, numeric, graphic, etc.) using advanced data structures.

   iii. Analyzes algorithms by considering complexity, efficiency, aesthetics, and correctness.

   iv. Effectively uses two or more development environments.

   v. Demonstrates knowledge of varied software development models and project management strategies.

   vi. Demonstrates application of all phases of the software development process on a project of moderate complexity from inception to implementation.

3. The teacher demonstrates knowledge of digital devices, systems, and networks. The teacher:

   i. Demonstrates an understanding of data representation at the machine level.

   ii. Demonstrates an understanding of machine level components and related issues of complexity.

   iii. Demonstrates an understanding of operating systems and networking in a structured computing system.

iv. Demonstrates an understanding of the operation of computer networks and mobile computing devices.

4. The teacher demonstrates an understanding of the role computer science plays and its impact in the modern world. The teacher:

   i. Demonstrates an understanding of the social, ethical, and legal issues and impacts of computing, and the attendant responsibilities of computer scientists and users.

   ii. Analyzes the contributions of computer science to current and future innovations in sciences, humanities, the arts, and commerce.

5. The teacher demonstrates an understanding of the basic mathematical principles that are the basis of computer science including algebra, set theory, Boolean logic, coordinating systems, graph theory, matrices, probability, and statistics.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

1. The teacher understands the academic language and conventions of computer science and how to make them accessible to students.

Performance

1. The teacher designs activities that require students to effectively describe computing artifacts and communicate results using multiple forms of media.

2. The teacher develops student understanding of online safety and effectively communicating in online environments.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Knowledge

1. The teacher understands the creation and implementation of multiple forms of assessment using data.

Performance

1. The teacher creates and implements multiple forms of assessment and uses resulting data to capture student learning, provide remediation, and shape classroom instruction.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge

1. The teacher understands the planning and teaching of computer science lessons/units using effective and engaging practices and methodologies.

Performance

1. The teacher selects a variety of real-world computing problems and project-based methodologies that support active learning.

2. The teacher provides opportunities for creative and innovative thinking and problem-solving in computer science.

3. The teacher develops student understanding of the use of computer science to solve interdisciplinary problems.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge

1. The teacher understands the value of designing and implementing multiple instructional strategies in the teaching of computer science.

Performance

1. The teacher demonstrates the use of a variety of collaborative groupings in lesson plans/units, software projects, and assessments.

2. The teacher identifies problematic concepts in computer science and constructs appropriate strategies to address them.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge

1. The teacher has and maintains professional knowledge and skills in the field of computer science and readiness to apply it.

Performance

1. The teacher participates in, promotes, and models ongoing professional development and life-long learning relating to computer science and computer science education.

2. The teacher identifies and participates in professional computer science education societies, organizations, and groups that provide professional growth opportunities and resources.

3. The teacher demonstrates knowledge of evolving social and research issues relating to computer science and computer science education.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge

1. The teacher understands the process and value of partnerships with industry and other organizations.

Performance

1. The teacher is active in the professional computer science and industrial community.

Idaho Standards for Blended Early Childhood Education/Early Childhood Special Education Teachers

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

The following knowledge and performance statements for the Blended Early Childhood/Early Childhood Special Education Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

The characteristics of development and learning of young children are integrally linked and different from those of older children and adults. Thus, programs serving young children should be structured to support those unique developmental and learning characteristics. The early childhood educator will extend, adapt, and apply knowledge gained in the professional education core for the benefit of children from birth through grade three.

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge

1. The early childhood educator knows that family systems are inextricably tied to child development.

2. The early childhood educator understands the typical and atypical development of infants' and children's attachments and relationships with primary caregivers.

3. The early childhood educator understands how learning occurs and that children's development influences learning and instructional decisions.

4. The early childhood educator understands pre-, peri-, and postnatal development and factors, such as biological and environment conditions that affect children's development and learning.

5. The early childhood educator understands the developmental consequences of toxic (strong, frequent, and/or prolonged) stress, trauma, protective factors and resilience, and the consequences on the child's mental health.

6. The early childhood educator understands the importance of supportive relationships on the child's learning, emotional, and social development.

7. The early childhood educator understands the role of adult-child relationships in learning and development.

Performance

1. The early childhood educator identifies pre-, peri-, and postnatal development and factors, such as biological and environment conditions that affect children's development and learning.

2. The early childhood educator collaborates with parents, families, specialists and community agencies to identify and implement strategies to minimize the developmental consequences of toxic (strong, frequent, and/or prolonged) stress and trauma, while increasing protective factors and resilience.

3. The early childhood educator establishes and maintains positive interactions and relationships with the child.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Knowledge

1. The early childhood educator understands the continuum of medical care for premature development, low birth weight, children who are medically fragile, and children with special health care needs, and knows the concerns and priorities associated with these medical conditions as well as their implications on child development and family resources.

2. The early childhood educator understands variations of beliefs, traditions, and values across cultures and the effect of these on the relationships among the child, family, and their environments.

3. The early childhood educator knows the characteristics of typical and atypical development and their educational implications and effects on participation in educational and community environments.

4. The early childhood educator knows how to access information regarding specific children's needs and disability- related issues (e.g. medical, support, service delivery).

5. The early childhood educator knows about and understands the purpose of assistive technology in facilitating individual children's learning differences, and to provide access to an inclusive learning environment.

Performance

1. The early childhood educator locates, uses, and shares information about the methods for the care of children who are medically fragile and children with special health care needs, including the effects of technology and various medications on the educational, cognitive, physical, social, and emotional behavior of children with disabilities.

2. The early childhood educator adapts learning, language, and communication strategies for the developmental age and stage of the child, and as appropriate identifies and uses assistive technology.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Knowledge

1. The early childhood educator understands the importance and use of routines as a teaching strategy.

2. The early childhood educator knows that physically and psychologically safe and healthy learning environments promote security, trust, attachment, and mastery motivation in children.

3. The early childhood educator understands applicable laws, rules, and regulations regarding behavior management planning and plan implementation for children with disabilities.

4. The early childhood educator understands principles of guidance (co-regulation, self-monitoring, and emotional regulation), applied behavioral analysis and ethical considerations inherent in behavior management.

5. The early childhood educator understands crisis prevention and intervention practices relative to the setting, age, and developmental stage of the child.

6. The early childhood educator knows a variety of strategies and environmental designs that facilitate a positive social and behavioral climate.

7. The early childhood educator understands that the child's primary teacher is the parent.

8. The early childhood educator understands appropriate use of evidence-based practices that support development at all stages.

Performance

1. The early childhood educator promotes opportunities for all children in natural and inclusive settings.

2. The early childhood educator embeds learning objectives within everyday routines and activities.

3. The early childhood educator creates an accessible learning environment, including the use of assistive technology.

4. The early childhood educator provides training and supervision for the classroom paraprofessional, aide, volunteer, and peer tutor.

5. The early childhood educator creates an environment that encourages self-advocacy and increased independence.

6. The early childhood educator plans and implements intervention consistent with the needs of children.

7. The early childhood educator conducts functional behavior assessments and develops positive behavior supports, and creates behavior intervention plans.

8. In collaboration with the parent, the early childhood educator applies evidence-based strategies that support development at all stages in home, community, and classroom environments.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

1. The early childhood educator knows how children integrate domains of development (language, cognition, social and emotional, physical, and self-help) as well as traditional content areas of learning (e.g., literacy, mathematics, science, health, safety, nutrition, social studies, art, music, drama, movement).

2. The early childhood educator understands theories, history, and models that provide the basis for early childhood education and early childhood special education practices as identified in the National Association for the Education of Young Children (NAEYC) Standards for Early Childhood Professional Preparation Programs and the Council for Exceptional Children/Division of Early Childhood (CEC/DEC) Preparation Standards.

3. The early childhood educator understands the process of self-regulation that assists children to identify and cope with emotions.

4. The early childhood educator understands speech and language acquisition processes in order to support emergent literacy, including pre-linguistic communication and language development.

5. The early childhood educator understands the elements of play and how play assists children in learning.

6. The early childhood educator understands nutrition and feeding relationships so children develop essential and healthy eating habits.

7. The early childhood educator understands that children are constructing a sense of self, expressing wants and needs, and understanding social interactions that enable them to be involved in friendships, cooperation, and effective conflict resolutions.

8. The early childhood educator understands the acquisition of self-help skills that facilitate the child's growing independence (e.g., toileting, dressing, grooming, hygiene, eating, sleeping).

9. The early childhood educator understands the comprehensive nature of children's wellbeing in order to create opportunities for developing and practicing skills that contribute to healthful living and enhanced quality of life.

10. The early childhood educator has deep knowledge of the state-adopted early learning guidelines/standards and developmental indicators.

Performance

1. The early childhood educator demonstrates the application of theories and educational models in early childhood education and special education practices.

2. The early childhood educator applies developmentally appropriate practices to facilitate growth towards developmental milestones and emerging foundational skills.

3. The early childhood educator differentiates practices for the acquisition of skills in English language arts, science, mathematics, social studies, the arts, health, safety, nutrition, and physical education for children from birth through age 2, ages 3-5, and grades K-3.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

1. The early childhood educator understands critical developmental processes and knows how to facilitate the growth and development of children birth through age 8.

2. The_early childhood educator recognizes the role that social and emotional development plays in overall development and learning.

3. The early childhood educator knows the multiple factors that contribute to the development of cultural competence in young children birth through age 8.

4. The early childhood educator understands how to promote the development of executive functioning in children birth through age 8 (e.g. impulse control, problem solving, exploration).

5. The early childhood educator knows the importance of facilitating emergent literacy and numeracy.

6. The early childhood educator understands the essential functions of play and the role of play in the holistic growth and development of children birth through age 8.

Performance

1. The early childhood educator effectively creates and maintains an environment that facilitates overall growth and development of all children (e.g. routines, materials and equipment, schedules, building relationships, assistive technology).

2. The early childhood educator builds positive relationships with children and families and encourages cultural sensitivity among children to foster social and emotional development of all children.

3. The early childhood educator utilizes a play-based curriculum to facilitate the holistic development of all children and fosters the emergence of literacy, numeracy, and cognition.

4. The early childhood educator effectively utilizes explicit instruction to facilitate the development of executive functioning (e.g. impulse control, problem solving, exploration).

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Knowledge

1. The early childhood educator understands the legal provisions, regulations, guidelines, and ethical concerns regarding assessment of children.

2. The early childhood educator knows that developmentally appropriate assessment procedures reflect children's behavior over time and rely on regular and periodic observations and record keeping of children's everyday activities and performance.

3. The early childhood educator knows the instruments and procedures used to assess children for screening, pre-referral interventions, referral, and eligibility determination for special education services or early intervention services for birth to three years.

4. The early childhood educator knows the ethical issues and identification procedures for children with disabilities, including children from culturally and linguistically diverse backgrounds.

Performance

1. The early childhood educator assesses all developmental domains (e.g., social and emotional, fine and gross motor, cognition, communication, self-help).

2. The early childhood educator ensures the participation and procedural safeguard rights of the parent/child when determining eligibility, planning, and implementing services.

3. The early childhood educator collaborates with families and professionals involved in the assessment process of children.

4. The early childhood educator conducts an ecological assessment and uses the information to modify various settings as needed and to integrate the children into those setting.

5. The early childhood educator uses a diverse array of assessment strategies to assess children depending on the purpose of assessment (e.g. observation, checklists, norm-referenced).

6. The early childhood educator demonstrates culturally or linguistically diverse assessment practices and procedures used to determine eligibility of a student.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge

1. The early childhood educator understands theory and research that reflect currently recommended professional practice for engaging with families and children (from birth through age 2, ages 3-5, and grades K-3).

2. The early childhood educator has deep knowledge of the state-adopted early learning guidelines/standards and developmental indicators.

Performance

1. The early childhood educator designs meaningful child-initiated inquiry and integrated learning opportunities that are scaffolded for the developmental needs of all children.

2. The early childhood educator assists families in identifying their resources, priorities, and concerns in relation to their children's development and provides information about a range of family-oriented services based on identified resources, priorities, and concerns through the use of the Individualized Family Service Plans (IFSP) Individualized Education Programs (IEP).

3. The early childhood educator facilitates transitions for children and their families (e.g., hospital, home, Infant/Toddler programs, Head Start, Early Head Start, childcare programs, preschool, primary programs).

4. The early childhood educator analyzes activities and tasks and uses procedures for monitoring children's skill levels and progress.

5. The early childhood educator evaluates children's skill development in relation to developmental norms and state-adopted standards.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge

1. The early childhood educator knows the characteristics of physical environments that must vary to support the learning of children from birth through age 2, ages 3-5, and grades K-3 (e.g., schedule, routines, transitions).

2. The early childhood educator understands the breadth and application of low and high assistive technology to support instructional assessment, planning, and delivery of instruction.

Performance

1. The early childhood educator uses developmentally appropriate methods to help children develop intellectual curiosity, solve problems, and make decisions (e.g., child choice, play, small group projects, open- ended questioning, group discussion, problem solving, cooperative learning, inquiry and reflection experiences).

2. The early childhood educator uses evidence-based instructional strategies (e.g., child choice, play, differentiation, direct instruction, scaffolding) that support both child-initiated and adult-directed activities.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge

1. The early childhood educator understands the NAEYC Standards for Early Childhood Professional Preparation and the CEC/DEC Initial Preparation Standards.

2. The early childhood educator understands the code of ethics of the NAEYC, CEC/DEC, and the Idaho Code of Ethics for Professional Educators.

3. The early childhood educator understands the responsibilities as outlined in the Pre-Service Technology Standards (e.g. digital citizenship and ethical practice).

Performance

1. The early childhood educator practices behavior congruent with the NAEYC Standards for Early Childhood Professional Preparation, CEC/DEC Initial Preparation Standards, and the Idaho Code of Ethics for Professional Educators.

2. The early childhood educator practices behavior as outlined in the Pre-Service Technology Standards (e.g. digital citizenship and ethical practice).

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge

1. The early childhood educator knows about state and national professional organizations (e.g., NAEYC and CEC/DEC.

2. The early childhood educator knows family systems theory and its application to the dynamics, roles, and relationships within families and communities.

3. The early childhood educator knows community, state, and national resources available for children and their families.

4. The early childhood educator understands the role and function of the service coordinator and related service professionals in assisting families of children.

5. The early childhood educator knows basic principles of administration, organization, and operation of early childhood programs (e.g., supervision of staff and volunteers, and program evaluation).

6. The early childhood educator knows the rights and responsibilities of parents, students, teachers, professionals, and programs as they relate to children with disabilities.

7. The early childhood educator understands how to effectively communicate and collaborate with children, parents, colleagues, and the community in a professional and culturally sensitive manner.

Performance

1. The early childhood educator demonstrates skills in communicating, consulting and partnering with families and diverse service delivery providers (e.g., home services, childcare programs, school, community) to support the child's development and learning.

2. The early childhood educator identifies and accesses community, state, and national resources for children and families.

3. The early childhood educator advocates for children and their families.

4. The early childhood educator creates a manageable system to maintain all program and legal records for children.

5. The early childhood educator encourages and assists families to become active participants in the educational team, including setting instructional goals for and charting progress of children.

6. The early childhood educator demonstrates respect, honesty, caring, and responsibility in order to promote and nurture an environment that fosters these qualities.

Idaho Standards for Elementary Education Teachers

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

The following knowledge and performance statements for the Elementary Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

~~*This language was written by a committee of content experts and has been adopted verbatim.~~

~~***Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.***~~

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge

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

2. The teacher understands the cognitive processes of attention, memory, sensory processing, and reasoning~~,~~ and their role in learning.

3. The teacher recognizes the role of inquiry and exploration in learning and develop~~ing~~ment ~~these abilities~~.

~~**Performance**~~

~~1. The teacher designs instruction and provides opportunities for students to learn through inquiry and exploration.~~

~~Standard 3: Modifying Instruction for Individual Needs – The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.~~
Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Knowledge

~~1. The teacher understands the necessity of appropriately and effectively collaborating with grade level peers, school intervention teams, parents/guardians, and community partners to meet differentiated needs of all learners.~~

~~2~~1. The teacher understands that there are multiple levels of intervention and recognizes the advantages of beginning with the least intrusive for the student.

2. The teacher understands culturally responsive pedagogy and the necessity of utilizing it to create the most inclusive learning environment.

Performance

1. The teacher appropriately and effectively collaborates with grade level peers, school intervention teams, parents/guardians, and community partners to meet differentiated needs of all learners.

2. The teacher systematically progresses through the multiple levels of intervention, beginning with the least intrusive for the student.

3. The teacher actively engages the school environment, families, and community partners to enact culturally responsive pedagogy.

~~Standard 5: Classroom Motivation and Management Skills – The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.~~
Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Knowledge

1. The teacher understands the importance of teaching and re-teaching developmentally appropriate classroom expectations and procedures.

~~2. The teacher recognizes the importance of positive behavioral supports and the need to use multiple levels of intervention to support and develop appropriate behavior.~~

Performance

1. The teacher consistently and effectively models, ~~and~~ teaches, and re-teaches developmentally appropriate classroom expectations and procedures.

2. The teacher utilizes positive behavioral supports and multiple levels of intervention to support and develop appropriate student behavior.

3. The teacher demonstrates understanding of developmentally and age-appropriate digital citizenship and responsibility.

~~***Standard 1: Knowledge of Subject Matter – The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.***~~
Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

1. The teacher understands concepts of language arts/literacy and child development in order to teach reading, writing, speaking/listening, language, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.

~~2. The teacher understands the importance of providing a purpose and context to use the communication skills taught across the curriculum.~~

~~3~~2. The teacher understands how children learn language, the basic sound structure of language, semantics and syntactics, diagnostic tools, and ~~test~~ assessment data to improve student reading and writing ability~~y~~ies.

~~4~~3. The teacher understands the fundamental concepts and the need to integrate STEM (**S**ciences, **T**echnology, **E**ngineering, and **M**athematics)~~disciplines including physical, life, and earth and space **S**ciences, **T**echnology, **E**ngineering, and Mathematics as well as the applications of STEM disciplines to technology, personal and social perspectives, history, unifying concepts, and inquiry processes used in the discovery of new knowledge~~.

4. The teacher understands and articulates the knowledge and practices of contemporary science and interrelates and interprets important concepts, ideas, and applications.

~~5. The teacher understands major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, computation, geometry, measurement, statistics and probability, and algebra in order to foster student understanding and use of patterns, quantities, and spatial relationships that represent phenomena, solve problems, and manage data. The teacher understands the relationship between inquiry and the development of mathematical thinking and reasoning.~~
5. The teacher understands concepts of mathematics and child development in order to teach number sense and operations, measurement and data analysis, fractions, algebraic reasoning, and proportional reasoning, to help students successfully apply their developing skills

through engaging them in the use of the mathematical practices from the Idaho mathematics standards, within many contexts.

6. The teacher understands the structure of mathematics and the connections and relationships within learning progressions.

~~6~~7. The teacher knows the major concepts and modes of inquiry for social studies: the integrated study of history, geography, government/civics, economics, social/cultural and other related areas to develop students' abilities to make informed decisions as global citizens of a culturally diverse, democratic society and interdependent world.

~~7~~8. The teacher understands the ~~content, functions, aesthetics, and achievements~~ relevance and application of the arts, such as dance, music, theater, and visual arts as avenues for communication, inquiry, and insight.

~~8~~9. The teacher understands the comprehensive nature of students' physical, intellectual, social, and emotional well-being in order to create opportunities for developing and practicing skills that contribute to overall wellness.

~~9~~10. The teacher understands human movement and physical activit~~ies~~y as central elements ~~for active, healthy lifestyles and enhanced quality of life~~ in learning and cognitive development.

~~10. The teacher understands connections across curricula and within a discipline among concepts, procedures, and applications. Further, the teacher understands its use in motivating students, building understanding, and encouraging application of knowledge, skills, and ideas to real-life issues and future career applications.~~

~~11. The teacher understands the individual and interpersonal values of respect, caring, integrity, and responsibility that enable students to effectively and appropriately communicate and interact with peers and adults.~~

Performance

1. The teacher models ~~the~~ appropriate and accurate use of written and spoken language ~~arts~~.

~~2. The teacher demonstrates competence in language arts, reading, STEM disciplines, social studies, the arts, health education, and physical education. Through inquiry the teacher facilitates thinking and reasoning.~~

~~3. The teacher provides a purpose and context to use the communication skills taught. The teacher integrates these communication skills across the curriculum.~~

~~4. The teacher conceptualizes, develops, and implements a balanced curriculum that includes language arts, reading, STEM disciplines, social studies, the arts, health education, and physical education.~~

~~5. Using his/her integrated knowledge of the curricula, the teacher motivates students, builds~~

~~understanding, and encourages application of knowledge, skills, and ideas to real life issues, democratic citizenship, and future career applications.~~

~~6. The teacher models respect, integrity, caring, and responsibility in order to promote and nurture a school environment that fosters these qualities.~~

2. The teacher utilizes the structure of mathematics and the connections and relationships within the learning progressions in his/her instructional practice to increase student conceptual understanding in conjunction with diagnostic tools and assessment data to improve students' mathematical ability.

3. The teacher utilizes knowledge of how children learn language, the basic sound structure of language, semantics and syntactics, diagnostic tools, and assessment data to improve student reading and writing abilities.

~~Standard 6: Communication Skills – The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.~~Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

1. The teacher understands the importance of providing a purpose and context to use the communication skills taught across the curriculum.

~~Standard 8: Assessment of Student Learning – The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.~~
Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

~~Standard 7: Instructional Planning Skills – The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.~~
Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Performance

1. The teacher designs instruction that provides opportunities for students to learn through inquiry and exploration.

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

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Performance

1. The teacher engages all learners in developing higher order thinking skills.

~~***Standard 9: Professional Commitment and Responsibility – The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.***~~

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

~~***Principle 10: Partnerships – The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.***~~

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge

1. The teacher understands the significance of engaging in collaborative data-driven decision making.

Idaho Standards for Engineering Teachers

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

The following knowledge and performance statements for the Engineering Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge

1. The teacher understands how to design developmentally appropriate engineering activities and assignments.

Performance

1. The teacher designs and implements developmentally appropriate engineering activities and assignments.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Knowledge

1. The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address those needs.

2. The teacher understands how and when to provide appropriate accommodations that allow students to access academic content.

Performance

1. The teacher collaborates with other area specialists to distinguish between issues of learning disabilities and giftedness.

2. The teacher provides appropriate accommodations that allow students to access academic content.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Knowledge

1. The teacher understands the principles of effective classroom management (e.g., strategies that promote positive relationships, cooperation, conflict resolution, and purposeful learning).

2. The teacher understands the principles of motivation, both extrinsic and intrinsic, and human behavior.

3. The teacher knows the components of an effective classroom management plan.

4. The teacher understands how social groups function and influence individuals, and how individuals influence groups.

5. The teacher understands how participation, structure, and leadership promote democratic values in the classroom.

6. The teacher understands the relationship between classroom management, school district policies, building rules, and procedures governing student behavior.

Performance

1. The teacher recognizes factors and situations that are likely to promote or diminish intrinsic motivation and knows how to help students become self-motivated.

2. The teacher establishes a positive and safe climate in the classroom and laboratory, as well as participates in maintaining a healthy environment in the school as a whole.

3. The teacher designs and implements a classroom management plan that maximizes class productivity by organizing, allocating, and managing the resources of time, space, and activities, as well as clearly communicating curriculum goals and learning objectives.

4. The teacher utilizes a classroom management plan consistent with school district policies, building rules, and procedures governing student behavior.

5. The teacher creates a learning community in which students assume responsibility for themselves and one another, participate in decision-making, work collaboratively and independently, resolve conflicts, and engage in purposeful learning activities.

6. The teacher organizes, prepares students for, and monitors independent and group work that allows for the full and varied participation of all individuals.

7. The teacher engages students in individual and cooperative learning activities that helps the students develop the motivation to achieve (e.g., relating lessons to real-life situations, allowing students to have choices in their learning, and leading students to ask questions and pursue problems that are meaningful to them).

8. The teacher analyzes the classroom environment, making adjustments to enhance social relationships, student self-motivation and engagement, and productive work.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

1. The teacher understands the principles and concepts of engineering design.

2. The teacher understands the role of mathematics in engineering design and analysis.

3. The teacher understands the role of natural and physical sciences in engineering design and analysis.

4. The teacher understands the ethical issues and practices of the engineering profession.

5. The teacher understands the importance of team dynamics and project management in engineering projects.

Performance

1. The teacher applies the principles and concepts of engineering design in the solution of an engineering design problem.

2. The teacher can demonstrate the effects engineering has on the society, the environment and the global community.

3. The teacher is able to work in a learning community/project team.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

1. The teacher understands the communication needs of diverse learners.

2. The teacher knows how to use a variety of communication tools (e.g., audio-visual technology, computers, and the Internet) to support and enrich learning opportunities.

3. The teacher understands strategies for promoting student communication skills.

4. The teacher knows the symbols, terminology, and notations specific to engineering.

5. The teacher recognizes the importance of oral and written communication in the engineering discipline.

Performance

1. The teacher is a thoughtful and responsive listener.

2. The teacher adjusts communication so that it is developmentally and individually appropriate.

3. The teacher models effective communication strategies in conveying ideas and information and in asking questions to stimulate discussion and promote higher-order thinking.

4. The teacher supports and expands student skills in speaking, writing, reading, listening, and in using other mediums, consistent with engineering practices.

5. The teacher demonstrates the ability to communicate effectively orally and in writing.

6. The teacher adjusts communication in response to cultural differences (e.g., appropriate use of eye contact and interpretation of body language).

7. The teacher uses a variety of communication tools (e.g., audio-visual technologies, computers, and the Internet) to support and enrich learning opportunities.

8. The teacher uses the symbols, terminology, and notations specific to engineering.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Knowledge

1. The teacher understands the purposes of formative and summative assessment and evaluation.

2. The teacher knows how to use multiple strategies to assess individual student progress.

3. The teacher understands the characteristics, design, purposes, advantages, and limitations of

different types of assessment strategies.

4. The teacher knows how to use assessments in designing and modifying instruction.

5. The teacher knows how to select, construct, and use assessment strategies and instruments appropriate to students to measure engineering learning outcomes.

6. The teacher understands measurement theory and assessment-related concepts such as validity, reliability, bias, and scoring.

7. The teacher knows how to communicate assessment information and results to students, parents, colleagues, and stakeholders.

8. The teacher knows how to apply technology to facilitate effective assessment and evaluation strategies.

Performance

1. The teacher selects, constructs, and uses a variety of formal and informal assessment techniques to enhance the knowledge of individual students, evaluate student performance and progress, and modify teaching and learning strategies.

2. The teacher uses multiple assessment strategies to measure students' current level of performance in relation to curriculum goals and objectives.

3. The teacher appropriately uses assessment strategies to allow students to become aware of their strengths and needs and to encourage them to set personal goals for learning.

4. The teacher monitors student assessment data and adjusts instruction accordingly.

5. The teacher maintains records of student work and performance, and communicates student progress to students, parents, colleagues, and stakeholders.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge

1. The teacher understands how to apply knowledge regarding subject matter, learning theory, instructional strategies, curriculum development, and child and adolescent development to meet curriculum goals.

2. The teacher knows how to take into account such elements as instructional materials, individual student interests, needs, aptitudes, and community resources in planning instruction that creates an effective bridge between curriculum goals and student learning.

3. The teacher knows when and how to adjust plans to maximize student learning.

4. The teacher understands how curriculum alignment across grade levels and disciplines maximizes learning.

Performance

1. The teacher designs an engineering curriculum that aligns with high school and postsecondary engineering curricula.

2. The teacher designs curriculum to meet community and industry expectations.

3. The teacher, as an individual and a member of a team, selects and creates learning experiences that are appropriate for curriculum goals, relevant to students, and based on principles of effective instruction and performance modes.

4. The teacher creates short-range and long-range instructional plans, lessons, and activities that are differentiated to meet the developmental and individual needs of diverse students.

5. The teacher responds to unanticipated sources of input by adjusting plans to promote and capitalize on student performance and motivation.

6. The teacher develops and utilizes student assessments that align with curriculum goals and objectives.

7. The teacher modifies instructional plans based on student assessment and performance data.

8. The teacher integrates multiple perspectives into instructional planning, with attention to students' personal, family, and community experiences and cultural norms.

9. The teacher uses information from students, parents, colleagues, and school records to assist in planning instruction to meet individual student needs.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge

1. The teacher understands how instructional strategies impact processes associated with various kinds of learning.

2. The teacher understands the techniques and applications of various instructional strategies (e.g., cooperative learning, project-based learning, problem-based learning, direct instruction, discovery learning, whole group discussion, independent study, interdisciplinary instruction, manipulatives).

3. The teacher knows how to enhance learning through the use of a wide variety of materials,

human resources, and technology.

4. The teacher knows how to apply integrative STEM pedagogy.

Performance

1. The teacher evaluates methods for achieving learning goals and chooses various teaching strategies, materials, and technologies to meet instructional purposes and student needs.

2. The teacher uses multiple teaching and learning strategies to engage students in learning.

3. The teacher uses a variety of instructional tools and resources.

4. The teacher develops learning activities that integrate content from science, technology, engineering, arts, and mathematic disciplines.

5. The teacher uses practitioners from industry and the public sector as appropriate for the content area.

6. The teacher develops a scope and sequence of instruction related to the students' prior knowledge.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge

1. The teacher is knowledgeable about the different career opportunities for engineering.

2. The teacher knows the Code of Ethics for Idaho Professional Educators.

3. The teacher knows a variety of self-assessment strategies for reflecting on the practice of teaching.

4. The teacher is aware of the personal biases that affect teaching and knows the importance of presenting issues with objectivity, fairness, and respect.

5. The teacher knows where to find and how to access professional resources on teaching and subject matter.

6. The teacher understands the need for professional activity and collaboration beyond the school.

7. The teacher knows about professional organizations within education and his/her discipline.

8. The teacher understands the dynamics of change and recognizes that the field of education is

not static.

9. The teacher knows how to use educational technology to enhance productivity and professionalism.

Performance

1. The teacher practices behavior congruent with The Code of Ethics for Idaho Professional Educators.

2. The teacher adheres to local, state, and federal laws.

3. The teacher uses a variety of sources for evaluating his/her teaching (e.g., classroom observation, student achievement data, information from parents and students, and research).

4. The teacher uses self-reflection as a means of improving instruction.

5. The teacher participates in meaningful professional development opportunities in order to learn current, effective teaching practices.

6. The teacher stays abreast of professional literature, consults colleagues, and seeks other resources to support development as both a learner and a teacher.

7. The teacher engages in professional discourse about subject matter knowledge and pedagogy.

8. The teacher uses educational technology to enhance productivity and professionalism.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge

1. The teacher is aware of community issues and needs for design opportunities.

2. The teacher is aware of the importance of professional learning communities.

Performance

1. The teacher is able to adapt lessons to address community needs using the engineering design process.

2. The teacher actively seeks out and utilizes community resources to create engaging learning opportunities.

3. The teacher collaborates with other teachers across disciplines, as well as community

partners.

Glossary

Engineering: The profession in which knowledge of the mathematical and natural sciences gained by study, experience, and practice is applied with judgment to develop ways to utilize economically the materials and forces of nature for the benefit of mankind.

Engineering Design Process: A systematic problem-solving strategy, with criteria and constraints, used to develop many possible solutions to solve or satisfy human needs or wants and to narrow down the possible solutions to one final choice.

Engineering Technology: The part of the technological field that requires the application of scientific and engineering knowledge and methods combined with technical skills in support of engineering activities; it lies in the occupational spectrum between the craftsman and the engineer at the end of the spectrum closest to the engineer.

Integrative STEM: The application of technological/engineering design based pedagogical approaches to intentionally teach content and practices of science and mathematics education concurrently with content and practices of technology/engineering education. Integrative STEM Education is equally applicable at the natural intersections of learning within the continuum of content areas, educational environments, and academic levels.

Technology: Technology comprises the entire system of people and organizations, knowledge, processes, and devices that go into creating and operating technological artifacts, as well as the artifacts themselves.

Idaho Standards for English Language Arts Teachers

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

The following knowledge and performance statements for the English Language Arts Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

** These standards were aligned to the 2011 InTASC Model Core Teaching Standards and the 2012 NCTE/NCATE Standards for Initial Preparation of Teachers of Secondary English Language Arts. The language was written by a committee of content experts and has been adopted verbatim.*

Standard 1: Learner Development - The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Performance

1. Candidates demonstrate knowledge of developmental levels in reading, writing, listening, viewing, and speaking and plan for developmental stages and diverse ways of learning.

2. Candidates demonstrate knowledge about how adolescents read and make meaning of a wide range of texts (e.g. literature, poetry, informational text, and digital media).

3. Candidates demonstrate knowledge about how adolescents compose texts in a wide range of genres and formats including digital media.

Standard 2: Learning Difference - The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Performance

1. Candidates demonstrate knowledge of theories and research needed to plan and implement instruction responsive to students' local, national and international histories, individual identities (e.g., race, ethnicity, gender expression, age, appearance, ability, spiritual belief, sexual orientation, socioeconomic status, and community environment), and languages/dialects as they affect students' opportunities to learn in ELA.

2. Candidates design and/or implement instruction that incorporates students' linguistic and cultural backgrounds to enable skillful control over their rhetorical choices and language practices for a variety of audiences and purposes.

Standard 3: Learning Environments - The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Performance

1. Candidates use various types of data about their students' individual differences, identities, and funds of knowledge for literacy learning to create inclusive learning environments that contextualize curriculum and instruction and help students participate actively in their own learning in ELA (e.g. workshops, project based learning, guided writing, Socratic seminars, literature circles etc.).

Standard 4: Content Knowledge - The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Performance

1. Candidates demonstrate knowledge and use print and non-print texts, media texts, classic texts and contemporary texts, including young adult—that represent a range of world literatures, historical traditions, genres, and the experiences of different genders, ethnicities, and social classes; they are able to use literary theories to interpret and critique a range of texts.

2. Candidates demonstrate knowledge and use the conventions of English language as they relate to various rhetorical situations (grammar, usage, and mechanics); they apply the concept of dialect and relevant grammar systems (e.g., descriptive and prescriptive); they facilitate principles of language acquisition; they connect the influence of English language history on ELA content and its impact of language on society.

3. Candidates demonstrate knowledge and compose a range of formal and informal texts, taking into consideration the interrelationships among form, audience, context, and purpose; candidates understand that writing involves strategic and recursive processes across multiple stages (e.g. planning, drafting, revising, editing, and publishing); candidates use contemporary technologies and/or digital media to compose multimodal discourse.

4. Candidates demonstrate knowledge and use strategies for acquiring and applying vocabulary knowledge to general academic and domain specific words as well as unknown terms important to comprehension (reading and listening) or expression (speaking and writing).

Standard 5: Application of Content - The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Performance

1. Candidates design and/or implement instruction related to the strategic use of language conventions (grammar, usage, and mechanics) in the context of students' writing for different audiences, purposes, and modalities.

2. Candidates design and/or implement English language arts and literacy instruction that promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society.

3. Candidates design and/or implement instruction related to a breadth and depth of texts, purposes, and complexities (e.g., literature, digital, visual, informative, argument, narrative, poetic) that lead to students becoming independent, critical, and strategic readers, writers, speakers, and listeners.

4. Candidates design and/or implement instruction related to speaking and listening that lead to students becoming critical and active participants in conversations and collaborations.

Standard 6: Assessment - The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Performance

1. Candidates design a range of authentic assessments (e.g., formal and informal, formative and summative) of reading and literature that demonstrate an understanding of how learners develop and that address interpretive, critical, and evaluative abilities in reading, writing, speaking, listening, viewing, and presenting.

2. Candidates design or knowledgeably select appropriate reading assessments in response to student interests, reading proficiencies, and/or reading strategies.

3. Candidates design or knowledgeably select a range of assessments for students that promote their development as writers, are appropriate to the writing task, and are consistent with current research and theory. Candidates respond to students' writing throughout the students' writing processes in ways that engage students' ideas and encourage their growth as writers over time.

4. Candidates differentiate instruction based on multiple kinds of assessments of learning in English language arts (e.g., students' self-assessments, formal assessments, informal assessments); candidates communicate with students about their performance in ways that actively involve students in their own learning.

Standard 7: Planning for Instruction - The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Performance

1. Candidates plan instruction which, when appropriate, reflects curriculum integration and incorporates interdisciplinary teaching methods and materials which includes reading, writing, speaking, listening, and language.

2. Candidates plan standards-based, coherent and relevant learning experiences in reading that reflect knowledge of current theory and research about the teaching and learning of reading and that utilize individual and collaborative approaches and a variety of reading strategies.

3. Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent and relevant composing experiences that utilize individual and collaborative approaches and contemporary technologies and reflect an understanding of writing processes and strategies in different genres for a variety of purposes and audiences.

4. Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent and relevant learning experiences utilizing a range of different texts—across genres, periods, forms, authors, cultures, and various forms of media—and instructional strategies that are motivating and accessible to all students, including English language learners, students with special needs, students from diverse language and learning backgrounds, those designated as high achieving, and those at risk of failure.

Standard 8: Instructional Strategies - The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Performance

1. Candidates plan and implement instruction based on ELA curricular requirements and standards, school and community contexts by selecting, creating, and using a variety of instructional strategies and resources specific to effective literacy instruction, including contemporary technologies and digital media., and knowledge about students' linguistic and cultural backgrounds.

Standard 9: Professional Learning and Ethical Practice - The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Performance

1. Candidates model literate and ethical practices in ELA teaching, and engage in a variety of experiences related to ELA and reflect on their own professional practices.

Standard 10: Leadership and Collaboration - The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Performance

1. Candidates engage in and reflect on a variety of experiences related to ELA that demonstrate understanding of and readiness for leadership, collaboration, ongoing professional development, and community engagement.

Idaho Standards for Gifted and Talented Education Professionals

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

The following knowledge and performance statements for the Gifted and Talented Education Professional Standards are widely recognized, but not all-encompassing or absolute indicators that candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

The Idaho Standards for Gifted and Talented Education Professionals incorporate the National Association for Gifted Children (NAGC) and the Council for Exceptional Children (CEC) Gifted Educator Preparation Standards (2014).

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, his/her content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

** This language was written by a committee of content experts in 2013, and has been adopted verbatim.*

Standard 1: Learner Development - The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge

1. Beginning gifted education professionals understand the variations in learning and development between and among individuals with exceptionalities.

2. Beginning gifted education professionals understand the social and emotional issues of individuals with gifts and talents (e.g., perfectionism, underachievement, risk taking, and asynchronous development).

3. Beginning gifted education professionals understand the theories related to the highly sensitive nature of individuals with gifts and talents.

4. Beginning gifted education professionals understand the moral and ethical challenges of individuals with gifts and talents.

5. Beginning gifted education professionals understand the need for appropriate social and emotional counseling of individuals with gifts and talents.

6. Beginning gifted education professionals understand the common misconceptions, myths and stereotypes about individuals with gifts and talents.

Performance

1. Beginning gifted education professionals demonstrate their knowledge of variations in learning and development between and among individuals with gifts and talents by creating meaningful and challenging learning experiences.

2. Beginning gifted education professionals identify, evaluate, develop, and implement strategies and resources to address the social and emotional needs of individuals with gifts and talents.

3. Beginning gifted education professionals engage students in learning opportunities that develop moral and ethical dispositions.

4. Beginning gifted education professionals advocate for individuals with gifts and talents by debunking common misconceptions, myths and stereotypes associated with giftedness.

Supporting Explanation for Standard 1:

From its roots, gifted educators have placed the learning needs of the individual at the center of gifted education instruction. Gifted educators have altered instructional variables to optimize learning for individuals with gifts and talents. Development of expertise begins with a thorough understanding of and respect for similarities and differences in all areas of human growth and development. Like all educators, beginning gifted educators first respect individuals with gifts and talents within the context of human development and Individual learning differences. Not only do beginning gifted educators understand advanced developmental milestones of individuals with gifts and talents from early childhood through adolescence, but they also understand how exceptionalities can interact with development and learning, and modify developmentally appropriate learning environments to provide relevant, meaningful, and challenging learning experiences for individuals with gifts and talents.

Standard 2: Learning Differences - The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Knowledge

1. Beginning gifted education professionals understand how language, culture, economic status, family background, age, gender, learning disabilities, and other disabilities can influence the learning of individuals with gifts and talents.

Performance

1. Beginning gifted education professionals identify and provide appropriate differentiated curriculum that targets individual students' needs with respect to an individual's high performing capabilities in intellectual, creative, specific academic, leadership areas, or ability in the performing or visual arts.

2. Beginning gifted education professionals use understanding of development and individual differences to respond to the needs of individuals with gifts and talents.

Supporting Explanation for Standard 2:

Beginning gifted educators understand the variation in characteristics between and among individuals with and without gifts and talents. They know exceptionalities can interact with multiple domains of human development to influence an individual's learning in school, community, and throughout life. Moreover, they understand that the beliefs, traditions, and values across and within cultures can influence relationships among and between students, their families, and the school community. Furthermore, these experiences of individuals with exceptionalities can influence the individual's ability to learn, interact socially, and live as fulfilled contributing members of the community.

Beginning gifted educators are active and resourceful in seeking to understand how primary language, culture, family, and learning disabilities interact with the individual's gifts and talents to influence academic and social abilities, attitudes, values, interests, and career and post-secondary options.

These learning differences and their interactions provide the foundation upon which beginning gifted educators differentiate instruction, create adaptations and instructional support in order to provide developmentally meaningful and challenging learning for individuals with exceptionalities.

Standard 3: Learning Environments - The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Knowledge

1. Beginning gifted education professionals understand the elements of safe, inclusive, and culturally responsive learning environments so that individuals with gifts and talents become active and effective learners and develop emotional well-being, positive social interactions, independence, and self-advocacy.

Performance

1. Beginning gifted education professionals collaborate with general educators and other colleagues to create safe, inclusive, culturally responsive learning environments that engage individuals with gifts and talents in meaningful learning activities and social interactions. They take into account individual abilities and needs and develop emotional well-being, positive social interactions, independence, and self-advocacy.

2. Beginning gifted education professionals use communication and motivational and instructional interventions to facilitate understanding of subject matter and to teach individuals with gifts and talents how to adapt to different environments and develop leadership skills.

3. Beginning gifted education professionals match their communication methods to an individual's language proficiency and cultural and linguistic differences.

Supporting Explanation for Standard 3:
Like all educators, beginning gifted educators develop safe, inclusive, culturally responsive learning environments for all students. They also collaborate with colleagues in general education and other specialized environments that develop students' gifts and talents, engaging them in meaningful learning activities that enhance independence, interdependence, and positive peer-relationships.

Beginning gifted educators modify learning environments for individual needs. Knowledge regarding an individual's language, family, culture, and other significant contextual factors and how they interact with an individual's gifts and talents guides the beginning gifted educator in modifying learning environments and providing for the maintenance and generalization of acquired skills across environments and subjects. They match their communication methods to an individual's language proficiency and cultural and linguistic differences, avoiding discrimination and stereotyping.

Beginning gifted educators structure environments to encourage self-awareness, self-efficacy, self-direction, personal empowerment, leadership, and self-advocacy of individuals with gifts and talents and directly teach them to adapt to the expectations and demands of differing environments.

Standard 4: Content Knowledge - The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge
1. Beginning gifted education professionals understand the central concepts and structures of the disciplines and tools of inquiry related to the various academic content areas they teach or support.

Performance
1. Beginning gifted education professionals organize content knowledge, integrate cross – disciplinary skills, and develop meaningful learning progressions to help individuals with gifts and talents in academic subject matter and specialized content domains.

Supporting Explanation for Standards 4 & 5:
The professional knowledge base in general education has made clear that the educators' understanding of the central concepts and structures of the discipline and tools of inquiry related to the academic subject- matter content areas they teach makes a significant difference in student learning. There is good reason to generalize this conclusion to gifted educators.

Within the general curricula, beginning gifted educators demonstrate in their planning and teaching, a solid base of understanding of the theories, central concepts and principles, structures of the discipline, and tools of inquiry of the academic subject-matter content areas they teach so they are able to organize knowledge, integrate cross-disciplinary skills, develop meaningful learning progressions and collaborate with educators in:

- Using assessments to select, adapt, and create materials to differentiate instructional strategies and general and specialized curricula to challenge individuals with gifts and talents.

- Teaching the content of the general or specialized curriculum to individuals with gifts and talents across a wide range of advanced performance levels.

- Designing appropriate learning and performance modifications for individuals with gifts and talents in academic subject matter and specialized content domains that incorporate advanced, conceptually challenging, in-depth, distinctive, and complex content.

Additionally, beginning gifted educators use a variety of specialized curricula to individualize meaningful and challenging learning for individuals with exceptionalities.

Standard 5: Application of Content - The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge
1. Beginning gifted education professionals understand general and specialized curriculum models to create advanced, conceptually challenging, in-depth, distinctive, and complex learning experiences across a wide range of advanced knowledge and performance levels.

2. Beginning gifted education professionals understand the responsibility of School Districts outlined in Idaho Code 33-2003, as well as the definition of Gifted/Talented Children defined in Idaho Code 33-2001-04 with respect to high performing capabilities in intellectual, creative, specific academic or leadership areas, or ability in the performing or visual arts.

Performance
1. Beginning gifted education professionals implement general and specialized curriculum to create advanced, conceptually challenging, in-depth, distinctive, and complex learning experiences across a wide range of advanced knowledge and performance levels.

2. Beginning gifted education professionals implement the components of Idaho Codes 33-2001-04 and 33-2003 with respect to individuals with high performing capabilities in intellectual, creative, specific academic or leadership areas, or ability in the performing or visual arts.

Standard 6: Assessment - The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Knowledge

1. Beginning gifted education professionals understand the appropriate use and limitations of various types of assessments.

2. Beginning gifted education professionals understand how to select and use technically sound formal and informal assessments that minimize bias.

Performance

1. Beginning gifted education professionals use pre-assessment and formative/summative assessments. They select, adapt, and create materials to differentiate strategies and create curricula that challenges and ensures growth of individuals with gifts and talents

2. Beginning gifted education professionals conduct and analyze formal and informal assessments of learning and achievement related to gifted and talented referral/nomination, identification, program planning, and other services for individuals with gifts and talents

3. Beginning gifted education professionals use assessment data to foster and document sustained growth over time of individuals with gifts and talents

4. Beginning gifted education professionals use various types of assessment data to collaborate with families and colleagues to assure appropriate, non-biased, and meaningful assessment to develop long- and short-range goals and objectives

5. Beginning gifted education professionals engage individuals with gifts and talents in assessing the quality of their own learning and performance and in providing feedback to guide them in setting future goals and objectives.

Supporting Explanation for Standard 6:

Like all educators, beginning gifted educators understand measurement theory and practice for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results. Beginning gifted educators understand the policies and ethical principles of measurement and assessment related to gifted education referral/nomination, identification, planning, differentiated instruction, learning progress, and services for individuals with gifts and talents, including individuals from culturally and linguistically diverse backgrounds.

Beginning gifted educators understand the appropriate use and limitations of various types of assessments and collaborate with families and other colleagues to assure nonbiased, meaningful assessments and decision-making.

Beginning gifted educators select and use assessment information to support a wide variety of decisions within gifted education. They conduct formal and informal assessments of behavior, learning, achievement, and environments to differentiate the learning experiences and document the growth and development of individuals with gifts and talents. Moreover, they differentiate assessments to identify above level performances and to accelerate and enrich the general curriculum. Beginning gifted educators use available technologies routinely to support their assessments and employ alternative assessments such as performance-based assessment, portfolios, and computer simulations.

Using these data, beginning gifted educators make multiple types of assessment decisions including strategic adaptations and modifications in response to an individuals' constellation of social, linguistic, and learning factors in ways to minimize bias. They also use the results of assessments to develop long- range instructional plans anchored in both general and specialized curricula, and they translate these plans into carefully selected shorter-range goals and objectives to differentiate instruction. Moreover, beginning gifted educators engage individuals with gifts and talents in assessing the quality of their own learning and performance and in providing feedback to guide them in setting future goals and objectives.

Like their general education colleagues, beginning gifted educators regularly monitor the learning progress of individuals with gifts and talents in both general and specialized content and make instructional adjustments based on these data.

Standard 7: Planning for Instruction - The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge

1. Beginning gifted education professionals understand the rationale, history, philosophies, theories, definitions, and models of gifted and talented education.

2. Beginning gifted education professionals know principles of evidence-based practice and possess a repertoire of instructional strategies to enhance critical and creative thinking, problem-solving, and performance skills of individuals with gifts and talents.

3. Beginning gifted education professionals understand curriculum design that includes content, process, product, and learning environment to differentiate instruction to meet the needs of individuals with gifts and talents.

4. Beginning gifted education professionals understand how to develop curriculum in the five mandated areas: intellectual, creative, specific academic, leadership, and visual/performing arts.

Performance

1. Beginning gifted education professionals select and utilize a repertoire of evidence-based curriculum and instructional strategies to advance the learning of individuals with gifts and talents.

2. Beginning gifted education professionals use technologies to support assessment, planning, and delivery of instruction for individuals with gifts and talents.

3. Beginning gifted education professionals collaborate with families and professional colleagues in selecting, adapting, and using evidence-based strategies to promote challenging learning opportunities in general and specialized curricula.

Supporting Explanation for Standard 7:

In the selection, development, and adaptation of learning experiences for individuals with gifts and talents, beginning gifted educators consider an individual's abilities, interests, learning environments and cultural and linguistic factors to promote positive learning results in general and special curricula. Understanding these factors and curriculum models, as well as the implications of being gifted and talented, guides the educator's development of scope and sequence plans; selection, adaptation and creation of learning activities; and use of differentiated evidence-based instructional strategies.

Moreover, beginning gifted educators facilitate these actions in a collaborative context that includes individuals with gifts and talents, families, professional colleagues, and personnel from other agencies as appropriate. They are familiar with alternative and augmentative communication systems and are comfortable using technologies to support language and communication, instructional planning and individualized instruction for individuals with exceptionalities.

Standard 8: Instructional Strategies - The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge

1. Beginning gifted education professionals understand a variety of differentiated instructional strategies to advance individuals with gifts and talents.

Performance

1. Beginning gifted education professionals use and adapt a repertoire of evidence-based curriculum and instructional strategies to advance the learning of individuals with gifts and talents.

2. Beginning gifted education professionals use technologies to support instruction for individuals with gifts and talents

3. Beginning gifted education professionals emphasize the development, practice, and transfer of advanced knowledge and skills leading individuals with gifts and talents to become creative and productive citizens.

4. Beginning gifted education professionals use curriculum design that includes content, process, product, and learning environment to address the needs of individuals with gifts and talents.

5. Beginning gifted education professionals develop and deliver curriculum in five mandated areas: intellectual, creative, specific academic, leadership, and visual/performing arts.

Supporting Explanation for Standard 8:
Beginning gifted educators possess a repertoire of evidence-based strategies to differentiate and accelerate the curriculum for individuals with gifts and talents. They select, adapt, and use these strategies to promote challenging learning opportunities in general and special curricula and to modify learning environments to enhance self-awareness and self-efficacy for individuals with gifts and talents. They enhance 21st Century student outcomes such as critical and creative thinking, problem solving, collaboration, and performance skills in specific domains and allow individuals with gifts and talents opportunities to explore, develop or research their areas of interest or talent. Beginning gifted educators also emphasize the development, practice, and transfer of advanced knowledge and skills across environments throughout the lifespan leading to creative, productive careers in society for individuals with gifts and talents.

Standard 9: Professional Learning and Ethical Practice - The teacher engages in ongoing professional learning and uses evidence to evaluate continually his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge
1. Beginning gifted education professionals understand how foundational knowledge, perspectives, and current issues influence professional practice and the education and treatment of individuals with gifts and talents, both in school and society.

2. Beginning gifted education professionals are aware of their own professional development needs and understand the significance of lifelong learning.

Performance

1. Beginning gifted education professionals use foundational knowledge of the field and their professional Ethical Principles and Program Standards to inform gifted education practice, to engage in lifelong learning, and to advance the profession.

2. Beginning gifted education professionals model respect for diversity, understanding that diversity is a part of families, cultures, and schools, and that complex human issues can interact with identification of individuals with gifts and talents and the delivery of gifted services.

3. Beginning gifted education professionals advance the gifted education profession through participation in professional activities, learning communities, advocacy, and mentoring.

Supporting Explanation for Standard 9:
Beginning gifted educators practice in multiple roles and complex situations across wide age and developmental ranges requiring ongoing attention to legal matters and serious consideration of professional and ethical issues. Ethical principles and Program Standards guide beginning gifted educators. These principles and standards provide benchmarks by which gifted educators practice and evaluate one another professionally.

Beginning gifted educators understand gifted education as an evolving and changing discipline based on philosophies, evidence-based principles and theories, policies, and historical points of view that continue to influence the field of gifted education and the education of and services for individuals with gifts and talents and their families in both school and society. Beginning gifted educators understand how these factors influence professional practice including assessment, instructional planning, services, and program evaluation.

Beginning gifted educators are sensitive to the aspects of diversity relating to individuals with gifts and talents and their families, how human diversity can influence families, cultures, and schools, and how these complex issues can each interact with the delivery of gifted education services. Of special significance is the growth in the number and prevalence of English Language Learners (ELL) and the provision of effective gifted education services for ELL with exceptionalities and their families.

Beginning gifted educators also understand the relationships of the organization of gifted education services to the organization of schools, school systems, and education-related agencies within the country and cultures in which they practice. They are aware of how their own and others' attitudes, behaviors, and ways of communicating can influence their practice, and use this knowledge as a foundation to inform their own personal understandings and philosophies of special education.

Beginning gifted educators engage in professional activities and participate actively in professional learning communities that benefit individuals with gifts and talents, their families, colleagues, and their own professional growth. They view themselves as lifelong learners and regularly reflect on and adjust their practice, and develop and use personalized professional development plans. They plan and engage in activities that foster their professional growth and keep them current with evidence-based practices and know how to recognize their own skill limits and practice within them.

Moreover, educators of the gifted embrace their special role as advocate for individuals with gifts and talents. They promote and advocate for the learning and wellbeing of individuals with gifts and talents across settings and diverse learning experiences.

Standard 10: Leadership and Collaboration - The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge

1. Beginning gifted education professionals understand the theory and elements of effective collaboration.

2. Beginning gifted education professionals understand the components of a district plan for individuals with gifts and talents, including philosophy, definitions, goals, program options, identification procedures, and evaluation; how to develop a district plan; and the array of program options and services available for individuals with gifts and talents.

3. Beginning gifted education professionals understand effective implementation and evaluation of gifted and talented programs.

Performance

1. Beginning gifted education professionals collaborate with families, other educators and related service providers, individuals with gifts and talents, and personnel from community agencies in culturally responsive ways to address the needs of individuals with gifts and talents across a range of learning experiences.

2. Beginning gifted education professionals serve as a collaborative resource to colleagues.

3. Beginning gifted education professionals educate parents, other family members, and colleagues about the social and emotional needs and development of gifted and talented students.

4. Beginning gifted education professionals use collaboration to promote the well-being of individuals with gifts and talents across a wide range of settings and collaborators.

5. Beginning gifted education professionals use a variety of technologies and techniques to facilitate learning and communication.

6. Beginning gifted education professionals educate colleagues, parents/guardians, and others about the common misconceptions, myths, stereotypes, and controversial issues related to gifted and talented education.

7. Beginning gifted education professionals identify and implement extension and acceleration options for individuals with gifts and talents.

8. Beginning gifted education professionals match student needs with appropriate program options and services.

Supporting Explanation for Standard 10:
One of the significant changes in education over the past several decades is the rapid growth of collaborative educational teams to address the educational needs of students. The diversity of the students, complexity of curricular demands, growing influence of technology, and the rising targets for learning outcomes in the 21st century has created the demand for teams of educators collaborating together to ensure all students are effectively learning challenging curricula.

Beginning gifted educators embrace their role as a resource to colleagues and use the theory and elements of collaboration across a wide range of contexts and collaborators.

They collaborate with their general education and other special education colleagues to create learning environments that meaningfully include individuals with gifts and talents, and that foster cultural understanding, safety and emotional wellbeing, positive social interactions, and active engagement. Additionally, beginning gifted educators use collaboration to facilitate differentiated assessment and instructional planning to advance learning of individuals with gifts and talents across a wide range of settings and different learning experiences. They routinely collaborate with other educators in developing mentorships, internships, and vocational programming experiences to address the needs of individuals with gifts and talents.

Gifted educators have long recognized the positive significance of the active involvement of individuals with gifts and talents and their families in the education process, and gifted educators involve individuals with gifts and talents and their families collaboratively in all aspects of the education of individuals with gifts and talents.

Glossary

General Curricula:
As used "general curricula," means the academic content of the general curricula including math, reading, English/language arts, science, social studies, and the arts.

Specialized Curricula:
As used "specialized curricula," means the content of specialized interventions or sets of interventions including but not limited to academic, strategic, communicative, social, emotional, and independent research curricula.

Special Education Services:
Special education services are personalized, i.e. individualized, services that appropriately credentialed gifted educators provide directly or indirectly to individuals with exceptionalities.

Individuals with Exceptionalities:
Individuals with exceptionalities include individuals with sensory, physical, emotional, social, cognitive differences, developmentally delays, exceptional gifts and talents; and individuals who are or have been abused or neglected; whose needs differ so as to require personalized special education services in addition to or in tandem with educational services available through general education programs and other human service delivery systems.

Instructional Strategies:
Instructional strategies as used throughout this document include interventions used in academic and specialized curricula.

Idaho Standards for Health Teachers

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

The following knowledge and performance statements for the Health Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Knowledge

1. The teacher understands developmentally appropriate practices that engage students in health-enhancing behaviors.

2. The teacher knows strategies to help students develop the essential skills necessary to adopt, practice, and maintain health-enhancing behaviors (National Health Education Standards, 2nd Edition-American Cancer Society)..

Performance

1. The teacher encourages students to incorporate positive health-enhancing behaviors inside and outside the school setting.

2. The teacher helps students learn and use personal and social behaviors that promote positive relationships (e.g., avoiding abusive relationships, using refusal skills, setting life goals, and making healthy decisions).

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

1. The teacher understands Elementary and Secondary methods for teaching health literacy to include the following content areas of health:; Alcohol, Tobacco, & Other Drugs; Nutrition & Physical Activity; Injury Prevention & Safety; Mental, Emotional & Social Health; Prevention & Control of Disease; Consumer & Community Health; Growth, Development & Family Life; and Environmental Health.

2. The teacher understands the following health risk behaviors: Tobacco, Alcohol, and Other Drug use; Sexually Transmitted Diseases (STDs), including sexual behaviors resulting in human immunodeficiency virus (HIV), and unplanned pregnancies; Poor Dietary Behaviors; Lack of or Excessive Physical Activity; and Behaviors resulting in Intentional Injury.

3. The teacher understands the relationship between health education content areas and youth risk behaviors.

4. The teacher understands how to implement Common Core State Standards for Literacy in Technical Subjects (Health) for grades 6-12.

5. The teacher understands Elementary and Secondary methods for teaching Health Skills to include: Analyzing Influences; Accessing Information; Interpersonal Communication; Decision Making; Goal Setting; Practicing Health Behaviors; and Advocacy.

Performance

1. The teacher instructs students about increasing health-enhancing behaviors, resulting in the reduction of health-risk behaviors.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

1. The teacher recognizes that student jargon and slang associated with high-risk behaviors is ever changing.

Performance

1. The teacher identifies and defines student jargon/slang associated with high-risk behaviors and translates this jargon/slang into terminology appropriate to the educational setting.

2. The teacher facilitates responsible decision making, goal setting, and alternatives to high-risk behaviors that enhance health.

3. The teacher creates a respectful and safe learning environment that is sensitive to controversial health issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge

1. The teacher understands how positive evidence based community health values and practices play a role in the planning process.

2. The teacher understands how to access valid, appropriate health information and health-promoting products and services, as it relates to the planning process.

3. The teacher understands the influence of culture, media, technology, and other factors on health, as it relates to the planning process.

4. The teacher knows when and how to access valid health resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).

Performance

1. The teacher modifies instruction to reflect current health-related research and local health policies.

2. The teacher accesses valid, appropriate health information and health-promoting products and services.

3. The teacher analyzes the influence of culture, media, technology, and other factors on health and imbeds them in the planning process.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge

1. The teacher knows the laws and codes specific to health education and health services to minors.

Performance

1. The teacher uses appropriate interventions following the identification, disclosure, or suspicion of student involvement in a high-risk behavior.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge

1. The teacher understands methods of advocating for personal, family, and community health (e.g., letters to editor, community service projects, health fairs, health races/walks).

Performance

1. The teacher advocates for a positive school culture toward health and health education. (http://www.shapeamerica.org/standards/health/)

Idaho Standards for Literacy Teachers

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

The following knowledge and performance statements for the Literacy Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

*For the purposes of these standards, the term "literacy" includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards.

* This language was written by a committee of content experts and has been adopted verbatim.

Standard 1: Learner Development - The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

*For the purposes of these standards, the term "literacy" includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards.

Performance

1. Demonstrate knowledge of developmental progressions for reading and writing and how these interface with assessment and instruction to meet diverse needs of students.

Standard 2: Learning Differences - The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

*For the purposes of these standards, the term "literacy" includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards.

Performance

1. Model fair-mindedness, empathy, and ethical behavior when teaching students and working with other professionals.

2. Demonstrate an understanding of the ways in which diversity influences the reading and writing development of students, especially those who struggle to acquire literacy skills and strategies.

3. Provide students with linguistic, academic, and cultural experiences that link their communities with the school.

4. Adapt instructional materials and approaches to meet the language-proficiency needs of English learners and students who struggle to acquire literacy skills and strategies.

Standard 3: Learning Environments - The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

*For the purposes of these standards, the term "literacy" includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards.

Performance

1. Arrange instructional areas to provide easy access to books and other instructional materials for a variety of individual, small-group, and whole-class activities and support teachers in doing the same.

2. Modify the arrangements to accommodate students' changing needs.

3. Create supportive social environments for all students, especially those who struggle to acquire literacy skills and strategies.

4. Create supportive environments where English learners are encouraged and given many opportunities to use English.

5. Understand the role of routines in creating and maintaining positive learning environments for reading and writing instruction using traditional print, digital, and online resources.

6. Create effective routines for all students, especially those who struggle to acquire literacy skills and strategies.

Standard 4: Content Knowledge - The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

*For the purposes of these standards, the term "literacy" includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards.

Performance

1. Interprets major theories of reading and writing processes and development to understand the needs of all readers in diverse contexts.

2. Analyzes classroom environment quality for fostering individual motivation to read and write (e.g., access to print, choice, challenge, and interests).

3. Reads and understands the literature and research about factors that contribute to reading success (e.g., social, cognitive, and physical).

4. Demonstrates knowledge of and a critical stance toward a wide variety of quality traditional print, digital, and online resources.

5. Demonstrates knowledge of variables of text complexity and use them in the analysis of classroom materials.

6. Demonstrates knowledge of literacy skills and strategies demanded for online reading, comprehension and research.

7. Demonstrates knowledge of the key concepts of literacy components and their interconnections as delineated in the Idaho Content Standards to include, but may not be limited to; Reading (Reading for Literature , Reading for Informational text, and Reading Foundational Skills) based on grade level appropriateness and developmental needs of student(s) being addressed, Writing, Speaking and Listening, and Language.

Standard 5: Application of Content - The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

*For the purposes of these standards, the term "literacy" includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards.

Knowledge

1. Understands how literacy (reading and writing) occurs across all subject disciplines

Performance

1. Plans instruction addressing content area literacy according to local, state, and/or national standards.

2. Uses digital resources appropriately to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

3. Incorporates all aspects of literacy across content areas for instructional planning.

Standard 6: Assessment - The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

*For the purposes of these standards, the term "literacy" includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards.

Performance

1. Demonstrate an understanding of the literature and research related to assessments and their uses and misuses.

2. Demonstrate an understanding of established purposes for assessing the performance of all readers, including tools for screening, diagnosis, progress monitoring, and measuring outcomes.

3. Recognize the basic technical adequacy of assessments (e.g., reliability, content, and construct validity).

4. Explain district and state assessment frameworks, proficiency standards, and student benchmarks.

5. Administer and interpret appropriate assessments for students, especially those who struggle with reading and writing.

6. Use multiple data sources to analyze individual readers' performance and to plan instruction and intervention.

7. Analyze and use assessment data to examine the effectiveness of specific intervention practices and students' responses to instruction.

8. Demonstrate the ability to communicate results of assessments to teachers and parents.

Standard 7: Planning for Instruction - The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

*For the purposes of these standards, the term "literacy" includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards

Performance

1. Demonstrate an understanding of the research and literature that undergirds literacy instruction for all pre-K–12 students including the range of text types recommended by the Idaho Content Standards.

2. Develop and implement the curriculum to meet the specific needs of students who struggle with reading literacy.

3. Provide differentiated instruction and instructional materials, including traditional print, digital, and online resources that capitalize on diversity.

4. Develop instruction anchored in the concepts of text complexity that is developmentally appropriate, with special attention to struggling literacy learners and diverse learners.

5. Develop instruction that includes rich and diverse experiences in digital environments to help all learners, especially struggling readers/writers, to be successful in New Literacies.

Standard 8: Instructional Strategies - The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

*For the purposes of these standards, the term "literacy" includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards

Performance

1. Selects and modifies instructional strategies, approaches, and routines based on professional literature and research.

2. Provide appropriate in-depth instruction for all readers and writers, especially those who struggle with reading and writing.

3. As needed, adapt instructional materials and approaches to meet the language-proficiency needs of English learners and students who struggle to learn to read and write.

4. Use a variety of grouping practices to meet the needs of all students, especially those who struggle with reading and writing.

Standard 9: Professional Learning and Ethical Practice - The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

*For the purposes of these standards, the term "literacy" includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards

Performance

1. Promote the value of reading and writing in and out of school by modeling a positive attitude toward reading and writing with students, colleagues, administrators, and parents and guardians.

2. Demonstrate effective use of technology for improving student learning.

Standard 10: Leadership and Collaboration - The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

*For the purposes of these standards, the term "literacy" includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards Performance

Performance

1. Demonstrate the ability to hold effective conversations (e.g., for planning and reflective problem solving) with individuals and groups of teachers, work collaboratively with teachers and administrators.

2. Demonstrate an understanding of local, state, and national policies that affect reading and writing instruction.

3. Collaborate with others to build strong home-to-school and school-to-home literacy connections.

Idaho Standards for Mathematics Teachers

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

The following knowledge and performance statements for the Mathematics Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

~~*This language was written by a committee of content experts and has been adopted verbatim.~~

~~***Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn mathematics and develop mathematical thinking, and provides opportunities that support their intellectual, social, and personal development.***~~
Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge

1. The teacher knows how to ~~make use of~~ recognize students' mathematical development, knowledge, understandings, ways of thinking, mathematical dispositions, interests, and experiences.

2. The teacher knows ~~how to plan~~ of learning ~~activities~~ progressions and learning trajectories that ~~respect and value~~ move students~~' ideas, ways of thinking, and~~ toward more sophisticated mathematical ~~dispositions~~ reasoning.

Performance

1. The teacher encourages students to make connections and develop a cohesive framework for mathematical ideas.

2. The teacher applies knowledge of learning progressions and trajectories when creating assignments, assessments, and lessons.

3~~2~~. The teacher plans and ~~delivers~~ facilitates learning activities that ~~respect and~~ value students' ideas~~,~~ and guide the development of students' ways of thinking, and ~~promotes positive~~ mathematical dispositions in line with research-based learning progressions.

~~***Standard 3: Modifying Instruction for Individual Needs – The teacher understands how students differ in their approaches to learning mathematics and creates instructional opportunities that are adapted to learners with diverse needs.***~~
Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Knowledge

1. The teacher knows how to ~~create tasks at a variety of~~ design lessons at appropriate levels of mathematical development, knowledge, understanding, and experience.

2. The teacher knows how to use assessment data and appropriate interventions for students.

Performance

1. The teacher ~~assists students in learning sound and significant mathematics and in developing a positive disposition toward mathematics by adapting and changing activities as needed~~ adjusts and modifies instruction while adhering to the content standards, in order to ensure mathematical understanding for all students.

~~***Standard 5: Classroom Motivation and Management Skills – The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.***~~
Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

~~***Standard 1: Knowledge of Subject Matter – The teacher understands the central concepts, tools of inquiry, and structures of mathematics and creates learning experiences that make these aspects of mathematics meaningful for learners.***~~
Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

1. The teacher knows a variety of problem-solving approaches for investigating and understanding mathematics.

2. The teacher understands concepts (as recommended by state and national mathematics education organizations) and applications of number and quantity, algebra, geometry (Euclidean and transformational), statistics (descriptive and infernal) and data analysis, and probability, functions, and trigonometry, and has the specialized and pedagogical content

knowledge for teaching necessary for those concepts and applications to be implemented in the 6-12 curriculum.

3. The teacher understands the major concepts of geometry (Euclidean and non- Euclidean) and trigonometry knows how to make use of hands-on, visual, and symbolic mathematical models in all domains of mathematics.

4. The teacher understands basic concepts of number theory and number systems.

5. The teacher understands concepts of measurement.

6. The teacher understands the concepts of limit, continuity, differentiation, integration, and the techniques and application of calculus.

7. The teacher understands the techniques and applications of statistics, data analysis, and probability (e.g., random variable and distribution functions).

8 4. The teacher knows how to effectively evaluate the legitimacy of use mathematical argument and proof to evaluate the legitimacy and efficiency of alternative algorithms, strategies, conceptions, and makes connections between them.

9 5. The teacher knows the standards for mathematical practice, how to engage students in the use of those practices, and how they have shaped the discipline understands the historical and cultural significance of mathematics and the changing ways individuals learn, teach, and do mathematics.

Performance

1. The teacher incorporates the historical perspective and current development of mathematics in teaching students connects the abstract and the concrete and asks useful questions to clarify or improve reasoning.

2. The teacher applies appropriate and correct mathematical concepts in creating learning experiences uses hands-on, visual, and symbolic mathematical models in all domains of mathematics.

3. The teacher uses mathematical argument and proof to evaluate the legitimacy and efficiency of alternative algorithms, strategies, and conceptions, and makes connections between them.

4. The teacher implements the standards for mathematical practice and engages students in the use of those practices.

Standard 6: Communication Skills – The teacher uses a variety of communication techniques including verbal, nonverbal, and media to foster mathematical inquiry, collaboration, and supportive interaction in and beyond the classroom.

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

1. The teacher knows ~~and uses appropriate~~ how to apply mathematic~~al~~s ~~vocabulary/terminology~~ content and practice to other disciplines, including (but not limited to) engineering, science, personal finance, and business.

Performance

1. The teacher ~~encourages students to use appropriate~~ applies mathematic~~al~~s ~~vocabulary/terminology~~ content and practice to other disciplines, including (but not limited to) engineering, science, personal finance, and business.

~~2. The teacher fosters mathematical discourse.~~

~~***Standard 8: Assessment of Student Learning – The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.***~~

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Knowledge

1. The teacher knows how to assess students' mathematical reasoning.

Performance

1. The teacher assesses students' mathematical reasoning.

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

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge

1. The teacher knows content and practice standards for mathematics and understands how to design instruction to help students meet those standards.

2. The teacher knows how to plan learning activities that help students move from their current understanding through research-based learning progressions.

Performance

1. The teacher plans and assesses instructional sequences that engage students in learning the formal structure and content of mathematics with and through mathematical practices.

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

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge

1. The teacher knows how to formulate or access questions and tasks that elicit students' use of mathematical reasoning and problem-solving strategies.

2. The teacher knows a variety of instructional strategies for investigating and understanding mathematics including inquiry, discourse, and problem-solving approaches.

~~3. The teacher understands the role of axiomatic systems and proofs in different branches of mathematics as it relates to reasoning and problem solving.~~

~~4. The teacher knows how to frame mathematical questions and conjectures.~~

~~5. The teacher knows how to make mathematical language meaningful to students.~~

~~6. The teacher understands inquiry-based learning in mathematics.~~

~~7~~3. The teacher knows how to ~~communicate~~ facilitate expression of concepts ~~through the~~ use~~ing~~ ~~of~~ various mathematical representations (e.g., symbolic, numeric, graphic, visual, verbal, ~~and~~ concrete models) and precise language.

~~8~~4. The teacher understands the appropriate use of technology in teaching and learning of mathematics (e.g., graphing calculators, dynamic geometry software, ~~and~~ statistical software).

5. The teacher knows how to use student conceptions and misconceptions to guide and facilitate learning.

Performance

1. The teacher ~~formulates or accesses~~ poses questions and tasks that elicit students' use of mathematical reasoning and problem-solving strategies.

2. The teacher uses a variety of instructional strategies ~~to support students in~~ for investigating and understanding mathematics, including inquiry and problem-solving approaches.

~~3. The teacher uses and involves students in both formal proofs and intuitive, informal exploration.~~

~~4. The teacher uses a variety of instructional strategies to develop students' use of standard mathematical terms, notations, and symbols.~~

~~5~~3. The teacher ~~uses and encourages the students to~~ facilitates exploration of concepts use~~e~~ing ~~a~~ vari~~ety~~ous ~~of representations to communicates~~ mathematical~~ly~~ representations (e.g., symbolic, numeric, graphic, visual, verbal, concrete models) and precise language.

~~6. The teacher engages students in mathematical discourse by encouraging them to make conjectures, justify hypotheses and processes, and use appropriate mathematical representations.~~

~~7~~4. The teacher uses ~~and involves students in the appropriate use of~~ technology ~~to develop students' understanding~~ appropriately in the teaching and learning of (e.g., graphing calculators, dynamic geometry software, ~~and~~ statistical software).

5. The teacher uses student conceptions and misconceptions to guide and facilitate learning.

~~Standard 9: Professional Commitment and Responsibility – The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.~~
Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

~~Standard 10: Partnerships – The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.~~
Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

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

~~Knowledge~~
~~1. The teacher has a broad base of knowledge and understanding of mathematics beyond the level at which he or she teaches to include algebra, geometry and measurement, statistics and data analysis, and calculus.~~

~~2. The teacher understands the interconnectedness between strands of mathematics.~~

~~3. The teacher understands a variety of real-world applications of mathematics.~~

~~Performance~~
~~1. The teacher uses and encourages students to use mathematical applications to solve problems in realistic situations from other fields (e.g. natural science, social science,~~

~~business, and engineering).~~

~~2. The teacher encourages students to identify connections between mathematical strands.~~

~~3. The teacher uses and encourages students to use mathematics to identify and describe patterns, relationships, concepts, processes, and real-life constructs.~~

Idaho Standards for Online Teachers

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

The following knowledge and performance statements for the K-12 Online Teacher Standards are widely recognized, but not all-encompassing or absolute indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

The characteristics of online instruction can be vastly different from teaching in traditional face-to-face environments. Online schools and programs serving K-12 students should be structured to support the unique needs of students and teachers in online environments. The Online Teacher Standards are aligned to the Idaho Core Teacher Standards. These standards reflect the principles of Universal Design related to technology. (Universal design is ``the design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design'.)

* *This language was written by a committee of content experts and has been adopted verbatim.*

Standard 1: Knowledge of Online Education - The online teacher understands the central concepts, tools of inquiry, and structures in online instruction and creates learning experiences that take advantage of the transformative potential in online learning environments.

Knowledge

1. The online teacher understands the current standards for best practices in online teaching and learning.

2. The online teacher understands the role of online teaching in preparing students for the global community of the future.

3. The online teacher understands concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the field of online teaching and learning.

4. The online teacher understands the relationship between online education and other subject areas and real life situations.

5. The online teacher understands the relationship between online teaching and advancing technologies.

6. The online teacher understands appropriate uses of technologies to promote student learning and engagement with the content.

7. The online teacher understands the instructional delivery continuum. (e.g., fully online to blended to face-to-face).

Performance

1. The online teacher utilizes current standards for best practices in online teaching to identify appropriate instructional processes and strategies.

2. The online teacher demonstrates application of communication technologies for teaching and learning (e.g., Learning Management System [LMS], Content Management System [CMS], email, discussion, desktop video conferencing, and instant messaging tools).

3. The online teacher demonstrates application of emerging technologies for teaching and learning (e.g., blogs, wikis, content creation tools, mobile technologies, virtual worlds).

4. The online teacher demonstrates application of advanced troubleshooting skills (e.g., digital asset management, firewalls, web-based applications).

5. The online teacher demonstrates the use of design methods and standards in course/document creation and delivery.

6. The online teacher demonstrates knowledge of access, equity (digital divide) and safety concerns in online environments.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Performance

1. The online teacher understands the continuum of fully online to blended learning environments and creates unique opportunities and challenges for the learner (e.g., Synchronous and Asynchronous, Individual and Group Learning, Digital Communities).

2. The online teacher uses communication technologies to alter learning strategies and skills (e.g., media literacy, visual literacy).

3. The online teacher demonstrates knowledge of motivational theories and how they are applied to online learning environments.

4. The online teacher constructs learning experiences that take into account students' physical, social, emotional, moral, and cognitive development to influence learning and instructional decisions. {Physical (e.g., Repetitive Use Injuries, Back and Neck Strain); Sensory Development (e.g., Hearing, Vision, Computer Vision Syndrome, Ocular Lock); Conceptions of social space (e.g. Identity Formation, Community Formation, Autonomy); Emotional (e.g., Isolation, cyber-bullying); Moral (i.e., Enigmatic communities, Disinhibition effect, Cognitive, Creativity)}.

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

Knowledge

1. The online teacher is familiar with legal mandates stipulated by the Americans with Disabilities Act (ADA), the Individuals with Disabilities Education Act (IDEA), the Assistive Technology Act and Section 508 requirements for accessibility.

Performance

1. The online teacher knows how adaptive/assistive technologies are used to help people who have disabilities gain access to information that might otherwise be inaccessible.

2. The online teacher modifies, customizes and/or personalizes activities to address diverse learning styles, working strategies and abilities (e.g., provide multiple paths to learning objectives, differentiate instruction, strategies for non-native English speakers).

3. The online teacher coordinates learning experiences with adult professionals (e.g., parents, local school contacts, mentors).

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

Knowledge

1. The online teacher understands the techniques and applications of various online instructional strategies (e.g., discussion, student-directed learning, collaborative learning, lecture, project-based learning, forum, small group work).

2. The online teacher understands appropriate uses of learning and/or content management systems for student learning.

Performance

1. The online teacher evaluates methods for achieving learning goals and chooses various teaching strategies, materials, and technologies to meet instructional purposes and student needs. (e.g., online teacher-gathered data and student offered feedback).

2. The online teacher uses student-centered instructional strategies to engage students in learning. (e.g., Peer-based learning, peer coaching, authentic learning experiences, inquiry-based activities, structured but flexible learning environment, collaborative learning, discussion groups, self-directed learning, case studies, small group work, collaborative learning, and guided design)

3. The online teacher uses a variety of instructional tools and resources to enhance learning (e.g., LMS/CMS, computer directed and computer assisted software, digital age media).

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

Performance

1. The online teacher establishes a positive and safe climate in the classroom and participates in maintaining a healthy environment in the school or program as a whole (e.g., digital etiquette, Internet safety, Acceptable Use Policy [AUP]).

2. The online teacher performs management tasks (e.g., tracks student enrollments, communication logs, attendance records, etc.).

3. The online teacher uses effective time management strategies (e.g., timely and consistent feedback, provides course materials in a timely manner, use online tool functionality to improve instructional efficiency).

Standard 6: Communication Skills, Networking, and Community Building - The online teacher uses a variety of communication techniques including verbal, nonverbal, and media to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.

Knowledge

1. The online teacher knows the importance of verbal (synchronous) as well as nonverbal (asynchronous) communication.

Performance

1. The online teacher is a thoughtful and responsive communicator.

2. The online teacher models effective communication strategies in conveying ideas and information and in asking questions to stimulate discussion and promote higher-order thinking (e.g., discussion board facilitation, personal communications, and web conferencing).

3. The online teacher demonstrates the ability to communicate effectively using a variety of mediums.

4. The online teacher adjusts communication in response to cultural differences (e.g., wait time and authority).

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

Performance

1. The online teacher clearly communicates to students stated and measurable objectives, course goals, grading criteria, course organization and expectations.

2. The online teacher maintains accuracy and currency of course content, incorporates internet resources into course content, and extends lesson activities.

3. The online teacher designs and develops subject-specific online content.

4. The online teacher uses multiple forms of media to design course content.

5. The online teacher designs course content to facilitate interaction and discussion.

6. The online teacher designs course content that complies with intellectual property rights and fair use standards.

Standard 8: Assessment of Student Learning - The online teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Performance

1. The online teacher selects, constructs, and uses a variety of formal and informal assessment techniques (e.g., observation, portfolios of student work, online teacher-made tests, performance tasks, projects, student self-assessment, peer assessment, standardized tests, tests written in primary language, and authentic assessments) to enhance knowledge of individual students, evaluate student performance and progress, and modify teaching and learning strategies.

2. The online teacher enlists multiple strategies for ensuring security of online student assessments and assessment data.

Standard 9: Professional Commitment and Responsibility - The online teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of online teaching.

Knowledge

1. The online teacher understands the need for professional activity and collaboration beyond school (e.g., professional learning communities).

2. The online teacher knows how educational standards and curriculum align with 21st century skills.

Performance

1. The online teacher adheres to local, state, and federal laws and policies (e.g., FERPA, AUP's).

2. The online teacher has participated in an online course and applies experiences as an online student to develop and implement successful strategies for online teaching environments.

3. The online teacher demonstrates alignment of educational standards and curriculum with 21st century technology skills.

Standard 10: Partnerships - The online teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and wellbeing.

Idaho Standards for Physical Education Teachers

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

The following knowledge and performance statements for the Physical Education Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Performance

1. The teacher assesses the skillful movement, physical activity, and exercise and fitness levels of students; designs developmentally appropriate instruction; and extends learning through collaboration with communities, colleagues, families and other professionals.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Performance

1. The teacher provides opportunities that incorporate individual differences (e.g., various physical abilities and limitations, culture, and gender) in skillful movement, physical activity, exercise and fitness to help students gain physical competence and confidence.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Knowledge

1. The teacher knows how to help students cultivate responsible personal and social behaviors that promote positive relationships and a productive environment in physical education and physical activity settings.

2. The teacher knows how to engage students in learning about the use of technology operations, concepts, and applications pertinent to healthy active lifestyles (e.g., heart rate monitors, pedometers, global positioning systems, computer software, social media).

3. The teacher understands principles of effective management in indoor and outdoor physical education and physical activity settings.

Performance

1. The teacher implements strategies and activities to promote positive peer relationships (e.g., caring, mutual respect, support, safety, sportsmanship, and cooperation).

2. The teacher uses strategies to motivate students to participate in physical activity inside and outside the school setting.

3. The teacher utilizes principles of effective management in indoor and outdoor physical education and physical activity settings.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

1. The teacher understands the relationship between skillful movement, physical activity, exercise, fitness, health outcomes, well-being and quality of life.

2. The teacher understands that daily physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.

3. The teacher understands the scientific foundation of physical activity (e.g., motor behavior and development, human anatomy and physiology, exercise physiology, bio-mechanics, psychosocial aspects of physical activity).

4. The teacher knows the appropriate rules, etiquette, instructional cues, tactics (skills and strategies) and techniques for a variety of physical education activities (e.g., aquatics, sports, games, lifetime activities, dance, rhythmical activities, and outdoor/adventure activities).

5. The teacher understands cultural, historical, and philosophical dimensions of physical education and physical activity.

Performance*

1. The teacher instructs students about the relationship between skillful movement, physical activity, fitness, health outcomes, well-being and quality of life.

2. The teacher instructs students in the rules, tactics, (skills, and strategies) and techniques of a variety of physical activities (e.g., aquatics, sports, games, lifelong activities, dance, rhythmical activities, and outdoor/adventure activities).

3. The teacher instructs students in the scientific foundation of physical activity (e.g., motor behavior and development, human anatomy and physiology, exercise philosophy, biomechanics, psychosocial aspects of physical activity).

4. The teacher fosters student reflection regarding cultural, historical and philosophical dimension of physical education and physical activity.

5. The teacher demonstrates improvement and maintains a health enhancing level of physical fitness and physical activity throughout the program.

6. The teacher facilitates technical demonstration and effective performance (tactics and techniques), in a variety of physical education activities (e.g., aquatics, sports, games, lifelong activities, dance, rhythmical activities, and outdoor/adventure activities).

* Without discrimination against those with disabilities, physical education teacher candidates with special needs are allowed and encouraged to utilize a variety of accommodations and/or modifications to demonstrate competent performance concepts (modified/adapted equipment, augmented communication devices, multi-media devices) and fitness (weight training programs, exercise logs).

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Knowledge

1. The teacher understands appropriate assessment protocols sensitive to student needs.

Performance

1. The teacher demonstrates appropriate assessment protocols sensitive to student needs.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge

1. The teacher knows a variety of management routines (e.g., time transitions, environment, students/staff, equipment) and instructional strategies to maximize physical education activity time and student success.

2. The teacher knows how to expand the curriculum utilizing a variety of offerings, through the use of family engagement, school activities, and community resources (e.g., family fitness night, parks, golf courses, climbing walls, multi-use facility agreements, and service organizations).

Performance

1. The teacher applies a variety of management routines (e.g., time, transitions, environment, students/staff, equipment) and curricular/ instructional strategies to maximize physical education activity and student success.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge

1. The teacher knows multiple curricular/instructional models (e.g., sport education, teaching personal and social responsibility, outdoor education, peer teaching, fitness and wellness education, teaching games for understanding, adventure education, movement education)

Performance

1. The teacher utilizes multiple curricular/instructional models (e.g., sport education, teaching personal and social responsibility, outdoor education, peer teaching, fitness and wellness education, teaching games for understanding, adventure education, movement education)

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge

1. The teacher knows how one's own personal skillful movement, physical activity, exercise, and fitness competence and understands its impact on teaching and student motivation.

Performance

1. The teacher reflects on one's own personal skillful movement, physical activity, exercise, and fitness competence and its impact on teaching and student motivation.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge

1. The teacher knows how to promote and advocate for healthy active schools involving physical education, physical activity before, during, and after the school day, and staff, family and community involvement.

2. The teacher knows how to promote and advocate for physical education and physical activity to students, staff, administrators, parents, school boards and community partners.

Performance

1. The teacher demonstrates a variety of strategies to promote and advocate for healthy active schools.

Standard #11: Safety - The teacher provides a safe physical education learning environment.

Knowledge

1. The teacher understands the inherent risks involved in physical activity.

2. The teacher recognizes safety considerations when planning and providing instruction.

3. The teacher recognizes factors that influence safety in physical activity settings (e.g., skill, fitness, developmental level of students, equipment, attire, facilities, travel, and weather).

4. The teacher recognizes the level of supervision required for the health and safety of students in all locations (e.g., teaching areas, locker rooms, off-campus).

5. The teacher understands school policies regarding the emergency action plan, student injury medical treatment, and transportation.

6. The teacher understands the appropriate steps when responding to safety situations.

7. The teacher knows cardiopulmonary resuscitation (CPR) and first aid.

Performance

1. The teacher documents safety issues when planning and implementing instruction to ensure a safe learning environment.

2. The teacher informs students of the risks associated with physical activity.

3. The teacher instructs students in appropriate safety procedures for physical activity and corrects inappropriate actions.

4. The teacher identifies and corrects potential hazards in physical education and physical activity facilities and equipment.

5. The teacher maintains CPR and first aid certification.

Glossary

Exercise – A subcategory of physical activity that is planned, structured, repetitive, and purposive in the sense that the improvement or maintenance of one of more components of physical fitness is the objective. "Exercise" and "exercise training" frequently are used interchangeably and generally refer to physical activity performed during leisure time with the primary purpose of improving or maintaining physical fitness, physical performance, or health.*

Health – A human condition with physical, social and psychological dimensions, each characterized on a continuum with positive and negative poles. Positive health is associated with a capacity to enjoy life and to withstand challenges; it is not merely the absence of disease. Negative health is associated with illness, and in the extreme, with premature death.*

Health-Enhancing Physical Activity – Activity that, when added to baseline activity, produces health benefits. Brisk walking, jumping rope, dancing, playing tennis or soccer, lifting weights, climbing on playground equipment at recess, and doing yoga are all examples of health-enhancing physical activity. *

Health-Related Fitness – A type of physical fitness that includes cardiorespiratory fitness, muscular strength and endurance, body composition, flexibility, and balance.*

Moderate-Intensity Physical Activity – On an absolute scale, physical activity that is done at 3.0 to 5.9 times the intensity of rest. On a scale relative to an individual's personal capacity, moderate-intensity physical activity is usually a 5 or 6 on a scale of 0 to 10.*

Performance-Related Fitness – Those attributes that significantly contribute to athletic performance, including aerobic endurance or power, muscle strength and power, speed of movement, and reaction time.*

Physical Activity – Any bodily movement produced by the contraction of skeletal muscle that increases energy expenditure above a basal level. In these Guidelines, physical activity generally refers to the subset of physical activity that enhances health.*

Physical Fitness – The ability to carry out daily tasks with vigor and alertness, without undue fatigue, and with ample energy to enjoy leisure-time pursuits and respond to emergencies. Physical fitness includes a number of components consisting of cardiorespiratory endurance (aerobic power), skeletal muscle endurance, skeletal muscle strength, skeletal muscle power, flexibility, balance, speed of movement, reaction time, and body composition.*

Skillful Movement – An efficient, coordinated, fluent and aesthetic goal-directed voluntary performance that consists of specific body and/or limb behaviors that have physiological and biomechanical components.

Vigorous-Intensity Physical Activity – On an absolute scale, physical activity that is done at 6.0 or more times the intensity of rest. On a scale relative to an individual's personal capacity, vigorous-intensity physical activity is usually a 7 or 8 on a scale of 0 to 10.*

* Definitions quoted from the U.S. Department of Health and Human Services 2008 Physical Activity Guidelines for Americans at www.health.gov/paguidelines.

Pre-Service Technology Standards

The 2016 Pre-Service Standards Review was conducted by a team of content area experts from across the state of Idaho. The Idaho Pre-Service Technology Standards were revised in January 2016 to align with the Idaho Core Teacher Standards (2013). All teacher candidates are expected to meet the Idaho Core Teacher Standards, as well as including the Idaho pPre-sService tTechnology sStandards. Each candidate shall also meet the Foundation and Enhancement standards specific to their discipline area(s) at the "acceptable" level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The standards review team endeavored to arrive at standards that were comprehensive, research-based, support reciprocity, and promote unique local, regional, and statewide implementations within sound and responsible attention to its fundamental outcomes. Special attention was paid to the recognition that technology-enriched teaching and learning is a continually and rapidly changing process. It was, therefore, important to determine standards that promote the best preparation of teachers to integrate technologies into instruction that continue to be relevant over time and will best suit any school district in Idaho, regardless of its size, location, or resources. In consideration of these variables as well as careful attention to its correlation to the Idaho Core Teaching Standards, the standards review team recommended that the ISTE (International Society for Technology in Education) Standards for Teachers (2008) be adopted to serve as the Pre-Service Technology Standards.

The following knowledge and performance statements for the pre-service technology standards are widely recognized, but not all-encompassing or absolute, Pre-Service Technology Standards indicatorse that teacher candidates have met the standards and competencies. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the competencies. identified in the ISTE Standards for Teachers. These competencies reflect the principles of Uuniversal Ddesign related to technology, while emphasizing flexibility and accessibility. (Universal design is defined as: the design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design)

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate knowledge, skills, and dispositions in which pre-service teachers design, develop, and evaluate technology-based learning experiences and assessments to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the National Educational Technology Standards (NETS)•for Teachers. In addition, teacher candidates must become fully aware of Idaho's technology standards for K-12 students.

The alignment matrix found at the end of this standards document shows the connections

between the Idaho Core Teacher Standards and the Pre-Service Technology Standards.

~~** This language was written by a committee of content experts and has been adopted verbatim.*~~

~~***Standard 1: Knowledge of Subject Matter – The teacher understands the central concepts, types of and uses of technology and creates learning experiences that make technology meaningful for learners.***~~

~~**Knowledge**~~

1. ~~Awareness of use types and usage of technology tools (i.e., 21st Century Skills; hardware; software; web-based; mobile technology).~~

2. ~~Pre-service teachers understand the central concepts of technology and current standards for best practice in preparing students for the global community of the future.~~

3. ~~Pre-service teachers understand how students learn and develop, and provide opportunities that support their intellectual, social, and personal development.~~

4. ~~Promoting designs that engage all students of all abilities is sometimes referred to as promoting "Universal Design".~~

5. ~~Pre-service teachers understand how students differ in their approaches to learning and how to adapt for learners with diverse needs.~~

6. ~~Pre-service teachers understand how students use collaborative tools to reflect on and clarify their own thinking, planning, and creativity.~~

7. ~~Pre-service teachers understand the legal and ethical use of digital information and technology, including digital etiquette and responsible social interactions.~~

8. ~~Pre-service teachers understand how to use and interpret formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.~~

9. ~~Pre-service teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community.~~

10. ~~Pre-service teachers understand the importance of reflective practice.~~

11. ~~Pre-service teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.~~

12. ~~Pre-service teachers understand how technology supports cultural diversity and collaboration.~~

~~*Target: Knowledge competency test through a basic skills test (i.e., Cbest or PPST I for Technology Basic Competency Skills)*~~

~~**Performance**~~
~~1. All performance indicators included with individual standards.~~

~~Note: These links provide some examples of artifacts collected in current intro to edtech and teacher pre- service programs. However, they do not necessarily demonstrate the level of exposure and knowledge we would expect of future teachers.~~

1. ~~https://sites.google.com/a/boisestate.edu/barbara-schroeder/Home~~
2. ~~http://lesson.taskstream.com/lessonbuilder/v.asp?LID=uffph8erc0hfzozu~~
3. ~~https://sites.google.com/a/u.boisestate.edu/browning-portfolio/home~~
4. ~~https://sites.google.com/a/u.boisestate.edu/sylvia-portfolio/~~

~~***Standard 2: Knowledge of Human Development and Learning – The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.***~~

~~**Performance**~~
~~1. Pre-service teachers customize and personalize learning activities with technology that include accessible instructional materials and technologies to support the learning styles, work strategies, abilities, and developmental levels of all students.~~

~~**Suggested Artifact(s)**~~
- ~~Lesson plan or unit development~~
- ~~*Target: Practicum where lesson/unit is implemented and evaluated.*~~

~~***Standard 3: Adapting Instruction for Individual Needs – The teacher understands how students differ in their approaches to learning and creates instructional opportunities that support their intellectual, social and personal development.***~~

~~**Performance**~~
~~1. Pre-service teachers create digital-age media and formats ensuring equal access for people of all capabilities.~~

~~2. Pre-service teachers address the diverse needs of all students by using learner-centered strategies and providing equitable access to appropriate digital tools and resources including hardware, accessible instructional materials, and online resources.~~

~~**Suggested Artifact(s)**~~
- ~~Development of digital materials using principles of Universal Design for Learning.~~
- ~~Demonstration of knowledge through product development.~~
- ~~"Accessibility Features on My Computer" discussion forum.~~
- ~~Virtual practicum demonstrating learner-centered strategies (i.e., Second Life).~~
- ~~Assistive Technology blog post.~~

- ~~Accessibility resource list.~~
- ~~*Target: Practicum where lesson/unit is implemented and evaluated.*~~

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

~~**Performance**~~

1. ~~Pre-service teachers model and facilitate effective use of current and emerging digital tools, to locate, analyze, evaluate, and use information resources which will aid in the dissemination of content and support individual learning strategies.~~

2. ~~Pre-service teachers promote student learning and creativity by creating learning experiences that include students' use of technology tools to research and collect information online and to create a report, presentation, or other products.~~

3. ~~Pre-service teachers use technology to promote student reflection to clarify their own critical thinking, planning, and creativity.~~

4. ~~Pre-service teachers understand and use a variety of instructional strategies and communication techniques to develop students' critical thinking, problem solving, and performance skills.~~

~~**Suggested Artifact(s)**~~

- ~~Web site or Internet WebQuest.~~
- ~~*Target: Practicum where lesson/unit is implemented and evaluated.*~~

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

~~**Performance**~~

1. ~~Pre-service selects and demonstrates the use of technology resources that enables students to explore questions and issues of individual interest and to plan, manage, and assess their own learning.~~

2. ~~Pre-service teachers develop technology enriched learning that enables all students to pursue their individual curiosities and become active participants in learning.~~

3. ~~Pre-service teachers engage students in researching real-world problems and issues and evaluating diverse solutions using digital tools and resources.~~

~~**Suggested Artifact(s)**~~

- ~~Create a WebQuest~~
- ~~*Target: Pre-service collects and shares student created artifacts that demonstrate*~~

~~*learning with technology using individual initiative and interest.*~~

~~***Standard 6: Communication Skills – The teacher uses a variety of digital communication tools and strategies to foster inquiry, collaboration and supportive interaction in and beyond the classroom.***~~

~~**Performance**~~

1. ~~Pre-service teachers communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media (i.e. asynchronous and synchronous tools).~~

2. ~~Pre-service teachers promote and model digital etiquette and responsible social interactions.~~

~~**Suggested Artifact(s)**~~

- ~~Web site or web page communicating information about their lesson or course.~~
- ~~Email communications.~~
- ~~Online communications using digital tools like Web conferencing, chat or Skype.~~
- ~~Letter to parents created using word processing technology.~~
- ~~Set of rules developed through consensus using digital collaboration tools.~~
- ~~Demonstrated participation in a social work (i.e., join a network, participate, take a screenshot of participation and share).~~
- ~~*Target: Evidence of asynchronous and synchronous communications with peers, parents and students.*~~

~~***Standard 7: Instructional Planning Skills – The teacher plans, prepares instruction, and integrates technology into instructional planning based upon knowledge of subject matter, students, the community, and curriculum goals.***~~

~~**Performance**~~

1. ~~Pre-service teachers plan and prepare instruction utilizing a variety of technology tools.~~

2. ~~Pre-service teachers demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations.~~

~~**Suggested Artifact(s)**~~

- ~~Sample lesson plan that demonstrates how technology can be integrated into content area instruction (see *Handbook of Technological Pedagogical Content Knowledge (TPCK) for Educators*, 2008 – Chapter 11, Guiding Pre-service Teachers in TPCK).~~
- ~~Demonstrated use of emerging or innovative technology for learning.~~
- ~~Research emerging (not widely available) technology and analyze its potential impact on and implementation in the classroom.~~
- ~~*Target: Practicum where lesson/unit integrating technology into instruction is implemented, observed (live or digitally recorded) and evaluated.*~~

~~***Standard 8: Assessment of Student Learning – The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and***~~

~~***to determine program effectiveness.***~~

~~**Performance**~~

1. ~~Pre-service teachers assess student's use of technology.~~

2. ~~Pre-service teachers use technology to formally and informally assess student learning (i.e. polling, proctored test, ISAT).~~

3. ~~Pre-service teachers use technology to gather and interpret assessment data to inform teaching practice and program effectiveness.~~

~~**Suggested Artifact(s)**~~

- ~~Sample of student work assessed by candidate (i.e., Rubric created with Rubistar (or other electronic rubric creation tool).~~
- ~~Electronic quiz.~~
- ~~Poll created in Web Conferencing tool.~~
- ~~Poll conducted using clickers.~~
- ~~Electronic gradebook (spreadsheet), run basic statistics, interpretation of the data.~~
- ~~*Target: Pretest, lesson, post-test, analysis, interpretation, and lesson revision based on data.*~~

~~***Standard 9: Professional Commitment and Responsibility – The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching, including the ethical, legal and responsible use of technology.***~~

~~**Performance**~~

1. ~~Pre-service teachers evaluate and reflect on current technology for learning research and professional practice to inform teaching practice.~~

2. ~~Pre-service teachers promote the effective use of digital tools and resources.~~

3. ~~Pre-service teachers promote and model digital citizenship and responsibility (i.e., digital literacy, information literacy, copyright, privacy, legal)~~

4. ~~Pre-service teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, analysis, creativity, and innovation in both face-to-face and virtual environments.~~

5. ~~Pre-service teachers advocate and teach safe, legal, and ethical use of digital information and technology modeling acceptable use policies including respect for copyright, intellectual property, the appropriate documentation of sources, and strategies for addressing threats to security of technology systems, data, and information.~~

~~**Suggested Artifact(s)**~~

- ~~Join a network devoted to technology using teachers like classroom 2.0~~

- ~~Be an active member of a professional learning network~~
- ~~Offer an Internet Ethics Resource for community members~~
- ~~Write a letter convincing the school board to remove blocks from Internet usage at your school~~
- ~~Role play scenario for social networking arguing for and against advantages/disadvantages~~
- ~~View a school's acceptable use policy – demonstrate understanding~~
- ~~*Target: Practicum where lesson/unit is implemented and evaluated*~~

~~***Standard 10: Community and Partnerships – The teacher interacts in an innovative professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being. Models digital-age work and exhibits knowledge, skills, and abilities that are representative of a global and digital society.***~~

~~**Performance**~~

1. ~~Pre-service teachers collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation by sharing information and supporting creativity, innovation, and improved learning outcomes.~~

2. ~~Pre-service teachers *promote opportunities for students of all capabilities* to engage with other students, colleagues, and community members in either face-to-face or virtual environments (i.e., collaborative knowledge construction, participatory culture).~~

3. ~~Pre-service teachers participate in and use local and global learning communities to explore creative applications of technology to improve student learning.~~

4. ~~Pre-service teachers provide opportunities for students to apply communications technology resources to interact with students or experts from other communities and other countries.~~

~~**Suggested Artifact(s)**~~

- ~~Be an active member of a professional learning network~~
- ~~Create own network for learning or join with other classrooms (i.e., epal; iearn; globalschool.net; jason project; go north; NASA)~~
- ~~Develop lesson that uses one of the social networks~~
- ~~Use web-conferencing to view a class using technology in action; create a list of items you want to integrate into teaching; reflect and incorporate practices learned into teaching~~
- ~~Offer an Internet Ethics Resource for community members~~
- ~~*Target: Practicum where lesson/unit integrating community and partnership is implemented and evaluated*~~

Matrix of Idaho Core Teacher Standards (2013) and ISTE Standards for Teachers (2008)

ISTE Standards for Teachers	Idaho Core Teacher Standards									
	1	2	3	4	5	6	7	8	9	10
1a			x	x	x			x		
1b					x		x	x		
1c				x	x	x				
1d			x							x
2a						x	x	x		
2b			x				x	x		
2c	x	x					x	x		
2d						x				
3a									x	
3b			x						x	x
3c									x	x
3d							x	x	x	
4a			x						x	
4b		x						x		
4c			x						x	x
4d		x	x						x	x
5a									x	x
5b									x	x
5c									x	x
5d									x	x

ISTE Standards for Teachers

Effective teachers model and apply the ISTE Standards for Students (Standards•S) as they design, implement, and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community. All teachers should meet the following standards and performance indicators.

1. Facilitate and inspire student learning and creativity - Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

a. Promote, support, and model creative and innovative thinking and inventiveness
b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources
c. Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes
d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

2. Design and develop digital age learning experiences and assessments-Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the Standards•S.

a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity
b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress
c. Customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources
d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards, and use resulting data to inform learning and teaching

3. Model digital age work and learning - Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.

a. Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations
b. Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation
c. Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital age media and formats
d. Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning

4. Promote and model digital citizenship and responsibility - Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

a. Advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources
b. Address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources

c. Promote and model digital etiquette and responsible social interactions related to the use of technology and information
d. Develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital age communication and collaboration tools

5. Engage in professional growth and leadership - Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

a. Participate in local and global learning communities to explore creative applications of technology to improve student learning
b. Exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others
c. Evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning
d. Contribute to the effectiveness, vitality, and self- renewal of the teaching profession and of their school and community

ISTE Standards • Teachers
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Idaho Foundation Standards for Professional-Technical Teachers

In addition to the standards listed here, professional-technical teachers must meet Idaho Core Teacher Standards and one of the following: (1) Idaho Standards for Agricultural Science and Technology Teachers, (2) Idaho Standards for Business Technology Teachers, (3) Idaho Standards for Family and Consumer Sciences Teachers, (4) Idaho Standards for Marketing Technology Teachers, or (5) Idaho Standards for Technology Education Teachers. Occupationally-certified teachers must meet these foundation standards for Professional-Technical teachers.

The following knowledge and performance statements for the professional-technical teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

* This language was written by a committee of content experts and has been adopted verbatim.

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the content area(s) taught, and creates learning experiences that make these aspects of subject matter meaningful for learners.

Knowledge

1. The teacher understands basic technological principles, processes, and skills such as design and problem solving, team decision making, information gathering, and safety.

2. The teacher understands how basic academic skills and advanced technology can be integrated into an occupational learning environment.

3. The teacher understands industry logistics, technical terminologies, and procedures for the occupational area.

4. The teacher understands industry trends and labor market needs.

5. The teacher understands workplace leadership models.

6. The teacher understands the philosophical principles and the practices of professional-technical education.

7. The teacher understands the importance of student leadership qualities in technical program areas.

Performance

1. The teacher maintains current technical skills and seeks continual improvement.

2. The teacher demonstrates specific occupational skills necessary for employment.

3. The teacher uses current terminology, industry logistics, and procedures for the occupational area.

4. The teacher incorporates and promotes leadership skills in state-approved Professional-Technical Student Organizations (PTSO).

5. The teacher writes and evaluates occupational objectives and competencies.

6. The teacher uses a variety of technical instructional resources.

7. The teacher assesses the occupational needs of the community.

8. The teacher facilitates experiences designed to develop skills for successful employment.

9. The teacher informs students about opportunities to develop employment skills (e.g., work-study programs, internships, volunteer work, and employment opportunities).

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

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

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

Knowledge

1. The teacher understands the entry-level skills in the occupation.

2. The teacher understands workplace culture and ethics.

3. The teacher understands how to provide students with realistic occupational and/or work experiences.

4. The teacher knows how to use education professionals, trade professionals, and research to enhance student understanding of processes, knowledge, and safety.

5. The teacher understands how occupational trends and issues affect the workplace.

6. The teacher understands how to integrate academic skills into technical content areas.

7. The teacher understands the role of innovation and entrepreneurship in the workplace.

8. The teacher understands integration of leadership training, community involvement, and personal growth into instructional strategies.

Performance

1. The teacher models appropriate workplace practices and ethics.

2. The teacher discusses state guidelines to aid students in understanding the trends and issues of an occupation.

3. The teacher integrates academic skills appropriate for each occupational area.

4. The teacher uses simulated and/or authentic occupational applications of course content.

5. The teacher uses experts from business, industry, and government as appropriate for the content area.

6. The teacher develops a scope and sequence of instruction related to the students' prior knowledge and that aligns with articulation requirements and course competencies.

7. The teacher integrates instructional strategies and techniques that accommodate prior student knowledge.

8. The teacher discusses innovation and the entrepreneurial role in the workforce and incorporates them where possible.

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

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

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

Knowledge

1. The teacher recognizes the scope and sequence of content and PTSOs across secondary and postsecondary technical curricula.

2. The teacher knows how to identify community and industry expectations and access resources.

Performance

1. The teacher designs instruction that aligns with secondary and postsecondary curricula that develops technical competencies.

2. The teacher designs instruction to meet community and industry expectations.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Knowledge

1. The teacher knows how to use information about a student's progress, including assessments, to evaluate work-readiness.

2. The teacher knows how to conduct a follow-up survey of graduates and how to use the information to modify curriculum and make program improvement.

3. The teacher understands how evaluation connects to instruction.

Performance

1. The teacher writes and evaluates occupational goals, objectives, and competencies.

2. The teacher develops clear learning objectives and creates and integrates appropriate assessment tools to measure student learning.

3. The teacher modifies the curriculum, instruction, and the program based on student progress and follow-up data from recent graduates and employers.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continually engaged in purposeful mastery of the art and science of teaching.

Knowledge

1. The teacher understands the value and impact of having a professional development plan.

2. The teacher understands how sustained professionalism reflects on him or her as an educator and as a representative of his or her industry.

Performance

1. The teacher collaborates with an administrator to create a professional development plan.

2. The teacher evaluates and reflects on his or her own level of professionalism as an educator and as a representative of his or her industry.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Knowledge

1. The teacher knows the contributions of advisory committees.

2. The teacher understands the importance of using the employment community to validate occupational skills.

3. The teacher understands how to effect change in professional-technical education and in the occupational area taught.

4. The teacher knows about professional organizations within the occupational area.

5. The teacher knows how to cooperatively develop articulation agreements between secondary and postsecondary programs.

6. The teacher understands the structure of state-approved PTSOs.

7. The teacher understands the ideas, opinions, and perceptions of business and industry.

Performance

1. The teacher establishes and uses advisory committees for program development and improvement.

2. The teacher cooperates with educators in other content areas to develop appropriate instructional strategies and to integrate learning.

3. The teacher interacts with business, industry, labor, government, and the community to build effective partnerships.

4. The teacher participates in appropriate professional organizations.

5. The teacher cooperatively constructs articulation agreements.

6. The teacher incorporates an active state-approved PTSO in his or her program.

7. The teacher understands the role of PTSOs as an integral part of the total professional-technical education program.

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

Knowledge

1. The teacher understands how to dispose of waste materials.

2. The teacher understands how to care for, inventory, and maintain materials and equipment.

3. The teacher understands safety contracts and operation procedures.

4. The teacher understands legal safety issues related to the program area.

5. The teacher understands safety requirements necessary to conduct laboratory and field activities.

6. The teacher understands time and organizational skills in laboratory management.

7. The teacher is aware of safety regulations at school and work sites.

8. The teacher understands how to incorporate PTSOs as intracurricular learning experiences.

Performance

1. The teacher ensures that facilities, materials, and equipment are safe to use.

2. The teacher instructs and models safety procedures and documents safety instruction, and updates each according to industry standards.

3. The teacher demonstrates effective management skills in the classroom and laboratory environments.

4. The teacher models and reinforces effective work and safety habits.

5. The teacher incorporates PTSOs as intra-curricular learning experiences.

Standard 12: Workplace Preparation - The teacher prepares students to meet the competing demands and responsibilities of the workplace.

Knowledge

1. The teacher understands workplace employability skills and related issues.

2. The teacher understands the issues of balancing work and personal responsibilities.

3. The teacher understands how to promote career awareness.

Performance

1. The teacher designs instruction that addresses employability skills and related workplace issues.

2. The teacher discusses how to balance demands between work and personal responsibilities.

3. The teacher provides opportunities for career awareness and exploration.

Idaho Standards for Agricultural Science and Technology Teachers

In addition to the standards listed here, agricultural science and technology teachers must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Professional-Technical Teachers.

The following knowledge and performance statements for the agricultural science and technology teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

* This language was written by a committee of content experts and has been adopted verbatim.

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the content area(s) taught and creates learning experiences that make these aspects of subject matter meaningful for learners.

Knowledge

1. The teacher understands biological, physical, and applied sciences relative to practical solutions for the agricultural industry.

2. The teacher knows about production agriculture.

3. The teacher knows plant and animal science, agricultural business management, and agricultural mechanics, as well as computer and other technology related to these areas.

4. The teacher understands and has experience in one or more of the following specialized occupational areas:
   a. Agricultural production and marketing
   b. Agricultural equipment and supplies c. Agriculture product processing
   d. Ornamental horticulture and turf grass management (e.g. floriculture, greenhouse management)
   e. Agricultural business planning and analysis
   f. Natural resource management
   g. Environmental science
   h. Forestry
   i. Small animal production and care

5. The teacher understands how to advise, oversee and operate a local FFA chapter and how it relates to the Idaho State and National FFA organizations.

6. The teacher understands how to organize and implement supervised agricultural experience programs including but not limited to working with parents, students, adults, and employers.

7. The teacher is familiar with the administrative duties related to being a secondary agriculture teacher (e.g., extended contract, state reporting procedures, FFA, and SAE).

Performance

1. The teacher applies natural and physical science principles to practical solutions.

2. The teacher discusses production agriculture.

3. The teacher discusses and demonstrates, as appropriate, content and best practices of plant and animal science; agricultural business management; and agricultural mechanics; and integrates computer and other technology related to these areas.

4. The teacher advises, oversees and operates a local FFA chapter in relationship to the Idaho State and National FFA organizations.

5. The teacher organizes and implements supervised agricultural experience programs including but not limited to working with parents, students, adults and employers.

6. The teacher observes administrative duties related to being a secondary agriculture teacher (e.g., extended contract, state reporting procedures, FFA, and SAE).

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

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

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

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

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

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

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Idaho Standards for Business Technology Teachers

In addition to the standards listed here, business technology teachers must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Professional-Technical Teachers.

The following knowledge and performance statements for the business technology teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

* This language was written by a committee of content experts and has been adopted verbatim.

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the content area(s) taught and creates learning experiences that make these aspects of subject matter meaningful for learners.

Knowledge

1. The teacher possesses a foundational level of knowledge about a broad range of business subjects, for example, accounting, business law, communications, economics, information systems, international business, management, marketing, and office administration.

2. The teacher possesses knowledge in areas related to business, career education, entrepreneurship, interrelationships in business, mathematics, and personal finance.

3. The teacher possesses knowledge of appropriate technology.

4. The teacher understands how to advise, oversee and operate a local Business Professionals of America (BPA) chapter and how it relates to the Idaho State and National BPA organizations.

Performance

1. The teacher demonstrates industry-standard skill levels required by the endorsement, for example, in accounting, business technology and office procedures.

2. The teacher effectively delivers business and business technology content at the junior high, middle school, and/or secondary levels.

3. The teacher demonstrates the efficient use of technology to accomplish tasks related to business and industry.

4. The teacher integrates BPA through intracurricular approaches in the business program of study.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

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

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

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

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

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

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Idaho Standards for Family and Consumer Sciences Teachers

In addition to the standards listed here, family and consumer sciences teachers must meet the Idaho Core Teacher Standards and Idaho Foundation Standards for Professional-Technical Teachers.

The following knowledge and performance statements for the family and consumer sciences teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

* This language was written by a committee of content experts and has been adopted verbatim.

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the content area(s) taught and creates learning experiences that make these aspects of subject matter meaningful for learners.

Knowledge

1. The teacher understands the significance of family and its impact on the well-being of children, adults, and society and the multiple life roles and responsibilities in family, career, and community settings.

2. Teacher understands the impact of families' multiple roles within the home, workplace and community.

3. The teacher knows of community agencies and organizations that provide assistance to individuals and families.

4. The teacher understands how interpersonal relationships, cultural patterns, and diversity affect individuals, families, community, and the workplace.

5. The teacher understands the roles and responsibilities of parenting and factors that affect human growth and development across the life span.

6. The teacher understands the science and practical application involved in planning, selecting, preparing, and serving food according to the principles of sound nutrition, cultural and economic needs of individuals, families, and industry; along with practices to encourage wellness for life.

7. The teacher understands the design, selection, and care of textiles and apparel products.

8. The teacher understands housing, design, furnishings, technology, and equipment needs for individuals, families, and industry.

9. The teacher understands consumer economic issues and behavior for managing individual and family resources to achieve goals at various stages of the life cycle.

10. The teacher understands resource conservation and environmental issues in relation to family and community health.

11. The teacher understands the nature of the profession and knows of careers related to family and consumer sciences.

12. The teacher understands how social media can influence communication and outcomes between individuals, family members, and community connections.

13. The teacher understands how to incorporate Family, Career and Community Leaders of America (FCCLA) as intra-curricular learning experiences.

Performance

1. The teacher demonstrates a command of instructional methodology in the delivery of family and consumer sciences content at the middle and secondary school levels.

2. The teacher integrates Family, Career and Community Leaders of America, FCCLA into family and consumer sciences instruction.

3. The teacher validates the significance of family and its impact on the well-being of children, adults, individuals and society and the multiple life roles and responsibilities in family, work career, and community settings.

4. The teacher selects and creates learning experiences that include the impact of families' multiple roles within the home, workplace and community.

5. The teacher knows of community agencies and organizations that provide assistance to individuals and families.

6. The teacher selects and creates learning experiences that include how interpersonal relationships, cultural patterns, and diversity affect individuals, families, community, and the workplace.

7. The teacher promotes the roles and responsibilities of parenting and factors that affect human growth and development across the life span.

8. The teacher incorporates the science and practical application involved in planning, selecting, preparing, and serving food according to the principles of sound nutrition, and cultural and economic needs of individuals, and families, and industry; along with practices to encourage wellness for life.

9. The teacher demonstrates the design, selection, and care of textiles and apparel products.

10. The teacher demonstrates housing, design, furnishings, technology, and equipment needs for individuals, and families, and industry.

11. The teacher integrates consumer economic issues about and behavior for managing individual and family resources to achieve goals at various stages of the life cycle.

12. The teacher integrates resource conservation and environmental issues in relation to family and community health.

13. The teacher maintains an awareness of the nature of the profession and knows of careers related to family and consumer sciences.

14. The teacher selects and creates learning experiences on how social media can influence communication and outcomes between individuals, family members, and community connections.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Knowledge

1. The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, physical, emotional and moral development.

Performance

1. The teacher develops lessons which focus on progressions and ranges of individual variation within intellectual, social, physical, emotional and moral development and their interrelationships.

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

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

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

Knowledge

1. The teacher understands individual and group motivation and behavior and creates a student centered learning environment that encourages positive social interaction, active engagement in learning, exploration of adaptive solutions, and self-motivation.

Performance

1. The teacher promotes individual and group motivation and behavior and creates a student centered learning environment that encourages positive social interaction, active engagement in learning, exploration of adaptive solutions, and self-motivation.

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

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

Knowledge

1. The teacher understands how to apply knowledge about the current subject matter, learning theory, instructional strategies, curriculum development, evaluation, and child and adolescent development to meet curriculum goals using family and consumer sciences national standards and other resources.

2. The teacher understands how program alignment across grade levels and disciplines maximizes learning.

Performance

1. The teacher maximizes such elements as instructional materials; individual student interests, needs, and aptitudes; technology and community resources in planning instruction that creates an effective bridge between curriculum goals and students learning.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Knowledge

1. The teacher understands formal and informal comprehensive and industry assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Performance

1. The teacher uses and interprets formal and informal comprehensive and industry assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Knowledge

1. The teacher understands how to research and select relevant professional development aligned to curriculum and industry standards.

Performance

1. The teacher participates in continual relevant professional development in order to stay current in content areas.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Idaho Standards for Marketing Technology Teachers

In addition to the standards listed here, marketing technology teachers must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Professional-Technical Teachers.

The following knowledge and performance statements for the marketing technology teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

* This language was written by a committee of content experts and has been adopted verbatim.

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the content area(s) taught and creates learning experiences that make these aspects of subject matter meaningful for learners.

Knowledge

1. The teacher possesses a foundational level of knowledge about a broad range of business subjects for example, accounting, business law, communications, economics, information systems, international business, management, marketing, merchandising, and retailing.

2. The teacher possesses knowledge in areas related to marketing, for example, business technology, career education, entrepreneurship, mathematics, personal finance, and interrelationships in business.

3. The teacher possesses knowledge of appropriate technology.

4. The teacher understands how to advise, oversee, and operate a local DECA/Collegiate DECA professional-technical student organization as a part of the state and national organization, and its intra-curricular role in marketing education.

Performance

1. The teacher demonstrates industry-standard skill levels required by the endorsement, for example accounting, advertising, coordination techniques, and promotions.

2. The teacher effectively delivers marketing content at the junior high, middle school and/or high school levels.

3. The teacher demonstrates the efficient use of technology to accomplish tasks related to business and industry.

4. The teacher embeds DECA/Collegiate DECA activities and curriculum through an intracurricular approach within the marketing program of study.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

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

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

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

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

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

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

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

Standard 12: Workplace Preparation - The teacher prepares students to meet the competing demands and responsibilities of the workplace.

Idaho Standards for Technology Education Teachers

In addition to the standards listed here, technology education teachers must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Professional-Technical Teachers.

The following knowledge and performance statements for the technology education teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

* This language was written by a committee of content experts and has been adopted verbatim.

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the content area(s) taught and creates learning experiences that make these aspects of subject matter meaningful for learners.

Knowledge

1. The teacher has a basic understanding of contemporary communications; manufacturing; power, energy, and transportation; construction; electronics; computer systems; and other relevant emerging technologies.

2. The teacher understands the operation and features of a computer-aided design and computer-aided manufacturing systems.

3. The teacher understands the principles and concepts of engineering design, technology and the associated mathematics and science concepts.

4. The teacher knows the classical and contemporary elements, principles, and processes of structural systems.

5. The teacher understands industry logistics, technical terminologies and procedures for the technology occupational area.

6. The teacher understands the importance of team dynamics and the project management process when working in the technology occupational areas.

Performance

1. The teacher demonstrates the basic skills that support the fields of communications; manufacturing; power, energy, and transportation; construction; electronics; computer technology and other relevant emerging technologies.

2. The teacher demonstrates how to install, maintain, and troubleshoot computers and peripheral equipment, telecommunications equipment, and other related technology applications.

3. The teacher demonstrates architectural and mechanical drafting and developmental skills.

4. The teacher demonstrates the various phases of the engineering design process.

5. The teacher creates opportunities for students to work collaboratively in teams and practice the project management processes related to the technology occupational areas.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

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

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

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

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

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

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Idaho Foundation Standards for Science Teachers

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

The following knowledge and performance statements for the Science Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

In addition to the standards listed here, science teachers must meet Idaho Core Teacher Standards and at least one of the following: (1) Idaho Standards for Biology Teachers, (2) Idaho Standards for Chemistry Teachers, (3) Idaho Standards for Earth and Space Science Teachers, (4) Idaho Standards for Natural Science Teachers, (5) Idaho Standards for Physical Science Teachers, or (6) Idaho Standards for Physics Teachers.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

~~*This language was written by a committee of content experts and has been adopted verbatim.~~

~~***Standard 2: Knowledge of Human Development and Learning – The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.***~~
Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge

1. The teacher knows how students ~~construct scientific knowledge and develop scientific habits of mind~~ use Science and Engineering Practices and Crosscutting Concepts to develop understanding of the Disciplinary Core Ideas.

2. The teacher knows common~~ly held conceptions and~~ misconceptions ~~about~~ and/or partial understandings of scien~~ce~~tific disciplinary core ideas and how they develop and affect student learning.

Performance

1. The teacher ~~identifies students' conceptions and~~ addresses common misconceptions ~~about the~~

natural world and/or partial understandings of scientific disciplinary core ideas as they develop and affect student learning.

2. The teacher engages students in constructing deeper understandings of the natural world utilizes Science and Engineering Practices and Crosscutting Concepts to develop student understanding of the Disciplinary Core Ideas.

Standard 3: Modifying Instruction for Individual Needs – The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.
Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 5: Classroom Motivation and Management Skills – The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 1: Knowledge of Subject Matter – The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.
Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

1. The teacher knows the history and nature of science and scientific theories.

21. The teacher understands the science content with in the context of the Idaho State Science Content Standards within their appropriate certification, including all components.

2. The teacher is familiar with how history has shaped our current understanding of the nature of science and scientific processes.

3. The teacher understands the concepts of form and function core ideas of their respective discipline (i.e. Disciplinary Core Ideas).

4. The teacher understands the interconnectedness among the science disciplines (i.e. Crosscutting Concepts).

5. The teacher understands the processes of scientificce inquiry: investigate scientific phenomena, interpret findings, and communicate results (i.e. Science and Engineering

Practices).

~~6. The teacher knows how to construct deeper understanding of scientific phenomena through study, demonstrations, and laboratory and field activities.~~

~~7. The teacher understands the importance of accurate and precise measurements in science and reports measurements in an understandable way.~~

Performance

1. The teacher ~~provides students with opportunities to view science in its cultural and historical context by using examples from history and including scientists of both genders and from varied social and cultural groups~~ designs and implements lessons (e.g. activities, demonstrations, laboratory and field activities) that align with Idaho State Science Standards within their appropriate certification.

2. The teacher ~~continually adjusts curriculum and activities to align them with new~~ uses diverse examples from history to teach how our current understanding of the nature of science and scientific ~~data~~ processes has changed.

3. The teacher ~~provides students with a holistic, interdisciplinary understanding of concepts in life, earth systems/space, physical, and environmental sciences~~ uses the core ideas of their respective discipline (i.e. Disciplinary Core Ideas) to design and implement lessons.

4. The teacher ~~helps students build scientific knowledge and develop scientific habits of mind~~ designs and implements lessons (e.g. activities, demonstrations, laboratory and field activities) that align with Idaho State Science Standards within their appropriate certification.

5. The teacher ~~demonstrates competence in investigating scientific phenomena, interpreting findings, and communicating results~~ models and guides students in the use of the processes of science (i.e. Science and Engineering Practices).

~~6. The teacher models and encourages the skills of scientific inquiry, including creativity, curiosity, openness to new ideas, and skepticism that characterize science.~~

~~7. The teacher creates lessons, demonstrations, and laboratory and field activities that effectively communicate and reinforce science concepts and principles.~~

~~8. The teacher engages in scientific inquiry in science coursework.~~

~~Standard 6: Communication Skills – The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.~~
Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

1. The teacher knows how to ~~use a variety of interfaced electronic hardware and software for communicating data~~ apply science and engineering practices to propose, investigate, and evaluate possible solutions to problems.

~~2. The teacher knows how to use graphics, statistical, modeling, and simulation software, as well as spreadsheets to develop and communicate science concepts.~~

~~3. The teacher understands technical writing as a way to communicate science concepts and processes.~~

Performance

1. The teacher ~~models the appropriate scientific interpretation and communication of scientific evidence through technical writing, scientific posters, multimedia presentations, and electronic communications media~~ designs opportunities to apply science and engineering practices to propose, investigate, and evaluate possible solutions to problems.

~~2. The teacher engages students in sharing data during laboratory investigation to develop and evaluate conclusions.~~

~~3. The teacher engages students in the use of computers in laboratory/field activities to gather, organize, analyze, and graphically present scientific data.~~

~~4. The teacher engages students in the use of computer modeling and simulation software to communicate scientific concepts.~~

~~Standard 8: Assessment of Student Learning – Assessment of Student Learning – The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.~~
Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

~~Standard 7: Instructional Planning Skills – The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.~~
Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

~~Standard 4: Multiple Instructional Strategies – The teacher understands and uses a variety of instructional strategies to develop student learning.~~
Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge

~~1. The teacher understands how to apply mathematics and technology to analyze, interpret, and display scientific data.~~

~~2~~1. The teacher understands how to implement ~~scientific inquiry~~ Science and Engineering Practices in instructional planning.

~~3. The teacher understands how to engage students in making deeper sense of the natural world through careful orchestration of demonstrations of phenomena for larger groups when appropriate.~~

~~4~~2. The teacher understands how to use research based best practices to engage a diverse group of students in learning science (e.g. project-based learning, 5E Instruction, place-based).

3. The teacher understands how to apply mathematics and technology to analyze, interpret, and display scientific data.

4. The teacher understands technical writing as a way to communicate science concepts and processes.

Performance

1. The teacher ~~applies mathematical derivations and technology in analysis, interpretation, and display of scientific data~~ implements Science and Engineering Practices in instructional planning.

2. The teacher uses ~~instructional strategies that~~ research based practices to engage a diverse group of students in ~~scientific inquiry and that develop scientific habits of mind~~ learning science (e.g. project-based learning, 5E Instruction, place-based).

3. The teacher ~~engages~~ designs lessons which allow students ~~in making deeper sense of the natural world through careful orchestration of demonstrations of phenomena for larger groups when appropriate~~ to utilize mathematics and technology to analyze, interpret, and display scientific data.

~~Standard 9: Professional Commitment and Responsibility – The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.~~
Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge

1. The teacher understands the importance of keeping current on research related to how students learn science.

2. The teacher understands the importance of keeping current on scientific research findings.

Performance

1. The teacher incorporates current research related to student learning of science into ~~science curriculum and~~ instructional design.

2. The teacher incorporates current scientific research findings into ~~science curriculum and~~ instructional design.

~~Standard 10: Partnerships – The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.~~

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Standard 11: Safety ~~Learning Environment~~ – The science teacher demonstrates and maintains ~~provides for a~~ chemical safety, ~~learning environment~~ safety procedures, and the ethical treatment of living organisms needed in the science classroom appropriate to their area of licensure.

Knowledge

1. The teacher knows how to ~~select materials that match instructional goals as well as how to maintain a safe environment~~ design activities that demonstrate the safe and proper techniques for the preparation, storage, dispensing, supervision/inventory, and disposal of all materials used within their subject area science instruction.

2. The teacher ~~is aware of available resources and standard protocol for proper disposal of waste materials~~ understands how to design activities that demonstrate an ability to implement emergency procedures and the maintenance of safety equipment, policies and procedures that comply with established state and/or national guidelines.

3. The teacher ~~knows how to properly care for, inventory, and maintain materials and equipment~~ understands how to ensure safe science activities appropriate for the abilities of all students.

4. The teacher ~~is aware of legal responsibilities associated with safety~~ understands how to design activities that demonstrate ethical decision-making with respect to the treatment of all living organisms in and out of the classroom. They emphasize safe, humane, and ethical treatment of animals and comply with the legal restrictions on the collection, keeping, and use of living organisms.

5. The teacher knows ~~the~~ how to evaluate a facility for compliance with safety ~~requirements necessary to conduct laboratory and field activities and demonstrations~~regulations.

6. The teacher knows how to procure and use Material Safety Data Sheets (MSDS).

Performance

1. The teacher ~~develops instruction that uses appropriate materials and ensures a safe environment~~ designs activities that demonstrate the safe and proper techniques for the preparation, storage, dispensing, supervision/inventory, and disposal of all materials used within their subject area science instruction.

2. The teacher ~~creates and ensures a safe learning environment by including appropriate documentation of activities~~ designs activities that demonstrate an ability to implement emergency procedures and the maintenance of safety equipment, policies and procedures that comply with established state and/or national guidelines.

3. The teacher ~~makes informed decisions about the use of specific chemicals or performance of a lab activity regarding facilities and student age and ability~~ ensures safe science activities appropriate for the abilities of all students.

4. The teacher ~~models safety at all times~~ designs activities that demonstrate ethical decision-making with respect to the treatment of all living organisms in and out of the classroom. They emphasize safe, humane, and ethical treatment of animals and comply with the legal restrictions on the collection, keeping, and use of living organisms.

5. The teacher demonstrates the ability to evaluate a facility for compliance to safety regulations.

~~5~~6. The teacher ~~makes~~ demonstrates the ability to procure and use ~~of~~ Material Safety Data Sheet (MSDS) ~~and storage information for laboratory materials~~.

~~6. The teacher creates lesson plans and teaching activities consistent with appropriate safety considerations.~~

~~7. The teacher evaluates lab and field activities for safety.~~

~~8. The teacher evaluates a facility for compliance to safety regulations.~~

~~9. The teacher uses safety procedures and documents safety instruction.~~

~~10. The teacher demonstrates the ability to acquire, use, and maintain materials and lab equipment.~~

~~11. The teacher implements laboratory, field, and demonstration safety techniques.~~

Standard 12: Laboratory and Field Activities - The science teacher demonstrates competence in conducting laboratory, and field activities.

Knowledge

1. The teacher knows a ~~broad range~~ variety of laboratory and field techniques appropriate to their content area.

2. The teacher knows a variety of strategies to develop students' laboratory and field skills.

Performance

1. The teacher engages students in a variety of laboratory and field techniques appropriate to their content area.

2. The teacher uses a variety of instructional strategies in laboratory and field experiences to engage students in developing their understanding of the natural world.

Idaho Standards for Biology Teachers

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). In addition to the standards listed here, biology teachers must meet Idaho Foundation Standards for Science Teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Biology Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

~~*This language was written by a committee of content experts and has been adopted verbatim.~~

~~***Standard 2: Knowledge of Human Development and Learning – The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.***~~
Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

~~***Standard 3: Modifying Instruction for Individual Needs – The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.***~~
Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

~~***Standard 5: Classroom Motivation and Management Skills – The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.***~~
Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social

interaction, active engagement in learning, and self-motivation.

~~***Standard 1: Knowledge of Subject Matter – The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.***~~
Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

1. The teacher understands ~~that there are unifying themes in~~ the major underlying theories and principles of molecular and organismal biology, including ~~levels from molecular to whole organism~~: structure and function, growth and development, and organization for matter and energy flow.

2. The teacher ~~knows the currently accepted taxonomy systems used to classify living things~~ understands the major underlying theories and principles of ecosystems including: interdependent relationships; cycles of energy and matter transfer; the relationship among dynamics, function, and resilience; and social interactions and group behavior.

3. The teacher understands ~~scientifically accepted~~ the major underlying theories ~~of how living systems evolve through time~~and principles of heredity, including structure and function of DNA, and inheritance and variation of traits.

4. The teacher understands ~~how genetic material and characteristics are passed between generations and how genetic material guide cell and life processes~~ the major underlying theories and principles of biological adaptation; including evidence of common ancestry and diversity, natural selection, adaptation, and biodiversity and humans.

~~5. The teacher knows biochemical processes that are involved in life functions.~~

~~6. The teacher knows that living systems interact with their environment and are interdependent with other systems.~~

~~7. The teacher understands that systems in living organisms maintain conditions necessary for life to continue.~~

~~8. The teacher understands the cell as the basis for all living organisms and how cells carry out life functions.~~

~~9. The teacher understands how matter and energy flow through living and non-living systems.~~

~~10. The teacher knows how the behavior of living organisms changes in relation to environmental stimuli.~~

Performance

1. The teacher~~ prepares~~ develops lessons ~~that help students understand the flow of matter and energy through living systems~~based on the major underlying theories and principles of molecular and organismal biology including; structure and function, growth and development, and organization for matter and energy flow.

2. The teacher~~ assists students in gaining an understanding of the ways living things are interdependent~~ develops lessons based on the major underlying theories and principles of ecosystems including: interdependent relationships; cycles of energy and matter transfer; the relationship among dynamics, function, and resilience; and social interactions and group behavior.

3. The teacher~~ assists students in understanding how living things impact/change their environment and how the physical environment impacts/changes living things~~ develops lessons based on the major underlying theories and principles of heredity; including structure and function of DNA, and inheritance and variation of traits.

4. The teacher~~ helps students understand how the principles of genetics apply to the flow of characteristics from one generation to the next~~ develops lessons based on the major underlying theories and principles of biological adaptation; including evidence of common ancestry and diversity, natural selection, adaptation, and biodiversity and humans.

~~5. The teacher helps students understand how genetic "information" is translated into living tissue and chemical compounds necessary for life.~~

~~6. The teacher helps students understand accepted scientific theories of how life forms have evolved through time and the principles on which these theories are based.~~

~~7. The teacher helps students understand the ways living organisms are adapted to their environments.~~

~~8. The teacher helps students understand the means by which organisms maintain an internal environment that will sustain life.~~

~~9. The teacher helps students classify living organisms into appropriate groups by the current scientifically accepted taxonomic techniques.~~

~~10. The teacher helps students understand a range of plants and animals from one-celled organisms to more complex multi-celled creatures composed of systems with specialized tissues and organs.~~

~~11. The teacher helps students develop the ability to evaluate ways humans have changed living things and the environment of living things to accomplish human purposes (e.g., agriculture, genetic engineering, dams on river systems, and burning fossil fuels).~~

~~12. The teacher helps students understand that the cell, as the basis for all living organisms, carries out life functions.~~

~~Standard 6: Communication Skills – The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.~~
Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

~~Standard 8: Assessment of Student Learning – The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.~~
Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

~~Standard 7: Instructional Planning Skills – The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.~~
Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

~~Standard 4: Multiple Instructional Strategies – Multiple Instructional Strategies – The teacher understands and uses a variety of instructional strategies to develop student learning.~~
Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

~~Standard 9: Professional Commitment and Responsibility – The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.~~
Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

~~Standard 10: Partnerships – The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.~~
Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Idaho Standards for Chemistry Teachers

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). In addition to the standards listed here, chemistry teachers must meet Idaho Foundation Standards for Science Teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Chemistry Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

~~*This language was written by a committee of content experts and has been adopted verbatim.~~

~~***Standard 2: Knowledge of Human Development and Learning – The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.***~~

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

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

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

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

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

~~Standard 1: Knowledge of Subject Matter – The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.~~
Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

1. The teacher has a broad knowledge of mathematical principles~~, including calculus,~~ and is familiar with the connections that exist between mathematics and chemistry.

2. The teacher understands ~~the subdivisions and procedures of chemistry and how they are used to investigate and explain matter and energy~~ fundamental structures of atoms and molecules.

3. The teacher understands ~~that chemistry is often an activity organized around problem solving and demonstrates ability for the process~~ basic principles of ionic, covalent, and metallic bonding.

4. The teacher understands ~~the importance of accurate and precise measurements in chemistry and reports measurements in an understandable way~~ periodicity of physical and chemical properties of elements.

5. The teacher understands ~~the importance of accurate and precise measurements in science and reports measurements in an understandable way. CORE STANDARDS~~ laws of conservation of matter and energy.

6. The teacher ~~knows matter contains energy and is made of particles (subatomic, atomic and molecular)~~ understands fundamentals of chemical kinetics, equilibrium and thermodynamics.

7. The teacher ~~can identify and quantify changes in energy and structure~~understands kinetic molecular theory and gas laws.

8. The teacher understands ~~the historical development of atomic and molecular theory~~ mole concept, stoichiometry, and laws of composition.

9. The teacher ~~knows basic chemical synthesis to create new molecules from prec? Molecules~~ understands solutions and colligative properties.

10. The teacher understands ~~the organization of the periodic table and can use it to predict physical and chemical properties~~ acids/base chemistry.

11. The teacher ~~knows the importance of carbon~~ understands fundamental oxidation-reduction chemistry ~~and understands the nature of chemical bonding and reactivity of~~

~~organic molecules~~.

12. The teacher understands~~ the electronic structure of atoms and molecules and the ways quantum behavior manifests itself at the molecular level~~ fundamental organic chemistry and biochemistry.

13. The teacher ~~has a fundamental understanding of quantum mechanics as applied to model systems (e.g., particles in a box)~~ understands applications of chemistry in personal and community health and environmental quality.

14. The teacher understands~~ the role of energy and entropy in chemical reactions and knows how to calculate concentrations and species present in mixtures at equilibrium~~ fundamentals of nuclear chemistry.

15. The teacher~~ knows how to use thermodynamics of chemical systems in equilibrium to control and predict chemical and physical properties~~ understands the importance of accuracy and precision in measurements.

16. The teacher understands the ~~importance of research in extending and refining the field~~ language and symbols of chemistry~~ and strives to remain current on new and novel results and applications~~, including the symbols of elements and the procedures for naming compounds and determining chemical formulas.

17. The teacher understands the different types of chemical reactions.

18. The teacher understands symbolic and particulate models and how they can be used to interpret and explain macroscopic observations.

Performance

1. The teacher~~ consistently reinforces the underlying themes, concepts, and procedures of the basic areas of chemistry during instruction, demonstrations, and laboratory activities to facilitate student understanding~~ models the application of mathematical principles and the connections that exist between mathematics and chemistry.

2. The teacher ~~models the application of mathematical concepts for chemistry (e.g., dimensional analysis, statistical analysis of data, and problem-solving skills)~~ demonstrates their knowledge of fundamental structures of atoms and molecules.

3. The teacher~~ helps the student make accurate and precise measurements with appropriate units and to understand that measurements communicate precision and accuracy~~ applies the basic principles of ionic, covalent, and metallic bonding.

4. The teacher~~ helps the student develop strategies for solving problems using dimensional analysis and other methods~~ utilizes the periodic table to predict the physical and chemical properties of elements (e.g. ionization energy, atomic radius, types of bonding).

5. The teacher ~~helps the student understand that matter is made of particles and energy and that matter and energy are conserved in chemical reactions~~ illustrates the laws of conservation of matter and energy qualitatively and quantitatively (e.g. balancing chemical equations, enthalpy calculations).

6. The teacher ~~helps the student understand the composition of neutral and ionic atoms and molecules~~ applies the scientific principles and evidence of chemical kinetics, equilibrium and thermodynamics to the behavior of matter.

7. The teacher ~~helps the student learn the language and symbols of chemistry, including the symbols of elements and the procedures for naming compounds and distinguishing charged states~~ is able to use Kinetic Molecular Theory and concepts of intermolecular forces to make predictions about the macroscopic properties of gases, including both ideal and nonideal.

8. The teacher ~~helps the student understand the structure of the periodic table and the information that structure provides about chemical and physical properties of the elements~~ can apply the mole concept, stoichiometry, and laws of composition (e.g. converting moles to mass).

9. The teacher ~~helps the student begin to categorize and identify a variety of chemical reaction types~~ applies the concepts of solution chemistry (e.g. calculate and prepare solutions at precise concentrations, colligative properties).

10. The teacher ~~helps the student understand stoichiometry and develop quantitative relationships in~~ applies the concepts of acids/base chemistry to predict properties and reactions.

11. The teacher ~~helps the student understand and apply modern atomic, electronic and bonding theories~~ is able to identify oxidation-reduction reactions and justify the identification in terms of electron transfer.

12. The teacher ~~helps the student understand ionic and covalent bonding in molecules and predict the formula and structure of stable common molecules~~demonstrates an understanding of the fundamental ideas of organic chemistry and how they relate to biochemistry.

13. The teacher ~~helps the student understand the quantitative behavior of gases~~ relates the fundamental principles of chemistry to personal and community health and environmental quality.

14. The teacher ~~helps the student understand and predict the qualitative behavior of the liquid and solid states and determine the intermolecular attraction of various molecules~~can develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay.

15. The teacher ~~helps the student understand molecular kinetic theory and its importance in~~

~~chemical reactions, solubility, and phase behavior~~ applies accuracy and precision to their measurements and calculations.

16. The teacher ~~helps the student understand the expression of concentration and the behavior and preparation of aqueous solutions~~ applies the language and symbols of chemistry, including the symbols of elements and the procedures for naming compounds and determining chemical formulas.

17. The teacher ~~helps the student understand and predict the properties and reactions of acids and bases~~ categorizes and identifies a variety of chemical reaction types.

18. The teacher ~~helps the student understand chemical equilibrium in solutions~~ can utilize symbolic and particulate models to interpret and explain macroscopic observations.

~~19. The teacher helps the student understand and use chemical kinetics.~~

~~20. The teacher helps the student understand and apply principles of chemistry to fields such as earth science, biology, physics, and other applied fields.~~

~~21. The teacher helps the student learn the basic organizing principles of organic chemistry.~~

~~22. The teacher can do chemical calculations in all phases using a variety of concentration units including pH, molarity, number density, molality, mass and volume percent, parts per million and other units.~~

~~23. The teacher can prepare dilute solutions at precise concentrations and perform and understand general analytical procedures and tests, both quantitative and qualitative.~~

~~24. The teacher can use stoichiometry to predict limiting reactants, product yields and determine empirical and molecular formulas.~~

~~25. The teacher can correctly name acids, ions, inorganic and organic compounds, and can predict the formula and structure of stable common compounds.~~

~~26. The teacher can identify, categorize and understand common acid-base, organic and biochemical reactions.~~

~~27. The teacher can demonstrate basic separations in purifications in the lab, including chromatography, crystallization, and distillation.~~

~~***Standard 6: Communication Skills – The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.***~~
Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

~~*Standard 8: Assessment of Student Learning – The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.*~~
Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

~~*Standard 7: Instructional Planning Skills – The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.*~~
Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

~~*Standard 4: Multiple Instructional Strategies – Multiple Instructional Strategies – The teacher understands and uses a variety of instructional strategies to develop student learning.*~~
Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

~~*Standard 9: Professional Commitment and Responsibility – The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.*~~
Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

~~*Standard 10: Partnerships – The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.*~~
Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Idaho Standards for Earth and Space Science Teachers

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). In addition to the standards listed here, earth and space science teachers must meet Idaho Foundation Standards for Science Teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the earth and space science teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

~~**This language was written by a committee of content experts and has been adopted verbatim.*~~

~~***Standard 2: Knowledge of Human Development and Learning – The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.***~~
Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

~~***Standard 3: Modifying Instruction for Individual Needs – Modifying Instruction for Individual Needs – The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.***~~
Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

~~***Standard 5: Classroom Motivation and Management Skills – The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.***~~
Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

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

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

1. The teacher ~~knows how local events can potentially impact local, regional, and global conditions~~ understands the major underlying theories and principles of Earth's place in the universe including; the universe and its stars, Earth and the solar system, the history of planet Earth, radiometric dating, and electromagnetic radiation.

2. The teacher understands ~~the rock cycle and the classification systems for rocks and minerals~~ major underlying theories and principles of Earth's systems including; plate tectonics, Earth materials and systems, the roles of water in Earth's surface processes, weather and climate, and biogeology.

3. The teacher understands the ~~theory of plate tectonics and the resulting processes of mountain building, earthquakes, oceanic trenches, volcanoes, sea floor spreading, and continental drift~~ major underlying theories and principles of Earth and human activity including; natural resources, natural hazards, human impacts on Earth systems, and global climate change.

~~4. The teacher understands the sun, moon and earth system and the resulting phenomena.~~

~~5. The teacher knows earth history as interpreted using scientific evidence.~~

~~6. The teacher understands the composition of the earth and its atmosphere.~~

~~7. The teacher understands processes of weathering, erosion, and soil development (e.g., mass wasting, spheroidal weathering, alluvial fans, physical and chemical weathering, glaciers, stream valleys, cirques, and stream terraces).~~

~~8. The teacher knows multiple scientific theories of the origin of galaxies, planets, and stars.~~

~~9. The teacher understands the concept of the interaction of forces and other physical science concepts about earth and astronomical change.~~

~~10. The teacher understands the flow of energy and matter through earth and astronomic systems.~~

~~11. The teacher knows the concepts of weather and climate.~~

~~12. The teacher understands ocean environments and how the physical forces on the surface of the earth interact with them.~~

Performance

1. The teacher ~~helps students understand the flow of energy and matter through earth and space systems~~ develops lessons based on the major underlying theories and principles of Earth's place in the universe including; the universe and its stars, Earth and the solar system, the history of planet Earth, radiometric dating, and electromagnetic radiation.

2. The teacher ~~helps students understand seasonal changes in terms of the relative position and movement of the earth and sun~~ develops lessons based on the major underlying theories and principles of Earth's systems including; plate tectonics, Earth materials and systems, the roles of water in Earth's surface processes, weather and climate, and biogeology.

3. The teacher ~~helps students understand the causes of weather and climate in relation to physical laws of nature~~ develops lessons based on the major underlying theories and principles of Earth and human activity including; natural resources, natural hazards, human impacts on Earth systems, and global climate change.

~~4. The teacher helps students understand the types of rocks and how they change from one type of rock to another as they move through the rock cycle.~~

~~5. The teacher helps students understand the theory of plate tectonics, including continental drift, volcanism, mountain building, ocean trenches, and earthquakes.~~

~~6. The teacher helps students understand how scientists use indirect methods, including knowledge of physical principles, to learn about astronomical objects.~~

~~7. The teacher helps students understand how accepted scientific theories about prehistoric life are developed.~~

~~8. The teacher assists students as they critically evaluate the quality of the data on which scientific theories are based.~~

~~9. The teacher helps students understand the movement of air, water, and solid matter in response to the flow of energy through systems.~~

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

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

~~***Standard 8: Assessment of Student Learning – The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.***~~

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

~~***Standard 7: Instructional Planning Skills – The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.***~~
Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

~~***Standard 4: Multiple Instructional Strategies – The teacher understands and uses a variety of instructional strategies to develop student learning.***~~
Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

~~***Standard 9: Professional Commitment and Responsibility – The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.***~~
Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

~~***Standard 10: Partnerships – The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.***~~
Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Idaho Standards for Natural Science Teachers

Teachers with natural science endorsements must meet all of the following standards:

1. ***Idaho Core Teacher Standards***
2. ***Idaho Foundation Standards for Science Teachers AND***
3. ***Idaho Standards for Biology Teachers OR***
4. ***Idaho Standards for Earth and Space Science Teachers OR***
5. ***Idaho Standards for Chemistry Teachers OR***
6. ***Idaho Standards for Physics Teachers***

Idaho Standards for Physical Science Teachers

Teachers with physical science endorsements must meet all of the following standards:

1. ***Idaho Core Teacher Standards***
2. ***Idaho Foundation Standards for Science Teachers AND***
3. ***Idaho Standards for Chemistry Teachers OR***
4. ***Idaho Standards for Physics Teachers***

Idaho Standards for Physics Teachers

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). In addition to the standards listed here physics teachers must meet Idaho Foundation Standards for Science Teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the physics teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

~~*This language was written by a committee of content experts and has been adopted verbatim.~~

~~***Standard 2: Knowledge of Human Development and Learning – The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.***~~
Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

~~***Standard 3: Modifying Instruction for Individual Needs – The teacher understands and uses a variety of instructional strategies to develop student learning.***~~
Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

~~***Standard 5: Classroom Motivation and Management Skills – The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.***~~
Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

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

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

1. The teacher understands electromagnetic and gravitational interactions as well as concepts of matter and energy to formulate a coherent understanding of the natural world.

2. The teacher understands the major concepts and principles of the basic areas of physics, including classical and quantum mechanics, thermodynamics, waves, optics, electricity, magnetism, and nuclear physics.

3. The teacher knows how to apply appropriate mathematical and problem solving principles including algebra, geometry, trigonometry, calculus, and statistics in the description of the physical world and is familiar with the connections between mathematics and physics.

~~4. The teacher understands contemporary physics events, research, and applications.~~

~~5. The teacher knows multiple explanations and models of physical phenomena and the process of developing and evaluating explanations of the physical world.~~

~~6. The teacher knows the historical development of models used to explain physical phenomena.~~

Performance

1. The teacher ~~engages students in~~ develop~~ing~~s and appl~~ying~~ies conceptual models to describe the natural world.

2. The teacher ~~engages students in~~ test~~ing~~s and evaluat~~ing~~es physical models through direct comparison with the phenomena via laboratory and field activities and demonstrations.

3. The teacher ~~engages students in~~ utilizes the appropriate ~~use of~~ mathematical principles in examining and describing models for explaining physical phenomena.

~~4. The teacher engages student in the examination and consideration of the models used to explain the physical world.~~

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

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

~~***Standard 8: Assessment of Student Learning – The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.***~~
Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

~~***Standard 7: Instructional Planning Skills – The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.***~~
Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

~~***Standard 4: Multiple Instructional Strategies – The teacher understands and uses a variety of instructional strategies to develop student learning.***~~
Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

~~***Standard 9: Professional Commitment and Responsibility – The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.***~~
Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

~~***Standard 10: Partnerships – The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.***~~
Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Idaho Foundation Standards for Social Studies Teachers

Social Studies teachers must meet Idaho Core Teacher Standards and Idaho Foundations Standards for Social Studies Teachers and one of the following: (1) Idaho Standards for Economics Teachers, (2) Idaho Standards for Geography Teachers, (3) Idaho Standards for Government and Civics Teachers, (4) Idaho Standards for History Teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Social Studies Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge

1. The teacher understands the influences that contribute to intellectual, social, and personal development.

2. The teacher understands the impact of learner environment on student learning.

Performance

1. The teacher provides opportunities for learners to engage in civic life, politics, and government.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

1. The teacher has a broad knowledge base of the social studies and related disciplines (e.g., history, economics, geography, political science, behavioral sciences, humanities).

2. The teacher understands how and why various governments and societies have changed over time.

3. The teacher understands how and why independent and interdependent systems of trade and production develop.

4. The teacher understands the impact that cultures, religions, technologies, social movements, economic systems, and other factors have on civilizations, including their own.

5. The teacher understands the responsibilities and rights of citizens in the United States of America's political system, and how citizens exercise those rights and participate in the system.

6. The teacher understands how geography affects relationships between people, and environments over time.

7. The teacher understands how to identify primary and secondary sources (i.e., documents, artifacts, maps, graphs, charts, tables, statistical data) in interpreting social studies concepts.

Performance

1. The teacher compares and contrasts various governments and cultures in terms of their diversity, commonalties, and interrelationships.

2. The teacher incorporates methods of inquiry and scholarly research into the curriculum.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

1. The teacher incorporates current events and historical knowledge, to guide learners as they predict how people from diverse global and cultural perspectives may experience and interpret the world around them.

2. The teacher understands how to effectively analyze the use of primary and secondary sources in interpreting social studies concepts.

Performance

1. The teacher demonstrates and applies chronological historical thinking.

2. The teacher integrates knowledge from the social studies in order to prepare learners to live in a world with limited resources, cultural pluralism, and increasing interdependence.

3. The teacher uses and interprets primary and secondary sources (i.e., documents, artifacts, maps, graphs, charts, tables) when presenting social studies concepts.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge

1. The teacher understands strategies for clear and coherent reading, speaking, listening, and writing within the context of social studies, consistent with approved 6-12 standards.

Performance

1. The teacher fosters clear and coherent learner reading, speaking, listening, and writing skills within the context of social studies, consistent with approved 6-12 standards.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Idaho Standards for Economics Teachers

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). In addition to the standards listed here Economics teachers must meet Idaho Foundation Standards for Social Studies teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Economics teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

1. The teacher understands basic economic concepts and models (e.g., scarcity, opportunity cost, productive resources, voluntary exchange, supply and demand credit/debt, market incentives, interest rate, imports/exports).

2. The teacher understands economic indicators (e.g., unemployment, inflation, GDP) in assessing the health of the economy.

3. The teacher understands the functions and characteristics of money.

4. The teacher understands economic systems and the factors that influence each system (e.g., culture, values, belief systems, environmental and geographic impacts, and technology).

5. The teacher knows different types of economic institutions and how they differ from one another (e.g., market structures, stock markets, banking institutions, labor unions).

6. The teacher understands how economic institutions shaped history and influence current economic practices.

7. The teacher understands the principles of sound personal finance and personal investment.

8. The teacher understands fiscal and monetary policy.

Performance

1. The teacher demonstrates comprehension, analysis, and relevance of economic principles and concepts.

2. The teacher engages learners in the application of economic concepts in their roles as consumers, producers, and workers.

3. The teacher employs and promotes learner use of graphs, models, and equations to illustrate economic concepts.

4. The teacher illustrates how economic indicators influence historic and current policy.

5. The teacher provides examples of the principles of business organizations and entrepreneurship.

6. The teacher fosters understanding of the important role of economic systems on economic growth.

7. The teacher develops learner understanding of economic issues through application of cost/benefit analyses.

8. The teacher conveys the importance and implications of the global marketplace.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Idaho Standards for Geography Teachers

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). In addition to the standards listed here Geography teachers must meet Idaho Foundation Standards for Social Studies teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Geography teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

1. The teacher understands the five themes of geography (movement, region, human environment interaction, location, and place) and how they are interrelated.

2. The teacher understands the characteristics and functions of globes, atlases, maps, map projections, aerial photographs, satellite images, global positioning systems (GPS),

geographic information systems (GIS), newspapers, journals, and databases.

Performance

1. The teacher uses past and present events to interpret political, physical, and cultural patterns.

2. The teacher connects the earth's dynamic physical systems to its impact on humans.

3. The teacher connects population dynamics and distribution to physical, cultural, historical, economic, and political circumstances.

4. The teacher connects the earth's physical systems and varied patterns of human activity to world environmental issues.

5. The teacher incorporates geographic resources (e.g., globes, atlases, maps, map projections, aerial photographs, satellite images, global positioning systems (GPS), geographic information systems (GIS), newspapers, journals, and databases).

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Idaho Standards for American Government/Political Science Teachers

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). In addition to the standards listed here government and civics teachers must meet Idaho Foundation Standards for Social Studies teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the American Government/Political Science teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

1. The teacher understands the relationships between civic life, politics, and government.

2. The teacher understands the political spectrum and factors that affect individual political views and behavior.

3. The teacher understands the purpose and foundations of government and constitutional principles of the United States of America's political system.

4. The teacher understands the organization of local, state, federal, and tribal governments, how power has evolved, and how responsibilities are organized, distributed, shared, and limited as defined by the Constitution of the United States of America.

5. The teacher understands the importance of international relations (e.g., evolution of foreign policy, national interests, global perspectives, international involvements, human rights, economic impacts, environmental issues).

6. The teacher understands the role of elections, political parties, interest groups, media (including social), and public policy (foreign and domestic) in shaping the United States of America's political system.

7. The teacher understands the civic responsibilities and rights of all individuals in the United States of America (e.g., individual and community responsibilities, participation in the political process, rights and responsibilities of non-citizens, the electoral process).

8. The teacher understands different forms of government found throughout the world.

Performance

1. The teacher assists learners in developing an understanding of citizenship and promotes learner engagement in civic life, politics, and government.

2. The teacher demonstrates comprehension and analysis of the foundations and principles of the United States of America political system and the organization and formation of the United States of America government.

3. The teacher demonstrates comprehension and analysis of United States of America foreign policy and international relations.

4. The teacher integrates global perspectives and current events into the study of civics and government.

5. The teacher engages learners in civil discourse and promotes its use in a democratic society.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Idaho Standards for History Teachers

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). In addition to the standards listed here history teachers must meet Idaho Foundation Standards for Social Studies teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the History teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

1. The teacher understands themes and concepts in history (e.g., exploration, expansion, migration, immigration).

2. The teacher understands the political, social, cultural, and economic responses to industrialization and technological innovation.

3. The teacher understands how international and domestic relations impacted the development of the United States of America.

4. The teacher understands how significant compromises, conflicts, and events defined and continue to define the United States of America.

5. The teacher understands the political, social, cultural, and economic development of the United States of America.

6. The teacher understands the political, social, cultural, and economic development of the peoples of the world.

7. The teacher understands the impact of gender, race, ethnicity, religion, and national origin on history.

8. The teacher understands the appropriate use of primary and secondary sources (i.e., documents, artifacts, maps, graphs, charts, tables, statistical data) in interpreting social studies concepts, historical perspectives, and biases.

Performance

1. The teacher makes chronological and thematic connections between political, social, cultural, and economic concepts.

2. The teacher incorporates the issues of gender, race, ethnicity, religion, and national origin into the examination of history.

3. The teacher facilitates student inquiry regarding international relationships.

4. The teacher relates the role of compromises and conflicts to continuity and change across time.

5. The teacher demonstrates an ability to research, analyze, evaluate, and interpret historical evidence.

6. The teacher incorporates the appropriate use of primary and secondary sources (i.e., documents, artifacts, maps, graphs, charts, tables, statistical data) in interpreting social studies concepts, historical perspectives, and biases.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Idaho Standards for Social Studies Teachers

Teachers with a social studies endorsement must meet the following Idaho Standards:

1. ***Idaho Core Teacher Standards AND***
2. ***Foundation Social Studies Standards AND***
3. ***History Standards OR***
4. ***Government and Civics Standards OR***
5. ***Economics Standards OR***
6. ***Geography Standards***

Idaho Standards for Exceptional Child Generalists

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

In addition to the standards listed here, exceptional child teachers must meet Idaho Core Teacher Standards and the Idaho Generalist Standards and may meet one of the following, if applicable: (1) Idaho Standards for Teachers of the Blind and Visually Impaired or (2) Idaho Standards for Teachers of the Deaf and Hard of Hearing.

The following knowledge and performance statements for the Generalist Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard 1: Learner Development and Individual Learning Differences - The teacher understands how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

Knowledge

1. The teacher understands how language, culture, and family background influence the learning of individuals with exceptionalities.

2. The teacher has an understanding of development and individual differences to respond to the needs of individuals with exceptionalities.

3. The teacher understands how exceptionalities can interact with development and learning.

Performance

1. The teacher modifies developmentally appropriate learning environments to provide relevant, meaningful, and challenging learning experiences for individuals with exceptionalities.

2. The teacher is active and resourceful in seeking to understand how primary language, culture, and family interact with the exceptionality to influence the individual's academic and social abilities, attitudes, values, interests, and career and post-secondary options.

Standard 2: Learning Environments - The teacher creates safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

Knowledge

1. The teacher understands applicable laws, rules, regulations, and procedural safeguards regarding behavior management planning for students with disabilities.

2. The teacher knows how to collaborate with general educators and other colleagues to create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.

3. The teacher understands motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.

4. The teacher knows how to intervene safely and appropriately with individuals with exceptionalities in crisis (e.g. positive behavioral supports, functional behavioral assessment and behavior plans).

Performance

1. The teacher develops safe, inclusive, culturally responsive learning environments for all students, and collaborates with education colleagues to include individuals with exceptionalities in general education environments and engage them in meaningful learning activities and social interactions.

2. The teacher modifies learning environments for individual needs and regards an individual's language, family, culture, and other significant contextual factors and how they interact with an individual's exceptionality. The teacher modifies learning environment, and provides for the maintenance and generalization of acquired skills across environments and subjects.

3. The teacher structures learning environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with exceptionalities, and directly teach them to adapt to the expectations and demands of differing environments.

4. The teacher safely intervenes with individuals with exceptionalities in crisis. Special education teachers are also perceived as a resource in behavior management that include the skills and knowledge to intervene safely and effectively before or when individuals with exceptionalities experience crisis, i.e. lose rational control over their behavior.

Standard 3: Curricular Content Knowledge - The teacher uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.

Knowledge

1. The teacher understands the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities

2. The teacher understands and uses general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.

3. The teacher knows how to modify general and specialized curricula to make them accessible to individuals with exceptionalities.

Performance

1. The teacher demonstrates in their planning and teaching, a solid base of understanding of the central concepts in the content areas they teach.

2. The teacher collaborates with general educators in teaching or co-teaching the content of the general curriculum to individuals with exceptionalities and designs appropriate learning, accommodations, and/or modifications.

3. The teacher uses a variety of specialized curricula (e.g., academic, strategic, social, emotional, and independence curricula) to individualize meaningful and challenging learning for individuals with exceptionalities.

Standard 4: Assessment - The teacher uses multiple methods of assessment and data-sources in making educational decisions

Knowledge

1. The teacher knows how to select and use technically sound formal and informal assessments that minimize bias.

2. The teacher has knowledge of measurement principles and practices, and understands how to interpret assessment results and guide educational decisions for individuals with exceptionalities.

3. In collaboration with colleagues and families, the teacher knows how to use multiple types of assessment information in making decisions about individuals with exceptionalities.

4. The teacher understands how to engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.

5. The teacher understands assessment information to identify supports, adaptations, and modifications required for individuals with exceptionalities to access the general curriculum and to participate in school, system, and statewide assessment programs.

6. The teacher is aware of available technologies routinely used to support assessments (e.g., progress monitoring, curriculum-based assessments, etc.).

7. The teacher understands the legal policies of assessment related to special education referral, eligibility, individualized instruction, and placement for individuals with exceptionalities, including individuals from culturally and linguistically diverse backgrounds.

Performance

1. The teacher regularly monitors the learning progress of individuals with exceptionalities in both general and specialized content and makes instructional adjustments based on these data.

2. The teacher gathers background information regarding academic, medical, and social history.

3. The teacher conducts formal and/or informal assessments of behavior, learning, achievement, and environments to individualize the learning experiences that support the growth and development of individuals with exceptionalities.

4. The teacher integrates the results of assessments to develop a variety of individualized plans, including family service plans, transition plans, behavior change plans, etc.

5. The teacher participates as a team member in creating the assessment plan that may include ecological inventories, portfolio assessments, functional assessments, and high and low assistive technology needs to accommodate students with disabilities.

Standard 5: Instructional Planning and Strategies – The teacher selects, adapts, and uses a repertoire of evidence-based instructional strategies and interventions to advance learning of individuals with exceptionalities.

Knowledge

1. The teacher knows how to consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities.

2. The teacher understands technologies used to support instructional assessment, planning, and delivery for individuals with exceptionalities.

3. The teacher is familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.

4. The teacher understands strategies to enhance language development, communication skills, and social skills of individuals with exceptionalities.

5. The teacher knows how to develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.

6. The teacher knows how to teach to mastery and promotes generalization of learning for individuals with exceptionalities.

7. The teacher knows how to teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.

8. The teacher knows how to enhance 21st Century student outcomes such as critical thinking, creative problem solving, and collaboration skills for individuals with exceptionalities, and increases their self-determination.

9. The teacher understands available technologies routinely used to support and manage all phases of planning, implementing, and evaluating instruction.

Performance

1. The teacher plans and uses a repertoire of evidence-based instructional strategies in promoting positive learning results in general and special curricula and in modifying learning environments for individuals with exceptionalities appropriately.

2. The teacher emphasizes explicit instruction with modeling, and guided practice to assure acquisition and fluency, as well as, the development, maintenance, and generalization of knowledge and skills across environments.

3. The teacher matches their communication methods to an individual's language proficiency and cultural and linguistic differences.

4. The teacher utilizes universal design for learning, augmentative and alternative communication systems, and assistive technologies to support and enhance the language and communication of individuals with exceptionalities.

5. The teacher develops a variety of individualized transition plans, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts.

6. The teacher personalizes instructional planning within a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate.

Standard 6: Professional Learning and Ethical Practices – The teacher uses foundational knowledge of the field and the their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

Knowledge

1. The teacher understands how foundational knowledge and current issues influence professional practice.

2. The teacher understands that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.

3. The teacher understands the significance of lifelong learning and participates in professional activities and learning communities.

4. The teacher understands how to advance the profession by engaging in activities such as advocacy and mentoring.

5. The teacher knows how to create a manageable system to maintain all program and legal records for students with disabilities as required by current federal and state laws.

Performance

1. The teacher uses professional Ethical Principles and Professional Practice Standards to guide their practice.

2. The teacher provides guidance and direction to paraeducators, tutors, and volunteers.

3. The teacher plans and engages in activities that foster their professional growth and keep them current with evidence-based practices.

4. The teacher is sensitive to the aspects of diversity with individuals with exceptionalities and their families, and the provision of effective special education services for English learners with exceptionalities and their families.

Standard 7: Collaboration – The teacher will collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

Knowledge

1. The teacher understands the theory and elements of effective collaboration.

2. The teacher understands how to serve as a collaborative resource to colleagues.

3. The teacher understands how to use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.

4. The teacher understands how to collaborate with their general education colleagues to create learning environments that meaningfully include individuals with exceptionalities, and that foster cultural understanding, safety and emotional well-being, positive social interactions, and active engagement.

5. The teacher is familiar with the common concerns of parents/guardians of students with disabilities and knows appropriate strategies to work with parents/guardians to deal with these concerns.

6. The teacher knows about services, networks, and organizations for individuals with disabilities and their families, including advocacy and career, vocational, and transition support.

Performance

1. The teacher collaborates with the educational team to uphold current federal and state laws pertaining to students with disabilities, including due process rights related to assessment, eligibility, and placement.

2. The teacher collaborates with related-service providers, other educators including special education paraeducators, personnel from community agencies, and others to address the needs of individuals with exceptionalities.

3. The teacher involves individuals with exceptionalities and their families collaboratively in all aspects of the education of individuals with exceptionalities.

Idaho Standards for Teachers of the Blind and Visually Impaired

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

In addition to the standards listed here, teachers of the blind and visually impaired must meet Idaho Core Teacher Standards.

The following knowledge and performance statements for the Standards for Teachers of the Blind and Visually Impaired are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

The teacher of students with visual impairments is well versed in the foundations for education of the blind and visually impaired, the physiology and functions of the visual system, and the effect of vision impairment has on the instructional program. Further, the teacher collaboratively designs instructional strategies based on the results of specialized assessments.

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge

1. The teacher understands the need for students to establish body awareness, communication, self- esteem, and social skills, as described in the American Foundation for the Blind Expanded Core Curriculum (Expanded Core Curriculum).

2. The teacher knows the effects of a visual impairment on the student's family or guardians, and the reciprocal impact on the student's self-esteem.

3. The teacher understands the variations in functional capabilities and the diverse implications that various eye diseases have on growth and development.

Performance

1. The teacher provides students with a means to independently access materials readily available to the sighted world.

2. The teacher prepares students who have visual impairments, including those with additional disabilities, to respond to societal attitudes and actions with appropriate behavior and self-advocacy.

3. The teacher designs instructional experiences depending on individual student and familial stages of acceptance of the visual impairment.

4. The teacher communicates information from the optometrist/ophthalmologist report to school personnel to confirm the educational implications of the eye condition and to ensure the student's visual strengths are used.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Knowledge

1. The teacher knows the impact of visual disorders on learning, experience, and concept development.

2. The teacher knows methods for the development of special auditory, tactual, and modified visual communication skills for students with visual impairments, including those with additional disabilities (e.g., For example: assistive technology specific for the auditory and tactual learner, such as screen readers, refreshable braille display; pre-braille skills; braille reading and writing; magnification options; tactile graphics).

3. The teacher understands the terminology related to diseases and disorders of the human visual system and their impact on language, communication, cognitive, spatial concept, and psychosocial development.

4. The teacher knows how to critique and evaluate the strengths and limitations of various types of assistive technologies.

5. The teacher knows a variety of input and output enhancements to computer technologies that address the specific access needs of students with visual impairments, including those with additional disabilities, in a variety of environments.

6. The teacher knows techniques for modifying instructional methods and materials for students with visual impairments, including those with additional disabilities, and for assisting classroom teachers in implementing these modifications.

Performance

1. The teacher teaches, writes, and reads literary braille and Nemeth (math and science), as well as music and computer braille codes.

2. The teacher secures specialized materials and equipment and provides training, as needed.

3. The teacher integrates knowledge of the visual impairment when identifying and infusing low vision devices and strategies into the curriculum, learning environments, and instructional techniques.

4. The teacher integrates ophthalmology, optometry, low vision, and functional vision evaluation/learning media assessments information to comprehensively design strategies as part of an IEP or 504.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Knowledge

1. The teacher knows and understands factors in the learning environment (e.g., physical layout, organization, teacher behavior and expectations) that affect the learning behavior of students with visual impairments.

2. The teacher knows and understands strategies for creating a positive, productive learning environment that fosters student achievement.

3. The teacher knows and understands instructional planning and management issues (e.g., time management, caseload management, collaborative planning) related to various models and systems of service delivery (e.g., itinerant, residential, transdisciplinary teaming).

Performance

1. The teacher develops management strategies for meeting students' needs effectively and efficiently in the context of various service delivery models and systems.

2. The teacher organizes learning environments to facilitate students' acquisition of concepts and skills in, both, the general education and Expanded Core Curriculum.

3. The teacher applies organizational strategies that maximize students' ability to benefit from learning activities (e.g., strategies that help them orient themselves, move comfortably in the environment, interact positively with peers).

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

1. The teacher knows the historical foundations for the education of children with visual impairments, including a continuum of service options.

2. The teacher knows about consumer and professional organizations, journals, networks, and services relevant to the field of visual impairment, including deafblindness.

3. The teacher knows and understands federal laws and regulations related to the educational rights of all students with disabilities (e.g., The Americans with Disabilities Act, The Individuals with Disabilities Education Act, Section 504) and those that specifically address students who are blind or visually impaired (e.g., federal entitlements for the provision of specialized equipment and materials, such as the American Printing House for the Blind Quota Funds).

4. The teacher possesses an in-depth knowledge of the variances in the medical, federal, and state definitions of visual impairment, identification criteria, labeling issues, incidence and prevalence figures, and how each component interacts with eligibility determinations for service.

5. The teacher knows specialized policies and resources regarding referral and placement procedures for students with visual impairments.

6. The teacher knows the effects of medications on the visual system.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

1. The teacher knows and understands factors that promote or hinder effective communication and collaboration with students, parents/guardians, paraprofessionals, teachers, administrators, and other school and community personnel.

2. The teacher knows and understands the collaborative roles of students, parents/guardians, classroom teachers, and other school and community personnel in planning and implementing students' IEPs, 504s and IFSPs.

3. The teacher knows and understands the roles of related service personnel (e.g., certified orientation & mobility specialists, physical therapists, school nurses, counselors, rehabilitation staff), and paraprofessionals (e.g., transcribers) in the education of students with visual impairments, including those with additional disabilities.

Performance

1. The teacher applies skills for communicating and collaborating effectively with teachers, paraprofessionals, and other school and community personnel to enhance learning opportunities for students with visual impairments, and ensures that students receive the services they need.

2. The teacher uses effective strategies for helping classroom teachers understand the effects of visual impairments on learning, for ensuring that teachers receive necessary support (e.g., training and the use of equipment, braille materials for lessons, interlined transcriptions of students' written work in braille), and for ensuring that students have full access to needed adaptations and resources.

3. The teacher works collaboratively with professionals, family members and other personnel to help provide child-centered intervention for infants, toddlers, preschoolers and school-age students with visual impairments.

4. The teacher serves as a resource for parents/guardians and others in the school and community in regard to students with visual impairments and how to promote their learning and address their needs.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Knowledge

1. The teacher knows the procedures used for screening, pre-referral, referral, and classifications of students with visual impairments, including vision screening methods, functional vision evaluation, and learning media assessment.

2. The teacher possesses an in-depth knowledge of procedures for adapting and administering assessments for the intervention, referral, and identification of students with a visual impairment, including those with additional disabilities.

Performance

1. The teacher conducts alternative as well as functional evaluations of visual, literacy, basic orientation and mobility, and educational performance.

2. The teacher uses information obtained through functional, alternative, and standardized assessments to plan, deliver, and modify instructional and environmental factors, including IEP or 504 development.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge

1. The teacher knows and understands factors in the learning environment (e.g., physical layout, organization, teacher behaviors and expectations) that affect the learning and behavior of students with visual impairments.

2. The teacher knows and understands resources available for individuals with visual impairments, including deaf blindness and those with additional disabilities (e.g., APH materials, textbooks, agencies).

3. The teacher knows and understands techniques for creating and adapting instructional materials (e.g., brailled, enlarged, outlined, highlighted) for students with visual impairments.

Performance

1. The teacher organizes learning environments to facilitate students' acquisition of concepts and skills in, both, the general education and Expanded Core Curriculum.

2. The teacher uses visual, tactile, auditory and other adaptations to design multisensory learning environments that promote students' full participation and independent learning in a variety of group and individual contexts.

3. The teacher works collaboratively with the educational team to implement adaptations designed to compensate for visual impairments.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge

1. The teacher possesses in-depth knowledge of methods, materials, and assistive technology for providing for the development of cognitive, auditory, tactual, and communication skills for the blind and visually impaired, including those with additional disabilities.

2. The teacher knows how to assist the student in related Expanded Core Curriculum skills, including developing visual, auditory, and tactile efficiency as well as basic orientation and mobility skills.

3. The teacher knows how to assist the student in developing alternative organizational and study skills.

4. The teacher knows methods for providing adapted physical and recreation skills for students who have visual impairments, including those with additional disabilities.

5. The teacher knows functional life skills instruction relevant to independent, community, and personal living and to employment for individuals with blindness, visual impairments, and co-occurring impairments, including methods for accessing printed public information, public transportation, community resources, and acquiring practical skills (e.g., keeping personal records, time management, banking, emergency procedures, etc.).

6. The teacher knows strategies and resources for developing transition plans and career awareness.

Performance

1. The teacher designs, sequences, implements, and evaluates modifications for daily living skills, to increase independence.

2. The teacher implements integrated learning experiences that are multi-sensory and encourage active participation, self-advocacy, and independence.

3. The teacher integrates knowledge of the visual impairment and co-occurring disabilities with child development when designing and implementing cognitive, communication, and social skills instruction.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge

1. The teacher knows and understands ethical responsibilities of teachers of students with visual impairments (e.g., advocating for students and their families, seeking improvements in the quality of students' educational services, pursuing ongoing professional development).

2. The teacher knows and understands the functions of agencies, consumer organizations and initiatives that promote nation-wide standards of excellence for the provision of services to students with visual impairments.

3. The teacher knows and understands the functions of professional organizations, publications and activities relevant to ongoing practice and professional development in the field of visual impairment.

Performance

1. The teacher applies knowledge of research-based practices and current trends and issues in the field of visual impairment to provide students with educational programming, materials, and services they need to achieve to their full potential.

2. The teacher applies knowledge of legal requirements and documentation related to issues such as referral, evaluation, eligibility criteria, due process, confidentiality and least restrictive environment.

3. The teacher applies knowledge of state requirements and professional guidelines regarding the provision of services to students with visual impairments (e.g., caseloads, funding, array of service options).

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge

1. The teacher knows strategies for assisting family, guardians, professionals, and other members of the community in planning appropriate transitions for students who have visual impairments, including those with additional disabilities.

2. The teacher knows the roles of paraprofessionals who work directly with students who have visual impairments, including those with additional disabilities, (e.g., sighted readers, transcribers, aides) or who provide special materials to them.

3. The teacher knows that the attitudes, expectations, and behaviors of professionals and peers will affect the behaviors of students with visual impairments, including those with additional disabilities.

4. The teacher knows and understands The Family Education Rights and Privacy Act (FERPA).

Performance

1. The teacher collaborates with parents, guardians, and other members of the community integral to the student's learning and development.

2. The teacher clarifies the roles of paraprofessionals who work directly with students who have visual impairments, including those with additional disabilities, (e.g., readers, transcribers, aides) or who provide special materials to those students.

3. The teacher complies with FERPA.

Standard 11: The teacher knows how to read and produce contracted and uncontracted Literary Braille and Nemeth Codes.

Knowledge

1. The teacher knows and understands skills for reading and producing Literary Braille (uncontracted and contracted) and Nemeth Codes.

2. The teacher knows and understands the rules of the Literary Braille and Nemeth Codes, including formatting.

Performance

1. The teacher applies skills for reading and producing Literary Braille (uncontracted and contracted) and Nemeth Codes with a braille writer and slate and stylus.

2. The teacher applies the rules of the Literary Braille and Nemeth Codes when producing and adapting student work.

3. The teacher uses resources to obtain age-appropriate braille materials (e.g., APH materials, parent resources, braille production centers).

Idaho Standards for Special Education Teachers of Students Who Are Deaf/Hard of Hearing

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

In addition to the standards listed here, teachers of the deaf and hard of hearing must meet Idaho Core Teacher Standards.

The following knowledge and performance statements for the Standards for Teachers of the deaf and hard of hearing are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge

1. The teacher understands how etiology, age of onset, age of identification, age at provision of services, and hearing status influence a student's language development and learning.

2. The teacher understands that being deaf/hard of hearing alone does not necessarily preclude normal academic development, cognitive development, or communication ability.

3. The teacher understands how learning and language development occur and the impact of instructional choices on deaf/hard of hearing students so they achieve age appropriate levels of literacy, academics, and social emotional development.

Performance

1. The teacher identifies levels of language and literacy development and designs lessons and opportunities that are appropriate.

2. The teacher identifies levels of language and general academics and designs lessons and opportunities that are appropriate.

3. The teacher identifies levels of social/emotional development and designs lessons and opportunities that are appropriate.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Knowledge

1. The teacher understands how hearing status may influence student development in the following areas: sensory, cognitive, communication, physical, behavioral, cultural, social, and emotional.

2. The teacher knows the characteristics and impacts of hearing status, and the subsequent need for alternative modes of communication and/or instructional strategies.

3. The teacher understands the need for English language learning for students whose native language is American Sign Language (ASL).

4. The teacher understands the need for differentiated instruction for language learning for emergent language users.

5. The teacher understands that an Individualized Education Plan (IEP), including all current State and Federal guidelines for deaf/hard of hearing students should consider the following: communication needs; the student and family's preferred mode of communication; linguistic needs; hearing status and potential for using auditory access; assistive technology; academic level; and social, emotional, and cultural needs, including opportunities for peer interactions and communication.

Performance

1. The teacher uses information concerning hearing status (i.e., sensory, cognitive, communication, linguistic needs); potential for using auditory access; academic level; social, emotional, and cultural needs in planning and implanting differentiated instruction and peer interactions and communication.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Knowledge

1. The teacher understands the unique social and emotional needs of students who are deaf/ hard of hearing and knows strategies to facilitate the development of healthy self-esteem and identity.

2. The teacher understands that Deaf cultural factors, communication, and family influences impact classroom management of students.

3. The teacher understands the role of and the relationship among the teacher, interpreter, and student.

Performance

1. The teacher designs a classroom environment to maximize opportunities for students' visual and/or auditory access.

2. The teacher creates a learning environment that encourages self-advocacy and the development of a positive self-identity.

3. The teacher prepares students for the appropriate use of interpreters and support personnel.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

1. The teacher understands the theories, history, cultural perspectives, philosophies, and models that provide the basis for education of the deaf/hard of hearing.

2. The teacher knows the various educational placement options and how they influence a deaf/hard of hearing student's cultural identity and linguistic, academic, social, and emotional development.

3. The teacher understands the complex facets regarding issues related to deaf/hard of hearing individuals and working with their families (e.g., cultural and medical perspectives).

Performance

1. The teacher uses the tools, models, and strategies appropriate to the needs of students who are deaf/hard of hearing.

2. The teacher educates others regarding the potential benefits, and constraints of the following: cochlear implants, hearing aids, other amplification usage, sign language systems, ASL, use of technologies, and communication modalities.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

1. The teacher understands the role of the interpreter and the use and maintenance of assistive technology.

2. The teacher knows resources, materials, and techniques relevant to communication choices (e.g., total communication, cued speech, ASL, listening and spoken language (LSL), hearing aids, cochlear implants, augmentative and assistive equipment, FM systems, and closed captioning).

Performance

1. The teacher uses resources, materials, and techniques that promote effective instruction for students who are deaf/hard of hearing (e.g., total communication, cued speech, ASL, LSL, hearing aids, cochlear implants, augmentative and assistive technology, FM systems, and closed captioning).

2. The teacher meets and maintains the proficiency requirements of the linguistic and educational environment of the student/program. For teachers to be employed in programs where sign language is used for communication and instruction, the teacher will meet one of the following to demonstrate sign language proficiency: 1) score Intermediate Plus level or above as measured by the Sign Language Proficiency Interview (SLPI), 2) receive 3.5 or above on the Educational Interpreter Performance Assessment (EIPA), or 3) obtain the National Registry of Interpreters for the Deaf Certification (RID).

3. The teacher maintains a learning environment that facilitates the services of the interpreter, support personnel, and implementation of other accommodations.

3. The teacher provides instruction to students on the effective use of appropriate assistive technology.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Knowledge

1. The teacher knows specialized terminology used in the assessment of students who are deaf/hard of hearing.

2. The teacher knows the appropriate assessment accommodations.

3. The teacher understands the components of an adequate evaluation for eligibility, placement, and program planning decisions for students who are deaf/hard of hearing.

Performance

1. The teacher uses appropriate assessment tools that use the natural, native, or preferred language of the student who is deaf/hard of hearing.

2. The teacher designs and uses appropriate formative assessment tools.

3. The teacher gathers and analyzes communication samples to determine nonverbal and linguistic skills of students who are deaf/hard of hearing as part of academic assessment.

4. The teacher uses data from assessments to inform instructional decision making to develop present levels of performance (PLOP) and IEP goals.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge

1. The teacher knows Federal and State special education laws (IDEA).

2. The teacher knows how to develop a meaningful and compliant IEP.

Performance

1. The teacher, as an individual and a member of a team, selects and creates learning experiences that are: aligned to State curriculum standards, relevant to students, address and align to students' IEP goals, based on principles of effective instruction and performance modes.

2. The teacher implements the IEP.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge

1. The teacher knows how to enhance instruction through the use of technology, visual materials and experiential activities to increase outcomes for students who are deaf/hard of hearing.

2. The teacher knows how to develop instruction that incorporates critical thinking, problem solving, and performance skills.

Performance

1. The teacher evaluates methods for achieving learning goals and chooses various teaching strategies, materials, and technologies to meet instructional purposes and the unique needs of students who are deaf/hard of hearing.

2. The teacher maintains a learning environment that facilitates the services of the educational interpreter, note taker, and other support personnel, as well as other accommodations.

3. The teacher enables students who are deaf/hard of hearing to use support personnel and assistive technology.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge

1. The teacher knows The Code of Ethics for Idaho Professional Educators.

2. The teacher knows about laws affecting deaf/hard of hearing citizens and students.

3. The teacher knows a variety of self-assessment strategies for reflecting on the practice of teaching for deaf/hard of hearing students.

4. The teacher is aware of the personal biases related to the field of education of deaf/hard of hearing children that affect teaching and knows the importance of presenting issues with objectivity, fairness, and respect.

5. The teacher knows where to find and how to access professional resources on teaching deaf/hard of hearing students and subject matters, and cultural perspectives.

6. The teacher knows about professional organizations within education in general and education of deaf/hard of hearing students and understands the need for professional activity and collaboration beyond the school.

7. The teacher understands the dynamics of change and recognizes that the field of education is not static.

8. The teacher knows how to use technology to enhance productivity and professionalism.

Performance

1. The teacher practices behavior congruent with The Code of Ethics for Idaho Professional Educators.

2. The teacher adheres to local, state, and federal laws, including laws affecting deaf/hard of hearing citizens and students.

3. The teacher uses a variety of sources for evaluating his/her teaching (e.g., classroom observation, student achievement data, information from parents and students, and current research in the field of education of deaf/hard of hearing students).

4. The teacher uses self-reflection as a means of improving instruction.

5. The teacher participates in meaningful professional development opportunities in order to learn current, effective teaching practices.

6. The teacher stays abreast of professional literature, consults colleagues, and seeks other resources to support development as both a learner and a teacher.

7. The teacher engages in professional discourse about subject matter knowledge and pedagogy, as well as knowledge and pedagogy related to the education of deaf/hard of hearing students.

8. The teacher uses technology to enhance productivity and professionalism.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge

1. The teacher understands the roles and responsibilities of teachers and support personnel in educational practice for deaf/hard of hearing students (e.g., educational interpreters, class teachers, transliteraters, tutors, note takers, and audiologist).

2. The teacher knows of available resources.

3. The teacher understands the effects of communication on the development of family relationships and knows strategies to facilitate communication within a family that includes a student who is deaf/hard of hearing students.

4. The teacher knows the continuum of services provided by individuals and agencies in the ongoing support of students who are deaf/hard of hearing.

Performance

1. The teacher facilitates the coordination of support personnel (e.g., interpreters and transliteraters) and agencies to meet the communication needs of students who are deaf/hard of hearing.

2. The teacher accesses and shares information about available resources with family and community.

Teacher Leader Standards

The following knowledge and performance statements for the Standards for teacher leaders are widely recognized, but not all-encompassing or absolute, indicators that teacher leader candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

* *This language was written by a committee of content experts and has been adopted verbatim.*

Standard 1: Understanding Adults as Learners to Support Professional Learning Communities - The teacher leader understands how adults acquire and apply knowledge and uses this information to promote a culture of shared accountability for school outcomes that maximizes teacher effectiveness, promotes collaboration, enlists colleagues to be part of a leadership team, and drives continuous improvement in instruction and student learning.

Knowledge: The teacher leader demonstrates knowledge of:

1. The differences in knowledge acquisition and transfer for children and adults.

2. Stages of career development and learning for colleagues and application of the concepts of adult learning to the design and implementation of professional development.

3. Effective use of individual interactions, structures and processes for collaborative work including networking, facilitation, team building, and conflict resolution.

4. Effective listening, oral communication, presentation skills, and expression in written communication.

5. Research and exemplary practice on "organizational change and innovation".

6. The process of development of group goals and objectives.

Performance: The teacher leader:

1. Demonstrates knowledge and skills for high quality professional learning for individuals as well as groups and assesses teachers' content knowledge and skills throughout professional learning.

2. Improves colleagues' acquisition and application of knowledge and skills.

3. Fosters mutually respectful and productive relationships among colleagues and guides purposeful collaborative interactions, inclusive of team members' ideas and perspectives.

4. Uses effective communication skills and processes.

5. Demonstrates the ability to adapt to the contextual situation and make effective decisions, demonstrates knowledge of the role of creativity, innovation, and flexibility in the change process.

6. Facilitates development of a responsive culture with shared vision, values, and responsibility and promotes team-based responsibility for assessing and advancing the effectiveness of practice.

Standard 2: Accessing and Using Research to Improve Practice and Student Achievement - The teacher leader understands how educational research is used to create new knowledge, promote specific policies and practices, improve instructional practice and make inquiry a critical component in teacher learning and school redesign; and uses this knowledge to model and facilitate colleagues' use of appropriate research-based strategies and data-driven action plans.

Knowledge: The teacher leader demonstrates knowledge of:

1. Action research methodology.

2. Analysis of research data and development of a data-driven action plan that reflects relevance and rigor.

3. Implementation strategies for research-based change and for dissemination of findings for programmatic changes.

Performance: The teacher leader:

1. Models and facilitates relevant and targeted action research and engages colleagues in identifying research questions, designing and conducting action research to improve educational outcomes.

2. Models and facilitates analysis and application of research findings for informed decision making to improve educational outcomes with a focus on increased productivity, effectiveness and accountability.

3. Assists with application and supports dissemination of action research findings to improve educational outcomes.

Standard 3: Promoting Professional Learning for Continuous Improvement - The teacher leader understands the constantly evolving nature of teaching and learning, new and emerging technologies and changing community demographics; and uses this knowledge to promote and facilitate structured and job-embedded professional learning initiatives aligned to school improvement goals.

Knowledge: The teacher leader demonstrates knowledge of:

1. The standards of high quality professional development and their relevance to improved learning.

2. Effective use of professional development needs assessment, designs, protocols, and evaluation tools; selection and evaluation of resources appropriate to the identified need(s) along the professional career continuum.

3. The role of 21st century skills and technologies in educational practice.

4. The role of shifting cultural demographics in educational practice.

Performance: The teacher leader:

1. Accurately identifies the professional development needs and opportunities for colleagues in the service of improving education.

2. Works with staff and staff developers to design and implement ongoing professional learning based on assessed teacher and student needs and involves colleagues in development and implementation of a coherent, systemic, and integrated approach to professional development aligned with school improvement goals.

3. Utilizes and facilitates the use of technology, statewide student management system, and media literacy as appropriate.

4. Continually assesses the effectiveness of professional development activities and adjusts appropriately.

Standard 4: Facilitating Improvements in Instruction and Student Learning - The teacher leader demonstrates a deep understanding of the teaching and learning process and uses this knowledge to advance the professional skills of colleagues by being a continuous learner, modeling reflective practice based on student results, and working collaboratively with colleagues to ensure instructional practices are aligned to a shared vision, mission and goal.

Knowledge: The teacher leader demonstrates knowledge of:

1. Research-based curriculum, instruction, and assessment and their alignment with desired outcomes.

2. The Framework for Teaching, effective observation and strategies for providing instructional feedback.

3. Role and use of critical reflection in improving professional practice.

Performance: The teacher leader:

1. Recognizes, analyzes, and works toward improving the quality of colleagues' professional and instructional practices.

2. Based upon the Framework for Teaching, has proof of proficiency in recognizing effective teaching and uses effective observation techniques to identify opportunities to improve curriculum, instruction, and assessment.

3. Provides observational feedback that demonstrates the intent to improve curriculum, instruction, and assessment.

4. Develops, leads and promotes a culture of self-reflection and reflective dialogue.

Standard 5: Using Assessments and Data for School and District Improvement - The teacher leader is knowledgeable about current research on assessment methods, designing and/or selecting effective formative and summative assessment practices and use of assessment data to make informed decisions that improve student learning; and uses this knowledge to promote appropriate strategies that support continuous and sustainable organizational improvement.

Knowledge: The teacher leader demonstrates knowledge of:

1. Design and selection of suitable evaluation instruments and effective assessment practices for a range of purposes.

2. Use of formative and summative data to inform the continuous improvement process.

3. Analysis and interpretation of data from multiple sources.

Performance: The teacher leader:

1. Informs and facilitates colleagues' selection or design of suitable evaluation instruments to generate data that will inform instructional improvement.

2. Models use of formative and summative data to inform the continuous improvement process.

3. Informs and facilitates colleagues' interpretation of data and application of findings from multiple sources (e.g., standardized assessments, demographics and other.

Standard 6: Improving Outreach and Collaboration with Families and Community - The teacher leader understands that families, cultures and communities have a significant impact on educational processes and student achievement and uses this knowledge to promote frequent and more effective outreach with families, community members, business and community leaders and other stakeholders in the education system.

Knowledge: The teacher leader demonstrates knowledge of:

1. Child development and conditions in the home, culture and community and their influence on educational processes.

2. Contextual considerations of the family, school, and community and their interaction with educational processes.

3. Effective strategies for involvement of families and other stakeholders as part of a responsive culture.

Performance: The teacher leader:

1. Develops colleagues' abilities to form effective relationships with families and other stakeholders.

2. Recognizes, responds and adapts to contextual considerations to create effective interactions among families, communities, and schools.

3. Improves educational outcomes by promoting effective interaction and involvement of teachers, families, and stakeholders in the educational process.

Standard 7: Advocating for Student Learning and the Profession - The teacher leader understands how educational policy is made at the local, state and national level as well as the roles of school leaders, boards of education, legislators and other stakeholders in formulating those policies; and uses this knowledge to advocate for student needs and for practices that support effective teaching and increase student learning and to serve as an individual of influence and respect within the school, community and profession.

Knowledge: The teacher leader demonstrates knowledge of:

1. Effective identification and interpretation of data, research findings, and exemplary practices.

2. Alignment of opportunities with identified needs and how to synthesize information to support a proposal for educational improvement.

3. Local, state and national policy decisions and their influence on instruction.

4. The process to impact policy and to advocate on behalf of students and the community.

Performance: The teacher leader:

1. Identifies and evaluates needs and opportunities.

2. Generates ideas to effectively address solutions/needs.

3. Analyzes feasibility of potential solutions and relevant policy context.

4. Advocates effectively and responsibly to relevant audiences for realization of opportunities.

Idaho Standards for Teacher Librarians

In addition to the standards listed here, teacher librarians must meet Idaho Core Teacher Standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

The school library is a classroom that serves as the instructional center of the school and needs the expertise of a professionally trained teacher librarian. The teacher librarian is an experienced classroom teacher with additional specialized training in the discipline of school librarianship.

In the rapidly evolving library landscape, teacher librarians promote and provide information literacy expertise in collaboration with the school community.

The management of a school library requires a special set of skills above and beyond those of a classroom teacher. Collection development and management, cataloging and resource sharing, technology use and maintenance, budgeting, ethical and effective information management, supervision of staff and volunteers, and providing ongoing professional development for staff are just some of the unique expectations for teacher librarians.

This document utilizes language and ideas adapted from the *Idaho Standards for Library Science Teachers* (2007) and the *ALA/AASL Standards for Initial Preparation of School Librarians* (2010).

Standard 1: Learner Development - The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge

1. The teacher librarian is an effective teacher with knowledge of learners and learning.

2. The teacher librarian is aware of reading and information materials in a variety of formats that support the diverse developmental, cognitive, social, emotional, and linguistic needs of K-12 students and their communities.

3. The teacher librarian recognizes the importance of developmentally appropriate and challenging learning experiences.

Performance

1. The teacher librarian develops a collection of reading and information materials in a variety of formats that support the diverse developmental, cognitive, social, emotional, and linguistic needs of K-12 students and their communities.

2. The teacher librarian collaborates with all members of the learning community to help meet individual learner needs.

3. The teacher librarian supports the staff by locating and providing resources that enable members of the learning community to become effective users of ideas and information.

4. The teacher librarian, independently and in collaboration with other teachers, designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences - The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Knowledge

1. The teacher librarian is aware of and respects the diverse cultures within the entire learning community.

2. The teacher librarian is aware of reading and information materials in a variety of formats that support the diverse cultural needs of K-12 students and their communities.

3. The teacher librarian recognizes the importance of culturally significant learning experiences.

Performance

1. The teacher librarian develops a collection of reading and information materials in a variety of formats that support the diverse cultures and communities of K-12 students.

2. The teacher librarian works with all members of the learning community to help determine and locate appropriate materials to respect their cultural diversity.

Standard 3: Learning Environments - The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Knowledge

1. The teacher librarian has an understanding of evolving library spaces that provide a positive, productive learning environment, with enough time and space for all members of the learning community to access and utilize resources and technology.

2. The teacher librarian knows the importance of a balanced, organized, and varied library collection that supports curricula, fulfills diverse student, staff, and community needs, and brings a global perspective into the school environment.

Performance

1. The teacher librarian creates a positive environment to promote and model the habit of lifelong reading and learning.

2. The teacher librarian supports flexible, open access for library services.

3. The teacher librarian demonstrates the ability to develop solutions for addressing physical, social and intellectual barriers to equitable access to resources and services.

4. The teacher librarian facilitates access to information in a variety of formats.

5. The teacher librarian organizes, allocates, and manages the library resources, facilities, and materials to foster a user-friendly environment.

6. The teacher librarian provides a respectful, positive, and safe climate.

7. The teacher librarian models and facilitates the effective use of current and emerging digital tools and technology.

8. The teacher librarian proactively manages the unpredictable traffic flow, accounting for academic visits, drop-in traffic, and patron visits during non-instructional times, enforcing school expectations while maintaining a positive climate.

Standard 4: Content Knowledge - The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

1. The teacher librarian understands the documents and policies that promote intellectual freedom and freedom of expression.

2. The teacher librarian understands the concepts of information literacy (e.g., reading, information, media, computer, and visual literacies).

3. The teacher librarian is familiar with a wide range of children's, young adult, and professional literature in multiple formats and languages to support reading for information, pleasure, and lifelong learning.

4. The teacher librarian understands the process of cataloging and classifying library materials using professional library standards.

5. The teacher librarian understands the process of information retrieval and resource sharing.

6. The teacher librarian understands management techniques, including time management and supervision that ensure the efficient operation of the school library.

7. The teacher librarian understands the principles of basic budget planning and collection development (e.g., selection, processing, and discarding). The teacher librarian understands the grant application process.

8. The teacher librarian understands the importance of policies and procedures that support teaching and learning in school libraries.

Performance

1. The teacher librarian adheres to the legal and ethical tenets expressed in the ALA Policy on Confidentiality of Library Records, Privacy: An Interpretation of the Library Bill of Rights, and the ALA Code of Ethics.

2. The teacher librarian teaches and models the concepts of information literacy (e.g., reading, information, media, computer, and visual literacies).

3. The teacher librarian reads, recommends, and promotes a wide and diverse range of children's and young adult literature in multiple formats that reflect cultural diversity to foster habits of creative expression and support reading for information, pleasure, and lifelong learning.

4. The teacher librarian catalogs and classifies library materials using professional library standards.

5. The teacher librarian initiates and participates in resource sharing with public, academic, and special libraries, and with networks and library consortia.

6. The teacher librarian organizes, allocates, and manages the library resources, facilities, time, activities, and materials to provide a broad range of opportunities for learning.

7. The teacher librarian administers and trains staff to ensure an effective school library program.

8. The teacher librarian utilizes best practices to plan and budget resources in a fiscally responsible manner.

9. The teacher librarian uses professional publications that provide guidance in the selection of quality materials and to maintain current awareness of the emerging in the library field.

10. The teacher librarian develops, implement, and evaluate policies and procedures that support teaching and learning in school libraries.

Standard 5: Application of Content - The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

1. The teacher librarian understands the scope and sequence of curricula, how they interrelate, and the information resources needed to support them.

2. The teacher librarian has a wide range of cross-curricular interests and a broad set of interdisciplinary research skills.

Performance

1. The teacher librarian participates on collaborative teaching teams as a peer or leader to integrate information skills, provide access to resources, and promote effective use of technology across the curriculum.

2. The teacher librarian models multiple strategies for students, other teachers, and administrators to locate, evaluate, and ethically use information for specific purposes.

3. The teacher librarian reads, recommends, and promotes a wide and diverse range of children's and young adult literature in multiple formats that reflect cultural diversity to foster habits of creative expression and support reading for information, pleasure, and lifelong learning.

4. The teacher librarian determines collection development needs based on a variety of input, including curricula, patron input, circulation statistics, and professional reading.

5. The teacher librarian promotes appropriate use of relevant and reliable information and instruction technologies.

Standard 6: Assessment - The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Knowledge

1. The teacher librarian understands many methods of assessing the library program.

2. The teacher librarian has an awareness of a wide variety of formative and summative assessment strategies.

Performance

1. The teacher librarian communicates and collaborates with students, teachers, administrators, and community members to develop a library program that aligns resources, services, and standards with the school's mission.

2. The teacher librarian makes effective use of data and information to assess how the library

program addresses the needs of diverse communities.

3. The teacher librarian collaborates with other teachers to create student assessment opportunities in a variety of formats.

Standard 7: Planning for Instruction - The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge

1. The teacher librarian understands how to develop and implement the school library mission, goals, objectives, policies, and procedures that reflect the mission, goals, and objectives of the school.

2. The teacher librarian understands effective principles of teaching and learning in collaborative partnership with other educators.

3. The teacher librarian acknowledges the importance of participating in curriculum development.

Performance

1. The teacher librarian develops and implements the school library mission, goals, objectives, policies, and procedures.

2. The teacher librarian identifies appropriate services, resources, and technology to meet diverse learning needs.

3. The teacher librarian includes a variety of reading and information materials in instruction and prompts students through questioning techniques to improve performance.

4. The teacher librarian collaborates with other teachers as they create, implement, and evaluate lessons, and models the use of information tools to meet the developmental and individual needs of diverse students.

5. The teacher librarian uses appropriate print and/or electronic instructional resources to design learning experiences.

6. The teacher librarian models, shares, and promotes effective principles of teaching and learning in collaborative partnership with other educators.

7. The teacher librarian engages in school improvement processes by offering professional development to other educators as it relates to library and information use.

Standard 8: Instructional Strategies - The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge

1. The teacher librarian understands how twenty-first century literacy skills support the learning needs of the school community.

2. The teacher librarian recognizes that the effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources will support researching, learning, creating, and communicating in a digital society.

Performance

1. The teacher librarian designs and adapts relevant learning experiences that engage students in authentic learning through the use of digital tools and resources.

2. The teacher librarian stimulates critical thinking through the skillful use of questioning techniques, and guides students and staff in the selection of materials and information for reading, writing, viewing, speaking, listening, and presenting.

3. The teacher librarian provides opportunities to foster higher order thinking skills and metacognition.

4. The teacher librarian provides access to information from a variety of sources to enrich learning for students and staff.

5. The teacher librarian uses appropriate instructional resources in a variety of formats to design learning experiences.

6. The teacher librarian employs strategies to integrate multiple literacies with content curriculum.

7. The teacher librarian integrates the use of emerging technologies as a means for effective and creative teaching and to support K-12 students' conceptual understanding, critical thinking and creative processes.

8. The teacher librarian collaborates with classroom teachers to reinforce a wide variety of reading instructional strategies to ensure K-12 students are able to create meaning from text.

9. The teacher librarian serves all members of the learning community as facilitator, coach, guide, listener, trainer, and mentor.

Standard 9: Professional Learning and Ethical Practice - The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge

1. The teacher librarian understands the documents and policies that promote intellectual freedom and freedom of expression.

2. The teacher librarian understands the parameters of information access, resource sharing, and ownership based on principles of intellectual freedom and copyright guidelines.

3. The teacher librarian understands confidentiality issues related to library records.

4. The teacher librarian recognizes the importance of evaluating practice for improvement of the school library program.

Performance

1. The teacher librarian practices the ethical principles of the profession, advocates for intellectual freedom and privacy, and promotes and models digital citizenship and responsibility.

2. The teacher librarian educates the school community on the ethical use of information and ideas.

3. The teacher librarian uses evidence-based research to collect, interpret, and use data to improve practice in school libraries.

4. The teacher librarian models a strong commitment to the profession by participating in professional growth and leadership opportunities through membership in library associations, attendance at professional conferences, reading professional publications, and exploring Internet resources.

5. The teacher librarian uses professional publications to keep current in the field and to assist in the selection of quality materials.

Standard 10: Leadership and Collaboration - The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge

1. The teacher librarian understands various communication and public relations strategies.

2. The teacher librarian understands the role and relationship of the school library program's impact on student academic achievement within the context of current educational initiatives.

3. The teacher librarian recognizes the value of sharing expertise with others in the field.

Performance

1. The teacher librarian models and promotes lifelong reading for purposes of seeking information, knowledge, pleasure, and learning.

2. The teacher librarian collaborates with colleagues to enhance the learning environment through improved communication techniques.

3. The teacher librarian works with colleagues to empower students with effective communication techniques and strategies.

4. The teacher librarian advocates for the school library program and the library profession.

5. The teacher librarian participates in decision-making groups to continually improve library services.

6. The teacher librarian participates on collaborative teaching teams as a peer or leader to integrate information skills, provide access to resources, and promote effective use of technology across the curriculum.

7. The teacher librarian demonstrates the ability to establish connections with other libraries and to strengthen cooperation among library colleagues for resource sharing, networking, and facilitating access to information.

8. The teacher librarian articulates the role and relationship of the school library program's impact on student academic achievement within the context of current educational initiatives.

9. The teacher librarian identifies stakeholders within and outside the school community who impact the school library program.

10. The teacher librarian advocates for school library and information programs, resources, and services.

11. The teacher librarian seeks to share expertise with others through in-service, local conferences and other venues.

Idaho Foundation Standards for Visual and Performing Arts Teachers

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

The following knowledge and performance statements for the Visual and Performing Arts Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

~~**This language was written by a committee of content experts and has been adopted verbatim.*~~

~~***Standard 2: Knowledge of Human Development and Learning – The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.***~~
Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

~~***Standard 3: Modifying Instruction for Individual Needs – The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.***~~
Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Knowledge

1. The teacher understands the impact of the arts on students with exceptional needs, including those associated with disabilities, giftedness, second language acquisition, and at-risk students.

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

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

~~***Standard 1: Knowledge of Subject Matter – The teacher understands the central concepts, tools of inquiry, and structure of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.***~~
Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

1. The teacher understands the history and foundation of arts education.

2. The teacher understands the processes and content of the arts discipline being taught.

~~3. The teacher understands the relationships between the arts and how the arts enhance a comprehensive curriculum.~~

~~4~~3. The teacher understands how to observe, describe, interpret, critique, and assess the arts discipline being taught.

~~5~~4. The teacher understands the cultural, ~~and~~ historical, and contemporary contexts surrounding works of art.

~~6~~5. The teacher understands that the arts communicate, challenge, and influence cultur~~al~~e and societ~~al~~y ~~values~~.

~~7~~6. The teacher understands the aesthetic purposes of the arts and that arts involve a variety of perspectives and viewpoints ~~(e.g., formalist, feminist, social, and political)~~.

~~8~~7. The teacher understands how to select and evaluate a range of artistic subject matter and ideas appropriate for students' personal and/or career interests.

8. The teacher understands connections between art curriculum and vocational opportunities.

Performance

~~1. The teacher provides students with a knowledge base of historical, critical, performance, and aesthetic concepts.~~

~~2. The teacher helps students create, understand, and become involved in the arts relevant to students' interests and experiences.~~

~~3~~1. The teacher instructs, demonstrates, and models technical and expressive proficiency in the particular arts discipline being taught.

4. The teacher helps students identify relationships between the arts and a comprehensive curriculum.

5. The teacher provides instruction to make a broad range of art genres and relevant to students.

6. The teacher instructs students in making interpretations and judgments about their own artworks and the works of other artists.

7. The teacher creates opportunities for students to explore a variety of perspectives and viewpoints related to the arts.

Standard 6: Communication Skills – The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.
Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge
1. The teacher understands the relationships between the arts and how the arts are vital to all content areas.

Performance
1. The teacher engages students in identifying relationships between the arts and other content areas.

2. The teacher instructs students in making observations, interpretations, and judgments about their own artworks and the works of other artists.

Standard 8: Assessment of Student Learning – The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.
Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Knowledge
1. The teacher understands assessment strategies specific to the creativeing, process performing, and responding.

2. The teacher understands the importance of providing appropriate opportunities for students to demonstrate what they know and can do in the arts.

32. The teacher understands how arts assessments strategies (e.g., portfolio, critique, performance/presentation) specific to the arts enhance evaluation, and as well as student knowledge and performance across a comprehensive curriculum (e.g., portfolio, critique,

~~performance/ presentation)~~.

Performance

1. The teacher assesses students~~' learning and creative processes as well as finished products~~ work specific to creating, performing, and responding.

~~2. The teacher provides appropriate opportunities for students to display, perform, and be assessed for what they know and can do in the arts.~~

~~3. The teacher provides a variety of arts assessments to evaluate student performance.~~

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

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge

1. The teacher understands ~~state standards for the arts discipline being taught and how to apply those standards in~~ that instructional planning for the arts teacher includes acquisition and management of materials, technology, equipment, and use of physical space.

~~2. The teacher understands that the processes and tools necessary for communicating ideas in the arts are sequential, holistic, and cumulative.~~

~~**Performance**~~

~~1. The teacher incorporates state standards for the arts discipline in his or her instructional planning.~~

~~2. The teacher demonstrates that the processes and uses of the tools necessary for the communication of ideas in the arts are sequential, holistic, and cumulative.~~

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

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

~~***Standard 9: Professional Commitment and Responsibility – The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.***~~

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly

the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge

1. The teacher understands~~ the importance of continued professional growth in his or her discipline~~ regulations regarding copyright laws.

~~**Performance**~~

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

~~***Standard 10: Partnerships – The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.***~~

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge

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

2. The teacher understands the unique relationships between the arts and their audiences.

Performance

1. The teacher promotes the arts for the enhancement of the school,~~ and~~ the community, and society.

2. The teacher selects and creates art exhibits and performances that are appropriate for different audiences.

Standard 11: ~~Learning Environment~~ Safety and Management - The teacher creates~~ and manages~~ a safe, productive physical learning environment, including management of tools, supplies, equipment, and space.

Knowledge

1. The teacher knows the procedures for safely handling, operating, storing, and maintaining the tools and equipment appropriate to his or her arts discipline.

2. The teacher understands the use and management of necessary performance and exhibit ~~technologies~~ tools and equipment specific to his or her discipline.

Performance

1. The teacher established procedures that ensure~~s~~ ~~that~~ students have the skills and knowledge necessary to accomplish ~~art~~ tasks safe~~t~~ly.

2. The teacher manages the simultaneous activities that take place daily in the arts classroom.

~~3. The teacher operates and manages necessary performance and exhibit technology specific to his or her discipline in a safe manner.~~

Idaho Standards for ~~Drama~~ Theatre Arts Teachers

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

The following knowledge and performance statements for the ~~Drama~~Theatre Arts Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

~~*This language was written by a committee of content experts and has been adopted verbatim.~~

~~***Standard 2: Knowledge of Human Development and Learning – The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.***~~
Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

~~***Standard 3: Modifying Instruction for Individual Needs – The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.***~~
Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

~~***Standard 5: Classroom Motivation and Management Skills – The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.***~~
Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

~~***Standard 1: Knowledge of Subject Matter – The teacher understands the central concepts,***~~

~~***tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.***~~

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

1. The teacher knows the history of theater as a form of entertainment and as a reflection of culture and societ~~al~~y influence.

2. The teacher knows the basic history, theories, and processes of play writing, acting, and directing.

3. The teacher understands ~~the history and process of acting and its various styles~~ technical theatre/stagecraft is an essential component of theatre arts.

~~4. The teacher understands the elements and purpose of design and technologies specific to the art of theater (e.g., set, make-up, costume, lighting, and sound).~~

~~5. The teacher understands the theory and process of directing theater.~~

Performance

~~1. The teacher incorporates various styles of acting techniques to communicate character and to honor the playwright's intent.~~

~~2. The teacher supports individual interpretation of character, design, and other elements inherent to theater.~~

~~3~~1. The teacher demonstrates proficiency in all aspects of technical theatre/stagecraft.

~~4~~2. The teacher ~~is able to direct shows for public~~ demonstrates proficiency in all aspects of performance.

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

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Performance

1. The teacher demonstrates the ability to direct shows for public performance.

2. The teacher demonstrates the ability to employ all aspects of technical theatre/stagecraft to build a show for public performance.

~~***Standard 8: Assessment of Student Learning – The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.***~~
Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

~~***Standard 7: Instructional Planning Skills – The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.***~~
Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

~~***Standard 4: Multiple Instructional Strategies – The teacher understands and uses a variety of instructional strategies to develop student learning.***~~
Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

~~***Standard 9: Professional Commitment and Responsibility – The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of art and science of teaching.***~~
Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Performance

1. Teacher demonstrates the ability to secure performance rights for various forms of productions.

~~***Standard 10: Partnerships – The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.***~~
Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Standard 11: ~~Learning Environment~~ Safety and Management - The teacher creates ~~and manages~~ a safe, productive~~ learning~~ physical environment, including management of tools, supplies, equipment, and space.

Knowledge

1. The teacher understands how to ~~safely~~ operate safely and maintain the theatre facility.

2. The teacher understands how to ~~safely~~ operate safely and maintain technical theatre equipment.

3. The teacher understands OSHA and ~~State S~~safety standards specific to theatre ~~discipline~~ arts.

4. The teacher understands how to ~~safely~~ manage safely the requirements unique to theatre ~~drama classroom (e.g. stage combat, choreography, blocking, rigging, etc.)~~ arts.

Performance

1. The teacher can ~~safely~~ operate safely and maintain the theatre facility.

2. The teacher can ~~safely~~ operate safely and maintain technical theatre equipment.

3. The teacher employs OSHA and ~~State S~~safety standards specific to theatre ~~discipline~~ arts.

4. The teacher can ~~safely~~ manage safely the requirements unique to theatre ~~drama classroom (e.g. stage combat, choreography, blocking, rigging, etc.)~~ arts.

Idaho Standards for Music Teachers

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

The following knowledge and performance statements for the Music Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

~~*This language has been written by a committee of content experts and adopted verbatim.~~

~~***Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.***~~
Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

~~***Standard 3: Modifying Instruction for Individual Needs – The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.***~~
Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

~~***Standard 5: Classroom Motivation and Management Skills – The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.***~~
Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

~~***Standard 1: Knowledge of Subject Matter – The teacher understands the central concepts,***~~

~~***tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.***~~

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

~~**Knowledge: The teacher understands and knows how to teach:**~~

~~1. Singing, alone and with others, a varied repertoire of music.~~

~~2. Performing on instruments, alone and with others, a varied repertoire of music.~~

~~3. Improvising melodies, variations, and accompaniments.~~

~~4. Composing and arranging music within specified guidelines.~~

~~5. Reading and notating music.~~

~~6. Listening to, analyzing, and describing music.~~

~~7. Evaluating music and music performances.~~

~~8. Understanding relationships between music, the other arts, and disciplines outside the arts.~~

~~9. Understanding music in relation to history and culture.~~

Performance~~**: The teacher is able to demonstrate and teaches:**~~

~~1. Singing, alone and with others, a varied repertoire of music.~~

~~2. Performing on instruments, alone and with others, a varied repertoire of music.~~

~~3. Improvising melodies, variations, and accompaniments.~~

~~4. Composing and arranging music within specified guidelines.~~

~~5. Reading and notating music.~~

~~6. Listening to, analyzing, and describing music.~~

~~7. Evaluating music and music performances.~~

~~8. Understanding relationships between music, the other arts, and disciplines outside the arts.~~

~~9. Understanding music in relation to history and culture.~~

1. The teacher is able to prepare students for musical performance, including:

- Singing, alone and with others, a varied repertoire of music.
- Performing on instruments, alone and with others, a varied repertoire of music.
- Reading and notating music

2. The teacher is able to teach students how to create music, including:
   - Improvising melodies, variations, and accompaniments.
   - Composing and arranging music within specified guidelines.

3. The teacher is able to prepare students to respond to musical works, including the following:
   - Listening to, analyzing, and describing music.
   - Evaluating music and music performances.

4. The teacher is able to prepare students to make musical connections, including:
   - Understanding relationships between music, the other arts, and disciplines outside the arts.
   - Understanding music in relation to history and culture.

~~***Standard 6: Communication Skills – The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.***~~
Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Performance
1. The teacher is able to demonstrate how to apply music content knowledge in the following settings: general music, music theory, music technology, guitar, keyboard, and performing ensembles.

~~***Standard 8: Assessment of Student Learning – The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.***~~
Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

~~***Standard 7: Instructional Planning Skills – The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.***~~
Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

~~**Knowledge**~~
~~1. The teacher understands and knows how to design a variety of musical learning~~

~~opportunities for students that demonstrate the sequential, holistic, and cumulative processes of music education.~~

~~**Performance**~~

~~1. The teacher is able to teach and engage students in a variety of musical learning opportunities that demonstrate the sequential, holistic, and cumulative processes of music education~~

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

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

~~***Standard 9: Professional Commitment and Responsibility – The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.***~~

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

~~***Standard 10: Partnerships – The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.***~~

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Idaho Standards for Visual Arts Teachers

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

The following knowledge and performance statements for the Visual Arts Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that are consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

~~*This language was written by a committee of content experts and has been adopted verbatim.~~

~~***Standard 2: Knowledge of Human Development and Learning – The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.***~~
Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

~~***Standard 3: Modifying Instruction for Individual Needs – The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.***~~
Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

~~***Standard 5: Classroom Motivation and Management Skills – The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.***~~
Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

~~***Standard 1: Knowledge of Subject Matter – The teacher understands the central concepts,***~~

~~*tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.*~~
Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

1. The teacher understands a variety of media, styles, and techniques in multiple art forms.

2. The teacher has knowledge of individual artists' styles and understands the historical and contemporary movements and cultural contexts of those works.

3. The teacher understands the elements and principles of art and how they relate to ~~quality in works of~~ art making and art criticism.

~~4. The teacher understands art vocabulary, its relevance to art interpretation, its relationship to other art forms and to disciplines across the curriculum.~~

~~5~~4. The teacher understands how to use the creative process (brainstorm, research, rough sketch, final product, and reflection) ~~and how to write an artist's statement~~.

~~6~~5. The teacher understands the value of visual arts as ~~an expression of our culture and possible career choices~~ they relate to everyday experiences.

Performance

1. The teacher applies a variety of media, styles, and techniques in multiple art forms.

2. The teacher instructs students in individual artist styles and understands historical and contemporary movements and cultural contexts of those works.

3. The teacher applies the elements and principles of art and how they relate to ~~quality in works of~~ art making and art criticism.

~~4. The teacher applies art vocabulary, its relevance to art interpretation, and relationship to other art forms and to disciplines across the curriculum~~

~~5~~4. The teacher demonstrates how to use the creative process (brainstorm, research, rough sketch, final product) ~~and how to write an artist statement~~.

~~6. The teacher creates an emotionally safe environment for individual interpretation and expression in the visual arts.~~

~~7. The teacher makes reasoned and insightful selections of works of art to support teaching goals.~~

~~8~~5. The teacher provides opportunities for students to collect work over time (portfolio) to reflect on their progress, and to exhibit their work.

~~9. The teacher creates opportunities for students to realize the value of visual art as an expression of our culture and possible career choices.~~

~~***Standard 6: Communication Skills – The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.***~~
Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

~~***Standard 8: Assessment of Student Learning – The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.***~~
Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

~~***Standard 7: Instructional Planning Skills – The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.***~~
Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

~~***Standard 4: Multiple Instructional Strategies – The teacher understands and uses a variety of instructional strategies to develop student learning.***~~
Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

~~***Standard 9: Professional Commitment and Responsibility – The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.***~~
Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

~~***Standard 10: Partnerships – The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.***~~

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Idaho Standards for World Languages Teachers

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

The following knowledge and performance statements for the World Languages Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that assures attainment of the standards and is consistent with its conceptual framework.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

* *This language was written by a committee of content experts and has been adopted verbatim.*

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

Knowledge

1. The teacher knows the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency Guidelines for listening, speaking, reading, and writing.

2. The teacher knows the target culture(s) in which the language is used.

3. The teacher understands key linguistic structures particular to the target language and demonstrates the way(s) in which they compare to English communication patterns.

4. The teacher knows the history, arts, and literature of the target culture(s).

5. The teacher know~~s~~ the current social, political, and economic realities of the countries related to the target language.

6. The teacher understands how the U.S. culture perceives the target language and culture(s).

7. The teacher understands how the U.S. is perceived by the target language culture(s).

8. The teacher understands the stereotypes held by both the U.S. and target cultures and the impacts of those beliefs.

Performance

1. The teacher demonstrates advanced level speaking, reading and writing proficiencies as defined in the ACTFL Proficiency Guidelines established by the American Council on the Teaching of Foreign Languages.

2. The teacher incorporates into instruction the following activities in the target language: listening, speaking, reading, writing, and culture.

3. The teacher promotes the value and benefits of world language learning to students, educators, and the community.

4. The teacher uses the target language extensively in formal, informal, and conversational contexts and provides opportunities for the students to do so.

5. The teacher provides opportunities to communicate in the target language in meaningful, purposeful activities that simulate real-life situations.

6. The teacher systematically incorporates culture into instruction.

7. The teacher incorporates discussions of the target culture's contributions to the students' culture and vice-versa.

8. The teacher encourages students to understand that culture and language are intrinsically tied.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Knowledge

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

2. The teacher understands that cultural knowledge is essential for the development of second language acquisition.

3. The teacher understands the skills necessary to create an instructional environment that encourages students to take the risks needed for successful language learning.

4. The teacher knows the methodologies and theories specific to second language acquisition.

5. The teacher knows university/college expectations of world languages and the life-long benefits of second-language learning.

Performance

1. The teacher uses a variety of instructional strategies that incorporate culture, listening, reading, writing and speaking in the target language.

2. The teacher integrates cultural knowledge into language instruction.

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

4. The teacher uses cognates, expressions, and other colloquial techniques common to English and the target language to help further the students' understanding and fluency.

5. The teacher explains the world language entrance and graduation requirements at national colleges/universities and the general benefits of second language learning.

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

Knowledge

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

2. The teacher understands that students' diverse learning styles affect the process of second-language acquisition.

Performance

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

2. The teacher differentiates instruction to incorporate the diverse needs of the students' cognitive, emotional and psychological learning styles.

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

Knowledge

1. The teacher understands that world language~~s~~ methodologies continue to change in response to emerging research.

2. The teacher understands instructional practices that balance content-focused and form-focused learning.

3. The teacher knows instructional strategies that foster higher-level thinking skills such as critical- thinking and problem solving.

Performance

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

2. The teacher remains current in second-language pedagogy by means of attending conferences, maintaining memberships in professional organizations, reading professional journals, and/or on-site and on-line professional development opportunities.

3. The teacher incorporates a variety of instructional tools such as technology, local experts, and on-line resources to encourage higher-level thinking skills.

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

Knowledge

1. The teacher understands that, due to the nature of second-language acquisition, students need additional instruction in positive group/pair work and focused practice.

2. The teacher knows current practices of classroom management techniques that successfully allow for a variety of activities, such as listening and speaking, that take place in a world language classroom.

Performance

1. The teacher implements classroom management techniques that use current research-based practices to facilitate group/pair interactions and maintain a positive flow of instruction.

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

Knowledge

1. The teacher understands of the extension and broadening of previously gained knowledge in order to communicate clearly in the target language.

Performance

1. The teacher uses a variety of techniques to foster fluency within the target language such as dialogues, songs, open-ended inquiry, non-verbal techniques, guided questions, modeling, role-playing, and storytelling.

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

Knowledge

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

2. The teacher knows how to design lesson plans based on ACTFL Standards, research-based practices, and a variety of proficiency guidelines that enhance student understanding of the target language and culture.

3. The teacher knows how to design lesson plans that incorporate the scaffolding necessary to progress from basic level skills to appropriate critical and higher order thinking skills.

Performance

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

2. The teacher designs lesson plans based on ACTFL Standards, research-based practices, and a variety of proficiency guidelines, which enhance student understanding of the target language and culture.

3. The teacher designs lesson plans which incorporate the scaffolding necessary to progress from basic level skills to appropriate critical and higher order thinking skills.

Standard 8: Assessment of Student Learning -The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Knowledge

1. The teacher understands the ACTFL Proficiency Guidelines for listening, speaking, reading, and writing.

2. The teacher has the skills to assess proficiency in listening, speaking, reading, writing and culture, which is based on a continuum.

3. The teacher understands the importance of assessing the content and the form of communication.

Performance

1. The teacher motivates the students to reach level-appropriate proficiency based on ACTFL Proficiency Guidelines for listening, speaking, reading, writing, and culture.

2. The teacher employs a variety of ways to assess listening, speaking, reading, writing, and culture, using both formative and summative assessments.

3. The teacher constructs and uses a variety of formal and informal assessment techniques, including tests in the primary and target languages, to enhance knowledge of individual students, evaluate student performance and progress, and modify teaching and learning strategies.

4. The teacher appropriately assesses for both the content and form of communication.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Knowledge

1. The teacher knows about career and other life-enriching opportunities available to students proficient in world languages.

2. The teacher knows how to provide opportunities for students and teachers to communicate with native speakers.

3. The teacher is able to communicate to the students, parents, and community members the amount of time and energy needed for students to be successful in acquiring a second language.

4. The teacher understands the effects of second language study on first language.

Performance

1. The teacher informs students and the broader community of career opportunities and personal enrichment that proficiency in a second language provides in the United States and beyond its borders.

2. The teacher provides opportunities for students to communicate with native speakers of the target language in person or via technology.

3. The teacher encourages students to participate in community experiences related to the target culture.

4. The teacher communicates to the students, parents, and community members the amount of time and energy needed for students to be successful in acquiring a second language.

Glossary of Terms

ACTFL Proficiency Guidelines - a nationally developed and agreed upon set of descriptions of what individuals can do with language in terms of speaking, writing, listening, and reading in real-world situations in a spontaneous and non-rehearsed context. For each skill, these guidelines identify five major levels of proficiency: Distinguished, Superior, Advanced, Intermediate, and Novice. The major levels Advanced, Intermediate, and Novice are subdivided into High, Mid, and Low sublevels. The levels of the ACTFL Guidelines describe the continuum of proficiency from that of the highly articulate, well-educated language user to a level of little or no functional ability. These Guidelines present the levels of proficiency as ranges, and describe what an individual can and cannot do with language at each level, regardless of where, when, or how the language was acquired.
http://www.actfl.org/files/public/ACTFLProficiencyGuidelines2012_FINAL.pdf

American Council of Teachers of Foreign Languages (ACTFL) - an organization for world language professionals of K-12 and higher education

Content-Based Instruction (CBI) - a method of teaching language where content is a means to language acquisition, and supports proficiency with challenging, informative, and complex communication

Critical thinking - an intellectually disciplined process of actively and skillfully applying, analyzing, synthesizing, and or evaluating information, which in its exemplary form transcends subject matter disciplines

Form-Focused Instruction (FFI) - attention to the formal aspects of language (grammar, spelling, intonation, etc.) and is a cognitive approach to language learning which holds that second language proficiency resides in both rule-based and exemplar-based knowledge. Rule-based knowledge consists of linguistic rules and is form-oriented, whereas the exemplar-based system consists of chunks of language: instances of language that are unanalyzed and stored as a whole in our memories.

Scaffolding - a process that enables a student to solve a problem, carry out a task, or achieve a goal which otherwise would be beyond his or her unassisted efforts including instructional, procedural, and verbal techniques. See Zone of Proximal Development (ZPD)

Zone of Proximal Development (ZPD) - the distance or cognitive gap between what a learner can do without assistance and what that learner can do with a more capable peer or skilled adult, a locus for scaffolding

Other Teacher Endorsement Areas

Several teacher endorsement areas were not individually addressed in the current standards (refer to list below), given the small number of courses offered in these specific areas.

To be recommended for endorsement in these content areas, a candidate must meet the Idaho Core Teacher Standards and any current standards of their professional organization(s).

Content/Endorsement Areas

- Humanities *
- Psychology
- Sociology

** The Idaho Standards for the Initial Certification of Teachers address content areas traditionally categorized as humanities requirements for students (e.g. music, drama, art, foreign language).*

Idaho Foundation Standards for the Preparation of School Administrators

All school administrators, including principals, special education directors, and superintendents, must meet the following Idaho Foundation Standards for School Administrators and the standards specific to their certification area at the "acceptable" level or above.

The following knowledge and performance statements for the Foundation Standards for School Administrators are widely recognized, but not all-encompassing or absolute, indicators that School Administrator candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of preparation programs to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the School Administrator's profession is their disposition. Professional dispositions are how the Administrator views the education profession, their content area, and/or students and their learning. Every preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for Administrator dispositions.

* *This language was written by a committee of content experts and has been adopted verbatim. These standards are grounded in the Educational Leadership Policy Standards: ISLLC (Interstate School Leaders Licensure Consortium) 2008, as adopted by the National Policy Board for Education Administration.*

School Climate
An educational leader promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development. An educational leader articulates and promotes high expectations for teaching and learning while responding to diverse community interest and needs.

Standard 1: School Culture - The School Administrator establishes a safe, collaborative, and supportive culture ensuring all students are successfully prepared to meet the requirements for tomorrow's careers and life endeavors.

Knowledge: The School Administrator:

1. Understands the importance of eliciting feedback that measures the school and community perceptions.

2. Understands laws and policies regarding school safety and prevention by creating a detailed school safety plan, which addresses potential physical and emotional threats.

3. Understands disciplinary policies and multiple strategies for intervention that occur prior to

removal of students.

4. Understands methods for responding to conflict.

Performance: The School Administrator:

1. Demonstrates ability to disaggregate school climate data to collaboratively engage faculty, staff, students, and parents in identifying concerns or threats to school safety.

2. Demonstrates ability to proactively engage staff in conflict resolution.

3. Demonstrates ability to establish rules and related consequences designed to keep students safe.

4. Demonstrates ability to individually and/or collaboratively monitor school climate by gathering data about student and staff perceptions.

5. Demonstrates ability to connect appropriate strategies and solutions to known barriers to promote a school culture of excellence, equity, and safety across all school settings.

6. Demonstrates ability to use data to monitor and improve school climate.

7. Demonstrates ability to collaborate with instructional staff and parents in creating opportunities to safely examine and address barriers to a school culture, embracing diversity.

Standard 2: Communication - The School Administrator is proactive in communicating the vision and goals of the school or district, the plans for the future, and the successes and challenges to all stakeholders.

Knowledge: The School Administrator:

1. Understands the importance of making organizational decisions based upon the mission and vision of the school and district.

2. Understands effective communication strategies.

3. Understands the importance of the school improvement plan and adjusting it based on data, including input from district and school staff.

Performance: The School Administrator:

1. Demonstrates ability to develop and monitor school goals, programs, and actions to ensure that they support the school's vision and mission.

2. Demonstrates ability to develop and facilitate a clear, timely communication plan across the school's departments to support effective and efficient school operations.

3. Demonstrates ability to lead and engage school staff and stakeholders, using multiple communication strategies.

4. Demonstrates ability to ensure that stakeholders have meaningful input in the school's vision and mission, aligning with academic and social learning goals for students.

Standard 3: Advocacy - The School Administrator advocates for education, the district and school, teachers, parents, and students that engenders school support and involvement.

Knowledge: The School Administrator:

1. Understands the importance of inviting community input and using the input to inform decisions

2. Understands cultural diversity and its importance in the schools learning community.

Performance: The School Administrator:

1. Demonstrates the ability to develop and implement opportunities for involving community in school activities that support teaching and learning.

2. Demonstrates the ability to promote appreciation and understanding of diverse cultural opportunities and integrate them in the schools learning community.

Collaborative Leadership

An educational leader promotes the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment. In collaboration with others, uses appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs. He or she uses research and/or best practices in improving the education program.

Standard 4: Shared Leadership - The School Administrator fosters shared leadership that takes advantage of individual expertise, strengths, and talents, and cultivates professional growth.

Knowledge: ***The School Administrator:***

1. Understands the importance of providing staff equal access to opportunities for learning, leadership, and advancement.

2. Understands the importance of developing and implementing distributed leadership as part of the process of shared governance.

3. Understands the importance of developing and using Professional Learning Plans to encourage professional growth and expand competencies.

Performance: ***The School Administrator:***

1. Demonstrates the ability to use Professional Learning Plans to provide feedback on professional behavior to teachers and other staff and remediates behavior as needed.

2. Demonstrates the ability to create structured opportunities for instructional staff and other staff to expand leadership through the use of reflections, mentoring, feedback, and learning plans.

Standard 5: Priority Management - The School Administrator organizes time and delegates responsibilities to balance administrative/managerial, educational, and community leadership priorities.

Knowledge: The School Administrator:

1. Understands the importance of prioritizing the use of school time to ensure that staff activities focus on improvement of student learning and school culture.

2. Understands the importance of prioritizing school time to ensure that student activities are focused on high leverage activities and school priority areas as delineated by the School Improvement Plan.

3. Applies project management to systems throughout the school and systematic monitoring and collaboration with stakeholders.

4. Understands the importance of clear and consistent processes and systems to manage change.

5. Understands the importance of school staff and other stakeholders adhering to established processes and procedures.

Performance: The School Administrator:

1. Demonstrates the ability to manage projects using lists of milestones and deadlines, and document the impact of change.

2. Demonstrates the ability to apply project management to systems and systematically monitor and collaborate with stakeholders.

Standard 6: Transparency - The School Administrator seeks input from stakeholders and takes all perspectives into consideration when making decisions.

Knowledge: The School Administrator:

1. Understands emerging issues and trends impacting families, school, and community.

2. Understands available resources in the community.

3. Understands the value of transparency regarding decision making and the allocation of resources.

4. Understands the importance of seeking input from stakeholders and takes all perspectives into consideration when making decisions.

Performance

1. Provides rationale for decisions regarding the allocation of resources.

2. Develops a plan that solicits input from all stakeholders to create and sustain a culture of collaboration, trust, learning, and high expectation.

Standard 7: Leadership Renewal - The School Administrator strives to continuously improve leadership skills through, professional development, self-reflection, and utilization of input from others.

Knowledge: ***The School Administrator:***

1. Understands the roles of leadership.

2. Understands the impact of education on personal and professional opportunities, social mobility, and a democratic society.

3. Understands the political, social, cultural, and economic systems and processes that support and impact education.

4. Understands effective models and strategies of leadership as applied to the larger political, social, cultural, and economic contexts of education.

Performance: ***The School Administrator:***

1. Creates and implements an individual professional learning plan.

2. Enhances leadership skills through collaboration with colleagues and professional development.

3. Uses feedback, surveys, and evaluations that inform professional development and improve professional practice by consistently monitoring progress.

4. Communicates results of self-reflection after evaluating his/her own practice and consults with evaluator, adjusting accordingly.

5. Uses self-reflection and data that are aligned to school and district vision and/or needs to drive improvement in leadership skills, school culture, and student learning.

Standard 8: Accountability – The School Administrator establishes high standards for professional, legal, ethical, and fiscal accountability.

Knowledge: The School Administrator:

1. Understands operational policies and procedures.

2. Understands human resources management.

3. Understands sound fiscal operations principles and issues.

4. Understands facilities maintenance and principles regarding use of space and educational suitability.

5. Understands legal issues impacting personnel, management, and operations.

6. Understands ethical frameworks and perspectives.

7. Understands the Idaho Professional Code of Ethics and the Idaho Administrators Code of Conduct.

8. Understands policies and laws related to school and district.

Performance: The School Administrator:

1. Demonstrates the ability to create a site budget that allocates available fiscal, personnel, space, and material resources in an appropriate legal and equitable manner.

2. Demonstrates the ability to develop a budget that appropriately utilizes federal funds and grant allocations.

Instructional Leadership

An educational leader promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. He or she provides leadership for major initiatives and change efforts and uses research and/or best practices in improving the education program.

Standard 9: Innovation – The School Administrator seeks and implements innovative and effective solutions that comply with general and special education law.

Knowledge: The School Administrator:

1. Understands that each student can learn and that varied and data-informed learning goals are an important part of the process.

2. Understands the principles of effective instruction, differentiated instruction, learning theories, motivation strategies, and positive classroom management.

3. Understands student growth and development.

4. Understands adult learning and professional development.

5. Understands the change process for systems, organizations, and individuals.

6. Understands the essential role of technology in education.

Performance: The School Administrator:

1. Provides opportunities for staff to utilize research based strategies to refine curriculum implementation and encourage purposeful innovation.

2. Engages instructional staff in collaborative analysis to plan for continuous academic improvement.

3. Ensures innovation adheres to all local, state, and federal laws and policies and regulations.

Standard 10: Instructional Vision - The School Administrator ensures that instruction is guided by a shared, research-based instructional vision that articulates what students do to effectively learn the subject.

Knowledge: The School Administrator:

1. Understands that each student can learn and that varied and data-informed learning goals are an important part of the process.

2. Understands how to enhance the school culture and instructional programs through research, best practice, and curriculum design.

3. Understands the effective use of assessment and evaluation.

4. Understands how to develop, implement, and evaluate co-curricular and extracurricular programs that enhance student growth and character development.

Performance: The School Administrator:

1. Provides time, space, and opportunities for instruction.

2. Ensures instruction is aligned to adopted curriculum and Idaho content standards including provisions for time and resources.

3. Promotes an instructional vision that includes the process of curriculum alignment in collaboration with a systematic, continuous process to fully align the curriculum horizontally and vertically with the standards.

4. Creates an action plan for instructional improvement designed to increase student achievement.

Standard 11: High Expectations - The School Administrator sets high expectation for all students academically, behaviorally, and in all aspects of student well-being.

Knowledge: The School Administrator:

1. Understands the difference between, and the appropriate use of formative and summative assessments.

2. Understands the process for developing common formative benchmark assessments or rubrics.

3. Understands how to use data to guide student instruction and tiered intervention.

4. Understands how to identify at risk students.

5. Understands the laws and regulations associated with special student populations.

6. Understands the importance of collaboration and the critical role principals play in establishing high expectations for student learning.

7. Understands the role that frequent collaboration plays in analyzing student growth data to identify critical content achievement gaps.

8. Understands various intervention strategies to be implemented to close achievement gaps.

9. Understands multiple methods for monitoring and documenting instructional practices including behavioral supports.

10. Understands the importance of implementing a comprehensive approach to learning that integrates researched based practices to address the whole child.

11. Understands essential components in the development and implementation of individual education programs, adhering to state and federal regulations.

Performance: The School Administrator:

1. Uses data to guide instruction and develop/implement appropriate interventions and student improvement plans.

2. Has used observation and evaluation methods to supervise instructional personnel.

3. Conducts student response teams that integrate research based practices to address the whole child and also seeks advice of psychologists, nurses, social workers, learning disabilities and gifted and talented specialists, speech and language pathologists, and other experts who can help address student needs.

Standard 12: Continuous Improvement of Instruction – The School Administrator uses teacher/administrator evaluation and other formative feedback mechanisms to continuously improve teacher/administrator effectiveness. The School Administrator also aligns resources, policies, and procedures toward continuous improvement of instructional practice guided by the instructional vision.

Knowledge: The School Administrator:

1. Understands that the evaluation process is used to improve instructional practice.

2. Understands the use of multiple measures of student performance data to improve classroom instruction.

3. Understands the role of professional learning plans during the evaluation process, using self-reflection, student growth goals and formative and summative conversations at the beginning and ending of the year to improve teacher effectiveness.

Performance: The School Administrator:

1. Collaborates with staff and teachers to create individualized professional learning plans and encourages staff to incorporate reflective goal setting practices prior to the school year.

2. Collects formative assessment and student growth data during the course of the school year to inform summative evaluation and instructional goal setting.

3. Uses data to inform school wide professional development.

Standard 13: Evaluation – The School Administrator demonstrates proficiency in assessing teacher performance based upon the Idaho adopted framework for teaching.

Knowledge: The School Administrator:

1. Understands laws and policies governing staff evaluation.

2. Understands the Idaho adopted framework for teaching.

3. Understands differentiated tools for evaluation of all staff.

4. Understands effective instructional supervision, evaluation, and due process.

Performance: The School Administrator:

1. Assesses all staff performance with accuracy and consistency.

2. Creates processes to provide formative and summative evaluation feedback to staff and teachers, informing them of the effectiveness of their classroom instruction and ways to improve their instructional practices using data to inform professional development.

Standard 14: Recruitment and Retention - The School Administrator recruits and maintains a high quality staff.

Knowledge: The School Administrator:

1. Understands laws regarding highly qualified requirements for teachers.

2. Understands laws and policies governing hiring and retaining personnel.

3. Understands multiple interview strategies and techniques for hiring teachers.

4. Understands the process and research based practices of mentoring.

Performance: The School Administrator:

1. Demonstrates appropriate use of hiring procedures in accordance with accepted practices/policies.

2. Creates a model for an effective school environment where staff is valued, teams are supported, and achievements are consistently celebrated.

3. Creates a comprehensive mentoring or coaching program designed to provide systems where teachers are supported in an individualized mentoring or coaching program.

Idaho Standards for School Superintendents

In addition to the standards listed here, school superintendents must meet Idaho Foundation Standards for School Administrators as they apply to the superintendency.

**This language was written by a committee of content experts and has been adopted verbatim.*

School Climate
An educational leader promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development. An educational leader articulates and promotes high expectations for teaching and learning while responding to diverse community interest and needs.

Collaborative Leadership
An educational leader promotes the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment. In collaboration with others, uses appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs. He or she uses research and/or best practices in improving the education program.

Instructional Leadership
An educational leader promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. He or she provides leadership for major initiatives and change efforts and uses research and/or best practices in improving the education program.

Standard 1: Superintendent Leadership - The superintendent is the catalyst and the advocate for an effective school community; demonstrates an enhanced knowledge, thorough understanding, and performance within all six standards listed in the Idaho Foundation Standards for School Administrators; and is prepared to lead a school system with increasing organizational complexity.

Knowledge

1. The superintendent understands the dynamics of systemic change within school districts.

2. The superintendent understands the importance of questioning, innovation, and innovative thinking in order to create new educational cultures and maximize system efficiency, effectiveness, and accountability.

3. The superintendent knows the breadth of P-12 curriculum and instructional programs.

4. The superintendent knows the importance of planning, maintaining, and budgeting for adequate school facilities, personnel, support services, and effective instructional programs.

5. The superintendent understands how to facilitate processes and activities to establish and maintain an effective and efficient governance structure for school districts.

6. The superintendent knows the role of local, regional, state, national and international partnerships in the development of educational opportunities and support services for students.

7. The superintendent understands the district's role in and responsibility for employee induction, career development, and enhancement.

8. The superintendent understands the organizational complexity of school districts, drawing from systems and organizational theory.

9. The superintendent understands the dynamics of collective bargaining, mediation, arbitration, and contract management.

10. The superintendent knows the importance of district-wide policy development and effective implementation.

11. The superintendent understands the responsibility and need to promote strategies for continuous reassessment and improved performance for each student, school, and the district as a whole.

12. The superintendent understands the responsibility and need for planning, maintaining, and budgeting for adequate school facilities, personnel, support services, and effective instructional programs.

13. The superintendent understands the importance of developing and fostering a productive relationship with the board.

14. The superintendent understands importance of working effectively in the political environment at district, local, and state levels.

Performance

1. The superintendent promotes district-wide innovation and change through the application of a systems approach.

2. The superintendent facilitates processes and engages in activities to promote an effective and efficient governance structure for school districts.

3. The superintendent fosters, creates, and sustains local, regional, state, national, and international partnerships as needed to enhance the opportunities for all learners.

4. The superintendent creates a system by which all employees have opportunities to seek

career development and enhancement.

7. The superintendent advises the board of trustees on legal, ethical, and current educational issues and provides/encourages ongoing professional development.

8. The superintendent works effectively within the organizational complexity of school districts.

9. The superintendent develops and monitors the system for policy development and implementation in all facets of district operations.

10. The superintendent develops and implements effective plans to manage district fiscal, capital, and human resources.

Standard 2: Communication - The administrator is proactive in communicating the vision and goals of the school or district, the plans for the future, and the successes and challenges to all stakeholders.

Standard 3: Advocacy - The administrator advocates for education, the district and school, teachers, parents, and students that engenders school support and involvement. T

Standard 4: Shared Leadership - The administrator fosters shared leadership that takes advantage of individual expertise, strengths, and talents, and cultivates professional growth.

Standard 5: Priority Management - The administrator organizes time and delegates responsibilities to balance administrative/managerial, educational, and community leadership priorities.

Standard 6: Transparency - The administrator seeks input from stakeholders and takes all perspectives into consideration when making decisions.

Standard 7: Leadership Renewal - The administrator strives to continuously improve leadership skills through, professional development, self-reflection, and utilization of input from others.

Standard 8: Accountability - The administrator establishes high standards for professional, legal, ethical, and fiscal accountability.

Standard 9: Innovation - The administrator seeks and implements innovative and effective solutions that comply with general and special education law.

Standard 10: Instructional Vision - The administrator ensures that instruction is guided by a shared, research-based instructional vision that articulates what students do to effectively learn the subject.

Standard 11: High Expectations - The administrator sets high expectation for all students

academically, behaviorally, and in all aspects of student well-being.

Standard 12: Continuous Improvement of Instruction - The administrator uses teacher/ administrator evaluation and other formative feedback mechanisms to continuously improve teacher/administrator effectiveness. The administrator also aligns resources, policies, and procedures toward continuous improvement of instructional practice guided by the instructional vision.

Standard 13: Evaluation - The administrator demonstrates proficiency in assessing teacher performance based upon the Idaho adopted framework for teaching.

Standard 14: Recruitment and Retention - The administrator recruits and maintains a high quality staff.

Idaho Standards for Special Education Directors

In addition to the standards listed here, special education directors must meet Idaho Foundation Standards for School Administrators as they apply to special education directors.

* *This language was written by a committee of content experts and has been adopted verbatim.*

School Climate
An educational leader promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development. An educational leader articulates and promotes high expectations for teaching and learning while responding to diverse community interest and needs.

Collaborative Leadership
An educational leader promotes the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment. In collaboration with others, uses appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs. He or she uses research and/or best practices in improving the education program.

Instructional Leadership
An educational leader promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. He or she provides leadership for major initiatives and change efforts and uses research and/or best practices in improving the education program.

Standard 1: School Culture - The administrator establishes a safe, collaborative, and supportive culture ensuring all students are successfully prepared to meet the requirements for tomorrow's careers and life endeavors.

Standard 2: Communication - The administrator is proactive in communicating the vision and goals of the school or district, the plans for the future, and the successes and challenges to all stakeholders.

Standard 3: Advocacy - The administrator advocates for education, the district and school, teachers, parents, and students that engenders school support and involvement. T

Standard 4: Shared Leadership - The administrator fosters shared leadership that takes advantage of individual expertise, strengths, and talents, and cultivates professional growth.

Standard 5: Priority Management - The administrator organizes time and delegates responsibilities to balance administrative/managerial, educational, and community leadership priorities.

Knowledge

1. The special education director knows about curriculum, instruction, school activities, and environments to increase program accessibility for students with special needs.

2. The special education director understands the special education processes and procedures required by federal and state laws and regulations and by school district policies.

3. The special education director understands how to manage workflow and access resources to meet the needs of staff, students, and parents.

4. The special education director understands the use of technology in referral processes, ~~IEP~~ Individual Education Plan development, and records management.

Performance

1. The special education director advocates for and implements curriculum, instruction, activities, and school environments that are accessible to special populations.

2. The special education director implements the special education processes and procedures required by federal, state and school district policies.

3. The special education director advocates for, seeks, and directs resources to meet staff, student and parent needs.

Standard 6: Transparency - The administrator seeks input from stakeholders and takes all perspectives into consideration when making decisions.

Standard 7: Leadership Renewal - The administrator strives to continuously improve leadership skills through, professional development, self-reflection, and utilization of input from others.

Standard 8: Accountability - The administrator establishes high standards for professional, legal, ethical, and fiscal accountability.

Standard 9: Innovation - The administrator seeks and implements innovative and effective solutions that comply with general and special education law.

Standard 10: Instructional Vision - The administrator ensures that instruction is guided by a shared, research-based instructional vision that articulates what students do to effectively learn the subject.

Knowledge

1. The special education director understands the concept and best practices of least restrictive environment.

2. The special education director understands the importance of post-school outcomes and articulates a full range of services and supports for students with disabilities ages three to twenty-one to maximize their potential.

3. The special education director understands the importance of collaboration to provide general education targeted interventions.

Performance

1. The special education director collaborates with community, staff, and students to explain and implement the concepts and goals of best practice in the least restrictive environment.

2. The special education director engages in district planning processes that cultivate a shared vision for meeting the needs of all learners.

Standard 11: High Expectations - The administrator sets high expectation for all students academically, behaviorally, and in all aspects of student well-being.

Standard 12: Continuous Improvement of Instruction - The administrator uses teacher/ administrator evaluation and other formative feedback mechanisms to continuously improve teacher/administrator effectiveness. The administrator aligns resources, policies, and procedures toward continuous improvement of instructional practice guided by the instructional vision.

Knowledge

1. The special education director knows instructional and behavioral strategies for meeting the needs of special populations.

2. The special education director knows how to plan, write, implement, and access Individual Education Programs.

3. The special education director understands the role of assistive and adaptive technology and related services in instruction.

4. The special education director understands community-based instruction and experiences for students.

5. The special education director understands how to use data to determine instructional

needs and to develop professional training to meet those needs.

6. The special education director understands statewide assessment policies.

Performance

1. The special education director serves as a resource for staff and administration concerning instructional and behavioral strategies for meeting the needs of special populations as well as allocating appropriate resources.

2. The special education director ensures that data is used to provide appropriate individualized educational programs and supports, and develops and implements services in school and community environments.

3. The special education director ensures the fulfillment of federal and state requirements related to the instruction and assessment of special populations.

Standard 13: Evaluation - The administrator demonstrates proficiency in assessing teacher performance based upon the Idaho adopted framework for teaching.

Standard 14: Recruitment and Retention - The administrator recruits and maintains a high quality staff.

Idaho Standards for School Counselors

The purpose of the standards for school counselors is to promote, enhance, and maximize the learning process. To that end, the school counselor standards facilitate school counselor performance in three broad domains: Academic Development, Career Development, and Personal/Social Development. The domains follow the 2012 American School Counselor Association (ASCA) model and are embedded within each standard as described below. All school counselor candidates are expected to meet the Idaho Standards for School Counselors as endorsed by their institution.

The following knowledge and performance statements for the School Counselors Standards are widely recognized, though not all-encompassing or absolute, indicators that School Counselors have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of preparation programs to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

Standard 1: School Counseling Programs - School counselors should possess the knowledge, abilities, skills and attitudes necessary to plan, organize, implement and evaluate a comprehensive, developmental, results-based school counseling program.

Knowledge - School counselors should articulate and demonstrate an understanding of:

1. The organizational structure and governance of the American educational system, as well as cultural, political and social influences on current educational practices.

2. The organizational structure and components of an effective school counseling program.

3. Barriers to student learning and use of advocacy and data-driven school counseling practices.

4. Leadership principles and theories.

5. Individual counseling, group counseling and classroom instruction.

6. Collaborations with stakeholders such as parents and guardians, teachers, administrators and community leaders.

7. Principles of school counseling, including prevention, intervention, wellness, education, multiculturalism, and advocacy.

8. Assessments relevant to K-12 education.

Performance - An effective school counselor is able to accomplish measurable objectives demonstrating the following:

1. Planning, organizing, implementing and evaluating a school counseling program.

2. Applying the school counseling themes of leadership, advocacy, collaboration and systemic change.

3. Using technology effectively and efficiently to plan, organize, implement and evaluate the comprehensive school counseling program.

4. Multicultural, ethical and professional competencies.

5. Identification and expression of professional and personal qualities and skills of effective leaders.

6. Advocacy for student success.

7. Collaboration with parents, teachers, administrators, community leaders and other stakeholders to promote and support student success.

Standard 2: Foundations - School counselors should possess the knowledge, abilities, skills and attitudes necessary to establish the foundations of a school counseling program.

Knowledge - School counselors should articulate and demonstrate an understanding of:

1. Beliefs and vision of the school counseling program that align with current school improvement and student success initiatives at the school, district and state level.

2. Educational systems, philosophies and theories, and current trends in education, including federal and state legislation.

3. Learning theories.

4. History and purpose of school counseling, including traditional and transformed roles of school counselors.

5. Human development theories and developmental issues affecting student success.

6. District, state, and national student standards and competencies.

7. Legal and ethical standards and principles of the school counseling profession and educational systems, including state, district and building policies.

8. The three domains of academic achievement, career planning and personal/social development.

Performance - An effective school counselor is able to accomplish measurable objectives demonstrating the following:

1. Development of the beliefs, vision, and mission of the school counseling program that align with current school improvement and student success initiatives at the school, district and state level.

2. The use of student standards, such as district, state, or national standards, to drive the implementation of a comprehensive school counseling program.

3. Application of the ethical standards and principles of the school counseling profession and adhering to the legal aspects of the role of the school counselor and the Code of Ethics for Idaho Professional Educators.

4. Responsible advocacy for school board policy, as well as local, state and federal statutory requirements in students' best interests.

5. Practices within the ethical and statutory limits of confidentiality.

Standard 3: Management - School counselors should possess the knowledge, abilities, skills and attitudes necessary to manage a school counseling program.

Knowledge - School counselors should articulate and demonstrate an understanding of:

1. Leadership principles, including sources of power and authority, and formal and informal leadership.

2. Organization theory to facilitate advocacy, collaboration and systemic change.

3. Presentation skills for programs such as teacher in-services, parent workshops and presentation of results reports to school boards.

4. Time management, including long- and short-term management, using tools such as schedules and calendars.

5. Data-driven decision making.

6. Current and emerging technologies such as use of the Internet, Web-based resources and information management systems.

Performance - An effective school counselor is able to accomplish measurable objectives demonstrating the following:

1. Self-evaluation of his/her own competencies in order to formulate an appropriate professional development plan.

2. The ability to access or collect relevant data to monitor and improve student behavior and achievement.

3. The capability to create calendars to ensure the effective implementation of the school counseling program.

4. Coordination of activities that establish, maintain and enhance the school counseling program.

Standard 4: Delivery - School counselors should possess the knowledge, abilities, skills and attitudes necessary to deliver a school counseling program.

Knowledge - School counselors should articulate and demonstrate an understanding of:

1. The distinction between direct and indirect student services.

2. Counseling theories and techniques in different settings, such as individual planning, group counseling and classroom lessons.

3. Classroom management.

4. Principles of career and post-secondary planning.

5. Principles of working with various student populations based on characteristics, such as ethnic and racial background, English language proficiency, special needs (IEP and 504 Plans), religion, gender and income.

6. Responsive services (counseling and crisis response) including grief and bereavement.

7. How diagnoses and/or medication affects the personal, social, and academic functioning of students.

Performance - An effective school counselor is able to accomplish measurable objectives demonstrating the following:

1. Creation and presentation of a developmental school counseling curriculum addressing all students' needs based on student data.

2. Classroom management and instructional skills.

3. Encouragement of staff involvement to ensure the effective implementation of the school counseling curriculum.

4. The ability to build effective, high-quality student support programs.

5. Development of strategies to implement individual student planning, which may include strategies for appraisal, advisement, goal-setting, decision-making, social skills, transition or post-secondary planning.

6. The capability to provide responsive services, such as individual/small-group counseling and crisis response.

7. Participation as member of the crisis team providing assistance to the school and community in a crisis.

8. Development of a list of community agencies and service providers for student referrals and understanding how to make referrals to appropriate professionals when necessary.

9. Partnerships with parents, teachers, administrators and education stakeholders for student achievement and success.

10. The ability to conduct in-service training or workshops for other stakeholders to share school counseling expertise.

11. Understanding and knowledge regarding how to provide supervision for school counseling interns consistent with the principles.

12. Skills to critically examine the connections between social, familial, emotional, and behavioral problems and academic achievement.

Idaho Standards for School Nurses

The following knowledge and performance statements for the School Nurse Standards are widely recognized, but not all-encompassing or absolute, indicators that school nurse candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a school nurse preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the school nursing profession is a candidate's disposition. Professional dispositions are how the School Nurse candidate views their profession, their content area, and/or students and their health and learning. Every School Nurse preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for School Nurse candidate dispositions.

** This language was written by a committee of content experts and has been adopted verbatim.*

Standard 1: Quality Assurance - The school nurse understands how to systematically evaluate the quality and effectiveness of school nursing practice.

Knowledge

1. The school nurse understands the professional, state, and local policies, procedures, and practice guidelines that impact the effectiveness of school nursing practice within the school setting.

2. The school nurse understands that school nursing practice must fall within the boundaries of scope of practice as defined by the Idaho Board of Nursing.

3. The school nurse understands how to access research and interpret data applicable to the school setting.

Performance

1. The school nurse conducts ongoing evaluations of school nursing practice.

2. The school nurse identifies the policies, procedures, and practice guidelines applicable to school nursing practice.

3. The school nurse uses research and data to monitor quality and effectiveness of school nursing practice.

Standard 2: Professional Development - The school nurse is a reflective practitioner who improves clinical skills through continual self-evaluation and ongoing education.

Knowledge

1. The school nurse understands how to improve knowledge and competency in school nursing practice.

2. The school nurse knows how to self-assess professional nursing practice.

3. The school nurse knows how to access professional resources that support school nursing practice.

4. The school nurse knows about the professional organizations that support the nursing practice.

Performance

1. The school nurse participates in professional development related to current clinical knowledge and professional issues.

2. The school nurse seeks and acts on constructive feedback regarding professional development.

3. The school nurse pursues professional development as related to professional and program goals.

Standard 3: Communication - The school nurse is skilled in a variety of communication techniques (i.e., verbal and nonverbal).

Knowledge

1. The school nurse understands the importance of effective communication with school staff, families, students, the community, and other service providers.

2. The school nurse understands problem solving and counseling techniques and crisis intervention strategies for individuals and groups.

3. The school nurse knows how to document appropriately.

Performance

1. The school nurse communicates effectively and with sensitivity to community values in a variety of settings (e.g., classroom presentations, public forums, individual interactions, written communication, and documentation).

Standard 4: Collaboration - The school nurse understands how to interact collaboratively with and contribute to the professional development of peers and school personnel.

Knowledge

1. The school nurse understands the principles of collaboration in sharing knowledge and skills with other professionals and staff.

Performance

1. The school nurse works collaboratively with nursing colleagues and school personnel to enhance professional practice and to contribute to a supportive, healthy school environment.

Standard 5: Ethics and Advocacy - The school nurse makes decisions and takes actions on behalf of students and families in an ethical, professional manner.

Knowledge

1. The school nurse understands the code of ethics adopted by the American Nurses Association and the National Association of School Nurses and the Code of Ethics for Idaho Professional Educators.

2. The school nurse knows how to advocate for students and families.

Performance

1. The school nurse performs duties in accord with the legal, regulatory, and ethical parameters of health and education.

2. The school nurse acts as an advocate for students and families.

3. The school nurse delivers care in a manner that is sensitive to student diversity.

Standard 6: Health and Wellness Education - The school nurse assists students, families, the school staff, and the community to achieve optimal levels of wellness through appropriately designed and delivered health education.

Knowledge

1. The school nurse understands developmentally appropriate health education.

2. The school nurse understands the influence of family dynamics on student achievement and wellness.

3. The school nurse understands that health instruction within the classroom is based on learning theory.

4. The school nurse understands child, adolescent, family, and community health issues.

5. The school nurse understands how health issues impact student learning.

Performance

1. The school nurse assists individual students in acquiring appropriate skills based on age and developmental levels to advocate for themselves.

2. The school nurse participates in the assessment of health education and health instructional needs of the school community.

3. The school nurse provides health instruction within the classroom based on learning theory, as appropriate to student developmental levels and school needs.

4. The school nurse provides individual and group health instruction and counseling for and with students, families, and staff.

5. The school nurse acts as a resource person to school staff, students, and families regarding health education and health community resources.

6. The school nurse assists students in changing high-risk behaviors through education and referral.

Standard 7: Program Management - The school nurse is a manager of school health services.

Knowledge

1. The school nurse understands the principles of school nursing management.

2. The school nurse understands that program delivery is influenced by a variety of factors (e.g., cost, program diversity, staffing, and laws).

3. The school nurse knows how to teach, supervise, evaluate, and delegate to Unlicensed Assistive Personnel.

4. The school nurse knows how to identify and secure appropriate and available services and resources in the community.

Performance

1. The school nurse demonstrates the ability to organize, prioritize, and make independent nursing decisions.

2. The school nurse demonstrates the ability to plan and budget resources in a fiscally responsible manner.

3. The school nurse demonstrates leadership skills to utilize human resources efficiently.

4. The school nurse teaches, supervises, evaluates, and delegates to Unlicensed Assistive Personnel.

5. The school nurse uses appropriate technology in managing school health services.

Idaho Standards for School Psychologists

The following knowledge and performance statements for the School Psychologist Standards are widely *recognized, but not all-encompassing or absolute, indicators that School Psychologist candidates have* met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a school psychologist preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the School Psychology profession is a candidate's disposition. Professional dispositions are how the School Psychologist candidate views their profession, their content area, and/or students and their health and learning. Every School Psychology preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for School Psychologist candidate dispositions.

Standard 1: Assessment, Data-Based Decision Making, and Accountability - The school psychologist understands varied models and methods of assessment that yield information useful in understanding problems, identifying strengths and needs, measuring progress as it relates to educational and social emotional, and behavioral outcomes of students with respect for cultural and linguistic diversity.

Knowledge

1. The school psychologist understands traditional standardized norm-referenced assessment instruments.

2. The school psychologist understands alternative assessment approaches (e.g., curriculum-based, portfolio, ecological).

3. The school psychologist knows understands non-test assessment procedures (e.g., observation, diagnostic interviewing, reviewing records).

4. The school psychologist understands the application of a multi-tiered system of support for educational and social, emotional, and behavioral needs of students.

5. The school psychologist understands correct interpretation and application of assessment data.

6. The school psychologist understands the use of assessment data as it applies to the process of transitions at Pre-K through age 21 development levels.

Performance

1. The school psychologist uses various models and methods of assessment as part of a systematic process to collect data and other information.

2. The school psychologist translates assessment results into the design, implementation, and accountability of empirically supported instruction, interventions, and educational and mental health services effective for particular situations, contexts, and diverse characteristics.

3. The school psychologist uses assessment and data collection methods to evaluate the effectiveness of interventions and recommendations.

4. The school psychologist interprets and synthesizes assessment information from a variety of sources.

Standard 2: Consultation and Collaboration - the school psychologist understands effective collaborative and consultation approaches to promote the learning and success of students.

Knowledge

1. The school psychologist understands varied methods of consultation in psychology and education (e.g. behavioral, problem-solving, mental health, organizational, instructional) applicable to individuals, families, groups, and systems.

2. The school psychologist understands methods for effective consultation and collaboration that link home, school, and community settings.

3. The school psychologist understands factors necessary for effective interpersonal communication.

4. The school psychologist understands how to communicate effectively in oral and written form.

Performance

1. The school psychologist uses effective consultation and collaboration methods to develop a climate in which consensus can be achieved to promote positive student outcomes.

2. The school psychologist consults and collaborates effectively in the planning, problem solving, and decision-making processes to design, implement, and evaluate educational and mental health services with respect for cultural and linguistic diversity.

3. The school psychologist displays positive interpersonal skills by listening, adapting, addressing ambiguity, and being professional in difficult situations.

4. The school psychologist effectively communicates information in oral and written form for diverse audiences, for example, parents, teachers, other school personnel, policy makers, community leaders, and/or others.

Standard 3: Effective Instruction and Development of Cognitive and Academic Skills - The school psychologist understands learning theories, cognitive strategies and their application to the development of effective instruction, while considering biological, cultural, linguistic, and social influences on educational progress.

Knowledge

1. The school psychologist understands human learning, cognition, and developmental processes with respect for cultural and linguistic diversity.

2. The school psychologist understands empirically supported methods in psychology and education to promote cognitive and academic skills, including those related to needs of students with diverse backgrounds and characteristics.

3. The school psychologist understands evidence-based curriculum and instructional strategies that facilitate students' academic achievement.

4. The school psychologist understands how to develop appropriate educational goals for students with different ability levels and cultural/social backgrounds.

5. The school psychologist understands techniques assess learning and instruction for using data in decision making, planning, and progress monitoring.

Performance

1. The school psychologist assists in achieving academic outcomes, such as classroom instructional support, literacy strategies, home and school collaboration, instructional consultation, and other evidenced-based practices.

2. The school psychologist uses assessment and data-collection methods to assist in developing appropriate educational goals for students with diverse abilities and backgrounds.

3. The school psychologist assists in promoting the use of evidence-based interventions with fidelity.

Standard 4: Student Diversity in Development and Learning - The school psychologist understands that an individual's development and learning are influenced by one or more of the following factors: biological, social, cultural, ethnic, experiential, socioeconomic, environmental, gender-related, and/or linguistic.

Knowledge

1. The school psychologist understands individual differences, abilities, and other diverse characteristics.

2. The school psychologist understands principles and research related to diversity factors for students, families, and schools, including factors related to culture, context, individual, and role differences.

3. The school psychologist understands empirically supported strategies to enhance educational services for students and families and effectively address potential influences on learning related to diversity.

4. The school psychologist understands the diversity of the continuum of educational development for students ages three through 21, including all educational service transitions.

Performance

1. The school psychologist provides educational services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds across multiple contexts.

2. The school psychologist collaborates to address individual differences, strengths, backgrounds, and needs in providing services to improve educational and mental health outcomes for students.

3. The school psychologist provides culturally competent and effective practices in all areas of school psychology service delivery.

Standard 5: Legal, Ethical, and Professional Practice –The school psychologist understands the history and foundations of the profession, various service models and methods, and applies legal and ethical practices to advocate for the educational rights and welfare of students and families.

Knowledge

1. The school psychologist understands the history and foundations of school psychology.

2. The school psychologist understands multiple service models and methods.

3. The school psychologist understands ethical, legal, and professional standards and other factors related to professional identity, including personal biases and effective practice.

4. The school psychologist understands current federal and state statutes and regulations pertaining to educational services.

5. The school psychologist understands self-evaluation methods to determine areas for continuing professional development.

Performance

1. The school psychologist provides services consistent with ethical, legal, and professional standards.

2. The school psychologist engages in ethical and professional decision-making.

3. The school psychologist collaborates with and consults other professionals regarding legal and ethical educational practices.

4. The school psychologist applies professional work characteristics for effective practice, including respect for human diversity and social justice, communication skills, interpersonal skills, responsibility, adaptability, initiative, and dependability.

5. The school psychologist demonstrates legal and ethical practices in communication and the use of technology.

6. The school psychologist utilizes supervision and mentoring in the development of legal and ethical professional practice.

Standard 6: School-Wide Practices to Promote Learning - The school psychologist understands the unique organization and culture of schools and related systems.

Knowledge

1. The school psychologist understands school and multi-tiered systems' structure, organization, and theory.

2. The school psychologist understands general and special education.

3. The school psychologist understands empirically supported school practices that promote academic outcomes, learning, social development, and mental health.

Performance

1. The school psychologist, in collaboration with others, demonstrates skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for students and others.

2. The school psychologist utilizes data-based decision making and evaluation methods, problem-solving strategies, consultation, and other services for systems-level issues, initiatives, and accountability responsibilities.

Standard 7: Interventions and Mental Health Services to Develop Social and Life Skills - The school psychologist understands human development and psychopathology, including biological, cultural, and social influences.

Knowledge

1. The school psychologist understands biological, cultural, developmental, and social influences on learning, behavior, mental health, and life skills.

2. The school psychologist understands techniques to assess socialization, mental health, and life skills and methods for using data in decision making, planning, and progress monitoring

3. The school psychologist understands evidence-based supported strategies to promote social-emotional functioning and mental health.

Performance

1. The school psychologist uses assessment and data collection methods to collaboratively develop appropriate goals for students with diverse abilities, backgrounds, strengths, and needs.

2. The school psychologist integrates behavioral supports and mental health services with academic and behavioral goals to promote positive outcomes for students.

3. The school psychologist uses empirically supported strategies to collaboratively develop and implement services at the individual, group, and/or systems levels and to enhance classroom, school, home, and community factors related to student's mental health, socialization, and learning.

Standard 8: Preventive and Responsive Services – The school psychologist understands preventive and responsive services in educational settings to promote a safe school environment.

Knowledge

1. The school psychologist understands principles and research related to resilience and risk factors in learning and mental health.

2. The school psychologist understands services in schools and communities to support multi-tiered prevention, and empirically supported strategies for effective crisis response.

Performance

1. The school psychologist, in collaboration with others, demonstrates skills to promote services that enhance learning, mental health, safety, physical well-being, and resilience through protective and adaptive factors.

2. The school psychologist, in collaboration with others, demonstrates skills to implement and/or evaluate effective crisis preparation, response, and recovery.

3. The school psychologist uses assessment and data collection methods to collaboratively develop appropriate goals for and to evaluate outcomes of prevention and response activities and crisis services.

Standard 9: Home/School/Community Collaboration - The school psychologist understands how to work effectively with students, families, educators, and others in the community to promote and provide comprehensive educational services.

Knowledge

1. The school psychologist understands the characteristics of families, family strengths and needs, family culture, and family–school interactions that impact student development.

2. The school psychologist understands the psychological and educational principles and research related to family systems and their influences on students' academic, motivational, behavioral, mental health, and social characteristics.

3. The school psychologist understands empirically supported strategies to support family influences on student learning, socialization, and mental health.

4. The school psychologist understands methods to develop collaboration between families, schools, and community agencies.

Performance

1. The school psychologist demonstrates skills, in collaboration with others, to design, implement, and evaluate services that facilitate family and school partnerships and interactions with community agencies for enhancement of academic and social-behavioral outcomes for students.

2. The school psychologist uses empirically supported strategies to promote effective collaboration and partnerships among parents, schools, and community agencies regarding student learning, socialization, and mental health.

Standard 10: Research and Program Evaluation - The school psychologist understands research, statistics, and evaluation methods.

Knowledge

1. The school psychologist understands research design, statistics, measurement, varied data-collection and analysis techniques.

2. The school psychologist understands statistical and other data analysis techniques sufficient for interpretation of research and data in applied settings.

3. The school psychologist understands program evaluation methods at the individual, group, and systems levels.

Performance

1. The school psychologist demonstrates skills to evaluate and apply research as a foundation for service delivery.

2. The school psychologist provides assistance in educational settings for analyzing, interpreting, and using empirical foundations for effective practices at the individual, group, and/or systems levels.

3. The school psychologist demonstrates skills in using various techniques and technology resources, in collaboration with others, for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels.

Idaho Standards for School Social Workers

The following knowledge and performance statements for the School Social Worker Standards are widely recognized, but not all-encompassing or absolute, indicators that School Social Worker candidates have met the standards. These standards were adapted from the 2008 Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards, the National Association of Social Workers (NASW) School Social Work Standards, and the School Social Work Association of America's National School Social Work Model: Improving Academic and Behavioral Outcomes. It is the responsibility of a School Social Work preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the School Social Work profession is a candidate's disposition. Professional dispositions are how School Social Work candidates view their profession, their content area, and/or students and their health and learning. Every School Social Work preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for School Social Worker candidate dispositions.

Standard 1: Foundations of the professional school social worker - The competent school social worker is an advanced practitioner trained in mental health with a masters degree in social work, who provides services related to a person's social emotional and life adjustment to school and/or society. School social workers are the link between the home, school and community in providing direct as well as indirect services that promote and support students' academic and social success.

Knowledge - The competent school social worker:

1. Understands that school social work is an area of concentration built on the knowledge and competencies of graduate level social work education.

2. Understands how to improve academic and behavioral outcomes of students.

3. Possesses skills and knowledge to ensure the delivery of scientifically supported services.

4. Knows how to promote a positive school climate and culture.

5. Knows how to maximize school-based and community resources.

6. Understands how to synthesize and apply a broad range of interdisciplinary and multidisciplinary knowledge and skills.

Performance - The competent school social worker:

1. Uses knowledge to improve academic and behavioral outcomes of students.

2. Utilizes skills and knowledge to ensure the delivery of scientifically supported services.

3. Promotes a positive school climate and culture.

4. Maximizes school-based and community resources.

5. Synthesizes and applies a broad range of interdisciplinary and multidisciplinary knowledge and skills.

Standard 2: Engagement, Assessment, Intervention, and Evaluation - The competent school social worker engages, assesses, intervenes, and evaluates with individuals, families, groups, organizations and communities for the enhancement of student learning and the educational system.

Knowledge - The competent school social worker:

1. Understands environmental factors when planning interventions to create an effective bridge between students' experiences and goals.

2. Understands how to conduct social work assessment of adaptive behavior, learning styles, self-esteem, social skills, attitudes, high-risk behavior (i.e. truancy, suicide, homicide, drug and alcohol, etc.), interests, and emotional/mental health.

3. Understands how to help students work cooperatively and productively.

4. Understands how to interpret and utilize research to evaluate and guide professional interventions and program development.

5. Understands dispute resolution strategies.

6. Is familiar with the diagnostic tools used by other professionals in the school.

7. Understands the use of assessment as a means to evaluate the student's social- emotional/mental functioning, including:
   a. The child’s physical, cognitive, and social-emotional development.

   b. Family history and factors that influence the child’s overall functioning.

   c. The child’s behavior and attitude in different settings.

   d. Patterns of interpersonal relationships in all spheres of the child’s environment.

   e. Patterns of achievement and adjustment at critical points in the child’s growth and development.

   f. Adaptive behavior and cultural factors that may influence learning; understands the relationship between assessment, eligibility, and placement decisions, including the development of Accommodation, Behavior, Response to Intervention (RTI) and Individualized Education Plans (IEP).

Performance - The competent school social worker:

1. Substantively and effectively builds relationships with individuals, families, groups, organizations, and communities.

2. Uses empathy and other interpersonal skills.

3. Develops a mutually agreed-on intervention goals and objectives.

4. Collects, organizes, and interprets student data.

5. Assesses student and family strengths and limitations with the goal of improving student social, emotional, behavioral, and academic outcomes.

6. Selects and utilizes appropriate intervention strategies.

7. Initiates actions to achieve student learning outcomes.

8. Implements prevention interventions that enhance student and family capacities.

9. Helps students and families resolve problems.

10. Negotiates, mediates, and advocates for students, families and the school system.

11. Plans for and facilitates transitions and termination of services.

12. Critically analyzes, monitors, and evaluates interventions.

13. Uses diverse interview techniques and written communication with all persons within the student's environment.

14. Mobilizes the resources of the school and community to meet the needs of students and their families.

15. Assists in establishing expectations for student learning consistent with students' strengths and educational goals.

Standard 3: Knowledge of human behavior and the social environment - The competent school social worker is knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. School social workers apply pertinent theories and knowledge to understand biological, social, cultural, psychological, and spiritual development.

Knowledge - The competent school social worker:

1. Understands theories of normal and exceptional development in early childhood, middle childhood, adolescence, and early adulthood and their application to all students.

2. Understands the effects of mental illness on students' ability to participate in learning.

3. Understands the person-in-environment context of social work.

4. Understands the effects of biological, spiritual, legal, social, and cultural factors on human development and social functioning.

5. Understands characteristics and implications for education of children with academic, and/or social/emotional challenges.

6. Understands strength-based assessments and practices that support growth and development.

7. Understands the social-developmental history with its focus on the student's functioning within the educational environment.

8. Understands principles of and strategies for effective behavior, emotional and social management within the school environment.

9. Understands how people's attitudes within the educational environment influence behavior of individuals.

10. Understands the importance of parents'/guardians' participation in fostering students' positive development.

11. Understands the goals and objectives of educational organizations.

12. Understands how service learning and volunteerism promote the development of personal and social responsibility.

Performance - The competent school social worker:

1. Utilizes the human behavior in the social environment framework to guide processes of assessment, intervention, and evaluation with individuals, groups, families, and school system.

2. Critiques and applies knowledge to understand students in their educational, family and community environments.

3. Gathers and interprets appropriate information to document and assess environmental, emotional, cultural, socioeconomic, educational, biological, psychosocial, and legal factors that affect children's learning.

4. Develops and implements empirically-based prevention and intervention plans that enable the child to "respond to intervention" (RTI).

5. Provides individual, group, and/or family counseling and other services to enhance success in the educational process.

6. Provides crisis intervention counseling and other services to the school community.

7. Provides consultation to teachers, administrators, parents, and community agencies.

8. Conducts social work assessments and participates in eligibility conferences for special education and other programmatic options, students' educational planning conferences, and conferences with parents.

9. Implements appropriate areas of student IEP, accommodation, and behavior plans.

10. Initiates referrals and linkages to community agencies and maintains follow-up services on behalf of identified students.

Standard 4: Policy practice - The competent school social worker advances social and economic well-being and delivers effective social work services in the educational setting. School social workers, as systems' change agents, shall identify areas of need that are not being addressed by the local education agency and community and shall work to create services that address these needs. School social workers shall be informed about court decisions, legislation, rules and regulations, and policies and procedures that affect school social work practice, to effectively advocate for students.

Knowledge - The competent school social worker:

1. Understands the interdisciplinary approach to service delivery within the educational environment.

2. Understands parent/guardian and student rights (both legal and educational) regarding assessment and evaluation.

3. Understands the collaborative process with parents, school personnel, community-based organizations, and agencies to enhance the student's educational functioning.

4. Understands the school's role within the context of the larger community.

5. Understands the importance of audience and purpose when selecting ways to communicate ideas.

6. Understands how to work with administrators and other school personnel to make changes within the school.

7. Understands the organization and operation of safe school systems.

8. Understands school policies and procedures as they relate to student learning, safety and well-being.

Performance - The competent school social worker:

1. Analyzes, formulates, and advocates for policies that advance social well-being for students, families, and school system.

2. Collaborates with colleagues and clients for effective policy action.

3. Educates students and parents about school, State, and Federal policies and statutes and accompanying rights and responsibilities.

4. Identifies and addresses gaps in services for students and families.

5. Engages in advocacy that seeks to ensure that all students have equal access to education and services to enhance their academic progress.

Standard 5: Environmental contexts that shape practice - Competent school social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. They recognize that the educational settings are dynamic, and use knowledge and skills to respond proactively.

Knowledge - The competent school social worker:

1. Understands systems theories as they relate to classrooms, schools, families, and community.

2. Understands the application of social learning theories to identify and develop broad-based prevention and intervention programs.

3. Understands learning theory and normal and exceptional development as it applies to the content and curriculum of educational planning and intervention.

4. Understands how to develop long- and short-term empirically-based intervention plans consistent with curriculum and students' diversity and strengths, life experiences, and social/emotional factors.

5. Understands how to integrate and use technology for assessments, interventions, and information management.

6. Understands that as members of interdisciplinary teams and coalitions, school social workers shall work collaboratively to mobilize the resources of local education agencies and communities to meet the needs of students and families.

7. Understands how to facilitate a collaborative relationship between general and special education systems to promote a unified system of education.

Performance - The competent school social worker:

1. Continuously discovers, appraises, and attends to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant service.

2. Provides leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

3. Facilitates collaborative relationships between general and special education systems to promote a unified system of education.

4. Develops long- and short-term empirically-based intervention plans consistent with curriculum and students' diversity and strengths, life experiences, and social/emotional factors.

5. Integrates and uses technology for assessments, interventions, and information management.

Standard 6: Empirically based practice - The competent school social worker engages in research-informed practice and practice-informed research. School social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery in the educational setting.

Knowledge - The competent school social worker:

1. Understands empirically-based methods of individual, group, family, and crisis counseling.

2. Understands empirically-based methods of social work service delivery.

3. Understands the process of needs assessment, referral, and resource development.

4. Understands quantitative and qualitative research.

5. Understands scientific and ethical approaches to building knowledge.

6. Understands the use of empirically based assessment and evaluation results to develop student interventions.

Performance - The competent school social worker:

1. Uses practice in the educational setting to inform future research activities.

2. Uses research evidence to inform practice in assessment, prevention, intervention and evaluation with individuals, groups, families, and the school system.

3. Uses evidence based knowledge in the development and implementation of accommodation, behavioral, RTI, and IEP plans.

4. Collects, interprets and uses data in interdisciplinary collaboration to develop and foster academic achievement.

5. Involves students in self-assessment activities to help them become aware of their strengths and needs to establish and attain their goals.

Standard 7: Advocacy - The competent school social worker advances student, family and human rights for social and economic justice within educational settings. Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education.

Knowledge - The competent school social worker:

1. Understands methods of advocacy on behalf of individuals, families, and school systems.

2. Understands the role of advocacy and facilitation at all levels of the system that affect students and their families.

3. Understands the need to improve access to services and resources.

4. Understands the forms and mechanisms of oppression and discrimination and how these factors impact student learning.

5. Recognizes the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights within the academic setting.

Performance - The competent school social worker:

1. Advocates for student, family and human rights and social and economic justice.

2. Engages in practices that advance social and economic justice.

3. Works to empower children, their families, educators, and others to gain access to and effectively use school and community resources.

4. Identifies areas of need and accesses or advocates for the creation of resources at the state and community level.

5. Advocates for students with other members of the educational community to enhance students' functioning in the learning environment.

6. Incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.

Standard 8: Diversity and cultural competence - The competent school social worker understands how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation.

Knowledge - The competent school social worker:

1. Understands the variations in beliefs, traditions, and values across cultures and their effect on interactions among group members.

2. Understands the broad range of backgrounds and experiences that shape students' approaches to learning.

3. Understands how students' success is influenced by prior learning and the diversity factors listed above.

4. Understands and identifies differences in approaches to learning and performance, including different learning styles, performance modes, and variations of perception.

5. Understands the issues of second language acquisition and the immigrant experience.

6. Understands ways in which similar behaviors may have different meanings to people in different cultures.

7. Understands that, as a consequence of difference and diversity, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.

Performance - The competent school social worker:

1. Considers the extent to which a culture's structures and values may oppress, marginalize, alienate, create or enhance privilege and power.

2. Gains sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.

3. Communicates their understanding of the importance of difference in shaping life, learning and educational experiences.

4. Actively learns from and engages those with whom they work.

5. Considers how these factors impact student learning, academic success and achievement.

Standard 9: Critical Thinking - The competent school social worker is knowledgeable about the principles of logic, scientific inquiry, and professional judgment and their implications to student learning.

Knowledge - The competent school social worker:

1. Understands how to analyze the usefulness of knowledge in specific situations.

2. Understands how synthesis and communication of relevant information is pertinent to the educational setting.

3. Understands how to integrate content knowledge for service delivery.

4. Understands theories and methods of communication.

Performance - The competent school social worker:

1. Distinguishes, appraises, and integrates multiple sources of knowledge, including research-based knowledge, and practice wisdom.

2. Uses critical thinking and professional judgment augmented by creativity and curiosity in decision making.

3. Analyzes models of assessment, prevention, intervention, and evaluation.

4. Synthesizes and communicates relevant information as it pertains to the learning environment.

5. Uses supervision and consultation to determine best practice service delivery.

6. Utilizes theories and appropriate methods of communication when engaging a variety of audiences.

Standard 10: Ethical Practice - The competent school social worker conducts themselves ethically by applying ethical principles to guide professional practice and decision making within the educational setting.

Knowledge - The competent school social worker:

1. Understands federal and state laws and regulations as they pertain to ethical school social work practice.

2. Understands the NASW *Code of Ethics* and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work *Ethics in Social Work, Statement of Principles*.

3. Understands the legal and ethical principles of confidentiality as they relate to the practice of school social work, (i.e. HIPPA, FERPA).

4. Understands the value base of the profession, its ethical standards, and relevant law.

Performance - The competent school social worker:

1. Maintains current knowledge of and abides by federal and State laws and regulations, with emphasis on confidentiality, and students' and families' rights.

2. Models and promotes ethical practices for confidential communication.

3. Manages personal values in a way that allows professional values to guide practice.

4. Makes ethical decisions by applying standards of the NASW *Code of Ethics* and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work *Ethics in Social Work, Statement of Principles*.

5. Tolerates ambiguity in resolving ethical conflicts.

6. Applies strategies of ethical reasoning to arrive at principled decisions.

7. Collaborates with other educational professionals in an interdisciplinary and ethical manner.

Standard 11: Identifies as a professional school social worker and conducts oneself accordingly - School social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth.

Knowledge - The competent school social worker:

1. Understands methods of practice, including counseling, crisis intervention, case work, and individual, group, and family therapies.

2. Understands and develops skills in advocacy, case management, classroom groups, community organization, consultation and in-service training.

3. Understands the role of mandated reporters and the function of the State's child welfare agency and law enforcement interaction.

4. Understands the importance of active participation and leadership in professional education and social work organizations.

5. Understands how to use supervision, consultation, collaboration, and continuing education to identify areas for ongoing professional development.

6. Understands the importance of taking responsibility for self-evaluation as a competent and ethical practitioner.

7. Understands the significance of social work history.

Performance - The competent school social worker:

1. Advocates for student and family access to social work services in the educational setting.

2. Practices personal reflection and self-correction to assure continual professional development.

3. Attends to professional roles and boundaries within the context of the educational setting.

4. Demonstrates professional demeanor in behavior, appearance, and communication.

5. Engages in career-long learning.

6. Uses supervision and consultation.

7. Uses continuing education, professional development activities, research, professional literature, observations and experiences to enhance professional growth and to guide evaluation of professional practice.

8. Participates in professional activities and organizations that promote and enhance school social work practice.

SUBJECT

Proposed Rule - IDAPA 08.02.02.111, Rules Governing Uniformity, Bullying, Harassment and Intimidation Prevention and Response.

REFERENCE

August 2015	Board approved a proposed rule regarding bullying, intimidation, and harassment. The proposed rule was not submitted for publication by the Department and the rulemaking was vacated.
February 18, 2016	Board approved a temporary rule regarding bullying, intimidation, and harassment.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1631, Idaho Code

BACKGROUND/DISCUSSION

Section 33-1631, Idaho Code, requires school districts and public charter schools to implement measures intended to prevent, identify and respond to bullying, harassment and intimidation. The requirements include:

- School districts and charter schools annually disseminate information to school personnel, parents and students information on harassment, intimidation and bullying;
- Ongoing professional development to school staff to prevent, identify and respond to bullying, harassment and intimidation;
- Graduated consequences in district policy for these types of incidences; and,
- School districts and charter schools annually report to the State Department of Education on these incidences.

Additionally, the statute requires the Board establish the provision of ongoing professional development, district policy guidelines, and the manner in which bullying incidents are to be reported to the State Department of Education through the promulgation of administrative rules. This proposed rule will make permanent the temporary rule which was passed in February 2016. The language has not been changed.

This proposed rule was vetted through the negotiated rulemaking process in which we conducted six meetings throughout the state in April 2016. The limited feedback we received was either for clarification or in favor of the rule.

IMPACT

It is expected this rule will result in a minimal fiscal impact.

ATTACHMENTS

Attachment 1- Proposed rule changes to IDAPA 08.02.02.111, Rules Governing Uniformity-Bullying, Harassment, and Intimidation Prevention and Response 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 rule stage. All pending rules will be brought back to the board for approval prior to submittal to the Department of Administration for publication in the Idaho Administrative Rules Bulletin as a pending rule. Pending rules are forwarded to the legislature for consideration and become effective at the end of the legislative session in which they are submitted if they are not rejected by the legislature.

No changes have been made to the rule from the version approved by the Board at the February 2016 Board meeting as a temporary rule. Staff recommends approval.

BOARD ACTION

I move to approve the Proposed Rule amendment to IDAPA 08.02.02, creating a new section 111, Rules Governing Uniformity, Bullying, Harassment and Intimidation Prevention, as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

IDAPA 08
TITLE 02
CHAPTER 02

08.02.02 - RULES GOVERNING UNIFORMITY

111. BULLYING, HARASSMENT AND INTIMIDATION PREVENTION AND RESPONSE.

01. Dissemination of Information. School districts and charter schools shall make reasonable efforts to ensure that information on harassment, intimidation and bullying of students is disseminated annually to all school personnel, parents and students. ( )

02. Professional Development. The content of ongoing professional development for school staff related to bullying, harassment and intimidation shall include: ( )

a. School philosophy regarding school climate and student behavior expectations; ( )

b. Definitions of bullying, harassment, and intimidation; ( )

c. School prevention strategies or programs including the identification of materials to be distributed annually to students and parents; ( )

d. Expectations of staff intervention for bullying, harassment, and intimidation; ( )

e. School process for responding to bullying, harassment, and intimidation including the reporting process for students and staff, investigation protocol, the involvement of law enforcement, related student support services and parental involvement; and ( )

f. Other topics as determined appropriate by the school district or charter school. ( )

03. Graduated Consequences. Graduated consequences for a student who commits acts of bullying, harassment, and intimidation shall include a series of measures proportional to the act(s) committed and appropriate to the severity of the violation as determined by the school board of trustees, school administrators, or designated personnel depending upon the level of discipline. Graduated consequences should be in accordance with the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors and performance.
( )

a. Graduated consequences may include, but are not limited to: ( )

i. Meeting with the school counselor; ( )

ii. Meeting with the school principal and student's parents or guardian; ( )

iii. Detention, suspension or special programs; and ( )

iv. Expulsion. ( )

b. The graduated consequences are not intended to prevent or prohibit the referral of a student who commits acts of harassment, intimidation or bullying to available outside counseling services, and/or to law enforcement pursuant to Section 18-917A, Idaho Code. ( )

c. Students with disabilities may be afforded additional protections under the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act; school districts and charter schools shall comply with applicable state and federal law when disciplining students with individualized education

programs (IEPs) or 504 plans for committing acts of bullying, harassment, and intimidation. ( )

04. **Intervention**. School district and charter school employees are authorized and expected to intervene or facilitate intervention on behalf of students facing harassment, intimidation, and bullying. Intervention shall be reasonably calculated to: ( )

a. Correct the problem behavior; ( )

b. Prevent another occurrence of the problem; ( )

c. Protect and provide support for the victim of the act; and ( )

d. Take corrective action for documented systemic problems related to harassment, intimidation, or bullying. ( )

05. **Reporting**. Annual reporting will occur at the end of the school year through an aggregate report identifying the total number of bullying incidents by school districts and charter schools, grade level, gender, and repeat offenders. The State Department of Education shall provide school districts and charter schools with the guidelines and forms for reporting. ( )

SUBJECT

Proposed Rule- IDAPA 08.02.03.004.01 and 08.02.03.109, Rules Governing Thoroughness, incorporating by reference the Idaho Special Education Manual and updating other special education language in rule

REFERENCE

August 2010	Board approved a temporary and proposed rule amending IDAPA 08.02.03.109 regarding the Special Education Individualized Education Programs.
December 18, 2014	Board approved changes to the Idaho Special Education Manual.
January 22, 2015	Board approved a temporary rule amending IDAPA 08.02.03.109 amending the timelines required for initial evaluations and determination of eligibility requirements.
August 13, 2015	Board approved Proposed Rule – IDAPA 08.02.03.109 – Rules Governing Thoroughness, compliance with IDEA/IEP timelines.
November 30, 2015	Board approved a pending rule docket 08-0203-1508 amending subsection 109 to bring the rule in compliance with IDEA/IEP timelines. The Board approved a pending rule incorporating the Special Education Manual into Administrative Code. Due to an error in the rulemaking process the pending rule was invalid and rejected by the 2016 Idaho Legislature.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-2002, Idaho Code
IDAPA 08.02.03.109 Rules Governing Thoroughness, Special Education
Individuals with Disabilities Education Act, 34 CFR 300

BACKGROUND/DISCUSSION

This proposed rule would incorporate into Administrative Code the Idaho Special Education Manual. While the manual is mentioned in Idaho Administrative Rule, it had not been formally Incorporated by Reference. The manual meets the Individuals with Disabilities Education Act requirement of 20 US Code Section 1412 and is consistent with other state and federal regulations regarding the education of individuals with disabilities.

Amendments to the manual since the December 2014 approval include:

- Changing the manual to reflect federal guidance about confidentiality agreements;
- Removing reference to No Child Left Behind due to the passage of the Every Student Succeeds Act (ESSA);
- Removing outdated reference to psychosocial rehabilitation;

- Changing references to highly qualified teacher to align with ESSA;
- Clarifying language regarding Idaho's 10-day rule for parents objections to a district's proposal for an Individual Educational Program;
- Adding additional resources to the Procedural Safeguards Notice and making introduction more parent friendly;
- Removed references to the Appendices that are no longer attached to the manual; and
- Fixing typos throughout document.

Additionally, several revisions within IDAPA 08.02.03.109 regarding Special Education are needed to comply with federal regulations as well as to clarify language and update the rule to reflect current practice. Changes would clarify the scope of the 10-day rule for objection to a change in an individualized education program or placement and would align mediation procedures with federal regulations.

This proposed rule was vetted through the negotiated rulemaking process in which the State Department of Education (SDE) conducted six meetings throughout the state in April 2016. Two comments were received, both of which were considered and resulted in the modification of the manual.

IMPACT

Updates to the manual will bring it into compliance with federal regulations and into alignment with current national practices regarding the education of students with disabilities.

ATTACHMENTS

Attachment 1- Proposed changes to IDAPA 08.02.03.004.01 and 08.02.03.109 Page 5
Attachment 2- Revised Idaho Special Education Manual Page 13

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 rule stage. All pending rules will be brought back to the board for approval prior to submittal to the Department of Administration for publication in the Idaho Administrative Rules Bulletin as a pending rule. Pending rules are forwarded to the legislature for consideration and become effective at the end of the legislative session in which they are submitted if they are not rejected by the legislature.

Staff recommends approval.

BOARD ACTION

I move to approve the revised Idaho Special Education Manual as submitted in Attachment 2.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the Proposed Rule amendment to IDAPA 08.02.03.004 and 08.02.03.109, Rules Governing Thoroughness, 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

004. INCORPORATION BY REFERENCE.
The following documents are incorporated into this rule: (3-30-07)

01. The Idaho Content Standards. The Idaho Content Standards as adopted by the State Board of Education. Individual subject content standards are adopted in various years in relation to the curricular materials adoption schedule. Copies of the document can be found on the State Board of Education website at www.boardofed.idaho.gov. (3-29-10)

a. Driver Education, as revised and adopted on August 21, 2008. (3-29-10)

b. Health, as revised and adopted on April 17, 2009. (3-29-10)

c. Humanities Categories: (3-29-10)

i. Art, as revised and adopted on April 17, 2009; (3-29-10)

ii. Dance, as revised and adopted on April 17, 2009; (3-29-10)

iii. Drama, as revised and adopted on April 17, 2009; (3-29-10)

iv. Interdisciplinary, as revised and adopted on April 17, 2009; (3-29-10)

v. Music, as revised and adopted on April 17, 2009; (3-29-10)

vi. World languages, as revised and adopted on April 17, 2009; (3-29-10)

d. English Language Arts, as revised and adopted on August 11, 2010. (4-7-11)

e. Limited English Proficiency, as revised and adopted on August 21, 2008. (3-29-10)

f. Mathematics, as revised and adopted on August 11, 2010. (4-7-11)

g. Physical Education, as revised and adopted on April 17, 2009. (3-29-10)

h. Science, as revised and adopted on April 17, 2009. (3-29-10)

i. Social Studies, as revised and adopted on April 17, 2009. (3-29-10)

j. Information and Communication Technology, as revised and adopted on April 22, 2010. (4-7-11)

02. The English Language Development (ELD) Standards. The World-Class Instructional Design and Assessment (WIDA) 2012 English Language Development (ELD) Standards as adopted by the State Board of Education on August 16, 2012. Copies of the document can be found on the WIDA website at www.wida.us/standards/eld.aspx. (4-4-13)

03. The Limited English Proficiency Program Annual Measurable Achievement Objectives

(AMAOs) and Accountability Procedures. The Limited English Proficiency Program Annual Measurable Achievement Objectives and Accountability Procedures as adopted by the State Board of Education on November 11, 2009. Copies of the document can be found on the State Department of Education website at www.sde.idaho.gov. (4-7-11)

04. The Idaho English Language Assessment (IELA) Achievement Standards. The Idaho English Language Assessment (IELA) Achievement Standards as adopted by the State Board of Education on November 11, 2009. Copies of the document can be found on the State Department of Education website at www.sde.idaho.gov. (4-7-11)

05. The Idaho Standards Achievement Tests (ISAT) Achievement Standards. Achievement Standards as adopted by the State Board of Education on May 30, 2007. Copies of the document can be found on the State Board of Education website at www.boardofed.idaho.gov. (4-2-08)

06. The Idaho Extended Content Standards. The Idaho Extended Content Standards as adopted by the State Board of Education on April 17, 2008. Copies of the document can be found at the State Board of Education website at www.boardofed.idaho.gov. (5-8-09)

07. The Idaho Alternate Assessment Achievement Standards. Alternate Assessment Achievement Standards as adopted by the State Board of Education on May 18, 2011. Copies of the document can be found on the State Board of Education website at www.boardofed.idaho.gov. (3-29-12)

08. The Idaho Standards for Infants, Toddlers, Children, and Youth Who Are Deaf or Hard of Hearing. As adopted by the State Board of Education on October 11, 2007. Copies of the document can be found on the State Board of Education website at www.boardofed.idaho.gov. (4-2-08)

09. The Idaho Standards for Infants, Toddlers, Children, and Youth Who Are Blind or Visually Impaired. As adopted by the State Board of Education on October 11, 2007. Copies of the document can be found on the State Board of Education website at www.boardofed.idaho.gov. (4-2-08)

10. The Idaho Special Education Manual. The Idaho Special Education Manual as adopted by the State Board of Education on June 16, 2016. Copies of the document can be found on the State Board of Education website at www.boardofed.idaho.gov. (____)

(BREAK IN CONTINUITY OF SECTIONS)

109. SPECIAL EDUCATION.

01. Definitions. The following definitions apply only to Section 109 of these rules. (4-5-00)

a. Adult Student. A student who is eligible for special education, is eighteen (18) years of age or older and to whom special education rights have transferred. (4-5-00)

b. Department. State Department of Education. (4-5-00)

c. Due Process Hearing. An administrative hearing that is conducted to resolve disputes. (3-29-10)

i. Regular due process hearing regarding issues on any matter related to identification, evaluation, placement, or the provision of a free appropriate public education. (3-29-10)

ii. For disputes concerning discipline for which shortened time lines are in effect, an expedited due process hearing may be requested in accordance with the Individuals with Disabilities Education Act. (3-29-10)

d. Education Agency. Each school district and other public agency that is responsible for providing special education and related services to students with disabilities, including the Department of Juvenile Corrections and the Idaho School for the Deaf and Blind. (4-5-00)

e. Governing Special Education Requirements. Sections 33-201, 33-2001 through 2002, 33-2004 through 2005, and 33-2010, Idaho Code; Section 109 of these rules; the Individuals with Disabilities Education Act (IDEA), Parts A and B, (20 U.S.C., Sections 1400-1419); IDEA Regulations (34 C.F.R. Part 300); Idaho Special Education Manual; and special education case law that sets precedence in Idaho. (3-29-10)

f. Idaho Special Education Manual. Policies and procedures, as approved by the State Board of Education, that the State Department of Education is required to adopt to meet the eligibility requirements of 20 U.S.C, Section 1412 and are consistent with state and federal laws, rules, regulations, and legal requirements. (3-29-10)

g. Special Education. Specially designed instruction as defined by the Individuals with Disabilities Education Act or speech-language pathology services to meet the unique needs of a special education student. (4-5-00)

02. Legal Compliance. The State Department of Education and education agencies shall comply with all governing special education requirements. (4-5-00)

a. The Board of Trustees or other comparable governing body of each education agency shall adopt policies and procedures for providing special education services and obtain approval from the State Department of Education for the same. Department approval shall be based on current governing special education requirements. Each education agency shall revise its policies and procedures as necessary to conform with changes in governing special education requirements. (4-5-00)

b. The State Department of Education shall provide education agencies with a sample set of policies and procedures that is consistent with governing special education requirements. The Department shall monitor all education agencies and private agencies who provide special education services to students with disabilities for compliance with governing special education requirements and adopted policies and procedures. (4-5-00)

c. Each education agency shall ensure that charter schools and alternative schools located in its jurisdiction have nondiscriminatory enrollment practices. Each education agency shall ensure the provision of special education and related services to eligible students enrolled in charter and alternative schools in accordance with governing special education requirements. (4-5-00)

d. Each education agency contracting with a private school or facility shall ensure that the private school or facility is approved by the State Department of Education to provide special education services. The Department may approve a private school or facility to provide special education services upon application to the Department if it: (4-5-00)

i. Is an accredited school or a licensed rehabilitation center; and (4-5-00)

ii. Meets minimum health, fire and safety standards; and (4-5-00)

iii. Is nonsectarian; and (4-5-00)

iv. Provides special education services consistent with governing special education requirements. (4-5-00)

v. Any private school or facility aggrieved by the Department's final decision may appeal that decision to the State Board of Education. (4-5-00)

e. Education agencies shall employ special education and related services professional personnel using certification standards approved by the State Board of Education or licensing standards adopted by the Bureau of Occupational Licensing. Education agencies shall employ individuals who meet the highest entry-level standard that applies to a specific discipline unless there is a shortage of fully qualified candidates for a specific position. If there is a shortage of fully qualified candidates, the education agency shall hire the most qualified individual

available who is making satisfactory progress toward meeting the highest entry-level standard within three (3) years. (4-5-00)

f. Education agencies may employ paraprofessional personnel to assist in the provision of special education and related services to students with disabilities if they meet standards established by the State Department of Education. (4-5-00)

g. Education agencies shall collect and report data as necessary to meet state and federal requirements concerning special education services, staff or students. Education agencies shall develop, implement and revise district improvement plans as necessary to improve results as measured by data on goals and indicators for the performance of special education students that are established by the State Department of Education in accordance with the Individuals with Disabilities Education Act. (4-5-00)

h. Education agencies shall establish a team process to problem solve and plan general education interventions to ensure that referrals to special education are appropriate. (4-5-00)

03. Eligibility for Special Education. The State Department of Education shall provide state eligibility criteria for special education services for categorical eligibility consistent with the Individuals with Disabilities Education Act. Education agencies shall consider eligibility under all disability categories set forth in the Idaho Special Education Manual with the exception of developmental delay, which is an optional category. If an education agency elects to use the developmental delay category, it shall consider developmental delay for students ages three (3) through nine (9) using the eligibility criteria adopted by the Department and set forth in the Idaho Special Education Manual. The total timeline from the date of receipt of written parental consent for an initial evaluation to the date of determination of eligibility for special education and related services must not exceed sixty (60) calendar days, excluding periods when regular school is not in session for five (5) or more consecutive school days, unless all parties agree to an extension. (4-7-11)

04. Individualized Education Programs. Each education agency shall develop an individualized education program (IEP) for each student who is eligible for special education. The IEP shall be implemented as soon as possible after it is developed. The total timeline from the determination that the student needs special education and related services to the date of implementation of the initial IEP shall not exceed thirty (30) calendar days. A new IEP shall be developed at least annually, on or before the date the previous IEP was developed.(3-25-16)

a. IEP team meetings shall be convened upon reasonable request of any IEP team member at times other than the annual review. If the education agency refuses to convene an IEP team meeting requested by a parent or adult student, the agency shall provide written notice of the refusal. (4-5-00)

b. Education agencies shall document the attendance of all participants at each IEP team meeting. Any participant who does not agree with an IEP team decision regarding a student's educational program may place a minority report in that student's file. A minority report shall not prevent implementation of an IEP team decision. (4-5-00)

c. The IEP team shall determine the student's placement in the least restrictive environment. (5-3-03)

d. At the discretion of the education agency, an individualized family service plan (IFSP) may be used in place of an IEP if: (4-5-00)

i. The child is ages three (3) through five (5), and (4-5-00)

ii. The child's parents are provided with a detailed explanation of the differences between an IFSP and an IEP, and (4-5-00)

iii. The child's parents provide written consent to use the IFSP, and (4-5-00)

iv. The IFSP is developed in accordance with IDEA Part B policies and procedures. (3-29-10)

v. Nothing in this part requires education agencies to develop IFSPs rather than IEPs for three (3) through five (5) year old nor to implement more than the educational components of the IFSP. (4-5-00)

e. When a student who has been determined eligible for special education, as indicated by a current IEP, transfers from one (1) Idaho education agency to another, the student is entitled to continue to receive special education services. The receiving education agency may accept and implement the existing IEP or may convene an IEP team meeting to develop a new IEP. If a new IEP cannot be developed within five (5) school days, or if the education agency wishes to re-evaluate the child, an interim (short-term) IEP shall be implemented pending development of the standard IEP. (4-5-00)

f. If a student who is eligible for special education in another state transfers to an Idaho education agency, the Idaho education agency shall request a copy of the student's most recent eligibility documentation and IEP within two (2) school days. Within five (5) school days of receipt of the eligibility documentation and IEP, the Idaho education agency shall determine if it will adopt the existing eligibility documentation and IEP. If the education agency disagrees with the existing eligibility documentation, or if the documentation is not available within a reasonable time period, consent for an initial assessment shall be sought. While the assessment and evaluation is in process, the education agency may implement an interim IEP if the parent or adult student agrees. If the parent or adult student does not agree to an interim IEP, the student shall be placed in general education. (4-5-00)

05. Procedural Safeguards. Education agencies will use appropriate procedural safeguards consistent with the Individuals with Disabilities Education Act. (8-4-99)

a. If a parent or adult student disagrees with an individualized education program ~~change or placement change proposed by the district~~ (IEP) team's proposed IEP for the student, the parent or adult student may file a written objection to all or parts of the proposed ~~change~~ IEP. If the written objection is emailed, postmarked or hand delivered within ten (10) calendar days of the date the parent or adult student receives written notice of the proposed ~~change~~ IEP, the proposed change cannot be implemented for fifteen (15) calendar days, or as extended through mutual agreement by the district and the parent or adult student while the parties work to resolve the dispute. ~~Informal methods such as additional dispute~~ Parties may choose to hold additional IEP team meetings which may be facilitated by the State Department of Education (SDE) or request voluntary mediation ~~may be used to resolve the disagreement~~ through the SDE. If these methods fail or are refused, ~~the education agency may request~~ the proposed IEP shall be implemented after fifteen (15) calendar days unless a due process hearing is filed by the parents or adult student, during which time the student shall remain in the current educational placement during the pendency of any administrative or judicial proceeding, unless the district/adult student agree otherwise. ~~to obtain a hearing officer's decision regarding the proposed change~~. The written objection cannot be used to prevent the education agency from placing a student in an interim alternative educational setting in accordance with IDEA discipline procedures, or to challenge an eligibility/identification determination. ~~(4-5-00)~~( )

b. Mediation may be requested by an education agency, parent, or adult student, or offered by the State Department of Education at any time. The Department shall screen all such requests to determine appropriateness. Any time a hearing is requested, the Department shall offer mediation using policies and requirements set forth in the Individuals with Disabilities Education Act regulations. If the Department appoints a mediator, the Department shall be responsible for compensating the mediator. ~~All mediation participants shall be required to sign a confidentiality pledge.~~ All mediation participants will receive a copy of the Notification of Mediation Confidentiality form. Attorney fees may not be awarded for a mediation that is conducted prior to a request for a due process hearing.

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

c. The State Department of Education shall administer a single-tiered due process hearing system to resolve disputes between education agencies and parents or adult students. When a due process hearing is requested, the superintendent, special education director, or other agency administrator shall inform the agency's board of trustees or other governing body of the request. The education agency shall immediately notify the Department's Director of Special Education of any request for a due process hearing. Within ten (10) calendar days of a written request for a regular hearing, or within five (5) business days of a written request for an expedited hearing, an impartial hearing officer shall be assigned by the Department. The Department shall maintain a list of trained hearing officers and their qualifications. (3-29-10)

d. The education agency that is a party to the hearing shall be responsible for compensating the hearing officer and paying for the cost of a verbatim transcript of the hearing. (4-5-00)

e. Due process hearings shall be conducted pursuant to IDAPA 04.11.01, "Idaho Rules of Administrative Procedure of the Attorney General," Individuals with Disabilities Education Act ~~(IDEA)~~ requirements, and the Idaho Special Education Manual, incorporated by reference in Section 004 of this rule. In case of any conflict between the IDAPA 04.11.01, "Idaho Rules of Administrative Procedure of the Attorney General" and the IDEA, the IDEA shall supersede the IDAPA 04.11.01, and IDAPA 04.11.01 shall supersede the Idaho Special Education Manual.

f. The hearing officer shall issue a written decision that includes findings of fact and conclusions of law within forty-five (45) calendar days of the date a regular hearing is requested, unless a specific extension of this time line is requested by one (1) of the parties and granted by the hearing officer. The hearing officer shall issue a written decision that includes findings of fact and conclusions of law within twenty (20) calendar days of a written request for an expedited hearing, unless a specific extension of this time line has been granted. An extension of the time line for an expedited hearing shall not exceed an additional twenty-five (25) calendar days, and may be granted only if requested by one (1) of the parties and agreed to by both parties. The decision shall be sent to the parent or adult student, the education agency administrator, their respective representatives, and the State Department of Education.

(4-5-00)

g. The hearing officer's decision shall be binding unless either party appeals the decision by initiating a civil action. The hearing officer's decision shall be implemented not later than fourteen (14) calendar days from the date of issuance unless an appeal is filed by a parent or adult student or the decision specifies a different implementation date. An appeal to civil court must be filed within forty-two (42) calendar days from the date of issuance of the hearing officer's decision. (4-5-00)

h. During the hearing the education agency shall provide reasonable accommodations as required by federal and state regulations. Disputes concerning reasonable accommodations shall be referred to the U.S. Department of Education's Americans with Disabilities Act (ADA) Committee for resolution. ~~(4-5-00)~~( )

i. During the pendency of any due process hearing or civil appeal the child's educational placement shall be determined by the Individuals with Disabilities Education Act "stay put" requirements.

~~(4-5-00)~~( )

j. A parent or adult student has the right to an independent educational evaluation (IEE) at public expense if the parent or adult student disagrees with an evaluation obtained by the education agency. Whenever an ~~independent educational evaluation~~ IEE is at public expense, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the examiner, shall be the same as the criteria the education agency uses when it initiates an evaluation, to the extent those criteria are consistent with the parent or adult student's right to an IEE. If an education agency has cost as one (1) of the criteria the education agency uses when it initiates an evaluation, the education agency may apply that criteria to independent educational evaluations. However, the parent or adult student has the right to demonstrate that unique circumstances justify an IEE that falls outside the education agency's cost criteria, and if so demonstrated, that IEE shall be publicly funded. A due process hearing may be initiated by the education agency to determine if the evaluation conducted by the education agency is appropriate. If the final decision of a hearing officer, or civil court, if the hearing officer's decision is appealed, is that the evaluation conducted by the education agency is appropriate, the parent or adult student still has the right to an independent educational evaluation, but not at the education agency's expense. ~~(4-5-00)~~( )

k. Student records shall be managed in accordance with IDEA and Family and Educational Rights and Privacy Act regulations governing security, confidentiality, access, maintenance, destruction, inspection and amendment. (4-5-00)

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IDAHO
STATE DEPARTMENT OF EDUCATION

SPECIAL EDUCATION MANUAL

2015~~5~~6

~~Division~~ Department of Special Education

Approved by the State Board of Education
~~December 18, 2014~~ June 16, 2016

IDAPA 08.02.03.004.10

Nondiscrimination Clause

Federal law prohibits discrimination on the basis of race, color, religion, sex, national origin, age, or disability in any educational programs or activities receiving federal financial assistance. (Title VI and VII of the Civil Rights Act of 1964; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; and the Americans with Disabilities Act of 1990.)

It is the policy of the Idaho State Department of Education not to discriminate in any educational programs or activities, or in employment practices.

Inquiries regarding compliance with this nondiscriminatory policy may be directed to the State Superintendent of Public Instruction, P.O. Box 83720, Boise, ID 83720-0027, (208) 332-6800, or to the Director, Office of Civil Rights, Department of Education, Washington, D.C.

Idaho Special Education Manual

The policies and procedures contained in this Idaho Special Education Manual have been developed by the State Department of Education (SDE) and offered to local education agencies (LEA) for adoption. This Manual has been approved by the State Board of Education, meets the IDEA eligibility requirement of 20 U.S.C. Section 1412, and is consistent with state and federal laws, rules, regulations, and legal requirements.

In the case of any conflict between Idaho Administrative Code (IDAPA) and the Individuals with Disabilities Education Act (IDEA), the IDEA shall supersede the IDAPA, and IDAPA shall supersede this Manual.

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201~~5~~6 Idaho Special Education Manual

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ACRONYMS AND ABBREVIATIONS

Section 504	Section 504 of the Rehabilitation Act of 1973
ABS	American Association on Mental Retardation Adaptive Behavior Scale
ADA	Americans with Disabilities Act
A.D.A.	Average Daily Attendance
ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
ADR	Alternative Dispute Resolution
APR	Annual Performance Report
ASD	Autism Spectrum Disorder
ASHA	American Speech/Language Hearing Association
AT	Assistive Technology
ATRC	Assistive Technology Resource Center
AU	Autism
AYP	Adequate Yearly Progress
BIP	Behavioral Intervention Plan
CADRE	[National] Center on Dispute Resolution in Special Education
CALP	Cognitive Academic Language Proficiency
CAP	Corrective Action Plan
CBM	Curriculum-Based Measurement
CDC	Child Development Center
CEC	Council for Exceptional Children
CEIS	Comprehensive Early Intervening Services
C.F.R.	Code of Federal Regulations
CI	Cognitive Impairment (see Intellectual Disability)
CIP	Continuous Improvement Plan

CLD	Culturally or Linguistically Diverse
DB	Deaf-Blindness
DD	Developmental Delay
DDA	Developmental Disabilities Agency
DHW	Department of Health and Welfare
DJC	Department of Juvenile Corrections
DMA	Direct Math Assessment
DOC	Department of Correction
DP	Due Process
DR	Dispute Resolution
DRI	Disability Rights Idaho
DSM	Diagnostic Services Manual
DWA	Direct Writing Assessment
ECR	Early Complaint Resolution
ECSE	Early Childhood Special Education
ED	Emotional Disturbance
ENT	Ear, Nose and Throat
ESEA	Elementary and Secondary Education Act
ESSA	Every Student Succeeds Act
ESL	English as a Second Language
ESY	Extended School Year
FAE	Fetal Alcohol Effect
FAPE	Free and Appropriate Public Education
FAS	Fetal Alcohol Syndrome
FBA	Functional Behavioral Assessment
FERPA	Family Educational Rights and Privacy Act

GED	General Education Development
GEPA	General Education Provisions Act
GPA	Grade Point Average
GRPA	Government Performance Review Act
G/T	Gifted/Talented
HH	Hard of Hearing
HOUSSE	Highly Objective Uniform State Standard of Evaluation
IAA	Idaho Alternate Assessment
IAES	Interim Alternative Educational Setting
IASA	Improving America's School Act
IATP	Idaho Assistive Technology Project
IBEDS	Idaho Board of Education Data System
IBI	Intensive Behavioral Interventions
IC	Idaho Code
IDAPA	Idaho Administrative Procedures Act
IDEA	Individuals with Disabilities Education Act
IDELR	Individuals with Disabilities Education Law Report
IDVR	Idaho Division of Vocational Rehabilitation
IEE	Independent Educational Evaluation
IELG	Idaho Early Learning Guidelines (eGuidelines)
IEP	Individual Education Program
IFSP	Individual Family Services Plan
IN	Individual (Medicaid Service Code)
IPUL	Idaho Parents Unlimited, Inc.
IQ	Intelligence Quotient
IRI	Idaho Reading Indicator

ISAT	Idaho Standards Achievement Test
ISBOE	Idaho State Board of Education
ISDB	Idaho School for the Deaf and Blind
ISEAP	Idaho Special Education Advisory Panel
ITC	Idaho Training Clearinghouse
ITP	Infant/Toddler Program
JDC	Juvenile Detention Center
LEA	Local Education Agency
LEP	Limited English Proficiency
LI	Language Impairment
LD	Learning Disability
LG	Large Group, three (3) or more (Medicaid Service Code)
LOA	Letter of Authorization (ends June 30, 2006)
LRE	Least Restrictive Environment
MD	Multiple Disabilities
MDT	Multidisciplinary Team
MTSS	Multi-Tiered System of Support
NAEP	National Assessment of Educational Progress
~~NCLB~~	~~No Child Left Behind Act~~
O&M	Orientation and Mobility
OCR	Office of Civil Rights
OHI	Other Health Impaired
OI	Orthopedic Impairment
OMB	Federal Office of Management and Budget
OSEP	Office of Special Education Programs
OSERS	Office of Special Education and Rehabilitation Services

OT	Occupational Therapy
PBIS	Positive Behavioral Interventions and Supports
PBS	Positive Behavioral Supports
PERC	Parent Education Resource Center
PGI	Performance Goals and Indicators
PIR	Plan for Improving Results
PLAAFP	Present Levels of Academic Achievement and Functional Performance (Also known as PLOP for Present Levels of Performance)
PLOP	Present Levels of Performance (Also known as PLAAFP for Present Levels of Academic Achievement and Functional Performance)
~~PSR~~	~~Psycho-Social Rehabilitation~~
PT	Physical Therapy
PTI	Parent Training and Information Center
PWN	Prior Written Notice
RTI	Response to Intervention
SBI	Serious Bodily Injury
SBE	State Board of Education
SBR	Scientifically-Based Research
SD	Standard Deviation
SDE	State Department of Education
SEA	State Education Agency
SEAP	Special Education Advisory Panel
SG	Small Group, 2 (Medicaid Service Code)
SI	Speech Impairment
SIG	State Improvement Grant
SLD	Specific Learning Disability
SLP	Speech-Language Pathologist

SOP	Summary of Performance (secondary)
SP	Services Plan
SPP	State Performance Plan
SS	Standard Score
TBI	Traumatic Brain Injury
VI	Visual Impairment

GLOSSARY

Academic achievement. A student's level of performance in basic school subjects, measured either formally or informally.

Accommodation. Changes in the curriculum, instruction, or testing format or procedures that enable students with disabilities to participate in a way that allows them to demonstrate their abilities rather than disabilities. Accommodations are generally considered to include assistive technology as well as changes in presentation, response, timing, scheduling, and settings that do not fundamentally alter the requirements. Accommodations do not invalidate assessment results and do not fundamentally alter the requirements (or course expectations).

Adaptation. Changes to curriculum, instruction, or assessments that fundamentally alter the requirements, but that enable a student with an impairment that significantly impacts performance an opportunity to participate. Adaptations include strategies such as reading the reading portion of a test, using spell/grammar check for language arts assessments, and substituting out-of-level testing. Adaptations fundamentally alter requirements and invalidate assessment results and provide non-comparable results.

Adaptive behavior. Behavior that displays an age-appropriate level of self-sufficiency and social responsibility which includes the following areas: communication, self-care, home living, social/interpersonal skills, use of community resources, direction, functional academic skills, work, leisure, health, or safety.

Adverse Impact (adverse effect). A determination made by the evaluation team that the student's progress is impeded by the disability to the extent that the educational performance is significantly and consistently below the level of similar age peers preventing the student from benefitting from general education. The phrases "adverse impact" and "adverse effect" are used interchangeably in this Manual and have the same meaning. See also "educational performance."

Adult student. A student with a disability, age eighteen (18) or older, to whom rights have transferred under the IDEA and Idaho Code, and who has not been deemed legally incompetent by a court or deemed ineligible to give informed consent by the IEP team.

Age-appropriate activities. Activities that typically-developing children of the same age would be performing or would have achieved.

Age of majority. The age at which, by law, a child assumes the responsibilities of an adult. In Idaho, the age of majority is eighteen (18).

Aggregated data. Information that is considered as a whole. In this Manual, the term refers to collective data on all students, including students with disabilities.

Alternate assessment. A specific assessment, developed by the state in lieu of statewide assessments or by the district in lieu of districtwide assessments, designed to measure functional skills within the same domains required by the regular statewide or district wide assessments. It is designed for students who are unable to demonstrate progress in the typical manner and who meet the state-established criteria.

Alternative authorization/teacher to new certification. One of the State Board of Education's alternative routes to teacher certification as outlined in the Idaho Certification Manual distributed by the Idaho State Department of Education.

Alternative or supplementary curriculum. Curriculum not based on or drawn directly from the general education curriculum.

Alternative school. A public school placement option that may be utilized for students who are not succeeding in the traditional school environment but may benefit through the use of modified curriculum or flexible programming.

Articulation. The ability to speak distinctly and connectedly.

Articulation disorder. Incorrect productions of speech sounds, including omissions, distortions, substitutions and/or additions that may interfere with intelligibility.

American with Disabilities Act (ADA) of 1990. A federal law prohibiting discrimination on the basis of disability in employment, State and local government, public accommodations, commercial facilities, transportation, and telecommunications. An individual with a disability is defined by the ADA as a person who has a physical or mental impairment that substantially limits one or more major life activities, a person who has a history or record of such an impairment, or a person who is perceived by others as having such an impairment. The ADA does not specifically name all of the impairments that are covered.

Assessment. The formal or informal process of systematically observing, gathering, and recording credible information to help answer evaluation questions and make decisions. It is an integral component of the evaluation process. A test is one method of obtaining credible new information within the assessment process. Assessment data may also include observations, interviews, medical reports, data regarding the effects of general education accommodations and adaptations and interventions, and other formal or informal data.

Assistive technology device. Any item, piece of equipment, or product system whether acquired commercially, off a shelf, modified, or customized that is used to increase, maintain, or improve the functional capabilities of a student with a disability. Excludes surgically implanted medical devices.

Assistive technology service. Any service that directly assists a student with a disability with the assessment, selection, acquisition, or use of an assistive technology device. The term

includes the evaluation of the need of the student; purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices; selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing devices; coordinating and using other therapies, interventions, or services with existing education and rehabilitation plans and programs; training or technical assistance for a student and/or family; and training or technical assistance for professionals, employers, or other individuals who provide services to, employ, or are otherwise substantially involved in the major life functions of the student.

Attention deficit disorder (ADD). A biologically based mental disorder that has these typical characteristics: short attention span; distractive behavior; difficulty following directions and staying on task; and an inability to focus behavior. The disorder compromises many skills needed for academic success, including starting, following through with, and completing tasks; moving from task to task; and following directions.

Attention deficit hyperactivity disorder (ADHD). A biologically based mental disorder in which a person has inappropriate degrees of inattention, impulsiveness and hyperactivity.

Audiologist. A licensed health care professional who diagnoses hearing loss and selects and fits hearing aids.

Autism. A disability category in which a developmental disability, generally evident before age three (3), significantly affects verbal or nonverbal communication skills and social interactions and adversely affects educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences.

Basic reading skills. For the purpose of specific learning disability eligibility, includes sight word recognition, phonics, and word analysis. Essential skills include identification of individual sounds and the ability to manipulate them, identification of printed letters and sounds associated with letters, and decoding of written language.

Behavioral intervention plan (BIP). A plan comprising practical and specific strategies designed to increase or reduce a definable behavior. These strategies address preventative techniques, teaching replacement behaviors, how to respond or resolve behaviors, and crisis management, if necessary.

Benchmark. A major milestone which describes the progress the student is expected to make toward annual goals within a specified period of time. Similar to an objective.

Braille. A tactile system of reading and writing, used by students who are blind or visually impaired, with an official code composed of Braille characters or cells that consist of various patterns of raised dots that correspond to alphabetic letters, punctuation marks and other symbols.

Business day. A workday (Monday through Friday) except for federal and state holidays, unless specifically included.

Case manager. A member of the evaluation and/or IEP team (usually the special education teacher) who is designated to perform administrative functions for the team, including: (1) setting up meetings; (2) ensuring appropriate forms are completed; (3) ensuring timelines are met; and (4) includes the responsibility of coordinating and overseeing the implementation of the IEP.

Change of placement. A change in educational placement relates to whether the student is moved from one type of educational program -- i.e., regular class -- to another type -- i.e., home instruction. Or it may also occur when there is a significant change in the student's educational program even if the student remains in the same setting.

Change of placement for disciplinary reasons. A removal from the current educational placement for more than ten (10) consecutive school days or a series of removals that constitute a pattern when they total more than ten (10) school days in a school year. Factors such as the length of the removal, the proximity of the removals to one another, the total amount of time the student is removed are indicators of a pattern, and whether the child's behavior is substantially similar to the child's behavior in previous incidents that resulted in the series of removals.

Charter school within a district. A publicly funded, nonprofit, nonsectarian public school that is created by a formal agreement (charter) between a group of individuals and the board of trustees of the local school district and operates independently within the district. It is governed by the conditions of its approved charter and federal and state laws. It is the responsibility of the local district to ensure that students attending such charter schools receive appropriate services as required by IDEA, Section 504 and the ADA.

Charter school LEA. A publicly funded, nonprofit, nonsectarian public school that operates as its own local education agency or district. Charter LEAs do not have an agreement with the local school district within whose boundaries they operate. Charter LEAs must be authorized by the Idaho Public Charter School Commission and are required to provide services in accordance with IDEA, Section 504 and the ADA.

Child. An individual who has not attained age eighteen (18).

Child count. For purposes of the annual report required under IDEA, the State must count and report the number of children with disabilities receiving special education and related services on any date between October 1 and December 1 of each year.

Child find. A process to locate, identify, and evaluate individuals ages three (3) to twenty-one (21) who are suspected of having a disability and in need of special education.

Civil action. A judicial action that any party who is aggrieved by the final decision of a due process hearing officer may bring in either a federal district court or a state court of competent jurisdiction (as designated by Idaho law).

Cognitive academic language proficiency (CALP). A test to determine a student's appropriate language dominance/usage.

Compensatory education. Educational services or remedies which are above and beyond those normally due a student under his or her state's education law. The principle is acknowledged by most courts that have considered the issue to be an appropriate equitable remedy when a student has been denied free appropriate public education. Services that would put the student in the same position had they not been denied a FAPE.

Complaint. (State complaint) A formal, written, and signed statement submitted to the Idaho State Department of Education by an individual or organization that contains one or more allegations and the facts on which the statement is based that a district or agency has violated a requirement of IDEA within the last year (365 days).

Coordinated early intervening services (CEIS). Services for students (K-12) who need additional academic and behavioral support to succeed in a general education environment. These students have not been identified has having a disability under the IDEA.

Consensus. Following the opportunity for each member to provide input and gain clarification, the resulting outcome where each member agrees to support the decision of the group. Consensus is both the general agreement to support the decision, and the process of reaching such agreement to support the decision.

Consent. Voluntary, written approval of a proposed activity, as indicated by a parent/adult student signature. The parent/adult student must be fully informed of all relevant information in his or her native language or other mode of communication and must understand all information relevant to the activity to make a rational decision.

Conservator. A person appointed by the court to handle financial decisions for a person who is incapacitated or debilitated. In Idaho the conservator has all of the powers conferred in Idaho Statute 15-5-424 and any additional powers conferred by law on trustees in this state. In addition, a conservator of the estate of an unmarried minor under the age of eighteen (18) years, as to whom no one has parental rights, has the duties and powers of a guardian of a minor described in section 15-5-209 of this code until the minor attains the age of eighteen (18) or marries, but the parental rights so conferred on a conservator do not preclude appointment of a guardian as provided by part 2 of this chapter, Idaho Statute 15-5-424.

Controlled substance. Any drug so designated by law whose availability is restricted; i.e., so designated by federal Controlled Substances Acts. Included in such classifications are narcotics, stimulants, depressants, hallucinogens, and marijuana. (See Schedule I, II, III, IV or V in section (c) of the Controlled Substances Act (21 U.S.C. 812(c))

Core academic subjects. These include English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography under the ESEA ~~(NCLB)~~.

Corrective action plan (CAP). A plan that orders a district as a result of an IDEA complaint to take corrective actions to resolve legal deficiency as found by the SDE.

Critical life skill. Skills that lead to independent functioning. Development of these skills can lead to reduced dependency on future caretakers and enhance students' integration with nondisabled individuals. Skills may include such things as toileting, feeding, mobility, communication, dressing, self-help, and social/emotional functioning.

Dangerous weapon. A weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2 ½ inches in length.

Data-based decision making. The collecting of information that can be charted or graphed to document performance over time followed by an analysis of the information to determine needed changes in policies, programs, or procedures.

Day. Refers to a calendar day unless otherwise indicated as a business or school day.

Deaf-blindness. An IDEA disability category in which a student demonstrates hearing and visual impairments, and where the combination of these two disabilities causes such severe communication and other developmental and educational needs that the student cannot be accommodated with special education services designed solely for students with deafness or blindness.

Deafness. An IDEA disability category in which hearing loss or inability is so severe that the student, with or without amplification, is limited in processing linguistic information through hearing, which adversely affects educational performance.

Detained youth. Anyone aged three (3) through twenty-one (21) who is being held for a crime regardless of whether or not that person has appeared before the court.

Developmental achievement. Gains a student makes which follow the pedagogic theory that all children learn in the same basic way and in the same sequence, although at different rates.

Developmental delay. An IDEA disability category used only for students ages three (3) through nine (9) for whom a significant delay exists in one or more of the following skill areas: receptive/expressive language; cognitive abilities; gross/fine motor functioning; social/emotional development; or self-help/adaptive functioning. The use of this category is optional for districts.

Disaggregated data. Information that is reported and/or considered separately on the basis of a particular characteristic. In this Manual, the term refers to data on special education students as a group that is reported and/or considered separately from the same data on all students in a school, district, or state.

Discipline. Actions taken in response to a student's violation of the student conduct code.

Disclosure. The access to or the release, transfer or other communication of education records, or personally identifiable information contained in these records by oral, written, electronic, or other means.

Disproportionality. A disparity or inequality. In this Manual, the term refers to a statistical range of data where students of a specific race or ethnicity are identified in either greater or fewer numbers than expected when compared to the representation of that race or ethnicity within the general school population. The areas addressed in the IDEA are: (1) identification as a student with a disability; (2) identification of a student with a specific category of disability; and (3) placement in a particular educational setting and (4) the incidence, duration of any type of disciplinary actions, including suspensions and expulsions.

District. A local educational agency (LEA), inclusive of the following terms: a local district, a state authorized charter school, a state operated program, and a traditional school. See also "LEA."

Dropout. A student who has voluntarily left an education system before completion of requirements and is not known to be enrolled in any other educational program.

Dual enrollment. A child of school-age who is enrolled in a nonpublic school (including a homeschool) or a public charter school and enrolled in a public school to participate in public school programs and activities, Idaho Statue 33-203. See also "nonpublic school" and "nonpublic student."

Due process hearing. An administrative hearing conducted by an SDE-appointed hearing officer to resolve disputes on any matter related to identification, evaluation, educational placement, or the provision of a free appropriate public education under the IDEA.

Educational performance. A student's educational performance in achievement, developmental and or functional skills.

Education record. A student's record containing personally identifiable information maintained by an educational agency or institution, or by a party acting for the agency or institution, which may include, but is not limited to print, handwriting, computer media, video or audio tape, film, microfilm, and microfiche, but is not within the exceptions set out in the Family Educational Rights and Privacy Act (FERPA). The documents in the education record used to determine current eligibility and monitor current progress are considered part of the education record and are maintained. Items in the educational record that are no longer used, or have been summarized, may be removed from the educational record after written parental notification.

Educational services agency, other public institution or agencies. (1) An educational service agency, as defined in 34 CFR §300.12; and (2) Any other public institution or agency having administrative control and direction of a public elementary school or secondary school, including a public nonprofit charter school that is established as an LEA under state law.

Elementary school. The term "elementary school" means a nonprofit institutional day or residential school, including a public elementary charter school, that provides elementary education, as determined under state law, 34 CFR §300.13. An elementary school includes a grade configuration of grades one (1) through eight (8) inclusive, or any combination thereof, Section 33-116, Idaho Code ~~33-119~~.

Eligibility/evaluation team. A group of people, including the parent/adult student, charged with the responsibility to make decisions regarding evaluation, assessments, and eligibility. This team includes the same membership as the IEP team (although not necessarily the same individuals) and other qualified professionals as appropriate.

Emotional disturbance. An IDEA disability category in which a student has a condition exhibiting one or more of five behavioral or emotional characteristics over a long period of time, and to a marked degree, that adversely affects educational performance. The term *does not* include students who are socially maladjusted unless it is determined they have an emotional disturbance. The term emotional disturbance *does* include students who are diagnosed with schizophrenia.

Essential Components of Reading Instruction. The term means explicit and systematic instruction in (1) phonemic awareness, (2) phonics, (3) vocabulary development, (4) reading fluency, including oral reading skills, and (5) reading comprehension strategies.

Evaluation. A term that means using all required procedures to determine whether a child has a disability and the nature and extent of the special education and related services that the child needs.

Expedited due process hearing. An administrative hearing conducted by an SDE-appointed hearing officer to resolve disputes concerning discipline for which shortened timelines are in effect in accordance with the IDEA.

Expulsion. Removal of a student from school for an extended period of time. For general education students, services usually cease during an expulsion.

Extended school year (ESY). A program to provide special education and related services to an eligible student with a disability beyond the conventional number of instructional days in a school year and at no cost to the parents. An ESY program must be based on an IEP team decision and meet Idaho standards.

Extracurricular activities. Programs sponsored by a district that are not part of the required curriculum but are offered to further the interests and abilities of students.

FAPE. (See "Free appropriate public education.")

FERPA. (See "Family Educational Rights and Privacy Act.")

Facilitation. A voluntary process during which a neutral and impartial individual, contracted by the SDE, is appointed to conduct an IEP team or other special education related meeting.

Family Educational Rights and Privacy Act (FERPA). A federal law protecting the privacy of students and parents by mandating that personally identifiable information about a student contained in education records must be kept confidential unless otherwise provided by law. FERPA also contains provisions for access to records by parents, students, staff, and others.

Fluency disorder. Stoppages in the flow of speech that are abnormally frequent and/or abnormally long. These interludes take the form of repetitions of sounds, syllables, or single syllable words; prolongations of sounds; or blockages of airflow and/or voicing in speech.

Free Appropriate Public Education (FAPE). A basic IDEA requirement which states that special education and related services are provided at public expense (free); in conformity with an appropriately developed IEP (appropriate); under public supervision and direction (public); and include preschool, elementary, and secondary education that meets the education standards, regulations, and administrative policies and procedures issued by the State Department of Education (education).

Functional achievement and performance. Gains made by a student which include programming in community living, reading, communication, self-care, social skills, domestic maintenance, recreation, employment or vocational skills. Also called independent living skills.

Functional behavioral assessment (FBA). A systematic process for defining problem behavior and gathering medical, environmental, social, and instructional information that can be used to hypothesize about the function of student behavior.

General education curriculum. The curriculum that is designed for all students, usually consisting of a common core of subjects and curriculum areas adopted by a district that are aligned to the Idaho Achievement Standards or district standards. The general education curriculum is defined by either the Idaho Achievement Standards or the district content standards if they are as rigorous.

General education interventions. Educational interventions designed to address the students using the core and supplemental interventions. Such interventions may include whole-school approaches, scientifically based programs, and positive behavior supports, including accommodations and instructional interventions conducted in the general education environment. These interventions may also include professional development for teachers and other staff to enable such personnel to deliver scientifically based literacy instruction and/or instruction on the use of adaptive and instructional software.

Goal. A measurable statement of desired progress. In an IEP, annual goals must include academic and functional goals designed to meet a child's needs that result from his or her disability, enable the child to be involved in and make progress in the general curriculum, and meet the child's other educational needs that result from the child's disability.

Graduation. The point in time when a student meets the district requirements for receipt of a regular high school diploma.

Guardianship. A judicial determination under which a competent adult has the legal right and duty to deal with problems, make decisions, and give consent for an adult with a disability (at least eighteen (18) years of age) who cannot act on his or her own behalf. The court will specify the nature and scope of the guardian's authority.

Health services. See "School health services."

Hearing impairment. An IDEA disability category in which a student has a permanent or fluctuating hearing loss that adversely affects the student's educational performance but is not included under the category of deafness. Also referred to as hard of hearing.

~~**Highly objective uniform state standard of evaluation (HOUSSE).** A rubric developed by the State Department of Education that can be used by a district as one way to determine if a teacher meets the federal definition of being "highly qualified" to teach in a given core academic subject and grade level designation.~~

~~**Highly qualified.** The standard which personnel (who teach core academic subjects) must possess with the appropriate certification, endorsement, licensure, coursework, training, skills and qualifications to provide educational services to students.~~

High school. Idaho Statute 33-119 defines secondary school as grades seven (7) through twelve (12) inclusive of any combination thereof. See "secondary school."

Homebound student. A student whose IEP team determines the child's home is the least restrictive environment.

Homeless children and youth. Children and youth who lack a fixed, regular, and adequate nighttime residence as defined in the McKinney-Vento Homeless Assistance Act.

Homeschool. An education program delivered by parents who have decided to provide instruction in the home and not in a public or private school. A homeschool is a nonpublic school, but is not considered a private school. A virtual public school is not a homeschool.

Homeschooled students. A homeschooled student is one whose parents have decided to provide an educational program in the home with instruction provided by the parents. A homeschool student is considered a nonpublic school student, but is not considered a private school student. A student who is enrolled in a virtual public school is not considered a homeschooled student for the duration that they attend that virtual public school.

Honig Injunction. A court order to remove a special education student from school or current educational placement due to factors of dangerousness. Districts are required to continue with the provision of FAPE.

Idaho core standards. Educational standards in math and English language arts detailing what K-12 students should know at the end of each grade and establishing consistent standards across the states, as well as ensuring that students graduating from high school are prepared to enter credit-bearing courses at two- or four-year college programs or enter the workforce.

Illegal use of drugs. The unlawful use, possession or distribution of substances identified under the Controlled Substances Act, but does not include the use of a drug taken under supervision by a licensed health care professional.

Independent educational evaluation (IEE). One or more assessment(s) conducted by a qualified examiner(s) who is not employed by or contracted by the public agency or district responsible for the education of the student in question.

Individualized education program (IEP). A written document (developed collaboratively by an IEP team made up of parents and school personnel) which outlines the special education program for a student with a disability. This document is developed, reviewed and revised at an IEP meeting at least annually.

Individualized education program (IEP) team. A team established by the IDEA and comprised but not limited to the student's general education teacher, a special education teacher, a district representative, parents, the student when appropriate, and other

knowledgeable persons. The team is responsible for developing an IEP, determining placement, and reviewing and revising the student's IEP and placement at least annually.

Individualized family service plan (IFSP). A written individualized plan for an infant or toddler (birth to three (3) years of age) with a disability that is developed by a multidisciplinary team, including the parents, under Part C of the IDEA.

Individuals with Disabilities Education Act (IDEA). A federal law ensuring services to children with disabilities. The IDEA governs how states and public agencies provide early intervention, special education and related services to individuals with disabilities. Infants and toddlers with disabilities (birth to two) and their families receive services under IDEA Part C. Children and youth (ages three (3) to twenty-one (21) receive special education and related services under IDEA Part B.

Initial provision of service. The first time that a child with a disability is provided special education and related services. This is also referred to as the "initial placement" and means the first time a parent is offered special education and related services for their child after an initial evaluation and eligibility determination.

In-lieu of transportation. Alternate method of transporting students to and from school.

Instructional intervention. An action or strategy based on an individual student's problem that is designed to remedy, improve, or eliminate the identified problem.

Intellectual disability. An IDEA disability category in which significant sub-average general intellectual functioning exists concurrently with deficits in adaptive behavior. These deficits are manifested during the student's developmental period and adversely affect the student's educational performance. The terms "mental retardation" and "cognitive impairment" were previously used to refer to this condition.

Interagency agreement. A written document that defines the coordination between the state and/or public/private agencies and/or districts with respect to the responsibilities of each party for providing and funding special education programs and special education and related services.

Interim alternative educational setting (IAES). The educational setting in which a district may place a student with a disability, for not more than forty-five (45) school days, if the student while at school, on school premises or at a school function carries a weapon or possesses a weapon; knowingly possesses, uses, sells or solicits the sale of illegal drugs or controlled substances; or has inflicted serious bodily injury upon another person. An IAES may also be ordered by a due process hearing officer based upon evidence that maintaining the current placement is substantially likely to result in injury to the student or others.

Interim IEP. A short-term IEP with all the components of a standard IEP developed by the IEP team. It may be used for students transferring from other districts pending the development of the standard IEP or other purposes as needed.

Interpreting services. The process of providing accessible communication between and among persons who are deaf, hard of hearing, or deaf-blind, and those who are hearing. The process includes, but is not limited to, communication between American Sign Language or other form of manual communication and English. The process may also involve various other modalities that involve visual, gestural and tactile methods including oral transliteration services, cued language transliteration services, sign language transliteration and interpreting services, and transcription services, such as communication access real-time translation (CART), C-Print, and TypeWell.

Intervention plan (I-Plan). An individual intervention plan designed by a general education team to improve a student's academic performance or behavior through general education interventions. This plan must be documented, and include the development, implementation and monitoring of the plan.

Itinerant specialist. A teacher who normally travels and provides services to students in different schools or in the home or consults with teachers and administrators.

Joint custody. A court order awarding custody of a minor child to both parents and providing that physical and/or legal custody shall be shared by the parents.

Joint legal custody. A court order providing that the parents of a child are required to share the decision-making rights, responsibilities, and authority relating to the health, education, and general welfare of the child.

Joint physical custody. A court order awarding each parent significant periods of time in which a child resides with or is under the care and supervision of each parent. The actual amount of time is determined by the court.

Language impairment. An IDEA disability category in which a delay or disorder exists in the development of comprehension and/or the uses of spoken or written language and/or other symbol systems and which adversely affects the student's educational performance. A language impairment may involve any one or a combination of the following: the form of language (morphological and syntactic systems); the content of language (semantic systems); and/or the function of language in communication (pragmatic systems).

Learning disability. See "specific learning disability."

Least restrictive environment (LRE). The IDEA requirement that students with disabilities, including those in public or private institutions or other care facilities, be educated with students who are nondisabled to the maximum extent appropriate.

Limited English proficient (LEP). An individual aged three (3) to twenty-one (21), who is enrolled or preparing to enroll in elementary or secondary school, he or she was not born in the United States or his or her native language is a language other than English; he or she is a Native American or Alaska Native, or a native resident of the outlying areas; he or she comes from an environment where a language other than English has had a significant impact on the individuals level of English language proficiency; or the individual is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant. The LEP individual's difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the him or her the ability to meet the State's proficient level of achievement on State assessments; the ability to successfully achieve in classrooms where the language of instruction is English; or the opportunity to participate fully in society.

Listening comprehension. For the purpose of specific learning disability eligibility, refers to the understanding of the implications and explicit meanings of words and sentences of spoken language. This includes following directions, comprehending questions, and listening and comprehending in order to learn (e.g., auditory attention, auditory memory, and auditory perception). Listening comprehension also includes the ability to make connections to previous learning.

Local district. See "district" and "local educational agency (LEA)."

Local educational agency (LEA). A public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary or secondary schools in a city, county, township, school district, or other political subdivision of a State, or for a combination of school districts or counties as are recognized in a State as an administrative agency for its public elementary schools or secondary schools. See "district."

Manifestation determination. A determination by the parent and relevant members of the IEP team of whether the conduct in question was caused by or had a direct and substantial relationship to the student's disability or if the conduct in question was the direct result of the LEA's failure to implement the IEP.

Mathematics calculation. For the purpose of specific learning disability eligibility, this refers to the knowledge and retrieval of mathematical facts and the application of procedural knowledge in computation.

Mathematics problem solving. For the purpose of specific learning disability eligibility, refers to the ability to apply mathematical concepts and understandings to real-world situations, often through word problems. It is the functional combination of computation knowledge and application knowledge, and involves the use of mathematical computation skills and fluency, language, reasoning, reading, and visual-spatial skills in solving problems. Essentially, it is applying mathematical knowledge at the conceptual level.

McKinney-Vento Homeless Assistance Act. This law is designed to address the problems that homeless children and youth have faced in enrolling, attending, and succeeding in school. Under this law, state educational agencies (SEAs) must ensure that each homeless child and youth has equal access to the same free, appropriate public education, including a public preschool education, as other children and youth.

Mediation. A voluntary, confidential, and structured process during which an SDE-contracted individual is appointed to serve as an impartial and neutral third party to help~~s~~ parents and district or agency personnel resolve an IDEA-related conflict. Mediation usually results in a written, legally-binding agreement that is mutually acceptable to both parties and enforceable in court.

Medicaid services (school-based). Those services, assessment and plan development for students receiving Medicaid which school districts may bill for reimbursement with the consent of the parent.

Medical services. Medical services mean services provided by a licensed physician to determine a child's medically related disability that results in the child's need for special education and related services.

Middle school. A middle school is a school that does not meet the definition of an elementary school and contains grade eight (8) but does not contain grade twelve (12).

Migrant student. A student who has not graduated from high school or completed a high school equivalency certificate and resides within a family that is composed of migrant fisher or agricultural workers. The student has moved within the preceding thirty-six (36) months in order for the family to obtain or seek this type of temporary or seasonal employment that is a principal means of livelihood.

Modification. Changes in course content, teaching strategies, standards, test presentation, location, timing, scheduling, expectations, student responses, environmental structuring, and/or other attributes which provide access for a student with a disability to participate in a course/standard/test, which fundamentally alters or lowers the standard or expectations of the course/standard/test.

Monitoring. An activity conducted by the State Department of Education to review a school district's compliance with federal laws, regulations, and state rules.

Multiple disabilities. An IDEA disability category in which two or more impairments co-exist (excluding deaf-blindness), whose combination causes such severe educational needs that the student cannot be accommodated in special education services designed solely for one of the impairments.

Multi-tiered system of support (MTSS). A systemic educational practice of matching educational instruction and interventions to the needs of students. MTSS is a data-driven

model involving frequent monitoring of student progress to determining if interventions are needed to improve individual student outcomes using evidenced-based practices.

Native language. The language or mode of communication normally used by an individual or, in the case of a student, the language normally used by the student's parents. In all direct contact with a student, the native language would be the language or mode of communication normally used by the student in the home or learning environment.

New teacher. A teacher who has less than one (1) year of teaching experience.

Nonpublic school. An educational institution or program providing instruction outside a public school, including but not limited to a private school or homeschool.

Nonpublic student. Any student who receives educational instruction outside of a public school, including but not limited to a private school or homeschool student.

Nonprofit. The term 'nonprofit,' as applied to a school, agency, organization, or institution, means a school, agency, organization, or institution owned and operated by one (1) or more nonprofit corporations or associations no part of the net earnings of which inures, or may lawfully inure, to the benefit of any private shareholder or individual.

Nursing services. See "School health services."

Objectives. Measurable, intermediate steps that describe the progress the student is expected to make toward an annual goal in a specified amount of time; similar to a benchmark.

Occupational therapist. A professional licensed through the Bureau of Occupational Licenses who, in a school setting, is responsible for assessing fine motor skills, including student's use of hands and fingers and developing and implementing plans for improving related motor skills. The occupational therapist focuses on daily living skills such as eating, dressing, schoolwork, play, and leisure.

Office of special education programs (OSEP). The branch of the Office of Special Education and Rehabilitative Services (OSERS) within the U.S. Department of Education which is responsible for administering programs relating to the free appropriate public education to all eligible beneficiaries under the IDEA.

Oral expression. For the purpose of specific learning disability eligibility, the ability to convey wants, needs, thoughts, and ideas in a meaningful way using appropriate syntactic, pragmatic, semantic, and phonological language structures. It relates to a student's ability to express ideas, explain thinking, retell stories, categorize, and compare and contrast concepts or ideas, make references, and problem solve verbally.

Orientation and mobility (O&M) services. Services provided by qualified personnel to blind and visually impaired students by qualified personnel to enable these students to attain

systematic orientation to and safe movement within the home, school, and community, including teaching (1) spatial and environmental concepts and use of information received by the senses to establish, maintain, or regain orientation and line of travel; (2) use of the long white cane, or a service animal, as appropriate to supplement visual travel skills or as a tool for safely negotiating the environment for students with no available travel vision; (3) understanding and use of remaining vision and distance low vision aids; and (4) other concepts, techniques, and tools.

Orthopedic impairment. An IDEA disability category that includes severe orthopedic impairments that adversely affects a student's educational performance and are caused by congenital anomaly (e.g., clubfoot, absence of an appendage, etc.); disease (e.g., poliomyelitis, bone tuberculosis, etc.); or from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contracture).

Other health impairment (OHI). An IDEA disability category in which a student exhibits limited strength, vitality or alertness, including heightened alertness to environmental stimuli that results in limited alertness with the respect to the educational environment that is due to chronic or acute health problems (such as asthma, ADD or ADHD, cancer, diabetes, epilepsy, Fetal Alcohol Syndrome, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, Tourette syndrome and stroke) to such a degree that it adversely affects the student's educational performance.

Paraprofessional. A noncertified, non-licensed individual who is employed by a district and who is appropriately qualified, trained and supervised in accordance with state standards to assist in the provision of special education and related services.

Parent. As defined by IDEA, a parent is: (1)a biological or adoptive parent of a child; (2) a foster parent who has lived with the child for six (6) or more months; (3) a guardian generally authorized to act as the child's parent, or authorized to make educational decisions for the child (but not the State if the child is a ward of the State); (4) An individual acting in the place of a biological or adoptive parent (including a grandparent, stepparent, or other relative) with whom the child lives, or an individual who is legally responsible for the child's welfare; or (5) A surrogate parent who has been appointed by the school district. If the child is a ward of the state, the judge overseeing the child's case may appoint the surrogate. The surrogate may not be an employee of the state or local education agency or any other agency that is involved in the education or care of the child, has no personal or professional interest which conflicts with the interest of the child, has knowledge and skills that ensure adequate representation of the child.

Part B. Part of the IDEA that relates to the assistance to states for the education of students with disabilities who are ages three (3) through the semester in which a student turns twenty-one (21). Part B is administered by the State Department of Education and carried out by school districts and other public agencies.

Part C. Part of the IDEA that relates to the assistance to states for the education of children with disabilities and the early intervention programs for infants and toddlers, ages birth through two (2), with disabilities. In Idaho, Part C is administered by the Department of Health and Welfare.

Peer-reviewed research. A higher level of non-biased research, which has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective and scientific review.

Personally identifiable information. Includes but not limited to, student's name, name of parent or other family member, address of student or family, social security number, student number, list of personal characteristics or other information that would make it possible to identify the student with reasonable certainty.

Phonology. The process used in our language that has common elements (sound patterns) which affect different sounds.

Phonology disorders. Phonology disorders are errors involving phonemes, sound patterns and the rules governing their combinations.

Physical therapist. A professional licensed through the Bureau of Occupational Licenses who, in the school setting, assesses students' needs and provides interventions related to gross motor skills. In working with students with disabilities, the physical therapist provides treatment to increase muscle strength, mobility, endurance, physical movement and range of motion; improve posture, gait and body awareness; and monitor function, fit and proper use of mobility aids and devices.

Plan for improving results (PIR). A plan developed collaboratively between the SDE and a district to address needs identified as a result of the district's self-evaluation and/or an SDE monitoring visit.

Positive behavioral intervention and supports (PBIS). Positive reinforcement, rewards or consequences provided to a child for specific instances of behavior that impedes learning or the learning of others (or refraining from behavior) as appropriate for the purpose of allowing the student to meet his or her behavioral goals/benchmarks.

Power of attorney. The designation, in writing, by a competent person of another to act in place of or on behalf of another person.

Present level of performance (PLOP) or Present levels of academic achievement and functional performance (PLAAFP). Used interchangeably, this is a statement of the student's current level of achievement or development in an area of need and how the student's disability affects his or her involvement and progress in the general education curriculum offered to students without disabilities. For preschool students, as appropriate, how the disability affects the child's participation in appropriate activities.

Private school. A nonpublic school that is not funded by or under federal or state control or supervision. A homeschool is not a private school.

Private school student. Any student who receives educational instruction in a school not funded by or under federal or state control or supervision is considered a nonpublic private school student. A homeschool student is not a private school student.

Problem-solving team. A general education team established at the local level, whose name may vary, with the purpose to problem solve regarding the educational needs of any student. Procedures, meeting schedules, and team membership are established locally. The team is likely to include general educators and administrators and could include counselors, specialists, and special education personnel. Parent participation is valuable, but not required.

Procedural safeguards. The requirements of Part B of the IDEA that are designed to allow a parent/adult student to participate meaningfully in decisions concerning an appropriate educational program for a student with a disability and, if necessary, dispute such decisions. Also referred to as special education rights.

Professional development. High-quality comprehensive programs that are essential to ensure that persons responsible for the education or transition of students with disabilities possess the skills necessary to address the educational and related needs of these students. These should be scientifically-based and reflect successful practices including strategies for recruiting, hiring, preparing and retaining personnel.

~~**Psychosocial rehabilitation (PSR).** These services assist the student in gaining and utilizing skills necessary to participate in school, such as training in behavior control, social skills, communication skills, appropriate interpersonal behavior, symptom management, activities of daily living, study skills, and coping skills. This service is to prevent placement of the student into a more restrictive educational situation.~~

Public expense. When a district or public agency either pays for the full cost of an evaluation or special education services or ensures that it is otherwise provided at no cost to the parent; for example, through joint agreements with other state agencies.

Reading components. The term "reading" means a complex system of deriving meaning from print that requires all of the following skills, which are the essential components of reading instruction: (1) Phonemic awareness: The skills and knowledge to understand how phonemes, or speech sounds, are connected to print; (2) Phonics: The ability to decode unfamiliar words; (3) Reading fluency: The ability to read fluently; (4) Vocabulary development: Sufficient background information and vocabulary to foster reading comprehension; and (5) Reading comprehension: The development of appropriate active strategies to construct meaning from print.

Reading comprehension. For the purpose of specific learning disability eligibility, refers to the ability to understand and make meaning of written text and includes a multifaceted set of skills. Reading comprehension is influenced by oral language development including new vocabulary acquisition, listening comprehension, working memory, application of comprehension-monitoring strategies, and understanding of text structure including titles, paragraphing, illustrations, and other details. Reading comprehension is significantly affected by basic reading skills.

Reading fluency. For the purpose of specific learning disability eligibility, refer to the ability to read words and text accurately, using age-appropriate chunking strategies and a repertoire of sight words, and with appropriate rate, phrasing, and expression (prosody). Reading fluency facilitates reading comprehension.

Reasonable measures. A combination of recorded written and/or oral documentation to meet notification requirements of the district to parents/adult students.

Reasonable time. A period of ten (10) calendar days unless there are exceptional circumstances that warrant a shortened period of time such as an emergency or disciplinary meeting.

Reevaluation. A periodic evaluation conducted at least every three years, or more frequently if conditions warrant, or if the student's parent or teacher requests an evaluation of a student already identified as eligible for services under the IDEA. Reevaluations may occur not more than once a year, unless the parent and the district agree otherwise or may be waived by the parent and LEA.

Related services. Refers to transportation and such developmental, corrective, and other supportive services required to assist a student with a disability to benefit from special education and includes the following: speech therapy, language therapy, audiology services, psychological services, physical therapy, occupational therapy, recreation, therapeutic recreation, early identification and assessment of disabilities in children, counseling services, rehabilitation counseling, orientation and mobility services, interpreting services, medical services for diagnostic or evaluation purposes, school health/nursing services (excluding surgically implanted medical devices), social work services in schools, and parent counseling and training.

Response to intervention (RTI). A formal process for evaluating student response to scientifically research-based interventions, consisting of the core components of: (1) problem identification, (2) problem analysis, (3) applying research-based interventions, and (4) progress monitoring/decisions rules. As used in the IDEA, RTI is only mentioned as an alternative to the severe discrepancy criteria in determining whether a student has a Specific Learning Disability.

Resolution session. A meeting involving the parents, relevant members of the IEP team, and a representative of the district who has decision-making authority, required prior to a due process hearing if the parent has requested the due process hearing.

School-age. Includes all persons between the ages of five (5) (i.e., turns five (5) on or before September 1) and twenty-one (21) years who reside in Idaho. For students with disabilities who qualify for special education and related services under the IDEA, school-age begins at age three (3) and continues through the semester of school in which the student attains the age of twenty-one (21).

School day. Any day, including a partial day, when students are in attendance at school for instructional purposes.

School health services. School health services and school nurse services means health services that are designed to enable a child with a disability to receive FAPE as described in the child's IEP. School nurse services are services provided by a qualified school nurse. School health services are services that may be provided by either a qualified school nurse or other qualified person.

School psychologist. A professional who holds an Idaho Pupil Personnel Services Certificate with an endorsement in Psychology and is charged with the responsibility to conduct assessments and determine a student's cognitive, academic, social, emotional, and/or behavioral functioning. This professional also provides direct services to students, consults with district staff, and may be a member of the evaluation and/or IEP team.

Scientifically-based research (SBR). Scientifically based research (as defined in the ESEA) means research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs; and includes research that (1) employs systematic, empirical methods that draw on observation or experiment; (2) involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn; (3) relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators; (4) is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment experiments, or other designs to the extent that those designs contain within-condition or across-condition controls; (5) ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings; and (6) has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.

Screening. An informal, although organized process, of identifying students who are not meeting or who may not be meeting Idaho Content Standards or Idaho Core Standards.

Secondary school. The term "secondary school" means a nonprofit institutional day or residential school, including a public secondary charter school, that provides secondary

education, as determined under state law, except that it does not include any education beyond grade. The term secondary school is not defined in Idaho Code. See "high school."

Section 504 of the Rehabilitation Act of 1973. A federal law designed to protect the rights of individuals with disabilities in programs and activities that receive Federal financial assistance from the U.S. Department of Education (ED). Section 504 provides: "No otherwise qualified individual with a disability in the United States . . . shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance . . ."

Secular. An adjective used to describe a private, non-religious educational entity.

Serious bodily injury (SBI). Bodily injury which involves (1) a substantial risk of death; (2) extreme physical pain; (3) protracted and obvious disfigurement; or (4) protracted loss or impairment of the function of bodily member, organ, or mental faculty.

Services plan (SP). Services plan means a written statement that describes the special education and related services the LEA will provide to a parentally-placed child with a disability enrolled in a private school who has been designated to receive services, including the location of the services and any transportation necessary.

Setting. The location where special education services occur.

Social worker. A professional who holds an Idaho Pupil Personnel Services Certificate with an endorsement in Social Work and helps students and teachers address social and emotional issues. This professional may be a member of the evaluation and/or IEP team.

Socially maladjusted. A child who has a persistent pattern of violating societal norms with truancy, substance abuse, a perpetual struggle with authority, is easily frustrated, impulsive, and manipulative.

Special education. Specially designed instruction or speech/language therapy at no cost to the parent to meet the unique needs of a student with a disability including instruction in the classroom, the home, hospitals, institutions, and other settings; instruction in physical education; speech therapy and language therapy; transition services; travel training; assistive technology services; and vocational education.

Special educational placement. Refers to the provision of special education services along the continuum of placements under the least restrictive environment requirements, rather than a specific place or location, such as a specific classroom or school. The balance of setting and services to meet an individual student's needs.

Specially designed instruction. Adapting the content, methodology, or delivery of instruction to address the unique needs of an eligible student that result from the student's disability and to ensure access to the general education curriculum so that the student can meet the education standards of that district that apply to all students.

Specific learning disability (SLD). A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. Specific Learning Disability does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of intellectual disability, of emotional disturbance, or of environmental, cultural, or economic disadvantage.

Speech impairment. A speech-language disorder, such as speech fluency, impaired articulation/phonology, a language impairment, or a voice impairment that adversely affects a student's educational performance.

Speech-language pathologist. A professional holding an Idaho Pupil Personnel Services Certificate who can assess and treat persons with speech, language, voice, and fluency disorders. This professional coordinates with and may be a member of the evaluation and IEP teams.

Student (school-age). For resident children with disabilities who qualify for special education and related services under the IDEA and subsequent amendments thereto, and applicable state and federal regulations, "school-age" shall begin at the attainment of age three (3) and shall continue through the semester of school in which the student attains the age of twenty-one (21) years.

Stay put. A requirement that a district or agency maintain a student with a disability in his or her present educational placement while a due process hearing or subsequent judicial proceeding is pending unless the parties agree otherwise.

Substantial evidence. A legal term that means "beyond a preponderance of the evidence" or "beyond more likely than not."

Summary of performance (SOP). A document given to secondary students when a student exits special education as a result of earning a diploma or aging out. This document describes the academic achievement and functional performance along with recommendations to assist the student in meeting post-secondary goals.

Supplementary aids and services. Supplementary aids and services means aids, services, and other supports that are provided in regular education classes, other education-related settings, and in extracurricular and nonacademic settings, to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate.

Surrogate parent. An individual assigned and trained by a district or an agency to assume the rights and responsibilities of a parent under the IDEA when no parent can be identified or located for a particular student or when the child is a ward of the state.

Suspension. A temporary stop, delay, interruption, or cessation of educational service due to a violation of the student conduct code. This may include in-school suspension.

Traditional public school. "Traditional public school" means any school existing or to be built that is operated and controlled by a school district in this state as per Idaho Statute, Chapter 33-5202A(7).

Transition age student. A student whose upcoming IEP will be in effect when the student is sixteen (16) to twenty-one (21) years of age.

Transition services. A coordinated set of activities for a student with a disability designed within a results oriented process focused on improving the academic and functional achievement of the student to facilitate the student's movement from school to post-school activities. Services are based on individual student needs addressing instruction, related services, community experiences, employment, post-school adult living objectives, and, when appropriate, acquisition of daily living skills and functional vocational evaluation.

Traumatic brain injury (TBI). An IDEA disability category that refers to an injury to the brain caused by an external physical force and resulting in a total or partial functional disability or psychosocial impairment, or both, that adversely affects educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas such as cognition, language, memory, attention, reasoning, abstract thinking, judgment, problem solving, sensory perception and motor abilities, psychosocial behavior, physical functions, information processing, and speech. The term does not apply to congenital or degenerative brain injuries or to brain injuries induced by birth trauma.

Travel training. Instruction to students with significant cognitive disabilities and any other students with disabilities who require instruction to enable them to develop an awareness of the environment in which they live and to learn the skills necessary to move effectively and safely from place to place within the home, school, and community.

Twice exceptional. Twice exceptional students are identified as gifted and talented in one or more areas of exceptionality (specific academics, general intellectual ability, creativity, leadership, visual or performing arts) and also identified with a disability defined by State eligibility criteria (LD, ED, Autism, Orthopedic Impairments, or ADHD) that qualifies the student for an IEP or a 504 plan.

Unilateral placement. A decision by a parent, at his or her own discretion, to remove his or her child with a disability from a public school and enroll the student in a private facility because the parent believes that the district did not provide FAPE in a timely manner.

Universal design. A concept or philosophy for designing and delivering products and services that are usable by people with the widest possible range of functional capabilities, which include products and services that are directly usable (without requiring assistive technologies) and products and service that are made usable with assistive technologies.

Visual impairment including blindness. An IDEA disability category characterized by an impairment in vision that, even with correction, adversely affects a student's educational performance. The term includes partial sight, which refers to the ability to use vision as one channel of learning if educational materials are adapted, and blindness.

Voice disorder. (See "speech impairment") Refers to the absence or abnormal production of voice quality, pitch, intensity, or resonance. Voice disorders may be the result of a functional or an organic condition.

Voluntary enrollment in a private placement. Enrollment by a parent of a student with a disability in a private facility or homeschool for religious, philosophical, curricular, or other personal reasons.

Ward of the state. A child who, as determined by the State where the child resides, is a foster child (unless the foster parent meets the definition of a "parent" in Section 34 CFR §300.30), a ward of the State, or in the custody of a public child welfare agency.

Weapon. (See "dangerous weapon"**)**

Written expression. For the purpose of specific learning disability eligibility, the processes related to the transcription of ideas and thoughts into a written product, such as handwriting and spelling. It also involves generative processes such as the communication of ideas, thoughts, and feelings. Required skills include using oral language, thought, grammar, text fluency, sentence construction, and planning to produce a written product.

Written notice. A written statement provided by the district to a parent/adult student within a reasonable amount of time before proposing or refusing to initiate or change to the identification, evaluation, educational placement, or the provision of FAPE.

LEGAL CITATIONS

INTRODUCTION

The legal citations and topical reference for this Manual follow the chapter outlines and present references to federal and state statutes, regulations and rules for the enforcement of IDEA. The citations listed are the primary references for each chapter and section, not an all-inclusive reference list.

The entire IDEA and regulations are posted on the U.S. Department of Education website under the title of "Building the Legacy: IDEA 2004" at http://idea.ed.gov/explore/home. This site provides a topical search.

Idaho statutes and rules can be found at http://legislature.idaho.gov/statutesrules.htm.

Some of the policies/procedures stated in this Manual are based upon case law and letters of clarification from the U.S. Office of Special Education Programs (OSEP).

CHAPTER 1: LEGAL CITATIONS
LEGAL CITATIONS

Section	Topic	IDEA Regulations 34 CFR §	Idaho Code IDAPA Reference
1.	Child Find	300.111	IDAPA 08.02.03.109.02.a IDAPA 08.02.03.109.02.d
2.	Procedural Safeguards	300.121 300.504	IDAPA 08.02.03.109.05
3.	Student Eligibility under the IDEA	300.8 300.122	Idaho Code § 33-2001(3) Idaho Code § 33-2001(5) IDAPA 08.02.03.109.03
4.	Free Appropriate Public Education (FAPE)	300.17 300.101-300.102 300.148	Idaho Code § 33-201 Idaho Code § 33-2002 Idaho Code § 33-2010 Idaho Code § 20-504a(3) IDAPA 08.02.03.109.02.a
5.	District Programs and Services	300.107-300.110 300.117	Idaho Code § 33-2002
6.	Individualized Education Program (IEP)	300.22 300.320-300.328	IDAPA 08.02.03.109.04
7.	Least Restrictive Environment (LRE)	300.114-300.120	IDAPA 08.02.03.109.04.c
8.	Summary of Activities that May Lead to Special Education Services	300.102(a) 300.112 300.116 300.300-300.307 300.309-300.311 300.320-300.324 300.503-300.504 300.622	IDAPA 08.02.03.109.02.h Idaho Code § 33-2002 IDAPA 08.02.03.109.03 IDAPA 08.02.03.109.04

CHAPTER 2 FREE APPROPRIATE PUBLIC EDUCATION (FAPE)

LEGAL CITATIONS

Section	Topic	IDEA Regulations 34 CFR §	Idaho Code IDAPA Reference
1.	Definition of Free Appropriate Public Education (FAPE)	300.17	
2.	Provision of FAPE	300.101-300.111 300.132 300.209	Idaho Code § 33-201 Idaho Code § 33-2002 Idaho Code § 33-2009 Idaho Code § 33-2010 Idaho Code § 20-504a IDAPA 08.02.03.109.02.c
3.	FAPE Considerations	300.101-300.111	IDAPA 08.02.03.109.02 a IDAPA 08.02.03.109.02 c

CHAPTER 3 CHILD FIND
LEGAL CITATIONS

Section	Topic	IDEA Regulations 34 CFR §	Idaho Code IDAPA Reference
1.	District Responsibility	300.111 300.131	IDAPA 08.02.03.109.02.a IDAPA 08.02.03.109.02.c IDAPA 08.02.03.109.02.d IDAPA 08.02.03.109.02.h
2.	Locating Students	300.111 300.124 300.154	IDAPA 08.02.03.109.02.a IDAPA 08.02.03.109.02.c IDAPA 08.02.03.109.02.d IDAPA 08.02.03.109.02.h
3.	Identification	300.302 300.226	IDAPA 08.02.03.109.02.h
4.	Referral to Consider a Special Education Evaluation	300.174 300.301 300.302 300.305 300.306 300.308 300.309 300.504	IDAPA 08.02.03.109.02.a IDAPA 08.02.03.109.02.h

CHAPTER 4 ELIGIBILITY
LEGAL CITATIONS

Section	Topic	IDEA Regulations 34 CFR §	Idaho Code IDAPA Reference
1.	Evaluation Team	300.306(a)(1) 300.304(c)(1)(iv)	IDAPA 08.02.03.109.03
2.	Purpose of an Evaluation	300.15	IDAPA 08.02.03.109.03
3.	Written Notice and Consent for Assessment	300.9 300.300 300.503	IDAPA 08.02.03.109.02.a
4.	Information from Other Agencies or Districts	300.622	IDAPA 08.02.03.109.02.a
5.	Evaluation and Eligibility Determination Procedures	300.8 300.39 300.300-300.301 300.304-300.311	IDAPA 08.02.03.109.02.a IDAPA 08.02.03.109.03
6.	Reevaluation and Continuing Eligibility	300.300 300.303 300.305-300.306 300.308	IDAPA 08.02.03.109.02.a
7.	State Eligibility Criteria	300.8 300.307	IDAPA 08.02.03.109.03

CHAPTER 5 INDIVIDUALIZED EDUCATION PROGRAMS
LEGAL CITATIONS

Section	Topic	IDEA Regulations 34 CFR §	Idaho Code IDAPA Reference
1.	IEP Initiation	300.320-300.328 300.22 300.39 300.501 300.306(c)(2)	IDAPA 08.02.03.109.04
2.	IEP Development	300.320-300.325 300.34 300.154(d)(e) 300.42 300.5-300.6 300.105(b) 300.44 300.113 300.106 300.114-300.116 300.327 300.536 300.43 300.300(b) 300.300(e)(2) 300.305(e) 300.323(d)	IDAPA 08.02.03.109.04 Idaho Code § 33-1304 IDAPA 08.02.03.109.05 Idaho Code § 33-2002(4)
3.	IEP Reviews	300.324	
4.	IEPs for Transfer Students	300.323(e)-(g)	IDAPA 08.02.03.109.04 (e) IDAPA 08.02.03.109.04 (f)
5.	IEPs for Children from the Infant/Toddler Program	300.323(b)	
6.	Students with Disabilities in Adult Prisons	300.102(a)(2)(i)(A)(B) 300.324(d)	20 U.S. Code § 1412

CHAPTER 6 LEAST RESTRICTIVE ENVIRONMENT
LEGAL CITATIONS

Section	Topic	IDEA Regulations 34 CFR §	Idaho Code IDAPA Reference
1.	Least Restrictive Environment Considerations	300.114-300.120	IDAPA 08.02.03.109.04.a IDAPA 08.02.03.109.04.c
2.	District Responsibility for Continuum of Settings and Services	300.115-300.116	IDAPA 08.02.03.109.04.a IDAPA 08.02.03.109.04.c
3.	Federal Reporting of LRE	300.600-604	IDAPA 08.02.03.109.04.g

CHAPTER 7 DISCONTINUATION OF SERVICES, GRADUATION, AND GRADING
LEGAL CITATIONS

Section	Topic	IDEA Regulations 34 CFR §	Idaho Code IDAPA Reference
1.	Discontinuation of Services	300.305 300.306 300.102 (a)(3) 300.503	Idaho Code § 33-201 Idaho Code § 33-209 IDAPA08.02.03.109.07
2.	Graduation	300.102. (a)(3) (i-iii) 300.320 (b)(2)	IDAPA 08.02.03.109.07
3.	Transcripts and Diplomas		*Letter to Runkel,* 25 IDELR 387 (OCR 1996) 20 U.S. Code § 1412
4.	Grades, Class Ranking, and Honor Roll		*Letter to Runkel,* 25 IDELR 387 (OCR 1996)

CHAPTER 8 CHARTER SCHOOLS
LEGAL CITATIONS

Section	Topic	IDEA Regulations 34 CFR §	Idaho Code IDAPA Reference
1.	Definition and Parent/Student Rights	300.7 300.209(a)	Idaho Code § 33-5205 Idaho Code § 33-5206
2.	Responsibility for Services	300.2 300.209(b-c)	Idaho Code § 33-5205 IDAPA 08.02.03.109.02.a IDAPA 08.02.03.109.02.c
3.	Essential Components of a Special Education Program	300.209	Idaho Code § 33-5205 IDAPA 08.02.03.109.02.c
4.	Charter Schools and Dual Enrollment		Idaho Code § 33-203 Idaho Code § 33-2002
5.	Funding	300.704(b)(4)(ix) 300.705 300.209	Idaho Code § 33-5208 Idaho Code § 33-1002B Idaho Code § 33-2004 Idaho Code § 33-2005 Idaho Code § 33-5208 (9)

CHAPTER 9 PRIVATE SCHOOL STUDENTS
LEGAL CITATIONS

Section	Topic	IDEA Regulations 34 CFR §	Idaho Code IDAPA Reference
1.	Definitions Private School Placements	300.13 300.36 300.130 300.145-300.148	IDAPA 08.02.03.109.02.d
2.	Students Voluntarily Enrolled by Parents	300.133 300.134 300.135 (a-b) 300.137 (b)(2) 300.136 (a)(1-2) 300.136 (b)(1-3) 300.111 (1)(i-ii) 300.131 (a-f) 300.137 (a) 300.138 (a)(1-2) 300.138 (c)(2) 300.132 (a-b) 300.138 (2) (b) 300.132 (b) 300.138 (b) (2) 300.320 300.323 (b) 300.139 (b) (1-2) 300.140 (a-c) 300.133 300.144	IDAPA 08.02.03.109.02.d
3.	Students Placed by the District	300.145-300.146 300.320-300.325	IDAPA 08.02.03.109.02.d
4.	Dual Enrollment by Parents	300.137(a)	Idaho Code § 33.203 IDAPA 08.02.03.109.02.d
5.	Students Unilaterally Placed by their Parents when FAPE is Issued	300.148 300.101	IDAPA 08.02.03.109.02.d
6.	Out of State Students Residing in Residential Facilities	300.131	IDAPA 08.02.03.109.02.d

CHAPTER 10 IMPROVING RESULTS
LEGAL CITATIONS

Section	Topic	IDEA Regulations 34 CFR §	Idaho Code IDAPA Reference
1.	Monitoring Priorities and Indicators	300.600-604	IDAPA 08.02.03.109.02
2.	Early Intervening Services	300.226 300.205 (d) 300.208 (a) (2) 300.711	IDAPA 08.02.03.109.02
3.	Personnel	300.156 300.704 (b) (4) (vii)	IDAPA 08.02.03.109.02 IDAPA 16.03.09

CHAPTER 11 PROCEDURAL SAFEGUARDS
LEGAL CITATIONS

Section	Topic	IDEA Regulations 34 CFR §	Idaho Code IDAPA Reference
1.	Procedural Safeguards Notice	300.504	IDAPA 08.02.03.109.05
2.	Domestic Considerations	300.30 300.519 300.320 300.520 300.030	Idaho Code § 32-717A Idaho Code § 32-717B *Letter to Cox* 54 IDLER 60 (110 LRP 10357)
3.	Informed Consent	300.9 300.300	
4.	Written Notice	300.508(e) 300.503 300.300	IDAPA 08.02.03.109.05a
5.	Confidentiality and Access to Records	300.611 300.622 300.614 300.613 300.616 300.623-300.625 300.618-300.621	IDAPA 08.02.03.109.05k Idaho Code § 32-717A
6.	Independent Educational Evaluations	300.502	IDAPA 08.02.03.109.05j

CHAPTER 12 DISCIPLINE
LEGAL CITATIONS

Section	Topic	IDEA Regulations 34 CFR §	Idaho Code IDAPA Reference
1.	General Discipline Provisions	300.530(b) 300.534	Idaho Code § 33-205
2.	Actions Involving a Change of Placement	300.530-300.532 300.536	
3.	FAPE Considerations	300.530-531	Idaho Code § 33-1501
4.	Procedures for a Manifestation Determination	300.503(c-f)	Idaho Code § 33-205
5.	Other Considerations	300.532(a) 300.532(c) 300.533 300.534	IDAPA 08.02.03.109.5.c IDAPA 08.02.03.109.5.f Idaho Code § 33-209

CHAPTER 13 DISPUTE RESOLUTION
LEGAL CITATIONS

Section	Topic	IDEA Regulations 34 CFR §	Idaho Code IDAPA Reference
1.	Facilitation		
2.	Informal Conflict Resolution	300.506	IDAPA 08.02.03.109.05.b
3.	Mediation	300.506 300.151-300.152	IDAPA 08.02.03.109.05.b
4.	State Complaints	300.151-300.153 300.507-300.508 300.510-515 300.518	IDAPA 08.02.03.109.05
5.	Due Process Hearings	300.507-300.518	IDAPA 08.02.03.109.01.d IDAPA 08.02.03.109.05.c,e,f
6.	Expedited Due Process Hearings	300.516 300.532	IDAPA 08.02.03.109.05.g
7.	Appeals and Civil Action	300.517	
8.	Attorney Fees	300.517	

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Chapter 1
Overview

Three (3) federal laws have been passed to ensure educational opportunities for individuals with disabilities:

- the Individuals with Disabilities Education Act (IDEA)
- Section 504 of the Rehabilitation Act of 1973 (Section 504)
- the Americans with Disabilities Act of 1990 (ADA)

The last reauthorization of the IDEA was in 2004 and aligned the law with the Elementary and Secondary Education Act of 2001~~— also known as the No Child Left Behind (NCLB) Act~~. In 2015, the Every Student Succeeds Act (ESSA) was passed. Revisions to the IDEA regulations were issued in 2007, 2008, 2013, and 2014 with additional regulatory changes to the IDEA currently pending. The IDEA preserves the basic structure and civil rights of previous reauthorizations and emphasizes both *access* to education and *improved results* for students with disabilities based on data and public accountability.

This Manual provides information regarding district responsibilities under the IDEA and relevant Idaho legal requirements.

Section 1. Child Find

The district is responsible for establishing and implementing an ongoing Child Find system. Child Find activities are conducted to create public awareness of special education programs; to advise the public of the rights of students; and, to alert community residents of the need for identifying and serving students with disabilities from the age of three (3) through the semester in which they turn twenty-one (21).

The district is also responsible for coordinating with the Department of Health and Welfare regarding the Child Find system for children ages birth through two (2) years. The Child Find system includes children with disabilities who are homeless, as defined by the McKinney-Vento Homeless Act (see Glossary), wards of the state, or attending private schools, regardless of the severity of the disability.

See Chapter 3 for more information on Child Find.

Section 2. Procedural Safeguards

A parent/adult student has specific procedural safeguards assured by the IDEA and state law. The district provides a document titled *Procedural Safeguards Notice* to parents/adult students that contain a full explanation of special education rights.

See Chapter 11 for more information on procedural safeguards.

Section 3. Student Eligibility under the IDEA

To be eligible for services under the IDEA, a student must have a disability that:

1. meets the Idaho state disability criteria as established in this manual;
2. adversely affects educational performance; and
3. results in the need for specially designed instruction and related services.

The process used to make this determination is called "eligibility evaluation." During an eligibility evaluation, an evaluation team (which includes educators and the parent/adult student) reviews information from the evaluation completed (multiple sources including, but not limited to, general education interventions, formal and informal assessments, and progress in the general curriculum) in making the eligibility determination.

See Chapter 4 for more information on eligibility and evaluation.

Section 4. Free Appropriate Public Education (FAPE)

The district (LEA) is required to ensure that a free appropriate public education (FAPE) is available to students who reside in the district and are eligible for special education. FAPE is individually determined for each student that qualifies for special education. FAPE *must* include special education in the least restrictive environment (LRE) and *may* include related services, transition services, supplementary aids and services, and/or assistive technology devices and services. A definition of each of these terms can be found in the glossary.

See Chapter 2 for more information on FAPE.

Section 5. District Programs and Services

The district shall ensure that the same array of academic, nonacademic, and extracurricular activities and services is available to students with disabilities as is available to students without disabilities.

A. Educational Programs and Services

The district shall take steps to ensure that students with disabilities have the variety of educational programs and services that are available to all other students served by the district. These may include art, music, industrial arts, consumer and homemaking education, vocational education, and other programs in which students without disabilities participate.

B. Physical Education

Physical education services, specially designed if necessary, shall be made available to every student with a disability receiving FAPE, unless the public agency enrolls children without disabilities and does not provide physical education to children without disabilities in the same grades.

C. Nonacademic and Extracurricular Services and Activities

The district shall take steps, including the provision of supplementary aids and services determined appropriate and necessary by the student's Individualized Education Program (IEP) team, to provide nonacademic and extracurricular services and activities in a manner that affords students with disabilities an equal opportunity to participate in those services and activities. This includes counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the district, referrals to agencies that provide assistance to persons with disabilities, and employment of students, including both employment by the district and assistance in making outside employment available.

Section 6. Individualized Education Program (IEP)

The IEP is a document that outlines how a particular student with a disability will receive a free appropriate public education (FAPE) in the least restrictive environment (LRE). It is a working document that can be amended as the student's needs change. The IEP is created collaboratively by IEP team members, including parents, the student, if appropriate, the student's teachers and other district personnel.

See Chapter 5 for more information on IEP development.

Section 7. Least Restrictive Environment (LRE)

The IDEA states that, to the maximum extent appropriate, students with disabilities are to be educated with students who are not disabled. The IEP team determines what constitutes LRE for the individual student. This includes considering that a continuum of alternative placements is available to meet the needs of children with disabilities and for special education and related services.

See Chapter 6 for more information on LRE.

Section 8. Summary of Activities That May Lead to Special Education Services

This section describes the steps that may lead to special education services. The activities that are within each step are often sequential, but could occur simultaneously. The process might occur in a different sequence for emergency or interim placements. A flowchart of these steps is provided at the end of this chapter.

A. General Education Interventions (carried out by the problem-solving team)

A general education problem-solving team addresses student learning needs and ensures that referrals to consider special education are appropriate. The general education problem-solving process may include comprehensive early intervening services based on whole-school approaches such as: a three-tiered model using scientifically based reading (and other content area) programs, positive behavior supports, and a response-to-intervention system.

Accommodations and instructional and/or behavioral interventions shall be attempted during the problem-solving process. These accommodations and interventions shall be of sufficient scope and duration to determine the effects on the student's educational performance and shall be clearly documented.

If the student shows adequate progress with general education interventions and accommodations, a referral to consider a special education evaluation may be unnecessary. However, if general education interventions and accommodations need to be provided on an ongoing basis or if the student shows limited or no progress *and* the student's performance is significantly discrepant from peers, a referral to consider a special education evaluation may be warranted. Also, a parent of a student may initiate a referral for special education at any time and a district may not deny that referral simply because the student had not gone through the general education intervention process.

See Chapter 4 ~~and Appendixes 3 and 4~~ for more information on problem-solving activities and the three tiered model.

B. Referral to Consider a Special Education Evaluation

Following the problem-solving team's review of the student's response to general education interventions, if the team suspects that the student has a disability and may be in need of special education, the problem-solving team shall initiate a referral to consider a special education evaluation. The purpose of this referral is to bring a student to the attention of an evaluation team so that it can determine whether to conduct a special education evaluation.

A referral for a special education evaluation marks the point at which procedural safeguards are provided to the parent. The parent/adult student shall be involved in decisions once a written referral has been made to the evaluation team to consider a special education evaluation.

The evaluation team shall review existing data, which may include progress monitoring data from the student's IEP, assessments and information provided by the parent/adult student, and document the review process, to determine the need for further assessment. The evaluation team will procure the necessary written consents for additional assessments.

See Chapter 3 for more information on the referral process to consider a special education evaluation and who can make a referral.

C. Written Notice and Written Consent (completed by an evaluation team)

Before administering assessments as part of the special education evaluation, written notice shall be provided to the parent/adult student along with the procedural safeguards and written consent shall be requested from the parent/adult student. The district may use a single form that meets the requirements of written notice and consent for assessment. In addition, if the evaluation team needs information for an evaluation from a non-educational agency or an individual, such as a doctor, written consent for the release of information shall be obtained from the parent/adult student.

See Chapter 4 and Chapter 11 for more information.

D. Evaluation and Eligibility Determination (completed by evaluation team)

After receiving consent, the evaluation team shall schedule assessments and ensure they are conducted. The evaluation must be sufficiently comprehensive to identify all of the child's special education and related services needs. Next, the evaluation team reviews the assessment data, the response to general education targeted interventions, and parent/adult student input and recommendations to determine whether the student is eligible for special education services. Then the evaluation team compiles an *Eligibility Report* using data collected from individual assessments and provides the parent/adult student with a copy of the report. The eligibility report shall address, to the extent required, the general education classroom, targeted interventions previously employed and the student's response to those interventions.

For children transferring from the Infant Toddler Program (ITP), eligibility shall be determined and an IEP developed or IFSP adopted by the child's third (3rd) birthday. See Chapter 5 for guidance on expectations. If a child turns three (3) during the summer, and the child does not require Extended School Year (ESY) services, special education and related services may begin in the new school year.

For children ages three (3) through twenty-one (21), the time between receiving consent for initial assessment and determining eligibility cannot exceed sixty (60) calendar days, excluding periods when regular school is not in session for five (5) or more consecutive school days (with the exception of ITP referrals which must be completed by the child's third (3rd) birthday). The parent and district may agree, in writing, to extend the sixty (60) day period. See Chapter 4 for guidance on timeline exceptions.

If the student is not eligible, the district shall provide written notice to the parent/adult student that the evaluation data does not indicate eligibility under the IDEA even though the parent is a member of the team that determines eligibility. The district shall maintain documentation in permanent records.

If the parent/adult student disagrees with the district's evaluation and/or the eligibility determination, he or she has the right to request SDE mediation, file a due process hearing challenging the decision, or seek an independent educational evaluation (IEE). See Chapter 11 for more information.

E. IEP Development and Implementation (completed by IEP team)

The following activities are included in the development and implementation of the IEP:

1. Conduct an IEP team meeting to develop and implement an IEP within thirty (30) calendar days of a determination that the student is eligible for special education and related services. For eligible students, the IEP can be developed at the same meeting at which eligibility is determined if all required IEP team members are present and agree to proceed.

2. After determining goals and services, determine the placement in the LRE in which the IEP can be implemented. For those goals that are aligned to the alternate achievement standards, benchmarks/objectives shall be written.

3. Obtain documentation indicating participation in the IEP team meeting.

4. Obtain consent from the parent/adult student for initial provision of special education services.

5. Provide copies of the IEP to the parent/adult student and other participants, as appropriate.

6. Provide written notice to the parent/adult student before implementing the IEP if the provision of FAPE or the educational placement is proposed to change or if the team refused to make a change based on the parent's request.

7. Make arrangements for IEP services by informing staff of their specific responsibilities under the IEP.

8. Implement the IEP as soon as possible, but no later than within thirty (30) days of eligibility. (See Chapter 4 for guidance on timeline exceptions.)

9. Provide the parent/adult student with periodic reports of the student's progress towards IEP goals (such as quarterly or other periodic reports, concurrent with the issuance of report cards).

See Chapter 5 for more information on IEP development.

F. Review and Revision of IEP and Placement Decision (completed by IEP team)

1. Send the parent/adult student a *Procedural Safeguards Notice* with an invitation to attend an IEP meeting (required at least once annually).

2. Convene an IEP team meeting under these circumstances:

    a. when changes in the IEP are requested or if the student is not making progress. In addition, the IDEA allows changes to the IEP without an IEP team meeting between the annual review dates if the district and parent agree; and

    b. at least annually to develop a new IEP.

3. Provide a copy of the revised IEP to the parent and the adult student when an IEP is amended or rewritten. In addition, written notice is required if the district is proposing to change or refusing to change the educational placement or the provision of FAPE.

4. Under Idaho regulations, the parent/adult student has the right to file a written objection to an IEP program change or placement change. If, within ten (10) calendar days of receiving written notice from the district, the parent/adult student files a written objection, the district shall not implement the change(s) to which the parent/adult student objects. See Chapter 11 for more information.

See Chapter 5 for more information on IEP reviews.

G. Reevaluation (completed by evaluation team)

Reevaluations are conducted by the evaluation team. A reevaluation shall be completed as follows: (a) at least every three years, (b) when requested by the student's teacher or the parent/adult student, and (c) whenever conditions warrant. Approximately one month before conducting the reevaluation, the district shall inform the parent/adult student that a reevaluation is due. The parent/adult student and district may agree in writing that a three-year reevaluation is not necessary. In addition, a reevaluation need not be conducted more than once per year unless the district and the parents agree.

The evaluation team shall include the following activities in the reevaluation process:

1. Invite the parent/adult student to participate in the review of existing data and to determine what additional data, if any, is needed as part of the reevaluation. Unless the parent/adult student requests that the evaluation team members meet as a group in a formal meeting, data can be gathered from individual team members at various times using a variety of methods.
2. Obtain written consent from the parent/adult student if additional assessments shall be conducted. After gaining consent, ensure the completion of assessments and eligibility reports. The IDEA does not require consent for a reevaluation if the district has made documented attempts to get consent and the parent has not responded.
3. If the evaluation team determines that additional assessments are not needed, provide written notice to the parent/adult student of this decision and of the parent's/adult student's right to request assessments.
4. Prepare an *Eligibility Report* that details the eligibility requirements for the student, even when no new assessments are conducted. The report shall address each required eligibility component.
5. Provide the parent/adult student with a copy of the *Eligibility Report*.
6. Determine whether revisions to the IEP are necessary and implement an IEP, if the student continues to be eligible. If the student is not eligible, follow procedures to discontinue services.

See Chapter 4 for more information on reevaluation.

H. Discontinuation of Services

Provide prior written notice to the parent/adult student informing them of the discontinuation of services when:

1. The evaluation team determines the student no longer meets eligibility requirements for special education services; or

2. The student meets the district and State requirements that apply to all students for receipt of a regular high school diploma; or

3. The student completes the semester in which he or she reaches the age of twenty-one (21) years.

4. Parent/adult student revokes consent for special education services.

When a student exits from special education as a result of graduating or aging out, the district shall provide the student with a summary of his or her academic achievement and functional performance, along with recommendations on how to assist the student in meeting postsecondary goals.

See Chapter 7 for more information on the discontinuation of services.

Chart

General Education Interventions (completed by problem-solving team)

- Team considers components of the three tiered model of Response to Intervention.
- Problem solve, plan and implement interventions and accommodations; document results.

Special Education Activities

A. Child Find Activities
B. Referral to Consider a Special Education Evaluation (completed by problem-solving team and evaluation team) or the parent/adult student ■ Problem-solving team submits a formal referral to consider special education evaluation. ■ Provide the parent/adult student with a *Procedural Safeguards Notice.* (required) ■ Seek parent/adult student input and afford opportunity for a meeting. ■ Evaluation team decides whether to conduct further assessments.
C. Written Notice and Consent (completed by the evaluation team) ■ Provide written notice to the parent/adult student. ■ Seek consent from the parent/adult student for assessments. ■ Receive written consent for assessment from the parent/adult student.
D. Evaluation and Eligibility Determination (completed by evaluation team) ■ Schedule and conduct assessments. ■ Review assessment information with parent/adult student. Determine eligibility and complete the *Eligibility Report*. (Meeting with the entire team is a parent/adult student option.) ■ Provide the parent/adult student with a copy of the *Eligibility Report*.
E. IEP Development and Implementation (completed by IEP team) ■ Invite the parent/adult student to the IEP team meeting. ■ Provide a *Procedural Safeguards Notice* to the parent/adult student. (at least once annually) ■ Develop IEP and determine placement in LRE. ■ Provide a copy of the IEP with written notice to the parent/adult student. ■ Receive consent for initial provision of special education services from the parent/adult student. ■ Implement IEP.
F. Review/Revision of IEP and Placement Decision (completed by IEP team) ■ Provide a *Procedural Safeguards Notice* to the parent/adult student if applicable. ■ Invite the parent/adult student to the IEP team meeting. ■ Review the IEP, and determine placement annually. ■ Provide a copy of IEP with written notice to the parent/adult student.
G. Reevaluation (completed by evaluation team) ■ Inform the parent/adult student that reevaluation is due. ■ Provide a *Procedural Safeguards Notice* to the parent/adult student if applicable. ■ Seek parent/adult student input on reevaluation and afford opportunity to request a meeting.

■ Receive consent from the parent/adult student for assessments if planning to assess **OR** Provide the parent/adult student with written notice that no further assessments shall be conducted if the evaluation team determines that existing information is adequate. Inform parent/adult student of his or her right to request additional assessments. ■ Schedule and conduct assessments. ■ Review assessment information with parent/adult student. Determine eligibility and complete the *Eligibility Report*. (Meeting with the entire team is a parent/adult student option.) ■ Provide the parent/adult student with a copy of the *Eligibility Report*. **Go to steps in Box F or Box H.**
H. Discontinuation of Services ■ Provide written notice to the parent/adult student before discontinuing special education services. **Upon graduation provide a summary of performance to the parent/adult student.**

Chapter 2
FREE APPROPRIATE PUBLIC EDUCATION

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Chapter 2
Free Appropriate Public Education

The district (local education agency is required to ensure that a free appropriate public education (FAPE) is available to residents, homeless individuals and individuals from migrant families ages three (3) to twenty-one (21) in the district and who are eligible for special education. FAPE is individually determined for each student with a disability. FAPE *must* include special education in the least restrictive environment (LRE) and *may* include related services, transition services, supplementary aids and services, and/or assistive technology devices and services. A definition of each of these terms can be found in the glossary.

Section 1. Definition of a Free Appropriate Public Education (FAPE)

The definition of FAPE under the IDEA means special education and related services that:

1. are provided at public expense (free);
2. are provided in conformity with an appropriately developed individualized education program, or IEP (appropriate);
3. are provided under public supervision and direction (public); and
4. include an appropriate preschool, elementary, and secondary education that meets the education standards, regulations, and administrative policies and procedures issued by the State Department of Education (education).

Section 2. Provision of FAPE

A. District Obligation

The district is required to ensure that FAPE is available to students in the district who are eligible for special education. This includes students who reside in group, personal care, or foster homes, as well as institutions, if their legal guardian is a resident of Idaho, even though the guardian may reside in another Idaho school district. It also includes students who are migratory or homeless as defined by the McKinney-Vento Homeless Act (see Glossary). If a student from another state is placed in Idaho by an out-of-state agency, parent, or district, the placing district, parent, or agency is responsible for the educational costs. If a student is placed in a district by an Idaho agency, the student is entitled to FAPE and the responsible agency is determined upon Idaho Code regarding the specific situation.

The district is obligated to make FAPE available to each eligible student in the district as follows:

1. The district shall provide FAPE to an individual who is at least three (3) years old and who qualifies for special education services unless the parent/adult student has refused special education services. Students aged three (3) to five (5) must have their special education services identified on an IEP since Idaho does not have state-funded preschool programs.

2. The district shall offer FAPE to parentally placed private school students in accordance to statutory and regulatory language, which states that parentally placed private school students with disabilities do not have an individual right to some or all of the special education and related services that the student would receive if enrolled in a public school.

3. A free appropriate public education shall be available to any individual child with a disability who needs special education and related services, even though the child has not failed or been retained in a course, and is advancing from grade to grade.

Note: Participation in Comprehensive Early Intervening Services neither limits nor creates a right to FAPE.

B. Limit to District Obligation

1. A student with a disability who has been placed in a private school or facility by the parent does not have an individual right to receive all or part of the special education and related services that the child would receive if enrolled in a public school. However the district would have Child Find responsibilities. See Chapter 9 for more information.

2. Students who are homeschooled are considered nonpublic students for the purpose of dual enrollment, however a student being homeschooled is not considered a private school student. Students who are dually enrolled in a school district's general education program may be considered for a Section 504 plan if needed to provide supports and/or accommodations for those general education courses for which they are enrolled. A student who is enrolled in a virtual public school is not considered a homeschooled student for the duration that they attend that virtual public school.

Homeschool students who are dually enrolled are considered to be nonpublic school students. The district shall allow homeschool students who are eligible for special education and who are otherwise qualified to participate in school programs under the dual enrollment law to:

1. enroll in general education courses under the same criteria and conditions as students without disabilities; and

2. receive accommodations in the general education courses for which they are enrolled on a Section 504 plan, if needed.

Homeschool students may not dually enroll solely for special education and/or related services. The dual enrollment statute does not establish an entitlement to FAPE for a student with a disability. This means that there is no individual right to receive some or all special education services that the student would receive if enrolled in public school.

C. When District Obligation to Provide FAPE Ends

The District's obligation to provide FAPE to a student ends:

1. at the completion of the semester in which the student turns twenty-one (21) years old;

2. when the student meets the district requirements that apply to all students for receipt of a regular high school diploma; a regular high school diploma does not include an alternative degree that is not fully aligned with the Idaho Content Standards or Idaho Core Standards, such as a certificate or a general educational development credential (GED);

3. when the student no longer meets the eligibility criteria for special education services, as determined by the team after a reevaluation; or

4. when a parent/adult student has revoked consent for the continued provision of special education services.

D. Temporary Suspension of FAPE

The district is not required to provide FAPE to an eligible student during the suspension of ten (10) cumulative school days or less during a school year (unless the district provides services to students who are not disabled who are also suspended); however, FAPE must be provided following this ten (10) day exception.

Section 3. FAPE Considerations

A. Case Law Interpretations of FAPE

The courts have further defined the term FAPE as a result of lawsuits between parents and districts. In 1982, the United States Supreme Court ruled in the case of Board of Education of the Hendrick Hudson Central School District, et al. v. Rowley, et al. This landmark case set a standard for FAPE that is commonly referred to as the *Rowley Standard.* The *Rowley* decision defines FAPE as including these two components:

1. an IEP developed in adequate compliance with the IDEA procedures; and

2. an IEP reasonably calculated to enable the student to receive educational benefit.

The *Rowley* decision also states that, if a student is being educated in the general education classroom, the IEP should be reasonably calculated to enable the student to achieve passing marks and advance from grade to grade, although passing grades are not determinative that FAPE has been provided.

B. Applicability to Charter and Alternative Schools

Federal law requires the district to provide students with disabilities educational choices comparable to those choices offered to students without disabilities. These choices include the opportunity to attend a public charter school or alternative public school. Students enrolled in public charter and alternative schools are entitled to FAPE and retain all the rights and protections that are available under the IDEA.

C. Applicability to Detained Youth

Students with disabilities or suspected disabilities who are detained in city or county jails, juvenile detention centers, juvenile correctional facilities, or in Idaho prisons are entitled to FAPE.

1. Services to Youth Detained in City or County Jails

   The district in which the facility is located has the responsibility for Child Find and the provision of FAPE to eligible youth.

2. Services to Youth Detained in Juvenile Detention Centers (JDC)

   The district in which the facility is located has the responsibility for the provision of FAPE to eligible youth. Typically, detention in a JDC is short term, and the student most likely returns to his or her home district. If a district has a student who is detained in a JDC not located within the district boundaries, the district may find it beneficial to coordinate school assignments through the JDC's education staff while the student is in the facility.

3. Services to Youth Placed in the Custody of the Department of Juvenile Corrections (DJC)

   When a student is placed in the custody of the Department of Juvenile Corrections, the responsibility for the provision of FAPE resides with the Department of Juvenile Corrections.

4. Services to Youth in the Custody of the Department of Correction (DOC)

When a student is placed in the custody of the Department of Correction, the responsibility for the provision of FAPE resides with the Department of Correction through an agreement between the SDE and the Department of Correction.

D. Using Public and Private Insurance Funds to Provide FAPE

If a student is covered by a parent's private or public insurance or benefits, the district may access this insurance only if the parent provides informed consent. The consent requirements are different for accessing a parent's private insurance as opposed to public insurance (such as Medicaid).

If a district proposing to access a parent's public insurance to cover any of the costs associated with the provision of special education and/or related services, the district must do the following:

1. Provide written notification to the child's parents before accessing the child's or the parent's public benefits or insurance for the first time and prior to obtaining the one-time parental consent and annually thereafter. The written notification must explain all of the protections available to parents to ensure that parents are fully informed of their rights before a public agency can access their or their child's public benefits or insurance to pay for services under the IDEA. The notice must include a statement that the refusal to provide consent or the withdrawal of consent will not relieve the district's responsibility to ensure that all the required IEP services are provided at no cost to the parent. The notice must be written in language understandable to the general public and in the native language of the parent or other mode of communication used by the parent unless it is clearly not feasible to do so.

2. Obtain a one-time written consent from the parent after providing the written notification before accessing the child's or the parent's public benefits or insurance for the first time. This consent must specify (a) the personally identifiable information that may be disclosed (e.g., records or information about the services that may be provided to a particular child); (b) the purpose of the disclosure (*e.g.*, billing for services); and (c) the agency to which the disclosure may be made (*e.g.*, Medicaid). The consent also must specify that the parent understands and agrees that the public agency may access the child's or parent's public benefits or insurance to pay for services. Such consent may be withdrawn at any time by the parent.

3. If the child on an IEP moves into a new district, the new district responsible for providing a FAPE must provide the parents with written notice and must obtain consent before accessing the parent's public insurance.

If a district is proposing to access a parent's private insurance to cover any of the costs associated with the provision of special education and/or related services, the district must get parental consent each time the district proposes to access private insurance.

Chapter 3
CHILD FIND

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Chapter 3
Child Find

The Child Find system involves three basic steps leading to the determination of whether or not a student has a disability and requires special education. The steps are location, identification, and evaluation. This chapter describes location and identification activities. The evaluation process is covered in Chapter 4.

Section 1. District Responsibility

The district is responsible for establishing and implementing an ongoing Child Find system to locate, identify, and evaluate students suspected of having disabilities, ages three (3) through the semester they turn twenty-one (21), who may need special education, regardless of the severity of the disabilities. The district is also responsible for coordinating with the Department of Health and Welfare (DHW) regarding the Child Find system for children ages birth through two (2) years. The district may appoint an individual to coordinate the development, revision, implementation, and documentation of the Child Find system.

The Child Find system shall include all students within the district's geographic boundaries including students who are:

1. enrolled in the district, however this would not include a student who is placed in that public school by another district;

2. enrolled in charter and alternative schools;

3. enrolled in homeschool;

4. enrolled in parentally placed private elementary and secondary schools (including religious schools) located in the district; including out-of-state parentally-placed private school children with disabilities;

5. not enrolled in elementary or secondary school, including resident children ages three (3) through five (5);

6. advancing from grade to grade;

7. highly mobile students (such as migrant and homeless as defined by the McKinney Vento Homeless Act [see Glossary]); and

8. wards of the state.

Section 2. Locating Students

Locating students who may have disabilities involves coordinating with other agencies and promoting public awareness.

A. Coordination

For infants and toddlers, birth through two (2) years of age, Child Find is provided by the Idaho Infant/ Toddler Program (ITP). Although lead responsibility for the ITP has been designated to the DHW, interagency agreements provide for collaboration and coordination. The district shall use local interagency agreements for efficient use of resources and ease of service accessibility for students and families.

B. Public Awareness

The district shall take and document the necessary steps to ensure that district staff and the general public are informed of the following:

1. the availability of special education services;
2. a student's right to a free appropriate public education (FAPE);
3. confidentiality protections; and
4. the referral process.

This information may be provided through a variety of methods such as distributing brochures or flyers, including information in school or district publications, disseminating articles and announcements to newspapers, arranging for radio and television messages and appearances, speaking at faculty meetings or district in-services, and making presentations.

Section 3. Identification

The identification component of Child Find includes screening, early intervening through a problem-solving process, and referral to consider a special education evaluation. The procedural rights under the IDEA are afforded when the student is referred for a special education evaluation by the parent/adult student or the district.

A. Screening

Screening is an informal, although organized process, of identifying students who are not meeting or who may not be meeting Idaho Content Standards, Idaho Core Standards, or Idaho Early Learning Guidelines (eGuidelines). A variety of methods may be used to screen students, including performance on statewide assessments, curriculum-based measures, daily work in the

classroom, teacher observations, hearing and vision screeners, developmental milestones, and/or kindergarten readiness measures.

Screening for instructional purposes is not an evaluation. The screening of a student by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation shall not be considered to be an evaluation for eligibility for special education and related services.

Although screening is an important part of the Child Find system, screening cannot be used to delay processing a referral to consider a special education evaluation where immediate action is warranted.

B. General Education Intervention (Comprehensive Early Intervening Services)

Under the Local Education Agency (LEA) funding option, early intervening services are services for K-12 students who need additional academic and behavioral support to succeed in the *general education environment*. When a school's screening process reveals that a student or groups of students are at risk of not meeting the Idaho Content Standards or Idaho Core Standards, the general education problem-solving team shall consider the students' need for "supported" instructional and/or behavioral interventions in order to help the students succeed. These interventions are referred to as early intervening services or general education interventions, accommodations, and strategies. It is important to remember that students who receive early intervening services are not currently identified as needing special education or related services and do not have a right to a free appropriate public education. Therefore, the IDEA procedural safeguards are not applicable at this time.

Districts shall implement comprehensive coordinated services and activities that involve providing educational and behavioral evaluations, services, and supports. These services may also include professional development for teachers and other staff to enable them to deliver scientifically based academic and behavioral interventions, including scientifically based literacy instruction, and where appropriate, instruction on the use of adaptive and instructional software. Comprehensive Early Intervening Services (CEIS) should be based on whole-school approaches such as; the three-tiered model, scientifically based curriculum and instruction, positive behavior supports, and a response to intervention system.

If a district chooses to use up to 15% of IDEA Part B funds for CEIS for students in K-12 who are not currently identified as needing special education, but who need additional support in the general education environment, additional requirements may apply that will affect maintenance of effort. In addition, if IDEA Part B funds are used, the district must annually report to the SDE:

1. The number of children receiving CEIS; and

2. The number of children who received CEIS and subsequently received special education services during the preceding two year period.

If a district is found to have a significant disproportionate representation in special education, there are additional requirements for use of funds in CEIS. Please see Chapter 10 for more information on CEIS.

C. General Education Problem Solving

1. Establishing a Problem-Solving Team

   The district shall establish a problem-solving team and a process to plan accommodations and interventions in general education and to ensure that referrals to consider a special education evaluation are appropriate. Team membership is established by the school or the district and would likely involve general educators and administrators, and could include counselors, specialists, and special education personnel. While parent/adult student involvement is valuable and encouraged, the district is not required to include the parent/adult student on the team.

   When problem solving involves a child three to five (3-5) years of age, the team should seek input from family members, child care programs, private preschools, or Head Start Programs, as appropriate. An early childhood problem-solving process needs to consider early childhood environments and the preschool student's need for supported instructional interventions in order for the student to participate in appropriate activities. IDEA Part B funds cannot be used to provide CEIS to preschoolers.

2. Referrals to the Problem-Solving Team

   Referrals to the problem-solving team may come from a variety of sources including parents, students, other family members, public or private school personnel, agencies, screening programs, or as a result of annual public notice.

   Referrals may be made for a variety of reasons dealing with academic and behavioral concerns and may involve, but are not limited to, teaching strategies, material accommodations, social skills training, cooperative learning concepts, classroom organization, and scheduling.

3. Interventions

   a. Interventions in general education or an early childhood environment shall be attempted before a student is referred to an evaluation team, unless the student's performance indicates an evaluation is warranted or a parent makes a request for a referral for a special education evaluation.

   b. Interventions shall be of sufficient scope and duration to determine the effects on the student's educational performance and should be clearly documented.

c. Documentation of the success or failure of accommodations and interventions shall be reviewed and discussed by the problem-solving team.

4. Problem-Solving Team Decisions Following General Education Intervention

Based on a review of data and information presented by the referring party and others, the team has several decision options. In the case of a preschool student, data and information shall be gathered and reviewed from such settings as child care programs, private preschools, Head Start Programs, or the home. Following an intervention, the problem-solving team shall review progress monitoring data from the intervention and other relevant information to determine what action is warranted. The team considers a variety of options, including whether to:

a. continue the general education intervention because the student is making adequate progress but needs more time to reach goals;

b. continue the intervention in a modified form;

c. explore services or programs outside of special education (such as Title I of the Elementary and Secondary Education Act, including English language programs; Section 504 accommodations; counseling); or

d. make a referral to consider a special education evaluation.

Although problem-solving activities are an important part of the system, they cannot be used to delay processing a referral for consideration of a special education evaluation where immediate action is warranted. Either a parent or a public agency may initiate a request for an initial evaluation. If a parent initiates a referral for a special education evaluation, the evaluation cannot be delayed or denied due to the child not completing the general education intervention process.

Section 4. Referral to Consider a Special Education Evaluation

A. Evaluation Team

The evaluation team is the group of people established by the IDEA that has the responsibility for making decisions regarding evaluation, assessments, and eligibility. The composition of the evaluation team will vary depending on the nature of the student's suspected disability and other relevant factors. The evaluation team shall include the same membership (although not necessarily the same individuals) as the IEP team and other professionals as needed to ensure that appropriate, informed decisions are made.

Unlike an IEP team, an evaluation team has the flexibility of conducting business with or without a meeting. The case manager can gather input from evaluation team members in a variety of ways. The parent/adult student shall be included in the evaluation team and shall be given the

opportunity to indicate whether he or she wishes the team to hold a meeting with all members attending.

B. Referrals to Consider Special Education

The procedure for handling referrals to consider a special education evaluation for students suspected of having a disability includes the following:

1. Unless immediate action is warranted and documented, a referral to consider a special education evaluation is sent to the evaluation team *after* the problem-solving team has determined:

    a. the student's response to research-based interventions in general education (or age-appropriate activities for preschool) has not resulted in adequate progress; and

    b. language and cultural issues are not the main source of the student's academic or behavioral discrepancy from peers.

2. A *Referral to Consider a Special Education Evaluation/Reevaluation* form shall be completed.

3. Procedural safeguards are activated when a referral is made to consider a special education evaluation. If the referral came from someone other than the parent/adult student (see Glossary) the parent/adult student shall be notified. In either case, the parent/adult student shall be provided with a copy of the *Procedural Safeguards Notice*. At the same time, the parent/adult student shall be afforded an opportunity to provide input regarding the need for and scope of the initial evaluation, including the opportunity to hold a meeting if desired.

4. The evaluation team (including the parent/adult student) reviews all available records, including family and health history, past school experiences, the results of general education interventions, and previous assessments and evaluations. The evaluation team shall decide what additional assessments, if any, are needed. This review and determination process can take place at a face-to-face meeting of the evaluation team or through an alternate format, unless the parent/adult student desires that a meeting be held.

    a. If the evaluation team determines that an evaluation is warranted, written notice shall be provided to the parent/adult student describing the proposed evaluation and written consent shall be obtained from the parent/adult student.

    b. If the evaluation team determines that an evaluation is not warranted at this time, the team should seek other avenues for services to meet the student's needs. The person initiating the referral, if other than the parent/adult student,

> may be informed as to why the evaluation is not being conducted. Written notice of the district's refusal to evaluate a student for special education services shall be provided to the parent/adult student when he or she makes a referral for a special education evaluation and the district determines that the evaluation is not warranted.

Note: Districts are prohibited from requiring that a student obtain a prescription for a substance covered by the Controlled Substances Act as a condition of attending school, receiving an evaluation, or receiving services under the IDEA.

See Chapter 4 for more information on evaluation and eligibility.

Chapter 4
EVALUATION AND ELIGIBILITY

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Chapter 4
Evaluation and Eligibility

Chapter 3 discusses Child Find procedures used to locate and identify students with suspected disabilities. This chapter contains the requirements for the special education evaluation and eligibility process, from referral to consider special education through to the determination of eligibility. The Idaho State Department of Education has provided State Eligibility Criteria for special education services for eligibility consistent with the IDEA for districts to use while determining eligibility.

Section 1. Evaluation Team

The evaluation team is a group of people outlined by IDEA with the responsibility to make decisions regarding evaluation, assessments, and eligibility. This team includes the same membership as the individualized education program (IEP) team (although not necessarily the same individuals) and other qualified professionals as needed to ensure that appropriate and informed decisions are made. The specific composition of the evaluation team reviewing existing data will vary depending upon the nature of the student's suspected disability and other relevant factors. The parent/adult student is a member of the evaluation team and shall be provided an opportunity to provide input and participate in making team decisions. The evaluation team may conduct its review without a meeting unless the parent/adult student requests that a meeting be held.

Additional Membership Requirements**:**

The determination of whether a student suspected of having a *specific learning disability* shall be made by the student's parents and a team of qualified professionals, which shall include:

1. The student's regular teacher; or if the child does not have a regular teacher, a regular classroom teacher qualified to teach a child of his or her age; and

2. A school psychologist is a required member of the team. When considering oral expression and listening comprehension, a speech language pathologist is a required member who may collaborate with or replace the school psychologist as the professional required to conduct and interpret evaluative examinations

Section 2. Purpose of an Evaluation

The purpose of the evaluation process is to determine the eligibility of a student for special education services. This pertains to both initial determination and three year review of eligibility, or re-evaluation. It is also a process for gathering important information about a student's strengths and service needs. An evaluation process shall include a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the student, including information provided by the parent.

A. Definitions

Although the terms "evaluation" and "assessment" are often interchanged, there are significant differences between the meanings of the two terms. In an effort to clarify, the terms are defined as follows:

1. Evaluation refers to procedures used to determine whether a child has a disability and the nature and extent of the special education and related services that the child needs. The screening of a student by a teacher or specialist to determine appropriate *instructional* strategies for curriculum implementation shall not be considered to be an evaluation for eligibility for special education and related services.

2. Assessment is integral to the evaluation process and includes the formal and informal processes of systematically observing, gathering, and recording credible information to help answer evaluation questions and make decisions. A test is one method of obtaining credible information within the assessment process. Tests may be standardized or non-standardized, criterion-referenced (e.g. curriculum-based measures) or norm-referenced, and usually elicit responses from students to situations, questions, or problems to be solved. Assessment data may also include observations, interviews, medical reports, data regarding the effects of general education accommodations and interventions, and other formal or informal data.

B. Evaluation Components

The district shall conduct a full and individual initial evaluation before the provision of special education and related services are provided to a student suspected of having a disability. A parent or a public agency may initiate a request for an initial evaluation to determine eligibility.

To be eligible for services under the IDEA, a student must have a disability that:

1. meets the Idaho state disability criteria;

2. adversely affects educational performance; and

3. results in the need for specially designed instruction and related services.

In addition, the information from the evaluation can be used to consider the following:

1. the nature and extent of special education and related services needed by the student in order to participate and progress in the general education curriculum or curriculum aligned to the Idaho Content Standards, Idaho Core Standards, or the Idaho Early Learning Guidelines (eGuidelines); and

2. the least restrictive environment (LRE) for the student.

The above information also pertains to evaluations for determining Part B eligibility for children transitioning from the Infant/Toddler Program (ITP).

Section 3. Written Notice and Consent for Assessment

Written notice shall be provided and informed consent shall be obtained before assessments are administered to a student as part of an evaluation.

A. Written Notice Requirements

Written notice shall be provided to the parent/adult student within a reasonable time before the district proposes to initiate the evaluation or re-evaluation of a student. Written notice shall be in words understandable to the general public. It shall be provided in the native language or other mode of communication normally used by a parent/adult student unless it is clearly not feasible to do so.

If the native language or other mode of communication is not a written language, the district shall take steps to ensure the following:

1. the notice is translated orally or by other means in the native language or other mode of communication;

2. the parent/adult student understands the content of the notice; and

3. there is written evidence that the above two requirements have been met.

The written notice shall include the following:

1. a description of the evaluation or reevaluation proposed or refused by the district;

2. an explanation of why the district proposes to evaluate or reevaluate the student;

3. a description of any other options the district considered and the reasons why those options were rejected;

4. a description of each assessment procedure, test, record, or report that the district used as a basis for the proposed or refused evaluation or reevaluation;

5. a description of any other factors relevant to the evaluation or reevaluation;

6. a statement that the parent/adult student has special education rights and how to obtain a copy of the *Procedural Safeguards Notice* (Note: If this is the initial evaluation, the parents should get a copy of the procedural safeguards with the initial notice of the special education evaluation); and

7. sources for parents to contact in obtaining assistance in understanding the *Procedural Safeguards Notice.*

Written notice shall be provided to the parent/adult student within a reasonable time in the following instances:

1. to conduct any additional assessments and review initial information ~~for~~ as part of the initial evaluation or reevaluation;

2. to explain refusal to initiate assessment; and

3. when the evaluation team determines that additional assessments are not required

See Chapter 11 for more information on written notice.

B. Consent Requirements

1. Definition of Consent: Consent means that the parent/adult student:

   a. has been fully informed in his or her native language or other mode of communication of all information relevant to the assessment for which consent is sought;

   b. understands and agrees in writing (as indicated by signature) to the activities described; and

   c. understands that granting of consent is voluntary and may be revoked in writing at any time *before* the assessment is completed. However, once the assessment has been completed, revocation of consent cannot be used to have the assessment disregarded.

2. Consent for initial evaluation

   a. Informed written consent shall be obtained from the parent/adult student before the district conducts assessments as a part of an initial evaluation of the student to determine if he or she qualifies as a child with a disability;

   b. Parental consent for initial evaluation should not be construed as consent for initial provision of special education and related services;

   c. The school district shall make reasonable documented efforts to obtain the informed consent from the parent for an initial evaluation to determine whether the child has a disability and to identify the educational needs of the child. If a parent refuses consent, the district does not violate its obligation to provide FAPE if it declines to pursue the evaluation. If the parent does not

provide consent, the district may offer an SDE facilitated meeting, mediation, or request a due process hearing to challenge the decision.

d. If the child is a ward of the State and is not residing with the child's parent, the district is not required to obtain informed consent from the parent for an initial evaluation to determine eligibility if:

1) despite reasonable efforts to do so, the district cannot locate the parent;

2) the rights of the parents of the child have been terminated in accordance with Idaho law; or

3) the rights of the parent to make educational decisions have been subrogated by a judge in accordance with Idaho law and consent for initial evaluation has been given by an individual appointed by the judge to represent the child.

e. If a district is using any data gathered during general education interventions for a student suspected of being a student with a disability, and that data may be used for a later eligibility determination, the district shall promptly request consent to evaluate the student.

C. Consent for Reevaluation

1. Written consent shall be sought for reevaluation that requires new assessments. Reevaluation consisting solely of review of existing data does not require written notice.

2. Informed parental consent for a reevaluation need not be obtained if the public agency can demonstrate through documentation that it made reasonable efforts to obtain consent and the child's parent has failed to respond.

D. When Consent Is Not Required

Parental consent is *not* required for:

1. the review of existing data as part of an evaluation or reevaluation;

2. the administration of a test or other assessment that is administered to all students, unless consent is required of parents of all students;

3. teacher or related service provider observations, ongoing classroom evaluations, or criterion-referenced tests that are used to determine the student's progress toward achieving goals on the IEP; and

4. screening by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation, which may include group or individual curriculum-based or norm-referenced measures.

E. Refusing Consent or Failure to Respond to a Request for Consent

1. The parent/adult student can refuse consent for assessment(s).

2. For an initial evaluation, if consent is refused or the parent/adult student fails to respond, the student cannot be assessed. However, the district may request SDE facilitation, mediation, or a due process hearing. If the mediation results in consent to assess, or if a hearing officer's decision indicates that assessment is appropriate and there is no appeal, then the student may be assessed. However, the district does not violate its obligations to provide FAPE if it declines to pursue the evaluation. Consent for the initial evaluation shall not be construed as consent for the initial provision of special education services should the student be deemed eligible.

3. If a parent of a child who is homeschooled or placed in a private school by the parents at their own expense does not provide consent for initial evaluation or reevaluation, or the parent fails to respond to a request to provide consent, the district may not use SDE mediation or due process procedures in order to gain consent and the district is not required to consider the child eligible for services.

Note: A district shall not use a parent's refusal for consent to one service or activity to deny the parent or student any other service, benefit, or activity.

See Chapter 11 for more information on consent and reasonable efforts.

F. Timeline

The time between receiving written consent for initial assessment and eligibility determination cannot exceed sixty (60) calendar days, excluding periods when regular school is not in session for five (5) or more consecutive school days. The time between eligibility determination and the development of the IEP cannot exceed thirty (30) calendar days. The implementation of the IEP shall not exceed thirty (30) calendar days from the eligibility determination, unless all parties agree to an extension. For children transferring from ITP, eligibility shall be determined and an IEP developed by the child's third birthday. If a child turns three during the summer, and the child does not require Extended School Year (ESY) services, special education and related services may begin in the new school year.

In unusual circumstances, all parties may agree in writing to an extension of the sixty (60) day period for the purpose of initial assessment. These circumstances may include the following:

1. The child enrolls in a school in another school district after the sixty (60) day timeline began and prior to the determination by the child's eligibility in the previous school

district. If the new school district is making sufficient progress in determining eligibility, the parent and district may agree to a different timeline.

2. The parent repeatedly fails or refuses to produce the student for an evaluation after the district has made reasonable efforts to schedule an evaluation.

Section 4. Information from Other Agencies or Districts

Consent for release of information shall be received before the district seeks to obtain information about the student from other agencies, unless otherwise authorized by law. Upon receipt of consent, the case manager will send letters requesting information to individuals or agencies that have relevant information about the student. A copy of the signed consent form for release of information shall be included with the letters and a copy shall be retained in the student's confidential file. Sources of this additional information may include records from health and social service agencies, private preschool programs, legal service agencies, and non-school professionals such as physicians, social workers, and psychologists.

Federal laws and regulations do not require consent for the district to:

1. request information from other districts that the student has attended; or

2. send information to other districts in which the student intends to enroll.

For children transferring from the ITP, eligibility shall be determined and the IEP developed by the date that the child turns three (3) years of age. See Chapter 5 ~~and Appendix 5B~~ for additional information on collaboration with the ITP throughout the transition process.

Section 5. Evaluation and Eligibility Determination Procedures

A. Areas to Assess

The student shall be assessed in all areas related to the suspected disability, which includes areas such as functional, developmental, and academic skills needed to participate and progress in the general education curriculum. If needed, qualified personnel shall conduct an individual assessment of assistive technology needs, including a functional evaluation in the individual's customary environment. The evaluation of each suspected to be a student with a disability shall be full and individualized and sufficiently comprehensive to identify all of the student's suspected special education and related service needs whether or not commonly linked to the disability category in which the student may be classified. For youth with IEPs, no later than age sixteen (16), appropriate transition assessments shall be conducted. Beginning with the IEP to be in effect when a student is sixteen (16) years old (or younger if determined appropriate by the IEP team), appropriate transition assessments shall be conducted.

Evaluation teams shall be especially mindful of cultural and linguistic differences during the evaluation and eligibility process. Caution is advised in the selection of informal or formal assessments that are nonbiased, administration of assessments, interpretation, and application of outcomes in order to appropriately identify culturally or linguistically diverse students for special education services.

~~See Appendix 4 for more guidance on determining eligibility for culturally and linguistically diverse students.~~

B. Determination of Needed Initial or Reevaluation Data

As part of an initial evaluation or reevaluation, the evaluation team shall review existing evaluation data regarding the student including:

1. assessments and information provided by the parent/adult student concerning the student;
2. current classroom-based assessments and observations, and/or data regarding the student's response to scientific research-based interventions;
3. observations by teachers and related service providers; and
4. results from statewide and district wide testing.

Based on that review, and input from the parent/adult student, the evaluation team will decide on a case-by-case basis what additional data, if any, are needed to determine:

1. whether the student meets eligibility criteria for special education;
2. the student's present levels of academic and functional performance, including academic achievement and related developmental needs of the student;
3. whether the student needs specially designed instruction; or
4. whether any additions to the special education and related services are needed to enable the student to:
    a. meet the measurable annual goals set out in the student's IEP; and
    b. be involved in and progress in the general education curriculum (for preschool students, to participate in appropriate activities).

If the evaluation team determines additional assessments are not required for the purpose of determining whether the student meets eligibility criteria during an initial evaluation or a reevaluation, the district shall provide written notice to the parent/adult student of the decision

and the reasons for that decision. The parent/adult student shall also be informed of his or her right to request assessments to determine eligibility and to determine the child's educational needs. The district will provide written notice if a parental request for additional assessment is denied.

C. Assessment Procedures and Instruments

The district shall ensure the evaluation or reevaluation meets the following requirements:

1. The child shall be assessed in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, motor abilities, and transition needs.

2. Assessments and other materials shall be selected and administered so as not to be discriminatory on a racial or cultural basis.

3. Assessments and other materials shall be provided and administered in the student's native language, and in the form most likely to yield accurate information on what the student knows and can do academically, developmentally and functionally unless it is not feasible to provide or administer. Attempts to provide a qualified examiner in the student's native language or mode of communication shall be documented.

   In all direct contact with a student, the language normally used by the student in the home or learning environment shall be used. For an individual with deafness or blindness, or for an individual with no written language, the mode of communication is that which is normally used by the individual (e.g., sign language, Braille, or oral communication).

4. Materials used to assess a student with limited English proficiency shall be selected and administered to ensure that they measure the extent to which the student has a disability and needs special education, rather than solely measuring the student's English language skills. ~~(See Appendix 4C for further information.)~~

5. A variety of assessment tools and strategies shall be used to gather relevant academic,,~~,~~ developmental and functional information about the student, including information provided by the parent/adult student and information related to enabling the student to be involved in and progress in the general education curriculum (or, for a preschooler, to participate in appropriate activities).

6. Assessments are used for the purposes for which the assessments or measures are valid and reliable.

7. Assessments shall be administered by trained and knowledgeable personnel in accordance with any instructions provided by the producer of the tests.

8. Assessments and other evaluation materials shall include those tailored to assess specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient or standard score.

9. Assessments shall be selected and administered to ensure that if a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills (unless those are the factors that the test purports to measure).

10. No single measure or assessment may be used as the sole criterion for determining whether a student is a student with a disability and for determining an appropriate educational program for the student.

11. The district shall use technically sound instruments that may assess the relative contribution of cognitive and behavioral factors in addition to physical or developmental factors.

12. The district shall provide and use assessment tools and strategies that produce relevant information that directly assists persons in determining the educational needs of the student.

13. All services and assessments shall be provided at no expense to the parent/adult student.

14. Assessments of children with disabilities who transfer from one public agency to another public agency in the same school year are coordinated with the child's prior and subsequent schools to ensure prompt completion of the full evaluation.

15. The evaluation shall be full and individualized and sufficiently comprehensive to identify all of the child's special education and related service needs, whether or not commonly linked to the disability category.

D. Eligibility Determination

1. Upon completion of the student's initial evaluation or reevaluation, the evaluation team will consider the findings and determine whether the student meets or continues to meet eligibility criteria found in Section 7 of this chapter. The evaluation team will draw upon information from a variety of sources, such as norm-referenced, standardized tests, parent/adult student input, teacher input, physical condition, social or cultural background, adaptive behavior, and functional assessments to interpret evaluation data and determine eligibility.

2. Special Rule for Eligibility Determination

A student cannot be identified as a student with a disability if the primary reason for such a decision is:

a. lack of appropriate instruction in reading, including the essential components of reading instruction as defined by the Elementary and Secondary Education Act—phonemic awareness, phonics, vocabulary development, reading fluency, including oral reading skills and reading comprehension strategies;

b. lack of appropriate instruction in math; or

c. Limited English Proficiency.

3. Related Services

Related services means transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education. An IEP team may determine that a student found eligible for special education has a need for a related service. However, if a student with a disability needs only a related service and not special education, then the student is not eligible for the related service, unless it is considered to be special education under State standards, as in the case of speech therapy and language therapy.

E. The Eligibility Report

The evaluation team shall prepare an Eligibility Report and provide a copy of the report to the parent/adult student.

The Eligibility Report shall include:

1. names and positions of all evaluation team members;

2. information regarding the student's need for specially designed instruction (special education and related services);

3. confirmation and supporting data that the disability is not primarily due to lack of appropriate instruction in reading, including the essential components of reading — phonemic awareness, phonics, vocabulary development, reading fluency, including oral reading skills and reading comprehension strategies or math;

4. information about how the student's disability adversely affects his or her educational performance;

5. all data on the student as required in the State Eligibility Criteria for the area of suspected disability;

6. confirmation and supporting data that the student's learning difficulties are not primarily due to Limited English Proficiency;

7. the date of the eligibility determination;

8. the name and position of all those administering assessments; and

9. in the case of Specific Learning Disability eligibility determination, certification in writing that the report reflects each member's conclusions (agreement), and in the case of team member disagreement with the conclusions, a written statement shall be attached to the eligibility report presenting the dissenting team member's conclusions.

Section 6. Reevaluation and Continuing Eligibility

A. Reevaluation Requirements

The district shall ensure that an individual reevaluation of each student with a disability is conducted in accordance with all the required evaluation procedures outlined in this chapter.

A reevaluation:

1. shall occur at least once every three (3) years unless the parent/adult student and the district agree in writing that a three (3) year reevaluation is not necessary. However, an updated Eligibility Report, documenting all eligibility criteria, shall be completed by the reevaluation due date to establish and document continuing eligibility;

2. a reevaluation is not required more than once per year unless the parent/adult student and the district agree otherwise. If the parent makes a request within the year and the district does not agree, the district shall send written notice of refusal.

The district shall ensure a reevaluation is conducted more frequently than every three (3) years if:

1. it is determined that the education or related service needs, including academic achievement and functional performance, of the student warrants a reevaluation; or

2. if the parent/adult student or the student's teacher requests a reevaluation.

B. Reevaluation Prior to Discontinuation

1. The district shall evaluate a student with a disability before the team determines that the student is no longer eligible for special education.

2. Reevaluation is not required in the following two circumstances:

    a. before the termination of a child's eligibility due to graduation, if the student meets comparable academic requirements that are equally as rigorous as those required of nondisabled students and receives a regular diploma;

    b. the student has reached the end of the semester in which he or she turns twenty-one (21) years of age.

Note: Although a reevaluation is not required in these two cases, the district shall provide the student with a summary of his or her academic achievement and functional performance, including recommendations on how to assist the student in meeting his or her post school goals.

C. Informing the Parent/Adult Student

Approximately one month before the reevaluation is due, contact shall be made with the parent/adult student informing him or her that:

1. the reevaluation will be scheduled within the month, unless the district and parent/adult student agree it is unnecessary; and

2. input will be sought from the parent/adult student.

Note: The IDEA allows the process of reviewing existing data and determining what, if any, additional, assessments are required without a meeting.

D. Nature and Extent of Reevaluation

Before any reassessment of the student, the evaluation team will determine the nature and extent of the student's needs by reviewing existing data. See Section 5 of this chapter for more information regarding the determination of needed data.

1. No Additional Information Needed

    a. If the evaluation team decides that no additional assessments are needed to determine whether the student continues to be eligible for special education services, the district shall provide written notice to the parent/adult student of his or her right to request further assessment.

    b. If the parent/adult student requests an additional assessment to determine whether the student continues meet criteria for special education services under the IDEA, then the district shall conduct the assessment.

c. If the parent/adult student requests an additional assessment for reasons other than eligibility, such as admission to college, then the district shall consider the request and provide written notice of its decision.

2. Additional Assessments Needed

Based on recommendations from the evaluation team, the district will seek consent to administer the needed assessments and provide the parent/adult student with written notice regarding proposed assessments. If the parent/adult student fails to respond after the district has taken reasonable measures to obtain consent for assessments as part of a reevaluation, the district may proceed with the assessments. The district shall maintain documentation of its measures to seek consent. See section 3B of this chapter for a definition of reasonable measures.

If the parent/adult student denies consent to reassess, the student cannot be assessed. However, the district may request SDE mediation or a due process hearing. If the mediation results in consent to assess, or if a hearing officer's decision indicates the assessment is appropriate and there is no appeal, then the student may be assessed. All reevaluation procedures shall be provided at no cost to the parent/adult student.

E. Eligibility Report for Reevaluations

The evaluation team will consider evaluation findings and determine whether the student continues to meet criteria for special education services.

The evaluation team is required to prepare an Eligibility Report detailing how review of existing data demonstrates that the student continues to meet eligibility requirements even if no new assessments were conducted. The report shall address each required eligibility component and include results of previous assessments if they are being used to determine eligibility. Refer to Section 5 of this chapter for eligibility requirements.

Section 7. State Eligibility Criteria

The district will use the eligibility criteria and assessment procedures set forth by the SDE for placement in special education. This section contains a definition and the eligibility criteria for each specific disability that shall be used to determine whether an individual qualifies as a student with a disability in need of special education.

All disabilities except Specific Learning Disability (SLD) and Developmental Delay (DD) are applicable for students three (3) through twenty-one (21) years of age. For Specific Learning Disability, students must be legal kindergarten age through twenty-one (21) years. Only students ages three (3) through nine (9) can be identified in the Developmental Delay (DD) category. Use of the DD category is optional for the district. If the district elects to use the DD category, it

applies only to students from age three (3) up until their tenth (10th) birthday, in addition to the criteria outlined in this chapter.

A. Three-Prong Test of Eligibility

To demonstrate eligibility for special education services all three of the following criteria shall be met and documented. This is often called the three-prong test for eligibility.

The Eligibility Report shall document each of the following three criteria:

1. the student has a disability according to the established Idaho criteria;
2. the student's condition adversely affects educational performance; and
3. the student needs specially designed instruction.

Meets State Eligibility Requirements: The state eligibility requirements for specific disabilities are listed in this chapter.

Adverse Impact: A determination made by the evaluation team that the student's progress is impeded by the disability to the extent that the student's educational performance measures significantly and consistently below the level of similar age peers preventing the student from benefiting from general education. Educational performance refers the student's performance in academic achievement, developmental and or functional skills. The phrases "adverse impact" and "adverse effect" are used interchangeably in this Manual and have the same meaning.

Needs Specially Designed Instruction: Special education is specially designed instruction, provided at no cost to the parents, to meet the unique needs of a student with a disability. Specially designed instruction means adapted, as appropriate to meet the needs of an eligible student, the content, methodology, or delivery of instruction to address the unique needs of the student that result from the student's disability and to ensure access of the child to the general curriculum so that he or she can meet Idaho Content Standards or Idaho Core Standards that apply to all students.

B. Disability Categories

1. Autism Spectrum Disorder

Definition: An Autism Spectrum Disorder is a developmental disability, generally evident in the early developmental period, significantly affecting verbal or nonverbal

communication and social interaction, and adversely affecting educational performance.

a. Persistent deficits in social communication and social interaction across multiple contexts, currently or by history:

b. Symptoms must be present in the early developmental period, but may not become fully manifest until social demands exceed limited capacities, or may be masked by learned strategies in later life.

c. Other characteristics often associated with autism include, but are not limited to, engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and hyper- or hypo-reactivity to sensory input.

d. Characteristics vary from mild to severe as well as in the number of symptoms present and are not primarily the result of intellectual disability, developmental delay, or an emotional disturbance.

State Eligibility Criteria for Autism: An evaluation team will determine that a student is eligible for special education services as a student with autism when all of the following criteria are met:

a. An evaluation that meets the procedures outlined in Section 5 of this chapter has been conducted;

b. The student has a developmental disability, generally evident in the early developmental period that significantly affects social communication and social interaction;

c. The student must meet the disability definition (above) of an autism spectrum disorder as determined by an evaluation team to include a school psychologist and a speech-language pathologist (a team must consider a private evaluation or diagnosis provided by a parent from a psychiatrist, a physician or a licensed psychologist as meeting the definition of autism spectrum disorder);

d. The student's condition adversely affects educational performance;

e. The student needs specially designed instruction.

2. Intellectual Disability

Definition: Intellectual Disability is defined as significantly sub-average intellectual functioning that exists concurrently with deficits in adaptive behavior. These deficits

are manifested during the student's developmental period, and adversely affect the student's educational performance.

State Eligibility Criteria for Intellectual Disability: An evaluation team will determine that a student is eligible for special education services as a student with an intellectual disability when all of the following criteria are met:

a. An evaluation that meets the procedures outlined in Section 5 of this chapter has been conducted.

b. The student has a full-scale intelligence standard score (IQ) at or below 70, plus or minus the standard error of measurement (at the 95 percent confidence level) of the test being used, based on an assessment by a licensed psychologist or certified school psychologist using an individually administered intelligence test.

c. The student exhibits concurrent deficits in adaptive functioning unexpected for his or her age in at least two of the following areas: communication, self-care, home living, social/interpersonal skills, use of community resources, self-direction, functional academic skills, work, leisure, health, or safety.

d. The student's condition adversely affects educational performance.

e. The student needs specially designed instruction.

Caution is advised when assessing students with cultural and language issues to prevent inappropriate identification of these students as having an intellectual disability. When determining eligibility, tests measuring intellectual ability shall be used with care; that is, only those tests designed and normed for the population being tested may be used. Tests measuring intellectual ability that are translated into another language by the examiner or an interpreter yield invalid test results and shall not be used.

3. Deaf-Blindness

Definition: A student with deaf-blindness demonstrates both hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that the student cannot be appropriately educated with special education services designed solely for students with deafness or blindness.

State Eligibility Criteria for Deaf-Blindness: An evaluation team will determine that a student is eligible for special education services as a student with deaf-blindness when all of the following criteria are met:

a. An evaluation that meets the procedures outlined in Section 5 of this chapter has been conducted.

b. The student exhibits simultaneous hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that the student cannot be accommodated with special education services designed solely for students with deafness or blindness.

c. The student is diagnosed by an optometrist or ophthalmologist for vision loss and by an otologist, audiologist, or physician for hearing loss to make a final diagnosis as deaf-blindness.

d. The student's condition adversely affects educational performance.

e. The student needs specially designed instruction.

4. Deafness

Definition: Deafness is a type of hearing loss that adversely affects educational performance and is so severe that with or without amplification the student is limited in processing linguistic information through hearing.

State Eligibility Criteria for Deafness: An evaluation team will determine that a student is eligible for special education services as a student who is deaf when all of the following criteria are met:

a. An evaluation that meets the procedures outlined in Section 5 of this chapter has been conducted.

b. The student exhibits a severe hearing loss that hinders his or her ability to process linguistic information through hearing, with or without amplification.

c. The student has been diagnosed by an audiologist as deaf.

d. The student's condition adversely affects educational performance.

e. The student needs specially designed instruction.

5. Developmental Delay

Definition: The term developmental delay may be used only for students ages three (3) until their tenth (10th) birthday who are experiencing developmental delays as measured by appropriate diagnostic instruments and procedures in one or more of the following areas:

a. cognitive development – includes skills involving perceptual discrimination, memory, reasoning, academic skills, and conceptual development;

b. physical development – includes skills involving coordination of both the large and small muscles of the body (i.e., gross, fine, and perceptual motor skills);

c. communication development – includes skills involving expressive and receptive communication abilities, both verbal and nonverbal;

d. social or emotional development – includes skills involving meaningful social interactions with adults and other children including self-expression and coping skills; or

e. adaptive development – includes daily living skills (e.g., eating, dressing, and toileting) as well as skills involving attention and personal responsibility.

The category of developmental delay should not be used when the student clearly meets the eligibility criteria for another specific disability category.

A student cannot qualify for special education services under developmental delay beyond his or her tenth (10th) birthday unless he or she has been determined to be eligible as having a disability other than developmental delay.

State Eligibility Criteria for Developmental Delay: An evaluation team may determine that a student is eligible for special education services as a student with a developmental delay when all of the following criteria are met:

a. An evaluation that meets the procedures outlined in Section 5 of this chapter has been conducted.

b. The student is at least three (3) years of age but less than ten (10) years of age.

c. The student has developmental and/or learning problems that are not primarily the result of limited English proficiency, cultural difference, environmental disadvantage, or economic disadvantage.

d. The student meets either of the following two criteria, in one or more of the broad developmental areas listed below.

Criteria:

1) The student functions at least 2.0 standard deviations below the mean in one broad developmental area (30 percent delay in age equivalency, or functions at or below the 3rd percentile).

2) The student functions at least 1.5 standard deviations below the mean in two or more broad developmental areas (25 percent delay in age equivalency, or functions at or below the 7th percentile).

Broad Developmental Areas:

1) Cognitive skills (e.g., perceptual discrimination, memory, reasoning, pre-academic, and conceptual development);

2) Physical skills (i.e., fine, gross, and perceptual motor skills);

3) Communication skills (i.e., including verbal and nonverbal, and receptive and expressive);

4) Social or emotional skills; or

5) Adaptive skills, including self-help skills.

e. The student's condition adversely affects educational performance.

f. The student needs specially designed instruction.

6. Emotional Disturbance

Definition: A student with an emotional disturbance exhibits one or more of the following characteristics over a long period of time, and to a marked degree, that adversely affects his or her educational performance:

a. an inability to learn that is not primarily the result of intellectual disability; hearing, vision, or motor impairment, or other health impairment;

b. an inability to build or maintain satisfactory interpersonal relationships with peers and teachers;

c. inappropriate types of behavior or feelings under normal circumstances;

d. a general pervasive mood of unhappiness or depression;

e. a tendency to develop physical symptoms or fears associated with personal or school problems; or

f. Schizophrenia.

The term *does not* include students who are socially maladjusted unless it is determined they have an emotional disturbance.
State Eligibility Criteria for Emotional Disturbance: An evaluation team will determine that a student is eligible for special education services as a student with emotional disturbance when all of the following criteria are met:

a. An evaluation that meets the procedures outlined in Section 5 of this chapter has been conducted.

b. The student has been documented exhibiting characteristics consistent with the criteria (a-f in this section) by one or more of the following: school psychologist, licensed psychologist, psychiatrist, physician, or certified social worker.

c. The student has been observed exhibiting one or more of the six (6) behavioral or emotional characteristics listed in the definition of emotional – behavioral disability.

d. The characteristic(s) has been observed:

1) for a long period of time (at least 6 months); and

2) by more than one knowledgeable observer; and

3) in more than one setting; and

4) at a level of frequency, duration, and/or intensity that is significantly different from other students' behavior in the same or similar circumstances.

e. The student's condition adversely affects educational performance in the area of academics, peer and teacher interaction, participation in class activities, and/or classroom conduct.

f. The student needs specially designed instruction.

~~See Appendix 4A for additional information on determining eligibility for Emotional Disturbance.~~

7. Other Health Impairment (OHI)

Definition: A student classified as having Other Health Impairment exhibits limited strength, vitality, or alertness, including heightened alertness to environmental stimuli

that results in limited alertness with respect to the educational environment that is due to chronic or acute health problems. These health problems may include, but are not limited to, asthma, attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD), cancer, diabetes, epilepsy, Fetal Alcohol Syndrome, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, Tourette syndrome, and stroke to such a degree that it adversely affects the student's educational performance.

A student with ADD/ADHD may also be eligible under another category (generally specific learning disability or emotional disturbance) if he or she meets the criteria for that other category and needs special education and related services. All students with a diagnosis of ADD/ADHD are not necessarily eligible to receive special education under the IDEA, just as all students who have one of the other conditions listed under other health impairment are not necessarily eligible, unless it is determined to adversely affect educational performance and require specially designed instruction.

State Eligibility Criteria for Other Health Impairment: An evaluation team will determine that a student is eligible for special education services as a student with an Other Health Impairment when all of the following criteria are met:

a. An evaluation that meets the procedures outlined in Section 5 of this chapter has been conducted.

b. The student exhibits limited strength, vitality, or alertness, including heightened alertness to environmental stimuli that results in limited alertness with respect to the educational environment that is due to chronic or acute health problems.

c. The student has been diagnosed by a physician with a condition consistent with an Other Health Impairment described above. In the case of ADD/ADHD, an educational determination may be provided by a school psychologist. Diagnosis from a licensed psychologist or other diagnostician must be considered by the evaluation team.

d. The student's condition adversely affects educational performance.

e. The student needs specially designed instruction.

8. Hearing Impairment

Definition: The IDEA disability category of hearing impairment describes a permanent or fluctuating hearing loss that adversely affects a student's educational performance but is not included under the category of deafness.

State Eligibility Criteria for Hearing Impairment: An evaluation team will determine that a student is eligible for special education services as a student with a hearing impairment when all of the following criteria are met:

a. An evaluation that meets the procedures outlined in Section 5 of this chapter has been conducted.

b. The student does not qualify as deaf.

c. The student is diagnosed by an otologist, audiologist or physician as having a substantial hearing loss.

d. The student's condition adversely affects educational performance.

e. The student needs specially designed instruction.

9. Specific Learning Disability

Definition: Specific Learning Disability (SLD) means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.

Specific Learning Disability does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of intellectual disability, of emotional disturbance, or of environmental, cultural, or economic disadvantage.

Only a school age child may be identified as a student with a specific learning disability.

State Eligibility Criteria for Specific Learning Disability: In determining whether a child has an SLD, the child must meet at a minimum, the following criteria:

a. The student does not make sufficient progress in response to effective, evidence-based instruction and intervention for the child's age or to meet state-approved grade-level standards when provided with learning experiences and instruction appropriate for the child's age or State approved grade level standards in one or more of the following areas:

1) Oral expression;
2) Listening comprehension;
3) Written expression;
4) Basic reading skills;

5) Reading comprehension;
6) Reading fluency
7) Mathematics calculation; or
8) Mathematics problem solving.

AND

b. The student demonstrates low achievement in the area(s) of suspected disability listed above as evidenced by a norm-referenced, standardized achievement assessment. For culturally and linguistically diverse students, the preponderance of evidence must indicate low achievement.

AND

c. The student demonstrates a pattern of strengths and weaknesses in psychological processing skills that impact learning.

AND

d. The student's lack of achievement is ***not*** primarily the result of:
   1) A visual, hearing, or motor impairment;
   2) Intellectual disability
   3) Emotional disturbance
   4) Environmental, cultural or economic disadvantage
   5) Limited English Proficiency
   6) A lack of appropriate instruction in reading, including the essential components of reading;
   7) A lack of appropriate instruction in math.

AND

e. The disability adversely impacts the student's educational performance and the student requires specially designed instruction.

Evaluation Procedures:

In order to demonstrate the initial eligibility criteria under this category, the following procedures must be followed.

1) The evaluation for determining SLD eligibility and requirements for parent notification and involvement shall be conducted in accordance with the procedures detailed in Chapter 4, Section 3, of this Manual.

2) The evaluation must address the eligibility criteria as listed in the *SLD Eligibility Criteria* (see above). To meet these criteria, the following information is required:

   i. Evidence of insufficient progress in response to effective, evidence-based instruction and intervention indicates the student's performance level and rate of improvement are significantly below that of grade-level peers. This is documented/demonstrated with the following data:

      a) Data that helps establish that the core curriculum is effective for most students. The most recent whole grade performance data to verify appropriate instruction in the area(s) of concern may include results from the standards-based assessment system. If the referred student belongs to a population of students whose performance is regularly disaggregated, whole grade data for the disaggregated group should also be reviewed and considered.

      b) Information documenting that prior to, or as part of, the referral process, the student was provided appropriate instruction in general education settings. Appropriate instruction includes consideration of both child specific information and whole grade performance data. Child specific data regarding appropriate instruction may include: (1) verification that core (universal) instruction was provided regularly; (2) data indicating that the student attended school regularly to receive instruction; (3) verification that core instruction was delivered according to its design and methodology by qualified personnel; and (4) verification that differentiated instruction in the core curriculum was provided.

      c) Data-based documentation of student progress during instruction and intervention using standardized, norm-referenced progress monitoring measures in the area of disability.

      d) A record of an observation of the student's academic performance and behavior in the child's learning environment (including the general classroom setting) has been conducted by an evaluation team member other than the student's general education teacher. The purpose of the observation is to document how the

areas of concern impact the student's performance in the classroom. The observation should also document the name and title of the observer and the site, date, and duration of the observation. The team must decide to:

1. Use information from an observation in routine classroom instruction and monitoring of the child's performance that was conducted before the child was referred for an evaluation; or

2. Have at least one member of the team conduct an observation of the child's academic performance in the educational environment after the child has been referred for an evaluation, and parental consent has been obtained.

AND

ii. Evidence of low achievement in one or more of the suspected area(s). These include:

a) Oral expression;
b) Listening comprehension;
c) Written expression;
d) Basic reading skills;
e) Reading comprehension;
f) Reading fluency
g) Mathematics calculation; or
h) Mathematics problem solving

This evidence must indicate performance that is significantly below the mean on a cluster, composite, or two (2) or more subtest scores of a norm-referenced, standardized, achievement assessment in the specific academic area(s) of suspected disability. There are cases when the use of norm-referenced assessment is not appropriate, for example, students who are culturally and linguistically diverse. Refer to guidance documents regarding procedures on evaluating students who are culturally and linguistically diverse and the use of preponderance of evidence.

AND

iii. Evidence of a pattern of strengths and weaknesses in psychological processing skills that impact learning.

An assessment of psychological processing skills is linked to the failure to achieve adequately in the academic area(s) of suspected disability and must rely on standardized assessments. These assessments must be conducted by a professional who is qualified to administer and interpret the assessment results. The student's performance on a psychological processing assessment demonstrates a pattern of strengths and weaknesses that help explain why and how the student's learning difficulties occur. Such tests may include measures of memory, phonological skills, processing speed as well as other measures which explicitly test psychological processing.

AND

iv. The following criteria must be considered when evaluating the student's low achievement. The team must determine that the student's learning difficulty is ***not*** primarily the result of:

a) a visual, hearing, or motor impairment

b) an intellectual disability

c) an emotional disturbance
d) environmental or economic disadvantage

e) cultural factors

f) Limited English Proficiency (LEP)

10. Multiple Disabilities

Definition: Multiple disabilities are two or more co-existing severe impairments, one of which usually includes an intellectual disability, such as intellectual disability/blindness, intellectual disability/orthopedic, etc. Students with multiple disabilities exhibit impairments that are likely to be life long, significantly interfere with independent functioning, and may necessitate environmental modifications to enable the student to participate in school and society. The term does not include deaf-blindness.

State Eligibility Criteria for Multiple Disabilities: An evaluation team will determine that a student is eligible for special education services as a student with multiple disabilities when all of the following criteria are met:

a. An evaluation that meets the procedures outlined in Section 5 of this chapter has been conducted.

b. The student meets eligibility criteria for severe concomitant impairments, the combination of which causes such significant educational problems that the student cannot be accommodated by special education services designed solely for one of the disabilities.

c. The student meets State Eligibility Criteria as outlined for each disability category.

d. The student's condition adversely affects educational performance.

e. The student needs specially designed.

11. Orthopedic Impairment

Definition: Orthopedic impairment means a severe physical limitation that adversely affects a student's educational performance. The term includes impairments caused by congenital anomaly (clubfoot, or absence of an appendage), an impairment caused by disease (poliomyelitis, bone tuberculosis, etc.), or an impairment from other causes (cerebral palsy, amputations, and fractures or burns that cause contracture).

State Eligibility Criteria for Orthopedic Impairment: An evaluation team will determine that a student is eligible for special education services as a student with an orthopedic impairment when all of the following criteria are met:

a. An evaluation that meets the procedures outlined in Section 5 of this chapter has been conducted.

b. The student exhibits a severe orthopedic impairment. The term includes congenital anomalies, impairments caused by disease, and impairments from other causes that are so severe as to require special education services.

c. The student has documentation of the condition by a physician or other qualified professional.

d. The student's condition adversely affects educational performance.

e. The student needs specially designed instruction.

12. Speech or Language Impairment: Language

Definition: A language impairment exists when there is a disorder or delay in the development of comprehension and/or the uses of spoken or written language and/or

other symbol systems. The impairment may involve any one or a combination of the following:

a. the form of language (morphological and syntactic systems);

b. the content of language (semantic systems); and/or

c. the function of language in communication (pragmatic systems).

A language disorder does not exist when language differences are due to non-standard English or regional dialect or when the evaluator cannot rule out environmental, cultural, or economic disadvantage as primary factors causing the impairment.

State Eligibility Criteria for Language Impairment: An evaluation team will determine that a student is eligible for special education and related services as a student who has a language impairment when all of the following criteria are met:

a. An evaluation that meets the procedures outlined in Section 5 of this chapter has been conducted.

b. At least two procedures, at least one of which yields a standard score, are used to assess receptive language and/or expressive language.

c. The student has attained scores on a standardized measure that are 1.5 standard deviations or more below the mean, or at or below the 7th percentile, in either receptive or expressive language.

d. The student's disability adversely affects educational performance.

e. The student needs specially designed instruction. (Speech/language therapy can be specially designed instruction or a related service.)

Caution is advised when evaluating a student whose native language is other than English. The acquisition of the English language is not to be mistaken as a language impairment.

13. Speech or Language Impairment: Speech

The term speech impairment includes articulation/phonology disorders, voice disorders, or fluency disorders that adversely impact a child's educational performance. The following eligibility criteria and minimum assessment procedures have been established for all three types of speech impairments.

a. Articulation/Phonology Disorder

Definition: Articulation is the ability to speak distinctly and connectedly. Articulation disorders are incorrect productions of speech sounds including omissions, distortions, substitutions, and/or additions that may interfere with intelligibility. Phonology is the process used in our language that has common elements (sound patterns) that affect different sounds. Phonology disorders are errors involving phonemes, sound patterns, and the rules governing their combinations.

1) An articulation/phonology disorder exists when:

   i. the disorder is exhibited by omissions, distortions, substitutions, or additions;

   ii. the articulation interferes with communication and calls attention to itself; and

   iii. the disorder adversely affects educational or developmental performance.

2) An articulation/phonology disorder does not exist when:

   i. errors are temporary in nature or are due to temporary conditions such as dental changes;

   ii. differences are due to culture, bilingualism or dialect, or from being non-English speaking; or

   iii. there are delays in developing the ability to articulate only the most difficult blends of sound or consonants within the broad range for the student's age.

State Eligibility Criteria for Articulation/Phonology Disorder: An evaluation team will determine that a student is eligible for special education and related services as a student who has an articulation/phonology disorder (speech impairment) when all of the following criteria are met:

1) An evaluation that meets the procedures outlined in Section 5 of this chapter has been conducted.

2) At least two procedures are used to assess the student, one of which yields a standard score.

3) The student must have a score that is at least 1.5 standard deviations below the mean, or at or below the 7th percentile, on a standardized articulation/phonological assessment, or the speech impairment is

judged as moderate on the standardized measure for students ages three (3) through twenty-one (21) years.

4) The student's disability adversely affects educational performance.

5) The student needs specially designed instruction. (Speech/language therapy can be specially designed instruction or a related service.)

b. Fluency Disorder

Definition: A fluency disorder consists of stoppages in the flow of speech that is abnormally frequent and/or abnormally long. The stoppages usually take the form of repetitions of sounds, syllables, or single syllable words; prolongations of sounds; or blockages of airflow and/or voicing in speech.

1) A fluency disorder exists when an abnormal rate of speaking, speech, interruptions, repetitions, prolongations, blockages of airflow and/or voicing interferes with effective communication.

2) A fluency disorder does not exist when developmental dysfluencies are part of normal speech development and do not interfere with educational or developmental performance.

State Eligibility Criteria for Fluency Disorder: An evaluation team will determine that an individual is eligible for special education and related services as a student who has a fluency disorder (speech impairment) when all of the following criteria are met:

1) An evaluation that meets the procedures outlined in Section 5 of this chapter has been conducted.

2) The student has a fluency rating of moderate or severe on the Fluency Communication Rating Scale for student's age three (3) through twenty-one (21) years. See the documents section of this chapter for the Fluency Communication Rating Scale.

3) The student's disability adversely affects educational performance.

4) The student needs specially designed instruction. (Speech/language therapy can be a primary or a related service.)

c. Voice Disorder

Definition: Voice disorders are the absence or abnormal production of voice quality, pitch, intensity, or resonance. Voice disorders may be the result of a functional or an organic condition.

A student who has a suspected laryngeal-based voice disorder and has not been evaluated by an ear, nose, and throat (ENT) physician (otorhinolaryngologist/otolaryngologist) may not receive voice therapy services from a speech-language pathologist.

1) A voice disorder exists when the vocal characteristics of quality, pitch, intensity, or resonance:

    i. interfere with communication;

    ii. draw unfavorable attention to the speaker;

    iii. adversely affect the speaker or listener; or

    iv. are inappropriate to the age and gender of the speaker.

2) A voice disorder does not exist when the vocal characteristics of quality, pitch, intensity, or resonance:

    i. are the result of temporary physical factors such as allergies, colds, or abnormal tonsils or adenoids;

    ii. are the result of regional dialectic or cultural differences or economic disadvantage; or

    iii. do not interfere with educational or developmental performance.

State Eligibility Criteria for Voice Disorder: An evaluation team will determine that a student is eligible for special education and related services as a student who has a voice disorder (speech impairment) when all of the following criteria are met:

1) An evaluation that meets the procedures outlined in Section 5 of this chapter has been conducted.

2) The student has a voice production rating of moderate or severe on the Voice Rating Scale for students aged three (3) through twenty-one (21) years. See the documents section of this chapter for the Voice Rating Scale.

3) An ear, nose, and throat (ENT) physician's (otorhinolaryngologist) statement documents that voice therapy is not contraindicated.

4) The student's disability adversely affects educational performance.

5) The student needs specially designed instruction. (Speech/language therapy can be a primary or a related service.)

See the documents section of this chapter for information on documenting adverse effects on educational performance for students with speech/language disorders.

NOTE: A student may receive speech or language services if he or she ~~under~~ is eligible for special education under another disability category and needs speech or language services as a related service in order to benefit from special education without meeting the eligibility criteria for speech and language impairment.

14. Traumatic Brain Injury (~~TMI~~ TBI)

Definition: Traumatic brain injury refers to an acquired injury to the brain caused by an external physical force resulting in a total or partial functional disability or psychosocial impairment, or both, that adversely affects educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas such as cognition, language, memory, attention, reasoning, abstract thinking, judgment, problem solving, sensory, perceptual and motor abilities, psychosocial behavior, physical functions, information processing, and speech. The term does not apply to congenital or degenerative brain injuries or to brain injuries induced by birth trauma.

State Eligibility Criteria for Traumatic Brain Injury: An evaluation team will determine that a student is eligible for special education services as a student who has a traumatic brain injury when all of the following criteria are met:

a. An evaluation that meets the procedures outlined in Section 5 of this chapter has been conducted.

b. The student has an acquired injury to the brain caused by an external physical force resulting in a total or partial functional disability or psychosocial impairment, or both.

c. The student has documentation of a traumatic brain injury.

d. The student's condition adversely affects educational performance.

e. The student needs specially designed instruction.

15. Visual Impairment Including Blindness

Definition: Visual impairment refers to an impairment in vision that, even with correction, adversely affects a student's educational performance. The term includes both partial sight and blindness. Partial sight refers to the ability to use vision as one channel of learning if educational materials are adapted. Blindness refers to the prohibition of vision as a channel of learning, regardless of the adaptation of materials.

State Eligibility Criteria for Visual Impairment: An evaluation team will determine that a student is eligible for special education services as a student with a visual impairment when all of the following criteria are met:

a. An evaluation that meets the procedures outlined in Section 5 of this chapter has been conducted.

b. The student has documentation of a visual impairment, not primarily perceptual in nature, resulting in measured acuity of 20/70 or poorer in the better eye with correction, or a visual field restriction of 20 degrees as determined by an optometrist or ophthalmologist.

c. The student's physical eye condition, even with correction, adversely affects educational performance.

d. The student needs specially designed instruction.

Documents

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FLUENCY COMMUNICATION RATING SCALE

Student: School: Date:

	Nondisabling Condition	Mild	Moderate	Severe
Frequency	Frequency of dysfluent behavior is within normal limits for student's age, gender, and speaking situation and/or less than 1 stuttered word per minute.	Transitory dysfluencies are observed in specific speaking situation(s) and/or 1-2 stuttered words per minute.	Frequent dysfluent behaviors are observed in specific speaking situations(s) and/or 4-10 stuttered words per minute.	Habitual dysfluent behaviors are observed in a majority of speaking situations and/or more than 10 stuttered words per minute.
Descriptive Assessment	Speech flow and time patterning are within normal limits. Developmental dysfluencies may be present.	Rate of speech interferes with intelligibility. Sound, syllable, and/or word repetitions or prolongations are present with no other secondary symptoms. Fluent speech periods predominate.	Rate of speech interferes with intelligibility. Sound, syllable, and/or prolongations are present. Secondary symptoms including blocking, avoidance, and physical concomitants may be observed.	Rate of speech interferes with intelligibility, sound, syllable, and/or word repetitions and/or prolongations are present. Secondary symptoms predominate. Avoidance and frustration behaviors are observed.
Comments:				

VOICE RATING SCALE

Student: School: Date:

	Nondisabling Condition	Mild Descriptive	Moderate Descriptive	Severe Wilson Voice Profile Scale
Pitch	Pitch is within normal limits.	There is a noticeable difference in pitch that may be intermittent.	There is a persistent, noticeable inappropriate raising or lowering of pitch for age and gender, or evidence of dysphonia.	+3 Pitch -3 Pitch -2 Pitch +2 Pitch
Intensity	Intensity is within normal limits.	There is a noticeable difference in intensity that may be intermittent.	There is a persistent, noticeable inappropriate increase or decrease in the intensity of speech, or the presence of aphonia.	-3 Intensity +2 Intensity -2 Intensity
Quality	Quality is within normal limits.	There is a noticeable difference in quality that may be intermittent.	There is a persistent, noticeable breathiness, glottal fry, harshness, hoarseness, tenseness, strident, or other abnormal vocal quality.	-2 Laryngeal +3 Laryngeal +2 Laryngeal - 3 Laryngeal
Resonance	Nasality is within normal limits.	There is a noticeable difference in nasality that may be intermittent.	There is a persistent noticeable cul-de-sac, hyper- or hypo-nasality, or mixed nasality.	-2 Resonance +3 Resonance +4 Resonance
Description of Current Physical Condition	No consistent laryngeal pathology; physical factors influencing	Laryngeal pathology may be present. Physical factors indicated in moderate	Probable presence of laryngeal pathology. Physical factors may include nodules, polyps, ulcers, edema,	Physical factors may include: - unilateral or bilateral

	quality, resonance, or pitch, if present at all, are temporary and may include allergies, colds, or abnormal tonsils and adenoids.	and/or severe levels may be present.	partial paralysis of vocal folds, palatal insufficiency, enlarged/insufficient tonsils and/or adenoids, neuromotor involvement, or hearing impairment.	paralysis of vocal folds - larynx-gectomy - psycho-somatic disorders - neuromotor involvement of larynx muscles, i.e., cerebral palsy
Comments:				

DOCUMENTATION OF ADVERSE EFFECTS ON EDUCATIONAL PERFORMANCE FOR STUDENTS WITH SPEECH/LANGUAGE DISORDERS (SLD)

Documentation of adverse effects on educational performance can be gathered from a thorough assessment of communication skills. The assessment shall include student, parent, and teacher input.

Information shall be recorded by the speech-language pathologist (SLP) on the *Eligibility Report* form.

An assessment of a student's ability to communicate, rather than isolated skill assessment, will provide information on how the impairment affects the student overall. The following errors and problems should be considered when determining how the student's ability to communicate may adversely affect educational performance:

1. Sound errors, voice quality, or fluency disorders inhibit the student from reading orally in class, speaking in front of the class, or being understood by teachers, peers, or family members.

2. Sound errors, voice quality, or fluency disorders embarrass the student. Peer relationships suffer as a result, or peers may make fun of the student.

3. Sound errors cause the student to make phonetic errors in spelling or have difficulty in phonics.

4. Grammatical errors create problems with a student's orientation in time.

5. Morphological errors inhibit the student from using or making complete sentences.

6. Semantic problems slow the student's ability to follow directions, give directions, make wants and needs known, make oneself understood, relate information to others, or fully participate in daily living.

Chapter 5
INDIVIDUALIZED EDUCATION PROGRAMS

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Chapter 5
Individualized Education Programs

If a student is eligible for special education services, they have met the requirements of eligibility under the IDEA. Eligibility requires a student to meet the following three prongs: 1) the student has a disability that meets the criteria; 2) the disability adversely affects the student's educational performance; and 3) the student requires specially designed instruction.

Special education means specially designed instruction, at no cost to the parents, to meet the unique needs of a student with a disability including instruction conducted in the classroom, the home, hospitals, institutions, and other settings. The definition of special education also includes the following: instruction in physical education, speech/language pathology, travel training, and vocational education.

Specially designed instruction means adapting, as appropriate to the needs of an eligible student, the content, methodology, or delivery of instruction to (1) address the unique needs of the student that result from his or her disability and (2) to ensure access to the general curriculum so that the student can meet the Idaho Content Standards and Idaho Core Standards that apply to all students.

The Individualized Education Program (IEP) is a written document that is developed for each eligible student with a disability and documents the specially designed instruction and related services. The IEP is the product of team collaboration among a parent/adult student, district personnel, and other IEP team members who, through full and equal participation, identify the unique needs of a student with a disability and plan the special education services to meet those needs.

In developing each student's IEP, the IEP team shall consider: 1) the strengths of the student; 2) the concerns of the parents for enhancing the education of their child; 3) the results of the initial or most recent evaluation of the student; and 4) the academic achievement, developmental, and functional needs of the student.

Section 1. IEP Initiation

A. Purpose of Meeting

The primary purpose of an IEP team meeting is to design an IEP that shall meet the unique needs of a student with a disability. The IEP team determines the special education and related services reasonably calculated to enable the student to receive educational benefits in the least restrictive environment. The parent/adult student shall be invited to the meeting and participate meaningfully. (Note: transition age students shall be invited to the IEP meeting). The IEP team members should come prepared to discuss specific information about the student's individual needs and the type of services to be provided to address those needs.

The meeting format should invite open discussion that allows participants to identify and consider all the relevant needs of the student related to his or her disability and what is necessary to provide access to, participate in, and make progress in the general education curriculum. Placement decisions shall be considered *after* the special education services are determined and shall not be the determining factor in developing the IEP content.

Informal or unscheduled conversations involving district personnel on various issues (e.g., teaching methodology, lesson plans, or coordination of service provisions) are not considered a meeting as long as no decisions are made regarding issues addressed on the student's IEP. A meeting does not include preparatory activities in which district personnel engage to develop a proposal or a response to a parent/adult student proposal that will be discussed at a later meeting.

B. Team Decision Making

The IEP meeting serves as a communication vehicle between IEP team members enabling them, as equal participants, to make joint, informed decisions regarding the student's special education services. All members of the IEP team are expected to work toward consensus regarding IEP decisions to ensure that the student receives a free appropriate public education (FAPE). Consensus means consent of all IEP team members to support the decision of the team, which requires that all members of the team have had an opportunity for meaningful participation.

If there is a lack of consensus between the parent/adult student, district personnel, and other IEP team members regarding an IEP decision, then school personnel on the IEP team should seek consensus within the school team and make the decision providing written notice to the parent/adult student. If there is a lack of consensus among school personnel, then the district representative on the IEP team shall make the decision and provide written notice to the parent/adult student. The parent/adult student should be made aware of the procedures in Section 2J of this chapter, "Parent/Adult Student Objection to the IEP" and their procedural safeguards, including due process rights.

C. When IEP Meetings Are Held

An IEP meeting shall be held for one or more of the following reasons:

1. to develop an IEP within thirty (30) calendar days of determination that the student needs special education and related services;

2. to review the IEP periodically, but no longer than one year (365 days) from the date of development of the current IEP, with the IEP in effect at the beginning of each school year;

3. when another agency fails to deliver transition or other services outlined in the IEP;

4. to consider revisions to the IEP if there is any lack of expected progress toward annual goals and in the general education curriculum, where appropriate;

5. at a reasonable request (as determined by the district) of any member of the IEP team (Note: Written notice shall be provided the parent/adult student who requests an IEP meeting when a district refuses to hold one);

6. to review behavioral intervention strategies and/or develop a behavioral plan as part of the IEP;

7. to address the IDEA discipline requirements (see Chapter 12); or

8. to review the results of any reevaluation or independent educational evaluation (IEE).

NOTE: Under the IDEA, an IEP team meeting may not be required to amend the IEP (see IEP Amendments).

D. IEP Team Members and Roles

The IEP team is a group of individuals responsible for developing, reviewing, or revising an IEP for a student with a disability.

Role	Description
Parent of the student *or* Adult Student if rights have transferred	The term "parent" refers to a biological or adoptive parent, foster parent, a judicially decreed guardian (does not include State agency personnel if the student is a ward of the state), a person acting in place of a parent, or a surrogate parent who has been appointed by the district. The term "acting in place of a biological or adoptive parent" includes persons such as a grandparent, stepparent, or other relative with whom the student lives as well as persons who are legally responsible for a student's welfare. A foster parent may act as a parent if the natural parent's authority to make educational decisions on behalf of his or her child has been terminated by law. A foster parent shall be an individual who is willing to make educational decisions required of a parent, and has no interest that would conflict with the interests of the student. If more than the biological or adoptive parents meet the definition of parent, the biological or adoptive parents serve as the parents in the IEP process, unless a judicial decree or order identifies a specific person or persons to make educational decisions for the student. An "adult student" is a student with a disability who is eighteen (18) years of age or older to whom special education rights have transferred under the IDEA and Idaho Code. (See Chapter 11, Section 2C, for more information.) In this case, the parent may attend the IEP meeting as an individual who has knowledge or special expertise regarding the student at the invitation of the adult

Role	Description
	student or the district.
District Representative	The district representative or designee shall be qualified to provide or supervise the provision of special education to meet the unique needs of students with disabilities. The representative shall be knowledgeable about the general education curriculum and about the availability of resources in the district. They shall have the authority to allocate resources and to ensure that the IEP will be implemented. Examples of the district representative include the building principal, the special education director, the district superintendent and others who meet the criteria described above. The district representative may be another member of the IEP team if all the criteria above are met.
Special Education Teacher/Provider—not less than one	This individual generally will be the student's special education teacher or service provider who is responsible for implementing the student's IEP. For example, in the case of a student receiving services from a speech-language pathologist, but not a special education teacher, it is more appropriate for the speech-language pathologist to fill this role on the IEP team.
General Education Teacher—not less than one	A general education teacher of the student is required to participate in developing the IEP if a student is, or may be, participating in the general education environment. Regardless, a representative that is knowledgeable of the general education curriculum at the student's grade level shall be present. For preschool-age students, the general education teacher may be the kindergarten teacher or an appropriate designee. Designees at the preschool level may include a care provider, Head Start teacher, or community preschool teacher if that person meets State and/or national licensing standards.
Individual who can interpret evaluation results and implications	This person may be someone who participated in the evaluation of the student. He or she shall be able to explain the results, the instructional implications, and the recommendations of the evaluation.
Student	Whenever appropriate, the IEP team includes the student with a disability. A student shall be invited by the district to attend any IEP meeting at which post-secondary goals and transition services needed to assist the student in reaching those goals will be discussed. If the student does not attend the IEP team meeting, the district shall take other steps to ensure that the student's preferences and interests are considered.

Role	Description
Representative of a Private School (if applicable)	If a student is enrolled in or referred to a private school, the district shall ensure that a representative of the private school is invited to the IEP meeting. If a representative cannot attend, the district shall use other methods to ensure participation by the private school, including individual or conference telephone calls.
Representative of Transition Agency(s) (Parent/Adult student consent shall be obtained prior to inviting the Transition Agency Representative to participate in the IEP team meeting).	If transition services are being discussed, a representative of any participating agency that is likely to be responsible for providing or paying for transition services shall be invited (with the prior consent of a parent/adult student). If a representative does not attend, steps should be taken to obtain participation from the agency in transition planning.
Part C Coordinator or Representative	A Part C coordinator or other representative may be invited by the district to the IEP meeting. Parents shall be informed of their right to request an invitation of an Infant Toddler Program representative(s) to the initial IEP meeting.
Other	At the discretion of the parent/adult student or the district, other individuals who have knowledge or special expertise regarding the student, including related service personnel, may be included as IEP team members. The determination of having knowledge and special expertise regarding the student shall be made by the parent/adult student or district person who invited the individual to be a member of the IEP team.

NOTE: The general education teacher, special education teacher, district representative, or individual who can interpret implications of evaluation results may be excused from an IEP meeting, in whole or in part, if the parent/adult student and district agree in writing. If the meeting deals with the excused member's areas of the curriculum and/or services, he or she shall provide written input to the IEP team prior to the meeting. Written input shall include substantive data (e.g., based on assessment, providing meaningful guidance to the team, regarding the purpose of the meeting, reflecting on general education curriculum). If a district representative is excused, a staff member in attendance shall have the authority to bind the district to the decisions of the team.

E. The General Educator's Role in IEP Development

If a student is or may be participating in the general education curriculum or environment, not less than one of the student's general education teachers shall participate to the extent appropriate in developing the IEP. The general education teacher's role in the development, review, and revision of the IEP includes:

1. discussion of the student's involvement and progress in the general education curriculum, if known;

2. determination of appropriate positive behavioral interventions and other strategies for the student; and

3. determination of supplementary aids and services, program accommodations/adaptations, and supports for school personnel.

F. Invitation to IEP Team Meetings

To the extent possible, the district should encourage the consolidation of all IEP team meetings, including meetings that may involve eligibility, reevaluation and IEP development.

The district shall meet the following requirements.

1. Schedule the meeting at a place and time mutually agreed on by the parent/adult student and the district.

2. Invite the parent/adult student, and if applicable the secondary transition age student, to the meeting early enough to ensure that he or she can attend. The district shall keep a record of this invitation. The invitation shall include the following:

    a. the purpose(s), time, and location of the meeting;

    b. who will attend the meeting by role;

    c. information regarding the parent's/adult student's right to bring other people to the meeting and invite a Part C representative if appropriate; and

    d. notification that post-secondary goals and transition services will be discussed, as applicable.

    The invitation should clarify the parent's/adult student's (or secondary transition age student's) role on the team and request that he or she come prepared to discuss the unique needs and characteristics of the student, the types of services needed, and the goals that would indicate the success of the services.

3. Invite the student, if appropriate or required, to attend and participate in his or her IEP team meeting. If the student is a minor, the parent shall make the decision regarding the student's attendance. If a purpose of the meeting is to consider transition, and the student does not attend, the district shall take other steps to ensure that the student's preferences and interests are considered.

4. The invitation may be either written or oral. In either case, the district shall document that all the required components noted in item 2 above were included in the

invitation. In addition, the parent/adult student shall be given a physical copy of the *Procedural Safeguards Notice* once annually, preferably at the annual review, unless the parent requests additional copies.

5. When one of the purposes of the IEP team meeting is to consider transition services, the invitation shall:

    a. indicate this purpose;

    b. invite the student; and

    c. identify any other agency that will be invited, with parent's/adult student's consent, to send a representative.

6. The district shall take appropriate action to ensure that a parent/adult student understands the proceedings at an IEP team meeting, including arranging for an interpreter for a parent/adult student who has hearing loss or whose native language is other than English.

7. The IEP team may meet without the parent/adult student if he or she cannot attend the meeting or cannot be convinced to attend the meeting. However, the district shall document its attempts to arrange a mutually agreed upon time and place for the meeting. Documentation could include records of telephone calls or conversations, copies of correspondence sent to the parent/adult student and any responses received, and detailed records of any visits made to the parent/adult student. If a meeting is held without the parent/adult student, the district shall offer and document alternative methods, such as conference calls, to gain his or her participation in the development of the IEP.

    Alternatives to physical meetings such as video and telephone conferencing may take the place of physical IEP meetings if the parent/adult student and district agree.

Section 2. IEP Development

Nothing requires additional information be included in a student's IEP beyond what is explicitly required by IDEA or requires the IEP team to include information under one component of a student's IEP that is already contained under another component of the student's IEP.

NOTE: IEP team meeting minutes are not part of the official IEP document.

A. General Demographic Components for All IEPs

All IEPs shall include the date of the IEP meeting and the following general demographic components: the student's name as it appears in school records, native language, birth date, and

identification number (for State reporting or Medicaid purposes only), names of parents, address, phone number, school, and grade.

B. Documentation of Participants

The district shall ensure the attendance and participation of the IEP team members at the IEP meeting. Documentation of attendance can be accomplished by listing team member roles on the IEP and checking their attendance status. Prior to the beginning of the meeting, an excusal form, with the parent/adult student's signature of approval, shall be attached identifying any required district members not present at the IEP team meeting.

The attendance list is not a reflection of agreement or disagreement with the IEP; it is only an indication of attendance. As with any team member, the parent's/adult student's inclusion on the list does not indicate agreement or disagreement with the IEP contents. If the parent/adult student disagrees with all or part of the IEP, the district should remind the parent/adult student that he or she may file a written objection. Any participant at the IEP team meeting may file a minority report if he or she disagrees with a program decision. A minority report shall not prevent the implementation of an IEP team decision.

NOTE: See Section 2J of this chapter for additional information on parent/adult student objections.

C. Present Levels of Academic Achievement and Functional Performance, Goals, and Benchmarks/Objectives

The IEP identifies present levels of academic achievement and functional performance and measurable goals that enable the IEP team to track the effectiveness of services and to report progress toward goals.

1. Statements of present levels of academic achievement and functional performance in an area of need include:

    a. How a school-age student's disability affects his or her involvement and progress in the general education curriculum (i.e., the same curriculum used by students without disabilities).

    b. For preschool students, present levels of academic achievement and functional performance should describe how the disability affects the student's participation in appropriate activities.

2. Although the content of present levels of academic and functional performance statements are different for each student individual present level of academic and functional performance statements will meet the following requirements:

    a. the statement shall be written in objective, measurable terms and easy-to-understand non-technical language;

b. the other components of the IEP, including special education services, annual goals, and, if applicable, benchmarks/objectives for students who participate in Alternate Assessments based on Alternate Achievement Standards shall show a direct relationship with the content of present levels of academic and functional performance;

c. the statement shall provide baseline data for goal development;

d. the statement shall reference general education Idaho Content Standards or Idaho Core Standards or Idaho Employability Skills for Career Ready Practice or Idaho Early Learning Guidelines (eGuidelines), as applicable;

e. a statement of the student's strengths and needs; and

f. a statement how a student's disability affects his or her involvement and progress in the general education curriculum (i.e., the same curriculum used by students without disabilities).

3. Annual goals shall reflect the needs described in the present levels of academic and functional performance statements. Measurable academic achievement, developmental, and functional annual goals are designed to meet the student's needs that result from the student's disability, to enable the student to be involved in and make progress in the general education curriculum, and to meet each of the student's other educational needs that result from the student's disability.

   a. A goal is a written, measurable statement, developed from the baseline data, describing what a student is reasonably expected to accomplish within the time period covered by the IEP, generally one year.

   b. Goals are written to enable the student to be involved in and make progress in the general education curriculum and to meet other educational needs that result from the disability.

   c. A goal shall include the behavior, the performance criteria, and the evaluation procedure.

4. For students taking Alternate Assessments based on Alternate Achievement Standards a description of benchmarks or short-term objectives. The district has the discretion which benchmarks/objectives as described in this paragraph for all students eligible for IEP services to use.

D. Progress Toward Goals

The IEP shall include a statement describing:

1. How the student's progress toward IEP goals will be measured and the progress monitoring schedule;

2. How and when the parent/adult student will be informed of the student's progress toward the annual goals, including the extent to which progress is sufficient to enable the student to achieve the goals by the end of the IEP time period.

Periodic written progress statements related to progress toward annual goals will be reported, at minimum, concurrent with the issuance of report cards.

E. Statements of Special Education and Related Services

Each student's IEP shall describe the specific special education and related services, based on peer-reviewed research to the extent practicable, which will be provided to or on behalf of the student. Special education includes specially designed instruction to meet the unique needs of the student.

The term "related services" refers to transportation and such developmental, corrective, and other supportive services required to assist a student with a disability to benefit from special education as described in the IEP. These services include, but are not limited to:

- audiology
- speech therapy
- language therapy
- psychological services
- physical therapy
- occupational therapy
- therapeutic recreation
- early identification and assessment of students' disabilities
- rehabilitation counseling services
- orientation and mobility services
- medical services for diagnostic or evaluative purposes
- school nurse services
- social work services in school
- supports for school staff
- parent counseling and training. Parent counseling and training includes helping a parent (a) understand child development and the special needs of his or her child and (b) acquire skills to support the implementation of his or her child's IEP.
- interpreter services

NOTE: The Idaho Educational Interpreter Act (Title 33, Chapter 13) was implemented on July 1, 2009, this statute establishes standards for all educational interpreters in Idaho. The complete statute can be found at: *http://www3.state.id.us/idstat/TOC/33013KTOC.html*

The above list of related services is not exhaustive and may include other developmental, corrective, or supportive services, transition services or assistive technology. Although services

may be of benefit to a student with a disability, all of the services listed above may not be required for each individual student. Related services are the responsibility of the district only if the IEP team determines they are required to assist the student to benefit from special education. Further, the student is not entitled to related services if (a) he or she is not eligible for special education or (b) the parent/adult student does not consent to initial provision of special education services.

EXCEPTION: "Related Services" does not include a medical device that is surgically implanted or the replacement of such device, the optimization of that device's functioning (e.g., mapping), maintenance of that device, or the replacement of that device. The district is responsible to appropriately monitor and check devices to make sure the devices are functioning properly. This responsibility applies to devices that are needed to maintain the health and safety of the child, including breathing, nutrition, or operation of other bodily functions, while the child is transported to and from school or is at school.

THIRD PARTY PAYERS: Consent from the parents/adult student is required when the district bills Medicaid or the parent's insurance for services provided. See Chapter 11 for details.

F. Supplementary Aids, Services, and Other IEP Considerations

Supplementary aids and services may include general education curriculum accommodations and/or adaptations, support for school staff, positive behavioral intervention plans, extended school year services, transportation, transition services, assistive technology services, and travel training services deemed appropriate by the IEP team shall be provided whether or not the district currently has these services in place.

The description of services in the IEP shall:

1. Identify the program accommodations and supplementary aids to be provided to the student in the areas of need.

2. List the specific services that will meet the unique needs of the student, allowing him or her to advance appropriately toward attaining the annual goals, and:

    a. be involved in and make progress in the general education curriculum;

    b. participate in extracurricular and other nonacademic activities; and

    c. be educated and participate with other students with disabilities and with students without disabilities to the maximum extent appropriate.

    NOTE: The public agency shall ensure that each student with a disability has the supplementary aids and services determined by the student's IEP team to be appropriate and necessary for the student to participate in nonacademic settings.

3. State the projected starting date and expected duration of the services, and accommodations/adaptations.

4. List the anticipated time per session and frequency of sessions per week or month. The amount of service may not be stated as a range**.**

5. State the location where services and accommodations/adaptations will be provided (such as a general education classroom, resource room, etc.) Note: Location does not mean specific site.

Based on the unique needs of each student, the IEP team should consider any of the following services that may be appropriate for the student and should document such services on the IEP accordingly:

1. Supplementary Aids and Services

   "Supplementary aids and services" means aids, services, and other supports that are provided in general education classes or other education-related settings and in extracurricular and nonacademic settings to enable students with disabilities to be educated with students without disabilities to the maximum extent appropriate in accordance with LRE requirements.

   The determination of which supplementary aids and services are appropriate for a particular student shall be made on an individual basis. Supplementary aids and services may include the following: assistance of an itinerant special education teacher, related service provider, or paraprofessional; support or training for the general educator; use of resource services; provision of note takers; supports for extracurricular or other nonacademic activities; and supports for participation in statewide or district wide achievement testing.

2. Accommodations and Adaptations

   NOTE: "Modifications" include accommodations and adaptations. Idaho uses the terms accommodations and adaptations to describe two separate instructional and assessment practices.

   Accommodations and adaptations include any changes that allow students with disabilities the same opportunity as students without disabilities to participate in and benefit from the educational program, activities, and services of the district.

   Accommodations are intended to make educational opportunities more accessible. This may involve the setting, communication modality, equipment, and/or supplemental aids and services. Examples include Braille editions, large print, pencil grips, tape recorders, note takers, and computers with spell check.

Accommodations are changes in the curriculum, instruction, or testing format or procedures that enable students with disabilities to participate in a way that allows them to demonstrate their abilities rather than disabilities. Accommodations are generally considered to include assistive technology as well as changes in presentation, response, timing, scheduling, and settings that do not fundamentally alter the requirements. Accommodations do not invalidate assessment results and do not fundamentally alter the requirements or course expectations.

Adaptations are changes in educational expectations for the student with a disability compared to peers without disabilities. These adaptations include actual changes in the general education curriculum and instruction or the use of an alternative or supplemental curriculum. Adaptations include strategies such as reading aloud the reading portion of a test, using spell/grammar check for language arts assessments, and substituting out-of-level testing. Adaptations fundamentally alter requirements and invalidate assessment results and provide non-comparable results. Examples include fewer concepts to be mastered, different test questions, and material at a different reading level.

Whenever the IEP team determines that accommodations and/or adaptations are needed to ensure academic progress, these shall be indicated in the IEP. Any accommodations and/or adaptations required in physical education, vocational education, and statewide or district wide assessments shall be included in the IEP.

3. Assistive Technology Devices and/or Services

The district shall ensure that assistive technology devices and/or services are made available to a student, if required, as special education, related services, or supplementary aids and services. The following points are definitions and clarifications of terms:

a. "Assistive technology device" means any item, piece of equipment, or product system, whether acquired commercially, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a student with a disability. The term does not include a device that is surgically implanted or the replacement of such device.

   The district shall permit the student to use school-purchased assistive technology devices at home and in other settings if the IEP team determines that the student needs access to these devices in non-school settings to receive FAPE. An example of this would be to complete homework. The district may hold a parent/adult student liable for the replacement or repair of an assistive technology device that is purchased or otherwise procured by the district if it is lost, stolen, or damaged because of negligence or misuse at home or in another setting outside of school time.

Assistive technology devices should be designed using "universal design" principles. The term "universal design" means a concept or philosophy for designing and delivering products and services that are usable by people with the widest possible range of functional capabilities. This includes products and services that are directly accessible (without requiring assistive technologies) and products and services that are interoperable with assistive technologies.

b. "Assistive technology service" means any service that directly assists a student with a disability in the selection, acquisition, or use of an assistive technology device. The term includes the following:

1) an evaluation of the student's assistive technology needs, including a functional assessment in the student's customary environment;

2) purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices;

3) selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing assistive technology devices;

4) coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs;

5) training or technical assistance for a student with a disability or, if appropriate, that student's family; and

6) training or technical assistance for professionals, including individuals providing education or rehabilitation services, employers, or other individuals who provide services or are otherwise substantially involved in the major life functions of a student with a disability.

c. The district shall ensure that the hearing aids worn by deaf or hard-of-hearing students in school are functioning properly.

d. The district is responsible to appropriately monitor and check surgically implanted devices to make sure the devices are functioning properly, if the team has determined that those services are necessary. This responsibility applies to devices that are needed to maintain the health and safety of the child, including breathing, nutrition, or operation of other bodily functions, while the child is transported to and from school or is at school.

4. Extended School Year Services

The district shall provide extended school year (ESY) services for students with disabilities who qualify for such services. The ESY programs for eligible students shall meet the requirements of FAPE. The student's educational program is based on individual needs and is not determined by what programs are readily available within the district. The student cannot be required to fail, or to go for an entire school year without ESY services, simply to prove a need. The IEP team shall consider the following in the development and provision of an ESY program:

a. The term "extended school year services" means special education and/or related services that are provided beyond the regular school year:

1) to a student with a disability;

2) in accordance with the student's IEP; and

3) at no cost to the parent/adult student.

The goal of ESY services is to assist students with disabilities with the emergence and maintenance of specific IEP goals addressed during the school year preceding the ESY. These may include goals related to independence, behavior, socialization, communication, and academics. The ESY services for special education students provide a different focus from general summer school programs.

b. The ESY services shall be considered in light of the totality of the circumstances, including the following:

1) Emerging skill: Few, if any, gains are made during the regular school year. A skill is in the process of emerging, and the IEP team believes that with ESY services the student would make reasonable gains; or

2) Regression-Recoupment: The student would regress to such an extent and the amount of time required to relearn a skill or behavior becomes so significant that the student would be unable to benefit from his or her special education; or

3) Self-Sufficiency: An interruption in services would threaten the acquisition of critical life skills that aid in the student's ability to function as independently as possible, thereby continuing the student's reliance on caretakers, including institutionalized care. Critical life skills relate to those skills that lead to independent functioning. Development of these skills can lead to reduced dependency on future caretakers and enhance the student's integration with individuals without disabilities. Skills may include such things as toileting,

feeding, mobility, communication, dressing, self-help, and social/emotional functioning.

c. Decisions concerning ESY services shall be based on collected data and written documentation. Types of data and information may include, but are not limited to, the following:

1) Criterion-referenced test data: Consider daily/weekly probes or pre-test/post-test data.

2) Norm-referenced test data: Consider pre-test/post-test data.

3) Anecdotal records: Consider information collected throughout the school year.

4) Physical, mental, or emotional health factors: Consider the educational, medical, and psychological records of the student as well as the prognosis or judgments of educators, medical personnel, parents, and others that work with the student. Consider degenerative types of difficulties that may become intensified during breaks in educational programming.

5) History: Consider evidence of past regression or past ESY services. The IEP team should not automatically assume that a student who has received ESY services in the past will be eligible for ESY services in the future, but it is a factor to consider.

6) Data on observed performance: Consider data maintained on the student concerning performance observed in the classroom, during community-based activities, and as part of IEP progress monitoring.

7) Teacher interviews and recommendations: Consider progress reports by teachers, therapists, and others who have direct contact with the student before and after breaks in educational programming.

8) Parent/Adult student input: Consider parent observations of the student as well as parent/adult student requests for ESY services.

d. The ESY services shall be clearly delineated in an IEP. The district can meet this requirement by amending the current IEP using an amendment form or by developing a complete ESY IEP. See Section 1C of this chapter for more information.

e. The district may not limit ESY services to particular categories of disability or unilaterally limit the amount or duration of these services.

5. Transportation

Transportation is a related service if special arrangements resulting from the student's disability are required to assist a student with a disability to benefit from special education. The student's individual needs concerning his or her education are the main considerations in determining services—this includes transportation services.

The IEP team shall consider how the student's disability affects his or her need for transportation, including determining whether the student's disability prevents the student from using the same transportation provided to students without disabilities, or from getting to school in the same manner as students without disabilities. This includes transporting a preschool-age student to the site at which the district provides special education and related services to the student, if that site is different from the site at which the student receives other preschool or day-care services.

When the IEP team determines that special transportation is required and documents it on the IEP, all procedural safeguards under the IDEA shall be afforded to the student in matters concerning transportation.

Transportation needs may include, but are not limited to, the following:

a. travel to and from school and between schools to access special education;

b. travel in and around school buildings;

c. specialized equipment including lifts and ramps, if required to provide special transportation; or

d. other services that support the student's use of transportation, such as:

1) special assistance (e.g., an aide on the bus and assistance getting on and off the bus);

2) safety restraints, wheelchair restraints, and child safety seats;

3) accommodations (e.g., preferential seating, a positive behavioral support plan for the student on the bus, and altering the bus route);

4) training for the bus driver regarding the student's disability or special health-related needs; or

5) attending non-academic and extracurricular activities if required by the IEP.

6. Special Considerations

As appropriate, the IEP team shall also consider and include in the IEP the following:

a. If the student's behavior impedes his or her learning or that of others, the IEP team shall consider the use of positive behavioral interventions, supports and other strategies to address that behavior.

b. If the student has limited English proficiency, the IEP team shall consider the language needs of the student. Cognitive academic language proficiency (CALP) shall be determined by administering appropriate language dominance tests.

c. If the student is blind or visually impaired, the IEP team shall provide for instruction in Braille and the use of Braille unless the IEP team determines that Braille is not appropriate for the student. This determination can only be made after an evaluation of the student's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the student's future needs for instruction in Braille or the use of Braille).

d. The IEP team shall consider the communication needs of the student. In the case of the student who is deaf or hearing impaired, the IEP team shall consider the language needs of the student, opportunities for direct communication with peers and professional personnel in the student's language and communication mode, the student's academic level, and his or her full range of needs including opportunities for direct instruction in the student's language and communication mode.

G. Statewide and Districtwide Achievement Testing

Students with disabilities are to be included in all statewide and district wide assessments. Participation rates and performance data, both aggregate and disaggregate, for students with disabilities are reported to the public annually.

The IEP team shall determine how the student will participate in statewide and district wide assessments—without accommodations, with accommodations, with adaptations, or by means of the alternate assessment. The IEP team determines what accommodations and/or adaptations to use based on those that are used regularly by the student during instruction or classroom testing and on what is listed in the accommodations section of the IEP.

The IEP team shall determine whether the student meets the state criteria for the alternate assessment. It should be noted that some students might participate in parts of the regular assessment and parts of the alternate assessment. For example, a student may participate with accommodations in the *regular* reading portion of the statewide assessment and may participate in the math portion of the statewide assessment using the *alternate* assessment.

The following guidelines shall be used to determine how the student will participate in statewide and district wide assessments:

1. Regular Assessment without Accommodations

   The IEP team determines and documents in the IEP that a student with a disability can adequately demonstrate his or her knowledge, abilities, or skills on statewide and district wide assessments without accommodations.

2. Regular Assessment with Accommodations

   Appropriate accommodations for students with disabilities shall be based on the individual needs of each student. Accommodation decisions are made by the IEP team and shall be recorded in the IEP. Accommodations should facilitate an accurate demonstration of academic achievement, developmental, and functional performance on State and district-wide assessments. They should not provide the student with an unfair advantage or change the underlying skills that are being measured by the test. Accommodations shall be the same or nearly the same as those used by the student in completing classroom assignments and assessment activities. The accommodations shall be necessary for enabling the student to demonstrate knowledge, ability, skill, or mastery. Accommodations *do not* invalidate test results.

3. Regular Assessments with Adaptations

   A student may be unable to demonstrate what he or she knows or is able to do without using an adaptation. However, an adaptation inherently circumvents the underlying skills that the test is measuring; therefore, an adaptation *always* invalidates the assessment result. If an adaptation is included in the IEP for statewide and/or district wide assessments, it shall be one that the student uses in completing classroom assignments and assessment activities on a regular basis. Further, the use of an adaptation in statewide and district wide assessments shall be clearly coded on the student's score sheet.

   The IEP team has the authority to make the decision that a student needs an adaptation in order to participate in statewide and district wide assessments, even though the adaptation *will* cause the student to score as "not proficient" and to be counted as NOT participating in the assessment under AYP determinations. All IEP team members, including the parent/adult student, shall understand (a) the possible consequences that could result from this decision and (b) its effect on diploma options and post school activities involving education, career opportunities, military service, and community participation.

4. Alternative Assessments based on Alternate Achievement Standards

   If the student cannot participate in some or all of the general assessments, the IEP shall contain a statement that includes the reason the student cannot participate in the

general assessment and the alternate assessments—language arts, reading, math or science—in which the student will participate.

a. Students Eligible to Take Alternative Assessments based on Alternate Achievement Standards

The IEP team shall find that the student meets all of the criteria listed below to determine that he or she is eligible to participate in the alternate assessment:

1) The student's demonstrated cognitive ability and adaptive behavior prevent completion of the general academic curriculum even with program accommodations and/or adaptations;

2) The student's course of study is primarily functional-skill and living-skill oriented (typically not measured by State or district assessments); and

3) The student is unable to acquire, maintain, or generalize skills in multiple settings and to demonstrate performance of these skills without intensive and frequent individualized instruction.

b. Students Not Eligible to Take Alternative Assessments based on Alternate Achievement Standards

Students are *not* to be included in Alternative Assessments based on Alternate Achievement Standards for any of the following reasons:

1) The only determining factor is that the student has an IEP;

2) The student is academically behind because of excessive absences or lack of instruction; or

3) The student is unable to complete the general academic curriculum because of socioeconomic or cultural differences.

H. LRE Explanation and Placement Decisions

The IEP shall explain the extent, if any, to which the student will *not* participate in the general education classroom, the general education curriculum, or extracurricular or other nonacademic activities.

In recommending the appropriate placement in the least restrictive environment (LRE) for the student with a disability, the IEP team shall consider the student's needs and the continuum of services to meet those needs. The parent/adult student shall be involved in the placement decision. Removal from the general education environment occurs only when the nature or severity of the disability is such that education in general classes with the use of supplementary

aids and services cannot be achieved satisfactorily. A student with a disability is not to be removed from age-appropriate general education classrooms solely because of needed accommodations and adaptations in the general education curriculum. In addition, a student with a disability shall be educated with students without disabilities in the general education classroom to the maximum extent appropriate.

NOTE: The district's reassignment of students (with or without disabilities) to another classroom or building in the district is *not* a change of placement for a student with a disability as long as the IEP goals remain unchanged and the degree of interaction with peers without disabilities remains the same. Examples include, but are not limited to, dividing a class because of overcrowding; moving an entire grade level to a different building; and going to a different school as a result of moving from one grade level to another grade level.

See Chapter 6 for more information on placement in the LRE

I. Consent for Initial Provision of Special Education and Related Services

The district shall make reasonable efforts to obtain informed consent from the parent/adult student before the initial provision of special education and related services to the student.

If the parent/adult student communicates in writing, he or she refuses special education and related services following the evaluation and determination of eligibility, the district shall not provide special education and related services to the student. If the parent/adult student fails to respond to a district's documented efforts to gain consent for initial provision of special education and related services, the district shall not provide special education and related services to the student. In both cases:

1. The district shall not be in violation of the requirement to provide FAPE to the student or the requirement to provide special education and related services;

2. The district shall not be required to convene an IEP meeting or develop an IEP for the student; and

3. The district shall not use mediation and/or due process in order to obtain consent or a ruling allowing initial placement.

If the parent/adult student wishes to move forward with the provision of services stated on the IEP and placement in special education, consent for initial placement in special education shall be obtained after the development of an IEP. Consent means that the parent/adult student understands and agrees in writing to the carrying out of the activity for which consent is sought.

J. Parent/Adult Student Objection to the IEP

If the parent/adult student disagrees with an IEP ~~program or placement change~~ team's proposed IEP for the student, ~~proposed by the district, he or she~~ the parent or adult student -may file a written objection to all or parts of the proposed ~~change~~ IEP. If the parent/adult student files a

written objection that is emailed, postmarked or hand delivered within ten (10) days of the date he or she receives written notice from the district of the proposed ~~change~~ IEP, the changes to which the parent/adult student objects cannot be implemented for fifteen (15) calendar days, or as extended through mutual agreement by the district and the parent or adult student, while parties work to resolve the dispute. If the changes have already been implemented, implementation of those changes shall cease. The district and parent/adult student may use methods such as additional IEP team meetings, IEP facilitation, or SDE mediation to resolve the disagreement. If these attempts to resolve the dispute fail ~~the district may request~~ or are refused, the proposed IEP shall be implemented after fifteen (15) calendar days unless a due process hearing is filed to obtain a hearing officer's decision regarding the proposed ~~change~~ IEP, unless it is an initial IEP. ~~However, t~~The written objection cannot be used to prevent the district from placing a student in an interim alternative educational setting (IAES) in accordance with the IDEA procedures for discipline of a student, or to challenge an eligibility/identification determination.

If the parent/adult student files a written objection to an IEP change or placement change proposed by the district any time *after* ten (10) calendar days of receiving written notice, the student shall remain in the placement described in the disputed IEP, and that IEP is implemented as written until the disagreement is resolved unless the parent/adult student and the district agree otherwise.

See Chapter 11 for information about the prior written notice requirements regarding the provision of FAPE and educational placement.

See Chapter 13 for more information about the various forms of dispute resolution.

K. Additional Transition Components for Secondary-Level IEPs

Secondary transition services are defined as a coordinated set of activities for a student with a disability that are designed within a results-oriented process focused on improving the academic and functional achievement of the student to facilitate movement from school to post school activities including postsecondary education, vocational education, integrated employment (including supported employment), continuing in adult education, adult services, independent living, or community participation. The activities include instruction, community experiences, development of employment and other post school adult-living objectives and, if appropriate, acquisition of daily living skills and a functional vocational evaluation. These activities are based on the individual student's needs, taking into account the student's strengths, preferences and interests. The following are required components for all secondary students receiving special education services.

1. Beginning with the IEP to be in effect when a student is sixteen (16) years old (or younger if determined appropriate by the IEP team), the IEP shall include:

    a. present levels of academic and/or functional performance based on an age appropriate transition evaluation;

b. appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills;

c. transition services, including courses of study, that will reasonably enable the student in reaching postsecondary goals identified on the IEP;

d. evidence that the student was invited to the IEP team meeting where transition services are to be discussed; if the student does not attend the IEP meeting, the IEP team must take other steps to ensure the student's preferences and interests are considered;

e. if appropriate, evidence a representatives of any participating agency was invited to the IEP team meeting with a prior consent of the parent or student who has reached age of majority; and

f. the graduation requirements for the student receiving special education services. Refer to Chapter 7 for more detailed information on documentation of high school graduation in the IEP.

The postsecondary goals and transition services shall be updated on the IEP annually.

2. Not later than the student's seventeenth (17th) birthday, the IEP shall include a statement that the student and parent has been informed whether or not special education rights will transfer to the student on his or her eighteenth (18th) birthday. Special education rights will transfer from the parent to the student when the student turns eighteen (18) years old unless the IEP team determines that:

a. the student is unable to provide informed consent with respect to his or her special education program; or

b. the parent has obtained legal guardianship.

(For more information on the transfer of rights see Chapter 11)

3. When a student exits from special education as a result of earning a regular diploma or aging out, the district shall provide the student with a summary of his or her academic achievement and performance along with recommendations concerning how to assist the student in meeting postsecondary goals.

L. Following the Meeting

Following the IEP team meeting, a copy of the IEP and written notice of proposed or refused actions shall be given to the parent/adult student. IEPs and written notice should also be given to the parent/adult student whenever a change is made to the IEP or upon request.

Each general education teacher, special education teacher, related service provider, and any other service provider who is responsible for implementing any portion of the IEP shall have access to the IEP and be informed of his or her specific responsibilities. This includes being informed of any specific accommodations, adaptations, or supports that shall be provided to the student to ensure that the IEP is implemented appropriately.

Section 3. IEP Reviews

A. Annual Reviews

Each student's IEP shall be reviewed at least annually by the IEP team, once every year (365 days). Meetings may be held any time throughout the school year, as long as the IEP is reviewed annually and is in effect at the beginning of each school year. Either at or after the annual review, written notice that the new IEP changes will be implemented shall be provided to the parent/adult student.

The IEP review includes the following purposes:

1. to determine whether the student's annual goals have been achieved;
2. to revise the IEP if there is any lack of expected progress toward annual goals and in the general education curriculum, where appropriate;
3. to determine whether any additional assessments are necessary and to address the results of those conducted;
4. to address information about the student provided to, or by, the parent/adult student;
5. to address the student's anticipated needs;
6. to monitor the continuing eligibility of the student based on an evaluation or review of a variety of data, which may include formal or informal assessment, progress toward IEP goals and when applicable benchmarks/objectives;
7. to write a new IEP; and
8. to consider a reevaluation to determine if a student is no longer eligible and special education services should be discontinued.

B. IEP Amendments

In making changes to a student's IEP after the annual IEP meeting for a school year, the parent/adult student and the district may agree in writing not to convene an IEP meeting for the purposes of making such changes, and instead may develop a written document to amend the student's current IEP. The parent/adult student will be provided with a revised copy of the IEP with the amendments incorporated. The annual review date remains the date of the original IEP.

If the parent/adult student believes that the student is not progressing satisfactorily or that there is a problem with the current IEP, he or she may request an IEP team meeting. The district shall grant any reasonable request for such a meeting. If the district refuses to convene an IEP meeting requested by the parent/adult student, the district shall provide written notice to the parent/adult student, including an explanation of why the district has determined the meeting is unnecessary.

If any other member of the IEP team feels that the student's placement or IEP services are not appropriate, that team member may request an IEP team meeting.

Each general education teacher, special education teacher, related service provider, and any other service provider who is responsible for implementing any portion of the amended IEP shall have access to the amendment and be informed of his or her specific responsibilities.

Section 4. IEPs for Transfer Students

Idaho Administrative Procedures Act [IDAPA 08.02.03.109.04(f)] requires the new (receiving) district to request a copy of the eligibility documentation and most current IEP within two (2) school days. Within five (5) school days of receiving this information, the new district determines if a new assessment is required. In the meantime, if the parent agrees, an interim IEP may be developed and implemented, or the existing IEP implemented. If there is no agreement, the student is placed in general education. Within fourteen (14) calendar days the receiving district will request the full educational record of the transferring student from the former school.

A. Transfer from an Idaho School District

When a student with a disability transfers school districts with a current IEP in Idaho, the district shall provide the student with FAPE. This includes services comparable to those described in the previously held IEP, in consultation with the parent/adult student, until such time as the district adopts the previously held IEP or develops, adopts, and implements a new IEP. The receiving district shall request, as soon as possible, but no more than two (2) school days, the eligibility documents and the most current IEP from the sending district. Once the district has formally received a request for a student's record from another Idaho district, the district shall forward copies or the original documents as soon as possible, but no more than five (5) school days, of the request. Within fourteen (14) calendar days the receiving district will request the full educational record of the transferring student from the former school. If originals are sent, the sending district shall maintain a copy for audit purposes.

Note: The current IEP shall be implemented if a new IEP cannot be developed within five (5) school days of the student's enrollment or if a reevaluation will be taking place.

B. Transfer from an Out-of-State District

When a student with a disability transfers from out of state to an Idaho school district with a current IEP in that other state, the district shall provide the student with FAPE. This includes services comparable to those described in the previously held IEP, in consultation with the parent/adult student, until such time as the district conducts an evaluation, if determined necessary, and develops, adopts, and implements a new IEP.

C. Transfer to an Out-of-State District

Within ten (10) school days of receiving a request from an out of state school district for copies of eligibility documentation and a transferring student's IEP, a district shall send the requested information to the receiving district.

Section 5. IEPs for Children from the Infant/Toddler Program

A. Interagency Agreement and Protocols

The school district, as the local lead agency for Part B, shall initiate the development of a signed interagency protocol with the regional Infant/Toddler Program (ITP) of the Department of Health and Welfare (DHW), the lead agency under Part C of the IDEA. The protocol shall be in accordance with the current state Interagency Agreement for Early Childhood Special Education Services and Early Intervention for Children Ages Two through Five. ~~See Appendix 5B.~~

The protocol will outline the obligations of each agency to ensure:

1. a smooth and effective transition of children served under Part C to early childhood special education services (ECSE) under Part B;

2. by the child's third birthday, eligibility for Part B services has been determined and an IEP or Individual Family Service Plan (IFSP) has been developed and implemented; and

3. each district and agency shall participate in transition planning conferences.

   NOTE: A child, who turns three (3) after May 1, has been determined eligible for Part B services, and parental consent has been obtained for initial placement for Part B services, can be served as outlined in the IFSP by the ITP until school starts in the fall. This is the case unless specified differently in the local interagency protocol.

B. Part C to Part B Transition Planning

In the case of a child who may be eligible for ECSE services, the district shall participate in a transition planning conference with the family arranged by the ITP. The conference will be conducted at least ninety (90) calendar days (and up to nine (9) months at the discretion of all parties) before the child's third (3rd) birthday to discuss eligibility requirements under Part B of the IDEA, needs and concerns of the child and family, and any services the child may receive.

~~For a complete and detailed description of all required transition activities, documentation and timelines, refer to Appendix 5B.~~

The ITP has the responsibility to:

1. notify the school district and SDE of potentially eligible children;

2. invite and coordinate a transition planning meeting to review the process to determine eligibility and assess service options available;

3. establish a plan for facilitating the transition of the toddler with a disability to early childhood special education services;

4. provide the district with a copy of the Child Outcome Summary Form (COSF) completed at exit; and

5. upon invitation, attend the initial IEP meeting.

The school district has the responsibility to:

1. make contact with the family and provide notice of procedural safeguards and written information about the Part B and early childhood special education services (this information may be provide in person, at a transition conference, or by mail);

2. attend and participate in the transition planning meeting;

3. determine eligibility and develop an IEP or IFSP prior to child's third birthday;

4. consider the Part C COSF exit outcome data to help determine Part B early childhood entry outcome data;

5. invite ITP representatives, at the request of the parent, to the initial IEP meeting; and

6. obtain consent for initial provision of special education and related services under Part B.

C. IEP or IFSP Required

1. By the child's third (3rd) birthday, the district shall have an IEP or IFSP in place for each student three (3) through five (5) years old who is eligible for ECSE services.

2. In developing the IEP, the IEP team shall consider the content of the IFSP including:

    a. the least restrictive environment statement; and
    b. the educational component that promotes school readiness, pre-literacy, language and numeracy skills.

3. The IFSP may serve as the IEP of the child, if:

a. agreed by the district and the child's parents;

b. a detailed explanation of the differences between the IFSP and the IEP is provided to the parents ~~(See Appendix 5B)~~;

c. parental written informed consent is obtained; and

d. developed according to the IEP procedures outlined in Section 2 of this chapter. If the district elects to use an IFSP, the district is required to implement only the educational components of the IFSP.

D. Consent and Notice Requirements

1. Notice Announcing Initial IEP Team Meeting: The district shall inform the parents of their rights to request the participation of ITP representatives at the initial IEP team meeting for children previously served by Part C.

2. Release of Information: The district shall obtain written parental consent for the release of information to obtain pertinent student records from non-educational agencies such as ITP, developmental disabilities agencies, medical providers, day-care centers, and Head Start.

3. Assessments: At the transition planning conference, if further assessments are necessary to determine eligibility, the student's present levels of academic and functional performance, and goals or services on the IEP, informed consent to evaluate is required. (Parental consent for assessment under Part B is required even though the parent may have given consent earlier under Part C). Otherwise, only written notice to inform the parent of the district's decision to use the current evaluation data, and not to conduct any further assessments, shall be provided to the parent. The parent shall also be informed of his or her right to request additional assessments.

4. Consent for Initial Provision of Special Education and Related Services: Parental consent for the initial provision of special education and related services and written notice for the implementation of the IEP or IFSP under Part B is required. Eligibility, initial provision of services, and LRE placement shall be documented for Part B services.

Section 6. Students with Disabilities in Adult Prisons

The following requirements apply for students with disabilities ages eighteen (18) to the semester when they turn twenty-one (21) who are convicted as adults under Idaho law and incarcerated in adult prisons:

1. A student identified as a student with a disability, who is eligible for special education, and who is convicted as an adult and incarcerated in an adult prison, is not subject to child find, but if already identified is entitled to FAPE until age twenty-one (21).

2. The student will not participate in statewide assessments.

3. Transition planning and services do not apply if the student will remain in prison beyond the semester of his or her twenty-first (21st) birthday.

The IEP team may revise the student's IEP and placement, regardless of the LRE requirements, if the state has demonstrated a bona fide security or other compelling penological interest that cannot be otherwise accommodated.

Chapter 6
LEAST RESTRICTIVE ENVIRONMENT

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Chapter 6
Least Restrictive Environment

The IDEA states that, to the maximum extent appropriate, all students with disabilities, three (3) to twenty-one (21) years of age, are to be educated with age appropriate peers who are nondisabled. This is known as the least restrictive environment (LRE). The LRE is the appropriate balance of settings and services to meet the student's individual needs. The district shall have an array of services and a continuum of educational setting options available to meet the individual LRE needs of each student.

An appropriate LRE is one that enables the student to make reasonable gains toward goals identified in an individualized education program (IEP) while being educated with peers who are nondisabled to the maximum extent appropriate as determined by the IEP team on a case by case basis. The student's IEP shall indicate the LRE for the student and explain to what extent, if any, the student will or will not participate in the general education classroom environment, the general education curriculum, and extracurricular or other nonacademic activities. This provision includes students with disabilities placed in public or private institutions or other care facilities.

Special classes, separate schooling, and other removals of a student with a disability from the general education environment may occur only when the nature or severity of the disability is such that education in the general education class, even with the use of supplementary aids and services, cannot be achieved satisfactorily.

Section 1. Least Restrictive Environment Considerations

A. When to Make and Review Placement Decisions

1. Placement decisions for a student with a disability are made following the determination of the individual needs, goals, and required services.

2. Placement decisions are revisited at least annually by the IEP team, which includes the parent/adult student and other persons knowledgeable about the student, the meaning of the evaluation data, and the placement options available.

3. Placement decisions are reconsidered, as appropriate, when an IEP team is convened to review a student's academic, functional, or developmental progress.

B. Considerations in Placement Decisions

LRE decisions are made, at least annually, individually for each student. The IEP team shall consider the following when determining the LRE in which the IEP can be implemented:

1. IEP Goals and Services: The student's goals and services are developed prior to the determination of the services and settings. The services and settings needed by each

student with a disability must be based on the student's unique needs that result from his or her disability, not on the student's category of disability.

2. Age Appropriate Peers: Students with disabilities shall be educated with age-appropriate peers to the maximum extent appropriate. A student with a disability is not removed from age-appropriate general education environments solely because of needed accommodations and/or adaptations in the general education curriculum.

3. School of Attendance: A student with a disability shall be educated in the school he or she should attend if not disabled ~~as close as possible to the student's home and~~ unless the IEP requires some other arrangement~~, the student is educated in the school he or she would attend if not disabled~~. In such case, the child's placement shall be based on the child's IEP and as close to possible to the child's home.

4. Harmful Effects: Consideration shall be given to any potential harmful effect on the student or on the quality of services the student needs.

5. Accommodations and/or Adaptations: A student with a disability is not removed from general education settings solely because of needed accommodations and/or adaptations in the general education curriculum.

6. Participation in Nonacademic and Extracurricular Services and Activities:

    a. A student with a disability shall be allowed to participate with students without disabilities in nonacademic and extracurricular services and activities to the maximum extent appropriate. These services and activities may include meals, recess, field trips, counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the district, referrals to community agencies, career development, and assistance in making outside employment available.

    b. The IEP team determines the supplementary aids and services that are appropriate and necessary for the student to participate in nonacademic settings and extracurricular services and activities.

C. Documentation of Placement Decisions

If the student will not participate *entirely* in the general education classroom, curriculum, and/or nonacademic and extracurricular activities, the IEP shall include a written explanation justifying the IEP team's decisions including the consideration of supplementary aids and services. The district shall provide the parent/adult student with prior written notice whenever the IEP team proposes to change or refuses to change the educational placement of the student.

Section 2. District Responsibility for Continuum of Settings and Services

The continuum of settings includes instruction in general classes, special classes, special schools, home instruction and instruction in hospitals and institutions. In addition, the continuum makes provision for supplemental services, such as resource services or itinerant instruction, to be provided in conjunction with the general classroom. In determining appropriate settings and services for a student with a disability, the IEP team shall consider the student's needs and the continuum of alternate placements and related services available to meet those needs. Regardless of placement, the student shall be given appropriate access to the general education curriculum, as determined by the IEP team. The district shall be able to justify the available continuum of services and placement decisions for individual students.

All LRE considerations also apply to preschool students ages three (3) to five (5) years with disabilities who are entitled to receive a free appropriate public education (FAPE). Settings for implementing IEPs for students of legal kindergarten-age are the same as for all other school-age students. Settings for implementing IEPs for preschool-age students may include public or private early childhood programs. Public schools that do not operate early childhood programs for preschool students without disabilities are not required to initiate such programs solely to satisfy LRE requirements. IEP teams in public schools that do not have an inclusive public preschool that can provide all the appropriate services and supports to meet the individual needs of preschool students with disabilities, shall explore alternative methods to ensure LRE requirements are met for preschool students ages three (3) to five (5) years, which may include:

1. providing opportunities for participation (even part-time) of preschool students with disabilities in public or private regular early childhood programs operated for preschool students without disabilities by other agencies, such as Head Start;

2. placing preschool students with disabilities in the following:

    a. private early childhood programs for preschool students *without* disabilities; or,

    b. private early childhood programs or other community-based early childhood settings that integrate students *with and without* disabilities; and,

3. locating classes for preschool students with disabilities in elementary schools.

See Chapter 11 for information regarding prior written notice requirements that apply to proposed or refused changes in educational placement.

Section 3. Federal Reporting of LRE

The IEP includes a section for reporting the educational environments required for the Federal Child Count (annual report of children served collected on any date between October 1 and December 1 of each year). This section is for reporting the amount of time the student spends in

the general education environment, with or without special education and related services. After determining the LRE and the educational environments in which the student will receive their general education instruction and special education services, the IEP team will document the educational environment for federal reporting.

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DISCONTINUATION OF SERVICES, GRADUATION, AND GRADING

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Chapter 7
Discontinuation of Services, Graduation, and Grading

Section 1. Discontinuation of Services

A. Students Who Are No Longer Entitled to Services

The district will follow appropriate procedures to discontinue special education services to students who are no longer entitled to those services.

1. Student No Longer Meets Eligibility Criteria

   If it is suspected that a student no longer meets the eligibility criteria for the IDEA, the evaluation team will conduct a reevaluation and arrange to have additional assessments conducted if necessary. If the student is no longer eligible under the Idaho eligibility standards, the district will provide the parent/adult student with written notice of this decision prior to discontinuing special education services.

2. Student Completes Requirements for a High School Diploma

   The district's obligation to provide special education services ends when the student meets the district and State requirements that apply to all students for receipt of a regular high school diploma without adaptations. Although this is considered a change of placement, a reevaluation is not required. Prior to graduation and the discontinuation of special education services the district shall:

   a. provide the parent/adult student with written notice of the district's obligation to provide special education services ends when the student obtains a regular high school diploma; and

   b. provide the parent/adult student with a written summary of academic achievement and functional performance which shall include recommendations to assist the student in meeting his or her postsecondary goals. This summary is known as the Summary of Performance (SOP).

3. Student Reaches Maximum Age

   For students who have not yet met their district's high school graduation requirements, the district's obligation to provide special education services ends at the completion of the semester in which the student turns twenty-one (21) years of age. This is considered a change of placement that does not require a reevaluation. If a student is turning twenty-one (21), the district shall:

a. provide the parent/adult student with written notice the district's obligation to provide special education services ends at the completion of the semester in which the student turns twenty-one (21) years of age; and,

b. provide the parent/adult student written summary of academic achievement and functional performance which shall include recommendations to assist the student in meeting his or her postsecondary goals. This summary is known as the Summary of Performance (SOP).

B. Change in District Obligation to Provide Services

Under certain circumstances, a student may continue to be eligible for special education services, but the district's obligation to provide services changes.

1. Transfer to Another District

   When a student is no longer a legal resident of the district, the district will forward the student's special education records electronically or by mail within five (5) calendar days of the request from the new district. The records shall include, at least, the student's most recent individualized education program (IEP) and eligibility documentation. The sending district will retain copies or originals of the most recent five (5) years of programmatic and fiscal records, including IEPs and eligibility documentation. During an audit, Child Count verification, or monitoring, this documentation may be needed to demonstrate that the student was eligible for special education and received special education services from the district. Note: Districts are required to maintain Medicaid-related records for six (6) years. See Chapter 11 for more information.

2. Enrollment in Private School or Receives Homeschooling

   When a parent/adult student withdraws a student from public school and enrolls him or her in a private school or provides homeschooling, the district's responsibilities vary depending on the circumstances. See Chapters 2 and 9 for more information.

3. Dropouts

   When a student drops out of school, written notice will be sent to the parent/adult student and a copy of the notice will be placed in the student's special education confidential file. If the student reenrolls and is still eligible for special education, the previous IEP can be implemented if it is current and appropriate. A new IEP shall be developed if needed.

C. Parent/Adult Student Revokes Consent for Special Education Services

When a parent/adult student revokes consent for special education services in writing, prior written notice shall be provided specifying when the special education and related services will cease. Note: A parent/adult student has the right to revoke consent for IEP services in their entirety, not service by service. The written notice shall include a statement indicating the district stands ready, willing, and able to provide FAPE should the student remain eligible for special education services.

Section 2. Graduation

Graduation means meeting district and State requirements for receipt of a high school diploma. If a student is not granted a regular high school diploma or if the high school diploma is granted based on completion of adapted graduation requirements, the student is entitled to receive a free appropriate public education (FAPE) through the semester in which he or she turns twenty-one (21) years of age or determined no longer eligible as a result of a reevaluation. A General Education Development (GED) certificate does not meet district requirements that are comparable to a regular high school diploma. The IEP team making these decisions shall include a district representative knowledgeable about State and local graduation requirements.

A. Individualized Education Program (IEP) Team Requirements Regarding Graduation

1. Determine whether the student will meet all state and local requirements to be eligible to graduate from high school and anticipated graduation date.

2. Develop the course of study in collaboration with the Parent Approved Student Learning Plan required for every student prior to the end of eighth (8th) grade. The Student Learning Plan will be reviewed annually and may be revised at any time.

3. Beginning no later than the end of the student's ninth (9th) grade, review annually the student's course of study, identify and make changes to the course of study needed for the student to meet graduation requirements and become a contributing member of society.

4. Document any accommodations and adaptations made to the district's and State's regular graduation requirements on the student's behalf.

    a. Graduation Requirements with Accommodations

    Accommodations to graduation requirements are determined by the IEP team and are deemed necessary for the student to complete graduation requirements. Further:

        1) Accommodations to graduation requirements must specifically address completion of the student's secondary program.

2) Accommodations will maintain the same level of rigor to the district and State graduation requirements. For example, a teacher may use different instructional strategies or alternate methods for assessing the student's acquisition of skills that are equally rigorous.

3) Accommodations made to any district or State graduation requirement shall be stated in the student's IEP.

b. Graduation Requirements with Adaptations

Long-term consequences for the student shall be considered when adaptations are made to graduation requirements. Further:

1) Adaptations to graduation requirements shall specifically address completion of the student's secondary program.

2) Adaptations may alter the level of rigor required in the district or State graduation requirements. Examples of adaptations include changes made to course content, objectives, or grading standard that alter the level of rigor.

3) Adaptations of any district or State graduation requirement shall be stated on the student's IEP. The team shall discuss with the parents the effect of adaptations on regular education diploma and FAPE.

5. Demonstration of Proficiency of State Content Standards State Board of Education rule (IDAPA 08.02.03.105.06) requires that each student achieve a proficient or advanced score on the Grade 10 Idaho Standards Achievement Test (ISAT) in math reading and language usage in order to graduate. Each student's IEP will include a statement of how the student will demonstrate proficiency on the Grade 10 Idaho Standards Achievement Test as a condition of graduation. If the method to demonstrate proficiency is different than meeting proficient or advanced scores on the high school ISAT or the ISAT-Alt, a student with an IEP may meet this requirement by:

a. achieving the proficient or advanced score on the Idaho Standard Achievement Test (ISAT) or, for eligible students, on the Idaho Standard Achievement Test – Alternate (ISAT-Alt); or

b. demonstrating proficiency on the content standards through some other locally established plan; or

c. having an IEP that outlines alternate requirements for graduation or documents assessment adaptations (adaptations that will invalidate the assessment score).

B. Graduation Ceremonies

A special education student who completes his or her secondary program through meeting graduation requirements or criteria established on his or her IEP will be afforded the same opportunity to participate in graduation ceremonies, senior class trips, etc., as students without disabilities. It should be noted the participation in his or her graduation ceremony does not, in and of itself, equate to the receipt of a regular high school diploma or completion of their secondary program.

Section 3. Transcripts and Diplomas

A. Transcript

The transcript serves as a record of individual accomplishments, achievements, and courses completed. Transcripts shall adhere to the following conditions:

1. Accommodations that allow the student to complete and demonstrate that he or she has met graduation requirements will not be noted on the transcript.

2. Adapted course work may be noted on the transcript if the parent/adult student is informed in advance and the designation is not discriminatory or identify the student as having a disability or receiving special education.

3. Course designations, titles, or symbols that are used solely to identify adapted course work that is taken by students with disabilities will not be used.

B. Diploma

1. For students who are eligible for special education services, the district will use a regular diploma at the completion of their secondary program through meeting graduation requirements or criteria established on his or her IEP; this includes students who meet the graduation requirements with accommodations and/or adaptations.

2. A modified or differentiated diploma or certificate may not be used for students who are eligible for special education unless the same diploma or certificate is granted to students without disabilities in the same graduating class.

Section 4. Grades, Class Ranking, and Honor Roll

Grades earned by students with disabilities will not be categorically disregarded or excluded from district wide grade point average (GPA) standing. The district may establish objective criteria for class rankings, honors, etc., that weight courses according to degree of difficulty or exclude non-core courses so long as such practices are nondiscriminatory.

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CHARTER SCHOOLS

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Chapter 8
Charter Schools

Federal law requires that students with disabilities be offered educational choices comparable to those offered to students without disabilities. One of these choices is the opportunity to attend a public charter school. Each public charter school, whether a charter school within a district or a charter school LEA (Local Education Agency), shares in the obligation to accept and appropriately serve students with disabilities under the IDEA in the same manner as any other public school.

The LEA charter school board of directors/trustees is required to adopt and ensure that the LEA implements this Manual.

Section 1. Definition and Parent/Student Rights

A. Definition of Charter Schools

In Idaho, a charter school is a public school authorized by ~~Chapter 52, Title~~ Section 33-5205, Idaho Code. A charter school operates as a nonprofit, publicly funded, nonsectarian school in one of three ways:

1. as a school within a district, if authorized by the local board of trustees of a school district (LEA);

2. as a school authorized by the district, but operating as a separate LEA; or

3. as its own LEA, if authorized by the Idaho Public Charter School Commission or a college or university.

A charter school is bound by the conditions of its charter, all applicable state and federal law.

B. The Rights of Charter School Students and Their Parents

A charter school student is a public school student. Students with disabilities who attend charter schools and their parents have all of the same rights granted to students who attend other public schools. These rights are provided under the IDEA: the Elementary and Secondary Education Act (ESEA)~~, reauthorized as the No Child Left Behind Act (NCLB)~~; the Every Student Succeeds Act (ESSA); Section 504 of the Rehabilitation Act (Section 504), the Americans with Disabilities Act (ADA); and the Family Education Rights and Privacy Act (FERPA). Idaho law specifically states that charter schools cannot discriminate against any student on any basis prohibited by federal or state constitutions or any federal, state or local law.

1. Charter schools must have open enrollment that includes:

    a. giving all students an equal opportunity to attend

b. being open and accessible to all students, including students with disabilities; and

c. admitting students on the basis of a lottery if more students apply for admission than can be accommodated

2. A charter school shall not adopt an admission standard, policy or procedure that would have the effect of prohibiting or discouraging a student with a disability from enrolling or attending, or have the effect of prohibiting or discouraging a parent of a student with a disability from enrolling his or her child in the charter school by:

   a. establishing an examination or other academic criteria for admission;

   b. requiring any activity in which the school is unwilling to accommodate or adapt their curriculum or academic standards to meet the needs of the student with a disability; and

   c. requiring any activity in which the school suggests implicitly or explicitly that another school district would be a better placement or more capable of providing special education services or delivering education instruction (commonly referred to as "counseling out").

3. A charter school must provide every student with a disability a Free and Appropriate Public Education (FAPE), which shall include appropriate special education services starting the first day of school or upon the first day the student enrolls and begins attending school.

Under Idaho state law, the charter of an authorized charter school outlines specific mission statements, policies and procedures, and the manner by which special education services will be provided.

Section 2. Responsibility for Services

A. Charter School Authorized by the District and Not an LEA (See definition in Section 1.A.1)

The district is ultimately responsible to ensure that the requirements of the IDEA are met with respect to students attending charter schools authorized by the district. A charter school's compliance with the IDEA, Part B, is required regardless of whether the charter school receives any Part B funds.

1. To ensure that a charter school authorized by the district meets the IDEA requirements, the district shall ensure services to students with disabilities attending the charter schools are provided in the same manner as the district serves students with disabilities in its' other schools, including providing supplementary and related

services onsite at the charter school to the same extent to which the district has a policy or practice of providing such services on the site to its' other public schools.

2. The district shall have information on file with the State Department of Education (SDE) that demonstrates students with disabilities who attend charter schools authorized by the district will receive special education and related services from either the district or the charter school (or a combination of both).

3. The district will ensure that its charter schools participate in all monitoring activities conducted by the SDE.

4. The district shall provide Part B funds and comparable services to the charter school within the district on the same basis as it provides such funds to other public schools within the district.

B. Charter School Operating as an LEA (See definition in Section 1.A.2)

Charter schools authorized by the Idaho Public Charter School Commission or a college or university are automatically LEAs. A district authorized school may with the approval of the district become an LEA. A charter school LEA, whether virtual or brick-and-mortar or combination thereof, has an obligation to accept and appropriately serve students with disabilities and is solely responsible to ensure that the requirements of the IDEA are met with respect to students enrolled. Compliance with the IDEA, Part B, is required regardless of whether the public charter school receives any Part B funds. A charter school LEA shall:

1. participate in all monitoring activities conducted by the SDE; and,

2. in its first year of operation, participate in an onsite technical assistance visit by an SDE special education team to ensure that the essential components of a special education program are in place.

Section 3. Essential Components of a Special Education Program

The Idaho charter school law requires each petition for a charter to describe the manner by which special education and related services will be provided to eligible students with disabilities.

Prior to approving a petition for a charter school, the authorizing entity shall ensure the petition includes:

1. provisions for nondiscriminatory enrollment procedures to be publically displayed on the charter school's website and in the charter school's enrollment application form;

2. adequate plans, policies, procedures, contractual or other arrangements, and budget to ensure that students with disabilities attending the charter school will receive special

education and related services that meet all the requirements of the IDEA. The petition should describe how the charter school will:

a. have special education and related services as identified in student IEPs, in place by the first day of the school year;

b. conduct Child Find activities and evaluations;

c. develop, review, and revise IEPs in accordance with state and federal law;

d. employ and use ~~highly~~ qualified special education personnel;

e. meet LRE requirements;

f. implement the IDEA discipline procedures; and

g. protect student and parent rights.

3. provisions to employ special education and related services professionals who are appropriately licensed and/or certificated for the duties they are assigned;

4. a provision for professional development plan for the training needs of special education personnel as well as general education teachers in order to meet the needs of students with disabilities who are enrolled in the charter school;

5. a plan that ensures access to charter school programs, as required by the ADA. This plan may include the actual location of the school, classrooms, and settings within the classrooms to permit access by students with disabilities;

6. a transportation plan for special education students who may, because of the nature of their disabilities, be entitled to specialized transportation as a related service, even if the charter school does not provide transportation to other students; and

7. provisions for notifying the authorizing entity in the event that a formal complaint or due process hearing request is filed by or on behalf of a charter school student.

Section 4. Charter Schools and Dual Enrollment

Under Section 33-204, Idaho Code, ~~section 33-204,~~ parents of public charter school students "shall be allowed to enroll the student in a public school for dual enrollment purposes." Special education services (specifically designed instruction and services calculated to meet the unique needs of a student with a disability) shall be the obligation of the public charter school. The district shall allow public charter school students who are eligible for special education and who are otherwise qualified to participate in school programs under the dual enrollment law to:

1. enroll in general education courses under the same criteria and conditions as students without disabilities; and
2. receive accommodations in the general education courses for which they are enrolled on a 504 plan, if needed.

Public charter school students may not dually enroll solely for special education. The Board of Directors/Trustees of the public charter school and the traditional school district shall adopt procedures governing dual enrollment.

For detailed requirements and responsibilities governing dual enrollment of charter school students, see Section 33-203, Idaho Code~~, section 33-203~~.

Section 5. Funding

A. State Funds

The SDE will make apportionment payments (from state general funds) to each charter school based on attendance figures. The SDE will pay state funds directly to charter schools using the funding formula described in state law. A charter school may also be eligible for the following funds:

1. state funds for special education students who live in licensed group, foster, or personal care services homes under the provision of Section 33-1002B, Idaho Code ~~33-1002B~~;

2. district-to-agency contract funds under a provision of Section 33-2004, Idaho Code ~~33-2004~~;

3. funds to serve high numbers of students with emotional disturbance under Section 33-2005, Idaho Code ~~33-2005~~; and

4. state enhancement funding sources.

B. Federal Funds

The SDE disburses federal flow-through funds to all authorized local education agencies (LEAs).

1. Charter School as Part of a District (not an independent LEA)

   The district provides funds under Part B to those charter schools that are part of the district on the same basis as the district provides funds and comparable services to the other public schools. This includes proportional distribution based on relative enrollment of students with disabilities. This distribution is made at the same time as the district distributes funds to their other public schools and must be consistent with

Idaho's charter school law. The individual school's approved charter will identify whether the district will provide funding or services of comparable value.

a. The amount of funds or comparable services will generally be equal to the per student amount the district is allocated from the SDE in the current year multiplied by the charter school's Child Count from the **previous** school year.

b. Under certain circumstances the district shall allocate Part B funds to an eligible charter school based on the number of special students enrolled and served in the **current** school year.

1) The district will allocate funds to a charter school within five (5) months of opening or significantly expanding its enrollment if the charter school notifies the district at least 120 calendar days before it opens or significantly expands its enrollment due to a significant event that is unlikely to occur on a regular basis (such as the addition of one or more grades or educational programs in major curriculum areas), and it takes place before February 1.

2) When these conditions are met, the district will allocate funds to the charter school as follows:

i. If the opening or expansion occurs prior to November 1, the charter school will be allocated funds in the current school year based on the current school year's Child Count.

ii. If the opening or expansion occurs after November 1 but before February 1, the charter school will be allocated a pro-rata share of funds in the current school year based on the number of enrolled special education students with active IEPs 30 days after the opening or expansion. The pro-rata share will be the number of days the charter school will be open or expanded, divided by the number of days in the school year, multiplied by the number of special education students.

3) If the opening or expansion occurs on or after February 1, the charter school will be allocated funds in the following school year based on the **following** school year's Child Count.

c. For school districts that have authorized a virtual charter school and the charter school's students are enrolled in the district but live outside district boundaries and receive education outside the district, the SDE will determine the district's Part B funding in the following way:

1) The calculation of the district's allocation will be made exclusive of the charter school's enrollment and special education enrollment (student count).

2) After calculating the allocations for all districts using the federal funding formula and the distribution formula for any supplemental award, the SDE will determine the statewide average per-student allocation.

3) The SDE will add to the district's base allocation an amount equal to the statewide average per-student allocation times the number of students with disabilities enrolled in and determined to be eligible for and receiving special education services.

2. Charter School Operating as an LEA

Public charter schools that are LEA's are responsible for adopting and implementing approved policies and procedures for special education and providing an assurance that funds will be used in accordance with Part B allowable uses.

a. In the second and subsequent years of operation, Charter School LEAs will be allocated Part B funds in the same manner as all school districts – in accordance with the federally prescribed funding formula for the distribution of flow through funds.

b. The policy for providing federal special education funds to new charter LEAs in the first year of operation, as required by federal regulation, includes the following steps:

1) The LEA submits its Child Count as required by IDEA.

2) A SDE Special Education Monitoring Team visits the new LEA to review the files of the students reported on the Child Count.

3) The monitoring team determines the number of students meeting all eligibility requirements and receiving appropriate special education and related services.

4) Based upon the number of students determined to be eligible, amounts of first- year Part B funds for allocation to the charter LEA are calculated as follows:

i. The statewide average per-student amount of Part B funding in the current year is determined.

ii. That amount is multiplied by the number of students who meet all eligibility requirements and are receiving appropriate special education services to determine the total allocation.

5) The charter LEA then shall complete the Part B application documents. These include:

   i. Assurances and Policies and Procedures Adoption

   ii. Maintenance of Effort Assurance

   iii. Title Part B Budget Form

6) Once the application is submitted and approved, the charter LEA may begin drawing down these funds for the approved special education purposes.

Chapter 9
PRIVATE SCHOOL STUDENTS

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Chapter 9
Private School Students

Note: For the purposes of this Manual, the term "private school student" is the same as a "nonpublic school student." A homeschool student is not considered a private school student. A student who is enrolled in a virtual public school is not considered a homeschooled student for the duration that they attend that virtual public school.

The IDEA and Idaho Administrative Code includes the following:

- statutory and regulatory language, which states that students who are voluntarily enrolled in private schools are not entitled to all of the same services, including the right to a free appropriate public education (FAPE), as public school students;
- district responsibilities for special education students under Idaho's dual enrollment law; and
- the legal requirements that come into play when a parent unilaterally enrolls his or her child in a private school and asks the district for reimbursement of these costs.

Section 1. Definitions of Private School Placements

In order to describe the district's responsibilities for serving private school students, it is helpful to distinguish three separate ways that students are placed in private schools. These are defined by who enrolls or places the student in a private school and why.

A. Definition of Voluntary Enrollment by a Parent

A parent may choose to enroll his or her child in a private school for a variety of personal reasons, such as to obtain a religious education, to attend a school with a particular philosophy or curriculum, or because the parent is dissatisfied with the services offered or provided by the district. This is considered a voluntary enrollment. See Section 2 and Section 4 of this chapter for district responsibilities. Note: The IDEA distinguishes between for profit and nonprofit private schools. If a student is placed in a for profit private school by their parents the service plan provisions do not apply.

B. Definition of District Placement

At times, the district may place a student in a private school or facility to fulfill its obligation to provide FAPE. These placements are always made by an individualized education program (IEP) team in accordance with the requirements of Section 3 of this chapter.

C. Definition of Unilateral Placement by Parents when FAPE is an Issue

A parent may enroll a student in a private school or provide services from a private provider at parental expense. The parent may initiate a due process hearing to seek reimbursement for the costs associated with the placement from the district. All students who are placed by a parent when FAPE is an issue are also voluntarily enrolled in a private school. Specific information regarding a parent's request for reimbursement of costs of student enrollment in a private school in this situation is included in Section 5 of this chapter.

Section 2. Students Voluntarily Enrolled by Parents

A. District Consultation with Private School Representatives (may be done in coordination with Title 1 requirements for consultation)

To ensure timely and meaningful consultation a district will consult with private nonprofit elementary and secondary school representatives and representatives of parents of parentally placed private school students with disabilities during the design and development of special education and related services for the students. The consultation process shall include:

1. Child Find: The Child Find process and how parentally placed private school children suspected of having a disability can participate equitably, including how parents, teachers, and private school officials will be informed of the process.

2. Proportionate Share of Funds: The determination of the proportionate amount of federal special education funds available to serve parentally placed private school children with disabilities under this subparagraph, including the determination of how the amount was calculated. Refer to Section 2G of this chapter for information regarding the calculation of the proportionate share of funds.

3. Determination of Special Education and Related Services: Given the amount of funds to be dedicated by the district, the discussion will include the consideration of how, where, and by whom special education and related services will be provided for parentally placed private school students with disabilities, including:

    a. types of services, including direct services and alternate service delivery mechanisms;

    b. how such services will be apportioned if funds are insufficient to serve all students;

    c. how and when these decisions will be made; and

    d. how the provided services will be evaluated.

4. Ongoing Communication: Clarify how the private school and district will operate throughout the school year to ensure that parentally placed private school students with disabilities identified through the Child Find process can meaningfully

participate in special education and related services. Annual consultation is not required to make these decisions. The district determines the period between consultations based on changing circumstances within the district, such as significant changes in the total amount of funds to be expended and/or the number and location of private school students with disabilities.

5. Written Affirmation: When timely and meaningful consultation has occurred:

    a. the district will obtain a written affirmation signed by the representatives of participating private schools;

    b. if the representatives do not provide the affirmation within a reasonable period of time the district will forward the documentation of the consultation process to the State Department of Education (SDE).

6. District Decisions: Following consultation with the private school representatives, the district will make final decisions concerning items a-d addressed above in number 3.

7. Written Explanation by the District Regarding Services: If the district disagrees with the views of the private school officials on the provision of services or the types of services, whether provided directly or through a contract, the district will provide to the private school officials a written explanation of the reasons why the district chose not to provide services directly or through a contract.

B. Compliance with Consultation Process

1. General Compliance: A private school official has the right to submit a complaint to the SDE that the district:

    a. did not engage in consultation that was meaningful and timely; or

    b. did not give due consideration to the views of the private school official.

2. Procedure for Complaint

    a. If the private school official wishes to submit a complaint, the official will provide the basis of the complaint to the SDE.

    b. The district will forward the appropriate documentation to the SDE.

    c. The SDE will render a written decision whether the district complied with the consultation process requirements.

    d. If the private school official is dissatisfied with the decision of the SDE, the official may submit a complaint to the Secretary of the US Department of Education by providing the basis of the complaint against the district to the

Secretary, and the SDE will forward the appropriate documentation to the Secretary.

C. Child Find Requirements

The district shall have an ongoing Child Find system to locate, identify, and evaluate all students with disabilities ages three (3) through twenty-one (21) who are educated within the district's geographic boundaries. This includes students who have been placed by a parent in a private nonprofit elementary or secondary school (including a religious school) located in the district regardless of the student's state or local residency. Note: Parents can also ask the district of residence (assuming it is different than the district where the private school is located) to evaluate their student. Both districts would have Child Find responsibilities and cannot share information between the districts without written parental consent. The district of residence would have Child Find responsibilities for students placed in for-profit schools and for children aged three (3) to five (5).

The Child Find process will be designed to encompass the following:

1. The Child Find process will ensure the equitable participation of parentally placed private and homeschool students with disabilities.

2. Child Find activities for private school students will be similar to Child Find activities for public school students, which include the evaluation process within comparable timelines.

3. The district will consult with private school representatives and representatives of parents who place their children in private schools regarding the Child Find procedures.

Note: The cost of Child Find is not counted toward the pro-rated proportionate share that the district must spend on services.

D. Annual Count of Eligible Students

The district shall conduct an annual count of eligible students and report to the State Department of Education the number of private school children evaluated, the number found eligible and the number who are provided with special education services. Students aged three (3) to five (5) must have their special education services identified on an IEP since Idaho does not have state-funded preschool programs. This count will be used to determine the amount of funds the district shall expend providing special education and related services to private school students in the next school year (see Section 2E). The district will consult with representatives of private school students to determine how to conduct the count.

E. Provision of Services

Provision of services applies to all eligible students who attend non-profit private elementary and secondary schools within the district's geographical boundaries regardless of where they reside. Parentally placed private school students with disabilities do not have an individual right to receive some or all of the special education and related services that the student would receive if enrolled in a public school. Services offered to parentally placed private school students are determined through the district and private school consultation process.

1. District Responsibilities

    a. Private school students with disabilities may receive a different amount of services than public students with disabilities; they are not entitled to every service or the amount of service that they would receive if enrolled in public school. This means that it is possible for a private school student to receive only a related service or piece of equipment.

    b. Special education and related services provided to parentally placed private school students with disabilities, including materials and equipment, will be secular, neutral and non-ideological.

    c. The district is required to offer FAPE to private school students who reside in their district, including when the student attends a private school outside of the district boundaries. Unless the parent makes clear their intention to keep their child in the private school, the district of residence must develop an IEP.

    d. Services may be provided at a public school building or another agreed upon site (including parochial schools to the extent consistent with the law) determined by the district in consultation with appropriate representatives of private school students.

    e. Services provided to private school students with disabilities must be provided by personnel meeting the same standards as personnel providing services in the public schools.

2. Eligibility for Services

    If an evaluation team determines that a student needs special education and related services:

    a. The district of residence shall offer to make FAPE available upon enrollment or dual enrollment in a district public school. The district of residence must develop an IEP for the student who is parentally placed in private school unless the parent makes clear an intent not to consider public school enrollment. The district has no obligation to implement that IEP unless the student enrolls in the public school.

b. If the parent chooses not to enroll the student in the district of residence and designated funds are available in the district in which the private school is located, a meeting will be held to develop a Services Plan (SP). The meeting will include a representative of the private school to develop a SP. The SP is developed by the same members that would constitute the IEP team.

c. Any services the district provides to a private school student shall be in accordance with an SP.

3. Service Plan (SP) Development

The SP shall describe the specific special education and related services that will be provided to the student in light of the determinations that have been made by the district. To the extent appropriate, the district shall initiate and conduct meetings to develop, review, and revise SPs in accordance with the following requirements:

a. Given the services that the district has elected to provide to private school students, the SP must meet the requirements of the IEP to the extent appropriate (see Chapter 5). The SP excludes sections pertaining to:

1) extended school year (ESY) services;

2) participation in statewide and district wide assessments;

3) placement determination (least restrictive environment);

4) Child Count federal report settings; and

5) elements that, although typical for an IEP, would be inappropriate given the services the district has elected to provide.

b. An SP shall be in effect at the beginning of each school year and accessible to each person responsible for its implementation.

c. Meetings shall be held to review and revise SPs at least annually to address any lack of student progress toward goals and in the general education curriculum.

d. The SP team members include the same members as an IEP team. The district will ensure that a representative of the private school attends these meetings or participates by some other means.

e. A parent shall be invited to SP meetings at a mutually agreed upon date and time. The invitation must indicate the purpose, time, and location of the meeting. The parent shall be informed that he or she may bring other persons knowledgeable about the student to the meeting. A copy of the SP will be given to the parent.

f. The team developing the SP will consider the student's strengths and results of the most recent evaluations. The private school general education teacher should participate in the development, review, and revision of the SP.

g. If necessary for a private school student to benefit from or participate in the services the district has elected to provide, the district shall provide transportation from the student's school or home to the site where services will be provided. The district shall take the student back to either the private school or the home, depending on the timing of the services. In this sense, transportation is not a related service but a means of making the services offered accessible. Transportation costs may be included in the district's expenditure requirement. The district is not required to transport the student from home to the private school.

F. Dispute Resolution

Due process hearings are available to parents of private school students only on the issue of Child Find and evaluation. Parents may challenge decisions regarding the provision of services by filing a state complaint with the SDE. (See Chapter 13 for more information on dispute resolution options.)

G. Determining the Proportionate Funding for Private School Students

IDEA requires school districts to dedicate at least a proportionate share of funds received under Part B to provide services for parentally placed students with disabilities who attend private schools within the boundaries of the district, regardless of their place of residence. To determine this proportionate amount, the district shall first determine the number of these private school students through the Child Find activities developed in the consultation process with private school representatives.

The number of parentally placed private school students is divided by the total (public and private) number of students with disabilities in the district to arrive at the percentage of private school students with disabilities. This percentage is then applied to the total funding received by the district under Part B grants Section 611 (ages three (3) to twenty-one (21) and Section 619 (ages three (3) to five (5) to determine the district's obligation.

Example for the XYZ School District:

a. The number of parentally placed private school children within the district on December 1, 2015: **10**

b. The number of public school children with disabilities on December 1, 2015: **90**

c. Percentage of private school children with disabilities: **A** divided by **A+B = 10%**

d. Total Part B funds allocated for school year 2016-2017: **$150,000**

e. Amount the district shall spend on providing special education and related services to parentally placed private school students in 2016-2017: **C x D = $15,000**

1. State and local funds may supplement but may not supplant the proportionate amount of federal funds required to be expended for parentally placed private school children with disabilities.

2. The costs of private school consultations and of carrying out Child Find activities may not be paid from the proportionate share of funds.

3. The cost of any special education or related service, such as direct service, consultation, equipment, materials, or transportation may be used to determine that the district has satisfied its expenditure requirement for private school students with disabilities.

4. If all proportionate funds set aside for private school students in a given fiscal year are not expended in that year they shall be carried forward into the next year for the purpose of providing equitable services.

H. Expenditure Guidelines

1. The district may place equipment and supplies that are purchased with Part B funds in a private school for a period of time needed for a program for eligible students with disabilities; however, the district shall:

   a. retain title and exercise continuing administrative control over all equipment and supplies;

   b. ensure that all equipment and supplies are used only for Part B purposes;

   c. ensure that all equipment and supplies can be removed without remodeling the private school; and

   d. remove equipment and supplies if necessary to prevent unauthorized use.

2. The district may use Part B funds to pay an employee of a private school to provide services to students with disabilities when the employee performs the services:

   a. outside of his or her regular hours of duty; and

   b. under public supervision and control.

3. Part B funds shall not be used to:

a. finance the existing level of instruction in the private school or otherwise benefit the private school;

b. meet the needs of the private school; or

c. meet the general needs of students enrolled in the private school.

4. Part B funds shall not be used for repairs, remodeling, or construction of private school facilities.

5. If it is possible for classes to include students enrolled in both public and private schools, then the classes must not be organized separately on the basis of school enrollment or religion.

6. The district shall not appropriate any funds to private schools controlled by any church, sectarian, or religious denomination.

Section 3. Students Placed by the District

When the district places a student with a disability in a private school or facility, as a means of providing special education services through the IEP team process, the district shall ensure the following:

1. All special education procedures and timelines are followed.

2. Special education and related services are provided in accordance with an IEP.

3. A representative of the private school or facility attends or participates in the meeting to develop the IEP. If the representative cannot attend other measures such as conference telephone calls will be used to ensure participation.

4. The responsibility for reviewing and revising IEPs remain with the district.

5. Services are provided at no cost to the parent, including reimbursement to the parent for transportation and other costs associated with participation at an IEP meeting conducted in a geographical area outside the jurisdiction of the district.

6. The placement in the private school or facility is the least restrictive environment for that student.

7. The student is provided an education that meets state and district standards.

8. The student is afforded the same rights as students with disabilities who attend public schools.

9. The parent is afforded the same rights as parents of students attending public schools.

In accordance with federal and state law, the SDE shall approve special education programs in private schools and facilities. The district shall ensure a program is approved prior to placing a student in that school or facility.

At the discretion of the district, once a student with a disability enters a private school or facility, meetings to review and revise the IEP may be initiated and conducted by the private school or facility. If the private school conducts a meeting, the district shall ensure that the parent and a district representative are involved in and agree to any proposed changes in the IEP before the changes are implemented.

Section 4. Dual Enrollment of Private School Students by Parents

According to Idaho Code, parents of private school students "shall be allowed to enroll the student in a public school for dual enrollment purposes." Private school students who are dually enrolled are considered to be nonpublic school students. The district shall allow private school students who are eligible for special education and who are otherwise qualified to participate in school programs under the dual enrollment law to:

1. enroll in general education courses under the same criteria and conditions as students without disabilities; and

2. receive accommodations in the general education courses for which they are enrolled on a Section 504 plan, if needed.

Private school students may not dually enroll solely for special education and/or related services. The dual enrollment statute does not establish an entitlement to FAPE for a student with a disability. This means that there is no individual right to receive some or all special education services that the student would receive if enrolled in public school.

The reporting of attendance for private school students in the district is allowed under dual enrollment. If a student attends at least 2.5 hours per week without rounding hours, he or she shall be included in the weekly aggregate attendance. The average daily attendance (A.D.A.) is computed as .5 if the aggregate weekly hours are 2.5 or greater but less than 4.0 hours. When there are 4.0 hours or greater, divide by 4 to get the A.D.A.

Dually enrolled private school students could also be eligible to receive services that have been agreed upon through the district and private school consultation process. These services would be delivered through a SP.

Section 5. Unilateral Placement of Student by Parents when FAPE is an Issue

A. General Provisions for Reimbursement to the Parent

1. The district is required to make FAPE available to all eligible students with disabilities. If parents do not access FAPE, then the district is required to make provisions for private school students to receive Part B services consistent with Section 2E of this chapter.

2. The district is not required to pay for costs of tuition, special education, or related services and associated costs at a private school or facility for a student who was unilaterally placed there by a parent if the district made FAPE available to the student in a timely manner. If a parent disagrees with the availability of FAPE and there is a question about financial responsibility, the parent may request a due process hearing.

3. If the parent of a student with a disability enrolls the student in a private elementary or secondary school, without the consent of the district, a court or hearing officer may order the district to reimburse the parent for the costs of unilaterally placing the student in a private school if the court or a hearing officer determines that:

    a. the district had not made FAPE available to the eligible student in a timely manner prior to the time the parent enrolled the student in the private school; and

    b. the parent's placement is appropriate.

4. A hearing officer may find a student's placement in a private school or facility by a parent appropriate even if the private school or facility does not meet state standards. A private school will be deemed appropriate if the parent demonstrates that the private placement provides educational instruction specially designed to meet the unique needs of the child with a disability, supported by such services as are necessary to permit the child to benefit from that instruction.

B. Denial or Reduction of Reimbursement to the Parent

A court or hearing officer may reduce or deny reimbursement to a parent for the cost of a unilateral placement in a private school or facility under the following circumstances:

1. The parent did not inform the district that he or she rejected the placement proposed by the district to provide FAPE and did not state his or her concerns and intent to enroll the student in a private school. This notification by the parent shall be provided to:

    a. the IEP team at the most recent IEP meeting prior to removing the student from the public school; or

b. the district, in writing, at least ten (10) business days (including any holidays that occur on a business day) prior to removing the student from public school.

2. Prior to removal of the student from the public school, the district informed the parent of its intent to evaluate the student (including a statement of the purpose of the evaluation that was appropriate and reasonable), but the parent did not make the student available for the evaluation.

3. A judicial decision finds unreasonableness with respect to the actions taken by the parent.

Reimbursement shall not be reduced or denied under any of the following circumstances:

1. The district did not notify the parent of his or her obligation to provide the notice set forth in number 3 above or the district prevented the parent from providing that notice.

2. The parent had not received written notice.

3. The district's proposed placement would likely result in physical harm to the student.

Reimbursement may not be reduced or denied at the discretion of a court or hearing officer for failure to provide this notice if:

1. The parents are not literate or cannot write in English, or

2. The district's proposed placement would likely result in serious emotional harm to the student.

Section 6. Out of State Students Residing in Residential Facilities

For school-age special education students from outside the state of Idaho who, due to the nature and severity of their disabilities, are residing in licensed public or private residential facilities within the state of Idaho, the school district in which the residential facility is located will provide education services to such students if requested by the licensed public or private residential facility and an agreement is entered into with the residential facility. The district will be given the opportunity to provide input on any federally required education programs or plans for such students.

A. Contract for Education Services

The contract with a residential facility will include the following provisions:

1. The education services to be provided by the district.

2. The amount to be paid by the licensed public or private residential facility.

The amount paid will be equal to the district's full cost of providing the education services delineated by the contract as determined by the district. Such students will be excluded from all average daily attendance and other reports provided to the state that would result in the distribution of state funding to the district.

In the event a residential facility fails to sign a contract with the district agreeing to pay the full cost for providing education services, the school district in which the residential facility is located will not be responsible for providing education services to the out-of-state students residing in the residential facility.

B. Determining Residency

In determining whether a student is from outside the state of Idaho, the school district in which the residential facility is located will determine the primary residency of the student's parent or guardian. Proof of Idaho residency will be established by showing an Idaho motor vehicle driver's license, payment of Idaho state income taxes, or other documentation evidencing residency within the state of Idaho.

Documents

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Affirmation of Consultation with Private School Officials and Representatives of Parents

P.L. 108-448 Individuals with Disabilities Education Improvement Act (IDEA) requires that timely and meaningful consultation occur between the district and private school representatives.

The following topics are to be discussed during the consultation:

- The Child Find process and how parentally placed private school students suspected of having a disability can participate equitably, including how parents, teachers, and private school officials will be informed of the process;
- The determination of the proportionate amount of Federal funds available to serve such students, including the determination of how the amount was calculated;
- The consultation process among the district, private school officials, and representatives of such students, including how such process will operate throughout the school year to ensure that such students identified through the Child Find process can meaningfully participate in special education and related services;
- How, where, and by whom special education and related services will be provided for such students, including a discussion of types of services, including direct services and alternate service delivery mechanism, how such services will be apportioned if funds are insufficient to serve all [such students], and how and when these decisions will be made; and
- If the district and a private school official disagree on the provision of services or types of services, the district will provide a written explanation of its decision to the private school official.

The district shall obtain a written affirmation signed by the representatives of participating private schools. If such representatives do not provide such affirmation within a reasonable period of time, the district shall forward documentation of the consultation process to the State Department of Education (SDE).

A private school official shall have the right to submit a complaint to the SDE that the district did not engage in consultation that was meaningful and timely or did not give due consideration to the views of the private school official. The district shall forward the appropriate documentation to the SDE. If the private school official is dissatisfied with the decision of the SDE, such official may submit a complaint to the Secretary of Education by providing the basis for the noncompliance.

Provision of equitable services shall be provided by employees of the district or through contract by the district with an individual, association, agency, organization, or other entity. Special education and related services provided to such students, including materials and equipment, shall be secular, neutral, and non-ideological.

The control of funds used to provide special education and related services, and title to materials, equipment, and property purchased with [Federal special education] funds shall be in the district for the uses and purposes provided, and the district shall administer the funds and property.

We agree that the district provided timely and meaningful consultation regarding the bulleted items above.

District Official	Date	Private School Official	Date

District Name & Number

Private School Name

Chapter 10
IMPROVING RESULTS

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Chapter 10
Improving Results

This chapter reflects the changes in the IDEA that focus on improving educational outcomes, analyzing and reporting data to the public, and ensuring that personnel who work with students with disabilities are prepared to meet their unique needs.

Section 1. Monitoring Priorities and Indicators

IDEA requires increased accountability for programs serving students with disabilities. Monitoring priorities include both performance and compliance goals. Accountability areas established by IDEA include a free appropriate public education (FAPE) in the least restrictive environment (LRE), Effective General Supervision, and Disproportionality. Each priority area encompasses specific performance indicators. These indicators include both performance and compliance components. Data on those indicators shall be collected, submitted to the State Department of Education (SDE), and publicly reported annually. That data shall be used to evaluate the effectiveness of programs and identify strategies to improve student outcomes.

The district is required to submit timely and accurate data from which the district's performance will be calculated based on the indicators in the Idaho's State Performance Plan, posted online annually on the SDE website.

A. SDE Responsibility

As part of the SDE general supervision responsibilities, the SDE is required to collect, review, and analyze data on an annual basis to determine if the state and districts are making adequate progress toward the required performance goals. This accountability process includes:

1. measuring performance on goals both for the state and the districts;
2. monitoring based on district performance and compliance data with the IDEA, and progress made toward meeting state goals;
3. identifying districts in one of the following categories: Meets Requirements, Needs Assistance, Needs Intervention, Needs Substantial Intervention;
4. providing professional development and technical assistance statewide and targeted technical assistance to districts demonstrating the highest needs;
5. reporting to the public on the state and districts' performance on state goals; and
6. developing and submitting an Annual Performance Report/State Performance Plan, as needed, to address state performance on required goals.

B. District Responsibility

Progress on the state's performance goals is directly linked to the districts' efforts and progress in these same areas. On an annual basis and as part of the SDE's general supervision and accountability, the district shall:

1. ensure the data it collects and reports to the SDE regarding special education students and personnel is accurate;

2. use data-based decision-making procedures to review and analyze data to determine if the district is making adequate progress toward performance goals; and

3. adjust strategies, as needed, to meet goals and improve student outcomes.

Section 2. Comprehensive Early Intervening Services (CEIS)

Under the IDEA, the district may use up to 15% of its IDEA Part B allocation in any fiscal year to provide comprehensive early intervening services (CEIS) for students in kindergarten through grade twelve (12), (with a particular emphasis on students in kindergarten through grade three (3) who are not currently identified as needing special education or related services, but who need additional academic and behavioral support to succeed in a general education environment.

These funds may be used for activities that include:

1. Professional development for teachers and other school staff to enable such personnel to deliver scientifically based academic and behavioral interventions, including scientifically based literacy instruction, and, where appropriate, instruction on the use of adaptive and instructional software

2. Providing educational and behavioral evaluations, services, and supports, including scientifically based literacy instruction.

Should a district be found in having significant disproportionality as provided under Part B, the district shall use 15% of its IDEA Part B allocations to provide comprehensive coordinated early intervening services.

A. Budget Requirements

If the district chooses to use IDEA Part B funds in any fiscal year to provide CEIS, the district will budget the amount used to provide these services, up to a maximum of 15% of the total allocation, in the Part B budget that is submitted annually to the SDE as part of the Part B and Preschool Application.

B. Reporting Requirements

When the district uses IDEA Part B funds to provide CEIS, an annual report shall be submitted to the SDE on:

1. The number of children who received CEIS; and

2. The number of children who received CEIS and subsequently receive special education and related services during the preceding two (2) year period.

C. Relationship between FAPE and CEIS

CEIS provided by the district shall not be construed to either limit or create a right to FAPE under the IDEA or to delay appropriate evaluation of a student suspected of having a disability.

Section 3. Personnel

The district shall ensure that personnel working with students with disabilities meet the qualifications established by the SDE and have the content knowledge and skills to meet the needs of these students.

A. Appropriate Certification or Licensure

Public school personnel shall meet the appropriate certification or licensure requirements for position assignments. Complete certification standards for personnel providing special education or related services may be found in the handbook titled Idaho Standards for the Initial Certification of Professional School Personnel. This handbook is available from the SDE Division of Certification.

The lists that follow are examples only. They do not include every possible position or licensing situation. For more information call the SDE Division of Certification at (208) 332-6800.

1. The following special education and related services positions require individuals who are employed by the district to be certificated and to meet any additional licensure requirements:

    a. audiologist;

    b. consulting teacher;

    c. counselor;

    d. director of special education;

    e. early childhood special education teacher;

f. school psychologist;

g. special education teacher;

h. speech-language pathologist; and

i. supervisor/coordinator of special education.

2. Some special education service providers need both licensure in their area of expertise and certification from the SDE.

   a. School nurses are certificated by the SDE and licensed by the State Board of Nursing.

   b. School social workers are certificated by the SDE and licensed by the Bureau of Occupational Licenses.

3. Some special education service providers must meet the licensure or certification requirements in their respective professions, but certification from the SDE is not required.

   a. Occupational therapists and physical therapists are licensed by the State Board of Medicine.

   b. Vocational education teachers are certificated by the Idaho Division of Professional-Technical Education.

   c. Vocational rehabilitation counselors must meet national standards for Certified Rehabilitation Counseling (CRC) to be employed by the Idaho Division of Vocational Rehabilitation.

4. Individuals who used a consultant specialist provision or a letter of authorization in the past are no longer able to use these emergency certificates as an alternative for individuals to become certificated teachers in Idaho. The district shall use the alternative authorization options to request alternative endorsement/certification when a professional position cannot be filled with someone who holds the appropriate endorsement/certification.

~~B. Highly Qualified Special Education Teachers~~

~~In addition to being certified, K-12 special education teachers in the district who teach core academic subjects shall meet the "highly qualified teacher standards" identified in the Elementary and Secondary Education Act (ESEA) formerly known as No Child Left Behind (NCLB). The highly qualified special education teacher requirement does not apply to preschool programs since early childhood education is not a part of the Idaho public elementary and secondary school system at this time.~~

1. ~~General Requirements for Special Education Teacher~~

   ~~Any K-12 special education teacher who is not teaching a core academic subject and only consults with regular education teachers or reinforces instruction from a regular education teacher is highly qualified if the teacher holds a K-12 Exceptional Child Certificate. No waiver or temporary certification qualifies. However, a special education teacher can meet the general requirements of highly qualified if they are enrolled in an approved alternative route to certification program.~~

2. ~~Requirements for Special Education Teachers Teaching a Core Academic Subject~~

   ~~If a special education teacher is the primary deliverer of instruction in a core content subject, they shall have met the highly qualified teacher standard in each area taught.~~

3. ~~Requirements for Special Education Teachers Teaching Multiple Subjects~~

   ~~In the case of a teacher who is not new to the profession, the special education teacher shall demonstrate competence in all the core academic subjects which the teacher teaches in the same manner as is required for elementary, middle, or secondary school teachers who are not new to the profession.~~

   ~~In the case of a new special education teacher who teaches multiple subjects, and who is highly qualified in mathematics, language arts, or science, the teacher shall demonstrate competence in the other core academic subjects which the teacher teaches not later than two years after the date of employment.~~

4. ~~Requirements for Special Education Teachers Teaching to Alternate Achievement Standards~~

   ~~Both new and veteran special education teachers who teach core academic subjects exclusively to students assessed against alternate achievement standards (students with significant cognitive disabilities) shall be highly qualified by either:~~

   a. ~~meeting the ESEA requirement for any elementary, middle school, or high school teachers who are new or not new to the profession; or~~

   b. ~~meeting the requirements of ESEA as applied to an elementary school teacher, or, in the case of instruction above the elementary level, demonstrate subject matter knowledge appropriate to the level of instruction being provided and needed to effectively teach to those grade level standards.~~

5. ~~Assurance of Highly Qualified Standards~~

   ~~The district shall take measurable steps to recruit, train, hire, and retain highly qualified special education teachers. The district will collect and monitor data about~~

~~special education personnel qualifications and ensure that personnel are appropriately and adequately prepared to serve students with disabilities.~~

~~In Title I schools, parents will be notified if students are taught for four (4) or more consecutive weeks by a special education teacher who is not highly qualified.~~

~~C~~B. Shortage of Personnel

If there is a shortage of ~~highly~~ qualified personnel, the district shall take measurable steps to recruit and hire highly qualified personnel to provide special education and related services to students with disabilities. However, when a professional position cannot be filled with an individual who has the appropriate certification, vacant positions may be filled with personnel on the following approved alternate pathways to teaching:

1. Teacher to New Certification: An individual holds a Bachelor's degree and a valid teaching certificate without full endorsement in area of need. The candidate works towards completing a preparation program for special education certification and is employed by the district.

2. Content Specialist: An individual who is highly and uniquely qualified in an area holds a Bachelor's degree. The candidate works towards completing a preparation program while employed by the district. The preparation program must include mentoring, one classroom observation per month until certified, and prior to entering the classroom; the candidate completes an accelerated study in education pedagogy.

3. Computer Based Route to Teacher Certification: An individual may acquire interim certification through a computer-based alternative route to teacher certification that is approved by the State Board of Education. On November 4, 2003, the Idaho State Board of Education passed a temporary rule approving ABCTE (American Board for Certification of Teacher Excellence) as an alternate route to Idaho certification. During the interim certification, teaching shall be done in conjunction with a two year mentoring program approved by the State Board of Education.

Further information and all requirements for each alternative route to certification are available in Idaho Administrative Code (IDAPA 08.02.02) and the Idaho Standards for the Initial Certification of Professional School Personnel document.

Nothing in the IDEA creates a right of action for due process on behalf of a student or class of students for failure to employ ~~highly~~ qualified staff.

~~D~~C. Paraprofessionals, Assistants, and Aides

The district may employ paraprofessionals, assistants, and aides who are appropriately trained and supervised to assist in the provision of special education and related services to students with disabilities if they meet standards established by the SDE ~~(see the Documents section in this~~

~~chapter)~~ (find the "Standards for Paraprofessionals Supporting Students with Special Needs" on the SDE website).

Appropriate duties to be performed by paraprofessionals are:

1. provide one-on-one services for students as specified in the students' IEP;
2. assist with classroom management and organizing materials;
3. provide assistance in a computer lab or media center;
4. conduct parental involvement activities;
5. act as a translator;
6. assist in provision of services only under the direct supervision of a certified teacher or related service provider, specifically:
    a. a teacher/related service provider plans instruction and evaluates student achievement; and
    b. the paraprofessional works in conjunction with the teacher or related service provider as determined by the student's IEP.

A special education paraprofessional working in a Title I school-wide program shall be highly qualified as demonstrated by the competencies listed in the ESEA.

1. All Title I paraprofessionals must have a secondary school diploma or its recognized equivalent.
2. Additionally, except as noted below, paraprofessionals hired after January 8, 2002, and working in a program supported with Title I, Part A funds must have:
    a. Completed two years of study at an institution of higher education (In Idaho, this is thirty-two (32) credits from an accredited university or college); **or**
    b. Obtained an associate's (or higher) degree; **or**
    c. Met a rigorous standard of quality and be able to demonstrate, through a formal State or local academic assessment, knowledge of and the ability to assist in instructing, reading, writing, and mathematics (or, as appropriate, reading readiness, writing readiness, and mathematics readiness) (in Idaho this is the ETS Parapro Praxis with a minimum score of 460).

The district may encourage qualified paraprofessionals employed in their classrooms to become certified teachers. The alternative route preparation program for para-educator to teacher must be

completed within five (5) years of admission to the program. Candidates work toward completion of a preparation program while employed by the school district.

E. Educational Interpreters

The district may only employ an individual as an educational interpreter if they have met the state qualifications identified in Section 33-1304, Idaho Code ~~33-1304~~. Educational interpreters employed by the district shall complete a minimum of eighty (80) hours of training in the areas of interpreting or translating every five (5) years.

F. Supervision of Staff

A teacher and/or a related service provider with appropriate certification or licensure who has been informed of his or her specific responsibilities related to a student's IEP has the primary responsibility to ensure the appropriate implementation of the IEP. The district has policies and procedures for the supervision and evaluation of all certificated/licensed or contracted employees.

The certificated/licensed teacher and/or related service provider will generally be responsible for the supervision of all paraprofessionals, assistants, and aides who provide direct services to students with disabilities. All paraprofessionals, assistants, and aides must have a supervision plan developed by a certificated or licensed professional.

G. Professional Development Plan

The district will take measures to ensure that all personnel necessary to provide special education and related services according to the IDEA are appropriately and adequately prepared. Personnel may use a variety of opportunities for technical assistance and training activities to further develop professional knowledge and skills in order to meet the needs of students with disabilities.

To the extent the district determines it is appropriate, paraprofessional personnel may use the technical assistance and training activities offered by the district or SDE to improve practice for paraprofessional supports for special needs ~~students (See Appendix for guidance materials for best practice)~~.

Chapter 11
PROCEDURAL SAFEGUARDS

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Chapter 11
Procedural Safeguards

This chapter reflects changes in procedural safeguards as a result of the IDEA.

Section 1. Procedural Safeguards Notice

A parent/adult student has specific procedural safeguards given to him or her by the IDEA and state law. Each district has a document titled *Procedural Safeguards Notice* that is provided to parents/adult students which contains a full explanation of the special education rights. The *Procedural Safeguards Notice* shall include a full explanation of the procedural safeguards, written in the native language of the parents (unless it clearly is not feasible to do so) and written in an easily understandable manner.

A. Procedural Safeguards Notice Contents

The following table lists various topics contained in the *Procedural Safeguards Notice* and identifies what chapter in this Manual provides more information about each topic.

Topic	Chapter
1. parental consent	11
2. written notice	11
3. access to educational records	11
4. independent educational evaluation (IEE)	11
5. the opportunity to present and resolve complaints, including: a. the time period in which to make a complaint b. the opportunity for the district to resolve the complaint c. the availability of SDE mediation d. the differences between a due process hearing complaint and state complaint	13
6. the student's placement during pendency of due process proceedings	13
7. procedures for students who are subject to placement in an interim alternative educational setting (IAES)	12
8. requirements for unilateral placement by parents of students in private schools at public expense	9
9. due process hearings, including requirements for disclosure of evaluation results and recommendations	13
10. civil actions, including the time period in which to file such actions	13
11. attorney fees	13

B. When the Procedural Safeguards Notice Is Provided

The district will provide a *Procedural Safeguards Notice* that includes a full explanation of the special education rights afforded the parent/adult student only once per year, except that a copy will be given to the parent/adult student:

1. upon an initial referral or parent/adult student request for evaluation;
2. upon the first occurrence of a filing of a due process hearing or a state complaint;
3. when a decision is made to take a disciplinary action that constitutes a change of placement; and
4. upon request by the parent.

A *Procedural Safeguards Notice* suitable for copying can be found in the document section of this chapter.

Section 2. Domestic Considerations

A. Parent

1. Definition

   The term "parent" means:

   a. a biological, adoptive, or foster parent of a child;
   b. a guardian (but not the state if the child is a ward of the state);
   c. an individual acting in the place of a biological or adoptive parent (including a grandparent, stepparent, or other relative) with whom the child lives;
   d. an individual who is legally responsible for the child's welfare;
   e. an adult student; or
   f. a surrogate parent who has been appointed by the district.

2. Determining Who Has Parental Rights

   In determining who has parental rights, individuals should be considered in the following order of priority:

a. a biological parent; unless a Court orders a specific person to act as the parent or to make educational decisions on behalf of the child;

b. a person who has legal documentation (guardianship, power of attorney, custody agreement) of being responsible for the student's welfare;

c. a grandparent, stepparent, other relative, or foster parent with whom the student lives and who is acting as a parent; or

d. a surrogate parent appointed by the district to represent the student's interests in educational decisions.

B. Surrogate Parent

1. Definition

A "surrogate parent" is an individual assigned by the district to assume the rights and responsibilities of a parent under the IDEA in any of the following circumstances:

a. No parent can be identified or located for a particular student.

b. The student is a ward of the state.

c. The student is an unaccompanied homeless youth.

The surrogate parent has the same rights as a biological parent throughout the special educational decision-making process.

2. Referral for a Surrogate Parent

Any person who is aware that a student may need a surrogate parent may make a referral for a determination to the district's special education director or an appropriate district administrator. The district will appoint a surrogate in any of the following circumstances:

a. A parent cannot be identified.

b. A parent cannot be found after reasonable efforts to locate the parent.

c. The student is a ward of the state. If a state judge has appointed a surrogate to oversee the care of a student who is a ward of the state, the judge-appointed surrogate may make decisions regarding the student's education, including special education, provided he or she meets the criteria for a district-appointed surrogate.

d. The student is a homeless youth who is unaccompanied.

The district will make a good faith effort and maintain records of attempts to locate a parent. The district cannot appoint a surrogate parent when the biological parent is available but chooses not to participate. When a surrogate parent is needed for a student, the district will appoint a surrogate who meets the conditions set forth in item 3, below. The district will make reasonable efforts to assign a surrogate within thirty (30) calendar days after it determines that the student needs a surrogate.

3. Criteria for Serving as a Surrogate Parent

A surrogate parent may represent the student in all matters relating to identification, evaluation, placement, and the provision of FAPE. The surrogate parent shall:

a. Have knowledge and skills that ensure effective representation.

b. Have no personal or professional interest that conflicts with the interest of the student.

c. Meet the following conditions:

1) is not an employee of the SDE, the district, or any other agency that is involved in the education or care of the student; and

2) is not an employee of a nonpublic agency that provides educational care for the student.

Note: A person who otherwise qualifies to be a surrogate parent is not an employee of the district or agency solely because he or she is paid to serve as a surrogate parent.

In the case of a student who is an unaccompanied homeless youth, appropriate staff of emergency shelters, transitional shelters, independent living programs, and street outreach programs may be appointed as temporary surrogate parents until a surrogate can be appointed that meets all the requirements.

C. Adult Students and the Transfer of Rights

An "adult student" is a student who is at least eighteen (18) years of age to whom special education rights have transferred under the IDEA and Idaho Code.

1. Discussion of the Transfer of Rights: Not later than the student's seventeenth (17th) birthday, the IEP team shall discuss the transfer of special education rights to the student. Special education rights will transfer from the parent to the adult student when the student turns eighteen (18) years of age unless:

a. the IEP team determines that the student does not have the ability to make informed decisions with respect to his or her educational program; or
b. a parent has obtained legal guardianship from a Court including the scope of educational matters.

2. Basis for Denial of Transfer: During the IEP meeting to discuss the transfer of rights, the IEP team will use the following as the basis for any denial of the transfer:

   a. Evaluation data, test results, written reports, teacher observation, education records, and parent input, including whether the parent intends to seek guardianship.

   b. Answers to the following questions:

      1) Is the student capable of understanding his or her rights?

      2) Is the student capable of exercising his or her rights?

      3) Is the student capable of understanding the consequences and impact of his or her decisions?

3. Following a Determination Concerning the Transfer of Rights: When the student's special education rights transfer at age eighteen (18), the parent and student will be informed that rights have transferred. The IEP shall contain a statement referring to the transfer (or not) of rights:

   a. If the team determines that there is no relevant information about the student to prohibit the transfer of rights at age eighteen (18), the student's IEP shall contain a statement that the student has been informed that special education rights will transfer to him or her. The parent retains the right to receive notices required by the IDEA.

   b. If the IEP team determines that the student lacks the ability to provide informed consent with respect to his or her educational program, a statement will be included in the IEP indicating that the parent, or other individual if the parent is not available, will retain all special education rights after the student reaches age eighteen (18).

   c. If rights have transferred, the district shall continue to provide notices to the parent, but nothing under the IDEA requires parent participation in the process.

4. Revoking a Transfer of Rights: There is nothing in federal or state law that prohibits the IEP team from changing its decision later, based on new information and input.

Under state law, a parent can provide legal documentation of a student's incompetence *after* the student reaches age eighteen (18).

D. Emancipated or Married Minors

Idaho law does not provide for the emancipation of minors. However, minors who have been emancipated by a court of law in another state are considered an adult in Idaho. Emancipated minors should be able to provide the legal court document awarding them the power and capacity of an adult. A student under age eighteen (18) who claims to be an emancipated minor, but is unable to provide documentation should be assigned a surrogate parent by the district if a parent cannot be located.

Students under the age of eighteen (18) who are married to an adult, eighteen (18) years or older, are not emancipated minors in Idaho and do not have the power and capacity of an adult student. Instead, the spouse acts as the guardian of the student regarding legal rights and responsibilities.

E. Ward of the State

The term "ward of the state" means a child who, as determined by the state where the child resides, is a foster child, or a ward of the state *or* is in the custody of a public child welfare agency. The term does not include a foster child who has a foster parent who meets the definition of a parent in Section 2A.

F. Child Custody

1. Definitions of Custody

The following definitions of custody are used by Idaho courts in divorce proceedings:

a. **Joint custody** means an order awarding custody of a minor child to both parents and providing that physical custody shall be shared by the parents in such a way as to assure the child frequent or continuing contact with both parents. A court may award either joint physical custody or joint legal custody, or both. If the court has declined an order awarding joint custody, the court order shall state in the decision the reason for denial of joint custody.

b. **Joint physical custody** means awarding each of the parents significant periods of time in which a child resides with or is under the care and supervision of each of the parents. The actual amount of time with each parent is determined by the court. Generally, one of the parents is awarded primary physical custody.

c. **Joint legal custody** means that the parents or parties are required to share the decision-making rights, responsibilities, and authority relating to the health,

education, and general welfare of a child. In Idaho, parents have joint legal custody unless the rights of one or both parents have been terminated.

2. Conflicts Between Parents Who Have Joint Custody

   a. **Custody questions**: When it is known that a custody question exists that involves the relevant legal status of one or both parents of a student, the district will ask the parent(s) to furnish a copy of the pertinent court order or decree, if one exists, to clarify the question at issue. School personnel will abide by the most recent court order or decree.

      When district personnel receive conflicting information about custody, they will (a) initially follow the instructions of the parent with whom the child currently resides and (b) request a certified court document to clarify the custody issue.

   b. **Conflicting instructions**: When parents who have joint legal custody give conflicting instructions, the district's obligation is to inform the parents that any action proposed or refused will be based on the needs of the student and in accordance with the IDEA requirements. Both the district and either parent have options under the IDEA to resolve disagreements, including SDE Dispute Resolution processes such as mediation and due process hearings.

   c. **Access to records**: A parent who does not have primary physical custody has the same right to access records and to participate in special education decision making as does the parent with primary physical custody, unless otherwise specifically stipulated by a court. Idaho Code states, "Notwithstanding any other provisions of law, access to records and information pertaining to a minor child including, but not limited to medical, dental, health, and school or educational records, shall not be denied to a parent because the parent is not the child's custodial parent." Another provision of the law allows the parent with primary physical custody to request in writing that a minor child's address be deleted from any record to prohibit the other parent from learning the child's address by having access to school records.

   d. **Parental disagreement of consent:** When parents, both with legal authority to make educational decisions for their child, disagree on the revocation of consent for special education and related services, one parent may revoke consent for his or her child's receipt of special education and related services at any time. The district must accept either parent's revocation of consent, and provide written notice to the parents. After revoking consent, a parent maintains the right to subsequently request an initial evaluation which must be treated as an initial evaluation and not a re-evaluation for special education. A parent who disagrees with another parent regarding revocation of special

education services is not entitled to resolve the dispute through an IDEA due process hearing.

Section 3. Informed Consent

A. Definition

Consent is written approval given by a parent/adult student who has been fully informed of and understands all information relevant to the activity for which consent is sought. The request for consent describes the activity for which consent is sought and lists the records, if any, that will be released and to whom. All information shall be provided in the native language or mode of communication of the parent/adult student, unless not feasible. The parent/adult student shall be informed that the approval is voluntary and may be revoked at any time prior to the action. Consent is indicated by the parent's/adult student's signature.

B. Actions Requiring Consent

The following actions require the district to obtain written consent. Some of the actions that require written consent from the parent/adult student also require prior written notice from the district.

1. Informed written consent *and* written notice are required when:

    a. Conducting assessments as part of an initial evaluation to determine whether a student is eligible for special education.

    b. Conducting any assessment for reevaluation that involves more than a review of existing information. This includes any assessments that are conducted after a student has been determined eligible for special education. If a specific assessment was not listed on the *Consent for Assessment* form, then the district shall secure written consent again in order to conduct that particular assessment.

    c. Initially providing special education and related services to a student with a disability.

2. Informed written consent is required when:

    a. Using an individual family service plan (IFSP) instead of an IEP for students ages three (3) through five (5).

    b. Disclosing personally identifiable information to unauthorized persons, unless provided as an exception under the Family Educational Rights and Privacy Act (FERPA) regulations. The written consent shall specify the records that

may be disclosed, state the purpose of the disclosure, and identify the party to whom the disclosure will be made.

c. Accessing private insurance to pay for services listed in the IEP.

d. The district requests to bill Medicaid (with some exceptions). The parent/adult student shall be informed of the frequency, amount, and type of services that the district will be submitting to Medicaid for reimbursement as identified on the student's IEP.

e. Inviting outside agency representatives providing transition services to an IEP team meeting.

f. Sharing of information between the district of location and the district of residence with a parentally placed elementary or secondary student.

g. The excusal of an IEP team member from an IEP meeting when the meeting involves a modification or discussion of the member's area of the curriculum or related services.

C. When Consent Is Not Required

The district is not required to obtain informed consent when:

1. a review of existing data is part of an evaluation or a reevaluation;

2. tests are administered to both general and special education students in a grade or class and consent is not required for all students;

3. teacher or related-service-provider observations, ongoing classroom evaluation, or criterion-referenced tests are used as assessments in determining the student's progress toward goals and benchmarks/objectives on the IEP;

4. screening to determine appropriate instruction strategies for curriculum implementation;

5. a disclosure of personally identifiable information to persons authorized to have access under FERPA or the Idaho Student Data Privacy Act, Section 33-133, Idaho Code ~~33-133~~; **or**

6. an IEP team reviews and revises a student's IEP. However, the parent/adult student may file a written objection if he or she disagrees with all or part of the changes to the IEP.

D. Refusal to Give Consent

A parent/adult student may refuse to give written consent for an assessment, initial services or the release of information that the district believes is necessary to ensure FAPE during the reevaluation process.

If the parent does not provide consent for the reevaluation assessment, the district may choose not to pursue requesting SDE mediation and/or a due process hearing if the district determines through a review of existing data, that the information does not continue to support the determination of eligibility for special education services. In this case the district shall provide the parent with written notice of the proposed action to discontinue the provision of FAPE to the student based on a review of existing data.

The district may also choose to pursue the reevaluation through SDE mediation and/or by requesting a due process hearing. If the hearing officer determines that the action is necessary, and the parent/adult student does not appeal the decision, the district may proceed with the proposed action. The district shall provide the parent with written notice of the proposed actions.

The district shall secure written consent for the initial provision of special education and related services. There is no mechanism available to overturn a parent's/adult student's decision *not* to provide written consent for initial evaluation or initial provision of services. In the case of an initial evaluation or initial provision of services, if a parent/adult student fails to respond to reasonable measures to gain consent or does not consent, the district cannot be charged with failing to provide FAPE to the student and is not required to convene an IEP meeting or develop an IEP for special education or related services.

E. Failure to Respond to a Request for Consent Regarding Reevaluation Assessment

When a parent/adult student fails to respond to reasonable measures taken by the district to obtain written consent to determine continued eligibility, the district may proceed with the evaluation. The district shall have a record of its attempts to gain consent by documenting telephone calls made or attempted, correspondence sent, or visits made to the home or place of employment. Failure to respond is not the same as refusing consent for reevaluation.

F. Revoking Consent for Evaluation

Consent previously given for an evaluation or an individual assessment, the initial provision of special education and related services, and the disclosure of information may be revoked only before the action occurs. If consent is revoked for evaluation, the district may continue to pursue the action by requesting a due process hearing. If the hearing officer determines that the action for which consent is sought is necessary, and the decision is not appealed, the district may proceed with the action without the written consent of the parent/adult student. Consent must be revoked in writing.

Section 4. Written Notice

A. Definition

Written notice is the act of informing a parent/adult student in writing within a reasonable amount of time, before the district proposes to initiate or change, or refuses to initiate or change, the student's special education identification, the evaluation, educational placement, or provision of FAPE.

B. Criteria for Written Notice

1. Written notice must be provided in a reasonable amount of time before implementing the proposed action.

2. Written notice shall be in language understandable to the general public. It must be provided in the native language or other mode of communication normally used by the parent/adult student unless it is clearly not feasible to do so. If the native language or other mode of communication is not a written language, the district shall take steps to ensure the following:

    a. The notice is translated orally or by other means in the native language or other mode of communication.

    b. The parent/adult student understands the content of the notice.

    c. There is written evidence that the notice requirements of this section have been met, such as a written record in the student's special education file documenting what was discussed.

When a parent/adult student disagrees with the district's written notice of a proposed or refused action, he or she can attempt to remedy the dispute using SDE processes, such as IEP facilitation, mediation, formal complaint procedures, or due process hearing procedures afforded by the IDEA. In addition, the parent/adult student may have the right to prevent the district from taking action by filing a written objection with the district.

C. Written Notice Is Required

1. The district shall provide written notice before proposing to initiate or change the following:

    a. identification of the student;

    b. any assessments for initial evaluation or reevaluation;

    c. educational placement; or

d. the provision of FAPE.

2. After the district's decision to refuse a parent's/adult student's request to initiate or change the identification, assessment, placement, or provision of FAPE.

3. If the district refuses to convene an IEP team meeting at the request of a parent/adult student.

4. When the evaluation team determines that additional assessments are not required during a reevaluation to determine whether the student continues to meet eligibility criteria, the district shall provide written notice to the parent/adult student of the decision and the reasons for that decision. The parent/adult student must also be informed of his or her right to request assessments when necessary to determine continued eligibility.

5. If a parent files a due process hearing request, the district is required to give written notice specific to the issues raised in the due process hearing request within ten (10) days.

6. If the district has determined that the student is being removed for disciplinary purposes which constitutes a change of placement.

7. If the parent/adult student revokes consent for the continued provision of special education.

D. Written Notice is Not Required

The district is not required to provide written notice in the following situations:

1. when reviewing existing data as part of an evaluation or a reevaluation (however, the parent/adult student shall be afforded the opportunity to participate in the review of existing data);

2. when tests are administered to both general and special education students in a grade or class;

3. when teacher or related service provider observations, ongoing classroom evaluation, or criterion-referenced tests are used as assessments in determining the student's progress toward goals and benchmarks/objectives on the IEP; or

4. if outside observation is in relation to teacher's general practices.

E. Content of Written Notice

The content of written notice is intended to provide the parent/adult student with enough information so that he or she is able to fully understand the district's proposed action or refused action and to make informed decisions, if necessary.

The written notice shall include the following:

1. a description of the action proposed or refused by the district;
2. an explanation of why the district proposes or refuses to take the action;
3. a description of any other options the IEP team considered and the reasons why those options were rejected;
4. a description of each procedure, assessment, record, or report that the district used as a basis for the proposed or refused action;
5. a description of any other factors relevant to the proposed or refused action;
6. a statement that the parent/adult student has special education rights and a description of how to obtain a copy of the *Procedural Safeguards Notice*; and
7. sources to contact in obtaining assistance in understanding the *Procedural Safeguards Notice*.

F. Objection to District Proposal

If a parent/adult student disagrees with an IEP program change or placement change that is proposed by the IEP team, he or she may file a written objection to all or part of the proposed change. The district will respond as follows:

1. If the objection is postmarked or hand delivered within ten (10) calendar days of the date the parent/adult student received the written notice, the changes to which the parent/adult student objects cannot be implemented.
2. If a proposed change is being implemented during the ten (10) day period and an objection is received, the implementation of that change shall cease.
3. If an objection is made after ten (10) calendar days, the district may continue to implement the change, but the parent/adult student retains the right to exercise other procedures under the IDEA.

The parties may resolve a disagreement using methods such as holding additional IEP team meetings, or utilizing SDE Dispute Resolution processes, such as facilitation or mediation. If

these attempts fail, the district may request a due process hearing regarding the proposed change. A parent's/adult student's written objection to an IEP or placement change cannot be used to prevent the district from unilaterally placing the student in an IAES in accordance with the IDEA procedures for discipline of a student.

Section 5. Confidentiality and Access to Records

The district shall collect, use, and maintain information about a student to make appropriate decisions concerning special education and the provision of FAPE. A student's special education case manager, usually the special education teacher, should organize all relevant records specific to district guidelines and the IDEA requirements.

The IDEA and FERPA contain provisions to protect the confidentiality of personally identifiable information in student special education records. These statutes also provide for the right to review and inspect records.

A. Definition

A "record" is defined as personally identifiable information directly related to the student and maintained by the district or a party acting for the district. A student record can be written or electronic.

1. The term "record" may include, but is not limited to, the following:

    a. identifying data (name, address, parents, siblings, Social Security number, list of personal characteristics making identification reasonably certain by a person in the school community);

    b. academic work completed (courses taken, transcript);

    c. level of achievement (grades, portfolios, performance assessments, scores on standardized achievement tests, etc.);

    d. attendance data;

    e. scores and protocols of standardized intelligence, aptitude, and psychological tests;

    f. records of teachers, counselors, medical personnel, and psychologists working directly with a student if disclosed to others;

    g. interest inventory results;

    h. observations and verified reports of serious or recurring behavior patterns;

i. videotapes or audiotapes;

j. health data including medical assessments;

k. family background information;

l. transportation records;

m. student records maintained by agencies and individuals contracting with the district; and

n. email, text messages, or other written notes sent regarding the student or the student's family.

2. The term "record" does not include:

a. records of instructional, supervisory, ancillary, and administrative personnel that are kept in the sole possession of the maker of the record and are not accessible or revealed to any other person except a temporary substitute for the maker of the record;

b. records created by law enforcement units of schools and maintained separately for non-educational purposes; and

c. employment records about a student who is employed by a school or district~~.~~ (Note: Records relating to an individual in attendance at the agency or institution who is employed as a result of his or her status as a student are education records and not excepted);

d. records on a student who is eighteen (18) years of age or older, or is attending an institution of postsecondary education, that are:

1) made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his or her professional capacity or assisting in a paraprofessional capacity;

2) made, maintained, or used only in connection with treatment of the student;

3) disclosed only to individuals providing the treatment (Note: "Treatment" does not include remediation educational activities or activities that a part of the program of instruction); and

e. grades on peer-graded papers before they are collected and recorded by a teacher.

B. Protection of Records

The district shall prevent unauthorized disclosure of personally identifiable information pertaining to students with disabilities. "Disclosure" is the release, transfer, or other communication of education records or of personally identifiable information contained in those records to any party, by any means, including oral, written, or electronic. Districts must have a policy to protect personally identifiable information from security risk resulting from unsecured data transmittal or storage.

To ensure protection of records, the district shall do the following:

1. Obtain written and dated consent from the parent/adult student before disclosing personally identifiable information:

    a. to unauthorized individuals; or

    b. for any purpose except as authorized by law.

2. Designate and train a records manager to assure security of confidential records for students with disabilities.

3. Maintain a log of requests for access to education records if the request is not from a:

    a. a parent/adult student;

    b. a school employee with a legitimate educational interest;

    c. a party seeking designated directory information; or

    d. a party receiving the records as directed by a federal jury or other subpoena ordering no one to disclose the existence of the request to access records.

    This log includes the name, agency affiliation, date, and purpose for accessing the records. A log documenting denials for records and partially fulfilled requests should also be maintained.

4. Maintain, for public inspection, a current listing of names and positions of employees who have access to personally identifiable information.

5. Establish procedures to ensure the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages.

6. Ensure that, if any education record includes information on more than one student, a parent/adult student will only be allowed to inspect, review, or be informed about the record of the student at issue.

7. Ensure that each person collecting or using personally identifiable information receives training or instruction regarding the policies and procedures governing confidentiality. All staff members, even those who do not have access to special education records, should be informed about what is considered appropriate and inappropriate access to and use of information within the records. The district may maintain a record of the training provided—including the name of the person or persons providing the training, dates of the training, those attending, and the subjects covered—for the purpose of documenting that new staff members have been trained as soon as possible after they have been hired.

C. Access to Records

The district shall:

1. Annually notify the parents of all students, including students with disabilities currently in attendance, of their rights under FERPA. The notice shall include all of the following:

    a. procedures for exercising the right to inspect and review education records;

    b. procedures for requesting amendment of records; and

    c. a specification of criteria for determining who constitutes a school official or employee in the district and what constitutes a legitimate educational interest.

2. Permit a parent/adult student, or his or her representative, to inspect and review any record relating to educational matters that is collected, maintained, or used by the district. The district will presume that a custodial or non-custodial parent has the authority to inspect and review a record relating to his or her child unless there are legal documents limiting access to those records under state law. A minor student's address will be deleted from any record if requested in writing by a custodial parent to prohibit a non-custodial parent from learning the address simply by having access to the school records.

    The district will make records available to a parent/adult student for review:

    a. without delay but no later than forty-five (45) days after the request;

    b. before any meeting regarding an IEP;

    c. before a resolution session; and

    d. not less than five (5) business days before any due process hearing.

The district should note that test protocols may be part of a student's educational record. Test publishers require districts to maintain the integrity and validity of tests. Parents or others authorized by the parent/adult student interested in a student's test results are allowed to view the student's responses to test items, but only if the information is shared in the presence of a person qualified to explain the results and meaning of the various items and data contained in the protocol.

3. Upon request, provide a parent/adult student with a list of the types of education records the school collects, maintains, or uses and where they are kept.

4. Respond to any reasonable request made by a parent/adult student for an explanation and interpretation of a record.

5. Provide a copy of education records if a parent/adult student would otherwise be unable to effectively exercise his or her right to inspect and review those records. An education record may include copyrighted test protocols which include personally identifiable information. A fee may be charged for the copies, but not to search for or retrieve information. The district shall publish a schedule of fees it intends to charge.

6. Always provide a parent/adult student a copy of the IEP and any documentation of identification and eligibility.

D. Disclosures Not Requiring Consent

Consent is generally required to disclose personally identifiable information to others. However, consent is not required when:

1. A school official or employee has a legitimate educational interest to access the records.

2. A representative of the Federal Comptroller General, the United States Department of Education, or the State Department of Education (SDE) accesses records necessary for an audit or evaluation of a federal program or for enforcement or compliance with federal regulations.

3. A student transfers to another school or school system in which the student intends to enroll unless a district has adopted a procedure requiring consent. However, the parent/adult student should be notified of the request for records at the last known address of the parent/adult student unless he or she initiated the request.

4. The health and safety of the student or other individuals is in jeopardy because of an emergency.

5. The disclosure concerns the juvenile justice system's ability to effectively serve the student or the ability to respond to court orders or subpoenas, as specified in state

law. The district will make a reasonable effort to notify the parent of the court order in advance of compliance, unless the subpoena specifically states that it is not to be disclosed.

6. An organization conducts studies on behalf of education agencies or institutions under specified FERPA criteria.

7. The disclosure is in connection with an application for financial aid and is necessary to determine eligibility for the aid, the amount of the aid, conditions for the aid, or to enforce the terms and conditions of the aid ("financial aid" means a payment of funds to an individual that is conditioned on the individual's attendance at an education agency or institution).

8. The district has designated information as "directory information" under the conditions in FERPA.

E. Destruction of Records

The district will maintain education records, including eligibility documentation and IEPs, for at least five (5) years after disenrollment from the district to demonstrate fiscal accountability and program compliance with the IDEA requirements. The district shall inform a parent/adult student when personally identifiable information collected, maintained, or used is to be destroyed because the information is no longer needed to provide educational services to the student.

Electronic copies will be treated as the original so long as those copies adequately capture any handwritten notes and signatures. Test Protocols and other assessment information shall be maintained during the period in which the report which utilizes such information is in effect.

Note: Medicaid-related records, specifically expenditure documentation, cost allocation process, all student records related to the Medicaid billing and service delivery (e.g., data sheets, IEPs, health care plans, physician recommendations for assessments and IEP services, evaluation recommendations, documented supervision of paraprofessionals), and revenue documentation, must be kept for a period of six (6) years.

The parent/adult student must be informed of the personally identifiable information that the district intends to destroy and that the information will be destroyed no earlier than forty-five (45) calendar days from the date of the notice. The parent/adult student must also be informed of the procedure to follow if he or she wishes to formally object to the destruction of the information and wants the records sent to him or her.

Written and electronic records of individual students are confidential. The district will ensure the complete destruction of the records which may include but is not limited to: shredding, permanently deleting, or burning, under supervision of the staff member responsible for the records if not released to the parent/adult student. The records manager should maintain a log that documents the date of destruction or release of records.

A permanent record of the student's name, address, phone number, grades, classes attended, immunization records, test scores, attendance record, grade level, and year completed may be maintained by the district without a time limitation. Any other personally identifiable information shall be destroyed at the request of the parent/adult former student. When informing the parent/adult student of his or her rights, the district should remind the parent/adult student that the records might be needed for Social Security benefits or other purposes in the future.

F. Request for Amendment of Records

A parent/adult student may request that the district amend the student's records if he or she believes that information collected, maintained, or used in the education record is inaccurate, misleading, or in violation of the privacy or other rights of the student. The district will use the following procedure:

1. The district, within a reasonable period of time—not to exceed forty-five (45) days of receipt of the request—must decide whether to amend the record. If the district refuses to amend the record, the parent/adult student must be informed of the refusal and be advised of the right to and procedure for requesting a district hearing under the district's FERPA policy. A district hearing is an informal hearing that does not have all the requirements of a due process hearing.

2. If a district hearing is requested and the district decides that the information is inaccurate, misleading, or in violation of the student's rights, the district shall amend the record and inform the parent/adult student in writing.

3. If a district hearing is requested and the district decides the information is accurate and does not violate the student's rights, the district shall inform the parent/adult student that he or she may place a statement in the record. This statement may comment on the information in the record or set forth the parent's/adult student's reasons for disagreeing with the district. Any statement placed with a record must accompany the record for as long as the district maintains the record. If the district discloses the record to any person, the district shall also disclose the statement.

G. District Hearings on Procedures for Records

Each district is required to have a FERPA policy which includes the rights to request a hearing challenging the accuracy of records.

H. Students' Rights

When special education rights transfer to a student under the IDEA and Idaho Code, the FERPA rights regarding education records also transfer to the student. The district shall inform the parent/adult student that both the IDEA and FERPA rights regarding education records transfer

although FERPA gives the parent of a student who is claimed to be a dependent for IRS purposes the right to request access without the consent of the student.

Section 6. Independent Educational Evaluations

A. Definition

An independent educational evaluation (IEE) means one or more individual assessments, each completed by a qualified examiner who is not employed by the district responsible for the education of the student in question.

B. Right to an IEE

1. A parent/adult student has the right to obtain an IEE at public expense if he or she disagrees with an evaluation obtained or conducted by the district. The parent/adult student is entitled to only one IEE at public expense for each district evaluation.

2. The parent/adult student has the right to an IEE at his or her own expense at any time, and the IEP team shall consider the results.

3. The parent/adult student is not automatically entitled to have additional assessments beyond those determined necessary by the district for an evaluation. However, if parent/adult student is interested in additional or different assessments and the district refuses to provide them and provides written notice of refusal. The parent/adult student may request a due process hearing.

4. A district may initiate a due process hearing, without undue delay, to determine if the evaluation it conducted is appropriate. If the final decision of a hearing officer, or a court of law's decision on an appeal, is that the evaluation conducted by the district was appropriate, the parent and/or adult student still has the right to an IEE but at his or her own expense.

5. A hearing officer may order an IEE at public expense if he or she determines that the evaluation conducted by the district was not appropriate.

C. Procedures for Requesting an IEE

If a parent/adult student requests an IEE at public expense, the district may ask why he or she disagrees with the evaluation obtained by the district, but the district cannot require an explanation. The district shall give the parent/adult student the criteria under which an IEE can be obtained. The district's IEE criteria shall include the following information:

1. the location for the evaluation;

2. the required qualifications of the examiner;

3. the eligibility requirements for the specific disability categories; and

4. reasonable cost containment criteria applicable to personnel for specified assessments to eliminate unreasonably excessive fees.

Except for the criteria listed above, the district may not impose other conditions or timelines if doing so would be inconsistent with the parent's/adult student's right to an IEE. Upon request, a list of qualified examiners who can conduct an IEE will be provided.

A parent/adult student may request an opportunity to demonstrate that unique circumstances justify an IEE that does not fall within the district's cost criteria. If an IEE that falls outside the district's cost criteria is justified, that IEE will be publicly funded.

D. District Responsibilities Following IEE Requests

1. If a parent/adult student requests an IEE at public expense, the district shall do one of the following without unnecessary delay:

    a. Provide the district's IEE criteria and information about where an IEE may be obtained.

    b. Request a due process hearing to show that the district's evaluation is appropriate. If the final hearing decision is that the district's evaluation is appropriate, the parent/adult student may pursue an IEE, but at his or her own expense.

2. If a parent/adult student asks the district to pay for an IEE that has already been obtained, the district shall pay for the IEE if it meets the criteria for publicly funded IEEs. If the district believes that its evaluation was appropriate, but agrees to pay for the IEE, the district should state this in writing within the same document in which it agrees to pay. The district can also request SDE mediation.

E. Consideration of the IEE Results

If a parent/adult student obtains an IEE and makes that evaluation available to the district, the results must be considered by the district in any decision made with respect to the provision of FAPE. The results may also be presented as evidence at a hearing regarding the student. This is true regardless of whether the IEE is at the expense of the parent/adult student or district.

The results of an IEE cannot be the sole determining factor for eligibility. The evaluation team has the responsibility to use existing evaluation data in addition to the IEE to determine whether a student has or continues to have a disability under the IDEA.

Documents

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Part B PROCEDURAL SAFEGUARDS NOTICE

Revised: ~~December 2014~~ June 2016

Dear Parent,

This document provides you with the required notice of the procedural safeguards available under the Individuals with Disabilities Education Act (IDEA) and U.S. Department of Education regulations. The IDEA, the Federal law concerning the education of students with disabilities, requires schools to provide the parent(s) of a child with a disability a notice containing a full explanation of the procedural safeguards available. A copy of this notice must be given only one time per school year, except that a copy must also be given:

(1) Upon initial referral or your request for evaluation;
(2) Upon receipt of your first State complaint and upon receipt of your first due process complaint in a school year;
(3) When a decision is made to take a disciplinary action against your child that constitutes a change of placement; and
(4) Upon your request.

Please contact the school district for more information on these rights.

For further explanation you may also contact:

Idaho Special Education Dispute Resolution, State Dept. of Education
P.O. Box 83720
Boise, ID 83720-0027
Phone: (208) 332-6914 Toll-free: (800) 432-4601 V/TT: (800) 377-3529
Fax: (208) 334-2228
Web: www.sde.idaho.gov

For further assistance in matters relating to dispute resolution, you may contact:

DisAbility Rights Idaho Boise Office
4477 Emerald Street,
Suite B-100
Boise, ID 83706-2066
Phone: (208) 336-5353
Toll-free: (800) 632-5125
Fax: (208) 336-5396
Web: disabilityrightsidaho.org

DisAbility Rights Idaho Pocatello Office
1246 Yellowstone Ave
Suite A-3
Pocatello, ID 83201-4374
Phone: (208) 232-0922
Toll-free: (866) 309-1589
Fax: (208) 232-0938
Web: disabilityrightsidaho.org

Idaho Parents Unlimited, Inc. (IPUL)
4619 Emerald, Ste. E
Boise, ID 83702
Phone: (208) 342-5884
Toll-free: (800) 242-IPUL (4785)
V/TT: (208) 342-5884
Fax: (208) 342-1408
Web: ipulidaho.org

Idaho Legal Aid Services
1447 Tyrell Lane
Boise, ID 83706
Phone: (208) 336-8980
Fax: (208) 342-2561
Web idaholegalaid.org

Idaho State Bar Association
P.O. Box 895
Boise, ID 83701
Phone (208) 334-4500
Fax: (208) 334-4515
Web: isb.idaho.gov

Wrightslaw Idaho Yellow Pages for Kids
Web: yellowpagesforkids.com/help/id.htm

~~Revised: December 2014~~ June 2016

~~The Individuals with Disabilities Education Act (IDEA), the Federal law concerning the education of students with disabilities, requires schools to provide you, the parents of a child with a disability, with a notice containing a full explanation of the procedural safeguards available under IDEA and U.S. Department of Education regulations. A copy of this notice must be given to you only one time a school year, except that a copy must also be given to you: (1) upon initial referral or your request for evaluation; (2) upon receipt of your first State complaint under 34 CFR §§300.151 through 300.153 and upon receipt of your first due process complaint under §300.507 in a school year; (3) when a decision is made to take a disciplinary action against your child that constitutes a change of placement; and (4) upon your request. [34 CFR §300.504(a)]~~

~~Your school district can provide more information on these rights. If you have questions, you should speak to the special education teacher, school principal, director of special education, or superintendent in the district.~~

~~For further explanation on any of these rights you may also contact:~~

~~Idaho Special Education Dispute Resolution~~

~~State Dept. of Education~~
~~P.O. Box 83720~~
~~Boise, ID 83720-0027~~
~~(208) 332-6914 or~~
~~(800) 432-4601;~~
~~TT: (800) 377-3529;~~
~~Fax: (208) 334-2228~~

~~For further assistance in matters relating to dispute resolution, you may contact:~~

~~DisAbility Rights Idaho~~

~~Boise Office:~~
~~4477 Emerald Street,~~
~~Suite B-100~~
~~Boise, ID 83706-2066~~
~~(208) 336-5353~~
~~(208) 336-5396 (fax)~~
~~(800) 632-5125 (toll-free)~~
~~*Web:disabilityrightsidaho.org*~~

~~DisAbility Rights Idaho~~

~~Pocatello Office:~~
~~1246 Yellowstone Ave. Suite A-3~~
~~Pocatello, ID 83201-4374~~
~~(208) 232-0922~~
~~(208) 232-0938 (fax)~~
~~(866) 309-1589 (toll-free)~~

~~Idaho Parents Unlimited, Inc. (IPUL)~~
~~4619 Emerald, Ste. E~~
~~Boise, ID 83702~~
~~(208) 342-5884~~
~~(800) 242-IPUL (4785)~~
~~(208) 342-1408 (fax)~~
~~V/TT: (208) 342-5884~~
~~Web: *ipulidaho.org*~~

~~Idaho Legal Aid~~

~~1447 Tyrell Lane~~
~~Boise, ID 83706~~
~~Phone: (208) 336-8980~~
~~Fax: (208) 342-2561~~
~~Web: *idaholegalaid.org*~~

~~Idaho State Bar Association~~
~~P.O. Box 895~~
~~Boise, ID 83701~~
~~Phone (208) 334-4500~~
~~Fax: (208) 334-4515~~
~~Web: *isb.idaho.gov*~~

~~*Wrightslaw Idaho Yellow Pages*~~
~~*for Kids*~~\
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GENERAL INFORMATION

PRIOR WRITTEN NOTICE

34 CFR §300.503

Notice

Your school district must give you written notice (provide you certain information in writing), within a reasonable amount of time before it:

1. Proposes to initiate or to change the identification, evaluation, or educational placement of your child, or the provision of a free appropriate public education (FAPE) to your child; **or**
2. Refuses to initiate or to change the identification, evaluation, or educational placement of your child, or the provision of FAPE to your child.

Content of notice

The written notice must:

1. Describe the action that your school district proposes or refuses to take;
2. Explain why your school district is proposing or refusing to take the action;
3. Describe each evaluation procedure, assessment, record, or report your school district used in deciding to propose or refuse the action;
4. Include a statement that you have protections under the procedural safeguards provisions in Part B of IDEA;
5. Tell you how you can obtain a description of the procedural safeguards if the action that your school district is proposing or refusing is not an initial referral for evaluation;
6. Include resources for you to contact for help in understanding Part B of IDEA;
7. Describe any other options that your child's individualized education program (IEP) Team considered and the reasons why those options were rejected; **and**
8. Provide a description of other reasons why your school district proposed or refused the action.

Notice in understandable language

The notice must be:

1. Written in language understandable to the general public; **and**
2. Provided in your native language or other mode of communication you use, unless it is clearly not feasible to do so.

If your native language or other mode of communication is not a written language, your school district must ensure that:

1. The notice is translated for you orally or by other means in your native language or other mode of communication;
2. You understand the content of the notice; **and**
3. There is written evidence that the requirements in paragraphs 1 and 2 have been met.

NATIVE LANGUAGE

34 CFR §300.29

Native language, when used regarding an individual who has limited English proficiency, means the following:

1. The language normally used by that person, or, in the case of a child, the language normally used by the child's parents;
2. In all direct contact with a child (including evaluation of the child), the language normally used by the child in the home or learning environment.

For a person with deafness or blindness, or for a person with no written language, the mode of communication is what the person normally uses (such as sign language, Braille, or oral communication).

ELECTRONIC MAIL

34 CFR §300.505

If your school district offers parents the choice of receiving documents by e-mail, you may choose to receive the following by e-mail:

1. Prior written notice;
2. Procedural safeguards notice; **and**
3. Notices related to a due process complaint.

PARENTAL CONSENT - DEFINITION

34 CFR §300.9

Consent

Consent means:

1. You have been fully informed in your native language or other mode of communication (such as sign language, Braille, or oral communication) of all information about the action for which you are giving consent.

2. You understand and agree in writing to that action, and the consent describes that action and lists the records (if any) that will be released and to whom; **and**
3. You understand that the consent is voluntary on your part and that you may withdraw your consent at any time.

If you wish to revoke (cancel) your consent after your child has begun receiving special education and related services, you must do so in writing. Your withdrawal of consent does not negate (undo) an action that has occurred after you gave your consent but before you withdrew it. In addition, the school district is not required to amend (change) your child's education records to remove any references that your child received special education and related services after your withdrawal of consent.

PARENTAL CONSENT

34 CFR §300.300

Consent for initial evaluation

Your school district cannot conduct an initial evaluation of your child to determine whether your child is eligible under Part B of IDEA to receive special education and related services without first providing you with prior written notice of the proposed action and obtaining your consent as described under the headings ***Prior Written Notice*** and ***Parental Consent.***

Your school district must make reasonable efforts to obtain your informed consent for an initial evaluation to decide whether your child is a child with a disability.

Your consent for initial evaluation does not mean that you have also given your consent for the school district to start providing special education and related services to your child.

Your school district may not use your refusal to consent to one service or activity related to the initial evaluation as a basis for denying you or your child any other service, benefit, or activity, unless another Part B requirement requires the school district to do so.

If your child is enrolled in public school or you are seeking to enroll your child in a public school and you have refused to provide consent or failed to respond to a request to provide consent for an initial evaluation, your school district may, but is not required to, seek to conduct an initial evaluation of your child by using the IDEA's mediation or due process complaint, resolution meeting, and impartial due process hearing procedures. Your school district will not violate its obligations to locate, identify and evaluate your child if it does not pursue an evaluation of your child in these circumstances.

Special rules for initial evaluation of wards of the State

If a child is a ward of the State and is not living with his or her parent —

The school district does not need consent from the parent for an initial evaluation to determine if the child is a child with a disability if:

1. Despite reasonable efforts to do so, the school district cannot find the child's parent;
2. The rights of the parents have been terminated in accordance with State law; **or**
3. A judge has assigned the right to make educational decisions to an individual other than the parent and that individual has provided consent for an initial evaluation.

Ward of the State, as used in IDEA, means a child who, as determined by the State where the child lives, is:

1. A foster child;
2. Considered a ward of the State under State law; **or**
3. In the custody of a public child welfare agency.

There is one exception that you should know about. *Ward of the State* does not include a foster child who has a foster parent who meets the definition of a *parent* as used in IDEA.

Parental consent for services

Your school district must obtain your informed consent before providing special education and related services to your child for the first time.

The school district must make reasonable efforts to obtain your informed consent before providing special education and related services to your child for the first time.

If you do not respond to a request to provide your consent for your child to receive special education and related services for the first time, or if you refuse to give such consent or later revoke (cancel) your consent in writing, your school district may not use the procedural safeguards (i.e., mediation, due process complaint, resolution meeting, or an impartial due process hearing) in order to obtain agreement or a ruling that the special education and related services (recommended by your child's IEP Team) may be provided to your child without your consent.

If you refuse to give your consent for your child to receive special education and related services for the first time, or if you do not respond to a request to provide such consent or later revoke (cancel) your consent in writing and the school district does not provide your child with the special education and related services for which it sought your consent, your school district:

1. Is not in violation of the requirement to make a free appropriate public education (FAPE) available to your child for its failure to provide those services to your child; **and**
2. Is not required to have an individualized education program (IEP) meeting or develop an IEP for your child for the special education and related services for which your consent was requested.

If you revoke (cancel) your consent in writing at any point after your child is first provided special education and related services, then the school district may not

continue to provide such services, but must provide you with prior written notice, as described under the heading ***Prior Written Notice***, before discontinuing those services.

Parent's Right to Object
Once you consent to the initial start of services, the school district is not required to obtain your consent to make changes to the IEP. However, if you do not want the school district to implement the changes to the IEP, you must submit your objections in writing. Your written objections must either be postmarked or hand-delivered to the school district within 10 days of receiving the written notice of the changes.
IDAPA 8.02.03.109.05a

Parental consent for reevaluations

Your school district must obtain your informed consent before it reevaluates your child, unless your school district can demonstrate that:

1. It took reasonable steps to obtain your consent for your child's reevaluation; **and**
2. You did not respond.

If you refuse to consent to your child's reevaluation, the school district may, but is not required to, pursue your child's reevaluation by using the mediation, due process complaint, resolution meeting, and impartial due process hearing procedures to seek to override your refusal to consent to your child's reevaluation. As with initial evaluations, your school district does not violate its obligations under Part B of IDEA if it declines to pursue the reevaluation in this manner.

Documentation of reasonable efforts to obtain parental consent

Your school must maintain documentation of reasonable efforts to obtain your consent for initial evaluations, to provide special education and related services for the first time, for a reevaluation, and to locate parents of wards of the State for initial evaluations. The documentation must include a record of the school district's attempts in these areas, such as:

1. Detailed records of telephone calls made or attempted and the results of those calls;
2. Copies of correspondence sent to you and any responses received; **and**
3. Detailed records of visits made to your home or place of employment and the results of those visits.

Other consent requirements

Your consent is not required before your school district may:

1. Review existing data as part of your child's evaluation or a reevaluation; **or**
2. Give your child a test or other evaluation that is given to all children unless, before that test or evaluation, consent is required from parents of all children.

The school district must develop and implement procedures to ensure that your refusal to consent to any of these other services and activities does not result in a failure to provide your child with a free appropriate public education (FAPE). Also, your school district may not use your refusal to consent to one of these services or activities as a basis for denying any other service, benefit, or activity, unless another Part B requirement requires the school district to do so.

If you have enrolled your child in a private school at your own expense or if you are home schooling your child, and you do not provide your consent for your child's initial evaluation or your child's reevaluation, or you fail to respond to a request to provide your consent, the school district may not use its dispute resolution procedures (i.e., mediation, due process complaint, resolution meeting, or an impartial due process hearing) and is not required to consider your child as eligible to receive equitable services (services made available to some parentally-placed private school children with disabilities).

INDEPENDENT EDUCATIONAL EVALUATIONS

34 CFR §300.502

General

As described below, you have the right to obtain an independent educational evaluation (IEE) of your child if you disagree with the evaluation of your child that was obtained by your school district.

If you request an independent educational evaluation, the school district must provide you with information about where you may obtain an independent educational evaluation and about the school district's criteria that apply to independent educational evaluations.

Definitions

Independent educational evaluation means an evaluation conducted by a qualified examiner who is not employed by the school district responsible for the education of your child.

Public expense means that the school district either pays for the full cost of the evaluation or ensures that the evaluation is otherwise provided at no cost to you, consistent with the provisions of Part B of IDEA, which allow each State to use whatever State, local, Federal, and private sources of support are available in the State to meet the requirements of Part B of the Act.

Right to evaluation at public expense

You have the right to an independent educational evaluation of your child at public expense if you disagree with an evaluation of your child obtained by your school district, subject to the following conditions:

1. If you request an independent educational evaluation of your child at public expense, your school district must, without unnecessary delay, <u>either</u>: (a) File a

due process complaint to request a hearing to show that its evaluation of your child is appropriate; or (b) Provide an independent educational evaluation at public expense, unless the school district demonstrates in a hearing that the evaluation of your child that you obtained did not meet the school district's criteria.

2. If your school district requests a hearing and the final decision is that your school district's evaluation of your child is appropriate, you still have the right to an independent educational evaluation, but not at public expense.
3. If you request an independent educational evaluation of your child, the school district may ask why you object to the evaluation of your child obtained by your school district. However, your school district may not require an explanation and may not unreasonably delay either providing the independent educational evaluation of your child at public expense or filing a due process complaint to request a due process hearing to defend the school district's evaluation of your child.

You are entitled to only one independent educational evaluation of your child at public expense each time your school district conducts an evaluation of your child with which you disagree.

Parent-initiated evaluations

If you obtain an independent educational evaluation of your child at public expense or you share with the school district an evaluation of your child that you obtained at private expense:

1. Your school district must consider the results of the evaluation of your child, if it meets the school district's criteria for independent educational evaluations, in any decision made with respect to the provision of a free appropriate public education (FAPE) to your child; **and**
2. You or your school district may present the evaluation as evidence at a due process hearing regarding your child.

Requests for evaluations by hearing officers

If a hearing officer requests an independent educational evaluation of your child as part of a due process hearing, the cost of the evaluation must be at public expense.

School district criteria

If an independent educational evaluation is at public expense, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the examiner, must be the same as the criteria that the school district uses when it initiates an evaluation (to the extent those criteria are consistent with your right to an independent educational evaluation).

Except for the criteria described above, a school district may not impose conditions or timelines related to obtaining an independent educational evaluation at public expense.

CONFIDENTIALITY OF INFORMATION

34 CFR §300.611

As used under the heading **Confidentiality of Information**:

Destruction means physical destruction or removal of personal identifiers from information so that the information is no longer personally identifiable.

Education records means the type of records covered under the definition of ''education records'' in 34 CFR Part 99 (the regulations implementing the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. 1232g (FERPA)).

Participating agency means any school district, agency or institution that collects, maintains, or uses personally identifiable information, or from which information is obtained, under Part B of IDEA.

PERSONALLY IDENTIFIABLE

34 CFR §300.32

Personally identifiable means information that includes:

(a) Your child's name, your name as the parent, or the name of another family member;

(b) Your child's address;

(c) A personal identifier, such as your child's social security number or student number; **or**

(d) A list of personal characteristics or other information that would make it possible to identify your child with reasonable certainty.

NOTICE TO PARENTS

34 CFR §300.612

The State Educational Agency must give notice that is adequate to fully inform parents about confidentiality of personally identifiable information, including:

1. A description of the extent to which the notice is given in the native languages of the various population groups in the State;
2. A description of the children on whom personally identifiable information is maintained, the types of information sought, the methods the State intends to use in gathering the information (including the sources from whom information is gathered), and the uses to be made of the information;
3. A summary of the policies and procedures that participating agencies must follow regarding storage, disclosure to third parties, retention, and destruction of personally identifiable information; **and**

4. A description of all of the rights of parents and children regarding this information, including the rights under the Family Educational Rights and Privacy Act (FERPA) and its implementing regulations in 34 CFR Part 99.

Before any major activity to identify, locate, or evaluate children in need of special education and related services (also known as "child find"), the notice must be published or announced in newspapers or other media, or both, with circulation adequate to notify parents throughout the State of these activities.

ACCESS RIGHTS

34 CFR §300.613

The participating agency must permit you to inspect and review any education records relating to your child that are collected, maintained, or used by your school district under Part B of IDEA. The participating agency must comply with your request to inspect and review any education records on your child without unnecessary delay and before any meeting regarding an individualized education program (IEP), or any impartial due process hearing (including a resolution meeting or a hearing regarding discipline), and in no case more than 45 calendar days after you have made a request.

Your right to inspect and review education records includes:

1. Your right to a response from the participating agency to your reasonable requests for explanations and interpretations of the records;
2. Your right to request that the participating agency provide copies of the records if you cannot effectively inspect and review the records unless you receive those copies; **and**
3. Your right to have your representative inspect and review the records.

The participating agency may presume that you have authority to inspect and review records relating to your child unless advised that you do not have the authority under applicable State law governing such matters as guardianship, separation, and divorce.

RECORD OF ACCESS

34 CFR §300.614

Each participating agency must keep a record of parties obtaining access to education records collected, maintained, or used under Part B of IDEA (except access by parents and authorized employees of the participating agency), including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records.

RECORDS ON MORE THAN ONE CHILD

34 CFR §300.615

If any education record includes information on more than one child, the parents of those children have the right to inspect and review only the information relating to their child or to be informed of that specific information.

LIST OF TYPES AND LOCATIONS OF INFORMATION

34 CFR §300.616

On request, each participating agency must provide you with a list of the types and locations of education records collected, maintained, or used by the agency.

FEES

34 CFR §300.617

Each participating agency may charge a fee for copies of records that are made for you under Part B of IDEA, if the fee does not effectively prevent you from exercising your right to inspect and review those records.

A participating agency may not charge a fee to search for or to retrieve information under Part B of IDEA.

AMENDMENT OF RECORDS AT PARENT'S REQUEST

34 CFR §300.618

If you believe that information in the education records regarding your child collected, maintained, or used under Part B of IDEA is inaccurate, misleading, or violates the privacy or other rights of your child, you may request the participating agency that maintains the information to change the information.

The participating agency must decide whether to change the information in accordance with your request within a reasonable period of time of receipt of your request.

If the participating agency refuses to change the information in accordance with your request, it must inform you of the refusal and advise you of your right to a hearing as described under the heading ***Opportunity For a Hearing***.

OPPORTUNITY FOR A HEARING

34 CFR §300.619

The participating agency must, on request, provide you an opportunity for a hearing to challenge information in education records regarding your child to ensure that it is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of your child.

HEARING PROCEDURES

34 CFR §300.621

A hearing to challenge information in education records must be conducted according to the procedures for such hearings under the Family Educational Rights and Privacy Act (FERPA).

RESULT OF HEARING

34 CFR §300.620

If, as a result of the hearing, the participating agency decides that the information is inaccurate, misleading or otherwise in violation of the privacy or other rights of your child, it must change the information accordingly and inform you in writing.

If, as a result of the hearing, the participating agency decides that the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of your child, it must inform you of your right to place in the records that it maintains on your child a statement commenting on the information or providing any reasons you disagree with the decision of the participating agency.

Such an explanation placed in the records of your child must:

1. Be maintained by the participating agency as part of the records of your child as long as the record or contested portion is maintained by the participating agency; **and**
2. If the participating agency discloses the records of your child or the challenged information to any party, the explanation must also be disclosed to that party.

CONSENT FOR DISCLOSURE OF PERSONALLY IDENTIFIABLE INFORMATION

34 CFR §300.622

Unless the information is contained in education records, and the disclosure is authorized without parental consent under the Family Educational Rights and Privacy Act (FERPA), your consent must be obtained before personally identifiable information

is disclosed to parties other than officials of participating agencies. Except under the circumstances specified below, your consent is not required before personally identifiable information is released to officials of participating agencies for purposes of meeting a requirement of Part B of IDEA.

Your consent, or consent of an eligible child who has reached the age of majority under State law, must be obtained before personally identifiable information is released to officials of participating agencies providing or paying for transition services.

If your child is in, or is going to go to, a private school that is not located in the same school district you reside in, your consent must be obtained before any personally identifiable information about your child is released between officials in the school district where the private school is located and officials in the school district where you reside.

SAFEGUARDS

34 CFR §300.623

Each participating agency must protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages.

One official at each participating agency must assume responsibility for ensuring the confidentiality of any personally identifiable information.

All persons collecting or using personally identifiable information must receive training or instruction regarding your State's policies and procedures regarding confidentiality under Part B of IDEA and the Family Educational Rights and Privacy Act (FERPA).

Each participating agency must maintain, for public inspection, a current listing of the names and positions of those employees within the agency who may have access to personally identifiable information.

DESTRUCTION OF INFORMATION

34 CFR §300.624

Your school district must inform you when personally identifiable information collected, maintained, or used under Part B of IDEA is no longer needed to provide educational services to your child.

The information must be destroyed at your request. However, a permanent record of your child's name, address, and phone number, his or her grades, attendance record, classes attended, grade level completed, and year completed may be maintained without time limitation.

STATE COMPLAINT PROCEDURES

DIFFERENCES BETWEEN THE PROCEDURES FOR DUE PROCESS COMPLAINTS AND HEARINGS AND FOR STATE COMPLAINTS

The regulations for Part B of IDEA set forth separate procedures for State complaints and for due process complaints and hearings. As explained below, any individual or organization may file a State complaint alleging a violation of any Part B requirement by a school district, the State Educational Agency, or any other public agency. Only you or a school district may file a due process complaint on any matter relating to a proposal or a refusal to initiate or change the identification, evaluation, or educational placement of a child with a disability, or the provision of a free appropriate public education (FAPE) to the child. While staff of the State Educational Agency generally must resolve a State complaint within a 60-calendar-day timeline, unless the timeline is properly extended, an impartial hearing officer must hear a due process complaint (if not resolved through a resolution meeting or through mediation) and issue a written decision within 45-calendar-days after the end of the resolution period, as described in this document under the heading Resolution Process, unless the hearing officer grants a specific extension of the timeline at your request or the school district's request. The State complaint and due process complaint, resolution and hearing procedures are described more fully below. The State Educational Agency must develop model forms to help you file a due process complaint and help you or other parties to file a State complaint as described under the heading ***Model Forms***.

ADOPTION OF STATE COMPLAINT PROCEDURES

34 CFR §300.151

General

Each State Educational Agency must have written procedures for:

1. Resolving any complaint, including a complaint filed by an organization or individual from another State;
2. The filing of a complaint with the State Educational Agency;
3. Widely disseminating the State complaint procedures to parents and other interested individuals, including parent training and information centers, protection and advocacy agencies, independent living centers, and other appropriate entities.

Remedies for denial of appropriate services

In resolving a State complaint in which the State Educational Agency has found a failure to provide appropriate services, the State Educational Agency must address:

1. The failure to provide appropriate services, including corrective action appropriate to address the needs of the child (such as compensatory services or monetary reimbursement); **and**
2. Appropriate future provision of services for all children with disabilities.

MINIMUM STATE COMPLAINT PROCEDURES

34 CFR §300.152

Time limit; minimum procedures

Each State Educational Agency must include in its State complaint procedures a time limit of 60 calendar days after a complaint is filed to:

1. Carry out an independent on-site investigation, if the State Educational Agency determines that an investigation is necessary;
2. Give the complainant the opportunity to submit additional information, either orally or in writing, about the allegations in the complaint;
3. Provide the school district or other public agency with the opportunity to respond to the complaint, including, at a minimum: (a) at the option of the agency, a proposal to resolve the complaint; **and** (b) an opportunity for a parent who has filed a complaint and the agency to agree voluntarily to engage in mediation;
4. Review all relevant information and make an independent determination as to whether the school district or other public agency is violating a requirement of Part B of IDEA; **and**
5. Issue a written decision to the complainant that addresses each allegation in the complaint and contains: (a) findings of fact and conclusions; **and** (b) the reasons for the State Educational Agency's final decision.

Time extension; final decision; implementation

The State Educational Agency's procedures described above also must:

1. Permit an extension of the 60 calendar-day time limit only if: (a) exceptional circumstances exist with respect to a particular State complaint; **or** (b) you and the school district or other public agency involved voluntarily agree to extend the time to resolve the matter through mediation or alternative means of dispute resolution, if available in the State.
2. Include procedures for effective implementation of the State Educational Agency's final decision, if needed, including: (a) technical assistance activities; (b) negotiations; **and** (c) corrective actions to achieve compliance.

State complaints and due process hearings

If a written State complaint is received that is also the subject of a due process hearing as described under the heading ***Filing a Due Process Complaint***, or the State complaint contains multiple issues of which one or more are part of such a hearing, the State must set aside any part of the State complaint that is being addressed in the due process hearing until the hearing is over. Any issue in the State complaint that is not a part of the due process hearing must be resolved using the time limit and procedures described above.

If an issue raised in a State complaint has previously been decided in a due process hearing involving the same parties (for example, you and the school district), then the due process hearing decision is binding on that issue and the State Educational Agency must inform the complainant that the decision is binding.

A complaint alleging a school district's or other public agency's failure to implement a due process hearing decision must be resolved by the State Educational Agency.

FILING A STATE COMPLAINT

34 CFR §300.153

An organization or individual may file a signed written State complaint under the procedures described above.

The State complaint must include:

1. A statement that a school district or other public agency has violated a requirement of Part B of IDEA or its implementing regulations in 34 CFR Part 300;
2. The facts on which the statement is based;
3. The signature and contact information for the party filing the complaint; and
4. If alleging violations regarding a specific child:
   (a) The name of the child and address of the residence of the child;
   (b) The name of the school the child is attending;
   (c) In the case of a homeless child or youth, available contact information for the child, and the name of the school the child is attending;
   (d) A description of the nature of the problem of the child, including facts relating to the problem; **and**
   (e) A proposed resolution of the problem to the extent known and available to the party filing the complaint at the time the complaint is filed.

The complaint must allege a violation that occurred not more than one year prior to the date that the complaint is received as described under the heading ***Adoption of State Complaint Procedures.***

The party filing the State complaint must forward a copy of the complaint to the school district or other public agency serving the child at the same time the party files the complaint with the State Educational Agency.

DUE PROCESS COMPLAINT PROCEDURES

FILING A DUE PROCESS COMPLAINT

34 CFR §300.507

General

You or the school district may file a due process complaint on any matter relating to a proposal or a refusal to initiate or change the identification, evaluation or educational placement of your child, or the provision of a free appropriate public education (FAPE) to your child.

The due process complaint must allege a violation that happened not more than two years before you or the school district knew or should have known about the alleged action that forms the basis of the due process complaint.

The above timeline does not apply to you if you could not file a due process complaint within the timeline because:

1. The school district specifically misrepresented that it had resolved the issues identified in the complaint; **or**
2. The school district withheld information from you that it was required to provide you under Part B of IDEA.

Information for parents

The school district must inform you of any free or low-cost legal and other relevant services available in the area if you request the information, **or** if you or the school district file a due process complaint.

DUE PROCESS COMPLAINT

34 CFR §300.508

General

In order to request a hearing, you or the school district (or your attorney or the school district's attorney) must submit a due process complaint to the other party. That complaint must contain all of the content listed below and must be kept confidential.

Whoever files the complaint must also provide the State Educational Agency with a copy of the complaint.

Content of the complaint

The due process complaint must include:

1. The name of the child;
2. The address of the child’s residence;

3. The name of the child's school;
4. If the child is a homeless child or youth, the child's contact information and the name of the child's school;
5. A description of the nature of the problem of the child relating to the proposed or refused action, including facts relating to the problem; **and**
6. A proposed resolution of the problem to the extent known and available to the complaining party (you or the school district) at the time.

Notice required before a hearing on a due process complaint

You or the school district may not have a due process hearing until you or the school district (or your attorney or the school district's attorney) files a due process complaint that includes the information listed above.

Sufficiency of complaint

In order for a due process complaint to go forward, it must be considered sufficient. The due process complaint will be considered sufficient (to have met the content requirements above) unless the party receiving the due process complaint (you or the school district) notifies the hearing officer and the other party in writing, within 15 calendar days of receiving the complaint, that the receiving party believes that the due process complaint does not meet the requirements listed above.

Within five calendar days of receiving the notification that the receiving party (you or the school district) considers a due process complaint insufficient, the hearing officer must decide if the due process complaint meets the requirements listed above, and notify you and the school district in writing immediately.

Complaint amendment

You or the school district may make changes to the complaint only if:

1. The other party approves of the changes in writing and is given the chance to resolve the due process complaint through a resolution meeting, described under the heading ***Resolution Process***; **or**
2. By no later than five days before the due process hearing begins, the hearing officer grants permission for the changes.

If the complaining party (you or the school district) makes changes to the due process complaint, the timelines for the resolution meeting (within 15 calendar days of receiving the complaint) and the time period for resolution (within 30 calendar days of receiving the complaint) start again on the date the amended complaint is filed.

Local educational agency (LEA) or school district response to a due process complaint

If the school district has not sent a prior written notice to you, as described under the heading ***Prior Written Notice***, regarding the subject matter contained in your due process complaint, the school district must, within 10 calendar days of receiving the due process complaint, send to you a response that includes:

1. An explanation of why the school district proposed or refused to take the action raised in the due process complaint;
2. A description of other options that your child's individualized education program (IEP) Team considered and the reasons why those options were rejected;
3. A description of each evaluation procedure, assessment, record, or report the school district used as the basis for the proposed or refused action; **and**
4. A description of the other factors that are relevant to the school district's proposed or refused action.

Providing the information in items 1-4 above does not prevent the school district from asserting that your due process complaint was insufficient.

Other party response to a due process complaint

Except as stated under the sub-heading immediately above, ***Local educational agency (LEA) or school district response to a due process complaint***, the party receiving a due process complaint must, within 10 calendar days of receiving the complaint, send the other party a response that specifically addresses the issues in the complaint.

MODEL FORMS

34 CFR §300.509

The State Educational Agency must develop model forms to help you to file a due process complaint and to help you and other parties to file a State complaint. However, your State or the school district may not require the use of these model forms. In fact, you can use the model form or another appropriate form, so long as it contains the required information for filing a due process complaint or a State complaint.

MEDIATION

34 CFR §300.506

General

The school district must develop procedures that make mediation available to allow you and the school district to resolve disagreements involving any matter under Part B of IDEA, including matters arising prior to the filing of a due process complaint. Thus,

mediation is available to resolve disputes under Part B of IDEA, whether or not you have filed a due process complaint to request a due process hearing as described under the heading ***Filing a Due Process Complaint***.

Requirements

The procedures must ensure that the mediation process:

1. Is voluntary on your part and the school district's part;
2. Is not used to deny or delay your right to a due process hearing, or to deny any other rights provided under Part B of IDEA; **and**
3. Is conducted by a qualified and impartial mediator who is trained in effective mediation techniques.

The school district may develop procedures that offer parents and schools that choose not to use the mediation process, an opportunity to meet, at a time and location convenient to you, with a disinterested party:

1. Who is under contract with an appropriate alternative dispute resolution entity, or a parent training and information center or community parent resource center in the State; **and**
2. Who would explain the benefits of, and encourage the use of, the mediation process to you.

The State must keep a list of people who are qualified mediators and know the laws and regulations relating to the provision of special education and related services. The State Educational Agency must select mediators on a random, rotational, or other impartial basis.

The State is responsible for the costs of the mediation process, including the costs of meetings.

Each meeting in the mediation process must be scheduled in a timely manner and held at a place that is convenient for you and the school district.

If you and the school district resolve a dispute through the mediation process, both parties must enter into a legally binding agreement that sets forth the resolution and:

1. States that all discussions that happened during the mediation process will remain confidential and may not be used as evidence in any subsequent due process hearing or civil proceeding (court case); **and**
2. Is signed by both you and a representative of the school district who has the authority to bind the school district.

A written, signed mediation agreement is enforceable in any State court of competent jurisdiction (a court that has the authority under State law to hear this type of case) or in a district court of the United States.

Discussions that happened during the mediation process must be confidential. They cannot be used as evidence in any future due process hearing or civil proceeding of any Federal court or State court of a State receiving assistance under Part B of IDEA.

Impartiality of mediator

The mediator:

1. May not be an employee of the State Educational Agency or the school district that is involved in the education or care of your child; **and**
2. Must not have a personal or professional interest which conflicts with the mediator's objectivity.

A person who otherwise qualifies as a mediator is not an employee of a school district or State agency solely because he or she is paid by the agency or school district to serve as a mediator.

RESOLUTION PROCESS

34 CFR §300.510

Resolution meeting

Within 15 calendar days of receiving notice of your due process complaint, and before the due process hearing begins, the school district must convene a meeting with you and the relevant member or members of the individualized education program (IEP) Team who have specific knowledge of the facts identified in your due process complaint. The meeting:

1. Must include a representative of the school district who has decision-making authority on behalf of the school district; **and**
2. May not include an attorney of the school district unless you are accompanied by an attorney.

You and the school district determine the relevant members of the IEP Team to attend the meeting.

The purpose of the meeting is for you to discuss your due process complaint, and the facts that form the basis of the complaint, so that the school district has the opportunity to resolve the dispute.

The resolution meeting is not necessary if:

1. You and the school district agree in writing to waive the meeting; **or**
2. You and the school district agree to use the mediation process, as described under the heading ***Mediation***.

Resolution period

If the school district has not resolved the due process complaint to your satisfaction within 30 calendar days of the receipt of the due process complaint (during the time period for the resolution process), the due process hearing may occur.

The 45-calendar-day timeline for issuing a final due process hearing decision, as described under the heading, ***Hearing Decisions***, begins at the expiration of the 30-

calendar-day resolution period, with certain exceptions for adjustments made to the 30-calendar-day resolution period, as described below.

Except where you and the school district have both agreed to waive the resolution process or to use mediation, your failure to participate in the resolution meeting will delay the timelines for the resolution process and due process hearing until the meeting is held.

If after making reasonable efforts and documenting such efforts, the school district is not able to obtain your participation in the resolution meeting, the school district may, at the end of the 30-calendar-day resolution period, request that a hearing officer dismiss your due process complaint. Documentation of such efforts must include a record of the school district's attempts to arrange a mutually agreed upon time and place, such as:

1. Detailed records of telephone calls made or attempted and the results of those calls;
2. Copies of correspondence sent to you and any responses received; and
3. Detailed records of visits made to your home or place of employment and the results of those visits.

If the school district fails to hold the resolution meeting within 15 calendar days of receiving notice of your due process complaint **or** fails to participate in the resolution meeting, you may ask a hearing officer to begin the 45-calendar-day due process hearing timeline.

Adjustments to the 30-calendar-day resolution period

If you and the school district agree in writing to waive the resolution meeting, then the 45-calendar-day timeline for the due process hearing starts the next day.

After the start of mediation or the resolution meeting and before the end of the 30-calendar-day resolution period, if you and the school district agree in writing that no agreement is possible, then the 45-calendar-day timeline for the due process hearing starts the next day.

If you and the school district agree to use the mediation process but have not yet reached agreement, at the end of the 30-calendar-day resolution period the mediation process may be continued until an agreement is reached if both parties agree to the continuation in writing. However, if either you or the school district withdraws from the mediation process during this continuation period, then the 45-calendar-day timeline for the due process hearing starts the next day.

Written settlement agreement

If a resolution to the dispute is reached at the resolution meeting, you and the school district must enter into a legally binding agreement that is:

1. Signed by you and a representative of the school district who has the authority to bind the school district; **and**
2. Enforceable in any State court of competent jurisdiction (a State court that has authority to hear this type of case) or in a district court of the United States or by

the State Educational Agency, if your State has another mechanism or procedures that permit parties to seek enforcement of resolution agreements.

Agreement review period

If you and the school district enter into an agreement as a result of a resolution meeting, either party (you or the school district) may void the agreement within 3 business days of the time that both you and the school district signed the agreement.

HEARINGS ON DUE PROCESS COMPLAINTS

IMPARTIAL DUE PROCESS HEARING

34 CFR §300.511

General

Whenever a due process complaint is filed, you or the school district involved in the dispute must have an opportunity for an impartial due process hearing, as described in the ***Due Process Complaint*** and ***Resolution Process*** sections.

Impartial hearing officer

At a minimum, a hearing officer:

1. Must not be an employee of the State Educational Agency or the school district that is involved in the education or care of the child. However, a person is not an employee of the agency solely because he or she is paid by the agency to serve as a hearing officer;
2. Must not have a personal or professional interest that conflicts with the hearing officer's objectivity in the hearing;
3. Must be knowledgeable and understand the provisions of IDEA, Federal and State regulations pertaining to IDEA, and legal interpretations of IDEA by Federal and State courts; **and**
4. Must have the knowledge and ability to conduct hearings, and to make and write decisions, consistent with appropriate, standard legal practice.

Each school district must keep a list of those persons who serve as hearing officers that includes a statement of the qualifications of each hearing officer.

Subject matter of due process hearing

The party (you or the school district) that requests the due process hearing may not raise issues at the due process hearing that were not addressed in the due process complaint, unless the other party agrees.

Timeline for requesting a hearing

You or the school district must request an impartial hearing on a due process complaint within two years of the date you or the school district knew or should have known about the issue addressed in the complaint.

Exceptions to the timeline

The above timeline does not apply to you if you could not file a due process complaint because:

1. The school district specifically misrepresented that it had resolved the problem or issue that you are raising in your complaint; **or**
2. The school district withheld information from you that it was required to provide to you under Part B of IDEA.

HEARING RIGHTS

34 CFR §300.512

General

You have the right to represent yourself at a due process hearing (including a hearing relating to disciplinary procedures) or an appeal with a hearing to receive additional evidence, as described under the subheading, ***Appeal of decisions; impartial review***. In addition, any party to a hearing has the right to:

1. Be accompanied and advised by an attorney and/or persons with special knowledge or training regarding the problems of children with disabilities;
2. Be represented at the hearing by an attorney;
3. Present evidence and confront, cross-examine, and require the attendance of witnesses;
4. Prohibit the introduction of any evidence at the hearing that has not been disclosed to the other party at least five business days before the hearing;
5. Obtain a written, or, at your option, electronic, word-for-word record of the hearing; **and**
6. Obtain written, or, at your option, electronic findings of fact and decisions.

Additional disclosure of information

At least five business days prior to a due process hearing, you and the school district must disclose to each other all evaluations completed by that date and recommendations based on those evaluations that you or the school district intend to use at the hearing.

A hearing officer may prevent any party that fails to comply with this requirement from introducing the relevant evaluation or recommendation at the hearing without the consent of the other party.

Parental rights at hearings

You must be given the right to:

1. Have your child present at the hearing;

2. Open the hearing to the public; **and**
3. Have the record of the hearing, the findings of fact and decisions provided to you at no cost.

HEARING DECISIONS

34 CFR §300.513

Decision of the hearing officer

A hearing officer's decision on whether your child received a free appropriate public education (FAPE) must be based on evidence and arguments that directly relate to FAPE.

In matters alleging a procedural violation (such as "an incomplete IEP Team"), a hearing officer may find that your child did not receive FAPE only if the procedural violations:

1. Interfered with your child's right to a free appropriate public education (FAPE);
2. Significantly interfered with your opportunity to participate in the decision-making process regarding the provision of a free appropriate public education (FAPE) to your child; **or**
3. Caused your child to be deprived of an educational benefit.

None of the provisions described above can be interpreted to prevent a hearing officer from ordering a school district to comply with the requirements in the procedural safeguards section of the Federal regulations under Part B of IDEA (34 CFR §§300.500 through 300.536).

Separate request for a due process hearing

Nothing in the procedural safeguards section of the Federal regulations under Part B of IDEA (34 CFR §§300.500 through 300.536) can be interpreted to prevent you from filing a separate due process complaint on an issue separate from a due process complaint already filed.

Findings and decision provided to the advisory panel and general public

The State Educational Agency or the school district, (whichever was responsible for your hearing) after deleting any personally identifiable information, must:

1. Provide the findings and decisions in the due process hearing or appeal to the State special education advisory panel; **and**
2. Make those findings and decisions available to the public.

APPEALS

FINALITY OF DECISION; APPEAL; IMPARTIAL REVIEW

34 CFR §300.514

Finality of hearing decision

A decision made in a due process hearing (including a hearing relating to disciplinary procedures) is final, except that any party involved in the hearing (you or the school district) may appeal the decision by bringing a civil action, as described under the heading ***Civil Actions, Including the Time Period in Which to File Those Actions***.

TIMELINES AND CONVENIENCE OF HEARINGS AND REVIEWS

34 CFR §300.515

The State Educational Agency must ensure that not later than 45 calendar days after the expiration of the 30-calendar-day period for resolution meetings **or**, as described under the sub-heading ***Adjustments to the 30-calendar-day resolution period,*** not later than 45 calendar days after the expiration of the adjusted time period:

1. A final decision is reached in the hearing; **and**
2. A copy of the decision is mailed to each of the parties.

A hearing officer may grant specific extensions of time beyond the 45-calendar-day time period described above at the request of either party (you or the school district).

Each hearing must be conducted at a time and place that is reasonably convenient to you and your child.

CIVIL ACTIONS, INCLUDING THE TIME PERIOD IN WHICH TO FILE THOSE ACTIONS

34 CFR §300.516

General

Any party (you or the school district) who does not agree with the findings and decision in the due process hearing (including a hearing relating to disciplinary procedures) has the right to bring a civil action with respect to the matter that was the subject of the due process hearing. The action may be brought in a State court of competent jurisdiction (a State court that has authority to hear this type of case) or in a district court of the United States without regard to the amount in dispute.

Time limitation

The party (you or the school district) bringing the action shall have 42 calendar days from the date of the decision of the hearing officer to file a civil action.

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Additional procedures

In any civil action, the court:

1. Receives the records of the administrative proceedings;
2. Hears additional evidence at your request or at the school district's request; **and**
3. Bases its decision on the preponderance of the evidence and grants the relief that the court determines to be appropriate.

Under appropriate circumstances, judicial relief may include reimbursement of private school tuition and compensatory education services.

Jurisdiction of district courts

The district courts of the United States have authority to rule on actions brought under Part B of IDEA without regard to the amount in dispute.

Rule of construction

Nothing in Part B of IDEA restricts or limits the rights, procedures, and remedies available under the U.S. Constitution, the Americans with Disabilities Act of 1990, Title V of the Rehabilitation Act of 1973 (Section 504), or other Federal laws protecting the rights of children with disabilities, except that before the filing of a civil action under these laws seeking relief that is also available under Part B of IDEA, the due process procedures described above must be exhausted to the same extent as would be required if the party filed the action under Part B of IDEA. This means that you may have remedies available under other laws that overlap with those available under IDEA, but in general, to obtain relief under those other laws, you must first use the available administrative remedies under IDEA (i.e., the due process complaint; resolution process, including the resolution meeting; and impartial due process hearing procedures) before going directly into court.

THE CHILD'S PLACEMENT WHILE THE DUE PROCESS COMPLAINT AND HEARING ARE PENDING

34 CFR §300.518

Except as provided below under the heading ***PROCEDURES WHEN DISCIPLINING CHILDREN WITH DISABILITIES,*** once a due process complaint is sent to the other party, during the resolution process time period, and while waiting for the decision of any impartial due process hearing or court proceeding, unless you and the State or

school district agree otherwise, your child must remain in his or her current educational placement.

If the due process complaint involves an application for initial admission to public school, your child, with your consent, must be placed in the regular public school program until the completion of all such proceedings.

If the due process complaint involves an application for initial services under Part B of IDEA for a child who is transitioning from being served under Part C of IDEA to Part B of IDEA and who is no longer eligible for Part C services because the child has turned three, the school district is not required to provide the Part C services that the child has been receiving. If the child is found eligible under Part B of IDEA and you consent for your child to receive special education and related services for the first time, then, pending the outcome of the proceedings, the school district must provide those special education and related services that are not in dispute (those which you and the school district both agree upon).

If a hearing officer in a due process hearing conducted by the State Educational Agency agrees with you that a change of placement is appropriate, that placement must be treated as your child's current educational placement where your child will remain while waiting for the decision of any impartial due process hearing or court proceeding.

ATTORNEYS' FEES

34 CFR §300.517

General

In any action or proceeding brought under Part B of IDEA, the court, in its discretion, may award reasonable attorneys' fees as part of the costs to you, if you prevail (win).

In any action or proceeding brought under Part B of IDEA, the court, in its discretion, may award reasonable attorneys' fees as part of the costs to a prevailing State Educational Agency or school district, to be paid by your attorney, if the attorney: (a) filed a complaint or court case that the court finds is frivolous, unreasonable, or without foundation; **or** (b) continued to litigate after the litigation clearly became frivolous, unreasonable, or without foundation; **or**

In any action or proceeding brought under Part B of IDEA, the court, in its discretion, may award reasonable attorneys' fees as part of the costs to a prevailing State Educational Agency or school district, to be paid by you or your attorney, if your request for a due process hearing or later court case was presented for any improper purpose, such as to harass, to cause unnecessary delay, or to unnecessarily increase the cost of the action or proceeding (hearing).

Award of fees

A court awards reasonable attorneys' fees as follows:

1. Fees must be based on rates prevailing in the community in which the action or proceeding arose for the kind and quality of services furnished. No bonus or multiplier may be used in calculating the fees awarded.
2. Attorneys' fees may not be awarded and related costs may not be reimbursed in any action or proceeding under Part B of IDEA for services performed after a written offer of settlement is made to you if:
   a. The offer is made within the time prescribed by Rule 68 of the Federal Rules of Civil Procedure or, in the case of a due process hearing or State-level review, at any time more than 10 calendar days before the proceeding begins;
   b. The offer is not accepted within 10 calendar days; **and**
   c. The court or administrative hearing officer finds that the relief finally obtained by you is not more favorable to you than the offer of settlement.

   Despite these restrictions, an award of attorneys' fees and related costs may be made to you if you prevail and you were substantially justified in rejecting the settlement offer.
3. Fees may not be awarded relating to any meeting of the individualized education program (IEP) Team unless the meeting is held as a result of an administrative proceeding or court action.

   Fees also may not be awarded for a mediation as described under the heading ***Mediation***.

   A resolution meeting, as described under the heading ***Resolution Process***, is not considered a meeting convened as a result of an administrative hearing or court action, and also is not considered an administrative hearing or court action for purposes of these attorneys' fees provisions.

The court reduces, as appropriate, the amount of the attorneys' fees awarded under Part B of IDEA, if the court finds that:

1. You, or your attorney, during the course of the action or proceeding, unreasonably delayed the final resolution of the dispute;
2. The amount of the attorneys' fees otherwise authorized to be awarded unreasonably exceeds the hourly rate prevailing in the community for similar services by attorneys of reasonably similar skill, reputation, and experience;
3. The time spent and legal services furnished were excessive considering the nature of the action or proceeding; **or**
4. The attorney representing you did not provide to the school district the appropriate information in the due process request notice as described under the heading ***Due Process Complaint***.

However, the court may not reduce fees if the court finds that the State or school district unreasonably delayed the final resolution of the action or proceeding or there was a violation under the procedural safeguards provisions of Part B of IDEA.

PROCEDURES WHEN DISCIPLINING CHILDREN WITH DISABILITIES

AUTHORITY OF SCHOOL PERSONNEL

34 CFR §300.530

Case-by-case determination

School personnel may consider any unique circumstances on a case-by-case basis when determining whether a change of placement, made in accordance with the following requirements related to discipline, is appropriate for a child with a disability who violates a school code of student conduct.

General

To the extent that they also take such action for children without disabilities, school personnel may, for not more than **10 school days** in a row, remove a child with a disability who violates a code of student conduct from his or her current placement to an appropriate interim alternative educational setting, another setting, or suspension. School personnel may also impose additional removals of the child of not more than **10 school days** in a row in that same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement (see the heading ***Change of Placement Because of Disciplinary Removals*** for the definition).

Once a child with a disability has been removed from his or her current placement for a total of **10 school days** in the same school year, the school district must, during any subsequent days of removal in that school year, provide services to the extent required below under the sub-heading ***Services***.

Additional authority

If the behavior that violated the student code of conduct was not a manifestation of the child's disability (see the subheading ***Manifestation determination***) and the disciplinary change of placement would exceed **10 school days** in a row, school personnel may apply the disciplinary procedures to that child with a disability in the same manner and for the same duration as it would to children without disabilities, except that the school must provide services to that child as described below under ***Services***. The child's IEP Team determines the interim alternative educational setting for such services.

Services

The school district does not provide services to a child with a disability or a child without a disability who has been removed from his or her current placement for **10 school days or less** in that school year.

A child with a disability who is removed from the child's current placement for **more than 10 school days** and the behavior is not a manifestation of the child's disability

(see subheading, ***Manifestation determination***) or who is removed under special circumstances (see the subheading, ***Special circumstances***) must:

1. Continue to receive educational services (have available a free appropriate public education), so as to enable the child to continue to participate in the general education curriculum, although in another setting (that may be an interim alternative educational setting), and to progress toward meeting the goals set out in the child's IEP; **and**
2. Receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications, which are designed to address the behavior violation so that it does not happen again.

After a child with a disability has been removed from his or her current placement for **10 school days** in that same school year, and **if** the current removal is for **10 school days** in a row or less **and** if the removal is not a change of placement (see definition below), **then** school personnel, in consultation with at least one of the child's teachers, determine the extent to which services are needed to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP.

If the removal is a change of placement (see the heading, ***Change of Placement Because of Disciplinary Removals***), the child's IEP Team determines the appropriate services to enable the child to continue to participate in the general education curriculum, although in another setting (that may be an interim alternative educational setting), and to progress toward meeting the goals set out in the child's IEP.

Manifestation determination

Within **10 school days** of any decision to change the placement of a child with a disability because of a violation of a code of student conduct (except for a removal that is for **10 school days** in a row or less and not a change of placement), the school district, you, and other relevant members of the IEP Team (as determined by you and the school district) must review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by you to determine:

1. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; **or**
2. If the conduct in question was the direct result of the school district's failure to implement the child's IEP.

If the school district, you, and other relevant members of the child's IEP Team determine that either of those conditions was met, the conduct must be determined to be a manifestation of the child's disability.

If the school district, you, and other relevant members of the child's IEP Team determine that the conduct in question was the direct result of the school district's failure to implement the IEP, the school district must take immediate action to remedy those deficiencies.

Determination that behavior was a manifestation of the child's disability

If the school district, you, and other relevant members of the IEP Team determine that the conduct was a manifestation of the child's disability, the IEP Team must either:

1. Conduct a functional behavioral assessment, unless the school district had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and implement a behavioral intervention plan for the child; **or**
2. If a behavioral intervention plan already has been developed, review the behavioral intervention plan, and modify it, as necessary, to address the behavior.

Except as described below under the sub-heading ***Special circumstances***, the school district must return your child to the placement from which your child was removed, unless you and the district agree to a change of placement as part of the modification of the behavioral intervention plan.

Special circumstances

Whether or not the behavior was a manifestation of your child's disability, school personnel may remove a student to an interim alternative educational setting (determined by the child's IEP Team) for not more than 45 school days, if your child:

1. Carries a weapon (see the definition below) to school or has a weapon at school, on school premises, or at a school function under the jurisdiction of the State Educational Agency or a school district;
2. Knowingly has or uses illegal drugs (see the definition below), or sells or solicits the sale of a controlled substance, (see the definition below), while at school, on school premises, or at a school function under the jurisdiction of the State Educational Agency or a school district; **or**
3. Has inflicted serious bodily injury (see the definition below) upon another person while at school, on school premises, or at a school function under the jurisdiction of the State Educational Agency or a school district.

Definitions

Controlled substance means a drug or other substance identified under schedules I, II, III, IV, or V in section 202(c) of the Controlled Substances Act (21 U.S.C. 812(c)).

Illegal drug means a controlled substance; but does not include a controlled substance that is legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under that Act or under any other provision of Federal law.

Serious bodily injury has the meaning given the term ''serious bodily injury'' under paragraph (3) of subsection (h) of section 1365 of title 18, United States Code.

Weapon has the meaning given the term ''dangerous weapon'' under paragraph (2) of the first subsection (g) of section 930 of title 18, United States Code.

Notification

On the date it makes the decision to make a removal that is a change of placement of your child because of a violation of a code of student conduct, the school district must notify you of that decision, and provide you with a procedural safeguards notice.

CHANGE OF PLACEMENT BECAUSE OF DISCIPLINARY REMOVALS

34 CFR §300.536

A removal of your child with a disability from your child's current educational placement is a **change of placement** if:

1. The removal is for more than 10 school days in a row; **or**
2. Your child has been subjected to a series of removals that constitute a pattern because:
   a. The series of removals total more than 10 school days in a school year;
   b. Your child's behavior is substantially similar to the child's behavior in previous incidents that resulted in the series of removals; and
   c. Of such additional factors as the length of each removal, the total amount of time your child has been removed, and the proximity of the removals to one another.

Whether a pattern of removals constitutes a change of placement is determined on a case-by-case basis by the school district and, if challenged, is subject to review through due process and judicial proceedings.

DETERMINATION OF SETTING

34 CFR §300.531

The individualized education program (IEP) Team determines the interim alternative educational setting for removals that are **changes of placement**, and removals under the subheadings ***Additional authority*** and ***Special circumstances***.

APPEAL

34 CFR §300.532

General

You may file a due process complaint (see the heading ***Due Process Complaint Procedures***) to request a due process hearing if you disagree with:

1. Any decision regarding placement made under these discipline provisions; **or**

2. The manifestation determination described above.

The school district may file a due process complaint (see above) to request a due process hearing if it believes that maintaining the current placement of your child is substantially likely to result in injury to your child or to others.

Authority of hearing officer

A hearing officer that meets the requirements described under the subheading ***Impartial hearing officer*** must conduct the due process hearing and make a decision. The hearing officer may:

1. Return your child with a disability to the placement from which your child was removed if the hearing officer determines that the removal was a violation of the requirements described under the heading ***Authority of School Personnel***, or that your child's behavior was a manifestation of your child's disability; **or**
2. Order a change of placement of your child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of your child is substantially likely to result in injury to your child or to others.

These hearing procedures may be repeated, if the school district believes that returning your child to the original placement is substantially likely to result in injury to your child or to others.

Whenever you or a school district files a due process complaint to request such a hearing, a hearing must be held that meets the requirements described under the headings ***Due Process Complaint Procedures, Hearings on Due Process Complaints***, except as follows:

1. The State Educational Agency or school district must arrange for an expedited due process hearing, which must occur within **20** school days of the date the hearing is requested and must result in a determination within **10** school days after the hearing.
2. Unless you and the school district agree in writing to waive the meeting, or agree to use mediation, a resolution meeting must occur within **seven** calendar days of receiving notice of the due process complaint. The hearing may proceed unless the matter has been resolved to the satisfaction of both parties within **15** calendar days of receipt of the due process complaint.
3. A State may establish different procedural rules for expedited due process hearings than it has established for other due process hearings, but except for the timelines, those rules must be consistent with the rules in this document regarding due process hearings.

You or the school district may appeal the decision in an expedited due process hearing in the same way as for decisions in other due process hearings (see the heading ***Appeal***).

PLACEMENT DURING APPEALS

34 CFR §300.533

When, as described above, you or the school district file a due process complaint related to disciplinary matters, your child must (unless you and the State Educational Agency or school district agree otherwise) remain in the interim alternative educational setting pending the decision of the hearing officer, or until the expiration of the time period of removal as provided for and described under the heading ***Authority of School Personnel***, whichever occurs first.

PROTECTIONS FOR CHILDREN NOT YET ELIGIBLE FOR SPECIAL EDUCATION AND RELATED SERVICES

34 CFR §300.534

General

If your child has not been determined eligible for special education and related services and violates a code of student conduct, but the school district had knowledge (as determined below) before the behavior that brought about the disciplinary action occurred, that your child was a child with a disability, then your child may assert any of the protections described in this notice.

Basis of knowledge for disciplinary matters

A school district will be deemed to have knowledge that your child is a child with a disability if, before the behavior that brought about the disciplinary action occurred:

1. You expressed concern in writing to supervisory or administrative personnel of the appropriate educational agency, or to your child's teacher that your child is in need of special education and related services;
2. You requested an evaluation related to eligibility for special education and related services under Part B of IDEA; **or**
3. Your child's teacher or other school district personnel expressed specific concerns about a pattern of behavior demonstrated by your child directly to the school district's director of special education or to other supervisory personnel of the school district.

Exception

A school district would not be deemed to have such knowledge if:

1. You have not allowed an evaluation of your child or have refused special education services; **or**
2. Your child has been evaluated and determined to not be a child with a disability under Part B of IDEA.

Conditions that apply if there is no basis of knowledge

If prior to taking disciplinary measures against your child, a school district does not have knowledge that your child is a child with a disability, as described above under the sub-headings ***Basis of knowledge for disciplinary matters*** and ***Exception***, your child may be subjected to the disciplinary measures that are applied to children without disabilities who engage in comparable behaviors.

However, if a request is made for an evaluation of your child during the time period in which your child is subjected to disciplinary measures, the evaluation must be conducted in an expedited manner.

Until the evaluation is completed, your child remains in the educational placement determined by school authorities, which can include suspension or expulsion without educational services.

If your child is determined to be a child with a disability, taking into consideration information from the evaluation conducted by the school district, and information provided by you, the school district must provide special education and related services in accordance with Part B of IDEA, including the disciplinary requirements described above.

REFERRAL TO AND ACTION BY LAW ENFORCEMENT AND JUDICIAL AUTHORITIES

34 CFR §300.535

Part B of IDEA does not:

1. Prohibit an agency from reporting a crime committed by a child with a disability to appropriate authorities; **or**
2. Prevent State law enforcement and judicial authorities from exercising their responsibilities with regard to the application of Federal and State law to crimes committed by a child with a disability.

Transmittal of records

If a school district reports a crime committed by a child with a disability, the school district:

1. Must ensure that copies of the child's special education and disciplinary records are transmitted for consideration by the authorities to whom the agency reports the crime; **and**
2. May transmit copies of the child's special education and disciplinary records only to the extent permitted by the Family Educational Rights and Privacy Act (FERPA).

REQUIREMENTS FOR UNILATERAL PLACEMENT BY PARENTS OF CHILDREN IN PRIVATE SCHOOLS AT PUBLIC EXPENSE

GENERAL

34 CFR §300.148

Part B of IDEA does not require a school district to pay for the cost of education, including special education and related services, of your child with a disability at a private school or facility if the school district made a free appropriate public education (FAPE) available to your child and you choose to place the child in a private school or facility. However, the school district where the private school is located must include your child in the population whose needs are addressed under the Part B provisions regarding children who have been placed by their parents in a private school under 34 CFR §§300.131 through 300.144.

Reimbursement for private school placement

If your child previously received special education and related services under the authority of a school district, and you choose to enroll your child in a private preschool, elementary school, or secondary school without the consent of or referral by the school district, a court or a hearing officer may require the agency to reimburse you for the cost of that enrollment if the court or hearing officer finds that the agency had not made a free appropriate public education (FAPE) available to your child in a timely manner prior to that enrollment and that the private placement is appropriate. A hearing officer or court may find your placement to be appropriate, even if the placement does not meet the State standards that apply to education provided by the State Educational Agency and school districts.

Limitation on reimbursement

The cost of reimbursement described in the paragraph above may be reduced or denied:

1. If: (a) At the most recent individualized education program (IEP) meeting that you attended prior to your removal of your child from the public school, you did not inform the IEP Team that you were rejecting the placement proposed by the school district to provide FAPE to your child, including stating your concerns and your intent to enroll your child in a private school at public expense; or (b) At least 10 business days (including any holidays that occur on a business day) prior to your removal of your child from the public school, you did not give written notice to the school district of that information;
2. If, prior to your removal of your child from the public school, the school district provided prior written notice to you of its intent to evaluate your child (including a statement of the purpose of the evaluation that was appropriate and reasonable), but you did not make the child available for the evaluation; **or**
3. Upon a court's finding that your actions were unreasonable.

However, the cost of reimbursement:

1. Must not be reduced or denied for failure to provide the notice if: (a) The school prevented you from providing the notice; (b) You had not received notice of your responsibility to provide the notice described above; or (c) Compliance with the requirements above would likely result in physical harm to your child; **and**

2. May, in the discretion of the court or a hearing officer, not be reduced or denied for your failure to provide the required notice if: (a) You are not literate or cannot write in English; or (b) Compliance with the above requirement would likely result in serious emotional harm to your child.

Chapter 12
DISCIPLINE

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Chapter 12
Discipline

Schools are encouraged to address student misconduct through appropriate school-wide discipline policies, instructional services, and/or related services. If a student with a disability has behavior problems that interfere with his or her learning or the learning of others, an individualized education program (IEP) team shall consider the use of strategies, including positive behavioral supports and interventions, to address the behavior. If the IEP team determines that such services are needed, they must be included in the IEP and must be implemented.

Students with disabilities who are subject to disciplinary actions by a district are entitled to all of the due process rights afforded students without disabilities under Section 33-205, Idaho Code ~~33-205~~ and state and local policies. In addition to these rights, the IDEA provides special education rights and additional discipline procedures to a student with a disability whom the district is removing from his or her current educational placement. These procedures come into play when the district is unable to work out an appropriate placement for the student with the parent/adult student. Further, these procedures do not prevent district personnel from maintaining a safe environment conducive to learning that is critical for all students.

Even though Idaho Code allows district personnel to "temporarily suspend" students for up to twenty (20) school days, all students with disabilities who have been suspended or expelled for more than ten (10) consecutive or cumulative school days in a school year retain the right to a free appropriate public education. (FAPE).

Section 1. General Discipline Provisions

The general requirements pertaining to the discipline procedures of special education students are as follows:

1. District personnel may remove a student from his or her current placement to an appropriate Interim Alternative Education Setting (IAES) or another setting for not more than ten (10) consecutive days to the extent those alternatives are applied to students without disabilities.

2. District personnel may suspend any student, including a special education student, for up to ten (10) cumulative school days in a school year if he or she violates the code of student conduct, and services may cease during this period. In accordance with Idaho Code (unless services are provided to students who are nondisabled who are ~~so~~ also suspended):

    a. A school principal has the authority to order a temporary disciplinary suspension for up to five (5) school days.

b. The superintendent can extend the disciplinary suspension for an additional ten (10) school days.

c. Provided, that on a finding by the Board of Trustees that the student's immediate return to school would be detrimental to other students' health, welfare or safety, the Board of Trustees may extend the temporary suspension for an additional five (5) school days.

d. Prior to suspending any student, the superintendent or principal shall grant an informal hearing on the reasons for the suspension and the opportunity to challenge those reasons. Any student who has been suspended may be readmitted to the school by the superintendent or principal who suspended him or her upon such reasonable conditions as said superintendent or principal may prescribe.

3. A series of suspensions exceeding ten (10) days in a school year shall not constitute a pattern of removals resulting in a change of placement, without following the procedures discussed in this chapter.

4. Students who have not been determined eligible for special education may be entitled to an evaluation and other IDEA rights—including the right to FAPE during periods of disciplinary suspension that extend beyond ten (10) cumulative school days in a school year if:

   a. The district had basis of knowledge that the student met the IDEA eligibility prior to the behavior that precipitated the disciplinary suspension; and

   b. The parent/adult student asserts the right to FAPE.

Section 2. Actions Involving a Change of Placement for Disciplinary Reasons

A change of placement is a removal from the student's current educational placement for more than ten (10) consecutive school days or a series of removals that constitute a pattern when they total more than ten (10) cumulative school days in a school year. Factors such as the student's behavior is substantially similar to behavior in previous incidents that resulted in series of removals, the length of the removal, the proximity of the removals to one another, and the total amount of time the student is removed are indicators of a pattern. Whether a pattern of removals constitutes a change of placement will be determined on a case-by-case basis by the district; the district's determination is subject to review through an expedited due process hearing and judicial proceedings. The district may consider any unique circumstances in determining whether to pursue a disciplinary change of placement.

The parent shall be provided with written notice on the date on which the decision is made to remove the student if it constitutes a change of placement. A copy of the IDEA's procedural safeguards shall be provided with the notice.

Even if the disciplinary action is to suspend or expel a student, FAPE [educational services] cannot cease for more than ten (10) cumulative school days in a school year.

A manifestation determination is required if the district is considering removing a student with a disability from his or her educational placement for disciplinary reasons which constitute a change of placement or placing a student in an IAES. A manifestation determination is defined as a review of the relationship between the student's disability and the behavior subject to disciplinary action. See Section 4 of this chapter for more information.

A. District Actions Resulting in a Change of Placement

District administrators change a student's placement by:

1. Unilaterally removing a special education student from his or her current placement for:

    a. more than ten (10) consecutive school days in a school year; or

    b. subjecting a special education student to a series of removals that constitute a pattern:

        1) because the series of removals total more than ten (10) school days in a school year;

        2) because the student's behavior is substantially similar to behavior in previous incidents that resulted in the series of removals; and

        3) because of such additional factors as the length of each removal, the total amount of time the student is removed, and the proximity of the removals to one another.

2. District personnel may remove a student to an IAES for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability if the student:

    a. carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function under the jurisdiction of a State Education Agency (SEA) or a Local Education Agency (LEA); or

b. knowingly possesses or uses illegal drugs *or* sells or solicits the sale of a controlled substance while at school, on school premises, or at a school function under the jurisdiction of an SEA or an LEA; or

c. has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of an SEA or an LEA.

B. Hearing Officer Actions Resulting in a Change of Placement

Through an expedited due process hearing, district administrators may ask a hearing officer to place a student with a disability in an appropriate IAES.

1. In requesting a hearing officer to place a student in an IAES, the district must:

   a. demonstrate by substantial evidence that maintaining the current placement is substantially likely to result in injury to the student or others; and

   b. indicate whether the request is for an *initial* period of not more than forty-five (45) school days or an *additional* period of not more than forty-five (45) school days.

2. In determining whether to grant a district's request to place a student in an IAES, the hearing officer must determine that the IAES proposed by district personnel in consultation with the student's special education teacher or the IEP team is appropriate.

C. Court Actions Resulting in a Change of Placement

District administrators may seek a court order (called a "Honig Injunction") to remove a special education student from school or the current placement at any time. Educational services [FAPE] shall not cease during an injunction.

Section 3. FAPE Considerations

Services shall not cease and the district shall always provide FAPE to the student with a disability:

1. after a student with a disability is removed for ten (10) school days in the same school year and subsequent days of removal; and

2. there is a disciplinary change of placement.

A. District Actions When There is Not a Change in Placement

1. Notify the parent/adult student of the disciplinary action to be taken on the date of the decision.

2. School personnel, in consultation with at least one of the child's teachers, determine the extent to which services are needed so as to enable the child to continue to participate in the general education curriculum although in another setting and to progress towards meeting IEP goals.

3. Conduct as appropriate a functional behavioral assessment (FBA) and provide behavioral intervention services and modifications designed to address the behavior violation so that it does not recur.

B. District Actions When There is a Change of Placement

Whenever disciplinary action results in a change in placement, the district must:

1. notify the parent/adult student of the disciplinary action to be taken on the date of the decision and provide a copy of the *Procedural Safeguards Notice*;

2. hold an IEP team meeting to determine the extent to which services are needed so as to enable the child to continue to participate in the general education curriculum although in another setting and to progress towards meeting IEP goals; and

3. conduct a manifestation determination immediately, if possible, but not later than ten (10) school days after the date on which the decision to take the disciplinary action is made.

C. FAPE Requirements in an IAES

If the student's placement will change to an IAES, the IEP team shall select an IAES that enables the student to:

1. continue to participate in the general education curriculum;

2. progress toward meeting the goals set out in his or her IEP; and

3. receive, as appropriate, an FBA and behavioral intervention services to address the behavior violation so that it does not recur.

D. Transportation

If the IEP team determines that special transportation is required as a related service it must be included in the IEP, all procedural safeguards under the IDEA shall be afforded to the student in matters concerning transportation. Whether a suspension from the bus counts as a suspension from school depends on whether bus transportation is identified on the IEP:

1. If bus transportation is on the IEP, a suspension from the bus would be treated as a suspension from school (unless the district provides transportation services in some other way, such as "transportation in lieu of") because transportation is necessary for the student to obtain access to the location where all other services will be delivered.

2. If bus transportation is not on the IEP, a suspension from the bus would not be counted as suspension from school. In these cases, the student and the parent would have the same obligation to get to and from school as a student without a disability who had been suspended from the bus.

If the student's behavior on the bus results in a suspension from the bus, the IEP team shall consider whether the behavior should be addressed in a Behavioral Intervention Plan (BIP).

Section 4. Procedures for a Manifestation Determination

A manifestation determination by the parent/adult student and relevant IEP team members (as determined by the district and parents/adult students) involves a review of the relationship between the student's disability and the behavior subject to disciplinary action.

A. Actions Involving a Manifestation Determination

When a disciplinary action results in a change of placement or placement in an IAES, the district will take the following actions:

1. The parent/adult student will be notified of the disciplinary action and provided with a copy of the *Procedural Safeguards Notice* not later than the date on which the decision to take disciplinary action is made.

2. A meeting will be held immediately, if possible, but no later than ten (10) school days after the date on which the decision to take disciplinary action is made. This meeting will include the district, the parent/adult student, and other relevant members of the IEP team (as determined by the parent and the district). The purpose of the meeting is to review all relevant information in the student's file including:

    a. the student's IEP;

b. any teacher observations; and

c. any relevant information provided by the parent/adult student.

3. Based on a review of the information, the district, parent, and relevant members IEP team as determined by the parent and the district, will determine if the conduct in question was:

   a. caused by or had a direct and substantial relationship to the student's disability; or

   b. the direct result of the district's failure to implement the IEP (if so, the deficiencies must be immediately remedied).

   If the district, parent, and relevant members IEP team find that either a or b above is true, the student's behavior will be determined to be a manifestation of his or her disability.

B. When Behavior Is a Manifestation of the Disability

If a student's behavior is determined to be a manifestation of his or her disability, the IEP team, (relevant members determined by the parent and the district), will:

1. conduct an FBA and implement a BIP for the student if the district had not conducted such an assessment prior to the behavior that resulted in a change in placement;

2. review the BIP if one had previously been developed and modify it as necessary to address the behavior;

3. return the student to the placement from which he or she was removed, unless the parent and district agree in writing to a change of placement as part of the modification of the BIP.

   If there were grounds to place a student in an IAES, the student may remain in the IAES even if there was a manifestation.

C. When Behavior Is Not a Manifestation of the Disability

If the IEP team, (relevant members determined by the parent and the district), determines that the student's behavior was not a manifestation of his or her disability, the same disciplinary procedures applicable to students without disabilities, including long-term suspension or expulsion, may be applied to the student with a disability. The district will forward special education and disciplinary records for consideration to the board of trustees, which makes the final decision regarding the disciplinary action.

Even if the disciplinary action is to suspend or expel, the following provisions shall be met:

1. Educational services cannot cease for more than ten (10) school days in a school year. Educational services shall be provided to the extent necessary to allow the student with a disability to continue to participate in the general education curriculum and the opportunity to advance toward achieving the goals set out in his or her IEP.

2. An IEP team shall convene to develop an IEP that specifies what special education and related services will be provided during the period of suspension or expulsion.

Section 5. Other Considerations

A. Request for an Expedited Hearing

An expedited hearing is a hearing that occurs within twenty (20) school days of the request with a decision rendered within ten (10) school days of the hearing.

1. The parent/adult student may request an expedited due process hearing if he or she:

    a. disagrees with the determination that the behavior was not a manifestation of the student's disability;

    b. disagrees with any decision of the IEP team regarding a change of placement during a disciplinary proceeding; or

    c. disagrees with the decision regarding the student's placement in an IAES.

2. The district may request an expedited hearing if it believes that maintaining the current placement is substantially likely to result in injury to the student or to others.

3. When an appeal of a disciplinary action is requested (by the parent/adult student to challenge the action or by the district to seek removal to an interim setting~~)~~, the student remains in the IAES pending the decision of the hearing officer or the expiration of the disciplinary placement term, whichever occurs first unless the parent/adult student and district agree otherwise.

4. Resolution meeting requirements apply but are shortened to fifteen (15) and seven (7) days. No challenge for sufficiency of request is available.

5. A decision of a hearing officer in an expedited hearing may be appealed to federal or state district court.

See Chapter 13, Sections 4 and 5, for an explanation of regular and expedited due process hearing rights and procedures.

B. Protections for Students Not Yet Eligible for Special Education

A student who has not been determined eligible for special education and who has violated any rule or code of conduct of the district may assert the protections of the IDEA *if* the district had knowledge that the student was a student with a disability before the behavior that precipitated the disciplinary action.

1. Basis of knowledge

   With limited exceptions, which are described in item 2 below, the district will be deemed to have knowledge that an individual is a student with a disability if before the behavior that precipitated the disciplinary action occurred one or more of the following is true:

   a. The parent/adult student has expressed concern to supervisory or administrative district personnel or a teacher of the child that the student is in need of special education and related services. The concern must be expressed in writing unless the parent/adult student is unable to write or has a disability that prevents a written statement.

   b. The parent/adult student has requested that the student be evaluated for special education.

   c. The student's teacher or other district personnel have expressed specific concerns about a pattern of behavior demonstrated by the student directly to the director of special education or to other district supervisory personnel in accordance with the district's established Child Find system or special education referral system.

2. No basis of knowledge

   The district will be deemed not to have knowledge that an individual is a student with a disability if one or more of the following is true:

   a. An evaluation was conducted and a determination was made that the student did not have a disability.

   b. The parent/adult student did not give written consent for an evaluation.

   c. The parent/adult student refused special education services.

If the district did not have a basis of knowledge that a student was a student with a disability prior to taking disciplinary measures, the student is subjected to the same disciplinary measures applied to all other students who engage in comparable behaviors.

C. **Parent/Adult Student Request for Evaluation of a Disciplined Student**

If a request for an evaluation of a student who is not currently eligible for special education is made during the period in which the student is subject to disciplinary measures, the evaluation will be conducted in an expedited manner. Pending the results of the evaluation, the student will remain in the educational placement determined by district officials, which can include suspension or expulsion without educational services.

1. If the student is subsequently determined eligible for special education, the district will:

    a. Convene an IEP team meeting to develop an IEP.

    b. Conduct a manifestation determination.

        1) If the behavior is caused by or had a substantial relationship to the student's disability, the disciplinary action must be set aside, and the student must be provided appropriate educational services in the least restrictive environment (LRE).

        2) If the behavior is not caused by nor had a substantial relationship to the student's disability, the student is subject to the disciplinary placement that had been determined, but he or she is still entitled to receive FAPE, which is determined by the IEP team. Educational services cannot cease for more than ten (10) school days in a school year. Educational services shall be provided to the extent necessary to allow the student with a disability access to the general education curriculum and the opportunity to advance toward achieving the goals set out in his or her IEP.

2. If the evaluation team determines that the student is not eligible for special education, he or she will be subject to the same disciplinary actions as all other students.

D. Referrals to and Action by Law Enforcement and Judicial Authorities

1. The district may report a crime committed by a student with a disability to appropriate authorities. The IDEA does not prevent state law enforcement or judicial authorities from exercising their responsibilities, with regard to the application of federal and state law, for crimes committed by a student with a disability.

2. If a student brings a firearm to school, law enforcement shall be contacted pursuant to the Gun-Free Schools Act.

3. If the district reports a crime, it will ensure that copies of the special education and disciplinary records of the student are given to the appropriate law enforcement authorities for their consideration, to the extent the release of records is permitted by the Family Educational Rights and Privacy Act (FERPA). Generally, the release of records requires consent, but exceptions are listed in Chapter 11, Section 5.

E. Transfer of Discipline Records

Section 33-209, Idaho Code, ~~33-209~~ requires that whenever a student transfers to a new school and a school record contains information concerning violent or disruptive behavior or disciplinary action involving the student, this information will be included in the transfer of records to the new school. The transmission of the student's record shall include both the student's current IEP, including the FBA, BIP, and any current or previous disciplinary action taken. This information will be contained in a sealed envelope marked to indicate the confidential nature of the contents and addressed to the principal or other administrative officer of the school.

When the district initiates disciplinary proceedings applicable to all students, the special education and disciplinary records of students with disabilities shall be given to authorized district personnel for their consideration in making the final determination regarding the disciplinary action.

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DISPUTE RESOLUTION

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Chapter 13
Dispute Resolution

On occasion, conflicts arise between school districts and families. Several mechanisms are available through the State Department of Education (SDE) to assist in resolving a dispute. The processes are facilitation, informal conflict resolution, mediation, state complaints, due process hearings, and expedited due process hearings. This chapter contains information on each of these processes. The information contained within this chapter is not intended to limit in any manner the procedural due process/dispute resolution rights provided by federal or state law.

Contact Information

In addition to providing general information and support concerning IDEA related issues, the SDE accepts requests for facilitation, informal conflict resolution, and mediation by telephone and e-mail. State complaints and due process hearings are accepted via fax, mail, personal delivery, or may be scanned and attached to an email. All state complaints and due process hearing requests must include a signature of the filing party.

Requests for dispute resolution should be directed to the Dispute Resolution Coordinator (DRC) at:

Special Education Dispute Resolution

Idaho State Dept. of Education
P.O. Box 83720
Boise, ID 83720-0027
(208) 332-6914
(800) 432-4601
TT: (800) 377-3529
Fax: (208) 334-2228

For further assistance in matters relating to dispute resolution, you may contact:

DisAbility Rights Idaho
Boise Office:
4477 Emerald St., Ste B-100
Boise, ID 83706-2066
(208) 336-5353
(208) 336-5396 (fax)
(800) 632-5125 (toll-free)
Web:disabilityrightsidaho.org

DisAbility Rights Idaho
Pocatello Office:
1246 Yellowstone Avenue, Suite A-3
Pocatello, ID 83201-4374
(208) 232-0922
(208) 232-0938 (fax)
(866) 309-1589 (toll-free)

Idaho Parents Unlimited (IPUL)
4619 Emerald, Ste. E
Boise, ID 83702
(208) 342-5884
(208) 342-1408 (fax)
(800) 242-IPUL (4785) (toll-free)
V/TT: 208-342-5884
Web: *ipulidaho.org*

Section 1. Facilitation

A. Definition of Facilitation

Facilitation is a voluntary process during which dispute resolution contracted individual or individuals facilitate an IEP team meeting or other IDEA-related meeting. The role of the facilitator is to help team members communicate more effectively and efficiently. Facilitation supports early dispute resolution by providing assistance to the team before a conflict develops into a formal dispute. A facilitator is trained to help teams focus on key issues and move toward productive outcomes. Because the facilitator is not a member of the team, he or she can act as a neutral and impartial third-party providing balance, offer an outsider's perspective on the process, and help parties to be heard and understood by the rest of the team. Note: A facilitator will not be responsible for creating or documenting agreements made by the team.

B. Facilitation Requests

A request for facilitation may be made by either a parent/adult student or a designated district representative, such as the director of special education. Facilitation may be requested for any IDEA-related meeting including: eligibility meetings; annual or amended IEP team meetings; due process hearing meetings such as resolution sessions or settlement meetings; as well as manifestation determination meetings.

Requests for facilitation should be made at least two weeks in advance to the meeting. Upon the request for facilitation, the Dispute Resolution Coordinator (DRC) will immediately contact the other party for approval. As facilitation is voluntary, both parties must agree to facilitation for the process to go forward. The DRC will contact both the parent/adult student and the district representative, notifying each who the facilitator will be. The facilitator will contact the parties to conduct pre-facilitation interviews to help build an agenda for the facilitation. Generally meetings are scheduled by the district who is responsible for sending out the *Invitation to Meeting*.

C. Facilitator Role

The role of the facilitator is to lead the meeting and guide parties through the process. The facilitator may work with parties to establish the agenda and identify issues important for parties to cover in the meeting. Facilitators may ask pertinent questions of parties providing occasional clarification or perspective, and work to ensure that participants are able to participate in a productive and balanced meeting. Facilitators are not to make decisions for teams, serve as definitive experts on IDEA processes or matters of law, record minutes for meetings, or finalize documents, although they may facilitate the crafting of language parties will include in a student's IEP.

Facilitators shall not be called to testify in due process hearings or civil proceedings regarding facilitated meetings they have conducted as dispute resolution contractors.

D. Dispute Resolution Facilitators

Facilitators are trained in effective conflict resolution processes, communication, negotiation, problem-solving, and in laws and regulations relating to the provision of special education and related services. While a facilitator in this context will not offer advice on a particular course of action, he or she is required to help parties explore the soundness of any assumptions or agreements. The DRC may appoint one or two individuals to serve as facilitator(s) of a meeting.

1. In all cases a facilitator shall not:

    a. be an employee of the district involved in the dispute;

    b. have children enrolled in the district involved in the dispute;

    c. have a personal or professional interest that may affect the ability to remain impartial or neutral; or

    d. be used if either party rejects the facilitator(s) based on a perceived inability to be neutral or impartial.

E. Facilitation Timelines

The DRC will appoint a facilitator within five (5) business days of an acceptance of a request. Every effort will be made to complete the process within twenty-one (21) calendar days.

Section 2. Informal Conflict Resolution

A. Definition of Informal Conflict Resolution

Informal conflict resolution is offered in an effort to improve relationships between parties and foster healthy communication. This informal conflict resolution may include topics outside of those set forth as appropriate for IDEA mediation, extending beyond the identification, evaluation, educational placement or the provision of FAPE. As with mediation, the process of informal conflict resolution is confidential and voluntary, and the third-party is a trained neutral and impartial third-party. Informal conflict resolution may be appropriate when parties face difficulties communicating productively or need to reach understanding on differing perspectives. Any agreements reached between parties are self-enforced.

B. Informal Conflict Resolution Requests

A request for informal conflict resolution may be made in person, writing or via telephone by either a parent/adult student or a district representative. The DRC will screen requests to determine the appropriateness of the process for each individual case. Informal conflict resolution can be scheduled prior to, or concurrent with, a request for a due process hearing or investigation of a state complaint involving an individual student, however cannot be used to delay the state complaint process or a due process hearing timelines.

Upon request for informal conflict resolution, the DRC or the assigned facilitator will contact all parties to schedule the meeting. Because informal conflict resolution is voluntary, both parties must verbally state their agreement to participate for the process to go forward. Informal conflict resolution can be conducted by dispute resolution contractors or dispute resolution staff as assigned by the DRC. Informal conflict resolution is offered at no charge to the district or to the parent/adult student.

C. Informal Conflict Resolution Procedures

1. No video or audio recording of the meeting proceedings will be made.

2. Because informal conflict resolution is a non-adversarial process that offers the parties the opportunity to communicate directly with each other, legal representation during the meeting is discouraged, and a school district may not have legal representation present if a parent/adult student does not.

3. The DR office will not retain any documentation or informal agreements created by the parties. No other records of the content of the meeting will be kept by the SDE.

4. Either party has the option to end the informal conflict resolution meeting at any time.

D. Informal Conflict Resolution Timelines

The DRC will appoint a facilitator within five (5) business days of an acceptance of a request. The meeting will be held in a location convenient to the parties involved, and every effort will be made to complete the process within twenty-one (21) calendar days.

E. Confidentiality

Discussions that occur during the informal conflict resolution process are confidential and cannot be used as evidence in any subsequent due process hearing or civil proceeding in any state or federal court. Facilitators shall not be called to testify in due process hearings or civil proceedings regarding facilitated meetings they have conducted as dispute resolution contractors. The facilitator may require a confidentiality agreement be signed by participants.

F. Nature of Agreements

An agreement reached by the parties through informal conflict resolution, whether memorialized in writing or agreed to verbally, are self-enforced and not enforceable by the SDE.

Section 3. Mediation

A. Definition of Mediation

Mediation is a confidential and voluntary process where a trained neutral and impartial third-party provides a structure for parents/adult students and district personnel to identify areas of agreement and work to resolve points of disagreement concerning the identification, evaluation, educational placement, or provision of FAPE. Mediation aims to build positive working relationships, encourage mutual understanding, and help the parties focus on their common interest—the student.

While discussions in mediation are ~~confidential~~ not discoverable in due process hearing or court process, and parties are ~~asked to sign a confidentiality agreement~~ provide a Notification of Confidentiality (see the *Notification of Confidentiality* form in the Documents section of this chapter), written agreements produced in mediation are legally-binding and enforceable in state or federal court. With the agreement of all parties in the mediation, an IEP may be amended as part of a written agreement.

Mediation may be appropriate when parties are in disagreement and seem unable to move forward without outside assistance, or they, after making a good-faith effort, face an impasse in an attempt to resolve the disagreement. Mediation can be scheduled prior to, or concurrent with, a request for a due process hearing or investigation of a state complaint.

B. Mediation Requests

A request for mediation may be made in person, writing or via telephone by either a parent/adult student or a district representative at any point in a dispute. The DRC will screen all mediation requests to determine the appropriateness of the process for each individual case. Mediation is automatically offered when a state complaint involving an individual student or a request for a due process hearing has been filed. Mediation cannot be used to delay the state complaint process or a due process hearing timelines.

Upon request for mediation, the Dispute Resolution office will contact all parties to schedule the mediation. Because mediation is voluntary, both parties must verbally agree to mediate for the process to go forward. Mediators are selected by the DRC from a list of trained professionals. Mediation is provided at no charge to the district or to the parent/adult student.

C. Mediation Procedures

1. The mediation will be conducted in compliance with the IDEA.

2. No video or audio recording of the mediation proceedings will be made.

3. Each party is limited to no more than three participants who have the authority to make final resolution decisions. The mediator may increase this number at his or her discretion and with agreement of all parties.

4. The district shall have at least one representative present who has the authority to commit resources.

5. Because mediation is a non-adversarial process that offers the parties the opportunity to communicate directly with each other, legal representation during a mediation session is discouraged. A district may not have legal representation present if a parent/adult student does not.

6. The Dispute Resolution office will retain copies of the signed agreement, if an agreement is reached~~, and the confidentiality agreement~~. No other records of the mediation will be kept by the SDE. ~~(See the *Confidentiality Agreement* form in the Documents section of this chapter).~~

7. The mediator will provide signed copies of the agreement, if an agreement is reached, to each party and the Dispute Resolution office. (See the *Mediation Agreement* form in the Documents section of this chapter).

8. The mediator, afforded mediator privilege under Idaho law, will be excluded from participation in subsequent actions specific to the case mediated including complaint investigations, due process hearings, and legal proceedings. The mediator may mediate again for the parties if assigned and parties approve or if the mediated agreement calls for the mediator's potential future participation with the parties.

9. A due process hearing requested prior to mediation may be canceled by the requesting party as a result of the mediation agreement. The requesting party will immediately provide the hearing officer with documentation of the voluntary withdrawal of the due process hearing request. The mediator will immediately inform the Dispute Resolution office of the decision to withdraw the due process hearing request.

10. If for any reason the mediation does not end in a written agreement, the mediator will provide each party and the Dispute Resolution Coordinator with a statement certifying that mediation occurred but no agreement was reached.

11. Either party has the option to end the mediation at any time.

D. Dispute Resolution Mediators

Dispute resolution mediators are trained in effective conflict resolution processes, communication, negotiation, problem-solving skills, and in laws and regulations relating to the provision of special education and related services. While a mediator will not offer advice on a particular course of action, a mediator is required to help parties explore the soundness of any agreement. Mediators are assigned on a rotational basis with consideration for geographical location.

1. In all cases a mediator shall not:
    a. be an employee of the SDE or district involved in the dispute;
    b. have children enrolled in the district involved in the dispute;
    c. have a personal or professional interest that may affect the ability to remain impartial or neutral; or
    d. be used if either party rejects the mediator based on a perceived inability to be neutral or impartial.
2. Additionally, if the parties have agreed to mediation following a due process hearing request, co-mediators may not be used.

E. Mediator Role

The mediator has the responsibility to contact the parties to explain the mediation process, identify issues, and help the parties establish a date, time, and place to hold the mediation. The mediator also: establishes the ground rules for all parties to follow; guides the process; encourages open and honest communication; ensures that each party is heard; phrases information and summarizes issues; and facilitates the writing of the agreement.

F. Mediation Timelines

The DRC will appoint a mediator within three (3) business days of all parties agreeing to mediate. The mediation will be held in a location convenient to the parties involved, and every effort will be made to complete the process within twenty-one (21) calendar days.

G. Confidentiality

Discussions that occur during the mediation process ~~are confidential and~~ cannot be used as evidence in any subsequent due process hearing or civil proceeding. Parties in the mediation process will be ~~afforded the opportunity to review~~ provided a copy of the *Notification of Confidentiality* ~~confidentiality~~ form. ~~confidentiality agreement and will be required to sign it before mediation begins.~~ (See the ~~*Mediation*~~ *Notification of Confidentiality* ~~*Agreement*~~ in the Documents section of this chapter).

H. Mediation Agreement

An agreement reached by the parties through mediation shall be set forth in writing and is enforceable in state and federal courts.

Section 4. State Complaints

A. Definition of State Complaint

State complaints can be filed by any individual or organization alleging any violation of the IDEA, including an alleged failure to comply with a previous due process hearing decision. State complaint procedures are outlined in IDEA regulations requiring, in part, a complaint must allege a violation that occurred no more than one year (365 days) prior to the date the complaint has been received. (See IDEA regulations 34 CFR§300.150 through 300.153).

The filing party must provide a written complaint that includes the name and contact information of the complainant, the name, address, and attending school of child (if applicable), description and facts of the alleged problem to the extent known and available to the complainant at the time, and a proposed resolution. The party filing the complaint must forward a copy of the complaint to the district at the same time the party files the complaint with the Dispute Resolution office. IDEA allows sixty (60) days to resolve the complaint with mediation, investigation and final report, or a pre-investigation corrective action plan (CAP).

The DRC determines whether the complainant's submission meets the IDEA requirements for a complaint. If the complaint is ruled insufficient, the complainant will be notified in writing. The DRC will determine if an onsite investigation is necessary and will assign a complaint investigator to engage in neutral fact-finding if the complaint is accepted. If investigated, a written decision will be provided to the complainant and the district addressing each allegation, findings of fact, conclusions, and any corrective actions ordered.

B. Filing a State Complaint

The state complaint will be accepted if received by mail, fax, hand delivery, or scanned and attached to an email with the complainant's signature included. Reasonable accommodations will be provided to individuals who need assistance in filing complaints. A state complaint filed by a parent/adult student or public agency must be signed and must include all of the information indicated on the *Form for Filing a State Complaint* (located in the Document section of this chapter). The DRC will develop allegations of violation of IDEA for investigation from the submitted complaint.

C. Methods of Resolving State Complaints

Mediation will be offered in a case regarding an individual student. If mediation is not accepted by the parties or fails to resolve the allegation(s) that gave rise to the complaint, then resolution of a state complaint may be achieved through one or more of the following processes:

1. **Verification of resolution**: Upon receipt of the allegations determined by the complaint investigator and the DRC, the district may submit information to document that one or more of the allegations of the complaint have been resolved. The Dispute Resolution office may also receive similar information from other sources.

2. **Corrective action plan (CAP)**: The district may propose a CAP to address the allegations in the complaint. The DRC may accept, reject, or negotiate the proposed CAP, or require other corrective actions or timelines to ensure the district will achieve compliance for each allegation stated in the complaint. If this process is not successful, an investigation will be conducted on unresolved allegations.

3. **Investigation:** The SDE will appoint a complaint investigator to the case who will conduct a fact finding investigation which may include interviews and reviews of files, correspondence, and other information. An onsite investigation may occur as part of the investigation. The complaint investigator will submit his or her findings of fact, conclusions, and, in coordination with the SDE, identify appropriate corrective actions, if required.

D. State Complaint Procedures

Upon receipt of a written state administration complaint, the DRC will ensure the following procedures are followed:

1. Verify proper filing procedures were followed and determine if the complaint meets established criteria, including sufficient allegations of violation of IDEA (as developed by the DRC from the submitted complaint) and facts within five (5) business days. The complainant will be notified if a submission is insufficient to

process as a~~n~~ complaint. The complainant will be given the opportunity to submit additional information about the allegations, whereas upon receipt of the additional information, the sixty (60) day timeline for completion will start.

2. The district (specifically the superintendent, the special education director, and the school board chair) will be notified by the DRC that the complaint has been received and what, if any, allegations have been accepted for investigation within ten (10) business days of receiving the complaint. The school district is given an opportunity to respond to the complaint and may initiate within fourteen (14) days of receipt of the complaint a corrective action proposal (CAP) to resolve all or some of the allegations in the complaint, subject to DRC approval. At the complaint investigator's discretion, the timeline for a CAP may be extended, or the complaint investigation may progress until a CAP has been accepted by the Dispute Resolution office. The complaint investigator is responsible for managing the timelines of the investigation and may submit a final report at any point within the 60-day timeline.

3. Mediation can be requested by either party at any time and must be offered for complaints regarding an individual student. While parties are generally encouraged to resolve complaints collaboratively, choosing not to participate in mediation will not be considered relevant in an investigation. If parties opt for mediation, it will not delay the timelines required for resolving a complaint unless all parties agree.

4. Provide the parent/adult student a copy of the Procedural Safeguards Notice.

5. Complainants will be given an opportunity to provide additional information about the allegations, either orally or in writing.

6. All or any part of the written complaint will be set aside by the hearing officer, if the allegation is being addressed in a pending due process hearing or a hearing decision which has already been rendered. Any issue not a part of a due process action will be resolved following the state complaint procedures and timelines.

7. The Dispute Resolution office will investigate a complaint alleging that a final hearing officer decision is not being implemented by a public agency.

8. A final report of the investigation will be issued to the district superintendent, board chairperson, special education director, and complainant, that shall include but is not limited to the findings of fact, conclusions, and corrective action(s) for each allegation within sixty (60) calendar days of receipt of a sufficient complaint (see D.1). This time period may be extended, but only under exceptional circumstances, which shall be documented by the DRC, or if the complainant and public agency agree to extend the time to engage in mediation or other alternative dispute resolution procedures.

9. If a violation of the IDEA is verified by the complaint investigator, the report shall include corrective actions addressing, as appropriate:

    a. how to remedy any denial of FAPE, which may include the award of compensatory services, monetary reimbursement or other corrective action as appropriate to the needs of the student;

    b. the future provision of services to be considered by an IEP team for the student with a disability, when appropriate; and

    c. the provisions of technical assistance, documentation of compliance, or written assurances, if needed.

10. The SDE will ensure the district takes corrective action if it is determined that the district was out of compliance through technical assistance activities, negotiations, and/or corrective actions no later than one year after the identification of non-compliance. A complaint investigation final report cannot amend a student's IEP.

11. The Dispute Resolution office ensures noncompliance has been corrected and verifies through review of documentation or interviews, or both, the corrective actions were implemented no later than one year (365 days) after the determination of noncompliance. If necessary, the SDE must use appropriate enforcement mechanisms such as the provision of technical assistance, conditions on funding, a corrective action, an improvement plan, and/or withholding funds, in whole or in part.

Section 5. Due Process Hearings

A. Definition

A due process hearing request involves an allegation or a series of allegations by either a parent/adult student or the district on issues relating to the identification, evaluation, educational placement, and the provision of FAPE.

The due process hearing is overseen by a hearing officer appointed by the DRC. At the due process hearing, the parent/adult student presents evidence, cross examines witnesses, and presents the case to an impartial hearing officer. The hearing officer renders a decision on the merits of the issues relating to the due process hearing.

The due process hearing request must allege a violation occurred not more than two (2) years before the date the parent/adult student or public agency knew or should have known about the alleged action that forms the basis of the due process hearing request, subject to the exceptions

described later in this section. Mediation is offered in an effort to resolve issues and parties may request mediation at any time. If mediation is rejected by either party, the due process hearing timelines will remain in effect.

B. Due Process Hearings and Expedited Due Process Hearings

Idaho's due process system has two settings for due process hearings: a regular due process hearing and an expedited due process hearing.

1. A regular due process hearing is an administrative hearing to resolve disputes on any matter related to the identification, evaluation, educational placement, and the provision of FAPE.

2. An expedited due process hearing is an administrative hearing to resolve disputes concerning discipline and/or placement related to discipline.

C. Filing a Due Process Hearing

Due process hearing requests must include a complete and signed copy of the *Due Process Hearing Request Form* (located in the Documents section at the end of this chapter) or a signed document providing all of the general information, issue(s), and resolution(s) information required in the *Due Process Hearing Request Form*. Reasonable accommodations will be provided to individuals who need assistance in filing a written request.

A parent/adult student or public agency (or their attorney authorized to practice law in the state of Idaho) filing a due process hearing request must provide the due process hearing complaint to the other party and to the Dispute Resolution office. The request shall be mailed, faxed, hand delivered, or scanned and attached to an email with a signature of the filing party. All applicable timelines will start when the request has been received by the non-requesting party and the SDE.

1. Due Process Hearing Request from Parent/Adult Student: A due process hearing may be requested on behalf of a student by a parent, adult student, or by an attorney, properly licensed in Idaho, representing the student.

    a. A due process hearing shall be initiated within two (2) years of the date the parent/adult student knew or should have known of the issues giving rise to the allegation(s). The two-year timeline will not apply if the parent/adult student was prevented from requesting a hearing due to specific misrepresentations or the withholding of information by the public agency required to be provided by the IDEA.

    b. A due process hearing can be initiated regarding issues pertaining to identification, evaluation, educational placement, or the provision of FAPE if

the district proposes to initiate or change any of these matters, or if the district refuses the parent's/adult student's request to initiate or change any of these matters.

2. Due Process Hearing Request by a District: If the district initiates a hearing request, the district must inform the parent/adult student and the SDE. A district may initiate a due process hearing within two years of the dispute in an attempt to accomplish one or more of the following:

    a. override a parent's/adult student's refusal of consent for an initial evaluation or re-evaluation, or release of information;

    b. override a parent's/adult student's written objection to an IEP program change, an educational placement change, or disciplinary actions when there is an imminent threat to safety;

    c. the placement of a student in an Interim Alternate Education Setting (IAES) when there is substantial evidence that maintaining the current educational placement is likely to result in injury to the student or others;

    d. a determination whether an evaluation conducted by the district was appropriate or whether an evaluation obtained by a parent/adult student meets the criteria for a publicly funded Independent Educational Evaluation (IEE);

    e. resolution if a parent/adult student disagrees with an IEP or placement change by the district, where the parent/adult student filed a written objection to the IEP or to all or parts of the proposed change in writing within ten (10) calendar days of receiving written notice of the proposed change, thereby stopping the implementation of the proposed change. If resolution through additional IEP meetings or mediation fails to resolve the disagreement, the district may request a due process hearing to obtain a hearing officer's decision regarding the proposed change. (Note: the written objection cannot be used to prevent the public agency from placing a student in an Interim Alternative Educational Setting (IAES) in accordance with the IDEA); or

    f. a determination if a proposed IEP is appropriate even if the parent/adult student has not filed a formal objection.

D. Hearing Officer Appointment

1. The hearing officer shall be appointed within ten (10) calendar days of the SDE receiving the due process hearing request or within five (5) business days of an expedited hearing. Hearing officers are selected from a list of specially trained and

impartial professionals. A list of qualifications for each hearing officer is kept by the DRC.

2. The hearing officer must not be a member of the district school board, an employee of the school district, or an employee of the SDE.

3. The hearing officer must not have a personal or professional interest that conflicts with the objectivity required of a hearing officer.

4. The hearing officer must be specially trained in conducting due process hearings, possess knowledge and understanding of the provisions of Idaho law, the IDEA, and judicial interpretations, and ability to conduct hearing and render and write decisions with appropriate, standard legal practice.

5. The district will pay for all actual expenses incurred by the hearing officer and for the cost of a verbatim transcript of the hearing, if requested by the parent. The hearing officer will be compensated at rates set by the SDE.

E. Due Process Hearing Policies

After a due process request is filed by the parent/adult student or the district, the following procedures will be followed.

1. The Dispute Resolution office offers mediation as a voluntary option to both parties. Parties may request mediation at any time. Choosing mediation shall not alter or delay the timeline of the due process hearing.

2. The receiving party may challenge the sufficiency of the due process hearing request within fifteen (15) days of the receipt of the hearing request by filing a written sufficiency objection with the hearing officer. Challenges to the sufficiency of the due process hearing complaint must be in writing and provided to all parties. The hearing officer shall render a decision regarding the sufficiency of the allegation(s) within five (5) calendar days and immediately notify the parties of the decision in writing.

    a. If the complaint is found not to be sufficient, the party may amend its due process complaint if the other party consents in writing to the amendment and has the opportunity to resolve the complaint through a resolution meeting, or the hearing officer grants permission to amend no later than five (5) days before the due process hearing begins.

    b. Timelines for amended due process hearings begin again on the filing date of the amended request.

3. If the district has not previously sent written notice (as outlined in IDEA) regarding the subject matter in the parent's/adult student's complaint, the district must, within ten (10) calendar days of receiving the request, send the response to the parent/adult student a letter explaining the reasons behind their actions, options considered, evaluations conducted, and other factors relevant to the district's response, in accordance with IDEA prior written notice requirements.

4. The district shall inform a parent/adult student of any free or low-cost legal or other relevant services available to him or her and provide a copy of the Procedural Safeguards if a due process hearing is requested or if the parent/adult student requests such information.

5. Within fifteen (15) days of receiving the parent's/adult student's due process hearing request, the district convenes a pre-hearing resolution session, unless both parties agree in writing to waive the resolution meeting, both parties agree to go to mediation, or the district initiates the hearing.

    a. A resolution meeting includes parent/adult student, a representative of the district who has decision-making authority, and relevant members of the IEP team who have specific knowledge of the facts identified in the request for a due process hearing as determined by the parties.

    b. The district's attorney shall not attend the resolution session unless the parent/adult student will be accompanied by an attorney.

    c. The DRC will provide a contractor specially trained in facilitating a resolution session or a contracted mediator, if requested. Either process requires approval by both parties.

    d. The purpose of the meeting is for the parent/adult student to discuss the due process hearing request, and the facts that form the basis of the request, so that the district has the opportunity to resolve the dispute.

        1) If a resolution is reached regarding the issues raised in the request for a due process hearing, the district representative and the parent/adult student will sign a settlement agreement, a legally binding document enforceable in state and federal court. The parties will immediately forward to the hearing officer signed documentation of the voluntary withdrawal of the due process hearing complaint by the requesting party.

        2) Either party may void this agreement within three (3) business days of signing the agreement.

e. A due process hearing will be scheduled if no resolution is reached within thirty (30) calendar days of receiving the request for a due process hearing.

f. If the district is unable to obtain the participation of the parent/adult student after reasonable efforts have been made and documented, at the conclusion of the thirty (30) calendar day resolution period the district may request that the hearing officer dismiss the parent's/adult student's due process hearing request.

g. A parent/adult student may request an immediate due process hearing from the hearing officer if the district has not scheduled or participated in a resolution session within fifteen (15) days of the request.

h. The district must report to the DRC and to the hearing officer when the resolution meeting is to be held, or provide documentation indicating it was waived by both parties, or provided documentation of attempts to reach the other party, within fifteen (15) days of SDE receiving the due process hearing request.

6. The forty-five (45) day timeline for the due process hearing request starts the day after one of the following events:

   a. both parties agree in writing to waive the resolution meeting;

   b. after either the mediation or resolution meeting starts but before the end of the thirty (30) day period, the parties agree in writing that no agreement is possible;

   c. both parties agree in writing to continue the mediation at the end of the thirty (30) day resolution period, but later, the parent/adult student or public agency withdraws from the mediation process; or

   d. the district files a hearing request.

All of the above events must be documented, with dates of determination, and provided to the DRC and the assigned hearing officer immediately.

F. The Due Process Hearing

1. Hearing Preparation

a. A parent/adult student will be allowed to inspect and review reports, files, and records pertaining to the student prior to a resolution session or due process hearing. A district may charge a fee for copies of records if the fee does not effectively prevent a parent/adult student from exercising his or her right to inspect and review those records. The district may not charge a fee to search for or retrieve records.

b. Not less than five (5) business days prior to a due process hearing, each party will disclose to all other parties: evaluations completed by that date; recommendations based on those evaluations intended to be used at the hearings; copies of exhibits to be introduced; and a list of witnesses each party intends to call at the hearing.

c. The hearing officer will provide notification as to the time and place of the due process hearing to the parent/adult student, district officials, and the SDE. The hearing shall be conducted at a time and place reasonably convenient to the parent/adult student.

d. Parties shall cooperate with the hearing officer in any business or communication and the planning for a location, date and time for the hearing.

2. The Due Process Hearing

a. The hearing officer will preside over and conduct the proceedings in a fair and impartial manner, permitting all parties an opportunity to present their information and opinions. Due process hearings shall be conducted pursuant to the *Idaho Rules of Administrative Procedure of the Attorney General* (IDAPA), IDEA requirements, and this Manual. In case of any conflict between IDAPA and the IDEA, the IDEA shall supersede. IDAPA rules shall supersede this Manual.

b. A parent/adult student and district personnel may be accompanied and advised by legal counsel properly licensed in Idaho.

c. A parent/adult student has the right to open the hearing to the public and to have the student who is the subject of the hearing present.

d. Each party has the right to present evidence, to compel the attendance of witnesses and the production of documents, and to confront and cross examine witnesses.

e. New issues (issues not in the original due process request) may not be raised at the hearing unless agreed to by the other party.

f. Any party may prohibit the introduction of any evidence at the hearing that was disclosed less than five (5) business days before the hearing.

g. During the hearing the district will provide reasonable accommodations as required by federal regulations. Disputes will be referred to the DRC for resolution.

h. An audio recording of the hearing will be made. The parent/adult student may formally request ~~The record will be~~ a written verbatim transcript. The parent/adult student may choose an electronic verbatim record instead. If transcribed, t~~T~~he district will pay the transcription~~t~~ costs, and a copy of the transcript will remain with the SDE. ~~The parent/adult student and district personnel have the right to obtain a copy of the record upon formal request.~~

3. Decision of the Hearing Officer

a. The decision of the hearing officer will be based solely on presentations made at the due process hearing.

b. The decision made by the hearing officer will be made on substantive grounds based on a determination of whether a student received FAPE.

1) In matters alleging a procedural violation, a hearing officer may find that a student did not receive FAPE only if there is evidence that the procedural inadequacies:

i. impeded the student's right to FAPE;

ii. significantly impeded a parent's/adult student's opportunity to participate in the decision-making process; or

iii. caused a deprivation of educational benefit.

2) If a hearing officer finds that there is a procedural deficiency that did not deny FAPE, he or she may order the district to comply with the procedural requirements.

c. The hearing officer's decision will include findings of fact and conclusions of law. In addition, the decision shall include an order of relief, if appropriate.

d. The hearing officer's written decision shall be mailed within forty-five (45) calendar days from the date both parties agreed in writing to waive the

resolution meeting, or both parties agreed to go to mediation, or the date the district initiated the hearing. The hearing officer may grant an extension of the forty-five (45) day period upon the request of a party. The hearing officer shall issue a written decision in response to each request.

e. The findings of fact and decision shall be sent to the parent/adult student at no cost. Copies will also be mailed to the district superintendent, the DRC, and representatives of the district.

f. A hearing officer's decision will be enforceable in state and federal court. It will be implemented not later than fourteen (14) calendar days from the date of issuance unless:

1) the decision specifies a different implementation date; or

2) either party appeals the decision by initiating civil action in state or federal district court within applicable appeal periods.

g. Nothing in this section can be interpreted to prevent a parent/adult student from filing a separate due process hearing request on an issue separate from the request already filed. The SDE may consolidate multiple hearing requests involving the same IEP.

h. Stay Put

1) During the pendency of any due process hearing, the student shall remain, or "stay put," in his or her current educational placement unless the district and parent/adult student agree otherwise.

2) The stay put placement continues during any subsequent appeals unless a hearing officer agrees with a parent/adult student that a change of placement is appropriate, in which case, the placement identified in the hearing officer's decision becomes the stay-put placement.

3) If the dispute involves an application for initial admission to public school in Idaho, the student, with the written consent of his or her parent, shall be placed in the public school program until the proceedings are completed.

4) "Stay put" does not apply when a student is transitioning from Part C (the Infant/Toddler Program) to Part B services in Idaho. Following the development of an IEP or an individual family service plan (IFSP),

if an educational placement dispute arises involving a student transitioning from Part C to Part B, the student cannot "stay put" in Part C.

i. With written consent of the parent, the student shall be placed in the public school until completion of all the hearing proceedings.

ii. If the parent does not give written consent, the student will not receive services until completion of the hearing proceedings.

iii. If the student is eligible for special education and related services, and the parent consents, then the district shall provide those special education and related services which are not in dispute.

Section 6. Expedited Due Process Hearings

A. Definition

An expedited due process hearing is defined as an administrative hearing to resolve disputes concerning discipline occurring within twenty (20) school days of the request, with a decision rendered within ten (10) school days of the hearing.

B. Filing an Expedited Hearing Request

Parties filing expedited due process hearing requests must include a complete and signed copy of the *Expedited Due Process Hearing Request Form* (located in Documents section of this chapter) or a signed document providing, in the same order, all of the general information, issue(s), and resolution(s) information required in the *Expedited Due Process Hearing Request Form*. Reasonable accommodations will be provided to individuals who need assistance in filing a written request.

1. A district may request an expedited hearing if the district believes maintaining the current placement or returning the student to the prior placement is substantially likely to result in injury to the student or others.

2. A parent/adult student may request an expedited hearing if:

    a. he or she disagrees with a determination that the student's behavior was not a manifestation of the disability; or

b. he or she disagrees with the district's discipline decision, which resulted in a change of placement.

A parent/adult student or district filing an expedited due process hearing request must provide, in a confidential manner, the due process complaint and request for hearing to the other party. The request shall be mailed, faxed, or hand delivered (electronic copies are not accepted). The party filing an expedited due process hearing must be able to show proof of receipt of the expedited due process hearing request by the other party. Additionally, when the request is provided to the non-requesting party, the party filing the request shall simultaneously send a written copy to the DRC by mail, fax, hand delivery, or scanned and attached to an email with a signature of the filing party. All applicable timelines for expedited due process hearing will start when the request has been received by the non-requesting party.

C. The Expedited Hearing Process and Decision

An expedited hearing will be conducted in a fair and impartial manner. Guidelines and proceedings will be the same as those in a regular due process hearing, except for the following changes:

1. The DRC will appoint a hearing officer within five (5) business days of a request.

2. A resolution session shall occur within seven (7) days of receiving a due process hearing request unless the parties agree in writing to waive the resolution session or go to mediation.

3. A due process hearing may proceed unless the matter has been resolved to the satisfaction of both parties within fifteen (15) days of the receipt of the expedited due process hearing request.

4. There is no process for challenging the sufficiency of the due process hearing request in an expedited case.

5. Any party may prohibit the introduction of any evidence at the hearing that was not disclosed at least five (5) business days before the hearing.

6. The hearing shall occur within twenty (20) school days of the request, with a decision rendered within ten (10) school days of the hearing and no extensions may be granted by the hearing officer.

7. A written decision will be mailed to both parties by the Dispute Resolution office.

8. A party may appeal the decision in an expedited due process hearing in the same way as allowed for decisions in other original due process hearings.

D. Placement During an Expedited Hearing

When a hearing has been requested by either the parent/adult student or the district regarding placement decisions, the student shall "stay put" during the pendency of the hearing. In relation to disciplinary proceedings, stay put means:

1. the student will remain in the IAES until the timeline for the disciplinary action expires or the hearing officer renders a decision, whichever occurs first; and/or

2. upon expiration of the IAES placement, the student will be placed in the setting he or she was in prior to the IAES. However, if district personnel maintain that it is dangerous for the student to return to that placement, the district may request an expedited hearing to continue the IAES for up to an additional forty-five (45) school days. This procedure may be repeated as necessary.

If the hearing officer findings are in favor of the parent/adult student, the change of placement cannot occur. The IEP team will need to determine the extent of services appropriate to meet the student's individual needs, as well as address the student's behavior. If the hearing officer finds for the district, the district may use the same disciplinary procedures, including expulsion, available for any other student, except that FAPE must be provided according to the requirements in Chapter 12, Section 3.

If an educational placement dispute arises involving a child transitioning from Part C to Part B, the child cannot remain in Part C services when he or she is over the age of three (3). If the child is found eligible for special education and related services under Part B and the parent consents to the initial provision of special education and related services, then the school district shall provide those special education and related services that are not in dispute between the parent and district until completion of all the hearing proceedings. If the parent does not give written consent for the special education or related services, the student will not receive services until completion of the hearing proceedings.

Section 7. Appeals and Civil Action

An appeal to state court shall be filed within twenty-eight (28) days from the date of issuance of the hearing officer's decision; an appeal to federal district court shall be filed within forty-two (42) calendar days from the date of issuance of the hearing officer's decision.

A party must exhaust administrative remedies before initiating a civil action under IDEA unless otherwise determined by the court. However, nothing in the IDEA restricts or limits the rights, procedures, and remedies available under the U.S. Constitution, the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, or other federal laws protecting the rights of children with disabilities.

Section 8. Attorney Fees

A district court will have jurisdiction in the awarding, determination, or prohibition of attorney fees. The court may:

1. award reasonable attorney fees as part of the costs to the prevailing party; and

2. determine the amount of attorney fees, using prevailing rates in the community in which the action occurred, for the kind and quality of services provided. No bonus or multiplier may be used in calculating the amount of fees awarded.

Funds under Part B of the IDEA cannot be used by the district to pay any attorney fees or costs of a party related to an action or proceeding, such as deposition, expert witnesses, settlements, and other related costs. However, Part B funds may be used to pay hearing officer fees or the costs of a meeting room to conduct the hearing.

A. Prohibition of Attorney Fees

1. Attorney fees may not be awarded:

    a. for legal representation at an IEP meeting, including a resolution session, unless such a meeting is convened as a result of a due process hearing or a judicial action; or

    b. for mediation that is conducted prior to a request for a due process hearing.

2. Attorney fees may not be awarded and related costs may not be reimbursed in any action or proceeding for services performed subsequent to the time of a written offer of settlement to a parent/adult student if:

    a. the district makes an offer at least ten (10) calendar days before a due process hearing or a civil proceeding begins;

    b. the offer is not accepted by the parent/adult student within ten (10) calendar days after it is made; and

    c. a court or due process hearing officer finds that the relief obtained by the parent/adult student is not more favorable to the parent/adult student than the offer of settlement.

B. Exception to the Prohibition of Attorney Fees

An award of attorney fees and related costs may be made to a parent/adult student who is a prevailing party and who was substantially justified in rejecting the district's settlement offer.

C. Reduction in the Amount of Attorney Fees

A court may reduce an award for attorney fees under any of the following circumstances:

1. during the course of the action or proceeding, the parent/adult student or his or her attorney unreasonably extended the final resolution;

2. the amount of the award unreasonably exceeds the prevailing rate in the community for similar services by attorneys of reasonably comparable skills, reputation, and experience;

3. the time spent and legal services rendered were excessive considering the nature of the action;

4. the attorney representing the parent/adult student did not provide the information required in a due process hearing request; and/or

5. a party represented him or herself, or his or her child.

D. Exception to the Reduction of Attorney Fees

The amount of attorney fees will not be reduced if the court finds that the district or SDE unreasonably extended the final resolution of the action or proceeding.

E. Special Provisions Regarding Attorney Fees

1. A district or SDE that prevails may seek attorney fees from a court against the parent's/adult student's attorney if the action is deemed frivolous, unreasonable, without foundation or prolongs the litigation.

2. A district or SDE that prevails may seek attorney fees from a court against the parent's/adult student's attorney or the parent/adult student if the hearing request was presented for improper purposes such as to harass the district, cause unnecessary delay or needlessly increase the cost of litigation.

Documents

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MEDIATION AGREEMENT

Student's Name _____ Date of Birth _____ Sex _____

Parent's Name _____

Address _____
Street City Zip

Phone (Home) _____(Work) _____ (Cell) _____

School District or Agency _____

Address: _____
Street City Zip

Mediator _____ Date(s) of Mediation(s) _____

Is this Mediation related to a filed complaint? Yes No Complaint # _____

Participants (List name and title or relationship to student)

_____
_____
_____
_____
_____
_____
_____

TERMS OF AGREEMENT

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

(USE ADDITIONAL PAGES AS NEEDED)

If applicable, we agree that this Mediation Agreement will serve to amend the existing Individualized Education Program. Yes _____ _____ *Initials* No _____ _____ *Initials*

We, the undersigned, understand that this mediation is legally binding and enforceable in court. We enter into this agreement willingly and informed of our rights and responsibilities with regards to entering this agreement.

_____ _____

Parent/Adult Student Signature(s) Local District or Agency Signature(s)

_____ _____

Date: Date:

~~MEDIATION CONFIDENTIALITY AGREEMENT~~

~~Mediation is a voluntary, no cost, confidential service provided by the State Department of Education (SDE). Maintaining confidentiality is critical to the integrity of the process. Confidentiality encourages free, open communication, toward a collaborative settlement.~~

~~The parties involved in this mediation proceeding on this _____ of _____ , 20___, agree to the following:~~

1. ~~This confidentiality agreement must be signed by all parties before mediation services are provided.~~
2. ~~Discussions that occur during the mediation process are confidential and cannot be used as evidence in any subsequent due process hearing or civil proceeding.~~
3. ~~All parties agree not to call the mediator (or an SDE observer of this mediation) as a witness or depose the mediator (or SDE observer) in any subsequent due process hearing or legal proceeding.~~
4. ~~The mediator will collect personal notes to be destroyed at the conclusion of the mediation session.~~
5. ~~This mediation session will not be recorded.~~
6. ~~The only record to be retained will be the written agreement and this signed confidentiality agreement. If parties come to agreement, a copy of the written agreement will be given to both parties and filed with the SDE by the mediator. If for any reason the mediation fails to produce a written agreement, the mediator will inform the SDE that no agreement was reached.~~
7. ~~All parties understand that the mediator is responsible for collecting the signed confidentiality pledge and the signed written agreement if one was created.~~

~~Signatures:~~

_____

~~Name Role Date~~

_____

~~Name Role Date~~

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~~Name Role Date~~

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~~Name Role Date~~

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~~Name Role Date~~

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~~Name Role Date~~

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~~Name Role Date~~

NOTIFICATION OF MEDIATION CONFIDENTIALITY

Mediation is a voluntary, no cost, confidential service provided by the State Department of Education (SDE). Maintaining confidentiality is critical to the integrity of the process. Confidentiality encourages free, open communication toward a collaborative settlement.

IDEA requires that all discussions that occur during a mediation will remain confidential and will not be used as evidence in any subsequent due process hearing or civil proceeding *[34 CFR 300.506 (b)(8)]*. All parties in the mediation will receive a copy of this Notification of Confidentiality.

1. The mediator or any prior approved SDE observer cannot be called as a witness or be deposed in any subsequent due process hearing or civil proceeding;

2. In order to maintain the confidentiality of the process, the mediator will collect personal notes of the participants to be destroyed at the conclusion of the mediation session;

3. No recording of the mediation session will be made;

4. The only record retained of the mediation will be the written mediation agreement if one results and this notification of confidentiality. If parties come to an agreement, a copy of the written agreement will be given to both parties and filed with the SDE by the mediator. If for any reason the mediation fails to produce a written agreement, the mediator will inform the SDE that no agreement was reached. However, the mediator will not make any other report to the SDE;

5. The mediator is responsible for collecting and retaining the acknowledgment of mediation and the signed written agreement if one results.

6. The confidentiality of the mediation continues even if an agreement is not reached.

NOTIFICATION GIVEN TO:

MEDIATOR: _____ DATE: _____

FORM FOR FILING A STATE COMPLAINT

Please submit any request for a state complaint to the Dispute Resolution Coordinator, State Department of Education, P.O. Box 83720, Boise, ID 83720-0027. The alleged violations may not be older than one year (365 days) from the date the complaint is received by the SDE. (You may use this form or submit a letter that includes the information below.)

A. General Information: (type or print)

Date: _____ Name of Individual Filing the Complaint: _____

Address: _____

City: _____ Zip: _____ Email: _____

Telephone: (Hm)_____ (Wk) _____(Cell)_____

Relationship to Student: _____

Name of District /Agency Complaint Is Against: _____

Student Information:

Student Name: _____

Address: _____

City: _____ Zip: _____

Telephone: _____

District Information:

District Contact: _____

Address: _____

City: _____ Zip: _____

Telephone: _____

School Student Attends: _____

Student's Date of Birth: _____

(If complaint involves more than one student, please complete the student and district information for each student.)

In the case of a homeless child or youth, provide available contact information:

_____

B. **~~Allegation(s)~~Description of Problem**: ~~Describe the specific issue(s) that relate to potential violations of Part B of the IDEA. Provide supporting facts and information for each allegation.~~ Provide a description of the specific issues related to the alleged violation(s) of Part B the Individuals with Disabilities Education Act (IDEA). Include statements of fact relating to the alleged violation(s). (Attach additional pages if needed.)

C. **Resolution:** Please provide your suggestions for solving the problem. (Attach additional pages if needed.)

Signature of Complainant	**Title or Relationship to Student**	**Date**

DUE PROCESS HEARING REQUEST FORM

Please submit any request for a due process hearing to your district superintendent and to the Dispute Resolution Coordinator, State Department of Education, P.O. Box 83720, Boise, ID 83720-0027. (You may use this form or submit a letter that includes the information below.)

A. General Information: (type or print)

Date of Written Request: _____ Date Received (completed by SDE): _____

Name of Individual Requesting Hearing: _____

Address: _____

City: _____ Zip: _____ Day Phone: _____

Parent/Guardian of Student: _____

Address: _____

City: _____ Zip: _____ Email: _____

Telephone: (Hm) _____ (Wk) _____(Cell)_____

Name of District/Agency Hearing Request Is Against: _____

Student Information:

Student Name: _____

Address: _____

City: _____ Zip: _____

Telephone: _____

District Information:

District Contact: _____

Address: _____

City: _____ Zip: _____

Telephone: _____

School Student Attends: _____

Student's Date of Birth: _____

(Complete if the information is available):
Student's Attorney: _____

(Complete if the information is available):
District's Attorney: _____

B. Issue(s): Describe your specific problem that relates to any matter of identification, evaluation, educational placement, or provision of a free appropriate public education. Summarize the facts and information as a basis for each allegation. (Attach additional pages if needed.)

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C. Resolution: Please provide your suggestions for solving the problem. (Attach additional pages if needed.)

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Signature of Individual Requesting Hearing **Title or Relationship to Student** **Date**

EXPEDITED DUE PROCESS HEARING REQUEST FORM

Please submit any request for an expedited due process hearing to your district superintendent and to the Dispute Resolution Coordinator, State Department of Education, P.O. Box 83720, Boise, ID 83720-0027. (You may use this form or submit a letter that includes the information below.)

A. General Information: (type or print)

Date of Written Request:_____Date Received (completed by SDE):_____

Name of Individual Requesting Hearing: _____

Address: _____

City:_____ Zip:_____Email: _____

Telephone: (Hm)_____ (Wk)_____(Cell)_____

Parent/Guardian of Student:_____

Address: _____City: _____

Zip:_____Telephone: (Hm)_____(Wk) _____(Cell)_____

Name of District/Agency Hearing Request Is Against: _____

Student Information:

Student Name:_____

Address:_____

City:_____ Zip:_____

Date of Birth:_____

School Student Attends: _____

Student's Grade:_____

District Information:

District Contact:_____

Address:_____

City:_____Zip:_____

Telephone:_____

(Complete if the information is available)
Student's Attorney: _____

(Complete if the information is available)
District's Attorney: _____

B. Issue(s): Describe your specific problem that relates to any matter of identification, evaluation, educational placement, or provision of a free appropriate public education. Summarize the facts and information as a basis for each allegation. (Attach additional pages if needed.)

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C. Resolution: Please provide your suggestions for solving the problem. (Attach additional pages if needed.)

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Signature of Individual Requesting Hearing **Title or Relationship to Student** **Date**

SUBJECT

Proposed Rule – IDAPA 08.02.03.110, Rules Governing Thoroughness, Alternative Secondary Programs

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-1002, 33-1002C, and 33-1002F, Idaho Code
IDAPA 08.02.03.110 – Rules Governing Thoroughness - Alternative Secondary Programs

BACKGROUND/DISCUSSION

This proposed rule change will update the rules governing Alternative Secondary Programs which have not been updated in its entirety since April 1997. Additionally, the passage of House Bill 300 in 2015 added sixth grade to the grades eligible for alternative secondary program funding. The changes would update the terminology; include sixth grade as part of the student qualification; remove limited English proficiency as a qualifier; align the instruction section to current practices; and clarifies the obligation to follow the Individuals with Disabilities Education Act (IDEA).

The clarifications to the at-risk qualifiers include:

- Adding “in the past year” to “has failed one or more academic subjects”;
- Adding “or for grade promotion” to the requirement relating to the number of credits behind for graduation;
- Adding “documented or pattern of” to the substance abuse qualifier;
- Adding “or unaccompanied youth” to the emancipated youth qualifier; and
- Changing the “disruptive student behavior” to “behavior that is detrimental to their academic progress.”

The additions to the at-risk qualifiers include adding “is below proficient, based on local criteria and/or standardized tests” and “has attended three or more schools within the previous two years.” The proficiency measures would be one measure schools could use to help qualify sixth grade students. The second addition allows the school to include mobility as a measure for qualification.

Negotiated rulemaking was conducted for this rule. Feedback was given by stakeholders which resulted in several revisions to the rule.

IMPACT

Updating the at-risk qualifiers will provide clarification related to the student qualifications for the alternative schools. The changes are designed to better identify students who qualify for the alternative school programs and to help meet the needs of those students.

ATTACHMENTS

Attachment 1 – Proposed Rule changes to IDAPA 08.02.03.110 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 rule stage. All pending rules will be brought back to the board for approval prior to submittal to the Department of Administration for publication in the Idaho Administrative Rules Bulletin as a pending rule. Pending rules are forwarded to the legislature for consideration and become effective at the end of the legislative session in which they are submitted if they are not rejected by the legislature.

Staff recommends approval.

BOARD ACTION

I move to approve the Proposed Rule amendment to IDAPA 08.02.03.110, Rules Governing Thoroughness, Alternative Secondary Programs, as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

IDAPA 08
TITLE 02
CHAPTER 03

08.02.03 - RULES GOVERNING THOROUGHNESS

110. ALTERNATIVE SECONDARY PROGRAMS (SECTION 33-1002; 33-1002C; 33-1002F, IDAHO CODE).
Alternative secondary programs are those that provide special instructional courses and offer special services to eligible at-risk youth to enable them to earn a high school diploma. ~~Some d~~Designated differences must be established between the alternative school programs and the regular secondary school programs. Alternative secondary school programs will include course offerings, teacher/pupil ratios and evidence of teaching strategies that are clearly designed to serve at-risk youth as defined in this section. Alternative high school programs conducted during the regular school year will be located on a separate site from the regular high school facility or be scheduled at a time different from the regular school hours. ~~(4-1-97)~~( )

01. Student Qualifications. An at-risk youth is any secondary student grade ~~seven~~ six through twelve (~~7~~6-12) who meets any three (3) of the following criteria, Subsections 110.01.a. through 110.01.~~f~~g., or any one (1) of criteria in Subsections 110.01.~~g~~h. through 110.01.~~m~~n. ~~(3-30-07)~~( )

a. Has repeated at least one (1) grade. (4-1-97)

b. Has absenteeism that is greater than ten percent (10%) during the preceding semester. (4-1-97)

c. Has an overall grade point average that is less than 1.5 (4.0 scale) prior to enrolling in an alternative secondary program. (4-1-97)

d. Has failed one (1) or more academic subjects in the past year. ~~(4-1-97)~~( )

e. Is below proficient, based on local criteria and/or standardized tests. ( )

~~e~~f. Is two (2) or more ~~semester~~ credits per year behind the rate required to graduate or for grade promotion. ~~(4-1-97)~~( )

~~f~~g. ~~Is a limited English proficient student who has not been in a program more than three (3) years.~~ Has attended three or more schools within the previous two years not including dual enrollment. ~~(3-30-07)~~( )

~~g~~h. Has documented or pattern of substance abuse ~~behavior~~. ~~(4-1-97)~~( )

~~h~~i. Is pregnant or a parent. (4-1-97)

~~i~~j. Is an emancipated youth or unaccompanied youth. ~~(4-1-97)~~( )

~~j~~k. Is a previous dropout. (4-1-97)

~~k~~l. Has serious personal, emotional, or medical ~~problems~~ issue(s). ~~(4-1-97)~~( )

~~l~~m. ~~Is~~ Has a court or agency referral. ~~(4-1-97)~~( )

~~m~~n. ~~Upon recommendation of the school district as determined by locally developed criteria for disruptive student behavior.~~ Demonstrates behavior that is detrimental to their academic progress. ~~(4-1-97)~~( )

02. Instruction. Special instruction courses for at-risk youth enrolled in an alternative secondary program will include: (4-1-97)

a. ~~Academic skills that include language arts and communication, mathematics, science, and social studies~~ Core academic content that meets or exceeds minimum state standards~~.~~; ~~(4-1-97)~~( )

~~**b.** A personal and career counseling component.~~ ~~(4-1-97)~~

~~**e**~~**b.** A physical fitness~~/~~ and personal health component~~.~~; ~~(4-1-97)~~( )

~~**d**~~**c.** ~~A state division approved vocational~~ Career and technical education component approved by the state division of career ~~and~~ technical education; ~~(4-1-97)~~( )

~~**e**~~**d.** A personal finance, parenting, and child care component ~~with parenting skills emphasized.~~; and ~~(4-1-97)~~( )

e. A personal and career counseling component. ( )

03. Graduation Credit. Graduation credit may be earned in the following areas: academic subjects, electives, and approved work-based learning experiences. Nonacademic courses, i.e., classroom and office aides do not qualify for credit unless they are approved work-based learning experiences. (4-5-00)

04. Special Services. Special services, ~~where appropriate~~ for at-risk youth enrolled in alternative secondary programs, include the following where appropriate: ~~(4-1-97)~~( )

a. A day care center when enrollees are also parents. This center should be staffed by a qualified child care provider. (4-1-97)

b. Direct social services that may include officers of the court, social workers, counselors/psychologists. (4-1-97)

c. All services in accordance with the student's Individualized Education Program. ( )

TAB	DESCRIPTION	ACTION
1	**BOARD POLICY III.T. STUDENT ATHLETES – SECOND READING**	Motion to Approve
2	**BOISE STATE UNIVERSITY – MASTER OF SCIENCE IN BIOMOLECULAR SCIENCES**	Motion to Approve
3	**BOISE STATE UNIVERSITY – PH.D IN COMPUTING**	Motion to Approve
4	**BOISE STATE UNIVERSITY – ONLINE, BACHELOR OF APPLIED SCIENCE PROGRAM**	Motion to Approve
5	**BOISE STATE UNIVERSITY – ONLINE, BACHELOR OF ARTS, MULTIDISCIPLINARY STUDIES**	Motion to Approve
6	**COLLEGE OF WESTERN IDAHO – CONSTRUCTION TECHNOLOGY**	Motion to Approve
7	**NORTH IDAHO COLLEGE – AEROSPACE TECHNOLOGY SUBSTANTIVE PROGRAM CHANGES**	Motion to Approve

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SUBJECT

Board Policy III.T.—Student Athletes—Second Reading

REFERENCE

August 2012	Board approved second reading of policy III.T. (Formally within III.X.)
April 2016	Board approved first reading of amended policy III.T.

APPLICABLE STATUTES, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.T.6.

BACKGROUND / DISCUSSION

Acting on the Athletic Committee's recommendation, the Board considered amendments to the "reporting requirement" in Board Policy III.T.6. The proposed amendments to expand the notification requirements to include incidents that are likely to result in legal action in addition to the existing incidences that lead to a conviction and replace the existing ten (10) day reporting requirement to immediate.

IMPACT

The proposed amendments expand the reporting requirements from incidents that led to a conviction to those that are likely to lead to a legal investigation.

ATTACHMENTS

Attachment 1 – Section III.T.6 "Student Athletes" Page 3

STAFF COMMENTS AND RECOMMENDATIONS

The proposed amendments should (a) improve the responsiveness and timeliness of reports on student athletic conduct issues (those which involve possible or actual legal investigations) to the Board and (b) better reflect the capabilities of current communication modes. There have been one technical change to the proposed amendments since the first reading. Staff recommends approval.

BOARD ACTION

I move to approve the second reading of amendment to Board policy III.T.6, as presented in Attachment 1.

Moved by_____ Seconded by_____ Carried Yes____ No____

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Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

SUBSECTION: T. Student Athletes June 2016 ~~August 2012~~

Student Athlete Conduct

1. Each public college and university shall have a written policy governing the conduct of student athletes. At a minimum, those policies shall include:

   a. A disclosure statement completed and signed by the student athlete prior to participation in any intercollegiate athletic endeavor, which shall include a description of (1) all prior criminal convictions, (2) all prior juvenile dispositions wherein the student was found to have committed an act that would constitute a misdemeanor or felony if committed by an adult, and (3) all pending criminal charges, including juvenile proceedings alleging any act which would constitute a misdemeanor or felony if committed by an adult.

   b. This statement will be kept in the office of the athletic director. Failure to accurately disclose all incidents may result in immediate suspension from the team.

2. Institutions shall not knowingly recruit any person as a player for an intercollegiate athletic team who has been convicted of a felony or, in the case of a juvenile, who has been found to have committed an act which would constitute a felony if committed by an adult. Exemptions to this restriction shall be granted only by the President of the college or university upon recommendation of the athletic director and faculty athletics representative. Such decisions shall be reported in writing to the Executive Director of the State Board of Education at the time the exception is granted.

3. A student athlete convicted of a felony after enrollment, including a plea of nolo contendere on a felony charge, shall be removed from the team and shall not be allowed to participate again in intercollegiate athletics at any Idaho public college or university. Further, an institution may cancel any athletic financial aid received by a student who is convicted of a felony while the student is receiving athletic financial aid subject to NCAA regulations and the institution's applicable student judicial procedure. Nothing herein shall be construed to limit an institution from exercising disciplinary actions or from implementing student athletic policies or rules that go beyond the minimum requirements stated herein.

4. Subject to applicable law, all institutions shall implement a drug education and testing program and shall require all intercollegiate student athletes to give written consent to drug testing as a condition of the privilege of participating in intercollegiate athletics.

5. Institutions shall require their athletic coaches to hold an annual team meeting with their respective teams at the beginning of each season. The coaches shall be required to verbally review the team rules with team members at the meeting. Attendance at this meeting shall be mandatory. Each team member shall receive a written copy of the team rules and sign a statement acknowledging receipt of the rules and attendance at the meeting where the rules were verbally reviewed.

6. Reporting Requirements

   a. Student athletes shall immediately report any ~~criminal charges~~ incident which may result in a legal investigation or criminal charges to their head coach and to the athletic director. Coaches shall be obligated to inform the athletic director of any knowledge of a legal investigation of one or more of ~~charges against~~ their athletes. The athletic director shall report the same to the chief student affairs officer and to the institutional president, who shall report the same ~~in writing~~ to the Executive Director of the State Board of Education as soon as possible~~, but not later than 10 working days~~ after learning of the charges. The report to the Executive Director shall include a description of the alleged violation of law and the institution's proposed action, if any. Verbal reports to the Executive Director shall be followed up with written notification (e.g. email, text, memo, etc.)

   b. Coaches shall immediately report the conviction of any student athlete to the athletic director and the institutional president, who shall report the conviction ~~in writing~~ to the Executive Director of the State Board of Education as soon as possible~~, but not later than 10 working days after the conviction~~. This report shall include a description of the violation of law and the institution's proposed action, if any. Verbal reports to the Executive Director shall be followed up with written notification (e.g. email, text, memo, etc.).

BOISE STATE UNIVERSITY

SUBJECT

Approval of Master of Science, in Biomolecular Sciences

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.G.

BACKGROUND/DISCUSSION

Boise State University (BSU) proposes to create a new program that will award a Master of Science (MS) degree in Biomolecular Sciences. The proposed program will be offered face-to-face in BSU's regional service area.

Creation of the proposed program will require no additional resources because it will make use of existing courses already being taught in the existing PhD in Biomolecular Sciences program. Among the benefits of the proposed program are the following:

- The program will increase the number of students in courses that presently have capacity, thereby making more efficient use of instructional resources.
- The program will increase the recruitment of students to the PhD program, especially through a 4+1 option for BSU undergraduate students in Physics, Chemistry, and Biology.
- The program will increase the number of qualified students who would be able to go on to PhD programs at University of Idaho (UI) or Idaho State University (ISU).
- The program will provide a mechanism by which students unable to complete their PhD in Biomolecular Sciences (for a variety of possible reasons) are able to receive a degree in return for the coursework they have completed. Such an option is common for PhD programs.

A conservative estimate of need can be derived from the US Department of Labor for a set of relevant fields (with job titles of Biochemists and Biophysicists, Microbiologist, Biological Technician, and Medical scientists (excluding epidemiologists): there are 22 job openings in the fields of Biomolecular Sciences in Boise State's service area, 44 in Idaho, and nationally well over 8,000 openings due to growth and replacement each year. The proposed degree is also excellent preparation for medical, dental, veterinary, and pharmacy school.

UI and ISU offer similar programs in conjunction with their PhD programs in the same fields.

IMPACT

The proposed program will have no fiscal impact, as no new resources are required to create the proposed MS in Biomolecular Sciences. Students in the

MS in Biomolecular Sciences program will be in the same class sections as students in the PhD in Biomolecular Sciences, and in general will make use of underutilized capacity in those sections.

ATTACHMENTS

Attachment 1 – MS, Biomolecular Sciences Program Proposal Page 5

STAFF COMMENTS AND RECOMMENDATIONS

Boise State University (BSU) proposes the creation of a new academic program that will award a Master of Science degree in Biomolecular Sciences. BSU currently offers a Ph.D. in Biomolecular Sciences which was approved by the Board in November 2011. A progress report for this PhD program is scheduled in September 2018 consistent with Board Policy III.G.8.b.

BSU's request to create a Master of Science in Biomolecular Sciences is consistent with their Service Region Program Responsibilities and is included in their Five-year Plan update to be considered by the Board at the August 2016 meeting. Consistent with Board Policy III.Z, no institution has the statewide program responsibility for a biomolecular sciences program. The following represents other similar programs offered by institutions as provided in the program proposal:

Institution	Degree level	Program Name
BSU	MS MS	Biology Chemistry
ISU	MS MS MS MS	Biology Chemistry Microbiology Physics
UI	MS	Bioinformatics and Computational Biology Biology Microbiology, Molecular Biology & Biochemistry Neuroscience Chemistry Physics

The proposal went through the program review process and was recommended for approval by the Council on Academic Affairs and Programs (CAAP) on May 26, 2016. The Instruction, Research, and Student Affairs (IRSA) committee also recommended approval at their June 2, 2016 meeting.

Board staff recommends approval.

BOARD ACTION

I move to approve the request by Boise State University to create a new academic program that will award a Master of Science in Biomolecular Sciences in substantial conformation to the proposal submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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Institutional Tracking No. 16-012

Idaho State Board of Education

Proposal for **Undergraduate/Graduate Degree** Program

Date of Proposal Submission:	
Institution Submitting Proposal:	Boise State University
Name of College, School, or Division:	College of Arts and Sciences
Name of Department(s) or Area(s):	Biomolecular Sciences program

Program Identification for Proposed New or Modified Program:

Program Title:	Master of Science (MS) in Biomolecular Sciences					
Degree:	MS	Degree Designation		Undergraduate	x	Graduate
Indicate if Online Program:		Yes			x	No
CIP code (consult IR /Registrar):	26.0210 Biochemistry, Biophysics, and Molecular Biology					
Proposed Starting Date:	Fall 2016					
Geographical Delivery:	Location(s)	Boise		Region(s)		III
Indicate (X) if the program is/has:		Self-Support				Professional Fee
Indicate (X) if the program is:	x	Regional Responsibility				Statewide Responsibility

Indicate whether this request is either of the following:

- [x] New Degree Program
- [ ] Undergraduate/Graduate Certificates (30 credits or more)
- [ ] Expansion of Existing Program
- [ ] Consolidation of Existing Program
- [ ] New Off-Campus Instructional Program
- [ ] Other (i.e., Contract Program/Collaborative

College Dean (Institution)	4/11/16 Date	Vice President for Research (Institution; as applicable)	Date
Graduate Dean or other official (Institution; as applicable)	4/11/2016 Date	Academic Affairs Program Manager, OSBE	Date
FVP/Chief Fiscal Officer (Institution)	4/15/16 Date	Chief Academic Officer, OSBE	Date
Provost/VP for Instruction (Institution)	4/14/16 Date	SBOE/Executive Director Approval	Date
President	4/18/16 Date		

Before completing this form, refer to Board Policy Section III.G., Postsecondary Program Approval and Discontinuance. This proposal form must be completed for the creation of each new program. All questions must be answered.

Rationale for Creation or Modification of the Program

1. **Describe the request and give an overview of the changes that will result.** Will this program be related or tied to other programs on campus? Identify any existing program that this program will replace.

Boise State University proposes the creation of a new MS in Biomolecular Sciences that will complement the existing PhD in Biomolecular Sciences. Students receiving the MS in Biomolecular Sciences will typically complete a research thesis. A "non-thesis" option will be available for students who do not complete a thesis but instead complete a project, research article, or similar.

The program will make use of existing courses already being taught in the PhD in Biomolecular Sciences program. Among the benefits of the program are the following:

- The program will increase the number of students in courses that presently have capacity, thereby making more efficient use of instructional resources.
- The program will increase the recruitment of students to the PhD program, especially through a 4+1 option for BSU undergraduate students in Physics, Chemistry, and Biology.
- The program will increase the number of qualified students who would be able to go on to PhD programs at University of Idaho or Idaho State University. Note that students in the proposed MS program will have the opportunity to interact with UI and ISU faculty members at INBRE-sponsored events.
- The program will provide a mechanism by which students unable to complete their PhD in Biomolecular Sciences (for a variety of possible reasons) are able to receive a degree in return for the coursework they have taken.

2. **Need for the Program**. Describe the student, regional, and statewide needs that will be addressed by this proposal and address the ways in which the proposed program will meet those needs.

   a. **Workforce need:** Provide verification of state workforce needs that will be met by this program. Include State and National Department of Labor research on employment potential. Using the chart below, indicate the total projected annual job openings (including growth and replacement demands in your regional area, the state, and nation. Job openings should represent positions which require graduation from a program such as the one proposed. Data should be derived from a source that can be validated and must be no more than two years old.

   List the job titles for which this degree is relevant:

The following four are used in calculations of job openings:

1. Biochemists and Biophysicists

2. Microbiologists
3. Biological Technician
4. Medical Scientists, except epidemiologists

Note that the proposed degree is also excellent preparation for medical, dental, veterinary, and pharmacy school, However, numbers are not calculated for the four occupations those schools prepare a student for.

	State DOL data	Federal DOL data	Other data source: (describe)
Local (Service Area)		22	
State		44	
Nation		8740	

Provide (as appropriate) additional narrative as to the workforce needs that will be met by the proposed program.

>Numbers in the table above were calculated from Federal DOL data for the four job titles listed above. It does not include a wide number of other possible occupations (e.g., physician) for which the proposed degree is highly relevant.
>State numbers are 0.5% of federal numbers.
>Service area numbers are 50% of state numbers.

b. Student need. What is the most likely source of students who will be expected to enroll (full-time, part-time, outreach, etc.). Document student demand by providing information you have about student interest in the proposed program from inside and outside the institution. If a survey of s was used, please attach a copy of the survey instrument with a summary of results as **Appendix A.**

The program will serve three groups.

- One set of entering students will possess a bachelor's degree in a relevant field (e.g., biology, chemistry, or physics) and will complete a research thesis. These students either will be on a path to enter a PhD program at BSU or elsewhere (e.g., UI or ISU) or will seek employment that requires a master's degree.
- One set of entering students will be in an accelerated 4+1 program. For example, a student in the BS Physics, Biophysics emphasis, will use six graduate credits from the MS Biomolecular Sciences credits toward the completion of the BS Physics (biophysics emphasis) degree.
- One set of entering students will be those who were in the PhD in Biomolecular Sciences but were unable to progress beyond their qualifying exams.

c. Economic Need: Describe how the proposed program will act to stimulate the state economy by advancing the field, providing research results, etc.

The proposed program will provide workers with skills that would fit well into the

biotechnology industry, which is still in its infancy in the Treasure Valley.

d. **Societal Need**: Describe additional societal benefits and cultural benefits of the program.

e. **If Associate's degree, transferability**:
NA

3. **Similar Programs.** Identify similar programs offered within Idaho and in the region by other in-state or bordering state colleges/universities.

Similar Programs offered by Idaho public institutions (list the proposed program as well)		
Institution Name	**Degree name and Level**	**Program Name and brief description if warranted**
BSU	**MS** **MS**	**Biology** **Chemistry**
ISU	**MS** **MS** **MS** **MS**	**Biology** **Microbiology** **Chemistry** **Physics**
UI	**MS** **MS** **MS** **MS** **MS** **MS**	**Bioinformatics and Computational Biology** **Biology** **Microbiology, Molecular Biology & Biochem** **Neuroscience** **Chemistry** **Physics**

Similar Programs offered by other Idaho institutions and by institutions in nearby states		
Institution Name	**Degree name and Level**	**Program Name and brief description if warranted**

4. **Justification for Duplication with another institution listed above.** (if applicable). If the proposed program is similar to another program offered by an Idaho public institution, provide a rationale as to why any resulting duplication is a net benefit to the state and its citizens. Describe why it is not feasible for existing programs at other institutions to fulfill the need for the proposed program.

It is not feasible for programs at other institutions to serve many of the students who would be served by this program:

- Students in Boise State's Biomolecular PhD program who are not able to complete
- Students who are in BSU's undergraduate Physics, Chemistry, or Biology who want to enter a 4+1 master's program.

5. **Describe how this request supports the institution's vision and/or strategic plan.**

The highlighted portions of Boise State University's mission statement are especially relevant to the proposed program:

Boise State University is a public, metropolitan research university providing leadership in academics, research, *and civic engagement. The university offers an array of undergraduate degrees and experiences that foster student success, lifelong learning, community engagement,* ***innovation, and creativity****.* ***Research,*** *creative activity and* ***graduate programs,*** *including select doctoral degrees,* ***advance new knowledge and benefit the community, the state and the nation****.* ***The university is an integral part of its metropolitan environment and is engaged in its economic vitality,*** *policy issues,* ***professional and continuing education programming****, and cultural enrichment.*

6. **Assurance of Quality.** Describe how the institution will ensure the quality of the program. Describe the institutional process of program review. Where appropriate, describe applicable specialized accreditation and explain why you do or do not plan to seek accreditation.

The following measures will ensure the high quality of the proposed program:

Regional Institutional Accreditation: Boise State University is regionally accredited by the Northwest Commission on Colleges and Universities (NWCCU). Regional accreditation of the university has been continuous since initial accreditation was conferred in 1941. Boise State University is currently accredited at all degree levels (A, B, M, D).

Program Review: Internal program evaluations will take place every five years as part of the normal departmental review process conducted by the Office of the Provost. This process requires a detailed self study (including outcome assessments) and a comprehensive review and site visit by external evaluators. The review process is being considerably strengthened as a result of Program Prioritization with the inclusion of new metrics and a pre-review by the Provost's Office.

Graduate College: The program will adhere to all policies and procedures of the Graduate College, which is a member of the Council of Graduate Schools (Washington, D.C.), the leading authority on graduate education in the United States. The Graduate College has broad institutional oversight of all graduate degree and certificate programs.

7. **In accordance with Board Policy III.G., an external peer review is required for any new doctoral program.** Attach the peer review report as **Appendix B**.

NA

8. **Teacher Education/Certification Programs** All Educator Preparation programs require review from the Professional Standards Commission (PSC) and approval from the Board. In addition to the proposal form, the Program Approval Matrix (**Appendix C**) is

required for any new and modifications to teacher education/certification programs, including endorsements. The matrix must be submitted with the proposal to OSBE and SDE using the online academic program system as one document.

NA

9. **Five-Year Plan: Is the proposed program on your institution's approved 5-year plan? Indicate below.**

Yes ____ No x

Proposed programs submitted to OSBE that are not on the five-year plan must respond to the following questions and meet at least one criterion listed below.

a. **Describe why the proposed program is not on the institution's five year plan.** When did consideration of and planning for the new program begin?

Although the PhD in Biomolecular Sciences program was too new at the time of Program Prioritization to be evaluated, ongoing assessment processes indicate that the program could make more efficient use of resources and show a greater return on investment as a result of creating the MS in Biomolecular Sciences.

b. **Describe the immediacy of need for the program**. What would be lost were the institution to delay the proposal for implementation of the new program until it fits within the five-year planning cycle? What would be gained by an early consideration?

What would be lost is the opportunity for students to make use of the program beginning in Fall 2016. There is no benefit to delaying the implementation of the program.

Criteria. As appropriate, discuss the following:

i. How important is the program in meeting your institution's regional or statewide program responsibilities? Describe whether the proposed program is in response to a specific industry need or workforce opportunity.
ii. Explain if the proposed program is reliant on external funding (grants, donations) with a deadline for acceptance of funding.
iii. Is there a contractual obligation or partnership opportunity to justify the program?
iv. Is the program request or program change in response to accreditation requirements or recommendations?
v. Is the program request or program change in response to recent changes to teacher certification/endorsement requirements?

Curriculum, Intended Learning Outcomes, and Assessment Plan

10. **Curriculum for the proposed program and its delivery.**

a. **Summary of requirements.** Provide a summary of program requirements using the following table.

Credit hours in required courses offered by the department (s) offering the program.	30
Credit hours in required courses offered by other departments:	0
Credit hours in institutional general education curriculum	0
Credit hours in free electives	0
Total credit hours required for degree program:	30

b. **Additional requirements.** Describe additional requirements such as comprehensive examination, senior thesis or other capstone experience, practicum, or internship, some of which may carry credit hours included in the list above.

Students in the program typically will complete a research thesis. Those in the "non-thesis" option will complete a research article or similar project.

11. Program Intended Learning Outcomes and Connection to Curriculum.

a. **Intended Learning Outcomes.** List the Intended Learning Outcomes for the proposed program, using learner-centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program.

Program Intended Learning Outcomes: Students	Direct Measures of Achievement of Intended Learning Outcomes	Indirect Measure of Achievement of Intended Learning Outcomes
1. Graduates will be able to formulate relevant research questions	Research activities, classroom activities in core courses (6), evaluation and defense of thesis or projects reports	Exit interview with students, faculty observations and discussions
2. Graduates will be able to conduct independent research using the scientific method	Thesis research or research activities conducted as part of project	Exit interview with students, faculty observations and discussions, presentations at scientific meetings
3. Graduates will be able to effectively communicate scientific findings in both oral and written form to scientific and lay audiences	Classroom activities in core courses (4), evaluation of written thesis or project report, oral defense of thesis or project	Exit interview with students, faculty observations and discussions, presentations at scientific meetings
4.Graduates will gain an educational foundation of the scientific areas of biology, biophysics, and biochemistry and be able to apply and integrate this	Classroom activities and assignments in core courses, formal evaluation of thesis or project	Exit interview with students, faculty observations and discussions

knowledge to advance their research or scholarly activities		
5.Graduates will have achieved a mastery of the discipline	Thesis or project research, publications	Exit interview with students, faculty observations and discussions

12. Assessment plans

a. Assessment Process. Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program.

1. *Progress and competency in graded coursework* – How students perform in the classroom will provide a direct metric of progress and achievement. Student course evaluations will be collected each semester and used to guide course improvements as needed.
2. *Regular meetings with supervisory committee* – Students will meet on a semester basis with their supervisory committee to discuss research goals and progress.
3. *Formal progress evaluation* – Each semester the major advisor will provide an evaluation of the student's progress with coursework and research. This will include a review of past achievements, future plans, as well as any areas of concern. The advisor and student will meet to discuss the review. A copy of the formal written evaluation will be provided to the program. For students not meeting expectations, the program will ensure that the advisor develops and communicates a written plan and timetable to correct deficiencies.
4. *Thesis or project defense* – The culminating activity is the preparation of a satisfactory written thesis or project, and an oral presentation. Before a defense date can be set, the supervisory committee must ensure that the thesis/project meets professional standards.
5. *3-year post-graduation follow-up interview with* alumni –The program will contact and interview alumni approximately 3 years after graduation to assess whether or not the program was effective in giving the students the practical skills and knowledge necessary to achieve success in the work force.

b. Closing the loop. How will you ensure that the assessment findings will be used to improve the program?

Findings will be reviewed by the program advisory committee and actions recommended.

c. Measures used. What direct and indirect measures will be used to assess student learning?

See table above

d. **Timing and frequency**. When will assessment activities occur and at what frequency?
On a yearly basis.

Enrollments and Graduates

13. **Existing similar programs at Idaho Public Institutions.** Using the chart below, provide enrollments and numbers of graduates for similar existing programs at your institution and other Idaho public institutions.

Existing Similar Programs: Historical enrollments and graduate numbers								
Institution and Program Name	**Fall Headcount Enrollment in Program**				**Number of Graduates From Program (Summer, Fall, Spring)**			
	FY_13_	FY_14_	FY_15_	FY16__ (most recent)	FY12 __	FY_13_	FY_14_	FY_15_ (most recent)
BSU	66	61	47	53	13	13	18	15
ISU	58	50	54	44	24	43	13	17
UI	17	21	19	20	13	9	7	6
LCSC								

14. **Projections for proposed program:** Using the chart below, provide projected enrollments and number of graduates for the proposed program:

Proposed Program: Projected Enrollments and Graduates First Five Years											
Program Name: MS in Biomolecular Sciences											
Projected Fall Term Headcount Enrollment in Program						**Projected Annual Number of Graduates From Program**					
FY_17 (first year)	FY_18	FY_19	FY_20	FY_21	FY_22	FY_17 (first year)	FY_18	FY_19	FY_20	FY_21	FY_22
5	10	10	10	10	10	2	5	5	5	5	5

15. **Describe the methodology for determining enrollment and graduation projections.** Refer to information provided in Question #2 "Need" above. What is the capacity for the program? Describe your recruitment efforts? How did you determine the projected numbers above?

The number of MS students is calculated arbitrarily as one-half the number of students enrolled in the PhD in Biomolecular Sciences program in Fall 2015.

16. **Minimum Enrollments and Graduates.** Have you determined minimums that the

program will need to meet in order to be continued? What are those minimums, what is the logical basis for those minimums, what is the time frame, and what is the action that would result?

The program is without cost therefore there is no minimum enrollment necessary.

Resources Required for Implementation – fiscal impact and budget

17. Physical Resources.

a. **Existing resources**. Describe equipment, space, laboratory instruments, computer(s), or other physical equipment presently available to support the successful implementation of the program.

See Appendix B for a listing of faculty involved in the program as well as equipment available for researchers. Additional detail may be found in the proposal for the PhD in Biomolecular Sciences, approved in November, 2011, for details about resources available for the program.

b. **Impact of new program**. What will be the impact on existing programs of increased use of physical resources by the proposed program? How will the increased use be accommodated?

No impact

c. **Needed resources.** List equipment, space, laboratory instruments, etc., that must be obtained to support the proposed program. Enter the costs of those physical resources into the budget sheet.

No impact

18. Library resources

a. **Existing resources and impact of new program**. Evaluate library resources, including personnel and space. Are they adequate for the operation of the present program? Will there be an impact on existing programs of increased library usage caused by the proposed program? For off-campus programs, clearly indicate how the library resources are to be provided.

No impact

b. **Needed resources**. What new library resources will be required to ensure successful implementation of the program? Enter the costs of those library resources into the budget sheet.

No impact

19. Personnel resources

a. Needed resources. Give an overview of the personnel resources that will be needed to implement the program. How many additional sections of existing courses will be needed? Referring to the list of new courses to be created, what instructional capacity will be needed to offer the necessary number of sections?

No additional resources will be needed. Students will take courses already being offered.

b. Existing resources. Describe the existing instructional, support, and administrative resources that can be brought to bear to support the successful implementation of the program.

See Appendix B for a listing of faculty involved in the program as well as equipment available for researchers. Additional detail may be found in the proposal for the PhD in Biomolecular Sciences, approved in November, 2011, for details about resources available for the program.

c. Impact on existing programs. What will be the impact on existing programs of increased use of existing personnel resources by the proposed program? How will quality and productivity of existing programs be maintained?

No impact

d. Needed resources. List the new personnel that must be hired to support the proposed program. Enter the costs of those personnel resources into the budget sheet.

No impact

20. Revenue Sources

a) **Reallocation of funds:** If funding is to come from the reallocation of existing state appropriated funds, please indicate the sources of the reallocation. What impact will the reallocation of funds in support of the program have on other programs?

No new funds are necessary.

b) **New appropriation**. If an above Maintenance of Current Operations (MCO) appropriation is required to fund the program, indicate when the institution plans to include the program in the legislative budget request.

No new funds are necessary.

c) **Non-ongoing sources**:
   i. If the funding is to come from one-time sources such as a donation, indicate the sources of other funding. What are the institution's plans for sustaining the program when that funding ends?

ii. Describe the federal grant, other grant(s), special fee arrangements, or contract(s) that will be valid to fund the program. What does the institution propose to do with the program upon termination of those funds?

d) **Student Fees**:

i. If the proposed program is intended to levy any institutional local fees, explain how doing so meets the requirements of Board Policy V.R., 3.b.

ii. Provide estimated cost to students and total revenue for self-support programs and for professional fees and other fees anticipated to be requested under Board Policy V.R., if applicable.

21. Using the budget template provided by the Office of the State Board of Education, provide the following information:

- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first **four** fiscal years of the program.
- Include reallocation of existing personnel and resources and anticipated or requested new resources.
- Second and third year estimates should be in constant dollars.
- Amounts should reconcile subsequent pages where budget explanations are provided.
- If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies).
- Provide an explanation of the fiscal impact of any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

Note: The creation of this program will require no additional resources. Students will take coursework already being offered.

Program Resource Requirements.

- program
- Include reallocation of existing personnel and resources and anticipated or requested new resources.
- Second and third year estimates should be in constant dollars.
- Amounts should reconcile subsequent pages w here budget explanations are provided.
- If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies).
- Provide an explanation of the fiscal impact of any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

I. PLANNED STUDENT ENROLLMENT

	FY 17		FY 18		FY 19		FY 20	
	FTE	Headcou	FTE	Headcount	FTE	Headcoun	FTE	Headcoun
A. New enrollments	**No change from existing programs**							
B. Shifting enrollments								
Total Enrollment	0	0	0	0	0	0	0	0

II. REVENUE

	FY 16		FY 17		FY 18		FY 19	
	On-	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding I	$0	$0	$0	$0	$0	$0	$0	$0
2. Institution Funds	$0	$0	$0	$0	$0	$0	$0	$0
3. Federal	$0	$0	$0	$0	$0	$0	$0	$0
4. New Tuition Revenues from Increased Enrollments	$0	$0	$0	$0	$0	$0	$0	$0
5. Student Fees	$0	$0	$0	$0	$0	$0	$0	$0
6. Other (i.e., Gifts)	$0	$0	$0	$0	$0	$0	$0	$0
Total Revenue	$0	$0	$0	$0	$0	$0	$0	$0

III. EXPENDITURES

	FY 16		FY 17		FY 18		FY 19	
	On-	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs								
1. FTE	$0	$0	$0	$0	$0	$0	$0	$0
2. Faculty	$0	$0	$0	$0	$0	$0	$0	$0
3. Adjunct Faculty	$0	$0	$0	$0	$0	$0	$0	$0
4. Graduate/Undergrad Assist	$0	$0	$0	$0	$0	$0	$0	$0
5. Research Personnel	$0	$0	$0	$0	$0	$0	$0	$0
6. Directors/Administrators	$0	$0	$0	$0	$0	$0	$0	$0
7. Administrative Support Pers	$0	$0	$0	$0	$0	$0	$0	$0
8. Fringe Benefits	$0	$0	$0	$0	$0	$0	$0	$0
9. Other:	$0	$0	$0	$0	$0	$0	$0	$0
Total Personnel and Costs	$0	$0	$0	$0	$0	$0	$0	$0

	FY 16		FY 17		FY 18		FY 19	
	On-	One-time	On-going	One-time	On-going	One-time	On-going	One-time
B. Operating Expenditures								
1. Travel	$0	$0	$0	$0	$0	$0	$0	$0
2. Professional Services	$0	$0	$0	$0	$0	$0	$0	$0
3. Other Services	$0	$0	$0	$0	$0	$0	$0	$0
4. Communications	$0	$0	$0	$0	$0	$0	$0	$0
5. Materials and Supplies	$0	$0	$0	$0	$0	$0	$0	$0
6. Rentals	$0	$0	$0	$0	$0	$0	$0	$0
7. Materials & Goods for Manufacture & Resale	$0	$0	$0	$0	$0	$0	$0	$0
8. Miscellaneous	$0	$0	$0	$0	$0	$0	$0	$0
Total Operating Expenditures	$0	$0	$0	$0	$0	$0	$0	$0

	FY 16		FY 17		FY 18		FY 19	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
C. Capital Outlay								
1. Library Resources	$0	$0	$0	$0	$0	$0	$0	$0
2. Equipment	$0	$0	$0	$0	$0	$0	$0	$0
Total Capital Outlay	$0	$0	$0	$0	$0	$0	$0	$0

	FY 16		FY 17		FY 18		FY 19	
D. Capital Facilities Construction or Major Renovation	$0	$0	$0	$0	$0	$0	$0	$0
E. Indirect Costs (overhead)								
Utilites	$0	$0	$0	$0	$0	$0	$0	$0
Maintenance & Rep	$0	$0	$0	$0	$0	$0	$0	$0
TOTAL EXPENDITURES:	$0	$0	$0	$0	$0	$0	$0	$0
Net Income (Defi	$0	$0	$0	$0	$0	$0	$0	$0

Appendix A: Curriculum

Master of Science in Biomolecular Sciences	
Course Number and Title	*Credits*
Core Sequence BMOL 601 Biomolecules I BMOL 602 Biomolecules II BMOL 603 Biophysical Instrumentation and Techniques	 4 4 4
Additional Required Courses BMOL 598 Graduate Seminar BMOL 605 Current Scientific Literature BMOL 511 Advanced Cell Biology BMOL 516 Responsible Conduct in Research PHYS 504 Molecular Biophysics	 2 1 3 1 4
BMOL 593 Thesis	7
Non-Thesis Option Students who pursue the non-thesis option will, in lieu of taking BIOL 593, develop a written project proposal and given an oral review and discussion of their project upon completion	
Total	**30**

Appendix B. Resources available:

Faculty Members who Participate in the Biomolecular Sciences Graduate Programs

ALLAN ALBIG, PH.D.
Assistant Professor
Department of Biological Sciences

ERIC BROWN, PH.D.
Associate Professor
Department of Chemistry and Biochemistry

HENRY CHARLIER, PH.D.
Associate Professor
Department of Chemistry and Biochemistry

KEN CORNELL, PH.D.
Associate Professor
Department of Chemistry and Biochemistry

MATTHEW FERGUSON, PH.D.
Assistant Professor
Department of Physics

KEVIN FERIS, PH.D.
Associate Professor
Department of Biological Sciences

DANIEL FOLOGEA, PH.D.
Assistant Professor
Department of Physics

JENNIFER FORBEY, PH.D.
Associate Professor
Department of Biological Sciences

GREG HAMPIKIAN, PH.D.
Professor
Department of Biological Sciences

CHARLES HANNA, PH.D.
Professor
Department of Physics

ERIC HAYDEN PH.D.
Assistant Professor
Department of Biological Sciences

CHERYL JORCYK, PH.D.
Professor
Department of Biological Sciences

BYUNG I. KIM, PH.D.
Professor
Department of Physics

JEUNGHOON LEE, PH.D.
Associate Professor
Department of Chemistry and Biochemistry

OWEN MCDOUGAL, PH.D. -
Professor
Department of Chemistry and Biochemistry

KRISTEN MITCHELL, PHD.
Associate Professor
Department of Biological Sciences

BRAD MORRISON, PH.D.
Assistant Professor
Department of Biological Sciences

RAJESH NAGARAJAN, PH.D.
Assistant Professor
Department of Chemistry & Biochemistry

JULIA OXFORD, PH.D.
Professor
Department of Biological Sciences

ALEX PUNNOOSE, PH.D.
Professor
Department of Physics

JULIETTE TINKER, PH.D.
Associate Professor
Department of Biological Sciences

DON WARNER, PH.D.
Associate Professor
Department of Chemistry and Biochemistry

DENISE WINGETT, PH.D.

Professor
Department of Biological Sciences

Research Instrumentation Used by the Biomolecular Sciences Program

BIOMOLECULAR RESEARCH CENTER
Bruker Daltonics maXis Quadrupole Time-of-Flight (Q-TOF) Mass Spectrometer
Thermo Scientific Velos Pro Dual-Pressure Linear Ion Trap (LIT) Mass Spectrometer
Bruker Daltonics HCTultra PTM Discovery System (ETDII) Ion Trap Mass Spectrometer
Mini-Computer Animated Visualization Environment (mini-CAVE)
SkyScan 1172 MicroCT X-Ray Scanner
Jasco 810 Spectropolarimeter
Wyatt Technologies FFF-MALS
Wyatt Technologies SEC-MALS
Beckman Analytical Ultracentrifuge

CONDENSED MATTER PHYSICS LABS
Physical Electronics Versaprobe XPS system
Philips X'pert MPD diffractometer
Bruker Biospin Elexsys E500 spectrometer
Malvern Zetasizer Nano ZS
Thermal Analysis SDT Q600
Varian Cary 5000 spectrometer
K. J. Lesker Axis RF magnetron sputter deposition system
Quantum Design PPMS and LakeShore 7404 VSM

FLOW CYTOMETRY CORE FACILITY
BD INFLUX Florescent Activated Cell Sorter
Beckman-Coulter EPICS XL flow cytometer
BD FacsCalibur flow cytometer

NUCLEAR MAGNETIC RESONANCE FACILITY
Bruker IPSO 300 MHz NMR with a BBO probe, Bruker AVANCE III 600MHz NMR Spectrometer with liquids (BBO, TXI, and TCI cryoprobe) and solids (4mm MAS) probes

SCANNING PROBE MICROSCOPY LABORATORY
AFM-FET-300x258
AUTOPROBE CP /CPII
AUTOPROBE LS AFM
Digital Instruments Multimode AFM
Cantlever Based Optical Microscope
CLM System with Humidity Controlled Container
Atomic Force Microscope (AFM) and a Field Effect Transistor (FET) (AFM-FET)

MEMBRANE BIOPHYSICS LABORATORY
Axopatch 200B Electrophysiology Amplifier and Digidata 1440A Digitizer, Molecular Devices
Surface Plasmon Resonance – SPRi, Horiba
Fluorescence Spectrometer – Fluoromax4, Horiba
Fluorescence Microscope with TIRF, Olympus
Liposome Extruder, AvantiLipids

BOISE STATE UNIVERSITY

SUBJECT

Approval of new program that will award a Ph.D. in Computing.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.G.

BACKGROUND/DISCUSSION

Boise State University (BSU) proposes to create a new interdisciplinary program that will award a Ph.D. in Computing. The proposed program will be offered face-to-face in BSU's regional service area.

The discipline of "Computing" is broader than Computer Science, and is defined as any goal-oriented activity requiring, benefiting from, or creating computers. The discipline of computing includes computer science and engineering, computational science and engineering, cyber security, data analytics, data visualization, and information systems.

The program will provide local and regional high-tech industry and agencies with a research and development base and professional advancement opportunities. The economy of southwestern Idaho is home to the largest concentration of high-tech companies in the state. Currently, the rate of production of new doctoral scientists and engineers from Idaho educational institutions is inadequate to meet the demand caused by attrition and employment growth in high-tech companies competing globally.

The proposed program will be highly interdisciplinary, with participation from nine academic departments: Biological Sciences, Biochemistry and Chemistry, Computer Science, Civil Engineering, Electrical and Computer Engineering, Geosciences, Materials Science and Engineering, Mathematics, and Mechanical and Biomedical Engineering.

The proposed program will have three emphases:

- Computer Science, with focus on theory, design, development, and application of computer and software systems, and on the development of algorithms for data search, manipulation, and analysis.
- Computational Science and Engineering, with focus on construction of mathematical models and quantitative analysis techniques and on the use of computers to analyze and solve scientific and engineering problems.
- Cyber Security, with focus on protection of computers, networks, programs, industrial control systems, and data from unintended or unauthorized access, change, or destruction.

A solid foundation for the proposed program has been created by recent growth at Boise State in computing-related disciplines. Jim Nottingham, Hewlett-Packard's Boise Vice President and General Manager, states in his letter of support,

> *"that the continued success and growth of the CS department is vitally important for HP, and for a multitude of other companies in Idaho, and will have significant, transformative economic impact on the Boise Metro area and Idaho."*

Key aspects of the growth of computing-related disciplines are:

- Enrollment in the B.S. in Computer Science program has increased 56% in the last three years to 603 in Fall 2015. Enrollment in the M.S. in Computer Science has increased 86% in the last three years to 56 in Fall 2015.
- In June 2012, the Higher Education Research Council awarded the Department of Computer Science $2.1 million over three years for the computer science program including the addition of four faculty.
- With the goal of doubling the number of computer science graduates by the 2015–16 academic year, the Idaho Department of Labor awarded, in November 2013, the department $1 million over two years to hire three instructors and additional support staff. Local industry provided $280,000 in matching funds used to fund scholarships.
- In March 2015, the Joint Finance-Appropriations Committee approved eight new faculty positions and five graduate assistantships for the Computer Science Department.

Investment in the creation of a PhD in Computing will yield a wide range of substantial benefits. First, the proposed program will train interdisciplinary scientists to use computing theories and engineering principles to contribute to basic research and solve applied problems. Students will be trained in the use of novel integrative approaches that draw strength from both traditional and non-traditional knowledge sets and that enable students to bring to bear unique perspectives on complex computing problems. These students will become the next generation of computing scientists. Through this program, faculty and students will develop new understanding of complex computing systems. The three areas of emphasis of the proposed program (computer science, cyber security, and computational science and engineering) are areas of national priority, and a strong workforce in these areas is needed both locally and nationally. Andrew Slaughter, Computer Scientist at the Idaho National Laboratory noted in his letter of support that,

> *"As a modeling and simulation researcher and software developer at Idaho National Laboratory (INL) I understand that the demand for competent scientists capable of grasping key engineering concepts as well as developing quality software is of critical importance to the continued success of INL."*

Second, the proposed program will provide local and regional high-tech industry and agencies with a research and development base and professional advancement opportunities. The strength and growth of these companies have been heavily dependent on the ability of these companies to recruit science and engineering talent with advanced degrees from outside the state. With the creation of the proposed PhD in Computing, employees of local and regional high-tech companies will have an opportunity to pursue a PhD degree in their field of expertise. In addition, these companies will have a larger local candidate pool to draw from to fill the increasing job openings in the sector. In his letter of support J.R. Tietsort, Chief Information Security Officer and Micron, Inc. states:

> *"Any program that better prepares individuals in the Treasure Valley, and nation to defend against cyber threats will benefit our community and ensure our global competitiveness into the future."*

Third, the new PhD in Computing will enhance the quality of existing undergraduate and graduate programs. Computing-related degree programs are laboratory-intensive, limiting overall capacity to create graduates. The proposed PhD will create opportunities for PhD candidates to assist in the laboratories of those computing courses, enabling expansion of lab section capacity in a much less costly manner. The addition of PhD candidates to the department will also substantially increase the number of opportunities for undergraduate students to participate in research.

Fourth, creation of a PhD program will significantly improve research productivity of faculty members because they will be working with graduate students able to pursue questions that require multiple years of research. As a result, BSU will be able to pursue new funding that targets PhD level training and develops connections with industry.

Fifth, the program will increase opportunities for collaboration with other Idaho institutions. The proposed program will expand the type and number of graduate course offerings in the state, and the use of cross-institutional course delivery will enhance the opportunities for developing scientific collaborations among students and faculty at different institutions. It will also strengthen the ability of BSU's faculty members to collaborate with faculty members in similar programs at the University of Idaho (UI) and Idaho State University (ISU).

ISU offers a PhD in Engineering and Applied Science. Although ISU's program involves various engineering and science departments, it does not focus on computing and therefore has little overlap with BSU's proposed program.

UI offers PhD programs in Computer Science, Mathematics, and Bioinformatics and Computational Biology.

- UI's PhD in Computer Science has a focus that is broadly similar to what is contained in two emphases of the proposed program: the Computer

Science emphasis and the Cyber Security emphasis. The similarity in these programs provides a foundation for collaboration between UI and BSU.

- UI's PhD in Mathematics and PhD in Bioinformatics and Computational Biology have similarity with the Computational Science and Engineering emphasis of the proposed program. However, the Computational Science and Engineering emphasis of BSU's proposed program involves participation from a broad spectrum of academic departments from science and engineering: Biological Sciences, Biochemistry and Chemistry, Computer Science, Civil Engineering, Electrical and Computer Engineering, Geosciences, Materials Science and Engineering, Mathematics, and Mechanical and Biomedical Engineering. In contrast, each of UI's programs has more focus: the faculty members participating in the PhD in Mathematics are predominantly from the Department of Mathematics, and the faculty members participating in the PhD in Bioinformatics and Computational Biology are from biologically-related departments (e.g., Biological Sciences, Fish and Wildlife sciences, and Animal and Veterinary Science) and from the Departments of Mathematics and Statistical Science

Furthermore, BSU's proposed program will fulfill the research and professional development needs of the high-tech industry in the Treasure Valley, and will have major benefits for undergraduate and master's level students in existing BSU programs.

IMPACT

BSU will submit a Line Item Request for the FY18 state budget that will include expenses listed in the FY18 budget of this proposal; full success in that request would result in implementation of the program on the scale and timeline described in this proposal. If not fully funded, the program will be implemented to the extent feasible with existing department resources and reallocated resources. At present BSU has the faculty and most of the graduate assistantships necessary to implement two emphases of the program: Computer Science and Cyber Security.

Among the reasons that it makes sense to submit a Line Item Request to fund the program are the following:

- Previous investment by the state in BSU's computer science programming has created an opportunity to create a new PhD program with the investment of additional resources for graduate assistantships, staff and administrative support, and instructional laboratory facilities, but with minimal investment in new faculty.
- Investment in educational programs in the field of computing is likely to have substantial appeal to state government because of the profound impact such programs have on the economy of the state of Idaho.

ATTACHMENTS

Attachment 1 – Proposal with Appendixes A through D Page 7

STAFF COMMENTS AND RECOMMENDATIONS

Boise State University plans to seek funding for the program through a Line Item Request to the state legislature in FY18; however, they currently have capacity and resources in terms of faculty and graduate assistantships necessary to implement two of the three emphases of the program. Those include Computer Science and Cyber Security. BSU projects initial enrollment to be at two students to start with 43 by year four, and an average of 45 in any given year once fully operational. It's important to note that the higher projection may only occur if the institution is able to secure the line item request.

The creation of a PhD in Computing at BSU will yield significant dividends. It will build the research and educational training capacity of the state, further establish Idaho's ability to meet state and national workforce demands, contribute to the growth of the state economy, and provide numerous benefits to all of Idaho's institutions of higher education by enhancing opportunities for cross-institutional collaboration. Although there is some overlap with existing programs at UI, staff believes any negatives associated with that overlap are outweighed by the benefits of having a PhD in Computing in close proximity to the expressed need in the Treasure Valley.

BSU's request to create a new Ph.D in Computing is consistent with their Service Region Program Responsibilities and their Five-year Plan for Delivery of Academic Programs in Region III. Consistent with Board Policy III.Z, no institution has the statewide program responsibility for computing, computer science, cyber security, or computational science.

The proposal went through the program review process and was recommended for approval by the Council on Academic Affairs and Programs (CAAP) on May 26, 2016. The Instruction, Research, and Student Affairs (IRSA) committee also recommended approval at their June 2, 2016 meeting.

Board staff recommends approval.

BOARD ACTION

I move to approve the request by Boise State University to create a new academic program that will award a Ph.D. in Computing in substantial conformance to the program proposal submitted as Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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Institutional Tracking No. 16-003

Idaho State Board of Education

Proposal for **Graduate and Doctoral** Degree Program

Date of Proposal Submission:	
Institution Submitting Proposal:	Boise State University
Name of College, School, or Division:	College of Engineering and College of Arts and Science
Name of Department(s) or Area(s):	Departments of Computer Science and Mathematics (with participation from a variety of other departments in both colleges)

Program Identification for Proposed New, Modified, or Discontinued Program:

Title:	PhD in Computing with emphases in: >Computer Science >Computational Science and Engineering >Cyber Security
Degree:	Doctor of Philosophy
Method of Delivery:	Face-to-Face
CIP code (consult IR /Registrar)	11.0701 Computer Science is the best single CIP Code; however, it does not do justice to the interdisciplinary nature of the proposed program, which includes aspects of 30.3001 Computational Science, 27.0304 Computational and Applied Mathematics, and Cyber Security, which has no designated CIP code
Proposed Starting Date:	Fall 2016
Indicate if the program is:	**>Regional Responsibility<** | Statewide Responsibility

Indicate whether this request is either of the following:

- [x] New Graduate Program
- [x] New Doctoral Program
- [ ] New Off-Campus Graduate Program
- [ ] New Off-Campus Doctoral Program
- [ ] Contract Program/Collaborative
- [ ] Expansion of an Existing Graduate/Doctoral Program
- [ ] Consolidation of an Existing Graduate/Doctoral Program
- [ ] Discontinuation of an existing Graduate/Doctoral Program

College Dean: COEN (Institution)	3/9/16 Date	College Dean: COAS	3/9/16 Date
Graduate Dean (as applicable)	3-9-2016	Academic Aff. Program Manager	Date
Chief Fiscal Officer (Institution)	3-30-2016 Date	Chief Academic Officer, OSBE	Date
Chief Academic Officer (Institution)	3/9/16 Date	SBOE/OSBE Approval	Date
President	4/8/16 Date		

Before completing this form, refer to Board Policy Section III.G., Program Approval and Discontinuance. This proposal form must be completed for the creation of each new program and each program discontinuation. All questions must be answered.

1. **Describe the nature of the request.** Will this program be related or tied to other programs on campus? Please identify any existing program, option that this program will replace. *If this is request to discontinue an existing program, provide the rationale for the discontinuance. Indicate the year and semester in which the last cohort of students was admitted and the final term the college will offer the program. Describe the teach-out plans for continuing students.*

Boise State proposes the creation of a new interdisciplinary program leading to the degree of **Doctor of Philosophy in Computing**. The program will have three emphases: Computer Science, Computational Science & Engineering, and Cyber Security. Faculty members participating in the program will be drawn from the College of Engineering and the College of Arts and Sciences.

"Computing" is a discipline that is much broader than Computer Science. In ACM Computing Curricula 2005, computing is defined as "any goal-oriented activity requiring, benefiting from, or creating computers." The discipline of computing includes computer science and engineering, computational science and engineering, cyber security, data analytics, data visualization, and information systems.

There will be three emphases in the proposed program:

- The Computer Science emphasis will focus on theory, design, development, and application of computer and software systems, and the development of algorithms for data search, manipulation, and analysis.
- The Computational Science and Engineering emphasis will focus on construction of mathematical models and quantitative analysis techniques and use of computers to analyze and solve scientific and engineering problems.
- The Cyber Security emphasis will focus on protection of computers, networks, programs, industrial control systems, and data from unintended or unauthorized access, change, or destruction.

It is anticipated that one or more additional emphases (e.g., Data Analytics) will be added in the future to reflect areas in which Boise State develops substantial faculty depth.

The proposed program will be built on a solid foundation created by recent growth at Boise State in computing-related disciplines.

- Enrollment in the B.S. in Computer Science program has increased 56% in three years, from 385 in Fall 2012 to 603 in Fall 2015, and the enrollment of the M.S. in Computer Science has increased 86% in three years, from 30 in Fall 2012 to 56 in Fall 2015.
- In June 2012, the Higher Education Research Council, an advisory group within the Idaho State Board of Education, awarded the Department of Computer Science $2.1 million over three years to hire four faculty members.
- In November 2013, the Idaho Department of Labor awarded the department $1 million over two years to hire three instructors and additional support staff. Local industry provided $280,000 in matching funds that has been used to fund over 60 scholarships for juniors and seniors. A main goal of the above funds was to double the number of computer science graduates by the 2015–16 academic year.
- In March 2015, the Joint Finance-Appropriations Committee in the State Legislature approved eight new faculty positions and five graduate assistantships for the Computer Science Department. This is expected to increase the total number of graduates from about 60 to about 100 per year.

The above funding resources have offered an unparalleled opportunity for expanding Boise State's Computer Science program to become one of the premier programs in the northwest for both teaching and research. The expansion of the program has not gone unnoticed by top industry firms, such as Hewlett-Packard. Jim Nottingham, Hewlett-Packard's Boise Vice President and General Manager, states in his attached letter of support,

> *"that the continued success and growth of the CS department is vitally important for HP, and for a multitude of other companies in Idaho, and will have significant, transformative economic impact on the Boise Metro area and Idaho."*

It is the intent of Boise State University to seek the additional resources needed to create the proposed new PhD program in Computing via a FY2018 Line Item Request to the Idaho State Legislature. There are a number of reasons why this funding source makes sense; among them are:

- The investment of by the state (as described in preceding paragraphs) has created an opportunity to create a new PhD program in Computing with the investment of additional resources for graduate assistantships, staff and administrative support, and instructional laboratory facilities.
- As evidenced above by our past success, investment in educational programs in the field of Computing is one that has great appeal to state government because of the profound impact such programs have on the economy of the state of Idaho.

2. List the objectives of the program. The objectives should address specific needs the program will meet. They should also identify and the expected student learning outcomes and achievements. *This question is not applicable to requests for discontinuance.*

Boise State University has four broad objectives in the creation of this new PhD program: (i) increase Boise State's capacity for solving complex interdisciplinary computing problems in the areas of computer science, computational science and engineering, and cyber security; (ii) provide the local and regional high-tech industry and agencies with a research and development base and opportunities for professional advancement for personnel; (iii) enhance quality of existing undergraduate and graduate programs, and increase faculty research productivity; and (iv) increase opportunities for collaboration with other Idaho institutions.

i. Increase Boise State's capacity for solving complex interdisciplinary computing problems

Solving complex problems often requires multiple perspectives and multiple areas of expertise. The proposed program is highly interdisciplinary, bringing together faculty members from the Departments of Computer Science, Mathematics, Biological Sciences, Chemistry and Biochemistry, Civil Engineering, Geosciences, Materials Science and Engineering, and Mechanical and Biomedical Engineering. The proposed program will train interdisciplinary scientists to use computing theories and engineering principles to contribute to basic research and solve applied problems. By training students in the use of novel integrative approaches that draw strength from both traditional and non-traditional knowledge sets and that enable students to bring to bear unique perspectives on complex computing problems, students from this program will become the next generation of computing scientists. Through this program our faculty and students will develop new understanding of complex computing systems.

The three areas of emphasis of the proposed program (computer science, cyber security, and computational science and engineering) are areas of national priority, and a strong workforce in those areas is needed locally and nationally. The report from the President's Information Technology Advisory Committee (PITAC) in 2005 entitled "Computational Science: Ensuring America's Competitiveness" states that computational science is indispensable to the solution of complex

problems in every sector, from traditional science and engineering domains to such key areas as national security, public health, and economic innovation. According to (ISC)[2] 2013 Global Information Security Workforce Study, cyber security jobs have grown 74% from 2007-2013. In 2013, there were 209,749 postings for cyber security-related jobs nationally. An August 2014 article in Forbes magazine predicts that cyber security spending will approach $640 billion by 2023, a tenfold increase. Locally, Idaho National Laboratory has requested Boise State to produce 7-10 graduates per year with skills in cyber security of industrial control systems. The Computer Science Industry Advisory Board has asked that Boise State focus on developing expertise and producing students in the cyber security arena. Brad Richy, the Chief of the Idaho Bureau of Homeland Security notes in his letter of support that,

> *"There is a serious and immediate need for highly educated and experienced cyber security professionals."* and hopes *"…that a rigorous and in depth cyber security curriculum will train a new generation of specialists to deal with the increasingly complex and dynamically changing cyber security problems and issues."*

Andrew Slaughter, Computer Scientist at the Idaho National Laboratory noted in his letter of support that,

> *"As a modeling and simulation researcher and software developer at Idaho National Laboratory (INL) I understand that the demand for competent scientists capable of grasping key engineering concepts as well as developing quality software is of critical importance to the continued success of INL."*

Rich Stuppy, Chief Operating Officer of Kount, Inc., states in his letter of support that,

> *"My company, Kount, protects companies from fraud, risk, and loss in the online world. As such, we see a tremendous need for new and innovative solutions in the field of cyber security on a daily basis."*

Sean Vincent, Hydrology Section Manager at the Idaho Department of Water Resources, states in his letter of support that,

> *"the program will produce readily employable PhD Graduates that will contribute to the development and improvement of computational models that are increasingly relied upon by industry and government to help solve real-world problems, such as those faced by water managers here in Idaho."*

ii. Provide the local and regional high-tech industry and agencies with a research and development base and professional advancement opportunities.

The proposed PhD program in Computing will give students, local and regional industry, and state and federal agencies in southwest Idaho access to a research-intensive program with strengths in computer science, computational science and engineering, and cyber security. The economy of southwest Idaho includes the largest concentration of high-tech companies in the state. The critical elements identified by the Governor's Science and Technology Advisory Council to support the growth of this knowledge-based economy include a research and development base, a highly skilled technical workforce, entrepreneurial culture, knowledge-transfer mechanism, and technology infrastructure. It is evident that the production rate of new doctoral scientists and engineers from Idaho educational institutions is inadequate to meet the demand for attrition and employment growth for high-tech companies competing globally. The growth of high-tech companies has been heavily dependent on the ability of these companies to recruit science and engineering talent with advanced degrees from outside of the state. The proposed PhD program will enable us to recruit higher quality students from Idaho and beyond and generate a significant number of graduate students with advanced skills. Thus, the program will help satisfy the needs of the high-tech companies in the region and contribute to the local economy in a more significant way. In an attached letter of support, former Boise State Civil

Engineering Master's student Vahab Bolvardi sums up the appeal of the program well:

> *"Offering such a unique Ph.D. program in this extremely interdisciplinary area at Boise State University would be attractive and provide better opportunities for students who graduate from various science and engineering Masters programs from other schools looking for a Ph.D. position like myself." "Not only is this chance helpful for those students but it may also encourage students in other disciplines to pursue their Ph.D. in such an area, which provides essential knowledge applicable across various majors."*

J.R. Tietsort, Chief Information Security Officer at Micron, Inc., stated in his letter of support that, *"Any program that better prepares individuals in the Treasure Valley, and the nation, to defend against cyber threats will benefit our community and ensure our global competitiveness into the future."*

Not only is there demand for skilled future employees in the state, agencies such as Idaho National Laboratory (INL) have a need for enhanced computational skills of its own employees and a connection with such a program. Brent Stacey, Associate Laboratory Director at Idaho National Laboratory asserts in his letter of support that:

> *"INL will support BSU in order to provide online and hybrid course offerings that would accommodate participation by our personnel, advertise and encourage INL employees to take the classes in future years, consider BSU students for intern and postdoctoral assignments, and work on joint research projects."*

iii. Enhance quality of existing undergraduate and graduate programs, and increase faculty research productivity

The proposed PhD program will enhance the productivity, quality, and efficiency of existing undergraduate and graduate programs in several ways. First, computing-related degree programs are laboratory-intensive, limiting overall capacity to create graduates and slowing the completion of those who do progress to graduation. The proposed PhD program will create opportunities for PhD candidates to assist in the laboratories of those computing courses, enabling expansion of lab section capacity in a much less costly manner than the addition of tenure-track faculty members.

Second, the proposed PhD program will substantially increase the number of opportunities for undergraduate students to participate in research. The presence of advanced graduate students and their dissertation research creates an environment that fosters student-to-student mentoring and creates more opportunities for hands-on participation in advanced, applied research. A PhD program will also allow us to increase our use of Vertically Integrated Projects (VIPs), a concept pioneered at Georgia Tech (http://vip.gatech.edu/new/) and Purdue (https://engineering.purdue.edu/vip/) that is designed to promote balanced student growth through the undergraduate years, provide structure and flexibility for students and develop a strong sense of comradery that increases retention and satisfaction. The VIP structure encourages interaction between all levels of education and experience, with more senior members tutoring and working with novices, and the opportunity for new researchers to get more involved as they gain skills. The interplay between all levels in a laboratory increases productivity and develops communication skills.

Third, at the graduate-program level, a common concern of students is that there is not enough diversity of coursework. The creation of a new interdisciplinary PhD program will provide master's-level science and engineering students with a substantial expansion in the diversity of available graduate-level coursework.

Additionally, creation of a PhD program will significantly improve research productivity of faculty members because they will be working with graduate students able to pursue questions that require multiple years of research. Subsequently, Boise State will be able to pursue new funding opportunities that (i) target PhD level training, such as, NSF's Integrative Graduate Education and

Research Traineeship Program, NSF's Alliances for Graduate Education and the Professoriate, Department of Energy's Science Graduate Student Research Program, Department of Education's Graduate Assistance in Areas of National Need program and (ii) develop connections between academic institutions and industry, such as, NSF's Grant Opportunities for Academic Liaison with Industry Program and NSF's Science, Technology, and Society Program.

The following list is a sample of collaborative projects among faculty members in the departments that will participate in the program. The list illustrates the academic foundation for the program and the strength of already-existing interdisciplinary collaboration. Importantly, the set of collaborative research programs will grow substantially following the creation of the new PhD in Computing.

- NSF-funded project "SI2-SSE: GEM3D: Open-Source Cartesian Adaptive Complex Terrain Atmospheric Flow Solver for GPU Clusters," by Inanc Senocak (Mechanical & Biomedical Engineering), Elena Sherman (Computer Science), Grady Wright (Mathematics), Donna Calhoun (Mathematics). This project is developing open-source software using latest computational advances in hardware and methodology to help predict wind patterns, determine optimal placement of wind turbines and increase capacity on existing transmission lines.
- NSF-funded project "Collaborative Research: Computational techniques for nonlinear joint inversion," by Jodi Mead (Mathematics) and John Bradford (Geophysics). This project aims at practical solutions of inverse problems obtained by including physically-motivated stabilizing constraints.
- NSF-funded project "ATD: Data-driven stochastic source inversion algorithms for event reconstruction of biothreat agent dispersion," by Jodi Mead (Mathematics) and Inanc Senocak (Mechanical & Biomedical Engineering). This project is developing computationally fast mathematical algorithms to reconstruct the dispersion of a chemical or biological agent that is detected by a sensor network.
- NSF funded Project "EPSCOR MILES," by Nancy Glenn (Geosciences), Lejo Flores (Geosciences), Shawn Benner (Geosciences), and Vijay Dialani (Computer Science). This project aims to replace surveys with social media data and enable parallel version of ENVISION toolkit.
- NSF-funded project "MRI: Acquisition of a GPU-accelerated high performance computing and visualization cluster," by Inanc Senocak (Mechanical & Biomedical Engineering), Julia Oxford (Biological Sciences), Timothy Andersen (Computer Science), Peter Mullner (Materials Science and Engineering, and HP Marshal (Geosciences). This instrument will support research in multi-scale wind energy forecasting, data-driven modeling for threat reduction in chemical and biological defense, material characterization and modeling, snow hydrology and remote sensing, and fundamental studies on understanding the mechanisms in skeleton development in living systems and how living systems maintain complex three dimensional shapes.
- NSF project "HAZSEES" submitted by Eric Lindquist (Public Policy & Administration), Vijay Dialani (Computer Science), Nancy Glenn (Geosciences), Thomas Wuerzer (Community and Regional Planning) and Jen Pierce (Geosciences). This project aims at modeling life cycle of forest fires and providing decision support tools to manage fire incidences.
- NSF project "Complex Pattern Modeling," by Tim Andersen (Computer Science) and Jeff Habig (Simplot). This project aims to advance the understanding of shape controls by complex systems by creating an Artificial Intelligence tool to identify mechanistic explaining of the remarkable regenerative abilities of planarian worms.
- NSF proposal "Dockomatic: high throughput virtual screening tool," submitted by Owen McDougal (Chemistry) and Tim Andersen (Computer Science). This project proposes to create an open-source, integrated, easy-to-use tool for molecular modeling and high throughput

virtual screening.

- NSF proposal "CICI: Secure Data Architecture: A Secure Architecture for SDN-Based HPC," submitted by Dianxiang Xu (Computer Science), Izzat Alsmadi (Computer Science), Yang Lu (Civil Engineering), and Nan Li (Materials Science and Engineering). This project proposes to develop a secure architecture for software-defined network based high-performance computing.
- Idaho HERC Project "High Dielectric Constant Materials at the Nanometer Scale for Microelectronic Devices," by Amit Jain (Computer Science) and Bill Knowlton (Materials Science & Engineering). This project developed algorithms and implemented Band Diagram program in Java that is used by industry and academia in over fifty countries now.
- Boise State Project "Community Involved NEtworked Agent-based VIsualization System: A Means to an End for the Wicked Problems in Regional Planning?" by Amit Jain (Computer Science) and Susan Mason (Community and Regional Planning). This project is developing tools to help with large urban planning problems where cooperation from multiple stakeholders is required.
- NSF proposal "CRISP Type I: Stochastic Multiscale Modeling for Interdependent Infrastructure Systems: Dams, Transportation and Governance Networks," submitted by Yang Lu (Civil Engineering), Dianxiang Xu (Computer Science), Leming Qu (Mathematics), and Eric Lindquist (Public Policy & Administration). This project aims to use stochastic multiscale and vulnerability analyses to understand how the interaction of extreme events disrupts dam and transportation networks, and how both these networks influence the governance network making infrastructure planning decisions.
- NSF proposal "CPS: Synergy: Moving Towards an Autonomous Signal Timing System: A Cyber-Physical Systems Approach," submitted by Mandar Khanal (Civil Engineering) and Dianxiang Xu (Computer Science). This project will improve flows on road networks in urban areas using an autonomously designed signal timing that is based on predicted turning movements.
- Collaborative project with Army Research Lab "Trust-based access control in online social networks," by Dianxiang Xu (Computer Science), Izzat Alsmadi (Computer Science), Hao Chen (Electrical and Computer Engineering), and Jin-Hee Cho (Army Research Lab). This project aims to promote information sharing with strong protection of information security and privacy in social networks.

iv. Increase opportunities for collaboration with other Idaho institutions.

The proposed program will strengthen the ability of Boise State University's faculty members to collaborate with faculty members in similar programs at the University of Idaho and Idaho State University, and to leverage opportunities for student training. The proposed program will expand the type and number of graduate course offerings in the state, and the use of cross-institutional course delivery will enhance the opportunities for developing scientific collaborations among students and faculty at different institutions.

The proposed program will also enhance collaborative research endeavors. There are numerous examples of successful (i.e. extramurally funded) inter-institutional collaborations among faculty at BSU, ISU, and UI. These include collaborations stimulated by past and on-going EPSCoR awards, cross-institutional research projects supported by the Center for Advanced Energy Studies, and collaborative research projects funded by NSF. Lyudmyla L. Barannyk, Assistant Professor of Mathematics at the University of Idaho noted in her letter of support that,

> *"This program will … increase opportunities for Boise State University faculty to collaborate with faculty from other Idaho institutions including the University of Idaho. In fact, you and I already had some opportunities to visit each other several times and work together on inverse methods and*

regularization."

Somantika Datta, Assistant Professor of Mathematics at the University of Idaho, notes that,

"…my research involves developing and studying mathematical techniques that can be applied to signal and image processing. Since one of the goals of the proposed program is to increase the capacity for solving complex interdisciplinary computing problems in the areas of computational science and engineering, if a student's project were to suitably align with my own, I would be highly interested in participating either as a member of a course supervisory committee or in some other form."

Program Intended Learning Outcomes and Assessment Plan:

Program Intended Learning Outcomes: *Graduates of this program are expected to have the following skills and knowledge:*	**Direct measures of Achievement of Intended Learning Outcomes**	**Indirect Measure of Achievement of Intended Learning Outcomes**
1. Graduates will be able to pose relevant research questions and will be able to conduct independent research using the scientific method to address those questions.	Proposal and comprehensive exam, dissertation research and defense	Exit interview with students, faculty observations and discussions
2. Graduates will be able to effectively communicate the results of scientific research in both written and oral form to scientific and public audiences.	Required proposal and oral presentation, dissertation and defense, publications	Exit interview with students, faculty observations and discussions, presentations at professional meetings, publications
3. Graduates will be able to devise, analyze, and evaluate new methods for solving complex computing problems.	Assignments in coursework, dissertation research and defense	Exit interview with students, faculty observations and discussions
4. Graduates will be able to select and apply computing techniques and tools to build reliable, and maintainable software.	Assignments in coursework, completion of dissertation research and defense	Exit interview with students, faculty observations and discussions
5. Graduates will be able to select and apply computational algorithms and techniques in the analysis and solution of complex questions across a variety scientific domains.	Assignments in coursework, completion of dissertation research and defense	Exit interview with students, faculty observations and discussions
6. Graduates will have achieved a level expertise in their discipline.	Dissertation research and defense, publications	Exit interview with students, faculty observations and discussions, publications

3. **Briefly describe how the institution will ensure the quality of the program** (i.e., program review). Will the program require specialized accreditation (it is not necessary to address regional accreditation)? If so, please identify the agency and explain why you do or do not plan to seek accreditation. *This question is not applicable to requests for discontinuance.*

The following measures will ensure the high quality of the proposed program:

Regional Institutional Accreditation: Boise State University is regionally accredited by the Northwest Commission on Colleges and Universities (NWCCU). Regional accreditation of the university has been continuous since initial accreditation was conferred in 1941. Boise State University is currently accredited at all degree levels (A, B, M, D).

Specialized Accreditation: The Boise State University undergraduate engineering programs (e.g., civil engineering, computer science, electrical and computer engineering, materials science and engineering, and mechanical engineering) have been accredited by ABET, Inc. Engineering disciplines are normally only accredited by ABET at one level, the undergraduate level. The Computer Science program underwent a successful reaccreditation visit in Fall 2012, and was reaccredited to 2018 as a result of the visit.

Program Review: Internal program evaluations will take place every five years as part of the normal departmental review process conducted by the Office of the Provost. This process requires a detailed self study (including outcome assessments) and a comprehensive review and site visit by external evaluators. The review process is being considerably strengthened as a result of Program Prioritization with the inclusion of new metrics and a pre-review by the Provost's Office.

Graduate College: The program will adhere to all policies and procedures of the Graduate College, which is a member of the Council of Graduate Schools (Washington, D.C.), the leading authority on graduate education in the United States. The Graduate College has broad institutional oversight of all graduate degree and certificate programs.

Program Oversight: The proposed new PhD in Computing will build on a significant foundation of experience within the Computer Science department of managing the MS in Computer Science program successfully. The graduate student community of the department currently includes approximately 50 MS students. The governance structure, policies and procedures of the PhD program will ensure that students receive the individual mentoring, guidance, and professional development needed to progress through their programs in a timely manner.

Student Mentoring and Program Assessment: On-going program evaluation and assessment at the program level will provide essential information to help ensure the long-term quality of the program. Assessment activities will allow monitoring of individual student progress in the program so challenges can be recognized early and managed effectively. Integrated and evaluated over time, this feedback can also be used to fine-tune and adjust the overall program design, as needed to maintain excellence. Components of the student mentoring and outcomes assessment plan include:

- *Appointment of a Major Advisor who has the primary responsibility for day-to-day mentoring and professional development of their students* – Identification of the advisor will be strongly encouraged for admission to the program.
- *Planning of academic course work* – Students will work with their advisor and committee to complete a Program Development Form (PDF), which identifies the calendar of course work necessary for students to complete their degree requirements. Each student's PDF is up-dated on an annual basis, providing an opportunity for the advisor and student to review the plan and make corrections, additions, etc., as necessary. Completed PDFs are placed in each student's departmental file.
- *Progress and competency in graded coursework* – How students perform in the classroom will provide a direct metric of progress and achievement – particularly in the early portion of the program when much of the required course work is typically taken by students.
- *Comprehensive examination* - As discussed below (#6), the comprehensive exam represents a significant milestone and an important assessment tool for monitoring how well students have

assimilated information from various sources and integrated it into a comprehensive knowledge of the focus area. It will have both an oral and written component.

- *Dissertation proposal* – As discussed below (#6), the dissertation proposal and oral defense assess the suitability of a PhD student for research in a specific area and will focus on advanced coursework and research in the student's dissertation area. Satisfactory completion is required for the student to become a PhD candidate.
- *Dissertation defense* – The culminating activity of the program is the oral presentation and public defense of the dissertation (discussed in more detail below).
- *Program assessment* – The program will undergo an annual assessment that includes exit interviews of graduating students, compilation of student publications, bibliometrics, awards, and special activities (such as internships, workshops, and extended visits to other institutions), monitoring of initial post-graduate employment and ongoing career development, and key metrics of the student pipeline including data for admission, enrollment, degree progress, overall time-to-degree, student financial support, and attrition (including analysis of reasons for attrition). This assessment is the responsibility of the program director assisted by Institutional Research and the Graduate College, and results in a report to the deans of the participating colleges. The report must include a description of previous actions used to improve the program, the results of those actions, and any newly recommended or modified actions to be undertaken by the program in response to the most recent assessment. The deans are responsible for discussing the report with the provost and for administrative actions necessary for implementation of the improvement plan by the program.

Faculty Steering Committee: The Faculty Steering Committee is responsible for curriculum changes, academic policies, student recruitment and admission recommendations, management of program graduate assistants, appointment of supervisory committees, monitoring of student progress, resolution of ad hoc student issues, and other responsibilities defined in the graduate handbook for the program.

Supervisory Committee: The Supervisory Committee is charged with general guidance of the doctoral student, including design and approval of the program of study, participation in the comprehensive examination, supervision of the dissertation research, and participation in the dissertation defense. The Supervisory Committee consists of a major advisor who acts as chair, and at least three additional members, two of whom must be participating faculty in the PhD program, including one from the same emphasis. All committee members must be the University regular or research faculty and must also be members of the Graduate Faculty. At least one faculty member is from computer science, and in the case of the CSE emphasis there must also be at least one member from mathematics and a science or engineering discipline. Additional members may be appointed when such appointments enhance the function of the Committee. The committee members are selected by the student and the major advisor and approved by the program director. A change of the major advisor or supervisory committee member can be made after initial appointment. The Appointment of Supervisory Committee form should be submitted to and approved by the program director and the graduate college.

Application and Admission Requirements: Applicants to the PhD program in Computing will be required to have a Bachelor's or Master's degree in computer science, mathematics, science, engineering, or a related discipline from an accredited college or university. Admission will be competitive and will be based on previous experience in the field, transcripts, professional references, scores on the general test of the Graduate Record Examination (GRE), and evaluation of a letter of intent describing previous research experience and the applicant's professional interests and plans for the future.

Milestones and Timeline: The milestones of the PhD study include appointment of a major

advisor and supervisory committee, formulation of plan of study, completion of course work, completion of the comprehensive examination, dissertation proposal defense, and final dissertation defense. The major advisor is appointed when the student is admitted to the program. An Appointment of Supervisory Committee form should be submitted within the first semester. A student must take the comprehensive examination no later than having completed 36 credits of course work in the program. Once the student has passed the comprehensive examination, the student is eligible to defend their dissertation proposal. The dissertation proposal should be defended within one year after the completion of the comprehensive examination and two semesters before the final dissertation defense. After successful proposal defense, the student is recommended for Advancement to Candidacy.

Appeal Process: Students have the right to file a written appeal regarding the decisions on their comprehensive examination, dissertation proposal defense, and final dissertation defense. The faculty steering committee serves as an appeal mechanism for decisions made by student's supervisory committee. The program director offers an appeal mechanism for decisions and recommendations of the faculty steering committee. The Boise State University Graduate Council and Graduate Dean serves an appeal mechanism for decisions made by the program director.

Master's Degree Option: A doctoral student who has failed the comprehensive exam, the proposal/dissertation defense, or under special circumstances, may petition to the program for approval to transfer to a related Master's program.

4. **List new courses that will be added to your curriculum specific for this program.** Indicate number, title, and credit hour value for each course. Please include course descriptions for new and/or changes to courses. *This question is not applicable to requests for discontinuance.*

1) **CS 507 COMPUTING FOUNDATIONS FOR COMPUTATIONAL SCIENCE (3-0-3)(S).** A review of object-oriented design including inheritance, polymorphism, and dynamic binding as applied to scientific computing problem. Sorting and searching. Introduction to data structures: lists, collections, stacks, trees, balanced search trees, B-Trees, heaps, hash tables, graphs, queues and dictionaries. PREREQ: Admission to PhD in Computing with CSE emphasis.

2) **CS/MATH 565 NUMERICAL METHODS I (3-0-3)(F).** Approximation of functions, solutions of equations in one variable and of linear systems. Polynomial, cubic spline, and trigonometric interpolation. Optimization. Programming assignments. PREREQ: (MATH 365 or PERM/INST) and (MATH 301 or MATH 333).

3) **CS/MATH 566 NUMERICAL METHODS II (3-0-3)(S)**. Matrix theory and computations including eigenvalue problems, least squares, QR, SVD, and iterative methods. Discrete Fourier transform and nonlinear systems of equations. Programming assignments. PREREQ: MATH 465/565 or PERM/INST.

4) **CS 621 DIGITAL FORENSICS (3-0-3)(F)**. Explores principles and practices of digital forensics, including identification, collection, acquisition, authentication, preservation, examination, analysis, and presentation of digital evidence. Discusses computer forensics, network forensics, cell phone forensics, and other types of digital forensics. PREREQ: Regular admission to Doctor of Philosophy in Computing or Master of Science in Computer Science.

5) **CS 622 ADVANCED NETWORK SECURITY (3-0-3)(F).** Explores security aspects of emergent network environments, including multiparty, cellular, sensor, VoIP, smart grid, and SDN environments. Focuses on intrusion detection, intrusion prevention, traffic analysis, and responses to network attacks. PREREQ: CS 525, CS 546, and regular admission to Doctor of Philosophy in Computing or Master of Science in Computer Science.

6) **CS 623 CYBER PHYSICAL SYSTEMS (3-0-3)(F)**. Studies principles, methods, and techniques for designing and analyzing cyber-physical systems. Topics will include system design, monitoring, real-time scheduling, feedback control, hazard analysis, verification and validation, and emerging applications of cyber physical systems. PREREQ: Regular admission to Doctor of Philosophy in Computing or Master of Science in Computer Science.

7) **CS 624 CYBER SECURITY OF CRITICAL INFRASTRUCTURES (3-0-3)(S).** Explores vulnerabilities, threats, and mitigating controls of critical infrastructures. Examines national policies, frameworks, industry standards, and sector-wide initiatives for protection of critical infrastructures. Discusses environmental, operational, and economic impacts of attacks and supporting mitigating controls. PREREQ: Regular admission to Doctor of Philosophy in Computing or Master of Science in Computer Science.

8) **MATH 567 NUMERICAL METHODS FOR DIFFERENTIAL EQUATIONS (3-0-3)(F)**. Numerical techniques for initial and boundary value problems. Elliptic, parabolic, hyperbolic, and functional differential equations. Finite difference, finite volume, finite element, and spectral methods. Efficiency, accuracy, stability and convergence of algorithms. Programming assignments. PREREQ: MATH 333 and MATH 465/565 or PERM/INST.

9) **MATH 572 COMPUTATIONAL STATISTICS (3-0-3)(F).** Introduction to the trend in modern statistics of basic methodology supported by state-of-art computational and graphical facilities, with attention to statistical theories and complex real world problems. Includes: data visualization, data partitioning and resampling, data fitting, random number generation, stochastic simulation, Markov chain Monte Carlo, the EM algorithm, simulated annealing, model building and evaluation. A statistical computing environment will be used for students to gain hands-on experience of practical programming techniques. PREREQ: MATH 361.

5. Please provide the program completion requirements to include the following and attach a typical curriculum to this proposal as Appendix A. *For discontinuation requests, will courses continue to be taught?*

Credit hours required:	67
Credit hours required in support courses:	18
Credit hours in required electives:	18-24
Credit hours for thesis or dissertation:	24-30
Total credit hours required for completion:	67

6. Describe additional requirements such as preliminary qualifying examination, comprehensive examination, thesis, dissertation, practicum or internship, some of which may carry credit hours included in the list above. *This question is not applicable to requests for discontinuance.*

Comprehensive Examination: The objective of the comprehensive examination is to judge depth and breadth of knowledge. The student must enroll in CS 691 Doctoral Comprehensive Examination for the semester during which they plan to take the comprehensive examination. The comprehensive examination includes a written portion and an optional oral portion. The need for the oral portion is determined by the supervisory committee. The written portion consists of written responses to a series of questions from three topical areas approved by the supervisory committee. The student must submit the selected topic areas to the program director for approval within the first four weeks of the semester. The questions are designed and graded by the instructors who taught the topic courses in the most recent years. The instructors in consultation with the faculty steering committee will determine if the student passes or fails. If a student fails the initial written examination, the student is allowed to retake the parts of the examination they did not pass one time. This must be done the next time the examination is offered. The oral portion of the examination, if required by the supervisory

committee, should be conducted within the same semester as the written portion. In this case, the student needs to pass both the written and oral portions. During the oral exam students are expected to demonstrate solid, in–depth, academic knowledge related to the focus area. The decision of whether a student passes or fails the oral exam rests with the supervisory committee members. If a student fails the initial oral exam, the supervisory committee has the option of allowing a student to repeat the oral exam one time. If a repeat oral exam is granted by the supervisory committee, it must occur within the next semester (not including summer) of the initial oral examination. Failure of the comprehensive examination will result in dismissal from the PhD program.

Dissertation Proposal: The objective of the dissertation proposal and oral defense is to assess the suitability of a PhD student for research in a specific area and will focus on advanced coursework and research in the student's dissertation area. Satisfactory completion is required for the student to become a PhD candidate. The dissertation proposal should be presented within one year of satisfactory completion of the comprehensive examination and must be approved by the supervisory committee one year before the final dissertation defense. The student must submit a written dissertation proposal to the Supervisory Committee two weeks before the oral proposal defense. The proposal should describe in sufficient detail the proposed scope of work, anticipated scientific impact, timeline, and a plan for obtaining and utilizing the resources necessary to complete the research. After the Supervisory Committee reviews the proposal they can give their approval to proceed with scheduling the dissertation proposal defense or they can ask the student to make changes to the proposal and to resubmit it. The dissertation proposal defense consists of the student presenting his or her proposed doctoral research and answering questions about the proposal, related background material and the material covered in all courses listed in the student's program of study. Majority approval of the Supervisory Committee is required to pass the defense. If a student fails the oral defense, he or she may be allowed to reinitiate the dissertation proposal once with the approval of the Supervisory Committee. Students who fail a second time or do not receive approval to resubmit the proposal will be administratively withdrawn from the program. After the student passes both the written and oral portions of the dissertation proposal, he or she is admitted to candidacy and should work on his or her proposed research. Major deviation from the proposed research requires majority approval of the Supervisory Committee.

Dissertation Requirements: The dissertation must be the result of independent and original research by the student and must constitute a significant contribution to the knowledge base of the focus area, equivalent to multiple peer-reviewed publications. The style and format of the dissertation are to conform to the standards of the Graduate College.

Dissertation Defense: A public defense of the dissertation is scheduled after the Supervisory Committee has reviewed a draft that is considered to be a nearly final version. The date of the defense is determined jointly by the Supervisory Committee and the student and must be consistent with any guidelines provided by the Graduate College. The first part of the defense will be a public oral presentation of the dissertation. The second part will be an oral exam administered by the Supervisory Committee who will decide whether the student passes or fails the defense. A student who fails the defense may be permitted to try again but failure a second time will result in dismissal from the PhD program.

Final Approval of the Dissertation: If the defense is completed with a result of pass, the Supervisory Committee prepares a statement describing final requirements such as additions or modifications to the dissertation and any additional requirements such as archival of data. When these requirements have been met to the satisfaction of the Supervisory Committee, the approval page of the dissertation is signed by the members of the Committee.

7. **Identify similar programs offered within Idaho or in the region by other colleges/universities.** *If the proposed request is similar to another state program, provide a rationale for the duplication.*

As shown in the following table, every research university in Idaho and adjacent states has one or more PhD programs that have similarities with the proposed program. However, only the University of Utah offers a PhD program in Computing, which is very similar in content and focus to the proposed program.

PhD Programs Similar to a PhD in Computing at Research Universities in States adjacent to Idaho (Includes institutions with the Carnegie Basic Classifications of "Research University [high research activity]" and "Research University [very high research activity]." Also includes Boise State University, which presently has the Carnegie Basic Classification of "Master's Universities [larger programs]")		
Idaho	Boise State University	PhD in Computing (proposed) with emphases in: >Computer Science >Computational Science and Engineering >Cyber Security
	Idaho State University	PhD in Engineering and Applied Science
	University of Idaho	PhD in Bioinformatics and Computational Biology PhD in Computer Science PhD in Mathematics
Montana	Montana State University	PhD in Computer Science PhD in Mathematics
	University of Montana	PhD in Mathematics
Nevada	University of Nevada Las Vegas	PhD in Computer Science PhD in Mathematical Sciences
	University of Nevada Reno	PhD in Computer Science and Engineering
Oregon	Oregon State University	PhD in Computer Science PhD in Mathematics
	Portland State University	PhD in Computer Science PhD in Mathematical Sciences
	University of Oregon	PhD in Computer and Information Science PhD in Mathematics
Utah	Brigham Young University	PhD in Computer Science PhD in Mathematics
	University of Utah	PhD in Computer Science PhD in Computing PhD in Mathematics
	Utah State University	PhD in Computer Science PhD in Mathematical Sciences
Washington	University of Washington	PhD in Computer Science and Engineering PhD in Mathematics
	Washington State University	PhD in Computer Science PhD in Mathematics
Wyoming	University of Wyoming	PhD in Computer Science PhD in Mathematics

Idaho State University offers a PhD program in Engineering and Applied Science. Although ISU's program involves various engineering and science departments, it does not focus on computing and therefore has little overlap with Boise State's proposed PhD in Computing.

The University of Idaho offers PhD programs in Computer Science, Mathematics, and Bioinformatics and Computational Biology.

- UI's PhD in Computer Science has a focus that is broadly similar what is contained in two emphases of the proposed program: the Computer Science emphasis and the Cyber Security emphasis. However, we regard the similarity in these programs as the basis for collaboration between UI and BSU.

- UI's PhD in Mathematics and PhD in Bioinformatics and Computational Biology have similarity with the Computational Science and Engineering emphasis of the proposed program. Neither of the UI's programs has the breadth of interdisciplinary structure of BSU's proposed program. The Mathematics program has an obvious disciplinary focus, and the Bioinformatics and Computational Biology program is focused on the domain of biology. BSU's proposed program will involve a broad science and engineering community with a broad set of perspectives and areas of expertise, and will include participants from the following departments at Boise State: Biological Sciences, Chemistry and Biochemistry, Civil Engineering, Computer Science, Electrical and Computer Engineering, Geosciences, Materials Science and Engineering, Mathematics, and Mechanical and Biomedical Engineering.

Furthermore, BSU's proposed program will have impacts that are not feasible for UI's programs: (i) BSU's program will fulfill the research and professional development needs of the high-tech industry in the Treasure Valley, and (ii) BSU's program will have major benefits for undergraduate and master's level students in existing BSU programs.

Degrees/Certificates offered by school/college or program(s) within disciplinary area under review

Institution and Degree name	Level	Specializations within the discipline (to reflect a national perspective)	Specializations offered within the degree at the institution
BSU Proposed: PhD in Computing	Doctoral	The proposed program includes the following three fields: computer science, computational science and engineering, and cyber security.	Transdisciplinary strengths in computer science and computational science, cyber security. Specific areas of specialization depend on the expertise of individual faculty members.
ISU PhD in Engineering and Applied Science	Doctoral	The program allows for a broad range of research topics in Engineering and Applied Science including Civil Engineering, Computer Science, Electrical Engineering, Environmental Engineering, Environmental Science and Management, Measurement and Control Engineering, Mechanical Engineering, and Nuclear Engineering including Health Physics, Chemistry, Geosciences, Mathematics, and Physics.	Specific areas of specialization depend on the expertise of individual faculty members from science and engineering departments.
UI PhD in Computer Science	Doctoral	There are various specialization areas such as artificial intelligence, bioinformatics, computer architecture, database, graphics, networks, programming languages, robotics/vision, social computing, security, software engineering, systems, theory and algorithms.	The UI Department of Computer Science website states that the research in the department focuses on Information Assurance and Computer Security, Collaborative Virtual Education, Evolutionary Computation, and Bioinformatics.
UI PhD in Mathematics	Doctoral	There are various specialization areas in mathematics, such as Algebra & Algebraic Geometry, Algebraic Topology, Analysis & PDEs, Geometry, Mathematical Logic & Foundations, Number Theory, Probability & Statistics, Representation Theory, Combinatorics, Applied Mathematics,	The UI Department of Mathematics website states the faculty members conduct research in the following areas: Algebra and Number Theory, Analysis and Differential Equations, Bioinformatics and Mathematical Biology, Combinatorics and Discrete

		Computational Science & Numerical Analysis.	Mathematics, Mathematics Education, Probability and Stochastic Processes.
UI PhD in Bioinformatics and Computational Biology	Doctoral	Description from CIP Code 26.1103 Bioinformatics: A program that focuses on the application of computer-based technologies and services to biological, biomedical, and biotechnology research. Includes instruction in algorithms, network architecture, principles of software design, human interface design, usability studies, search strategies, database management and data mining, digital image processing, computer graphics and animation, CAD, computer programming, and applications to experimental design and analysis and to specific quantitative, modeling, and analytical studies in the various biological specializations.	The UI Bioinformatics and Computational Biology website states that "Bioinformatics and Computational Biology (BCB) is a highly flexible interdisciplinary graduate program that prepares students to conduct research in academics, health sciences, agriculture, and other industries. The BCB program integrates research and coursework in computer sciences, biological sciences, and mathematical sciences." "…our students get the appropriate training that lead to successful careers in government, biotechnology, agriculture, biomedicine and academia."

8. **Describe the methodology for determining enrollment projections.** If a survey of student interest was conducted, attach a copy of the survey instrument with a summary of results as **Appendix B**. *This question is not applicable to requests for discontinuance.*

The enrollment projections are based on the following:

- The vast majority of students will be on funded assistantships, either state-funded teaching assistantships, research grant-funded research assistantships, or training grant-funded assistantships. A few students may become part-time without assistantship after they have finished the coursework and started a full-time job or part-time internship.
- It will typically take four years for a full time student to finish the program. Some full-time students admitted with an M.S. degree in the focus area may finish the program in three years. They may transfer up to 21 credits of the M.S. courses to the PhD program.
- Recruitment efforts will be more than sufficient to fill the incoming cohort.

The above assumptions yield the following results:

- About 8 students will graduate each year after the fourth year of the program.
- A total average enrollment of 45 students in the program at any one time once the program is fully up and running (43 by the fourth year).

Of those 45 enrolled, 35 will be on state-funded assistantships (including 15 existing positions in the Department of Computer Science) and a minimum of 10 will be on grant-funded assistantships (8 by the fourth year). The size of our incoming cohort will be adjusted in accordance with the number of grant-funded assistantships held by students. The following table shows the projected enrollments and assistantships in the first four years of the program.

	Fall 2016	**Fall 2017**	**Fall 2018**	**Fall 2019**
Existing state-funded assistantships	0	5	10	15
New state-funded assistantships	0	10	17	20
Grant-funded assistantships	2	4	6	8
Incoming students	2	17	14	10
Continuing students		2	19	33
Total enrollment	2	19	33	43

9. Enrollment and Graduates. Using the chart below, provide a realistic estimate of enrollment at the time of program implementation and over three year period based on availability of students meeting the criteria referenced above. Include part-time and full-time (i.e., number of majors or other relevant data) by institution for the proposed program, last three years beginning with the current year and the previous two years. Also, indicate the projected number of graduates and graduation rates.

Institution	Relevant Enrollment Data			Number of Graduates			Graduation Rate
	Current (Fall 2014)	Year 1 Previous	Year 2 Previous	Current (2014-15)	Year 1 Previous	Year 2 Previous	
BSU PhD in Computing	The program will begin in Fall 2016. We project an enrollment of approximately 45 once the program is fully up and running.			We project that first students will graduate from the program after 3-4 years in the program. We project an average of 8 graduates per year once the program is fully up and running.			~8 per year
ISU PhD in Engineering and Applied Science (all options)	21	28	31	2	4	5	~4
UI PhD in Computer Science	15	19	19	3	3	6	~4
UI PhD in Mathematics	6	5	11	1	2	3	~2
UI PhD in Bioinformatics and Computational Biology	17	16	14	2	5	1	~3

The first cohort of doctoral students admitted with an M.S. degree in their focus areas will graduate in May 2019, assuming a program start date of Fall 2016. Several students in the current MS programs in Computer Science and Mathematics have expressed strong interest in the PhD program.

10. Will this program reduce enrollments in other programs at your institution? If so, please explain.

It is unlikely because existing PhD programs have robust recruiting tools and funding. Creation of the new program will create a vibrant research and teaching culture that will attract undergraduates and additional Master's students.

11. Provide verification of state workforce needs such as job titles requiring this degree. Include State and National Department of Labor research on employment potential.
Using the chart below, indicate the total projected job openings (including growth and replacement demands in your regional area, the state, and nation. Job openings should represent positions which require graduation from a program such as the one proposed. Data should be derived from a source that can be validated and must be no more than two years old. T*his question is not applicable to requests for discontinuance*.

	Year 1	Year 2	Year 3
Local (Regional)	15	16	17
State	30	32	34
Nation	6,000	6,300	6,615

See below for the derivation of the national number of 6000 openings in year 1. The number of state openings is calculated as 0.5% of the national number; the local number is calculated as 50% of the state number.

a. Describe the methodology used to determine the projected job openings. If a survey of employment needs was used, please attach a copy of the survey instrument with a summary of results as **Appendix C.**

The proposed program will provide local, place-bound students with access to a program that will advance them professionally. The Treasure Valley is the home for a number of major IT companies (e.g., Micron, Clearwater Analytics, and HP), and educational institutions, each potentially with employees who would benefit. INL is a major employer of computing professionals with advanced degrees. INL has asked the Department of Computer Science to produce 7-10 graduates per year in cybersecurity alone.

To calculate the figures in the above table, we used national job openings and workforce need for PhD graduates in computer science, computational science, and cyber security. State need was calculated as 0.5% of the national need to reflect the percent of the nation's population in Idaho. Local regional need was calculated as 50% of the state need to reflect the percent of Idaho's population in the local area.

The following table shows the number of job openings in each emphasis area at www.indeed.com on June 2, 2015. The total is more than 6,000, which is used as the base number in the above table. A 5% increase is expected each year. The typical job titles requiring a PhD in computing include professor, computer scientist, data scientist, postdoc, system architect, and senior engineer.

Search term	***Number of jobs***
PhD Computer Science	5,272
PhD Computational Science	757
PhD Cyber Security	294

The market for computing jobs, especially cyber security, is growing rapidly. According to (ISC)^2 2013 Global Information Security Workforce Study, cyber security jobs have grown 74% from 2007-2013. In 2013, there were 209,749 postings for cyber security-related jobs nationally and 434 in Idaho. They accounted for nearly 10% of all IT jobs. This growth rate is over 2x faster than all IT jobs. According to (ISC)^2 2015 Global Information Security Workforce Study, the estimated shortfall in the global information security workforce will reach 1.5 million in five years. According to the 2014 Taulbee Survey by the Computing Research Association, only about 1,940 PhD graduates were produced in Computer Science, Computer Engineering, and Information systems in North America. As shown in Section 9, the existing related PhD programs in the state of Idaho only produce a few graduates.

b. Describe how the proposed change will act to stimulate the state economy by advancing the field, providing research results, etc.

First, the proposed program will stimulate the state economy by producing a more highly skilled

technical workforce for high-tech companies in the state. Jim Nottingham, Vice President and General Manager of Hewlett-Packard, Boise, explains in his letter of support that

> *"As one of the largest high-tech firms, and the largest single employer of software developers in the state of Idaho, it is vitally important to HP to have a large and sustained local pipeline of new, well-trained software engineering talent."*

Second, the new program will result in a substantial increase in federal grant funding; we conservatively estimate that the program, once fully up and running, will result in an increase of $2M in federal funding entering Idaho per year. Finally, strong graduate programs attract undergraduate students (including those from out of state) who are interested in eventually pursuing graduate degrees.

c. Is the program primarily intended to meet needs other than employment needs, if so, please provide a brief rationale.

12. Will any type of distance education technology be utilized in the delivery of the program on your main campus or to remote sites? Please describe. *This question is not applicable to requests for discontinuance.*

No.

13. Describe how this request is consistent with the State Board of Education's strategic plan and institution's role and mission. *This question is not applicable to requests for discontinuance.*

SBOE Strategic Plan	Relevance of proposed program
GOAL 1: A Well-educated Citizenry >Objective C: Higher Level of Educational Attainment – Increase successful progression through Idaho's educational system.	>The proposed program will provide local professionals with the opportunity to advance professionally.
GOAL 2: Innovation and Economic Development The educational system will provide an environment that facilitates the creation of practical and theoretical knowledge leading to new ideas.>Objective B: Innovation and Creativity – Increase creation and development of new ideas and solutions that benefit society.	>The proposed program will focus on research that will address important computing problems.
GOAL 3: Effective and Efficient Educational System – Ensure educational resources are coordinated throughout the state and used effectively. >Objective D: Productivity and Efficiency – Apply the principles of program prioritization for resource allocation and reallocation.	The proposed program: >will provide additional teaching capacity that will help alleviate bottleneck courses >builds on already strong master's programs >will enhance the quality of undergraduate and master's programs.

SBOE Strategic Plan for Research	Relevance of proposed program

GOAL 1: Increase research at, and collaboration among, Idaho universities and colleges to advance areas of research strength and opportunity.	The proposed program will increase Boise State's capacity for solving complex interdisciplinary computing problems
GOAL 2: Create research and development opportunities that strengthen the relationship between state universities and the private sector.	The proposed program will provide local IT companies access to the technical expertise necessary for data driven decision making.
GOAL 3: Contribute to the economic development of the State of Idaho.	The proposed program will produce graduates who will be skilled in developing algorithms, exploiting computing platforms, and designing analytics that turns data into knowledge to solve the problems that often are encountered when commercial enterprises seek to design new products, develop new services, and create novel approaches.
GOAL 4: Enhance learning and professional development through research and scholarly activity.	The proposed program will enable BSU to recruit high profile faculty who can enhance undergraduate and graduate students' experience in computing disciplines.

The highlighted portions of Boise State University's mission statement are especially relevant to the proposed program:

Boise State University is a public, metropolitan research university providing leadership in academics, research, *and civic engagement. The university offers an array of undergraduate degrees and experiences that foster student success, lifelong learning, community engagement,* ***innovation, and creativity****.* ***Research,*** *creative activity and* ***graduate programs, including select doctoral degrees****,* ***advance new knowledge and benefit the community, the state and the nation****.* ***The university is an integral part of its metropolitan environment and is engaged in its economic vitality,*** *policy issues,* ***professional and continuing education programming****, and cultural enrichment.*

The proposed program has substantial relevance to Boise State's core themes regarding Undergraduate Education, Graduate Education, and Research and Creative Activity, as described in the following table:

BSU Core Themes	Relevance of proposed program
Core Theme One: Undergraduate Education. Our university provides access to high quality undergraduate education that cultivates the personal and professional growth of our students and meets the educational needs of our community, state, and nation. We engage our students and focus on their success.	>The proposed program will provide additional teaching capacity, facilitating timely completion. >The research experience gained by undergraduate students will be highly relevant to their success. >The research experience gained by undergraduate students will increase the quality of education for those students.

Core Theme Two: Graduate Education. Our university provides access to graduate education that addresses the needs of our region, is meaningful in a global context, is respected for its high quality, and is delivered within a supportive graduate culture.	>The proposed program will provide opportunities for professional advancement for local professionals. >The program is focused on the solving of highly relevant problems. >The program will make use of "cluster" structure of student training to engage students in learning from a multidisciplinary perspective.
Core Theme Three: Research and Creative Activity. Through our endeavors in basic and applied research and in creative activity, our researchers, artists, and students create knowledge and understanding of our world and of ourselves, and transfer that knowledge to provide societal, economic, and cultural benefits. Students are integral to our faculty research and creative activity.	>The proposed program will provide relevant research to our key partner organizations as well as to other agencies, non-governmental organizations, etc., in the area. >Research pursued by graduate students and faculty members will focus on problems of high relevance. >The program builds on highly successful and high quality master's programs. Focus on quality is a key attribute of all doctoral programs at Boise State.

14. Describe how this request fits with the institution's vision and/or strategic plan. *This question is not applicable to requests for discontinuance.*

Goals of Institution Strategic Mission	Proposed Program Plans to Achieve the Goal
Goal 1: Create a signature, high quality educational experience for all students.	>The proposed program will be one-of-a-kind because of its transdisciplinary strengths. >It will enhance the quality of undergraduate programs, and will increase the quality of several master's programs.
Goal 2: Facilitate the timely attainment of educational goals of our diverse student population.	>A side benefit of the proposed program is an increase in the interdisciplinary courses.
Goal 3: Gain distinction as a doctoral research university.	>The proposed program will substantially increase the research output of faculty members, the reputation of the university, and the number of doctoral graduates.
Goal 4: Align university programs and activities with community needs.	>The proposed program will provide local computing professionals with opportunities for further education. >The program will increase the productivity of our key partners such as INL, Micron, HP, and Clearwater Analytics. >The program will provide research highly relevant to locally-based organizations.
Goal 5: Transform our operations to serve the contemporary mission of the university.	>Creating the proposed program follows directly from the tenets of program prioritization: the university should invest in the departments and programs (such as those of the Department of Computer Science) that are of the highest effectiveness and efficiency. >The program will have important collateral benefits in increasing efficiency and quality of existing undergraduate and graduate programs.

15. Is the proposed program in your institution's Five-Year plan? Indicate below. *This question is not applicable to requests for discontinuance.*

Yes X No _____

If not on your institution's Five-Year plan, provide a justification for adding the program.

16. Explain how students are going to learn about this program and where students are going to be recruited from (i.e., within institution, out-of-state, internationally). *For requests to discontinue a program, how will continuing students be advised of impending changes and consulted about options or alternatives for attaining their educational goals?*

Recruitment to the program will be coordinated with the recruiting staff of the graduate college. Recruitment at a local level of local, place-bound professionals will occur primarily by informal contact between faculty members and those professionals and their organizations. We anticipate some recruitment of highly qualified Boise State undergraduate and master's-level students.

Because of the interdisciplinary nature of the program, we believe that the program will have broad appeal, enabling us to recruit students nationally and internationally as well. In the fields of computational science, computer science, and cyber security, students are motivated to apply to graduate programs because of the strength of faculty research and program reputation. Our recruitment plan has a 3-pronged approach for attracting high quality applicants: 1) support of faculty travel to professional conferences, 2) create a highly visible and informative web presence, and 3) support the visits of colleagues from external institutions. Faculty attendance at professional conferences serves several important functions for research, including networking to recruit students into labs. Students attend conferences to meet potential mentors, and conferences provide excellent opportunities for faculty members to meet applicants in-person and to judge the quality of their past research experience by attending oral or poster presentations. Also, potential applicants will likely make use of the internet to search for graduate programs. We intend to have a highly visible web presence, with up-to-date information on opportunities, success stories, and where-are-they-now information about graduates. Finally, we will host regular visits from colleagues at other research institutions to give seminars and have informal meetings with graduate students and faculty. Such visits are key to publicizing a strong and successful training program. These colleagues facilitate recruiting at their home institutions when they suggest their students apply to Boise State.

17. In accordance with Board Policy III.G., an external peer review is required for any new doctoral program. The peer review report is **Appendix C1**. The University's response is **Appendix C2.**

18. Program Resource Requirements. Using the ***Excel spreadsheet*** provided by the Office of the State Board of Education indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first three fiscal years of the program. Include reallocation of existing personnel and resources and anticipated or requested new resources. Second and third year estimates should be in constant dollars. Amounts should reconcile budget explanations below. If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies). Provide an explanation of the fiscal impact of the proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

Note:
The budget for this program is focused on the new funding necessary to implement this program. The budget does not attempt the task of accounting for all of the fractions of FTEs for the existing faculty members who will participate in this program.

I. PLANNED STUDENT ENROLLMENT

	FY 17		FY 18		FY 19		FY 20	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments	2	2	19	19	33	33	43	43
B. Shifting enrollments								

II. REVENUE

	FY 17		FY 18		FY 19		FY 20	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding Reques	$0	$0	$625,178	$0	$1,318,583	$105,000	$1,473,182	$0
2. Institution Funds	$0	$0	$0	$0	$0	$0	$0	$0
3. Federal	$77,680	$0	$155,360	$0	$233,040	$0	$310,720	$0
4. New Tuition Revenues from Increased Enrollments	$0	$0	$0	$0	$0	$0	$0	$0
5. Student Fees	$0	$0	$0	$0	$0	$0	$0	$0
6. Other (i.e., Gifts)	$0	$0	$0	$0	$0	$0	$0	$0
Total Revenue	$77,680	$0	$780,538	$0	$1,551,623	$105,000	$1,783,902	$0

Ongoing is defined as ongoing operating budget for the program which will become part of the base.
One-time is defined as one-time funding in a fiscal year and not part of the base.

III. EXPENDITURES

	FY 17		FY 18		FY 19		FY 20	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs								
1. FTE	1.00	-	14.14	-	21.14	-	26.14	
2. Faculty	$0	$0	$56,893	$0	$58,600	$0	$60,358	$0.00
3. Adjunct Faculty	$0	$0	$0	$0	$7,418	$0	$7,418	$0.00
4A. Grad Assts: new state-funded	$0	$0	$260,000	$0	$442,000	$0	$520,000	$0.00
4B. Grad Assts: existing state funded	$0	$0	$10,000	$0	$20,000	$0	$30,000	$0
4C. Grad Assts: grant funded	$52,000	$0	$104,000	$0	$156,000	$0	$208,000	$0
5. Research Personnel	$0	$0	$0	$0	$0	$0	$0	$0.00
6. Directors/Administrators	$0	$0	$70,696	$0	$86,869	$0	$89,475	$0.00
7. Administrative Support Personnel	$0	$0	$35,000	$0	$231,050	$0	$237,982	$0.00
8A. Fringe Benefits: state funded		$0	$69,588	$0	$159,797	$0	$165,700	$0.00
8B: Fringe Benefits: grant funded	$2,080	$0	$4,160	$0	$6,240	$0	$8,320	$0
9. Other:								
Grad Asst Tuition & Insurance								
for New state funded Grad Assts	$0	$0	$118,000	$0	$200,600	$0	$236,000	$0
for grant funded Grad Assts	$23,600	$0	$47,200	$0	$70,800	$0	$94,400	$0.00
Total Personnel and Costs	$77,680	$0	$775,537	$0	$1,439,373	$0	$1,657,652	$0.00

	FY 17		FY 18		FY 19		FY 20	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
B. Operating Expenditures								
1. Travel	$0	$0	$2,500	$0	$33,500	$0	$47,500	$0
2. Professional Services	$0	$0	$0	$0	$0	$0	$0	$0
3. Other Services	$0	$0	$0	$0	$0	$0	$0	$0
4. Communications	$0	$0	$0	$0	$0	$0	$0	$0
5. Materials and Supplies	$0	$0	$2,500		$2,500	$0	$2,500	$0
6. Rentals	$0	$0	$0	$0	$0	$0	$0	$0
7. Materials & Goods for Manufacture & Resale	$0	$0	$0	$0	$0	$0	$0	$0
8. Miscellaneous	$0	$0	$0	$0	$0	$0	$0	$0
Total Operating Expenditures	$0	$0	$5,000	$0	$36,000	$0	$50,000	$0

	FY 17		FY 18		FY 19		FY 20	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
C. Capital Outlay								
1. Library Resources	$0	$0	$0	$0	$50,000	$0	$50,000	$0
2. Equipment	$0	$0	$0	$0	$26,250	$105,000	$26,250	$0
Total Capital Outlay	$0	$0	$0	$0	$76,250	$105,000	$76,250	$0
D. Capital Facilities Construction or Major Renovation								
E. Indirect Costs (overhead)								
Utilites								
Maintenance & Repairs								
Other								
Total Indirect Costs	$0	$0	$0	$0	$0	$0	$0	$0
TOTAL EXPENDITURES:	$77,680	$0	$780,537	$0	$1,551,623	$105,000	$1,783,902	$0
Net Income (Deficit)	$0	$0	$1	$0	$0	$0	$0	$0

Notes:

I.A.	Most if not all of the students in the program will be full-time; therefore the FTE count is equal to the headcount
II.1.	Funding anticipated from FY18 Line Item request to the Idaho State Legislature.
III.A.8	Fringe benefits calculated as (.2119* salary) for administrators who are already existing employees;
	(.2119*salary + 11,200) for new support staff; (0.07*salary) for graduate assistants
III.A.4.,9.	Graduate assistantships @$26,000 yearly stipend, $8166 yearly tuition, $3,000 insurance.
III.B.1	"Travel" includes funds for recruiting and for external speakers
III.B.5.	PCs for GAs and new hires, including 4 year replacement cycle.
III.C.1	Funds for new periodicals and/or databases
III.C.2.	Funds for (i) initial setup of cybersecurity laboratory plus 4 year replacement cycle,
	(ii) Educational High Performance Computing laboratory plus 4 year replacement cycle
	(iii) Research High Performance Computing laboratory plus 4 year replacement cycle.

a. Personnel Costs

Faculty Expenditures

Project for the first three years of the program the credit hours to be generated by each faculty member (full-time and part-time), graduate assistant, and other instructional personnel. Also indicate salaries. After total student credit hours, convert to an FTE student basis. Please provide totals for each of the three years presented. Salaries and FTE students should reflect amounts shown on budget schedule.

Faculty				
Name, Position & Rank	**Annual Salary Rate**	**FTE Assignment to this Program**	**Projected Student Credit Hours**	**FTE Students**
One new Tenure-track faculty line in Mathematics	**$56,893**	**Unknown at this time**	**Unknown at this time**	**Unknown at this time**
Faculty: Except for the above position, the proposed program will make use of existing faculty lines (see below)				

Existing faculty lines that will participate in the program are as follows. The Curricula Vitae for faculty members can be found in Appendix E.

Computer science emphasis:

Tim Andersen, Computer Science
Jim Buffenbarger, Computer Science
Steven Cutchin, Computer Science
Bogdan Dit, Computer Science
Jerry Fails, Computer Science
Amit Jain, Computer Science
Maria (Sole) Pera, Computer Science
Edoardo Serra, Computer Science
Elena Sherman, Computer Science
Francesca Spezzano, Computer Science
Jidong Xiao, Computer Science
Dianxiang Xu, Computer Science
Jyh-Haw Yeh, Computer Science
New hires, 5, Computer Science

Computational science & engineering emphasis:

Eric Hayden, Biological Sciences
Julia Oxford, Biological Sciences
Kevin D. Ausman, Chemistry and Biochemistry
Clifford B. LeMaster, Chemistry and Biochemistry
Owen McDougal, Chemistry and Biochemistry
Bhaskar Chittoori, Civil Engineering
Arvin Farid, Civil Engineering
Jairo Hernandez, Civil Engineering
Deb Mishra, Civil Engineering
Yang Lu, Civil Engineering
Tim Andersen, Computer Science
Bogdan Dit, Computer Science
Amit Jain, Computer Science
Alejandro Flores, Geosciences
Nancy Glenn, Geosciences
Dylan Mikesell, Geosciences
Will Hughes, Materials Science and Engineering

Eric Jankowski, Materials Science and Engineering
Lan Li, Materials Science and Engineering
Donna Calhoun, Math
Kyungduk Ko, Math
Jaechoul Lee, Math
Jodi Mead, Math
Partha Mukherjee, Math
Leming Qu, Math
Grady Wright, Math
Barbara Zubik, Math
Joe Guarino, Mechanical and Biomedical Engineering
Trevor Lujan, Mechanical and Biomedical Engineering
Inanc Senocak, Mechanical and Biomedical Engineering

Cyber security emphasis:

Yang Lu, Civil Engineering
Sondra Miller, Civil Engineering
Jim Buffenburg, Computer Science
Gaby Dagher, Computer Science
Edoardo Serra, Computer Science
Jidong Xiao, Computer Science
Dianxiang Xu, Computer Science
Jyh-haw Yeh, Computer Science
New hires, 2, Computer Science
Hao Chen, Electrical and Computer Engineering
Liljana Babinkostova, Math
Marion Scheepers, Math

Staff Expenditures

Project the need and cost for support personnel and any other personnel expenditures for the first three years of the program.

Four new staff positions will support the proposed program. Start date for each can be found in the table below. Salaries are assumed to increase by 3% per year.

Support Staff			
Name, Position & Rank	**Annual Salary Rate**	**FTE Assignment to this Program**	**Value of FTE Effort to this Program**
IT administrator (new) (start FY19)	$75,000	1.0	$75,000
Graduate Program manager (new) (Start FY19)	$70,000	1.0	$70,000
Accountant (new) (Start FY18)	$50,000	1.0	$50,000
Administrative Asst II (new) (Start FY18)	$35,000	1.0	$35,000

Graduate Assistant Expenditures

Twenty new graduate assistantships will be created as part of the new program. Fifteen additional already-funded assistantships in the Department of Computer Science will be brought to the same stipend level as those being newly created. We project that at least ten additional assistantships will be funded by grants.

Graduate Assistantships			
Name, Position & Rank	**Annual Salary Rate**	**FTE Assignment to this Program**	**Value of FTE Effort to this Program**
20 new Graduate Assistantships funded on state appropriated dollars (FY18 start 10; FY19 start 7; FY20 start 3)	$26,000 each	1.0 each	$26,000 each
15 Graduate Assistantships that are already funded on state appropriated dollars in the Dept of Computer Science at $24k per year. (FY18 start 5; FY19 start 5; FY20 start 5)	$26,000 each (requiring an increase of $2k per GA)	1.0 each	$26,000 each
Eventually, 10 graduate assistantships funded via grants	$26,000 each	1.0 each	$26,000 each

Administrative Expenditures

Describe the proposed administrative structure necessary to ensure program success and the cost of that support. Include a statement concerning the involvement of other departments, colleges, or other institutions and the estimated cost of their involvement in the proposed program

We will establish the same number of months of compensation for the Chair of the Department of Computer Science as now exists for the Chair of the Department of Mathematics by increasing the Computer Science Chair's contract from 10 months to 12 months. We will create two new administrative positions that will be occupied by faculty members, a PhD Program Coordinator position and an Inter-Departmental Liaison; the former will receive three additional months of salary and the latter will receive one additional month of salary. The Inter-Departmental Liaison will be an existing faculty member from a home department other than that of the Program Coordinator; he/she will facilitate inter-departmental participation and coordination. We will also add one month of summer salary for the Associate Chair of Mathematics to enable that person to handle the increase in workload associated with the proposed program. All salaries are assumed to increase 3% per year.

Name, Position & Rank	Annual Salary Rate	FTE Assignment to this Program	Value of FTE Effort to this Program
Computer Science Department Chair (two months of salary will be added to existing contract) (begins FY18)	$127,058 for 10 mo.; to be increased to 12 mo	2 months	$25,412
PhD Program Coordinator (three months of salary will be added to existing contract) (2 months extra begins FY18; 3 months begins FY19)	$122,781 for 9 mo.; to be increased to 12 months	2 months FY18; 3 months subsequently	$40,927
Inter-Departmental Liaison (begins FY18)	$81,000 for 9 mo.; to be increased to 10 months	1 month	$9,000
Mathematics Department Associate Chair (one month salary to be added to existing contract) (begins FY19)	$81,000 for 9 mo.; to be increased to 10 months	1 month	$9,000

b. Operating Expenditures

Briefly explain the need and cost for operating expenditures (travel, professional services, etc.)

Travel funds will be used for recruiting of students and for external speakers. "Materials and supplies" will consist of desktop computers for graduate assistants and new hires, including a 4 year replacement cycle.

c. Capital Outlay

(1) Library resources

(a) Evaluate library resources, including personnel and space. Are they adequate for the operation of the present program? If not, explain the action necessary to ensure program success.

(b) Indicate the costs for the proposed program including personnel, space, equipment, monographs, journals, and materials required for the program.

(c) For off-campus programs, clearly indicate how the library resources are to be provided.

Library resources are generally sufficient for the program. An additional $50,000 (beginning in FY19) in the budget will help ensure that sufficiency.

(2) Equipment/Instruments

Describe the need for any laboratory instruments, computer(s), or other equipment. List equipment, which is presently available and any equipment (and cost) which must be obtained to support the proposed program.

The proposed Ph.D. requires a cyber security laboratory to support the cyber security emphasis and a high-performance computing laboratory to support the computational science and engineering emphasis. The cyber security laboratory is a computer network that consists of 2 servers, 30 desktops, 1 firewall, and 1 IDS/IPS. It will be used by the new cyber security courses and cyber security research projects. The high-performance computing laboratory is a 32-node cluster with parallel file storage, HPC job scheduler, Bright Cluster Management Software, Intel Software Development Suite (C/C++, Fortran), ANSYS Simulation Software, and other educational software.

d. Revenue Sources

(1) If funding is to come from the reallocation of existing state appropriated funds, please indicate the sources of the reallocation. What impact will the reallocation of funds in support of the program have on other programs?

N/A

(2) If the funding is to come from other sources such as a donation, indicate the sources of other funding. What are the institution's plans for sustaining the program when funding ends?

N/A

(3) If an above Maintenance of Current Operations (MCO) appropriation is required to fund the program, indicate when the institution plans to include the program in the legislative budget request.

Boise State University will submit a Line Item Request for the FY18 state budget that will include expenses listed in the budget of this proposal for FY18; full success in that request would result in implementation of the program on the scale and timeline described in this proposal. If not fully funded, the program will be implemented to the extent feasible with existing department resources and reallocated resources. At present we have the faculty and most of the graduate assistantships necessary to implement two emphases of the program: Computer Science and Cyber Security.

(4) Describe the federal grant, other grant(s), special fee arrangements, or contract(s) to fund the program. What does the institution propose to do with the program upon termination of those funds?

A number of the faculty members who will participate in the program are successful at securing federal grants. We include an estimate that eventually ten graduate assistantships will be funded by grants. The bulk of funding for the program is on state appropriations, so the termination of funding from federal grants for those graduate assistantships would have minimal impact on the program.

(5) Provide estimated fees for any proposed professional or self-support program.

N/A

List of Appendixes:

Appendix A: Curriculum

Appendix B: External Reviewers Report

Appendix C: Response to external reviewer's report

Appendix D: Letters of Support

Appendix E1: Computer Science Emphasis: Curricula Vitae for Participating Faculty

Appendix E2: Computational Science and Engineering Emphasis: Curricula Vitae for Participating Faculty

Appendix E3: Cyber Security Emphasis: Curricula Vitae for Participating Faculty

Appendix A: Curriculum

1. General Curriculum

Doctor of Philosophy in Computing	
Course Number and Title	*Credits*
Emphasis courses approved by the supervisory committee and the program coordinator. Select one from the following three emphases: Computational Science & Engineering Computer Science Cyber Security	18
Additional emphasis courses and/or elective courses approved by the supervisory committee and the program coordinator	18-24
CS 691 Doctoral Comprehensive Examination	1
CS 693 Dissertation	24-30
Total	67

2. Courses for the Computer Science Emphasis

Doctor of Philosophy in Computing Computer Science Emphasis	
Course Number and Title	*Credits*
Choose 12 courses from the following Emphasis Courses and Elective Courses. At least 6 courses must be chosen from the Emphasis Courses	36
Emphasis Courses CS 510 Databases (3 cr) CS 521 Design and Analysis of Algorithms (3 cr) CS 530 Parallel Computing (3 cr) CS 531 Advanced Programming Languages (3 cr) CS 541 Computer Architecture (3 cr) CS 552 Operating Systems (3 cr) CS 555 Distributed Systems (3 cr) CS 557 Artificial Intelligence (3 cr) CS 561 Theory of Computation (3 cr) CS 571 Software Engineering (3 cr)	
Elective Courses CS 512 Advanced Topics In Databases (3 cr) CS 525 Computer Networks (3 cr) CS 534 Data Science and Analytics (3 cr) CS 546 Computer Security (3 cr) CS 550 Programming Language Translation (3 cr) CS 551 Advanced Topics in Compilation (3 cr) CS 554 Advanced Operating Systems (3 cr) CS 564 Visualization Techniques (3 cr)	

CS 572 Object-Oriented Design Patterns (3 cr) CS 573 Advanced Software Engineering (3 cr) CS 574 Advanced Software Quality (3 cr) CS 575 Software Security (3 cr) CS 621 Digital Forensics (3 cr) CS 622 Advanced Network Security (3 cr) CS 623 Cyber Physical Systems (3 cr) CS 624 Cyber Security of Critical Infrastructures (3 cr) Additional elective courses approved by the supervisory committee	
CS 691 Doctoral Comprehensive Examination	1
CS 693 Dissertation	30
Total	67

3. Courses for the Computational Science & Engineering Emphasis

Doctor of Philosophy in Computing Computational Science & Engineering Emphasis	
Course Number and Title	*Credits*
Required Core Courses MATH 527 Intro to Applied Math for Scientists & Engineers (3 cr) CS 565/MATH 565 Numerical Methods I (3 cr) CS 566/MATH 566 Numerical Methods II (3 cr) MATH 572 Computational Statistics (3 cr) CS 507 Computing Foundations for Computational Science (3 cr) Choose one of: CS 530 Parallel Computing (3 cr) ME 571 Parallel Scientific Computing (3 cr)	18
Elective Courses *Graduate-level elective courses:* Six graduate-level elective courses are required. Three of them must be chosen from science or engineering departments. *Undergraduate-level elective courses*: Up to two upper division undergraduate elective courses outside the major field of study can be used for credit towards the degree.	18-24 18 0-6
CS 691 Doctoral Comprehensive Examination	1
CS 693 Dissertation	24-30
Total	67

4. Courses for the Cyber Security Emphasis

Doctor of Philosophy in Computing Cyber Security Emphasis	
Course Number and Title	*Credits*
Choose 12 courses from the following Emphasis Courses and Elective Courses. At least 6 courses must be chosen from the Emphasis Courses	36
Emphasis Courses CS 552 Operating Systems (3 cr) CS 546 Computer Security (3 cr) CS 575 Software Security (3 cr) CS 621 Digital Forensics (3 cr) CS 622 Advanced Network Security (3 cr) CS 623 Cyber Physical Systems (3 cr) CS 624 Cyber Security of Critical Infrastructures (3 cr) MATH 508 Advanced Public Key Cryptology (3 cr) MATH 509 Symmetric Key Cryptology (3 cr) MATH 585 Topics in Cryptology (3 cr)	
Elective Courses CS 510 Databases (3 cr) CS 512 Advanced Topics In Databases (3 cr) CS 521 Design and Analysis of Algorithms (3 cr) CS 525 Computer Networks (3 cr) CS 530 Parallel Computing (3 cr) CS 534 Data Science and Analytics (3 cr) CS 541 (ECE 532) Computer Architecture (3 cr) CS 550 Programming Language Translation (3 cr) CS 551 Advanced Topics in Compilation (3 cr) CS 554 Advanced Operating Systems (3 cr) CS 555 Distributed Systems (3 cr) CS 557 Artificial Intelligence (3 cr) CS 561 Theory of Computation (3 cr) CS 564 Visualization Techniques (3 cr) CS 572 Object-Oriented Design Patterns (3 cr) CS 574 Advanced Software Quality (3 cr) MATH 505 Abstract Algebra (3 cr) MATH 507 Number Theory (3 cr) Additional elective courses approved by the supervisory committee	
CS 691 Doctoral Comprehensive Examination	1
CS 693 Dissertation	30
Total	67

Appendix B: External Reviewers Report

BOISE STATE UNIVERSITY

SITE VISIT REPORT

Reviewing the proposal for

Doctor of Philosophy (PhD) in Computing

with emphases in

Computer Science,
Computational Science and Engineering,
and Cyber Security

College of Engineering
College of Arts and Sciences

Departments of Computer Science, Mathematics, Biological Sciences,
Chemistry and Biochemistry, Civil Engineering, Geosciences,
Material Science and Engineering, and Mechanical and Biomedical Engineering

Mike Kirby, University of Utah
Dan Watson, Utah State University

8 December 2015

A. Executive Summary

Based upon the proposal, letters, and industrial interviews, the committee acknowledges the need for an interdisciplinary program in Computing at BSU. The goal of such a program is to produce PhDs filling a focused but necessary need in the community. The PhD program is critical in attracting high quality faculty and researchers. These types of individuals are essential for building a high-quality undergraduate program that meets the needs of state and local industrial partners in the Treasure Valley. It is our recommendation that such a program be instituted at BSU.

The committee finds the academic acumen of the currently affiliated BSU faculty to be well-positioned to take this important next step in the evolution of their program. The committee agrees that the introduction of a PhD-level computing program is timely and needed, and that the three selected initial tracks are relevant and will be long-lived. The committee also agrees that the addition of a Data Analytics track is the next logical progression in the development of this program.

The committee has reviewed the current hiring plan for the previously-funded faculty hiring efforts, and finds it to be both appropriate and effective in the program's long-term goals. We believe that the plan presented to the committee, amended to account for our recommendations, is the best way to achieve critical mass quickly in terms of faculty collaboration and involvement, attraction of high-quality students, and industry engagement and regional growth.

The committee finds that the academic-industrial relationship is notably strong and an integral part of the institutional culture of BSU, as exemplified by the reciprocal relationship between: on the one hand, adjunct lecturers from local industries, and on the other hand, student internship participation that increases real-world awareness of technical knowledge. Having this relationship with BSU as a focal point facilitates the attraction of professionals from the broader region to relocate to the Boise area, and provides an impetus for continuing education opportunities for these professionals as they settle here.

In conclusion, we recommend that the Colleges of Engineering and Arts and Sciences at BSU move forward with the proposed PhD in Computing at the earliest feasible opportunity. We look forward to its successful implementation.

B. Review Process

Drs. Mike Kirby (Professor of Computing and Associate Director of the School of Computing, University of Utah) and Dan Watson (Associate Professor and Head of the Department of Computer Science, Utah State University) met on December 7 and 8, 2015 on the Boise State University Campus to review the proposed PhD Program in Computing. Prior to the site visit on December 7 and 8, the team was provided for review the ISBE proposal form, support letters, faculty curricula vitae, and a memorandum to Dr. Jack Pelton, Graduate College Dean about the Organizational Structure for the PhD in Computing.

On December 7, the review team met with administrators Dr. Marty Schimpf (Provost and Vice President for Academic Affairs), Dr. Amy Moll (Dean of the College of Engineering), Dr. Tony Roark (Dean of the College of Arts and Sciences), Dr. Jim Munger (Vice Provost, Academic Planning), and Dr. Pelton. Additionally, the committee met with department chairs and graduate program coordinators Dr. Tim Andersen (Chair, Department of Computer Science), Dr. Dianxiang Xu (Graduate Program Coordinator, Department of Computer Science), and Dr. Jodi Mead (Graduate Program Coordinator, Department of Mathematics). Subsequent discussions included many of the

faculty and staff of the participating academic units as well as regional industry representatives and current graduate students at BSU.

Drs. Andersen and Mead conducted a tour of relevant facilities in the afternoon, and unstructured time was provided for the committee to prepare the final report on December 7, at the end of which this report was presented with debrief and discussion to Dr. Schimpf, Dr. Munger, Dr. Moll, Dr. Roark, Dr. Andersen, Dr. Xu, Dr. Mead, and Dr. Pelton on their recommendations.

C. Observations

Boise State University is a rapidly growing university serving a large metropolitan area of more than half million people. The strategic location of the University in the Treasure Valley amongst both government entities as well as businesses will most likely support further developments within individual schools and colleges, as well as cross-college programs such as the one that has been proposed. Through the review process outlined above, the committee makes the following observations for consideration by the BSU administration:

1. The committee acknowledges that the computer science track within the program is more closely tied with an existing department, whereas the other two currently proposed tracks (CS&E and Cyber-security) are more interdisciplinary by construction. Our observation was noted both in the proposal and confirmed by the letters of support.

2. Industry representatives emphasized that although soft skills do not supercede technical pursuits, but rather augment them in the pursuit of brevity, clarity, and effectiveness – program leadership should seek opportunities for the refinement of these important professional competencies.

3. Having met with the faculty of a newly-formed leadership cohort in the Molecular Biology (BMol) program at BSU, the committee discerned and agreed with several principles that the BMol leadership advised:

    a. *Transparency* is key in maintaining a cooperative atmosphere among all participants, both in current actions and strategic goals articulated by the Faculty Steering Committee.

    b. Of equal importance is the acknowledgement of inequities in items such as faculty compensation, space, and students stipends. That acknowledgement should lead to the encouragement of workload policies that are commensurate with the activities of the participants.

4. The committee finds the proposed library budget dedicated to the procurement of area-related academic journals and access to long-term data housing to be of an appropriate level for this endeavor and well within the scope of the proposed program.

5. The committee reviewed the strategic space plan at the level of faculty offices, student workspace, computational infrastructure, common meeting areas, and strategic placement within the industrial environment. We find that the new Computer Science space planned for the downtown area is sufficient to meet most of these goals in excellent fashion. However, the review committee remains concerned that there will be a perceived extended distance between the CS facilities and the other participating academic units, and that care must be taken to preserve ownership and collegiality among all faculty. Additionally, the committee notes that the scheduled student workspace seems oversubscribed, and at odds with the stated goals of the program. We believe an important aspect that will require more attention as the program grows is the adequate dedicated lab space for research-related groups of students to work together. The committee

notes, based on its own research enterprise experience, that groups of three to five students will be the most productive in terms of synergistic growth toward new innovation.

6. The committee reviewed the computational infrastructure and finds it adequate for the initial needs of initiating the program, but not sufficient for sustaining the eventual growth of the program. The aforementioned space with respect to power and cooling is more than adequate, but ongoing funding will be an important consideration in expanding the set of computation resources both in High-Performance Computing (HPC) and High-Throughput Computing (HTC) that will be needed as the CS&E and Data Analytics endeavors mature.

D. Recommendations

Through the review process outlined above, the committee makes the following recommendations for consideration by the BSU administration:

1. The committee recommends that memorandums of understanding be drafted that specify that the creation of this program does not preclude the proposal of discipline-centric PhD programs in the participating academic units.

2. The committee recommends a long-term hiring plan broadly considering the tracks within the program that requires coordination between the participating departments and colleges. Specifically, a long-term goal bolstering the Computer Science faculty to be engaged in the CS&E track is needed for the eventually success of the program.

3. The committee is troubled by the mixed composition of faculty representation and track representation on the Faculty Steering Committee and believes this may serve as a source of tension in decision-making because of the preponderance of CS department affiliations. The committee recommends a structure based on the Molecular Biology program that relies on a more uniform departmental representation.

4. The committee recommends that the assignment of GAs under the purview of the Faculty Steering Committee be carefully maintained to accommodate the continued well-being of the program, The committees believes the level of GA support to be adequate for the initial formation of the program, but planning for augmentation of the GA support will be needed long-term.

5. Allocation of student travel funds will play an important role in the recruitment of top-tier student researchers. The committee recommends that student travel be an integral budgeted part of the recruitment plan for both student and potential faculty.

6. Based on meetings with faculty (and, in particular, with graduate students), the committee recommends a more comprehensive codification of their due progress plan, including timelines and milestones, comprehensive exam administration, committee alteration process, appropriate recognition of progress in the student termination process (e.g., awarding of a Masters of Computer Science), feedback mechanisms to students on completion of milestones, clearly articulated power-of-enforcement, and well-defined grievance and appeal process.

7. The committee recommends that a framework for a continuous improvement process be developed to encourage regular review and refinement of the program and its methods.

Appendix C: Response to Report of External Reviewers

1. **Review Committee Recommendation:** The committee recommends that memorandums of understanding be drafted that specify that the creation of this program does not preclude the proposal of discipline-centric PhD programs in the participating academic units.

   Response: The proposed program focuses on the interdisciplinary computing aspects of the science and engineering disciplines. The university deans and central administration, the Graduate Council, and the Graduate College do not preclude the development of PhD programs in any discipline or department, including the disciplines and departments whose faculty members will participate in the proposed PhD Computing program. Rather, as a guiding principle, the university chooses to focus doctoral program development in those areas of research strength that mesh with the mission of the university and the needs of the community.

2. **Review Committee Recommendation:** The committee recommends a long-term hiring plan broadly considering the tracks within the program that requires coordination between the participating departments *and* colleges. Specifically, a long-term goal bolstering the Computer Science faculty to be engaged in the CS&E track is needed for the eventually success of the program.

   Response: We plan to create joint faculty appointments between the Computer Science Department and other science and engineering departments, particularly for the CS&E track.

3. **Review Committee Recommendation:** The committee is troubled by the mixed composition of faculty representation and track representation on the Faculty Steering Committee and believes this may serve as a source of tension in decision-making because of the preponderance of CS department affiliations. The committee recommends a structure based on the Molecular Biology program that relies on a more uniform departmental representation.

   Response: The original composition of the Faculty Steering Committee has been revised to better ensure balanced faculty representation across tracks and participating departments. In addition, the mechanism for appointment to the committee is designed with sufficient flexibility to achieve the desired balance, and a general meeting of the faculty participants will be held each fall and spring semester to provide opportunities for direct input to the program director and steering committee.

4. **Review Committee Recommendation:** The committee recommends that the assignment of GAs under the purview of the Faculty Steering Committee be carefully maintained to accommodate the continued well-being of the program. The committee believes the level of GA support to be adequate for the initial formation of the program, but planning for augmentation of the GA support will be needed long-term.

   Response: The new GAs to be established in support of the proposed PhD Computing program will be managed by the Faculty Steering Committee according to processes approved by the faculty participants. The deans of the participating colleges are responsible for the overall health and performance of the program, including monitoring of the adequacy of GA support, especially in comparison to peer and aspirational PhD programs in the United States. The university addresses the sufficiency of GA support through central allocation of state funding for teaching assistantships, through external funding opportunities such as research grants and traineeships identified with the help of the Division of Research and Economic Development, through partnerships with external organizations having special interest in the students enrolled in the program, and through endowed scholarships and fellowships, especially in research areas targeted by the private sector.

5. **Review Committee Recommendation:** Allocation of student travel funds will play an important role in the recruitment of top-tier student researchers. The committee recommends that student travel be an integral budgeted part of the recruitment plan for both student and potential faculty.

   Response: We have included the travel funds for prospective students to visit campus (please refer to budget item III.B.1).

6. **Review Committee Recommendation:** Based on meetings with faculty (and, in particular, with graduate students), the committee recommends a more comprehensive codification of their due progress plan, including timelines and milestones, comprehensive exam administration, committee alteration process, appropriate recognition of progress in the student termination process (e.g., awarding of a Masters of Computer Science), feedback mechanisms to students on completion of milestones, clearly articulated power-of-enforcement, and well-defined grievance and appeal process.

   Response: We have revised the proposal to address these issues. Below is a summary of relevant revisions.

   Timelines and milestones (Refer to Section 3)
   The milestones of the PhD study include appointment of a major advisor and supervisory committee, formulation of plan of study, completion of course work, completion of the comprehensive examination, dissertation proposal defense, and final dissertation defense. The major advisor is appointed when the student is admitted to the program. An Appointment of Supervisory Committee form should be submitted within the first semester. A student must take the comprehensive examination no later than student completing 36 credits of course work in the program. Once the student has passed the comprehensive examination, the student is eligible to defend their dissertation proposal. The dissertation proposal should be defended within one year after the completion of the comprehensive examination and two semesters before the final dissertation defense. After successful proposal defense, the student is recommended for Advancement to Candidacy.

   Comprehensive Examination (Refer to Section 6)
   The objective of the comprehensive examination is to judge depth and breadth of knowledge. The student must enroll in CS 691 Doctoral Comprehensive Examination for the semester during which they plan to take the comprehensive examination. The comprehensive examination includes a written portion and an optional oral portion. The need for the oral portion is determined by the supervisory committee. The written portion consists of written responses to a series of questions from three topical areas approved by the supervisory committee. The student must submit the selected topic areas to the program director for approval within the first four weeks of the semester. The questions are designed and graded by the instructors who taught the topic courses in the most recent years. The instructors in consultation with the faculty steering committee will determine if the student passes or fails. If a student fails the initial written examination, the student is allowed to retake the parts of the examination they did not pass one time. This must be done the next time the examination is offered. The oral portion of the examination, if required by the supervisory committee, should be conducted within the same semester as the written portion. In this case, the student needs to pass both the written and oral portions. During the oral exam students are expected to demonstrate solid, in–depth, academic knowledge related to the focus area. The decision of whether a student passes or fails the oral exam rests with the supervisory committee members. If a student fails the initial oral exam, the supervisory committee has the option of allowing a student to repeat the oral exam one time. If a repeat oral exam is granted by the supervisory committee, it must occur within the next semester (not including summer) of the initial oral examination. Failure of the comprehensive examination will result in dismissal from the PhD program.

Committee Alteration Process (Refer to the Supervisory Committee paragraph in Section 3)
A change of the major advisor or supervisory committee member can be made after initial appointment. The Appointment of Supervisory Committee form should be submitted to and approved by the program director and the graduate college.

Appeal Process (Refer to Section 3)
Students have the right to file a written appeal regarding the decisions on their comprehensive examination, dissertation proposal defense, and final dissertation defense. The faculty steering committee serves as an appeal mechanism for decisions made by student's supervisory committee. The program director offers an appeal mechanism for decisions and recommendations of the faculty steering committee. The Boise State University Graduate Council and Graduate Dean serves an appeal mechanism for decisions made by the program director.

Master's Degree Option (Refer to Section 3)
A doctoral student who has failed the comprehensive exam, the proposal/dissertation defense, or under special circumstances, may petition to the program for approval to transfer to a related Master's program.

7. **Review Committee Recommendation:** The committee recommends that a framework for a continuous improvement process be developed to encourage regular review and refinement of the program and its methods.

   Response: The program will undergo an annual assessment that includes exit interviews of graduating students, compilation of student publications, bibliometrics, awards, and special activities (such as internships, workshops, and extended visits to other institutions), monitoring of initial post-graduate employment and ongoing career development, and key metrics of the student pipeline including data for admission, enrollment, degree progress, overall time-to-degree, student financial support, and attrition (including analysis of reasons for attrition). This assessment is the responsibility of the program director assisted by Institutional Research and the Graduate College, and results in a report to the deans of the participating colleges. The report must include a description of previous actions used to improve the program, the results of those actions, and any newly recommended or modified actions to be undertaken by the program in response to the most recent assessment. The deans are responsible for discussing the report with the provost and for administrative actions necessary for implementation of the improvement plan by the program.

Appendix D: Letters of Support

Name	Position	Agency/Company/University	Page
Jim Nottingham	Vice President and General Manager LES Value HW and Technology	Hewlett Packard	2
Brad Richy	Chief of Idaho Bureau of Homeland Security and Director of the Joint Staff	Bureau of Homeland Security	4
Brent Stacey	Associate Laboratory Director National and Homeland Security	Idaho National Laboratory	5
J.R. Tietsort	Chief Information Security Officer	Micron	6
Rich Stuppy	Chief Operating Officer	Kount	7
Sean Vincent	Hydrology Section Manager	State of Idaho Department of Water Resources	8
Andrew Slaughter	Research and Development Scientist/Engineer	Idaho National Laboratory	9
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W. Eric Wong	Professor, Department of Computer Science, Director of Advanced Research Center on Software Testing and Quality Assurance	University of Texas at Dallas	13
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June 23, 2015

Idaho State Board of Education
P.O. Box 83720
Boise, ID 83720-0037

RE: Letter in support of the BSU CS PhD in Computing

I am writing to express HP's strong support for the PhD program in Computing that is being proposed by the Computer Science Department at Boise State University.

As one of Boise's largest high-tech firms, and the largest single employer of software developers in the state of Idaho, it is vitally important to HP to have a large and sustained local pipeline of new, well-trained software engineering talent. For this reason, HP has worked to strengthen the Computer Science department at Boise State in order to assist the department in increasing the number of graduates, and to strengthen, promote, and support research and education programs within the Computer Science department that have significant value for HP, such as cyber-security, big data analytics, and cloud and mobile computing.

HP's interest in supporting the proposed PhD program in Computing is two-fold. First, HP recognizes that a robust and strong research program is required in order to attract and retain the highest quality faculty, and students. When one considers the top undergraduate computer science programs in the nation that graduate large numbers of high quality students, such programs all share the common trait that they have a PhD program and are nationally recognized for the quality of their research. Thus, a PhD program, properly implemented and prioritized, is a necessary ingredient for a large, robust, high quality undergraduate program.

Second, the proposed PhD program has three areas of emphasis that have value to HP – Computer Science, Cybersecurity, and Computational Science. Of particular interest is Cybersecurity, which HP has identified as a strategic and primary area of need. In addition to producing laptops, workstations, and tablet and other computational devices, HP is one of the largest manufacturers of printers in the World, and as printers have become more sophisticated they have increasingly become targets for hackers. It is estimated that the average cost to HP for each cybersecurity breach is at least 5 million dollars, and so it is clearly important for our bottom line (and reputation) that the software developers we hire understand security issues relative to software design in order to minimize such problems. We were happy to hear that the BSU CS department has recently implemented an undergraduate cybersecurity minor, and the graduate PhD program in cybersecurity will help to strengthen this program, and will allow the CS department to attract top researchers in this area.

Given these efforts, HP is very pleased to hear of the progress that has been made in the Computer Science department at Boise State University, much of which can be attributed to the first round of funding that they received 3 years ago through IGEM. This progress includes:

HP believes that the progress that has been made by the CS department at BSU in the last 3 years, doubling the number of graduates and the creation of courses and degree programs in cybersecurity, cloud computing, big data, and mobile computing, is astounding, and we want to do everything we can to support the momentum that they have created. We think that the continued success and growth of the CS department is vitally important for HP, and for a multitude of other companies in Idaho, and will have a significant, transformative economic impact on the Boise metro area and Idaho. For this reason we whole-heartedly support the PhD program in Computing at Boise State University.

Sincerely,

Jim Nottingham
Vice President and General Manager
LES Value HW and Technology
Hewlett Packard, Boise Idaho

STATE OF IDAHO
BUREAU OF HOMELAND SECURITY
4040 W. GUARD STREET, BLDG. 600
BOISE, IDAHO 83705-5004

C.L. "BUTCH" OTTER
GOVERNOR

Maj Gen GARY L. SAYLER
ADJUTANT GENERAL

BRAD RICHY

May 14, 2015

Dr. Dianxiang Xu
Professor and Graduate Coordinator
Department of Computer Science
Boise State University
Boise, ID 83725, USA

Dr. Xu,

It is with great pleasure, the Idaho Bureau of Homeland Security and I, fully and enthusiastically endorse the proposed Ph.D. program in Computing at Boise State University. The addition of this program will be of enormous benefit for not only Boise State and the Treasure Valley Region, but also the entire state of Idaho, the Pacific Northwest, and the nation.

Cyber security is a widespread problem that is challenging Idaho, the region, our nation, the military, businesses, government at all levels, and our society. New threats are constantly emerging with increased frequency, disastrous impact, and the potential of higher costs of doing business. There is a serious and immediate need for highly educated and experienced cyber security professionals. Idaho, and specifically the Boise region, with its numerous high technology businesses could see significant benefit from these future employees. We see the potential of numerous partnerships, between the school, businesses, and the government to further define the threat, and develop workable solutions. Idaho and the Pacific Northwest have a significant opportunity and the potential to advance cyber security degrees and interdisciplinary knowledge while addressing those cyber security issues and problems. To achieve the goals of this proposed Ph. D. program, a state-of-the-art knowledge across various disciplines - such as computer science, electrical engineering, mathematics, and other application domains - will be required. I believe Boise State is the perfect location.

The Idaho Bureau of Homeland Security is very pleased to see there is a proposed Ph.D. program being considered at Boise State University on cyber security issues. We hope that a rigorous and in depth cyber security curriculum will train a new generation of specialists to deal with the increasingly complex and dynamically changing cyber security problems and issues. I am confident that the Ph.D. program is a win for Boise State, and more importantly for Idaho education, research, business communities and government agencies. I fully support Boise State's proposal and their commitments to provide solutions to the educational and research challenges of Idaho and the nation.

Sincerely,

Brad Richy
Idaho Bureau of Homeland Security

Phone: (208) 422-3040 • Fax: (208) 422-3044 • 24-Hour Emergency Notification: (208) 846-7610

Idaho National Laboratory

June 17, 2015

CCN 236016

Proposal Review Committee
c/o Tim Andersen, Ph.D.
Chair, Department of Computer Science
Boise State University
1910 University Drive
Boise, ID 83725

SUBJECT: Support for the development of a postdoctoral program for computer science, cybersecurity and computational science at Boise State University (BSU)

Dear Proposal Review Committee:

Idaho National Laboratory (INL) is pleased to support the proposal to develop graduate programs for computer science, cybersecurity and computational science at Boise State University. As one of the Department of Energy's ten multi-program laboratories and one of Idaho's largest employers, INL strongly advocates programs that improve science, technology, engineering, and math skills opportunities. The curriculum proposed for the graduate program is of interest to both INL and industry.

Should this graduate program come to fruition, INL will support BSU in order to provide online and hybrid course offerings that would accommodate participation by our personnel, advertise and encourage INL employees to take the classes in future years, consider BSU students for intern and postdoctoral assignments, and work on joint research projects.

There is a significant and growing need to address the challenges presented by an aging workforce. Also noteworthy is the increasing skill levels required of individuals to be successful in the various disciplines, including those proposed by BSU's graduate program, that support the energy field. To meet the needs of the future energy workforce, it is vital that we increase the number of students entering computer science, cybersecurity and computational science programs.

INL has a long history with BSU and works closely with them on a variety of energy-related activities, programs, and projects. Programs like the proposed graduate program help further our goal of addressing INLs workforce needs. INL looks forward to participating on the proposed efforts.

Sincerely,

Brent Stacey, Associate Laboratory Director
National & Homeland Security

MTB:LLR

Dr. Marion Scheepers
Department of Mathematics
Boise State University
Boise, ID 83725

Dear Dr. Scheepers,

It is my pleasure to write a letter in support of the creation of a minor in Cyber Security at Boise State University.

I lead the Information Risk and Cyber Security programs at Micron Technology. This gives me a very detailed understanding of global hacking techniques, motivations, and actors. I have also been partnering with Boise State University and the Idaho Science and Aerospace Scholars for speaking engagements to educate and motivate Idaho's high school students on STEM education topics. I am also a graduate in Boise State's Executive MBA program.

It is clear that cyber threats continue to grow year over year as organized crime and government actors grow their cyber capabilities. The motivation to continue to enhance cyber capabilities is immense, and it continues to have measureable business impact for Fortune 500 companies like Target, Home Depot, Sony Pictures, and Anthem.

While this situation is crossing over into the mainstream media and political arenas, the need to be able to protect the assets of our private sector and our country is quickly rising. A political solution will not happen fast enough to prevent the financial and intellectual property loss of our companies. We need to improve our defense capabilities as a nation and, to do that, we need a steady supply of professionals that are educated and trained in cyber security topics.

The industry needs more people with awareness and training to deal with cyber risks. In the private sector, it is extremely difficult to find and hire an experienced security engineer. In the area of Boise, Idaho where Micron is headquartered, it is almost impossible. I fully support the creation of a Ph.D. degree program for Computing with an emphasis on Cyber Security. Any program that better prepares individuals in the Treasure Valley, and the nation, to defend against cyber threats will benefit our community and ensure our global competitiveness into the future.

Sincerely,

J.R. Tietsort
Chief Information Security Officer
Micron Technology, Inc.

Kount CERTAINTY AHEAD

June 8, 2015

Dr. Marion Scheepers
Department of Mathematics
Boise State University
Boise, ID 83725

Dear Dr. Scheepers

I am writing to express my support for the proposed cyber security Ph.D. program at Boise State University. My company, Kount, protects companies from fraud, risk and loss in the online world. As such, we see the tremendous need for new and innovative solutions in the field of cyber security on a daily basis.

Industry will require dramatic increase in people that are highly skilled and trained in the cyber security. This need will continue into the foreseeable future. These people will protect critical cyber resources from growing threats. Those threats are becoming apparent as they are now appearing in headlines on a daily basis. A doctoral program at Boise State will produce people that would be viewed as a local, national, and global treasure.

I applaud the efforts of Boise State to meet the growing resource needs in cyber security.

Rich Stuppy
Chief Operating Officer, Kount, Inc.

www.kount.com
917 s. lusk street | boise, idaho 83706

State of Idaho
DEPARTMENT OF WATER RESOURCES
322 East Front Street • P.O. Box 83720 • Boise, Idaho 83720-0098
Phone: (208) 287-4800 • Fax: (208) 287-6700 • Website: www.idwr.idaho.gov

C.L. "BUTCH" OTTER
Governor

GARY SPACKMAN
Director

May 20, 2015

Jodi Mead, Professor and Graduate Coordinator
Department of Mathematics
Boise State University
Mathematics Building 140A
Boise, ID 83725-1555

Dear Dr. Mead:

I am writing this letter in support of your proposal to establish a PhD program in Computing with emphasis in Computational Science and Engineering (CSE) at Boise State University. There is no doubt in my mind that the program will produce readily employable PhD graduates that will contribute to the development and improvement of computational tools that increasingly are relied upon by industry and government to help solve real-world problems, such as those faced by water managers here in Idaho.

At Idaho Department of Water Resources, we develop and apply computer models of aquifer systems to support conjunctive management of our surface and groundwater resources. Our aquifer models are developed using the U.S. Geological Survey computer program MODFLOW and calibrated using Parallel PEST, a state-of-the-art parameter estimation and uncertainty analysis software program that's been developed to take advantage of the computational efficiencies of parallel computing. Because of our reliance on these software programs, I can attest firsthand to the value of including numerical methods and parallel computing in the proposed curriculum.

In my experience, the best modelers are scientists and engineers with strong mathematical and programming skills. As such, graduates through the interdisciplinary PhD program will be uniquely qualified, not only to develop advanced modeling tools, but also to participate in model development and model application at my agency and elsewhere in the United States and abroad.

In conclusion, I want to reiterate my strong support for the development of a PhD program in Computing with emphasis in Computational Science and Engineering at Boise State University. As a former groundwater modeler who now hires and manages a group of scientists and engineers, I am confident that the program will provide students with the practical skills and theoretical underpinnings necessary to prepare them for a variety of exciting opportunities in industry and government.

Sincerely,

Sean Vincent

Sean Vincent, P.G.
Hydrology Section Manager

Andrew E. Slaughter
Idaho National Laboratory
P.O. Box 1625
Idaho Falls, ID 83415

May 27, 2015

Inanc Senocak, Ph.D.
Department of Mechanical & Biomedical Engineering
Boise State University
1910 University Drive, MS-2085
Boise, ID 83725-2085

Dear Prof. Senocak,

I am pleased to support the creation of a PhD in Computing, Computational Science and Engineering (CSE) emphasis at Boise State University (BSU). As a modeling and simulation researcher and software developer at Idaho National Laboratory (INL) I understand that the demand for competent scientists capable of grasping key engineering concepts as well as developing quality software is of critical importance to the continued success of INL.

A key aspect of the new program at BSU is the focus on the "integration and application of principles from mathematics, science, engineering and computing to create computational models for solving important real-world problems." As a developer of the Multiphysics Object Oriented Simulation Environment (MOOSE), INL's flagship simulation platform, this is precisely the mindset and background required for employment and collaboration with the modeling and simulation department at INL. The existence of a program at BSU that aims to develop students in this capacity is in harmony with INL's ongoing efforts, and will be a major contributor to our future workforce and collaborative opportunities.

Please let me know if you need any additional information or support as you finalize the creation of the doctoral program. Additionally, I would welcome the opportunity to be a part of the program in some capacity to help foster the relationship with BSU and INL.

Sincerely,

Andrew E. Slaughter, PhD
andrew.slaughter@inl.gov
208.526.6888

Jodi Mead
Professor and Graduate Coordinator
Department of Mathematics
Boise State University
Mathematics Building 140A
Boise, ID 83725-1555

May 18, 2014

Dear Professor Mead,

I am writing this letter to express my strong support for the proposed Ph.D. program in Computing with an emphasis in Computational Science and Engineering to be housed in the Computer Science department at Boise State University (BSU).

It was a great pleasure to have you visit us and be a speaker at our mathematics colloquium at the University of Idaho (UI) during Spring 2012. I have equally enjoyed our interactions during my visit to BSU during Fall 2012 for the Pacific Northwest Numerical Analysis Seminar where I had the honor of giving a talk. I am aware that you have also visited and given talks at the mathematics department in Washington State University (WSU), Pullman, WA. It seems that having a program such as the one proposed would give further opportunities for collaborations between your group at BSU and other regional institutions including UI and WSU. This would lead to greater activity among local researchers in applied and computational mathematics in both academia and industry.

Currently, our department at UI, Moscow, is the only department in the state of Idaho that offers a Ph.D. degree in mathematics. Since BSU currently does not have a Ph.D. program in mathematics I am very enthusiastic in my support of this proposed program since it will not only give some faculty members in mathematics like yourself an opportunity to supervise Ph.D. students (at BSU), but also students from the region interested in applied and computational mathematics will have a wonderful chance of pursuing research. Given that the mathematics department at UI is focused more on pure and abstract mathematics, this program would bring in a different dimension to the kind of student research being done in the state of Idaho.

On a more personal note, my research involves developing and studying mathematical techniques that can be applied to signal and image processing. Since one of the goals of the proposed program is to increase the capacity for solving complex interdisciplinary

computing problems in the areas of computational science and engineering, if a student's project were to suitably align with my own, I would be highly interested in participating either as a member of a course supervisory committee or in some other form.

If there is anything else I can do to help in your petition for this case, please do not hesitate to contact me.

Sincerely,

Somantika Datta

Somantika Datta

Somantika Datta
Assistant Professor
Department of Mathematics
University of Idaho
875 Perimeter Drive MS 1103
Moscow, ID 83844-1103

University of Idaho
College of Science

Department of Mathematics
PO Box 441103
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www.uidaho.edu/math

May 20, 2015

Jodi Mead
Professor and Graduate Coordinator
Department of Mathematics
Boise State University
Mathematics Building 140A
Boise, ID 83725-1555

Dear Professor Mead,

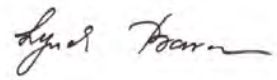
I am very excited to support your goal of creating a new PhD program in Computational Science and Engineering (CSE) in the Computer Science Department at Boise State University. As an applied mathematician at the Department of Mathematics at the University of Idaho, I feel that this program will be very useful for current and prospective students as well as faculty at Boise State University.

Students will be able to develop skills necessary for solving complex interdisciplinary problems in the areas of computational science and engineering, computer science and cyber security. They will become more prepared to work for high-tech companies in the state and outside, national laboratories and other institutions.

This program will also increase opportunities for Boise State University faculty to collaborate with faculty from other Idaho institutions including the University of Idaho. In fact, you and I already had some opportunities to visit each other several times and work together on inverse methods and regularization. I hope to continue this collaboration in the future. Furthermore, if my areas of research are useful, I would be interested in co-advising or serving on graduate committees. I am currently an affiliated faculty at the Department of Electrical and Computer Engineering and have been working with graduate students from that department in the area of Microelectronics on projects that are of interest to the microelectronic company Micron Technology located in Boise. I find this interdisciplinary research very interesting and rewarding.

Please let me know if I can provide additional support as you prepare your case for a doctoral program in Computational Science and Engineering.

Sincerely,



Lyudmyla L. Barannyk

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Department of Computer Science

Dr. Tim Andersen
Professor and Chair
Department of Computer Science
Boise State University
Boise, ID 83725, USA

May 15, 2015

Re: Support letter for a Ph.D. program in Computing

Dear Dr. Andersen,

It is my great pleasure to write this letter of support for the proposed Ph.D. program in Computing at Boise State University.

I am a full professor and the director of the Advanced Research Center on Software Testing and Quality Assurance (http://paris.utdallas.edu/stqa) in the Department of Computer Science at the University of Texas at Dallas. I am also the Vice President of the IEEE Reliability Society. My research focuses on helping practitioners improve the quality of software while reducing the cost of production. In particular, I am working on software testing, debugging, risk analysis/metrics, safety, and reliability. More information about my publications, ongoing projects, and research funding can be found at http://www.utdallas.edu/~ewong.

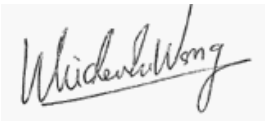
I have been collaborating with Dr. Dianxiang Xu since 2005 when he was an assistant professor at North Dakota State University. Before Dr. Xu joined your department as a professor in 2013, we had worked on several projects together, one of which was funded by NASA. These projects resulted in eight joint publications, including five journal articles and three conference papers.

After Dr. Xu joined Boise State, we continued to seek opportunities for collaboration. Our joint work in the past two years, however, has produced no publications or grant proposals. A major reason for this has been the lack of doctoral students in Dr. Xu's group at Boise State. Our projects at North Dakota State University had involved two Ph.D. students, who are now tenured/tenure-track faculty. In my opinion, there are two major differences between doctoral students and master's students. First, doctoral students tend to have stronger motivation, which is essential for high research productivity. Second, doctoral students usually make longer-term commitments to research projects. Master's students, on the other hand, are often close to the completion of their studies after they have finished the training required for their research projects. As such, a Ph.D. program is imperative for building and sustaining a high-quality research program. I am very enthusiastic about the proposed Ph.D. program in your department.

There is no doubt that the proposed Ph.D. program will strengthen my current collaboration with Dr. Xu. More importantly, it will enable many faculty members at Boise State University to collaborate with faculty across departments and colleges as well as from other universities. This

will significantly promote Boise State's research and education programs and result in significant contributions to the local, regional, and even national communities.

Sincerely,



W. Eric Wong
Professor &
Director of Advanced Research Center on Software Testing and Quality Assurance
Department of Computer Science
University of Texas at Dalas

May 14, 2015

Dr Dianxiang Xu
Graduate Coordinator
Dept. of Computer Science
Boise State University
Boise, ID 83725

Dear Dr. Xu

As an undergraduate student in both Computer Science and Mathematics, I would like to offer my support for the creation of a PhD program in Computing at Boise State University. I am interested in pursuing an advanced education degree in Computing with a focus in cyber security. Having a PhD program in Computing at Boise State University will allow myself and other talented undergraduates the opportunity to continue our education at Boise State and will attract other talented and qualified students to both undergraduate and graduate programs. Having this graduate program is critical in the development/growth of the Computer Science program and will springboard our university to a higher academic level nationally.

Cyber security has become a national issue with security breaches reported in daily news reports. There will be a continued demand for highly trained computer scientists with this specialized skill in the job market. Boise State has started to address this by introducing a minor in cyber security, but the development of the PhD program would enhance research in this area and provide highly trained professionals who are prepared for a leadership role in this field.

I am looking forward to the opportunity to pursue my education at Boise State University.

Sincerely,

William Unger

William Unger
Undergraduate Student
Boise State University
Dept. of Computer Science
Dept. of Mathematics
williamunger@u.boisestate.edu

June 1, 2015

Dianxiang Xu, Ph.D
Professor, Graduate Coordinator
Department of Computer Science
1910 University Drive
Boise State University
Boise, ID 83725-2075

Dear Dr. Xu,

I am a senior in the computer science department at Boise State, and I am writing to show my support for the proposed creation of PhD program in Computer Science.

I started my college career as a biology major, and during that time I worked in a phylogenetics lab. When I changed majors my hope was to continue to do research as a computer scientist. I am currently a research assistant working on computational biochemistry software, and I would like to continue working on this project after I graduate while studying in the proposed PhD program.

For the past year I have also been part of the IDoCode project, which has the aim of getting computer science courses into high schools. My job has involved tutoring for people in the masters in STEM education program and helping run workshops for high school students and teachers. Tutoring has been one of my favorite things about being a student, and it has made me realize that I would like for teaching at the university level to continue to be part of my life.

In the past, I thought my goal of becoming a professor would force me to leave Boise. My education at Boise State has been stellar, and Boise is a great place to live. A PhD program here would attract students to our school and allow current students to improve the Boise tech community instead of going elsewhere. I strongly support the proposed Computer Science PhD program as a great opportunity for computer science students.

I am excited about the possibility of continuing my education at Boise State.

Sincerely,

Sarah Bradburn

Sarah Bradburn

To Whom it May Concern,

I am eager to add my support for the new CSE PhD program and the collaboration with the Math Department.

During my time at BSU, I worked under Jodi Mead as a research assistant working on a research grant while I was pursuing a Masters in Mathematics at Boise State. We developed a method for regularization using non-linear inverse methods. I enjoyed my experience in the Boise State Graduate Math program. The classes were very challenging and diverse. The class sizes were small which allowed for more one-on-one interaction with the professors. They were accessible and were instrumental at preparing me for a career in the Mathematics field after BSU.

Jodi Mead was an excellent advisor and collaborator. She was very understanding and patient and trusted me with many responsibilities as her research assistant. Her interdisciplinary connections with both the engineering and geoscience departments allowed me to get a broader educational experience than I would have otherwise. Also, due to her research, I was given the opportunity to attend and present at two major conferences during my time at BSU. At the DTRA/NSF conference in Boston I presented a poster describing the method Jodi and I developed. The next year, I got the opportunity to present our method at the SIAM Uncertainty Quantification conference in North Carolina. Both opportunities allowed me to grow as a researcher and a presenter. I was also able to make valuable connections with others in my field of study.

After receiving my Master's degree from BSU, I decided to pursue a career in Mathematics. Through a connection at Scentsy, Inc. I was able to start working as a Financial Statistician. I developed a statistical sales forecasting model using time series modeling and inverse methods. This model was used to project sales annually, monthly, and daily. Those projections were then used to order products and raw materials. Also, I used mathematic optimization to develop better business practices for the company.

I have always had the dream of getting my PhD and had this new program existed at BSU I definitely would have considered this program, especially considering my undergraduate degree in Engineering and my masters in Mathematics.

I did however have an opportunity come up at Oregon State University, and so I am currently pursuing a joint PhD at OSU in Mechanical Engineering and Wood Science. For my research assistantship, we are developing a wood adhesive. My responsibility is to model the wood adhesive interfaces at the cellular level and combine the results with experimental data, using inverse methods and mechanical material modeling. My education and interdisciplinary experience at Boise State was very valuable in preparing me for both my job at Scentsy and my research at Oregon State. And I am excited about the possibility of the new CSE program and its collaboration with the Math Department.

Sincerely,

Chad Hammerquist, BS,BS,MS

University of Utah
Department of Mathematics
155 S 1400 E Room 233
Salt Lake City, UT 84112

May 22, 2015

To the Idaho State Board of Education:

My name is Anna Nelson, a graduate student at University of Utah in mathematics, and I am writing this letter in support of the proposed PhD in Computing, with emphasis in Computational Science and Engineering (CSE) at my alma mater, Boise State University. Growing up in Idaho, I received a strong education from Idaho public schools, attending middle school and high school in the state. In three and a half years, I graduated from Boise State summa cum laude with a degree in Applied Mathematics and a minor in Computer Science. During my time at Boise State, I was active in the undergraduate academic community both locally and nationally. I was able to attend national meetings in the mathematical community, as well attend many local conferences in the state of Idaho, such as the first Idaho Conference for Undergraduate Research.

I have since continued with my studies by attending graduate school for the past two years, focusing on applications in the biological sciences. In fall 2013, I was accepted to the PhD program in Biomathematics at North Carolina State University, which is an interdisciplinary program aimed at students who want training in both biology and mathematics. After a year of taking statistics and math classes at NC State, I transferred to the PhD program in Mathematics at University of Utah, with a specific emphasis in mathematical biology. After completing my degree, my professional goal is to work in an industry field that uses mathematical and computational techniques to answer important questions in biology.

Scientific computation is an invaluable tool that allows researchers to study complex and large-scale problems that would be impossible to study with direct experimentation. Computational Science and Engineering involves the integration and development of knowledge from three fields: applied mathematics, computer science, and engineering/science. With suitable background in a specific field of science or engineering, students have the expertise to collaborate with scientists, understand the important questions in the field, and have the ability to communicate their computational results in an effective manner. Using tools and methodologies from mathematics and computer science, students in CSE are in every step of the problem-solving process in science, from development to analyzing computational results.

The proposed PhD in Computing, with emphasis in CSE, would put Boise State and its students on the forefront of the rapidly-growing field of computation. With a CSE education, graduate students would have a toolset that is well rounded and have the ability to problem-solve in almost any scientific field or discipline, as opposed to only having the ability to program. Students matriculating through the CSE PhD in Computing program would be prepared

to go for any computational job in government, industry or academia, in the state of Idaho or across the country. With expertise in computational methodologies, students will be able to simulate data for design, manufacturing, and decision-making, in fields such as weather/climate prediction and financial forecasting. CSE graduate students at Boise State would also be able to develop models and analyze experimental data in fields such as medicine, chemistry and bioengineering.

With this advance degree, Boise State University would offer an nationally competitive option to undergraduate students who wish to continue their education in Boise, Idaho, where they would have the opportunity to be involved in an exciting multidisciplinary environment that can properly train them for their careers. After completing their career, students would be candidates for Idaho government and industry jobs, such as the Idaho National Lab, Clearwater Analytics, and J.R. Simplot Company. Students will be prepared to take part in all aspects of research in industry and have the ability to communicate across disciplines their methodologies and approaches. In addition to Idaho jobs, students would also be competitive on a national level and could apply to jobs in other national labs, biomedical research labs, and in academia as well.

As a Boise State graduate that was looking to advance my education, the PhD in Computing with emphasis in CSE would have been a great option for me to further my knowledge and skill set in computation, as well as gain expertise in an interdisciplinary field. With this degree, I would be a strong candidate for jobs that require not only a computational and computer science background, but also require critical thinking, problem solving, and a thorough background knowledge in that specific science.The CSE PhD program will foster collaboration across disciplines and departments that will benefit all parties involved, including Boise State and industries in Idaho as well as around the country. To have a PhD program at Boise State University will only bolster its quality research status and put Boise State on the forefront of computational interdisciplinary research, which is why with unhesitating enthusiasm I support this proposed program.

Sincerely,

Anna Nelson
anelson@math.utah.edu

To whom it may concern,

I, Vahab Bolvardi, received an M.S. degree from the Civil Engineering program at Boise State University. At Boise State, I conducted research that required computational knowledge. I would have preferred to stay at Boise State if the proposed Ph.D. in Computational Science & Engineering Existed. However, it did not exist, and I had to leave Boise to pursue my PhD in Colorado School of Mines.

Nowadays, most of people use modern technology to do their routine and/or specific tasks and responsibilities. This kind of powerful and user-friendly technology is a product of interconnection and attempts of different majors like computer science and engineering with electrical, mechanical, and civil engineering. As a former Masters student at the Civil Engineering Department of Boise State University who was involved in both numerical and experimental studies, I would have benefitted from the proposed attempt to develop a Ph.D. program in Computational Science & Engineering and Cybersecurity at Boise State University.

Since I have been performing numerical study in both my Masters and Ph.D. research work, I needed to learn to develop multiscale multiphysics numerical models according to the requirements of my proposed multidisciplinary research work. During my years at Boise State University, I took courses such as computational Techniques (CE 502) in Geotechnical Engineering from the Civil Engineering Department, Finite Element Method (ME 470) from the Mechanical & Biomedical Department, and Applied Electromagnetics (ECE 500) from the Electrical Engineering to be able to study my research topic that required a coupled study of electromagnetic waves and multiphase flow. Hence, I believe a new Ph.D. program in Computational Science & Engineering would be much more advantageous and useful for the multidisciplinary research of today. In addition, this upcoming development of a new Ph.D. program in above areas at Boise State University will increase collaborations with other disciplines especially in engineering majors and across Boise State University and universities such as Colorado School of Mines where I am doing my Ph.D.

Ph.D. Graduates of such program would be able to study much more complex problems and address them in more useful and practical ways. These future graduates will also own valuable and rare expertise that are becoming more and more necessary in today's transdisciplinary research.

On the other hands, offering such a unique Ph.D. program in this extremely interdisciplinary area at Boise State University would be attractive and provide better opportunities for the students who graduate from various science and engineering Masters programs from other school looking for a Ph.D. position like a year ago myself. Not only is this chance helpful for those students but it may also encourage students in other disciplines to pursue their Ph.D. in such area, which provides essential knowledge applicable across various majors. Such Masters students always look for academic area, facilities, and professional research groups, which could help them and

their advising committees to achieve their professional goals faster and at a higher quality. Being familiar with a few universities I attended for my graduate studies, I believe there is a large population of M.S. students who would be potential applicants for the proposed Ph.D. program at Boise State University.

Sincerely,

V.Bolvardi

Vahab Bolvardi
Ph.D. Student
Colorado School of Mines
vbolvard@mines.edu

May 22, 2015

Inanc Senocak, PhD
Department of Mechanical & Biomedical Engineering
College of Engineering
Boise State University
1910 University Dr.
Boise, ID 83725-2085

Dear Dr. Senocak:

I strongly support the addition of the proposed PhD in Computing: Computational Science and Engineering (CSE) emphasis. As a current PhD student who transferred from Boise State to the University of Idaho after completion of an MS degree, I would have strongly considered the option of enrolling in a PhD program at BSU, had the option related to my field of study existed at the time. Upon completion of my MS degree, I desired to pursue a PhD and continue the line of research in computational science I had started during my MS. As I also wished to stay in Boise while pursuing a PhD, my best option was to enroll in the Mechanical Engineering program at UI. Now, my current situation is completing my coursework through UI Boise and performing my research at BSU.

My doctoral research is currently in an area of computational science known as computational fluid dynamics or CFD. My CFD research involves the coupling of physical principles that govern fluid flow with high-performance computing platforms. The proposed curriculum for the PhD in Computing would have fit perfectly with my line of research. Had such a program existed, I would have strongly considered pursuing a PhD at BSU.

Through my experience, I have seen the need for such a program. Problems seen today are becoming more and more interdisciplinary and complex. The only practical way to address these complex problems is through computation and simulation. This means those with PhD-level skills in computational science and engineering are going to be in high demand and that demand will continue to grow as problems continue to increase in complexity. As BSU would be the first in the state to have such a program, collaborations with other Idaho institutions would increase and would provide the state of Idaho more PhD graduates in a high-tech field. I strongly believe that as Boise State continues to grow and evolve, having a PhD in such a high-demand and high-tech area would increase academic recognition and prestige.

Sincerely,

Rey DeLeon
PhD Candidate
University of Idaho Boise
322 E. Front Street, Ste. 242
Boise, ID 83702

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BOISE STATE UNIVERSITY

SUBJECT

Online, Bachelor of Applied Science Program

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.G and Section V.R.

BACKGROUND/DISCUSSION

Boise State University (BSU) proposes to create an online option for its existing, degree-completion program that awards a Bachelor of Applied Science (BAS) degree. Students will enter the program with a technical associate's degree (e.g., an Associate of Applied Science [AAS]), and will graduate with an academic baccalaureate degree that builds on the foundation of the technical associate's degree.

The BAS is an industry-recognized degree that gives graduates the opportunity to realize their professional goals. BAS graduates are well-rounded, experienced, and have both the technical skills and practical-minded communication skills to be valuable members of Idaho's labor pool. The BAS program helps students bridge the gaps between craft and management, and provides a baccalaureate degree, which has become a common prerequisite for management-level positions in nearly every industry.

Because many AAS graduates work full-time, it is important to provide a program that has flexible course schedules and alternative meeting formats. BSU has found that 75% of the students in its existing BAS program work full-time, and would therefore likely benefit from an online program that offers more flexibility. In addition, an online program will provide access for students not within commuting distance of a face-to-face program. For example, 393 students graduated in 2014-15 from College of Southern Idaho, Eastern Idaho Technical College, and North Idaho College with an AAS but have no face-to-face option for pursuing a BAS. Finally, the online pathway is an excellent option for students in the military, especially for students who have completed an AAS from the Community College of the Air Force (CCAF). Students will be able to transfer to Boise State and finish their BAS degrees without challenges associated with deployment or relocation.

No other institution in Idaho offers a fully online BAS program.

Graduates from a BAS program work in a wide variety of fields; therefore, labor data can only provide the roughest of estimates of workforce need. Department of Labor data regarding the job group "Operations Specialties Managers" provides a rough estimate, and indicates that there are estimated at 249

openings per year in Boise State's service area and 498 per year in Idaho. Nationally, job openings in this field are estimated at 49,990 per year.

IMPACT

The program will operate under the guidelines of Board Policy V.R as they pertain to wholly online programs. This policy enables the institution to set a price-point appropriate for the program; students will pay an online program fee in lieu of tuition. The price-point for the proposed online program fee will be as follows: BSU will charge the same rate as the per-credit rate for tuition and fees that is charged to resident students with the additional charge of $30 per credit which matches what BSU charges per credit for online courses. BSU will automatically increase the fee in any years that the State Board of Education increases Boise State's per-credit rate for tuition and fees, and would decrease the fee should the per-credit rate for tuition and fees be decreased.

The total cost to the student to complete the program will vary with the number of credits that the student will need to successfully complete. At a minimum, students entering the program will need to take 40 credits in the program. Students entering with no additional credits beyond an AAS degree will need to take an additional 24-25 credits beyond the 40 credit minimum. The cost to the student of 25 additional credits would be $8,175. The per-credit cost for the online program fee in this example is calculated as equivalent to the recently approved FY2017 tuition and fees rate of $297 per credit plus the online course fee of $30 per credit.

The program will not require the use of any new state appropriated funds.

ATTACHMENTS

Attachment 1 – Bachelor of Applied Science Program Proposal Page 5

STAFF COMMENTS AND RECOMMENDATIONS

Boise State University (BSU) proposes the creation of an online, degree-completion program that will award a Bachelor of Applied Science. BSU's proposed BAS degree is not a technical degree. Students will graduate with an academic baccalaureate degree that builds on the foundation of technical associate's degree. The proposed program will serve students who possess an AAS degree and who could benefit from a baccalaureate level education.

BSU's request to create an online Bachelor of Applied Science is consistent with their Service Region Program Responsibilities and is included in their Five-year Plan update to be considered by the Board at the August 2016 Board meeting. Consistent with Board Policy III.Z, no institution has the statewide program responsibility for a BAS program. Additionally, Board Policy III.Z does not apply to programs for which 90% or more of all activity is required or completed online. The following represents other BAS programs offered by institutions:

Institution	Program Title	CIP Code	Degree Level/ Certificate	Location(s)	Regional/ Statewide	Method of Delivery
LCSC	Bachelor of Applied Science	24.0102	BAS	Lewiston	Regional	Traditional
ISU	Bachelor of Applied Science	24.0101	BAS	Pocatello	Regional	Traditional
BSU	Bachelor of Applied Science	30.9999	BAS	Boise	Regional	Traditional

BSU also requests approval to assess an online program fee consistent with Board Policy V.R.3.a.(x). Based on the information for the online program fee provided in the proposal, staff finds that the criteria have been met for this program.

The proposal went through the program review process and was recommended for approval by the Council on Academic Affairs and Programs (CAAP) on May 26, 2016. The Instruction, Research, and Student Affairs (IRSA) committee also recommended approval at their June 2, 2016 meeting.

Staff believes that there is sufficient justification, based on regional need, for BSU to create the proposed program.

BOARD ACTION

I move to approve the request by Boise State University to create an online option for their existing, degree-completion program that will award an online Bachelor of Applied Science in substantial conformance with the program proposal provided as Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the request by Boise State University to designate an online program fee for the Bachelor of Applied Science of $297 per credit.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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Institutional Tracking No. 16-010

Idaho State Board of Education

Proposal for **Undergraduate/Graduate Degree** Program

Date of Proposal Submission:	
Institution Submitting Proposal:	Boise State University
Name of College, School, or Division:	College of Arts and Sciences
Name of Department(s) or Area(s):	Bachelor of Applied Science

Program Identification for Proposed New or Modified Program:

Program Title:	Bachelor of Applied Science					
Degree:		Degree Designation	X	Undergraduate		Graduate
Indicate if Online Program:	X	Yes (Using Online Fee Model)		No		
CIP code (consult IR /Registrar):	30.9999					
Proposed Starting Date:	Fall 2016					
Geographical Delivery:	Location(s)		Region(s)			
Indicate (X) if the program is/has:		Self-Support		Professional Fee		
Indicate (X) if the program is:	X	Regional Responsibility		Statewide Responsibility		

Indicate whether this request is either of the following:

- [ ] New Degree Program
- [ ] Undergraduate/Graduate Certificates (30 credits or more)
- [X] Expansion of Existing Program
- [ ] Consolidation of Existing Program
- [ ] New Off-Campus Instructional Program
- [X] Other (i.e., Contract Program/Collaborative
  Expanding existing program to wholly online

College Dean (Institution)	4/6/16 Date	Vice President for Research (Institution; as applicable)	Date
~~Graduate~~ Dean or other official (Institution; as applicable)	4/6/16 Date	Academic Affairs Program Manager, OSBE	Date
FVP/Chief Fiscal Officer (Institution)	4/15/16 Date	Chief Academic Officer, OSBE	Date
Provost/VP for Instruction (Institution)	4/7/16 Date	SBOE/Executive Director Approval	Date
President	4/18/16 Date		

Before completing this form, refer to Board Policy Section III.G., Postsecondary Program Approval and Discontinuance. This proposal form must be completed for the creation of each new program. All questions must be answered.

Rationale for Creation or Modification of the Program

1. **Describe the request and give an overview of the changes that will result.** Will this program be related or tied to other programs on campus? Identify any existing program that this program will replace.

   The Bachelor of Applied Science Program (BAS) at Boise State University proposes the creation of a completely online bachelor's degree program for students who have completed technical associate degrees (i.e., Associate of Applied Science [AAS]). The new online BAS program will operate under the guidelines of the newly revised SBOE Policy V.R as they pertain to wholly online programs, and it will make use of a specific set of 14 upper division courses worth 40 credits that are offered online (see Appendix A).

   The proposed, wholly-online program will operate in parallel with the existing, traditionally-funded BAS program. The existing BAS program will continue to make use of a broad array of in-person, hybrid, and online courses, and will therefore continue to offer each student in the existing BAS program the opportunity to create an individualized emphasis. As Boise State continues to expand offerings of online upper division courses, we will be able to provide additional opportunities for diversity of coursework in the wholly online program.

2. **Need for the Program**. Describe the student, regional, and statewide needs that will be addressed by this proposal and address the ways in which the proposed program will meet those needs.

   Students who enroll in technical associate degree programs typically have two-year educational aspirations. They are eager to learn a skill and use that skill to start a new career. However, their educational aspirations often increase a few years after entering the workforce, usually in tandem with changes in their professional and career goals. A bachelor's degree has become a common prerequisite for management-level positions in nearly every industry. The proposed program will provide students with a degree program that acknowledges and accepts their previous educational work, that helps them transition into a demanding academic environment, that gradually and deliberately bridges the theory-practice divide, and that prepares them for leadership roles in their fields. But they also need a degree that has flexible course schedules and alternative meeting formats.

   A majority of BAS students at Boise State work full-time. A survey administered during the Fall 2015 semester revealed that over 75% of our current BAS student population works full-time. Boise State's existing BAS program has made substantial progress accommodating working students by offering meaningful emphasis areas that can be completed by taking evening, weekend, and hybrid classes. This flexibility has had a substantial impact on the lives of our students, and it has enabled hundreds of them to graduate with a BAS, which, ultimately, has led to a more competent, skilled, and credentialed workforce in the Treasure Valley.

   However, although we can accommodate many potential students, there are many others for whom our offerings are not flexible enough. Many technical graduates move directly into positions that have long or odd hours, rotating shifts, or periods of extended travel. Many have familial responsibilities that prevent them from consistently being able to devote their evenings or weekends even to irregular or reduced meeting schedules. A wholly online program will provide this flexibility.

An online program will also enable us to reach potential students that live in communities that do not have access to in-person baccalaureate programs. For example, during the 2014-15 academic year, 393 students graduated with an AAS from the College of Southern Idaho, Eastern Idaho Technical College, and North Idaho College, each in a community without a face-to-face option for a BAS. The online BAS will give hundreds of previous and future place-bound AAS graduates throughout Idaho the opportunity to finish four-year degrees.

The creation of an online BAS program will broaden the set of students who can advance professionally. The program will also enable local companies to confidently invest in the professional and educational development of their staffs, promote internally, and retain their most promising and skilled employees.

a. **Workforce need:** Provide verification of state workforce needs that will be met by this program. Include State and National Department of Labor research on employment potential. Using the chart below, indicate the total projected annual job openings (including growth and replacement demands in your regional area, the state, and nation. Job openings should represent positions which require graduation from a program such as the one proposed. Data should be derived from a source that can be validated and must be no more than two years old.

List the job titles for which this degree is relevant:

1. Operations Specialties Managers; SOC 11-3000

	State DOL data	Federal DOL data	Other data source: (describe)
Local (Service Area)	249	N/A	N/A
State	498	N/A	N/A
Nation	N/A	49,990	N/A

Provide (as appropriate) additional narrative as to the workforce needs that will be met by the proposed program.

Graduates from a BAS program work in a wide variety of fields; therefore, labor data can only provide the roughest of estimates of workforce need. And to provide that rough estimate, we use numbers from the job group Operations Specialties Managers (SOC 11-3000).

2014 National Employment Matrix title and code		Employment (1000's)		Job openings due to growth and replacement needs, 2014-24 (1000's)
		2014	**2024**	
Operations specialties managers	11-3000	1,721.9	1,847.7	499.9

2012-22 Idaho Long Term Employment Projections		Base Employment and Projected Employment		Total Annual Openings
		2012	**2022**	
Operations specialties managers	11-3000	1,721.9	1,847.7	498

b. **Student need.** What is the most likely source of students who will be expected to enroll (full-time, part-time, outreach, etc.). Document student demand by providing information you have about student interest in the proposed program from inside and outside the institution. If a survey of s was used, please attach a copy of the survey instrument with a summary of results as **Appendix A.**

One of the four universities studied for a recent research brief prepared by the Education Advisory Board reported that, even though the university "offers a BAS degree both online and face-to-face, over 75 percent of students chose to complete the program online."[1]

The Bachelor of Applied Science Program (BAS) used a number of methods to determine the potential student interest in the proposed program.

1. The Director met with the Professional-Technical Education deans at the College of Western Idaho, the College of Southern Idaho, and Treasure Valley Community College to discuss the proposal and potential numbers of direct and indirect (students returning to college after 2-5 years in the workforce) transfers from their AAS programs. The initial expectation for direct transfers was around 12%, but all three institutions indicated that an aggressive awareness campaign could quickly drive that number closer to 20%. Indirect transfers will be marketed to differently, but are expected to match the number of direct transfers during the first two years. By the third year, a stronger connection to and relationship with Idaho's community colleges, including North Idaho College and Eastern Idaho Technical College should increase AAS students' in-program awareness of Boise State's online BAS and drive the indirect transfer numbers up substantially.
2. There are typically over 700 new AAS graduates every year in Idaho and several thousand more in neighboring states. Every AAS graduate is a prospective BAS student. Other Western states have recently emphasized the need to create more pathways to 4-year degrees for their technical graduates. The demand for BAS programs has grown, but there are still very few of them, and even fewer that can be completed entirely online.
3. This online pathway is also an excellent option for students in the military, especially for students who have completed an AAS from the Community College of the Air Force. It allows these students to transfer to Boise State and finish their BASs without having to worry about deployment or relocation issues.

c. **Economic Need**: Describe how the proposed program will act to stimulate the state economy by advancing the field, providing research results, etc.

The BAS is an industry recognized degree that gives our graduates the opportunity to realize their professional goals. BAS graduates apply for higher-level positions, graduate certificate programs, master's degree programs, and professional programs. BAS graduates are well-rounded, experienced, and have both the technical skills and practical-minded communication skills to be valuable members of Idaho's labor pool. The BAS program helps students bridge the gaps between craft and management and turns today's technicians into tomorrow's leaders and professional managers.

d. **Societal Need**: Describe additional societal benefits and cultural benefits of the program.

N/A

e. **If Associate's degree, transferability**: N/A

3. **Similar Programs.** Identify similar programs offered within Idaho and in the region by other in-state or bordering state colleges/universities.

1 Hurley, J., and J. Tannous, "Bachelor's of Applied Science Degrees: Program Overview, Curricula, and Demand," The Advisory Board Company, 2013.

Similar Programs offered by Idaho public institutions (list the proposed program as well)		
Institution Name	**Degree name and Level**	**Program Name and brief description if warranted**
BSU	BAS	Individualized specializations
CSI	AAS	37 AAS specializations
CWI	AAS	31 AAS specializations
EITC	AAS	11 AAS specializations
ISU	AAS/BAS	30 AAS specializations
LCSC	AAS/BAS/BAT	25 AAS specializations
NIC	AAS	23 AAS specializations

Similar Programs offered by other Idaho institutions and by institutions in nearby states		
Institution Name	**Degree name and Level**	**Program Name and brief description if warranted**
Oregon Institute of Technology	BAS	Bachelor of Applied Science in Technology and Management (Online)
Arizona State University	BAS	Bachelor of Applied Science in Operations Management (Online) Bachelor of Applied Science in Internet and Web Development (Online) Bachelor of Applied Science in Health Sciences (Online)

4. **Justification for Duplication with another institution listed above.** (if applicable). If the proposed program is similar to another program offered by an Idaho public institution, provide a rationale as to why any resulting duplication is a net benefit to the state and its citizens. Describe why it is not feasible for existing programs at other institutions to fulfill the need for the proposed program.

   Idaho State University and Lewis Clark State College both have Bachelor of Applied Science or Bachelor of Applied Technology programs, but neither institution has a completely online program. There are no comparable programs in Idaho and few in the Pacific Northwest.

5. **Describe how this request supports the institution's vision and/or strategic plan.**

Goals of Institution Strategic Plan	Proposed Program Plans to Achieve the Goal
Goal 1: Create a signature, high-quality educational experience for all students	Boise State's online program development process allowed us to create a cohesive, consistent, rigorous, and outcome-driven educational experience. The proposed program helps students bridge the gaps between theory and practice.
Goal 2: Facilitate the timely attainment of educational goals of our diverse student population	The online delivery of this program will enable students with work, life, or other adult responsibilities to complete their degree requirements in as few as 18 months. Our BAS courses and intrusive advising model has led to very high student success (94%) and satisfaction rates.
Goal 4: Align university program and activities with community needs	The proposed program is designed to meet the needs both of non-traditional students who want to advance their careers and local employers who want a more professionally qualified employment base. This program offers technicians in every industry the opportunity to move into leadership roles.
Goal 5: Transform our operations to serve the contemporary mission of the university	The proposed program will take advantage of existing online options and encourage new partnerships that align with student demands and industry needs.

6. **Assurance of Quality.** Describe how the institution will ensure the quality of the program. Describe the institutional process of program review. Where appropriate, describe applicable specialized accreditation and explain why you do or do not plan to seek accreditation.

The following measures will ensure the high quality of the new program:

Regional Institutional Accreditation: Boise State University is regionally accredited by the Northwest Commission on Colleges and Universities (NWCCU). Regional accreditation of the university has been continuous since initial accreditation was conferred in 1941. Boise State University is currently accredited at all degree levels (A, B, M, D).

Program Review: Internal program evaluations will take place every five years as part of the normal departmental review process conducted by the Office of the Provost. This process requires a detailed self-study (including outcome assessments) and a comprehensive review and site visit by external evaluators.

Program Development Support: The online Bachelor of Applied Science (BAS) is one of several that are being created via the eCampus Initiative at Boise State University. Boise State's online program development process uses a facilitated 10-step program design process to assist program faculty members in the creation of an intentional, cohesive course progression with tightly aligned course and program outcomes. A multi-expert development team, which includes

an instructional designer, multimedia specialist, graphic designer, and web designer, works collaboratively with the faculty member. One master version of each course is developed for consistent look and feel of courses across the program; the master course utilizes professional created common template aligned with nationally used Quality Matters course design standards.

Student Authentication: Because the proposed program will be offered entirely online, it is important to include mechanisms by which we authenticate the identity of students enrolled in the program. We will use the following mechanisms:

- During the admissions process, the university will confirm required official transcripts and other documentation required for admission into the program.
- During student orientation programs, academic integrity will be addressed.
- At the beginning of each course, the instructor will communicate expectations regarding academic integrity to students verbally and in the syllabus.
- Associated with access to and use of our Learning Management System, a secure log-in environment will be provided and students will be required to use strong student passwords and to change them every 90 days.
- During the design of the curriculum and assessment of each course, instructors will apply training and principles from the Quality Instruction Program offered by Boise State's eCampus Center - which includes Quality Matters best practices and WCET's Best Practice Strategies to Promote Academic Integrity in Online Education (Version 2.0, June 2009).
- Faculty members will utilize Blackboard's Safe Assignment plagiarism detection program when appropriate. Faculty members are expected to be informed of and aware of the importance of academic integrity and student identity authentication, and to report and act upon suspected violations.

7. **In accordance with Board Policy III.G., an external peer review is required for any new doctoral program.** Attach the peer review report as **Appendix B**.

N/A

8. **Teacher Education/Certification Programs** All Educator Preparation programs require review from the Professional Standards Commission (PSC) and approval from the Board. In addition to the proposal form, the Program Approval Matrix (**Appendix C**) is required for any new and modifications to teacher education/certification programs, including endorsements. The matrix must be submitted with the proposal to OSBE and SDE using the online academic program system as one document.

N/A

9. **Five-Year Plan: Is the proposed program on your institution's approved 5-year plan? Indicate below.**

Yes ____ No X

Proposed programs submitted to OSBE that are not on the five-year plan must respond to the following questions and meet at least one criterion listed below.

a. **Describe why the proposed program is not on the institution's five year plan.** When did consideration of and planning for the new program begin?

Subsequent to our last 5-year plan submission, our eCampus initiative has identified a substantial need that can be met by the proposed program. No purpose would be served by delaying the

implementation of the program until the next 5-year planning cycle.

The response to Question 2 above provides a description of need for the program. The key points of that response are:

The main points of our response to question 2 are:

- A baccalaureate degree is typically necessary for AAS graduates to move into management positions.
- 75% of the students in our existing BAS program work full-time, and would therefore likely benefit from an online program that offers more flexibility.
- An online program would provide access for students not within commuting distance from BSU. For example, 393 students graduated in 2014-15 from CSI, EITC, and NIC but have no face to face option for pursuing an AAS.
- A study by the Educational Advisory board found that given the choice, 75% of students complete the BAS online.
- Meetings with the CTE deans at CWI, CSI, and TVCC indicate substantial interest.
- There are few options to pursue BAS degrees online.
- An online BAS degree also provides access for students in the military.

b. Describe the immediacy of need for the program. What would be lost were the institution to delay the proposal for implementation of the new program until it fits within the five-year planning cycle? What would be gained by an early consideration?

Any delay in the implementation of this program will slow the growth of a more qualified labor pool in Idaho.

Criteria. As appropriate, discuss the following:

i. How important is the program in meeting your institution's regional or statewide program responsibilities? Describe whether the proposed program is in response to a specific industry need or workforce opportunity.

The online BAS is a response to the immediate needs of multiple industries and technical fields and of hundreds of students throughout Idaho who are ready to advance their careers. Currently, there are very few completely online Bachelor of Applied Science (BAS) programs available in the United States, and even fewer that combine a strong core curriculum with a broadly appealing emphasis on business concepts and management skills. To repeat, any delay in the implementation of this program will slow the growth of a more qualified labor pool in Idaho.

ii. Explain if the proposed program is reliant on external funding (grants, donations) with a deadline for acceptance of funding.

N/A

iii. Is there a contractual obligation or partnership opportunity to justify the program?

N/A

iv. Is the program request or program change in response to accreditation requirements or recommendations?

N/A

v. Is the program request or program change in response to recent changes to teacher certification/endorsement requirements?

N/A

Curriculum, Intended Learning Outcomes, and Assessment Plan

10. Curriculum for the proposed program and its delivery.

a. Summary of requirements. Provide a summary of program requirements using the following table.

Technical credit hours transferred from an AAS:	40
Credit hours in general education curriculum or electives transferred from an AAS:	16
Credit hours in required courses offered by the department(s) offering the program:	10
Credit hours in required courses offered by other departments:	30
Credit hours in institutional general education curriculum:	24
Total credit hours required for degree program:	120

b. Additional requirements. Describe additional requirements such as comprehensive examination, senior thesis or other capstone experience, practicum, or internship, some of which may carry credit hours included in the list above.

The program requires two capstone courses.

BAS 495 Capstone in the Applied Sciences (3-0-3) (FF) Analysis of a contemporary problem or issue that is of interest to the student and that occurs in the student's chosen academic/professional area of expertise. Projects will demonstrate knowledge of applied science, the ability to interpret data and relevant literature, ethical considerations and responsibilities, effective communication, and the ability to use relevant techniques to solve or assess the problem or issue. PREREQ: BAS 310 and BAS 425.

BUSBTC410 Capstone: Business Analysis (3-0-3) Uses the business plan development model introduced in BUSBTC 301 to integrate the concepts and practices developed in earlier courses. Emphasis on analyzing a sector or service of interest to student teams. Includes the further development of professional skills such as time management, career management, interpersonal relationships, and leadership. Includes team-based experiential learning. PREREQS: BUSBTC310, BUSBTC320, BUSBTC330.

11. Program Intended Learning Outcomes and Connection to Curriculum.

a. Intended Learning Outcomes. List the Intended Learning Outcomes for the proposed program, using learner-centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program.

The Collegiate Employment/Workforce Readiness Research Report lists several skills and behaviors that are critical to succeeding in the workplace.[2] The educational objectives and

2 Collegiate Employment/Workforce Readiness Research Report, http://career.boisestate.edu/collegiate-

student learning outcomes of the online BAS mirror that list and will prepare our students for challenging and rewarding professional opportunities.

Educational Objectives:

Students graduate with a strong foundation in:

- Complex problem-solving
- Collaboration/teamwork
- Professional ethics
- Global consciousness and social responsibility
- Judgment and decision-making
- Leadership
- Technical/analytical skills

Intended Learning Outcomes for the proposed program:

Students who graduate with a Bachelor of Applied Science have demonstrated that they can:

- Write effectively in multiple contexts, for a variety of audiences.
- Communicate effectively, both as a speaker and a listener.
- Approach complex problems creatively and collaboratively.
- Define problems clearly and gather and evaluate evidence.
- Design and implement innovative solutions to complex problems.
- Analyze and address ethical issues in personal, professional, and civic life.
- Evaluate and apply different leadership roles and styles.
- Integrate and apply business concepts and tools effectively.

12. Assessment plans

a. **Assessment Process.** Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program.

The Bachelor of Applied Science Program (BAS) will use required student ePortfolios to map student work (ePortfolio artifacts) to specific student learning outcomes. The BAS Assessment Committee will use a rubric to review a sampling of the artifacts to determine whether or not the student learning outcomes have been met.

b. **Closing the loop.** How will you ensure that the assessment findings will be used to improve the program?

Data will be shared with the BAS Advisory Committee and actions will be developed to address concerns that are raised.

c. **Measures used.** What direct and indirect measures will be used to assess student learning?

- Program assessment process described in Section 12a, that is, ePortfolios that map student work (ePortfolio artifacts) to specific student learning outcomes
- Faculty grades on specific assignments

employmentworkforce-readiness/.

d. **Timing and frequency**. When will assessment activities occur and at what frequency?

The BAS program will use a three-year assessment cycle. Three student learning outcomes will be assessed yearly, which will provide two complete cycles of data collection every six years.

Enrollments and Graduates

13. **Existing similar programs at Idaho Public Institutions.** Using the chart below, provide enrollments and numbers of graduates for similar existing programs at your institution and other Idaho public institutions.

Existing Similar Programs: Historical enrollments and graduate numbers								
Institution and Program Name	**Fall Headcount Enrollment in Program**				**Number of Graduates From Program (Summer, Fall, Spring)**			
	FY12-13	FY13-14	FY14-15	FY15-16 (most recent)	FY12-13	FY13-14	FY14-15	FY15-16 (most recent)
BSU **Existing BAS program**	137	131	117	101	36	41	30	Not yet available
ISU **BAS**		317	501	452	24	47	25	Not yet available
UI								
LCSC **BAS/BAT**		250	219	209	49	56	60	Not yet available

14. **Projections for proposed program:** Using the chart below, provide projected enrollments and number of graduates for the proposed program:

Proposed Program: Projected Enrollments and Graduates First Five Years	
Program Name: Online Bachelor of Applied Science	
Projected Fall Term Headcount Enrollment in Program	**Projected Annual Number of Graduates From Program**

FY17 (first year)	FY18	FY19	FY20	FY21	FY22	FY17 (first year)	FY18	FY19	FY20	FY21	FY22
44	128	167	206	230	243	0	28	59	59	84	84

15. Describe the methodology for determining enrollment and graduation projections. Refer to information provided in Question #2 "Need" above. What is the capacity for the program? Describe your recruitment efforts? How did you determine the projected numbers above?

The numbers above are estimates based on a rate of a scale-up of the program that is reasonable and achievable given the availability of resources for course design and instruction.

We are confident that we can achieve those numbers because of our previously described efforts to assess student interest (see Question #2).

In addition, we will continue our outreach efforts, which are currently focused on CWI, CSI, and TVCC. We have strong relationships with these institutions, and we have frequent communication with their deans, department chairs, instructors, and advisors. We make several campus and classroom visits every semester. This spring, the eCampus marketing team will implement a vigorous marketing plan that will quickly expand into a statewide and regional recruiting effort.

16. Minimum Enrollments and Graduates. Have you determined minimums that the program will need to meet in order to be continued? What are those minimums, what is the logical basis for those minimums, what is the time frame, and what is the action that would result?

Because the program will be utilizing the online fee model, it is best to put minimum enrollment in terms of course registrations, which are what translate to revenue. Based on estimated expenses for instruction and for support personnel expenses, estimate the minimum number of course registrations to achieve breakeven is:

- Year 1: Annual credits 776, Annual FTEs 25.85
- Year 2: Annual credits 1,713, Annual FTEs 57.10
- Year 3: Annual credits 1,610, Annual FTEs 53.68
- Year 4: Annual credits 1,621, Annual FTEs 54.05
- Year 5: Annual credits 1,649, Annual FTEs 54.98

If enrollments do not meet expectations, expenses will adjust to reflect actual activity. The Program's financial sustainability will be evaluated at least annually.

Resources Required for Implementation – fiscal impact and budget

17. Physical Resources.

a. Existing resources. Describe equipment, space, laboratory instruments, computer(s), or other physical equipment presently available to support the successful implementation of the program.

The available space and equipment is currently acceptable to operate a successful program.

b. **Impact of new program**. What will be the impact on existing programs of increased use of physical resources by the proposed program? How will the increased use be accommodated?

No impact.

c. **Needed resources.** List equipment, space, laboratory instruments, etc., that must be obtained to support the proposed program. Enter the costs of those physical resources into the budget sheet.

As the budget reflects, the Bachelor of Applied Science Program will purchase desktop computers, laptops, software, printers, and related equipment for online instruction for faculty and support staff.

18. Library resources

a. **Existing resources and impact of new program**. Evaluate library resources, including personnel and space. Are they adequate for the operation of the present program? Will there be an impact on existing programs of increased library usage caused by the proposed program? For off-campus programs, clearly indicate how the library resources are to be provided.

Library resources are sufficient.

b. **Needed resources**. What new library resources will be required to ensure successful implementation of the program? Enter the costs of those library resources into the budget sheet.

None.

19. Personnel resources

a. **Needed resources.** Give an overview of the personnel resources that will be needed to implement the program. How many additional sections of existing courses will be needed? Referring to the list of new courses to be created, what instructional capacity will be needed to offer the necessary number of sections?

In year five, it is estimated that there will be an additional 47 sections of courses (which the program will fund) related to this program, which will require an additional 1-2 full-time lecturers and 9-24 adjuncts instructors. Additional advising resources will be required as well.

b. **Existing resources**. Describe the existing instructional, support, and administrative resources that can be brought to bear to support the successful implementation of the program.

During the first five years, it is anticipated that the following existing positions will devote their time accordingly:

- Director, Bachelor of Applied Science Program – 0.05 FTE per year
- Academic Advisor, Bachelor of Applied Science Program – 0.50 FTE per year

- Administrative Assistant II, Bachelor of Applied Science Program – 0.10 FTE per year.

c. **Impact on existing programs**. What will be the impact on existing programs of increased use of existing personnel resources by the proposed program? How will quality and productivity of existing programs be maintained?

Fortunately, because of the scalable nature of the program, we will be able to maintain sufficient staffing (advising, administrative, instructional) to ensure that the quality and productivity of the existing face-to-face program are maintained.

d. **Needed resources.** List the new personnel that must be hired to support the proposed program. Enter the costs of those personnel resources into the budget sheet.

In year 5, we estimate the following new personnel expenses:

- Lecturers – 1.50 FTEs
- Adjunct Faculty – 3.88 FTEs
- Academic Advisors – 1.5 FTEs

20. Revenue Sources

a) **Reallocation of funds:** If funding is to come from the reallocation of existing state appropriated funds, please indicate the sources of the reallocation. What impact will the reallocation of funds in support of the program have on other programs?

N/A

b) **New appropriation**. If an above Maintenance of Current Operations (MCO) appropriation is required to fund the program, indicate when the institution plans to include the program in the legislative budget request.

N/A

c) **Non-ongoing sources**:

i. If the funding is to come from one-time sources such as a donation, indicate the sources of other funding. What are the institution's plans for sustaining the program when that funding ends?

N/A

ii. Describe the federal grant, other grant(s), special fee arrangements, or contract(s) that will be valid to fund the program. What does the institution propose to do with the program upon termination of those funds?

N/A

d) **Student Fees**:

i. If the proposed program is intended to levy any institutional local fees, explain how doing so meets the requirements of Board Policy V.R., 3.b.

The student fee will be in accordance with the Online Program Fee as defined in the Board Policy V.R., 3.a.x. That policy enables the institution to set a price-point appropriate for the program; students will pay an online program fee in lieu of tuition. The price-point for our online program fee will be as follows: we will charge the same rate as the per-credit rate for tuition and fees that is charged to resident students with the additional charge of $30 per credit online fee. We will automatically increase the fee in any years that the State Board of Education increases Boise State's per-credit rate for tuition and fees.

ii. Provide estimated cost to students and total revenue for self-support programs and for professional fees and other fees anticipated to be requested under Board Policy V.R., if applicable.

To estimate the cost of students (and therefore revenue to the program), it is necessary to consider that students will vary in how many credits they will transfer into the program. Most students who enter the program as direct transfers from an AAS program will enter the program with only the 55 or 56 transferrable credits that are required for an AAS. Others will enter with more credits, some of which will count for general education requirements and/or major requirements. To account for this variation in the calculation of cost to students, we will divide the credits to be taken into two parts: (i) the 40 credits that will be provided by the online program to enable a student to complete the program online and (ii) any additional credits that will be taken by the student to satisfy other minimum credit requirements for a baccalaureate degree.

- For the 40 credits offered as the online degree completion program, students will pay an online program fee that is set to the point of the rate of tuition and fees charged to resident students. Using the recently-approved FY17 rate charged per credit to resident students ($297 per credit) plus the online course fee ($30 per credit) yields a total of $327 per credit. The total cost of those 40 credits would be, for FY2017, $13,080. That cost will go up if with any increase in the per-credit cost of credits to resident students.
- The number of additional credits required, beyond the 40 described in the previous bullet, to reach the 120 to graduate will vary between zero (for students who enter with many credits beyond an AAS degree to 24 or 25 (for those students who enter with no additional credits beyond an AAS degree). Thus, the additional cost to the student to secure the BAS degree will vary between $0 and $8,175 (the latter figure calculated as 25 credits X $327 per credit). Note that the credits described in this bullet will not be offered under the online fee model. Past experience indicates that an average incoming BAS student arrives needing 9 lower division credits in addition to the 40 upper division credits accounted for in the previous bullet. The calculated additional cost for the 9 lower division credits such a student would be 9 credits X $327 per credit = $2,943.

It is important to note that as Boise State adds additional online upper division and other courses to the portfolio available to students in this program, those courses would fall under the online fee model.

21. Using the budget template provided by the Office of the State Board of Education, provide the following information:

- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first **four** fiscal years of the program.
- Include reallocation of existing personnel and resources and anticipated or requested new resources.
- Second and third year estimates should be in constant dollars.
- Amounts should reconcile subsequent pages where budget explanations are provided.
- If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies).
- Provide an explanation of the fiscal impact of any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
JUNE 16, 2016

I. PLANNED STUDENT ENROLLMENT

	FY 2017		FY 2018		FY 2019		FY 2020		FY 2021	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments	31.5	39	92.1	115	120.1	150	148.2	185	165.4	207
B. Shifting enrollments	3.5	4	10.2	13	13.3	17	16.5	21	18.4	23
Total Enrollment	35.0	44	102.38	128	133.43	167	164.63	206	183.77	230
Student Credit Hours Generated	1,051		3,071		4,003		4,939		5,513	
Headcount Start this year		44		93		92		132		124
Headcount persist from previous year				35		74		74		105
Headcount # Graduates				28		59		59	0	84

II. REVENUE

	FY 2017		FY 2018		FY 2019		FY 2020		FY 2021	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding Request										
2. Institution Funds										
3. Federal										
4. New Tuition Revenues from Increased Enrollments										
5. Student Fees		$343,554		$1,004,372		$1,308,948		$1,615,069		$1,802,767
6. Other (i.e., Gifts)										
Total Revenue	$0	$343,554	$0	$1,004,372	$0	$1,308,948	$0	$1,615,069	$0	$1,802,767

Budget Notes:

I.A, B. Calculation of FTE and headcount as follows:

>1 FTE = 30 credits

>Assume the average student takes 9 credits per semester and 6 in summer; 24 total per year. Therefore 1 headcount = 24 credits.

>Assume that 90% of the enrollments will be new enrollments and 10% will be shifting enrollments.

>Assume 80% persistence from first year to the second, and 80% persistence during second year to graduation.

II.5. >Student Fee revenue calculated as Student Credit Hours * $327 per credit.

>$327 calculated as $297 for 2016-2017 resident per-credit rate plus $30 per credit online fee.

>Assume in calculations that per-credit fee is stable over time; however, we will peg the fees charged to the resident per-credit fee charged of traditional students. Thus the cost per credit will increase at the same rate as the standard per-credit rate

III. EXPENDITURES

	FY 2017		FY 2018		FY 2019		FY 2020		FY 2021	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs										
1. FTE		1.48		3.40		4.89		6.23		7.03
2. Faculty		$8,542		$50,875		$44,208		$54,208		$60,875
3. Adjunct Faculty		$9,702		$41,538		$59,340		$77,142		$86,043
4. Graduate/Undergrad Assistants										
5. Research Personnel										
6. Directors/Administrators		$2,268		$2,268		$2,268		$2,268		$2,268
7. Administrative Support Personnel		$2,954		$2,954		$2,954		$2,954		$2,954
8. Fringe Benefits		$23,557		$41,857		$53,473		$66,767		$70,910
9. Other: Academic Advisors		$19,958		$19,958		$46,569		$59,874		$59,874
Total Personnel and Costs	$0	$66,981	$0	$159,450	$0	$208,812	$0	$263,213	$0	$282,924

Budget Notes (continued)

III.A.2	Faculty FTE: Calculated using (Credit hour load)/24
III.A.3	Adjunct FTE: Calculated using (Credit hour load)/30
III.A.6	Administrator: 0.05 FTE
III.A.7	Support Personnel: 0.10 FTE, Administrative Assistant
III.A.8	Benefits calculated at professional $11,200+(annual wage*21.19%), classified $11,200+(annual wage*21.49%)
III.A.9	Other - Academic Advisors: 1.5 FTEs in year 5

	FY 2017		FY 2018		FY 2019		FY 2020		FY 2021	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
B. Operating Expenditures										
1. Travel		$1,340		$3,189		$4,176		$5,264		$5,658
2. Professional Services										
3. Other Services		$70,142		$188,095		$242,675		$299,693		$332,015
4. Communications										
5. Materials and Supplies		$670		$1,594		$2,088		$2,632		$2,829
6. Rentals										
7. Materials & Goods for Manufacture & Resale										
8. Miscellaneous - Computer Hardware/Software		$1,340		$3,189		$4,176		$5,264		$5,658
Total Operating Expenditures	$0	$73,491	$0	$196,067	$0	$253,115	$0	$312,854	$0	$346,161

Budget Notes (continued):

III.B.1	Travel to Boise State University main campus and training
III.B.3	Other Services: Instructional costs ($132 per credit) to Boise State College of Business & Economics for BAS Program students enrolled in BUSBTC courses
III.B.5	Materials & Supplies: Office supplies and materials
III.B.8	Miscellaneous: Computer hardware/software

	FY 2017		FY 2018		FY 2019		FY 2020		FY 2021	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
C. Capital Outlay										
1. Library Resources										
2. Equipment										
Total Capital Outlay	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0

	FY 2017		FY 2018		FY 2019		FY 2020		FY 2021	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
D. Capital Facilities Construction or Major Renovation										
E. Other Costs										
1. Scholarships	$0	$1,000	$0	$2,000	$0	$5,000	$0	$5,000	$0	$7,500
2. Boise State Central	$0	$34,355	$0	$100,437	$0	$130,895	$0	$161,507	$0	$180,277
3. Boise State eCampus Center	$0	$37,823	$0	$110,573	$0	$144,104	$0	$177,806	$0	$198,470
4. Boise State Online Innovation Fund	$0	$13,726	$0	$40,923	$0	$53,449	$0	$65,936	$0	$73,717
5. Boise State Online Marketing	$0	$87,337	$0	$262,485	$0	$343,121	$0	$423,255	$0	$473,502
6. Credit card fees	$0	$569	$0	$1,805	$0	$2,372	$0	$2,925	$0	$3,286
Utilites										
Maintenance & Repairs										
Other										
Total Other Costs	$0	$174,810	$0	$518,223	$0	$678,941	$0	$836,429	$0	$936,752
TOTAL EXPENDITURES:	$0	$315,281	$0	$873,740	$0	$1,140,868	$0	$1,412,495	$0	$1,565,836
Net Income (Deficit)	$0	$28,273	$0	$130,631	$0	$168,079	$0	$202,574	$0	$236,931

Budget Notes (specify row and add explanation where needed; e.g., "I.A.,B. FTE is calculated using…"):

III.E.1	Student Scholarships
III.E.2	Boise State Central Services: A fund dedicated to funding support services for online students
III.E.3	Boise State eCampus Center: Provide funding for initiative management, online course/program development and other support services
III.E.4	Boise State Online Innovation Fund: Seed funding for academic programs, initiative infrastructure, and eventually innovation grants
III.E.5	Boise State Online Marketing, Recruitment, Enrollment and Retention Fund: A fund dedicated to marketing the program, recruiting students, enrolling qualified students and retaining students throughout the life of the program
III.E	Specifics by Course Type

	For BAS Courses	For BTC Courses
To Central as Administrative Service Fee	10.00%	10.00%
To eCampus Center	11.01%	11.01%
To Innovation Fund	4.95%	3.06%
To Marketing, Recruitment & Retention Services	34.04%	17.00%

Appendix: CURRICULUM

Online Bachelor of Applied Science	
Course Number and Title	*Credits*
Foundational Studies Program requirements indicated in **bold**. See page 50 for details and lists of approved courses.	
ENGL 101 Introduction to College Writing	3
ENGL 102 Intro to College Writing and Research	3
DLM Mathematics	3-4
DLN Natural, Physical, & Applied Sciences course with lab	4
DLN Natural, Physical, & Applied Sciences course in a second field	3-4
DLV Visual and Performing Arts	3
DLL Literature and Humanities	3-4
DLS Social Sciences course	3
DLS Social Sciences course in a second field	3
Technical Education credits	40
UF 300 Transitional Foundations	3
BAS 300 Introduction to the Applied Sciences	1
CID BAS 310 Communication in the Applied Sciences	3
BAS 425 Creating a Culture of Safety	3
FF BAS 495 Capstone in the Applied Sciences	3
BUSBTC 301 Business Foundations 1	3
BUSBTC 302 Business Foundations 2	3
BUSBTC 310 Creating Value for People	3
BUSBTC 320 Creating Value for Customers	3
BUSBTC 330 Creating Value through Investment	3
BUSBTC 410 Business Analysis	3
MDS 410 Case Studies in Leadership	3
MDS 430 Ethics	3
MDS 440 Project Management and Design	3
Electives to total 120 credits Must be academic credits. Up to 3 credits may come from KIN-ACT courses.	9-12
Total	120

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BOISE STATE UNIVERSITY

SUBJECT

Online, Bachelor of Arts Multidisciplinary Studies Program

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.G and Section V.R.

BACKGROUND/DISCUSSION

Boise State University (BSU) proposes to create an online option for its existing, degree-completion program that awards a Bachelor of Arts (BA) in Multidisciplinary Studies. The online modality will be appealing to those students for whom a face-to-face program would pose difficulties because of time and/or geographical constraints.

The proposed online expansion will provide adults with an additional avenue of access to completing a baccalaureate degree. The largest target population will be working adults who have stopped out of college after completing more than half of a BA degree and have a desire to finish a BA degree. Graduates would be able to advance in a career in which they already hold a job and for which a BA degree is necessary for that advancement and/or to enter careers that require a BA degree but not a specific major. Among those also served by the program will be individuals who are unemployed or underemployed and seeking to improve their skills and those who wish to pursue post-graduate education. There are no similar online degree completion programs at other Idaho public institutions that serve the same purpose as the proposed program.

The BA in Multidisciplinary Studies does not map to a specific profession, and therefore it is not feasible to use Department of Labor data for specific job titles to determine the number of relevant job openings. However, it is possible to gain a broad estimate of the usefulness of the degree by determining the number of individuals who do not hold bachelor's degrees but who are working in jobs that require a bachelor's degree for entry. According to Department of Labor data, 3.1 million individuals nationally and 15,515 in Idaho do not hold a bachelor's degree but are employed in jobs that require a baccalaureate degree for entry.

IMPACT

The program will operate under the guidelines of Board Policy V.R as they pertain to wholly online programs. This policy enables the institution to set a price-point appropriate for the program; students will pay an online program fee in lieu of tuition. The price-point for the proposed online program fee will be as follows: BSU will charge the same rate as the per-credit rate for tuition and fees that is charged to resident students with the additional charge of $30 per credit which matches what BSU charges per credit for online courses. BSU will

automatically increase the fee in any years that the State Board of Education increases Boise State's per-credit rate for tuition and fees, and would decrease the fee should the per-credit rate for tuition and fees be decreased.

The total cost to the student to complete the program will vary with the number of credits that the student will need to successfully complete. At a minimum, students entering the program with more than 90 transfer credits would still be required to take 30 credits at BSU. The cost to those students will be 30 credits times $327 per credit for a total of $9,810. The per-credit cost for the online program fee in this example is calculated as equivalent to the recently approved FY2017 tuition and fees rate of $297 per credit plus the online course fee of $30 per credit. The program will not require the use of any new state appropriated funds.

ATTACHMENTS

Attachment 1 – BA. Multidisciplinary Studies, Online Program Proposal Page 5

STAFF COMMENTS AND RECOMMENDATIONS

The proposed program will serve a broad population of adult students who have previously earned academic credit and who could benefit from advancement to a baccalaureate level. BSU indicates that subsequent to the last 5-year plan submission, their eCampus initiative identified a substantial need that can be met by the proposed program, which would provide a more qualified workforce to Idaho employers and provide Idahoans with the ability to advance their level of educational attainment. Consistent with Board Policy III.Z, no institution has the statewide program responsibility for a multidisciplinary studies program. Additionally, Board Policy III.Z does not apply to programs for which 90% or more of all activity is required or completed online.

BSU also requests approval to assess an online program fee consistent with Board Policy V.R.3.a.(x). Based on the information for the online program fee provided in the proposal, staff finds that the criteria have been met for this program.

The proposal went through the program review process and was recommended for approval by the Council on Academic Affairs and Programs (CAAP) on May 26, 2016, and to the Committee on Instruction, Research, and Student Affairs (IRSA) on June 2, 2016.

Staff believes there is sufficient justification, based on regional need, for BSU to create the proposed program.

BOARD ACTION

I move to approve the request by Boise State University to create a new online, degree-completion program that will award a Bachelor of Arts in Multidisciplinary Studies in substantial conformance to the program proposal submitted as Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the request by Boise State University to designate an online program fee for the Bachelor of Arts in Multidisciplinary Studies in the amount of $297 per credit in conformance with the program budget submitted to the Board in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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Institutional Tracking No. 16-011

Idaho State Board of Education

Proposal for **Undergraduate/Graduate Degree** Program

Date of Proposal Submission:	
Institution Submitting Proposal:	Boise State University
Name of College, School, or Division:	College of Arts and Sciences
Name of Department(s) or Area(s):	Multidisciplinary Studies

Program Identification for Proposed New or Modified Program:

Program Title:	Multidisciplinary Studies Online Degree Completion Program					
Degree:	BA	Degree Designation	X	Undergraduate		Graduate
Indicate if Online Program:	X	Yes (using online fee model)		No		
CIP code (consult IR /Registrar):	30.0000					
Proposed Starting Date:	Fall 2016					
Geographical Delivery:	Location(s)	Online	Region(s)			
Indicate (X) if the program is/has:		Self-Support		Professional Fee		
Indicate (X) if the program is:	X	Regional Responsibility		Statewide Responsibility		

Indicate whether this request is either of the following:

- [ ] New Degree Program
- [ ] Undergraduate/Graduate Certificates (30 credits or more)
- [X] Expansion of Existing Program
- [ ] Consolidation of Existing Program
- [ ] New Off-Campus Instructional Program
- [x] Other (i.e., Contract Program/Collaborative Expanding existing program to wholly online

College Dean (Institution)	4/6/16 Date	Vice President for Research (Institution; as applicable)	Date
~~Graduate~~ Dean or other official (Institution; as applicable)	4/6/16 Date	Academic Affairs Program Manager, OSBE	Date
FVP/Chief Fiscal Officer (Institution)	4/15/16 Date	Chief Academic Officer, OSBE	Date
Provost/VP for Instruction (Institution)	4-2-16 Date	SBOE/Executive Director Approval	Date
President	4/18/16 Date		

Before completing this form, refer to Board Policy Section III.G., Postsecondary Program Approval and Discontinuance. This proposal form must be completed for the creation of each new program. All questions must be answered.

Rationale for Creation or Modification of the Program

1. **Describe the request and give an overview of the changes that will result.** Will this program be related or tied to other programs on campus? Identify any existing program that this program will replace.

   Boise State University proposes the creation of a wholly online option for our existing degree completion program that awards a BA in Multidisciplinary Studies (MDS). The new online BA in MDS program will operate under the guidelines of the newly revised SBOE Policy V.R as they pertain to wholly online programs, and it will make use of a specific set of upper division courses that are offered online (see Appendix A),

   The BA in Multidisciplinary Studies (MDS) program was created in 2008 to meet the needs of working adults in the Treasure Valley. Our largest target population are employed full-time, have stopped out of college after completing more than half of a bachelor's degree, and have a desire to finish a bachelor's degree for financial or personal benefit. The program also benefits individuals who are unemployed and seeking to improve their skills, stay at home parents and part time employees. The program is designed to enable self-directed adults to make the most of the college-level coursework that students have already completed.

   The existing program, which is a hybrid of face-to-face and online courses, will continue to be offered as it is now. However, so as to better serve those students who cannot complete the degree in a traditional delivery method, we are creating an option for students to complete the degree program wholly online.

2. **Need for the Program**. Describe the student, regional, and statewide needs that will be addressed by this proposal and address the ways in which the proposed program will meet those needs.

   a. **Workforce need:** Provide verification of state workforce needs that will be met by this program. Include State and National Department of Labor research on employment potential. Using the chart below, indicate the total projected annual job openings (including growth and replacement demands in your regional area, the state, and nation. Job openings should represent positions which require graduation from a program such as the one proposed. Data should be derived from a source that can be validated and must be no more than two years old.

	State DOL data	Federal DOL data	Other data source: (describe)
Local (Service Area)	7758	N/A	N/A
State	15,515	N/A	N/A
Nation	N/A	3,103,081	N/A

   Provide (as appropriate) additional narrative as to the workforce needs that will be met by the proposed program.

The BA in MDS degree does not map to a specific profession, but instead provides graduates with the following opportunities:

- Graduates are able to enter careers that require a bachelor's degree but not a specific major. As examples, graduates of BSU's existing BA in MDS program have pursued occupations as business executives, firefighters, counselors, and federal government workers.
- Graduates are able to advance in a career in which they already hold a job and for which a bachelor's degree is necessary for that advancement.
- Graduates pursue a variety of graduate programs, e.g., Master of Social Work, Master of Business Administration, and Physician Assistant.
- According to the Bureau of Labor Statistics, individuals a bachelor's degree make, on average, 33% more than individuals without a bachelor's degree.

Because the BA in MDS does not map to a specific profession, it is not reasonable to list job titles for which the proposed program qualifies the recipient.

However, one way to gain a general estimate of workforce demand is to estimate the number of working individuals for whom a bachelor's degree would be a direct benefit. The US Department of Labor lists the degree level that is required for entry into each profession. For example, "Logistician" (SOC code 13-1081) requires a bachelor's degree for entry. The USDOL also lists the size of the workforce for each profession (130,400 logisticians in 2014) and the proportion of the workforce in each profession that holds each level of degree (11% graduate degree; 33.3% bachelor's degree; 38.8% some college, including those with an associates; and the remainder with less education). It is reasonable to conclude that the 38.8% with some college would benefit from a bachelor's degree given that their profession requires a bachelor's degree for entry.

Totaling such individuals over all professions yields 3.1 million individuals nationally with some college who are employed in jobs that require a bachelor's degree for entry. Idaho numbers can be estimated as 0.5% of national numbers, and local numbers can be estimated as 50% of Idaho numbers. See resulting numbers in the table above.

b. Student need. What is the most likely source of students who will be expected to enroll (full-time, part-time, outreach, etc.). Document student demand by providing information you have about student interest in the proposed program from inside and outside the institution. If a survey of students was used, please attach a copy of the survey instrument with a summary of results as **Appendix A.**

Students expected to enroll in the program will be those who (i) want to enter a profession for which a bachelor's degree (but no specific major) is required, (ii) want to advance in a profession in which advancement requires a bachelor's degree, or (iii) want to enter a post-baccalaureate program for which a general bachelor's degree is sufficient qualification.

Student attracted by the online-modality of the proposed program will be those for whom a face-to-face program would pose difficulties because of time and/or geographical constraints.

We have found that typical students who enter our existing BA in MDS program have completed, on average, 89 credits, with 32 credits at the upper division level. Entering students want to make the best use of previous college credits to obtain a bachelor's degree.

c. **Economic Need**: Describe how the proposed program will act to stimulate the state economy by advancing the field, providing research results, etc.

The SBOE's Complete College Idaho plan contains the following quote from a report produced by the Office of Performance Evaluations:

"The long-term benefits of increasing educational attainment levels of Idahoans will directly impact the creation of new businesses … [and] the economic and social well-being of the state,"

The proposed program will directly contribute to the Complete College Idaho initiative by enabling a substantial number of Idahoans to increase their level of educational attainment. Importantly, the proposed degree will address the needs of a segment of Idaho's population that is substantially less likely to be able to easily pursue educational opportunities than would traditional students.

d. **Societal Need**: Describe additional societal benefits and cultural benefits of the program.

As people achieve higher levels of education, they are statistically less likely to commit crimes (see figure). Although he biggest gains come with graduation from high school and completing some college, there are further gains that come with graduating from college (this analysis and the accompanying figures are found in "The Economic Value of Idaho Public Colleges and Universities", 2015, a report from Economic Modeling Specialists International to the Idaho State Board of Education).

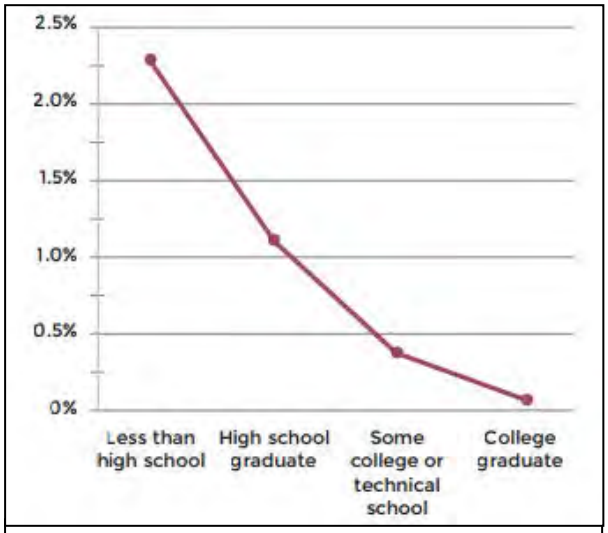

Fig. 1. Incarceration rates by education

Similarly, as shown in the figure, as educational level increases, unemployment rate declines.

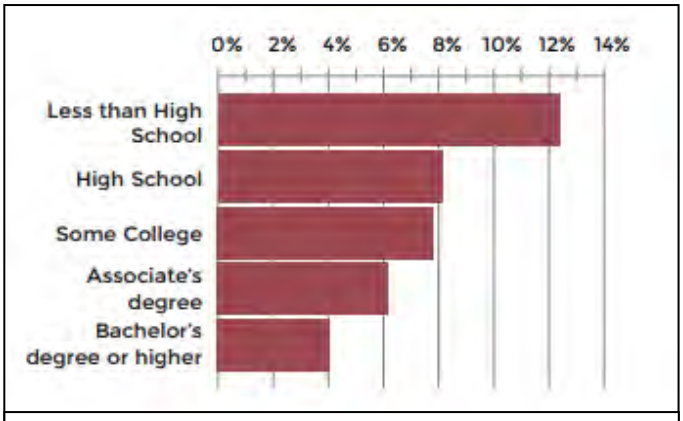

Fig. 2. Unemployment rates by educational level

e. **If Associate's degree, transferability**: N/A

3. **Similar Programs.** Identify similar programs offered within Idaho and in the region by other in-state or bordering state colleges/universities.

There are no programs at other Idaho public institutions that serve the same purpose as Boise State's BA in MDS program. Boise State's program serves a broad audience (that is, it is not specific to a particular profession) and its target audience is students who have some college and who have been away from college for at least five years.

Similar Programs offered by Idaho public institutions (list the proposed program as well)		
Institution Name	**Degree name and Level**	**Program Name and brief description if warranted**

Similar Programs offered by other Idaho institutions and by institutions in nearby states		
Institution Name	**Degree name and Level**	**Program Name and brief description if warranted**

4. **Justification for Duplication with another institution listed above.** (if applicable). If the proposed program is similar to another program offered by an Idaho public institution, provide a rationale as to why any resulting duplication is a net benefit to the state and its citizens. Describe why it is not feasible for existing programs at other institutions to fulfill the need for the proposed program.

Not applicable; there are no similar degree completion programs at other Idaho public institutions. And those interdisciplinary programs that serve a broad audience (that is not specific to a particular profession) are not offered online and do not target students who have been out of college for at least five years.

5. **Describe how this request supports the institution's vision and/or strategic plan.**

Goals of Institution Strategic Plan	Proposed Program Plans to Achieve the Goal
Goal 1: Create a signature, high-quality educational experience for all students	Multidisciplinary Studies courses focus on relevant real world topics such as globalization, teamwork and ethics. For example, the required introductory course prepares students at a higher cognition level to dive deeper into areas such as critical thinking and problem solving.

Goal 2: Facilitate the timely attainment of educational goals of our diverse student population	The program uses a concierge intake and advising model that is important in achieving the 87% completion rate of our existing program. Staff members connect students to university services assisting them with successful degree completion while balancing their other demands. Advisors support a holistic approach to student success.
Goal 4: Align university program and activities with community needs	The degree completion option allows us to engage with employers to assist their employees with degree attainment while they are still working. This is especially helpful with companies who have tuition reimbursement.

6. **Assurance of Quality.** Describe how the institution will ensure the quality of the program. Describe the institutional process of program review. Where appropriate, describe applicable specialized accreditation and explain why you do or do not plan to seek accreditation.

The following measures will ensure the high quality of the new program:

Regional Institutional Accreditation: Boise State University is regionally accredited by the Northwest Commission on Colleges and Universities (NWCCU). Regional accreditation of the university has been continuous since initial accreditation was conferred in 1941. Boise State University is currently accredited at all degree levels (A, B, M, D).

Program Review: Internal program evaluations will take place every five years as part of the normal departmental review process conducted by the Office of the Provost. This process requires a detailed self-study (including outcome assessments) and a comprehensive review and site visit by external evaluators.

Program Development Support: The online Multidisciplinary Studies (MDS) degree is one of several that are being created via the eCampus Initiative at Boise State University. Boise State's online program development process uses a facilitated 10-step program design process to assist program faculty members in the creation of an intentional, cohesive course progression with tightly aligned course and program outcomes. A multi-expert development team, which includes an instructional designer, multimedia specialist, graphic designer, and web designer, works collaboratively with the faculty member. One master version of each course is developed for consistent look and feel of courses across the program; the master course utilizes professional created common template aligned with nationally used Quality Matters course design standards.

Student Authentication: Because the proposed program will be offered entirely online, it is important to include mechanisms by which we authenticate the identity of students enrolled in the program. We will use the following mechanisms:

- During the admissions process, the university will confirm required official transcripts and other documentation required for admission into the program.
- During student orientation programs, academic integrity will be addressed.
- At the beginning of each course, the instructor will communicate expectations regarding academic integrity to students verbally and in the syllabus.

- Associated with access to and use of our Learning Management System, a secure log-in environment will be provided and students will be required to use strong student passwords and to change them every 90 days.
- During the design of the curriculum and assessment of each course, instructors will apply training and principles from the Quality Instruction Program offered by Boise State's eCampus Center - which includes Quality Matters best practices and WCET's Best Practice Strategies to Promote Academic Integrity in Online Education (Version 2.0, June 2009).
- Faculty members will utilize Blackboard's Safe Assignment plagiarism detection program when appropriate. Faculty members are expected to be informed of and aware of the importance of academic integrity and student identity authentication, and to report and act upon suspected violations.

7. **In accordance with Board Policy III.G., an external peer review is required for any new doctoral program.** Attach the peer review report as **Appendix B**.

   N/A

8. **Teacher Education/Certification Programs** All Educator Preparation programs require review from the Professional Standards Commission (PSC) and approval from the Board. In addition to the proposal form, the Program Approval Matrix (**Appendix C**) is required for any new and modifications to teacher education/certification programs, including endorsements. The matrix must be submitted with the proposal to OSBE and SDE using the online academic program system as one document.

   N/A

9. **Five-Year Plan: Is the proposed program on your institution's approved 5-year plan? Indicate below.**

   Yes ____ No X

   Proposed programs submitted to OSBE that are not on the five-year plan must respond to the following questions and meet <u>at least one criterion listed below</u>.

   a. **Describe why the proposed program is not on the institution's five year plan.** When did consideration of and planning for the new program begin?

      Subsequent to our last 5-year plan submission, our eCampus initiative has identified a substantial need that can be met by the proposed program. No purpose would be served by delaying the implementation until the next 5-year planning cycle.

      The response to Question 2 above provides a description of need for the program. The key points of that response are:

      - The proposed program will fulfill the need for those individuals who need a bachelor's degree that is not tied to a specific discipline, and for whom the degree will enable job entry or advancement.
      - An estimated 7,758 individuals in Boise State's service area do not have a bachelor's degree but are in jobs for which a bachelor's degree is typically required for entry; it is reasonable to conclude that these individuals would benefit from receiving a baccalaureate degree.
      - Many of the students in our existing MDS program work full time, and would

therefore have more flexibility in an online program. The same accessibility would appeal to students outside of commuting distance.

b. **Describe the immediacy of need for the program**. What would be lost were the institution to delay the proposal for implementation of the new program until it fits within the five-year planning cycle? What would be gained by an early consideration?

Any delay in the creation of the program will slow the growth of a more qualified workforce and would delay the availability of a program by which Idahoans can advance their level of educational attainment.

Criteria. As appropriate, discuss the following:

i. How important is the program in meeting your institution's regional or statewide program responsibilities? Describe whether the proposed program is in response to a specific industry need or workforce opportunity.

The purpose of the proposed program is to provide a more qualified workforce to Idaho employers and to provide Idahoans with the ability to advance their level of educational attainment.

ii. Explain if the proposed program is reliant on external funding (grants, donations) with a deadline for acceptance of funding.

N/A

iii. Is there a contractual obligation or partnership opportunity to justify the program?

Not at this time.

iv. Is the program request or program change in response to accreditation requirements or recommendations?

N/A

v. Is the program request or program change in response to recent changes to teacher certification/endorsement requirements?

N/A

Curriculum, Intended Learning Outcomes, and Assessment Plan

10. Curriculum for the proposed program and its delivery.

a. **Summary of requirements.** Provide a summary of program requirements using the following table.

Credit hours in required courses offered by the department (s) offering the program.	46
Credit hours in required courses offered by other departments:	0

Credit hours in institutional general education curriculum (from AA/AS degree)	35
Credit hours in free electives (at Boise State or transfer credits)	39
Total credit hours required for degree program:	120

b. Additional requirements. Describe additional requirements such as comprehensive examination, senior thesis or other capstone experience, practicum, or internship, some of which may carry credit hours included in the list above.

In their first semester in the program students develop an Individual Degree Plan (IDP). The IDP is a customized degree plan based on personal and professional goals they develop. Identified courses in the online program are justified against their personal and professional goals. Students may do an internship at a location of their choosing. This supervised fieldwork is designed to receive academic credit for professional experience that is relevant to the student's Individual Degree Plan (IDP) goals. During the internship students develop objectives related to their personal and professional goals developed in their IDP.

The Capstone experience in MDS 400 requires that the student perform 15 hours of service-learning, write a major research paper or project, and publically present the results. The student must use critical thinking skills, communication strategies, and content expertise to analyze a problem or issue related to life and career goals.

11. Program Intended Learning Outcomes and Connection to Curriculum.

a. Intended Learning Outcomes. List the Intended Learning Outcomes for the proposed program, using learner-centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program.

Program Objectives:

The online degree in Multidisciplinary Studies (MDS) degree is designed to meet the needs of adult students with significant life experience (e.g., military, volunteer work, parenting). The program's curriculum allows adult students to best utilize previously earned academic credit and focus their efforts on enrolling in those credits needed to complete a bachelor's degree.

Through a supportive and stimulating learning experience, graduates of the Multidisciplinary Studies (MDS) degree are prepared to integrate, synthesize and apply critical thinking, problem solving, ethics, communication skills and cultural perspectives, personally and professionally. The Individual Degree Plan (IDP) is a customized degree plan based on personal and professional goals they develop. Identified courses in the online degree are justified against their personal and professional goals.

Intended Learning Outcomes:

Students who complete the BA in MDS program will be able to do the following:

1. Define problems and opportunities, gather and evaluate evidence and determine the adequacy of a given argument in order to continually make connections from my academic discipline(s) to real world situations.

2. Apply knowledge and understanding of cultural differences from my academic discipline(s) to matters that encompass local to international importance that demonstrate a well-rounded view of the world.

3. Utilize 21st Century Skills and knowledge to write effectively in multiple contexts for a variety of audiences.

4. Utilize 21st Century Skills and knowledge to communicate effectively in speech, both as speaker and listener.

5. Think creatively about complex problems in order to produce, evaluate and implement innovative solutions as a member of a team.

6. Analyze ethical issues in personal, professional and civic life and produce reasoned evaluations of competing moral and ethical viewpoints.

12. Assessment plans

a. **Assessment Process.** Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program.

Through the use of student ePortfolios required in the program, graduates will submit one artifact of their best work achieved through the courses they complete for each of the six intended learning outcomes. The program Assessment Committee will use a rubric to review a sampling of these to determine if program intended learning outcomes objectives are being met.

b. **Closing the loop.** How will you ensure that the assessment findings will be used to improve the program?

Data will be shared with the Multidisciplinary Studies (MDS) Advisory Committee and actions will be developed to address the concerns that are raised.

c. **Measures used.** What direct and indirect measures will be used to assess student learning?

- Program Assessment process described in Section 12a
- Faculty grades on specific assignments

d. **Timing and frequency**. When will assessment activities occur and at what frequency?

Two program outcomes will be assessed yearly on a three-year rotation.

Enrollments and Graduates

13. Existing similar programs at Idaho Public Institutions. Using the chart below, provide enrollments and numbers of graduates for similar existing programs at your institution and other Idaho public institutions.

Existing Similar Programs: Historical enrollments and graduate numbers								
Institution and Program Name	**Fall Headcount Enrollment in Program**				**Number of Graduates From Program (Summer, Fall, Spring)**			
	FY13	FY14	FY15	FY16 (most recent)	FY13	FY14	FY15	FY16 (most recent)
BSU	97	120	149	267	59	56	62	71
ISU	N/A							
UI	N/A							
LCSC	N/A							

14. **Projections for proposed program:** Using the chart below, provide projected enrollments and number of graduates for the proposed program:

Proposed Program: Projected Enrollments and Graduates First Five Years											
Program Name: Multidisciplinary Studies Degree (MDS) Senior Year Online Degree Completion											
Projected Fall Term Headcount Enrollment in Program						**Projected Annual Number of Graduates From Program**					
FY17 (first year)	FY18	FY19	FY20	FY21	FY22	FY17 (first year)	FY18	FY19	FY20	FY21	FY22
100	222	256	299	341	350		59	95	111	128	130

15. **Describe the methodology for determining enrollment and graduation projections.** Refer to information provided in Question #2 "Need" above. What is the capacity for the program? Describe your recruitment efforts? How did you determine the projected numbers above?

The numbers above are estimates based on a rate of a scale-up of the program that is reasonable and achievable given the availability of resources for course design and instruction.

We are confident that we can achieve those numbers because of our previously described efforts to assess student interest (see Question #2).

In addition, ongoing partnerships with two-year colleges allow students to complete an associate's

degree and then move to Boise State to complete their BA in MDS.

This spring, the eCampus marketing team will implement a vigorous marketing plan that will quickly expand into a statewide and regional recruiting effort.

16. **Minimum Enrollments and Graduates.** Have you determined minimums that the program will need to meet in order to be continued? What are those minimums, what is the logical basis for those minimums, what is the time frame, and what is the action that would result?

Adjusting for instruction expenses and maintaining anticipated support personnel expenses, the approximate minimum enrollment required to breakeven is:

- Year 1: Annual Credits 1,096, Annual FTEs 36.53
- Year 2: Annual Credits 2,748, Annual FTEs 91.59
- Year 3: Annual Credits 3,942, Annual FTEs 131.41
- Year 4: Annual Credits 4,427, Annual FTEs 147.57
- Year 5: Annual Credits 4,995, Annual FTEs 166.51

If enrollments do not meet expectations, expenses will adjust to reflect actual activity. The Program's financial sustainability will be evaluated at least annually.

Resources Required for Implementation – fiscal impact and budget

17. **Physical Resources.**

a. **Existing resources**. Describe equipment, space, laboratory instruments, computer(s), or other physical equipment presently available to support the successful implementation of the program.

Existing resources are sufficient.

b. **Impact of new program**. What will be the impact on existing programs of increased use of physical resources by the proposed program? How will the increased use be accommodated?

No impact.

c. **Needed resources.** List equipment, space, laboratory instruments, etc., that must be obtained to support the proposed program. Enter the costs of those physical resources into the budget sheet.

Student and staff computers will need to be upgraded over time and is built into the proposed budget. The program does not require any additional equipment, space or laboratory instruments.

18. **Library resources**

a. **Existing resources and impact of new program**. Evaluate library resources, including personnel and space. Are they adequate for the operation of the present program? Will there be an impact on existing programs of increased library usage caused by the proposed program? For off-campus programs, clearly indicate how the

library resources are to be provided.

With an online program, library resources will be accessed electronically. They are adequate for the operation of the program.

b. Needed resources. What new library resources will be required to ensure successful implementation of the program? Enter the costs of those library resources into the budget sheet.

No additional resources will be required to accommodate this program besides staffing to respond to student questions. This is typical expected growth for the University.

19. Personnel resources

a. Needed resources. Give an overview of the personnel resources that will be needed to implement the program. How many additional sections of existing courses will be needed? Referring to the list of new courses to be created, what instructional capacity will be needed to offer the necessary number of sections?

Initial implementation of the program will not require any additional personnel resources. By year 5 of the program, it is currently estimated that the program will require an additional 5.63 FTEs in professors, lecturers and adjunct instructors, all of which will be funded by fees from the program

b. Existing resources. Describe the existing instructional, support, and administrative resources that can be brought to bear to support the successful implementation of the program.

Additional faculty and staff are built into the budget to accommodate the anticipated growth.

During the first five years, it is anticipated that the following existing positions will devote their time accordingly:

- Director, Multidisciplinary Studies– 0.30 FTE
- Academic Advisor (existing) – 1.00 FTE
- Academic Coordinators – 1.00 FTE
- Administrative Assistants – 0.45 FTE

c. Impact on existing programs. What will be the impact on existing programs of increased use of existing personnel resources by the proposed program? How will quality and productivity of existing programs be maintained?

Fortunately, because of the scalable nature of the program, we will be able to maintain sufficient staffing (advising, administrative, instructional) to ensure that the quality and productivity of the existing face-to-face program are maintained.

d. Needed resources. List the new personnel that must be hired to support the proposed program. Enter the costs of those personnel resources into the budget sheet.

By year 5 of the program, we estimate the following new personnel expenses will be needed:

- Faculty (Professors & Lecturers) – 0.63 FTE
- Adjunct Faculty – 5.00 FTEs
- Academic Advisors/Coordinators – 0.50 FTEs

20. Revenue Sources

a) **Reallocation of funds:** If funding is to come from the reallocation of existing state appropriated funds, please indicate the sources of the reallocation. What impact will the reallocation of funds in support of the program have on other programs?

N/A

b) **New appropriation**. If an above Maintenance of Current Operations (MCO) appropriation is required to fund the program, indicate when the institution plans to include the program in the legislative budget request.

No new appropriation will be required.

c) **Non-ongoing sources**:

i. If the funding is to come from one-time sources such as a donation, indicate the sources of other funding. What are the institution's plans for sustaining the program when that funding ends?

N/A

ii. Describe the federal grant, other grant(s), special fee arrangements, or contract(s) that will be valid to fund the program. What does the institution propose to do with the program upon termination of those funds?

N/A

d) **Student Fees**:

i. If the proposed program is intended to levy any institutional local fees, explain how doing so meets the requirements of Board Policy V.R., 3.b.

The student fee will be in accordance with the Online Program Fee as defined in the Board Policy V.R., 3.a.x. That policy enables the institution to set a price-point appropriate for the program; students will pay an online program fee in lieu of tuition. The price-point for our online program fee will be as follows: we will charge the same rate as the per-credit rate for tuition and fees that is charged to resident students with the additional charge of $30 per credit online fee. We will automatically increase the fee in any years that the State Board of Education increases Boise State's per-credit rate for tuition and fees.

ii. Provide estimated cost to students and total revenue for self-support programs and for professional fees and other fees anticipated to be requested under Board Policy V.R., if applicable.

To estimate the cost to students (and therefore revenue to the program from the online program fee), it is necessary to consider that students will vary in how many credits they will transfer into the program. For the purposes of illustration and for revenue calculation, we divided the students into three groups:

- Approximately 40% of students enter the program with 90 or more transfer credits. Those students will need to take only 30 credits in the program, which is the minimum number a student must take and still meet residency requirement. The cost to those students will be 30 credits times $327 per credit (the online program fee) for a total of $9,810. The per-credit rate will be matched to the current rate charged per credit to resident students. Here we use the recently approved FY2017 rate of $297 per credit plus the online course

fee of $30 per credit.

- Approximately 30% of the students will enter the program needing to take 46 credits, which is the entire set of courses that will be offered in this program. The cost to those students will be 46 credits times $327 per credit for a total of $15,042.
- Approximately 30% of students will enter the program will enter the program requiring an average of 12 credits in addition to the 46 offered by the program. The cost to those students can be divided into two components. One component will be the 46 credits offered by the program times $327 per credit for a subtotal of $15,042. Those funds will constitute revenue for the program. The second component will be the average 12 credits needed in addition to the 46 of the program times $327 per credit for a subtotal of $3,924. The total cost (for both components) would be $18,966. Note that the credits in the second component will not be offered under the online fee model.

The per-credit rate charged to students enrolled in the online MDS program required courses will equal the Boise State University per credit rate for a resident plus the online per credit course fee. Students enrolled in the online MDS program required courses or online courses outside the program will pay the same per credit amount.

Note that as Boise State adds additional online upper division and other courses to the portfolio available to students in this program, those courses would fall under the online fee model.

21. Using the budget template provided by the Office of the State Board of Education, provide the following information:

- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first **four** fiscal years of the program.
- Include reallocation of existing personnel and resources and anticipated or requested new resources.
- Second and third year estimates should be in constant dollars.
- Amounts should reconcile subsequent pages where budget explanations are provided.
- If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies).
- Provide an explanation of the fiscal impact of any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

I. PLANNED STUDENT ENROLLMENT

	FY 2017		FY 2018		FY 2019		FY 2020		FY 2021	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments	39.3	90	119.1	200	149.0	230	173.9	269	199.5	307
B. Shifting enrollments	4.4	10	13.2	22	16.6	26	19.3	30	22.2	34
Total Enrollment	43.7	100	132.3	222	165.6	256	193.3	299	221.6	341
Student Credit Hours Generated	1,311		3,969		4,967		5,798		6,649	

II. REVENUE

	FY 2017		FY 2018		FY 2019		FY 2020		FY 2021	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding Request										
2. Institution Funds										
3. Federal										
4. New Tuition Revenues from Increased Enrollments										
5. Student Fees		$428,648		$1,297,913		$1,624,265		$1,930,401		$2,213,874
6. Other (i.e., Gifts)										
Total Revenue	$0	$428,648	$0	$1,297,913	$0	$1,624,265	$0	$1,930,401	$0	$2,213,874

Ongoing is defined as ongoing operating budget for the program which will become part of the base.
One-time is defined as one-time funding in a fiscal year and not part of the base.

Budget Notes:

I.A, B. Calculation of FTE and headcount as follows:
>1 FTE = 30 credits
>Headcount determined as the distinct number of students in the program that year.
>Assume that 90% of the enrollments will be new enrollments and 10% will be shifting enrollments.
>Assume 6% attrition from one semester to the next.

II.5. >Student Fee revenue calculated as Student Credit Hours * $327 per credit.
>$327 calculated as $297 for 2016-2017 resident per-credit rate plus $30 per credit online fee.
>Assume in calculations that per-credit fee is stable over time; however, we will peg the fees charged to the resident per-credit fee charged of traditional students. Thus the cost per credit will increase at the same rate as the standard per-credit rate

III. EXPENDITURES

	FY 2017		FY 2018		FY 2019		FY 2020		FY 2021	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs										
1. FTE		1.90		5.52		6.46		7.46		8.88
2. Faculty		$23,300.00		$42,014.00		$63,478.00		$68,628.00		$78,046.00
3. Adjunct Faculty		$23,736.00		$107,412.00		$119,880.00		$129,981.00		$156,117.00
4. Graduate/Undergrad Assistants										
5. Research Personnel										
6. Directors/Administrators		$7,619.00		$11,657.00		$15,854.00		$20,214.00		$24,741.00
7. Administrative Support Personnel				$4,335.00		$8,895.00		$13,583.00		$13,855.00
8. Fringe Benefits		$25,983.74		$55,697.87		$80,958.04		$99,146.24		$118,953.11
9. Other: Academic Advisors/Coordinators		$19,755.00		$40,300.00		$61,658.00		$83,855.00		$106,915.00
Total Personnel and Costs	$0	$100,394	$0	$261,416	$0	$350,723	$0	$415,407	$0	$498,627

Budget Notes (continued)

III.A.2 Faculty FTE: Calculated using (Credit hour load)/24
III.A.3 Adjunct FTE: Calculated using (Credit hour load)/30
III.A.6 Administrator: Increasing annually to 0.30 FTE by year 5
III.A.7 Support Personnel (Administrative Assistant): Increasing annually to 0.45 FTE by year 5
III.A.8 Benefits calculated at professional $11,200+(annual wage*21.19%), classified $11,200+(annual wage*21.49%)
III.A.9 Other - Academic Advisors/Coordinators: Increasing annually to 2.5 FTEs by year 5

	FY 2017		FY 2018		FY 2019		FY 2020		FY 2021	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
B. Operating Expenditures										
1. Travel		$2,902		$7,672		$9,349		$6,164		$7,413
2. Professional Services										
3. Other Services		$57,677		$209,514		$256,242		$299,567		$343,724
4. Communications										
5. Materials and Supplies		$2,902		$7,672		$9,349		$6,164		$7,413
6. Rentals										
7. Materials & Goods for Manufacture & Resale										
8. Miscellaneous - Computer Hardware/Software		$3,870		$10,230		$12,466		$8,219		$9,883
Total Operating Expenditures	$0	$67,352	$0	$235,089	$0	$287,406	$0	$320,114	$0	$368,433

Budget Notes (continued):

III.B.1	Travel to Boise State University main campus and training
III.B.3	Other Services: Instructional costs ($132 per credit) to Boise State College of Business & Economics for BA MDS Program students enrolled in BUSBTC courses
III.B.5	Materials & Supplies: Office supplies and materials
III.B.8	Miscellaneous: Computer hardware/software

	FY 2017		FY 2018		FY 2019		FY 2020		FY 2021	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
C. Capital Outlay										
1. Library Resources										
2. Equipment										
Total Capital Outlay	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0

	FY 2017		FY 2018		FY 2019		FY 2020		FY 2021	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
D. Capital Facilities Construction or Major Renovation										
E. Other Costs										
1. Scholarships	$0	$2,000	$0	$4,000	$0	$10,000	$0	$10,000	$0	$15,000
2. Boise State Central	$0	$44,467	$0	$134,160	$0	$167,976	$0	$199,704	$0	$229,028
3. Boise State eCampus Center	$0	$47,191	$0	$142,890	$0	$178,818	$0	$212,521	$0	$243,729
4. Boise State Online Innovation Fund	$0	$19,258	$0	$56,452	$0	$70,964	$0	$84,605	$0	$97,019
5. Boise State Online Marketing, Recruitment, Enrollment & Retention Fund	$0	$119,226	$0	$346,997	$0	$436,639	$0	$520,932	$0	$597,362
6. Credit card fees	$0	$1,408	$0	$4,079	$0	$5,136	$0	$6,131	$0	$7,030
Utilites										
Maintenance & Repairs										
Other										
Total Other Costs	$0	$233,550	$0	$688,578	$0	$869,533	$0	$1,033,893	$0	$1,189,168
TOTAL EXPENDITURES:	$0	$401,296	$0	$1,185,082	$0	$1,507,662	$0	$1,769,414	$0	$2,056,228
Net Income (Deficit)	$0	$27,352	$0	$112,831	$0	$116,603	$0	$160,987	$0	$157,645

Budget Notes

III.E.1	Student Scholarships
III.E.2	Boise State Central Services: A fund dedicated to funding support services for online students
III.E.3	Boise State eCampus Center: Provide funding for initiative management, online course/program development and other support services
III.E.4	Boise State Online Innovation Fund: Seed funding for academic programs, initiative infrastructure, and eventually innovation grants
III.E.5	Boise State Online Marketing, Recruitment, Enrollment and Retention Fund: A fund dedicated to marketing the program, recruiting students, enrolling qualified students and retaining students throughout the life of the program
III.E	Specifics by Course Type

	For BAS Courses	For BTC Courses
To Central as Administrative Service Fee	10.56%	10.00%
To eCampus Center	11.01%	11.01%
To Innovation Fund	5.21%	3.06%
To Marketing, Recruitment & Retention Services	33.22%	17.00%

Appendix A
CURRICULUM

Program Statement

The Bachelor of Arts in Multidisciplinary Studies degree is designed to meet the needs of adult students with significant life experience who have already completed fifty-eight credit hours of college credit. Students will work closely with an academic advisor to develop an academic degree plan through which they can meet their stated goals and university core learning outcomes. The student's degree plan must meet the requirements of and be approved by the Multidisciplinary Studies Advisory Committee. Students desiring a discipline-specific course of study should consider traditional majors.

Admission Requirements

Admission to the Bachelor of Arts in Multidisciplinary Studies program requires a minimum of 58 credits earned with a 2.25 GPA. All transfer credit accepted toward the Bachelor of Arts in Multidisciplinary Studies degree must have a grade of C- or better. In addition, significant life experience may include full-time paid or volunteer employment, military experience, family care-provider/parent, or other non-academic life experience.

Online Multidisciplinary Studies Bachelor of Arts	
Course Number and Title	*Credits*
Foundational Studies Program requirements indicated in **bold**. See page 50 for details and lists of approved courses.	
ENGL 101 Introduction to College Writing	3
ENGL 102 Intro to College Writing and Research	3
UF 100 Intellectual Foundations	3
UF 200 Civic and Ethical Foundations	3
DLM Mathematics	3-4
DLN Natural, Physical, & Applied Sciences course with lab	4
DLN Natural, Physical, & Applied Sciences course in a second field	3-4
DLV Visual and Performing Arts	3
DLL Literature and Humanities	3-4
DLS Social Sciences course	3

DLS Social Sciences course in a second field	3
CID MDS 300 Communicating Universally	3
FF MDS 400 Capstone for the BA in Multidisciplinary Studies	3
Choose 21 credits from upper-division courses listed below: MDS 410: Case Studies in Leadership MDS 420: Globalization MDS 430: Ethics MDS 440: Project Management and Design MDS 450: Teamwork and Innovation MDS 493: Internship BUSBTC 301: Business Foundations I BUSBTC 302: Business Foundations II BUSBTC 310: Creating Value with People BUSBTC 320 Creating Value with Customers BUSBTC 330 Creating Value through Investment BUSBTC 410 Capstone: Business Analysis Upper-division courses will be selected in collaboration with the program advisor based on the student's educational goals and a degree plan approved by the Multidisciplinary Studies Advisory Committee. These courses must be completed during or after successful completion of MDS 300. The design must be clearly linked to the stated educational objectives of the program.	21
Upper-division electives to total 40 credits For students enrolled in the online program, these elective credits must be taken from the list in the preceding box.	13
Electives to total 120 credits	43-46
Total	120
Students must maintain a 2.25 GPA for all major requirements.	

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COLLEGE OF WESTERN IDAHO

SUBJECT

Approval of a new Construction Technology Program

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.G

BACKGROUND/DISCUSSION

The College of Western Idaho (CWI) proposes to establish a new Construction Technology program, which would offer an Associate of Applied Science (AAS) degree and an Intermediate Technical Certificate upon completion of program requirements. The program will enable local construction companies to obtain skilled workers in a field that is projected to need 7,000 workers over the next eight years.

IMPACT

Funds for the program have been identified internal to CWI's Division of Career-Technical Education (DCTE) budget to fully fund the program expenses.

ATTACHMENTS

Attachment 1 – Construction Technology Program Proposal Page 3

STAFF COMMENTS AND RECOMMENDATIONS

The proposed program aligns with CWI's Service Region Program Responsibilities and is included on their Five-Year Plan update to be considered at the August Board meeting. CWI projects the program will have capacity for 20 students to start, with 20 students projected in subsequent years.

The DCTE has reviewed the request and recommends Board approval. The proposal went through the program review process and was recommended for approval by the Council on Academic Affairs and Programs (CAAP) on May 26, 2016. The Instruction, Research, and Student Affairs committee recommended approval at their June 2, 2016 meeting.

BOARD ACTION

I move to approve the request by the College of Western Idaho to offer a new Construction Technology program in substantial conformance to the proposal provided in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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Institutional Tracking No. 660-15-40

Idaho State Board of Education

Proposal for **Professional-Technical Certificate/Degree** Program

Date of Proposal Submission: February 2016

Institution Submitting Proposal:	College of Western Idaho
Name of College, School, or Division:	Professional Technical Education
Name of Department(s) or Area(s):	Trades and Technical Programs

Program Identification for Proposed New or Modified Program:

Program Title:	Construction Technology
CIP code (consult IR /Registrar):	46.0415
Proposed Starting Date:	August 2016

Indicate whether this request is either of the following:

[X] **New Program (check all that apply)**
- [ ] Basic Technical Certificate
- [X] Intermediate Technical Certificate
- [ ] Advanced Technical Certificate
- [X] Associate of Applied Science Degree

[ ] **Expansion of Existing Program (check all that apply)**
- [ ] Basic Technical Certificate
- [ ] Intermediate Technical Certificate
- [ ] Advanced Technical Certificate
- [ ] Associate of Applied Science Degree

[ ] **Consolidation of Existing Program**

[ ] **New Off-Campus Instructional Program**

[ ] **Other (i.e., Contract Program/Collaborative**

College Dean (Institution)	Date	State Administrator, IDPTE	Date
FVP/Chief Fiscal Officer (Institution)	Date	SBOE/Executive Director Approval	Date
Provost/VP for Instruction (Institution)	Date		
President	Date		

Before completing this form, refer to Board Policy Section III.G., Postsecondary Program Approval and Discontinuance. This proposal form must be completed for the creation or expansion of each new program. All questions must be answered.

Rationale for Creation or Modification of the Program

1. **Describe the request and give an overview of the changes that will result.** Will this program be related or tied to other programs on campus? Identify any existing programs that this program will replace.
The College of Western Idaho requests action to add a new PTE Associate of Applied Science degree and Intermediate Technical Certificate in Construction Technology that will enable local construction companies to obtain skilled workers.

2. **Workforce Need for the Program.** Describe the regional, and statewide workforce needs that will be addressed by this proposal and address the ways in which the proposed program will meet those needs.
Construction/Carpentry is among the State of Idaho's top "Hot Jobs." There is a projected need of 7000 workers in this field over the next eight years. We expect to have around 15 graduates per year in this program.

   a. Provide verification of regional and state workforce needs that will be met by this program. Include State and National Department of Labor research on employment potential. Using the chart below, indicate the total projected annual job openings (including growth and replacement demands in your regional area, the state, and nation. Job openings should represent positions which require graduation from a program such as the one proposed. Data should be derived from a source that can be validated and must be no more than two years old.

	State DOL data	Federal DOL data	Other data source: (describe)
Regional (Service Area)			
State	223 annual openings		
Nation			

   Provide (as appropriate) additional narrative as to the workforce needs that will be met by the proposed program.

3. **Describe how this request supports the institution's vision and/or strategic plan.**
The College of Western Idaho provides affordable, quality teaching and learning opportunities for all to excel at learning for life. By having a construction program we are providing more opportunities for students.

4. **Assurance of Quality.** Describe how the institution will ensure the quality of the program. Describe the institutional process of program review. Where appropriate, describe applicable specialized accreditation and explain why you do or do not plan to seek accreditation.
Program quality will be assured by completion of a yearly program assessment. All programs at CWI complete this process annually. This assessment measures retention, completion and placement of students.

5. **Five-Year Plan: Is the proposed program on your institution's current 5-year plan? Indicate below.**

   Yes X No ____

   If not:

   a. **Describe why the proposed program is not on the institution's five year plan.** When did consideration of and planning for the new program begin?
   NA

   b. **Describe the immediacy of need for the program**. What would be lost were the institution to delay the proposal for implementation of the new program until it fits within the five-year planning cycle? What would be gained by an early consideration?
   NA

      i. How important is the program in meeting your institution's regional program responsibilities? Describe whether the proposed program is in response to a specific industry need or workforce opportunity.

      ii. Explain if the proposed program is reliant on external funding (grants, donations) with a deadline for acceptance of funding.

      iii. Is there a contractual obligation or partnership opportunity to justify the program?

      iv. Is the program request or program change in response to accreditation requirements or recommendations?

Curriculum, Intended Learning Outcomes, and Assessment Plan

6. **Curriculum for the proposed program and its delivery.**

   a. **Summary of requirements.** Provide a summary of program requirements using the following table.

Credit hours in required courses offered by the department (s) offering the program.	49
Credit hours in institutional general education curriculum	15
Total credit hours required for program	64

7. **Program Intended Learning Outcomes and Connection to Curriculum.** List the Intended Learning Outcomes for the proposed program, using learner-centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program. **Attach a PTE Program Profile (Attachment B).**
   1. Students will analyze construction prints to include: site, foundation, floor, electrical, plumbing and structural plans, sectional and detailed views.
   2. Students will gain the ability to use manual and power equipment typically used in the construction industry in a safe manner.
   3. Students will demonstrate problem solving, informational literacy, technological and communication skills in team and individual learning exercises.

4. Student will exhibit a sense of pride in one's work and the desire to progress and excel in the construction profession.
5. Students will learn the skills that will promote occupational growth and life-long learning.

a. **List any industry certifications students will be able to achieve during the duration of this program.**
NA

8. **Assessment Plans**
   a. **Assessment Process and Measures Used.** Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program. What direct and indirect measures will be used to assess student learning?
   National Center for Construction Education and Research end of program Assessment.

   b. **Closing the loop.** How will you ensure that the assessment findings will be used to improve the program?
   Through the end of program assessment test and our program assessment process, initiatives will be put in place to make improvements to the program.

Enrollments and Graduates

9. **Projections for proposed program:** Using the chart below, provide projected enrollments and number of graduates for the proposed program:

Proposed Program: Projected Enrollments and Graduates First Five Years											
Projected Headcount Enrollment in Program						Projected Number of Graduates From Program					
FY16__ 1st year	FY_17 _	FY18_ _	FY19_ _	FY20_ _	FY21_ _	FY16__ 1st year	FY17_ _	FY18_ _	FY19_ _	FY20_ _	FY21_ _
20	20	20	20	20	20	00	16	16	16	16	16

10. **Describe the methodology for determining enrollment and graduation projections.** Refer to information provided in Question #2 "Need" above. What is the capacity for the program? How did you determine the projected numbers above?

    This program will have a capacity of 20 students. We expect this program to fill with the need for this program and the wage student are able to earn ($16.00 per hour). We put the capacity at 20 because that is a number that can be safely supervised by one person.

11. **Minimum Enrollments and Graduates.** Have you determined minimums that the program will need to meet in order to be continued? What are those minimums, what is the time frame for meeting minimums, and what is the action that would result if minimums are not?

    We will need at least ten students in this program to make it successful. We will project at meeting that minimum the first year of the program. If the minimum cannot be meet within three years the program will be reevaluated.

Resources Required for Implementation

12. Physical Resources.

a. **Existing resources**. Describe equipment, space, laboratory instruments, computer(s), or other physical equipment presently available to support the successful implementation of the program.
- 1000 Sq. Ft. lab space
- 20 computers

b. **Impact of new program**. What will be the impact on existing programs of increased use of physical resources by the proposed program? How will the increased use be accommodated?
No impact to other programs

c. **Needed resources.** List equipment, space, laboratory instruments, etc., that must be obtained to support the proposed program. Enter the costs of those physical resources into the budget sheet.
- Tools

13. Personnel resources

a. **Needed resources.** Give an overview of the personnel resources that will be needed to implement the program. How many additional sections of existing courses will be needed? Referring to the list of new courses to be created, what instructional capacity will be needed to offer the necessary number of sections?
- Full time faculty(program chair)
- Adjunct Faculty

b. **Existing resources**. Describe the existing instructional, support, and administrative resources that will support the successful implementation of the program.
- Assistant Dean
- Admin Assistant

c. **Impact on existing programs**. What will be the impact on existing programs of increased use of existing personnel resources by the proposed program? How will quality and productivity of existing programs be maintained.
I do not foresee any major impact on existing resources or personnel

d. **Needed resources.** List the new personnel that must be hired to support the proposed program. Enter the costs of those physical resources into the budget sheet.
- Full time faculty member
- Adjunct Instructor

14. Revenue Sources

a. **Reallocation of funds:** If funding is to come from the reallocation of existing state appropriated funds, please indicate the sources of the reallocation. What impact will the reallocation of funds in support of the program have on other programs?
Culinary Arts program is being suspended, some of these funds will be allocated for the construction program

b. **New appropriation**. If a line item request is required to fund the program, indicate when the institution plans to submit the request to the Division of Professional-

Technical Education or include in the legislative budget request.
NA

c. **Non-ongoing sources**:

i. If the funding is to come from other, one-time sources such as a donation, indicate the sources of other funding. What are the institution's plans for sustaining the program when funding ends?

NA

ii. Describe the federal grant, other grant(s), special fee arrangements, or contract(s) to fund the program. How does the institution propose to continue the program upon termination of those funds?
NA

d. **Student Fees**: Provide estimated total semester cost to students, including all fees authorized under V.R.
$2250.00

Program Resource Requirements. Provide a realistic estimate of costs needed for the overall program. This should only include the additional costs that will be incurred and not current costs. Include both the reallocation of existing resources and anticipated or requested new resources. Second and third year estimates should be in constant dollars. If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies). Provide an explanation of the fiscal impact of the proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

A. REVENUE

	FY 2016-2017		FY 2017=2018		FY 2018-2019		Cumulative Total	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. Appropriated (Reallocation)	$125,000.00	$135,000.00	$125,000.00		$125,000.00		$375,000.00	$135,000.00
2. Appropriated (New)							$0.00	$0.00
3. Federal							$0.00	$0.00
4. Tuition							$0.00	$0.00
5. Student Fees							$0.00	$0.00
6. Other (Specify)							$0.00	$0.00
Total Revenue	$125,000.00	$135,000.00	$125,000.00	$0.00	$125,000.00	$0.00	$375,000.00	$135,000.00

B. EXPENDITURES

	FY 2016-2017		FY 2017-2018		FY 2018-2019		Cumulative Total	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. Personnel	$110,000.00		$110,000.00		$110,000.00		$330,000.00	$0.00
2. Operating	$15,000.00		$15,000.00		$15,000.00		$45,000.00	$0.00
3. Equipment		$135,000.00					$0.00	$135,000.00
4. Facilities							$0.00	$0.00
5. Other (Specify)							$0.00	$0.00
Total Expenditures	$125,000.00	$135,000.00	$125,000.00	$0.00	$125,000.00	$0.00	$375,000.00	$135,000.00
Net Income (Deficit)	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00		$0.00

Ongoing is defined as ongoing operating budget for the program which will become part of the base.
One-time is defined as one-time funding in a fiscal year and not part of the base.

Program Proposal Budget Template
(Baccalaureate, Graduate, Doctorate)
March 7, 2012
Page 1

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PTE ATTACHMENT B
(Program Profile)

Indicate the nature of this submission

X	New Program (option, certificate, or degree)		Non-Substantive Change(s)
	Expansion of an Existing Program (An addition of a certificate or degree to an existing program)		Other (please list)

Please submit a separate PTE Attachment B for each new program, expansion, or non-substantive change.

Date Submitted **December 7 2015**

Effective Date **Fall 2016**

Institution **College of Western Idaho**

Program/Option Title **Construction Technology**

Insert Program Name/Option Title (i.e. Business Technologies/Marketing and Management)

Degree/Certificate **Associate of Applied Science**

If a Certificate, indicate type (i.e. Technical, Advanced Technical or Postsecondary Technical)

CIP Code Number **46.0415**

CIP Code Title **Building Construction Technology**

SOC Code Examples* **47-2781, 47-1011, 47-2031**

TSA **National Center for Construction Education and Research**

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STUDENT LEARNING OUTCOMES

1. Students will analyze construction prints to include: site, foundation, floor, electrical, plumbing and structural plans, sectional and detailed views.
2. Students will gain the ability to use manual and power equipment typically used in the construction industry in a safe manner.
3. Students will demonstrate problem solving, informational literacy, technological and communication skills in team and individual learning exercises.
4. Student will exhibit a sense of pride in one's work and the desire to progress and excel in the construction profession.
5. Students will learn the skills that will promote occupational growth and life-long learning.

NEW PROGRAM OR OPTION

1. Describe how this request is consistent with the Division of Professional-Technical Education's strategic plan.
   This program aligns with the PTE strategic plans- Goal 1: A well-educated citizenry and Goal 2: Effective and efficient delivery system-ensure resources are used effectively

2. Describe the discussion with PTE and the TCLC regarding this request.
   The Dean of PTE at the College of Western Idaho has shared information about the addition of this program with the Idaho State Division of Professional Technical Education.

3. Provide advisory committee/industry input supporting this request.
   A construction technology credit program is being requested by industry, mainly local contractors, to meet the demand for local construction labor and managerial needs

4. What is your plan to mitigate the impact this request will have on similar secondary and postsecondary programs (e.g. advanced learning opportunity, early college, distributed/hybrid)?
   We believe there is room for opportunity without disrupting other programs, since the only other program in construction is at NIC and we do not plan on disrupting NIC. There are plenty of openings in our geographic area.

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NON-SUBSTANTIVE CHANGE

Changes to a program name or title changes (e.g., programs, degrees, certificates, departments, divisions, colleges, or centers), Course number/prefix change, Course title change, Credit/lab/contact hour change, Semester offered change, Catalog description change, Co-/Prerequisite change, Create new Course(s), Delete existing course(s).

1. Describe the impact this change will have on students currently enrolled in the existing program.
2. Provide advisory committee/industry input supporting this change.
3. What is your plan to mitigate the impact this change will have on similar secondary and postsecondary programs (e.g. advanced learning opportunity, early college, distributed/hybrid)?

COURSE SEQUENCE

FIRST SEMESTER			
Course Prefix & Number	**Course Title**	**Credits**	**Gen Ed/ Technical**
CONS 101	Intro to Construction	3	T
CONS 102	Tools of the Trade	3	T
CONS 103	Blueprints for construction	3	T
CONS 104	Intro to Concrete	2	T
GEM 1	English Composition 1	3	G
Total		14	

SECOND SEMESTER			
Course Prefix & Number	**Course Title**	**Credits**	**Gen Ed/ Technical**
CONS 105	Construction Materials and Methods 1	3	T
CONS 106	Framing Applications	2	T
CONS 107	Construction Lab 1	5	T
CONS 108	Exterior Finish	2	T
GEM 3	Mathematical Ways of Knowing	3	G
Total		**15**	

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SUMMER SEMESTER			
Course Prefix & Number	**Course Title**	**Credits**	**Gen Ed/ Technical**
CONS 109	Construction Lab 2	4	T
CONS 110	Building Science	3	T
GE Elective	Any additional General Ed Course from approved list	3	G
Total		**10**	

THIRD SEMESTER			
Course Prefix & Number	**Course Title**	**Credits**	**Gen Ed/ Technical**
CONS 210	Construction Materials and Methods 2	3	T
CONS 211	Interior Finish	2	T
CONS 212	Construction Lab 3	5	T
GEM 2	Oral Communication	3	G
Total		**13**	

FOURTH SEMESTER			
Course Prefix & Number	**Course Title**	**Credits**	**Gen Ed/ Technical**
CONS 213	Construction Management	5	T
CONS 214	Advanced Concrete	4	T
GEM 6	Social and Behavioral Ways of Knowing	3	G
Total Credits		**12**	

Summary	
General (Academic) Education	**15**
Technical Credits	**49**
Grand Total	**64**

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COURSE TITLES, DESCRIPTIONS AND CREDITS

CONS 101 –Intro to Construction (3 CREDITS, FALL)

This course is an introduction to the construction trade and its application as a career in the industry. Basic building materials and construction methods are thoroughly covered in preparation for the program's construction of a house. Interpretation of both commercial and residential plans and blueprints, applicable building codes, building layout will be discussed. This course has a laboratory component which applies classroom curriculum to assigned shop projects; it will include appropriate local field trips, as well as site preparation and layout for the fall and spring semester's class project house. **COREQ:** CONS 102

CONS 102 – Tools of the Trade (3 CREDITS, FALL)

This course introduces and emphasizes safe and proper use of the tools of the construction trade. Hand tools, hand held power tools, and shop-based bench power tools are covered. The laboratory component of this course includes assigned projects in the shop as well as activities on-campus or on-site. Laboratory projects are designed to require use of all tools and procedures covered in the classroom.

CONS 103 – Blueprints for Construction (3 CREDITS, FALL)

This course covers detailed interpretations of both residential and commercial blueprints, specific engineered shop drawings, models, sketches, and other representations of construction projects. Students will learn to identify and use critical building information contained in the plans, including accurate dimensioning and the meanings of architectural notations and symbols. Related and required municipal building codes are thoroughly covered as they apply to house construction. Classroom time includes a heavy construction math emphasis, as the class does materials take-offs from a variety of plans and creates a materials list and budget for the house. Laboratory time is spent practicing house layout procedures with a variety of plans, particularly the current project house plans. On-site, the house is located and laid out and preparations are made for excavation. As time permits through the semester, students will independently plan, sketch, and lay out smaller projects and side jobs around the CWI campus and local community. **PRE/COREQ:** CONS 101.

CONS 104 – Intro to Concrete (2 CREDITS, FALL)

This course is designed to impart knowledge about the characteristics of concrete as a building material, and its many forms and uses in construction. Concrete's chemical composition, specific terminology, estimating methods, and common related building codes are thoroughly covered. Aspects of site preparation, including soils and excavation

knowledge, are also covered. This course is intended to give students the skills and knowledge to construct standard forms for footings, foundation stem walls, flatwork, and stairs. Skills and methods taught in class are practiced as students construct the required concrete forms and place the concrete for a house. Also covered are concrete's related products, including code required steel reinforcement, concrete masonry units (CMU's), insulated concrete forms (ICF's), and decorative concrete products such as stamped and colored concrete, manufactured stone veneers, bricks, blocks, and others. Course curriculum is delivered through classroom lecture, independent student research, and class field trips. **PRE/COREQ:** CONS 101

CONS 105 – Construction Materials and Methods 1 (3 CREDITS, SPRING)
This course covers a broad range of both current and timeless construction materials and methods with an emphasis on problem solving, tool savvy and building techniques which are directly applicable to carpentry work on a residential construction site. The classroom curriculum includes a text and special calculator, classroom lecture, after-class research and assignments, field trips, websites and visitors from the community and industry. The laboratory time consists primarily of building a house, with other projects around the CWI campus and local community added as time permits. Special attention is given to all construction safety issues, especially tool use and OSHA standards. Sustainable, energy efficient green building practices are infused into all course curriculum. **PREREQ:** CONS 101

CONS 106 – Framing Applications (2 CREDITS, SPRING)
This course will teach students how to frame a residential structure from the foundation to the roof. Framing terminology, dimensional and manufactured lumber, floor frame systems, wall framing, roof framing, and truss systems are fully covered. A special construction calculator is required and used to determine and lay out walls, rafter cuts, and stairs. Advanced green framing techniques are explored and emphasized. Classroom topics include applicable building codes pertaining to framing, an array of available fastener systems, commercial metal stud framing, balloon framing, post and beam framing. **PREREQ:** CONS 101

CONS 107 – Construction Lab 1 (5 CREDITS, SPRING)
This course is an on-site, hands-on laboratory application of all student learning outcomes from previous and corequisite construction courses. There is heavy and frequent tool and equipment use, climbing of scaffolds and ladders, caring for lumber and other building materials, and working in any kind of weather. Safety issues and OSHA standards are practiced daily. Students will build a house, with time made for other smaller projects and side jobs benefitting the CWI campus and the local community. Work is most often completed by small groups of students using their own

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basic tools with ample opportunity for both leadership and team player roles. Emphasis is placed on real-world construction industry demands for critical thinking, problem solving, positive work ethic, and teamwork.

CONS 108 – Exterior Finish (2 CREDITS, SPRING)
This course applies exterior building finish theory from other or previous CONS courses directing students' mental and physical efforts at the program project house. Class time will deal with which and how much specific exterior building materials will be bought and how the class will install them. Particular emphasis will be placed on applicable codes and covenants, strong building science and the most current best construction practices. Main theory and activities include closing the building envelope, siding and window installation, roofing, exterior trim, concrete flatwork prep, decks and anything else that is required to complete the project house's exterior, making it ready for the painter.

CONS 109 – Construction Lab 2 (4 CREDITS ,SUMMER)
This course is an on-site, hands-on laboratory application of all student learning outcomes from previous construction courses. There is heavy and frequent tool and equipment use, climbing of scaffolds and ladders, caring for lumber and other building materials, and working in any kind of weather. Safety issues and OSHA standards are practiced daily. Students will build a house, with time made for other smaller projects and side jobs benefitting the CWI campus and the local community. Work is most often completed by small groups of students using their own basic tools with ample opportunity for both leadership and team player roles. Emphasis is placed on real-world construction industry demands for critical thinking, problem solving, positive work ethic, and teamwork. Carpentry students start with site preparation and excavation, work through concrete footings and foundation, and end the term with a framed house.

CONS 110 – Building Science (3 CREDITS, SUMMER)
This classroom portion of this course covers building structures as complete systems that will perform predictably. Classroom time will cover issues surrounding building science, including but not limited to: types and strengths of construction materials, insulation, ventilation, rating and testing programs for building sustainability and livability, as well as "green" building best practices. Special attention is paid to required codes and construction techniques as they apply to the program's class project. The laboratory component of this course will reinforce classroom building theory with activities that center around completing the building envelope, including siding and window installation, air-infiltration sealing and making way for professional subcontractors hired to completes the main house systems. Students will have the opportunity to plan, observe and participate in all testing and inspection procedures.

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CONS 210 – Construction Materials and Methods 2 (3 CREDITS, FALL)
This course covers the broad range of both current and timeless construction materials and methods introduced in CONS-105. Emphasis remains on problem solving, tool savvy and building techniques directly applicable to carpentry work on a construction site, but now especially as it relates to interior and exterior finish work, and building science topics. Classroom curriculum includes text and special calculators, classroom lecture, after-class research and assignments, field trips, on-line research, and visitors from the community and industry. Laboratory time continues to primarily consist of building. Other projects around the CWI campus and local community are added as time permits. Special attention is given to construction safety issues, especially tool use and OSHA standards. Sustainable, energy efficient green building practices are infused into all course curriculum. **PREREQ:** CONS 105

CONS 211 – Interior Finish (2 CREDITS, FALL)
This course applies interior building finish theory from other or previous CONS courses directing students' mental and physical efforts at the program project house. Class time will deal with which, and how much, specific interior finish materials will be bought and how the class will install them. Particular emphasis will be placed on applicable codes and covenants, strong building science and the most current best construction practices. Main theory and activities include prepping for sheetrock installation and painting, learning about multiple construction trim tools and methods, hanging and trimming all doors, observe/assist the cabinet installation, lay out and construct stairs as well as anything else that is required to complete the project house's interior. **PREREQ:** CONS 103

CONS 212 – Construction Lab 3 (5 CREDITS, FALL)
This course is an on-site, hands-on laboratory application of all student learning outcomes from previous carpentry courses. There is heavy and frequent tool and equipment use, climbing of scaffolds and ladders, caring for lumber and other building materials, and working in any kind of weather. Safety issues and OSHA standards are practiced daily. Students will be completing construction of a house, with time made for other smaller projects and side jobs benefiting the CWI campus and the local community. Work is completed by individual and small groups of students using their own basic tools and ample opportunity for both leadership and team player roles. Emphasis is placed on real-world construction industry demands for critical thinking, problem solving, positive work ethic, and teamwork. This relationship continues through siding, exterior finishing, interior door hanging and trimming. The term ends with a completed house.

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CONS 213 – Construction Management (5 CREDITS, SPRING)
This course consists of weekly theory and field study. Students will obtain experience in planning and management of various construction projects that are part of the program's laboratory curriculum. Cost and materials estimating, advanced math concepts applied to construction projects, worksite issues/ethics, advanced communication skills, and construction scheduling and estimating are applied under supervision. In addition, advanced specialty construction skills will be addressed according to student's individual preferences. Weekly seminars will provide opportunities for students to share experiences, debrief, and obtain faculty assistance in applying theory concepts to field experience. **PREREQ:** CONS 141

CONS 214 – Advanced Concrete (4 CREDITS, SPRING)
This course consists of theory and lab work which entails advanced form construction and reinforcement. Custom concrete finishing work and intricate stairway construction. Describe and perform the procedure for casting and erecting tilt-up concrete walls. Student will become familiar with the process used to lay brick and concrete masonry units.

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PTE ATTACHMENT B
(Program Profile)

Indicate the nature of this submission

X	New Program (option, certificate, or degree)		Non-Substantive Change(s)
	Expansion of an Existing Program (An addition of a certificate or degree to an existing program)		Other (please list)

Please submit a separate PTE Attachment B for each new program, expansion, or non-substantive change.

Date Submitted **December 7 2015**

Effective Date **Fall 2016**

Institution **College of Western Idaho**

Program/Option Title **Construction Technology**

Insert Program Name/Option Title (i.e. Business Technologies/Marketing and Management)

Degree/Certificate **Intermediate Technical Certificate**

If a Certificate, indicate type (i.e. Technical, Advanced Technical or Postsecondary Technical)

CIP Code Number **46.0415**

CIP Code Title **Building Construction Technology**

SOC Code Examples* **47-2781, 47-1011, 47-2031**

TSA **National Center for Construction Education and Research**

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STUDENT LEARNING OUTCOMES

1. Students will analyze construction prints to include: site, foundation, floor, electrical, plumbing and structural plans, sectional and detailed views.
2. Students will gain the ability to use manual and power equipment typically used in the construction industry in a safe manner.
3. Students will demonstrate problem solving, informational literacy, technological and communication skills in team and individual learning exercises.
4. Student will exhibit a sense of pride in one's work and the desire to progress and excel in the construction profession.
5. Students will learn the skills that will promote occupational growth and life-long learning.

NEW PROGRAM OR OPTION

1. Describe how this request is consistent with the Division of Professional-Technical Education's strategic plan.
   This program aligns with the PTE strategic plans- Goal 1: A well-educated citizenry and Goal 2: Effective and efficient delivery system-ensure resources are used effectively

2. Describe the discussion with PTE and the TCLC regarding this request.
   The Dean of PTE at the College of Western Idaho has shared information about the addition of this program with the Idaho State Division of Professional Technical Education

3. Provide advisory committee/industry input supporting this request.
   A construction technology credit program is being requested by industry, mainly local contractors to meet the demand for local construction labor and managerial needs.

4. What is your plan to mitigate the impact this request will have on similar secondary and postsecondary programs (e.g. advanced learning opportunity, early college, distributed/hybrid)?
   We believe there is room for opportunity without disrupting other programs, since the only other program in construction is at NIC and we do not plan on disrupting NIC. There are plenty of openings in our geographic area

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NON-SUBSTANTIVE CHANGE

Changes to a program name or title changes (e.g., programs, degrees, certificates, departments, divisions, colleges, or centers), Course number/prefix change, Course title change, Credit/lab/contact hour change, Semester offered change, Catalog description change, Co-/Prerequisite change, Create new Course(s), Delete existing course(s).

1. Describe the impact this change will have on students currently enrolled in the existing program.
2. Provide advisory committee/industry input supporting this change.
3. What is your plan to mitigate the impact this change will have on similar secondary and postsecondary programs (e.g. advanced learning opportunity, early college, distributed/hybrid)?

COURSE SEQUENCE

FIRST SEMESTER			
Course Prefix & Number	**Course Title**	**Credits**	**Gen Ed/ Technical**
CONS 101	Intro to Construction	3	T
CONS 102	Tools of the Trade	3	T
CONS 103	Blueprints for construction	3	T
CONS 104	Intro to Concrete	2	T
GEM 1 Or GEM 2	Written Communication course Oral Communication course	3	G
Total		14	

SECOND SEMESTER			
Course Prefix & Number	**Course Title**	**Credits**	**Gen Ed/ Technical**
CONS 105	Construction Materials and Methods 1	3	T
CONS 106	Framing Applications	2	T
CONS 107	Construction Lab 1	5	T
CONS 108	Exterior Finish	2	T
GEM 3	Mathematical Ways of Knowing	3	G
Total		**15**	

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SUMMER SEMESTER			
Course Prefix & Number	**Course Title**	**Credits**	**Gen Ed/ Technical**
CONS 109	Construction Lab 2	4	T
CONS 110	Building Science	3	T
GEM 6	Social and Behavioral Ways of Knowing course	3	G
Total		**10**	

Summary	
General (Academic) Education	**9**
Technical Credits	**30**
Grand Total	**39**

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COURSE TITLES, DESCRIPTIONS AND CREDITS

CONS 101 – Intro to Construction (3 CREDITS, FALL)
This course is an introduction to the construction trade and its application as a career in the industry. Basic building materials and construction methods are thoroughly covered in preparation for the program's construction of a house. Interpretation of both commercial and residential plans and blueprints, applicable building codes, and building layout will be discussed. This course has a laboratory component that applies classroom curriculum to assigned shop projects; it will include appropriate local field trips, as well as site preparation and layout for the Fall and Spring semester's class project house. **COREQ:** CONS 102.

CONS 102 – Tools of the Trade (3 CREDITS, FALL)
This course introduces and emphasizes safe and proper use of the tools of the construction trade. Hand tools, hand held power tools, and shop-based bench power tools are covered. The laboratory component of this course includes assigned projects in the shop as well as activities on-campus or on-site. Laboratory projects are designed to require use of all tools and procedures covered in the classroom.

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This course covers detailed interpretations of both residential and commercial blueprints, specific engineered shop drawings, models, sketches, and other representation of construction projects. Students will learn to identify and use critical building information contained in the plans, including accurate dimensioning and the meanings of architectural notations and symbols. Related and required municipal building codes are thoroughly covered as they apply to house construction. Classroom time includes a heavy construction math emphasis, as the class does materials take-offs from a variety of plans and creates a materials list and budget for the house. Laboratory time is spent practicing house layout procedures with a variety of plans, particularly the current project house plans. On-site, the house is located and laid out and preparations are made for excavation. As time permits, through the semester students will independently plan, sketch, and lay out smaller projects and side jobs around the CWI campus and local community. **PRE/COREQ:** CONS 101.

CONS 104 – Intro to Concrete (2 CREDITS, FALL)
This course is designed to impart knowledge about the characteristics of concrete as a building material, and its many forms and uses in construction. Concrete's chemical composition, specific terminology, estimating methods, and common related building codes are thoroughly covered. Aspects of site preparation, including soils and excavation knowledge, are also covered. This course is intended to give students the skills and

knowledge to construct standard forms for footings, foundation stem walls, flatwork, and stairs. Skills and methods taught in class are practiced as students construct the required concrete forms and place the concrete for a house. Also covered are concrete's related products, including code required steel reinforcement, concrete masonry units (CMU's), insulated concrete forms (ICF's), and decorative concrete products such as stamped and colored concrete, manufactured stone veneers, bricks, blocks, and others. Course curriculum is delivered through classroom lecture, independent student research, and class field trips. **PRE/COREQ:** CONS 101

CONS 105 – Construction Materials and Methods 1 (3 CREDITS, Spring)
This course covers a broad range of both current and timeless construction materials and methods with an emphasis on problem solving, tool savvy and building techniques which are directly applicable to carpentry work on a residential construction site. The classroom curriculum includes a text and special calculator, classroom lecture, after-class research and assignments, field trips, websites and visitors from the community and industry. The laboratory time consists primarily of building a house, with other projects around the CWI campus and local community added as time permits. Special attention is given to all construction safety issues, especially tool use and OSHA standards. Sustainable, energy efficient green building practices are infused into all course curriculum. **PREREQ:** CONS 101

CONS 106 – Framing Applications (2 CREDITS, SPRING)
This course will teach students how to frame a residential structure from the foundation to the roof. Framing terminology, dimensional and manufactured lumber, floor frame systems, wall framing, roof framing, and truss systems are fully covered. A special construction calculator is required and used to determine and lay out walls, rafter cuts, and stairs. Advanced green framing techniques are explored and emphasized. Classroom topics include applicable building codes pertaining to framing, an array of available fastener systems, commercial metal stud framing, balloon framing, post and beam framing. **PREREQ:** CONS 101

CONS 107 – Construction Lab 1 (5 CREDITS, SPRING)
This course is an on-site, hands-on laboratory application of all student learning outcomes from previous and corequisite construction courses. There is heavy and frequent tool and equipment use, climbing of scaffolds and ladders, caring for lumber and other building materials, and working in any kind of weather. Safety issues and OSHA standards are practiced daily. Students will build a house, with time made for other smaller projects and side jobs benefitting the CWI campus and the local community. Work is most often completed by small groups of students using their own basic tools with ample opportunity for both leadership and team player roles. Emphasis

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is placed on real-world construction industry demands for critical thinking, problem solving, positive work ethic, and teamwork.

CONS 108 – Exterior Finish (2 CREDITS, SPRING)
This course applies exterior building finish theory from other or previous CONS courses directing students' mental and physical efforts at the program project house. Class time will deal with which and how much specific exterior building materials will be bought and how the class will install them. Particular emphasis will be placed on applicable codes and covenants, strong building science and the most current best construction practices. Main theory and activities include closing the building envelope, siding and window installation, roofing, exterior trim, concrete flatwork prep, decks and anything else that is required to complete the project house's exterior, making it ready for the painter.

CONS 109 – Construction Lab 2 (4 CREDITS, SUMMER)
This course is an on-site, hands-on laboratory application of all student learning outcomes from previous construction courses. There is heavy and frequent tool and equipment use, climbing of scaffolds and ladders, caring for lumber and other building materials, and working in any kind of weather. Safety issues and OSHA standards are practiced daily. Students will build a house, with time made for other smaller projects and side jobs benefitting the CWI campus and the local community. Work is most often completed by small groups of students using their own basic tools with ample opportunity for both leadership and team player roles. Emphasis is placed on real-world construction industry demands for critical thinking, problem solving, positive work ethic, and teamwork. Carpentry students start with site preparation and excavation, work through concrete footings and foundation, and end the term with a framed house.

CONS 110 – Building Science (3 CREDITS, SUMMER)
This classroom portion of this course covers building structures as complete systems that will perform predictably. Classroom time will cover issues surrounding building science, including but not limited to: types and strengths of construction materials, insulation, ventilation, rating and testing programs for building sustainability and livability as well as "green" building best practices. Special attention is paid to required codes and construction techniques as they apply to the program's class project. The laboratory component of this course will reinforce classroom building theory with activities that center around completing the building envelope, including siding and window installation, air-infiltration sealing and making way for professional subcontractors hired to complete the main house systems. Students will have the opportunity to plan observe and participate in all testing and inspection procedures.

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NORTH IDAHO COLLEGE

SUBJECT

Approval of Aerospace Technology Substantive Program Changes

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.G.

BACKGROUND/DISCUSSION

In 2012, North Idaho College (NIC) was awarded a $2.9 million Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant to develop an Aerospace Center of Excellence in Aviation Maintenance and Advanced Manufacturing. In 2013, NIC began offering the Aerospace Technology program. Since that time this program has expanded to include multiple stackable credentials leading to an Associates of Applied Science (AAS) degree. To date, 106 students have enrolled in the program; 74 have completed one or more certificates and 16 have completed the Advanced Technical Certificate (ATC) or AAS degree. Lessons learned during the initial offerings of this program have led to the request to make substantive changes to the program curriculum. All options will be impacted by these revisions.

IMPACT

This change represents improvements to an existing program and offers more flexibility to students to choose courses more in line with their career goals. In addition, the number of credits required for the AAS degree has been reduced to 60-62 credits. No added spending or additional funds are being requested for the implementation of these changes.

ATTACHMENTS

Attachment 1 – Aerospace Technology Program Proposal Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Employment in aviation maintenance and advanced manufacturing is growing rapidly in northern Idaho and requires a highly skilled workforce. NIC's proposed changes to the program create a well-defined stackable credential program that prepares students for an entry-level job and promotions in the aerospace career path.

The Division of Career-Technical Education has reviewed the request and recommends Board approval. The proposal went through the program review process and was also recommended for approval by the Council on Academic Affairs and Programs (CAAP) on May 26, 2016. The Instruction, Research, and Student Affairs committee recommended approval at their June 2, 2016, meeting.

BOARD ACTION

I move to approve the request by North Idaho College to make substantive changes to the Aerospace Technology program in substantial conformance to those specified in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Institutional Tracking No. _____

Idaho State Board of Education

Proposal for Other Academic Program Activity and Professional-Technical Education

Date of Proposal Submission:	3/14/16
Institution Submitting Proposal:	North Idaho College
Name of College, School, or Division:	Aerospace Technology Division
Name of Department(s) or Area(s):	Aerospace Technology

Program Identification for Proposed New, Modified, or Discontinued Program:

Title:	Aerospace Technology Advanced Manufacturing			
Degree:	AAS, Advanced Technical Degree; and Basic Technical Certificates			
Method of Delivery:	Professional Technical Program with a combination of theory and lab classes.			
CIP code (consult IR /Registrar)	15.0801			
Proposed Starting Date:	Fall 2016			
Indicate if the program is:	X	Regional Responsibility		Statewide Responsibility

Indicate whether this request is either of the following:

- [ ] New Program (minor/option/emphasis or certificate)
- [ ] New Off-Campus Instructional Program
- [ ] New Instructional/Research Unit
- [ ] Contract Program/Collaborative
- [ ] Discontinuance of an Existing Program/Option
- [ ] Consolidation of an Existing Program
- [X] Expansion of an Existing Program
- [ ] Other _____

3-14-16

College Dean (Institution) Date

Vice President for Research **(as applicable)** Date

Graduate Dean **(as applicable)** Date

State Administrator, SDPTE **(as applicable)** Date

3/15/16

Chief Fiscal Officer (Institution) Date

Academic Affairs Program Manager Date

Rita A. Burns 3/15/16

Chief Academic Officer (Institution) Date

Chief Academic Officer, OSBE Date

Rita A. Burns for Joe Dunlap

President Date 3/15/16

SBOE/OSBE Approval Date

February 15, 2016
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