

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 31, 2017**

TAB	DESCRIPTION	ACTION
1	PROPOSED RULE DOCKET NO. 08-0111-1701 REGISTRATION OF POSTSECONDARY EDUCATION INSTITUTIONS AND PROPRIETARY SCHOOLS	Motion to Approve
2	TEMPORARY AND PROPOSED RULE DOCKET NO. 08-0113-1701 - RULES GOVERNING OPPORTUNITY SCHOLARSHIP PROGRAM	Motion to Approve
3	PROPOSED RULE DOCKET NO. 08-0202-1703 – RULES GOVERNING UNIFORMITY, ACCREDITATION	Motion to Approve
4	TEMPORARY AND PROPOSED RULE DOCKET NO. 08-0202-1705 – RULES GOVERNING UNIFORMITY, EDUCATOR CREDENTIAL AND EVALUATIONS	Motion to Approve
5	TEMPORARY AND PROPOSED RULE DOCKET NO. 08-0202-1707 – RULES GOVERNING UNIFORMITY, TRANSPORTATION	Motion to Approve
6	PROPOSED RULE DOCKET NO. 08-0202-1708 – RULES GOVERNING UNIFORMITY, EDUCATOR CREDENTIAL – CAREER TECHNICAL EDUCATION CERTIFICATION	Motion to Approve
7	PROPOSED RULE DOCKET NO. 08-0202-1709 – RULES GOVERNING UNIFORMITY, STATE MENTORING PROGRAM STANDARDS	Motion to Approve
8	PROPOSED RULE DOCKET NO. 08-0203-1707 – RULES GOVERNING THOROUGHNESS, DEFINITION - DIPLOMA	Motion to Approve
9	PROPOSED RULE DOCKET NO. 08-0203-1709 – RULES GOVERNING THOROUGHNESS, CAREER READINESS DEFINITION AND COMPETENCIES	Motion to Approve
10	PROPOSED RULE DOCKET NO. 08-0203-1710 – RULES GOVERNING THOROUGHNESS, CAREER TECHNICAL EDUCATION CONTENT STANDARDS	Motion to Approve

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11	TEMPORARY AND PROPOSED RULE DOCKET NO. 08-0204-1701 – RULES GOVERNING PUBLIC CHARTER SCHOOLS	Motion to Approve
12	TEMPORARY AND PROPOSED RULE DOCKET NO. 08-0301-1701 – RULES OF THE PUBLIC CHARTER SCHOOL COMMISSION	Motion to Approve

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SUBJECT

Proposed Rule Docket 08-0111-1701 – Registration of Postsecondary Education Institutions and Proprietary Schools

REFERENCE

August 2012	Board approved proposed rule Docket 08-0111-1201, updating registration requirement for postsecondary education institutions and proprietary schools.
November 19, 2012	Board approved pending rule Docket 08-0111-1201.
June 2016	Board approved a legislative idea clarifying the exemption status for proprietary schools regulated by other state agencies pursuant to Title 54.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Administrative code, IDAPA 08.01.11
Chapter 24, Title 33, Idaho Code

BACKGROUND/DISCUSSION

IDAPA 08.01.11 sets out the registration requirements for postsecondary (degree granting) education institutions and proprietary schools that have a physical presence in Idaho. IDAPA 08.01.11.301.02 sets the standards for courses and courses of study delivered by proprietary schools. The proposed amendments provide clarification that the Board does not review these courses and that if the courses apply to an occupation that is otherwise regulated in the state of Idaho, the applicant must attest to the courses meeting the regulatory agency or boards requirements for licensure or certification. Additional technical edits include removing the hyphen from the word “post-secondary” to be consistent with its usage in other section of Idaho law and specifying that appeal requests must be in writing.

IMPACT

The proposed changes will clarify the rule the Board serves in the evaluation of courses and courses of study for proprietary schools that are regulated by other state agencies or boards.

ATTACHMENTS

Attachment 1 – Proposed Rule Docket 08-0111-1701

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STAFF COMMENTS AND RECOMMENDATIONS

The negotiated rulemaking process includes three opportunities for public engagement and comment. The first step in the process is the negotiation process. The start of the negotiated rulemaking is the notice of intent to promulgate rules. The notice of intent is required to include a non-technical summary of the substance and purpose of the rule and issues that will be involved. The purpose of the notice of intent is to allow the public and those affected by the rule to be informed about what is being considered and to participate in a negotiated process in which the agency discusses the areas that they want to amend or add to Administrative Code

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and why, the public has an opportunity to meet with staff and discuss their concerns or support of the changes and talk through why one change may be chosen to go forward over another. Following the close of the negotiated rulemaking meeting(s), the agency drafts the proposed rule, in part based on the feedback received during this meeting. Agencies are not required to include the feedback received during the negotiated rulemaking meetings, however, all parties generally leave the meetings with some indication or understanding of what will be going forward to the Board for consideration as a proposed rule. Once the rule is drafted it is then brought before the Board for consideration as a proposed rule.

Once approved by the Board, proposed rules are published in the Administrative Bulletin. Publication of the proposed rule starts the 21-day public comment period. At the close of the public comment period, based on comments received and Board direction, changes may be made to proposed rules prior to entering the pending stage. All pending rules are brought back to the board for approval prior to re-submittal to the Department of Administration for publication as a pending (or final rule) in the Idaho Administrative Bulletin. The Department of Administration then forwards all pending rules to the legislature for consideration during the next legislative session. Pending rules go into effect at the end of the session in which they are reviewed, if they are not rejected by the legislature. The legislature may reject a rule in whole or in part.

The notice of intent to promulgate this rule was published in the May 3, 2017 (Vol.17-5) Administrative Bulletin. No requests were received to negotiate the rule.

Staff recommends approval.

BOARD ACTION

I move to approve Proposed Rule Docket 08-0111-1701 as submitted in attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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IDAPA 08
TITLE 01
CHAPTER 11

**08.01.11 - REGISTRATION OF POST-SECONDARY EDUCATIONAL INSTITUTIONS
AND PROPRIETARY SCHOOLS**

000. LEGAL AUTHORITY.

The following rules are made under authority of Sections 33-105, 33-107, 33-2402, and 33-2403, Idaho Code, to implement the provisions of Chapter 24, Title 33, Idaho Code. (4-9-09)

001. TITLE AND SCOPE.

01. Title. This rule shall be cited as IDAPA 08.01.11, "Registration of Post-Secondary Educational Institutions and Proprietary Schools." (4-9-09)

02. Scope. This rule sets forth the registration requirements for post-secondary educational institutions that are required to register with the Idaho State Board of Education ("Board") under Section 33-2402, Idaho Code, and for proprietary schools required to register with the Board under Section 33-2403, Idaho Code. In addition, this rule describes the standards and criteria for Board recognition of accreditation organizations, for registration purposes. (4-9-09)

002. WRITTEN INTERPRETATIONS.

There are no written interpretations of this rule. (4-9-09)

003. ADMINISTRATIVE APPEALS.

The Administrative Procedures Act, Chapter 52, Title 67, Idaho Code, applies to any denial of registration of any post-secondary educational institution or proprietary school. Hearings and appeals shall be governed according to the provisions of IDAPA 04.11.01, "Idaho Rules of Administrative Procedure of the Attorney General." (4-9-09)

004. INCORPORATION BY REFERENCE.

There are no documents incorporated by reference. (4-9-09)

005. OFFICE INFORMATION.

01. Office Hours. The offices of the Board are open from 8 a.m. to 5 p.m., except Saturday, Sunday and legal holidays. (4-9-09)

02. Mailing Address. The mailing address of the Board is P.O. Box 83720, Boise, Idaho 83720-0037. (4-9-09)

03. Street Address. The offices of the Board are located at 650 W. State Street, Boise, Idaho. (4-9-09)

04. Telephone. The telephone number of the Board is (208) 334-2270. (4-9-09)

05. Facsimile. The facsimile number of the Board is (208) 334-2632. (4-9-09)

06. Electronic Address. The electronic address of the Board of Education at www.boardofed.idaho.gov. (4-9-09)

006. PUBLIC RECORDS ACT COMPLIANCE.

This rule is subject to the provisions of the Public Records Act, Title 74, Chapter 1, Idaho Code. (4-9-09)

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007. -- 009. (RESERVED)

010. DEFINITIONS.

01. Accredited. Defined in Section 33-2401(1), Idaho Code, and means that a post-secondary educational institution has been recognized or approved as meeting the standards established by an accrediting organization recognized by the Board. (4-9-09)

02. Agent. Defined in Section 33-2401(2), Idaho Code, and means any individual within the state of Idaho who solicits students for or on behalf of a proprietary school. (4-9-09)

03. Agent's Certificate of Identification. Defined in Section 33-2401(3), Idaho Code, and means a nontransferable written document issued to an agent by the proprietary school that the agent represents. (3-29-10)

04. Course. Defined in Section 33-2401(5), Idaho Code, and means instruction imparted in a series of lessons or class meetings to meet an educational objective. (4-9-09)

05. Course or Courses of Study. Defined in Section 33-2401(6), Idaho Code, and means either a single course or a set of related courses for which a student enrolls, either for academic credit or otherwise. A course of study is sometimes also referred to in this rule as a program. (4-9-09)

06. Degree. Defined in Section 33-2401(7), Idaho Code, and means any written or any academic title that contains, in any language, the word "associate," "bachelor," "baccalaureate," "masters," "doctor," or any abbreviation thereof, and that indicates or represents, or is intended to indicate or represent, that the person named thereon, in the case of any writing, or the person it is awarded thereto, in the case of any academic title, is learned in or has satisfactorily completed a prescribed course of study in a particular field or that the person has demonstrated proficiency in any field of endeavor as a result of formal preparation or training. (3-29-10)

07. Executive Director. Defined in Section 33-102A, shall mean the Executive Officer of the Office of the State Board of Education, or his designee. (3-29-12)

08. Nonprofit. Means an entity that is recognized under the Internal Revenue Code and applicable regulations as being tax exempt, or an entity such as a nonprofit or not-for-profit organization that possesses the following characteristics that distinguish it from a business enterprise: (a) contribution of significant amounts of resources from resource providers who do not expect commensurate or proportionate pecuniary return, (b) operating purposes other than to provide goods or services at a profit, and (c) absence of ownership interests like those of business enterprises. (4-9-09)

09. Post-Secondary Educational Institution. Sometimes referred to in this rule simply as an institution, is defined in Section 33-2401(8), Idaho Code, and means an individual, or educational, business or other entity, whether legally constituted or otherwise, which maintains a presence within, or which operates or purports to operate, from a location within, the state of Idaho, and which provides a course or courses of study that lead to a degree, or which provides, offers or sells degrees. (4-9-09)

10. Proprietary School. Sometimes referred to in this rule simply as a school, is defined in Section 33-2401(9), Idaho Code, and means an individual, or educational, business or other entity, whether legally constituted or otherwise, which maintains a presence within, or which operates or purports to operate, from a location within the state of Idaho and which conducts, provides, offers or sells a course or courses of study, but which does not provide, offer or sell degrees. (4-9-09)

011. -- 099. (RESERVED)

100. RECOGNITION OF ACCREDITATION ORGANIZATIONS.

For purposes of registration of post-secondary educational institutions, the Board recognizes the regional and national accreditation organizations that are recognized by and in good standing with the United States Department of

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Education, and which accredit entire colleges or universities, and which do not accredit only courses or courses of study (such as specialized accreditation organizations). Further, the Board may recognize other accreditation organizations on a case-by-case basis. A request for recognition of other accreditation organizations for purposes of registration should be made to the Board's Chief Academic Officer, who will review and evaluate the request with the input and advice of the Board's Committee on Academic Affairs and Programs (CAAP). The Board will make a final decision based on such evaluation and review. (4-4-13)

101. -- 199. (RESERVED)

200. REGISTRATION OF POST-SECONDARY EDUCATIONAL INSTITUTIONS.

01. Delegation. Section 33-2403, Idaho Code, provides that a post-secondary educational institution must hold a valid certificate of registration issued by the Board. The Board delegates authority to its Executive Director and the Office of the State Board of Education to administer the registration of post-secondary educational institution, in accordance with Title 33, Chapter 24, Idaho Code, and this rule. (3-29-12)

02. Registration Requirement. (4-9-09)

a. Unless exempted by statute or this rule, as provided herein, a post-secondary educational institution which maintains a presence within the state of Idaho, or that operates or purports to operate from a location within the state of Idaho, shall register and hold a valid certificate of registration issued by the Board. An institution shall not conduct, provide, offer, or sell a course or courses of study, or degree unless registered. (3-29-12)

b. Registration shall be for the period beginning on the date a certificate of registration is issued and continue through June 30 of the next succeeding year. A registered post-secondary educational institution must renew its certificate of registration annually, and renewal of registration is not automatic. (3-29-10)

c. Renewal of registration shall be for the period beginning on July 1 of any year, and continue through June 30 of the next succeeding year. (4-9-09)

d. A new or start-up entity that desires to operate as a postsecondary educational institution in Idaho but which is not yet accredited by an accreditation organization recognized by the Board must register and operate as a proprietary school until accreditation is obtained. A new or start-up entity that is accredited and authorized to operate in another state, and which desires to operate as a postsecondary educational institution in Idaho offering degrees for which specialized program accreditation is required, may be granted approval to operate subject to the successful attainment of such program accreditation within the regular program accreditation cycle required by the accreditor. (3-29-12)

e. There is no inherent or private right to grant degrees in Idaho. That authority belongs only to institutions properly authorized to operate in Idaho under these rules. (3-29-12)

03. Idaho Presence. (3-29-12)

a. An institution shall be deemed to have a presence in Idaho, or to be operating or purporting to be operating from a location within the state of Idaho, if it owns, rents, leases, or uses any office or other type of physical location in Idaho, including a mailing or shipping center, or if it represents in any way, such as on an electronic or Internet website, to have an Idaho street or mailing address, including a post office box in Idaho, for purposes of conducting, providing, offering or selling a course or courses of study or degrees. (3-29-12)

b. Idaho presence shall include medical/osteopathic education clinical instruction occurring in the state of Idaho as part of a course of study leading to a degree pursuant to a formal multiyear arrangement or agreement between such clinic and an institution providing medical/osteopathic education instruction where eleven (11) or more students of the institution are physically present simultaneously at a single field site. (4-11-15)

c. Idaho presence shall not include: (3-29-12)

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i. Distance or online education delivered by an institution located outside of the state of Idaho to students in this state when the institution does not otherwise have physical presence in Idaho, as provided in Subsection 200.03.a. of this rule; (3-29-12)

ii. Medical education instruction occurring in the state of Idaho by an institution pursuant to a medical education program funded by the state of Idaho; (3-29-12)

iii. Internship or cooperative training programs occurring in the state of Idaho where students are employed by or provide services to a business or company in this state and receive course credit from an institution related to such activities; or (3-29-12)

iv. Activities limited to the recruiting or interviewing of applicants or potential students in the state of Idaho, whether conducted by a compensated employee, agent, or representative of an institution, or by volunteer alumnus of an institution, even if such individual is physically located in this state. (3-29-12)

04. Institutions Exempt from Registration. (4-9-09)

a. Idaho public post-secondary educational institutions. Section 33-2402(1), Idaho Code, provides that a public institution supported primarily by taxation from either the state of Idaho or a local source in Idaho shall not be required to register. (4-9-09)

b. Certain Idaho private, nonprofit, post-secondary educational institutions. A private, nonprofit, post-secondary educational institution that is already established and operational as of the date when this rule first went into effect (Brigham Young University - Idaho, College of Idaho, Northwest Nazarene University, New Saint Andrews College, Boise Bible College), and located within the state of Idaho, and that is accredited by an accreditation organization recognized by the Board, as set forth in Section 100 of this rule, shall not be required to register. A private, nonprofit, institution is located within the state of Idaho only if it has been lawfully organized in the state of Idaho and its principal place of business is located within the state of Idaho. An institution exempt under this subsection may voluntarily register by following the procedure for registration provided herein. (3-29-12)

c. Idaho religious institutions. A religious institution located within the state of Idaho that is owned, controlled, operated, and maintained by a religious organization lawfully operating as a nonprofit religious corporation and that grants only religious degrees shall not be required to register. (3-29-12)

05. Institutions That Must Register. Unless exempt under Subsection 200.04 of this rule, any entity that desires to operate as a postsecondary educational institution in Idaho must register as provided herein. (3-29-12)

06. Application. A post-secondary educational institution that is required to register under this rule must submit to the Board office an application for registration (either an application for initial registration or renewal of registration, as applicable), on the form provided by the Board office. The application must include a list of each course, course of study, and degree the applicant institution intends to conduct, provide, offer, or sell in Idaho during the registration year. (3-29-10)

07. Registration Fees. The Board shall assess an annual registration fee for initial registration or renewal of registration of a post-secondary educational institution. The registration fee must accompany the application for registration, and shall be in the amount of one-half of one percent (.5%) of the gross Idaho tuition revenue of the institution during the previous tax reporting year (Jan 1 - Dec 31), but not less than one hundred dollars (\$100) and not to exceed five thousand dollars (\$5,000). The institution must provide financial documentation to substantiate the amount of revenue reported. Registration fees are nonrefundable. (4-4-13)

08. Deadline for Registration. An initial application for registration may be submitted to the Board at anytime. An institution should expect the Board's review process for an initial registration to take approximately three (3) to five (5) months. An application for renewal of registration must be submitted to the Board on or before the first business day of May that precedes the registration year. The renewal will be processed within thirty (30) days. Institutions that do not adhere to this schedule and whose renewals are not processed by July 1st must cease all active operations until approval of registration is received. (3-29-12)

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09. Information Required. (3-29-12)

a. An application must include all the information requested on the application form, as well as the following information: (3-29-12)

- i. Copy of most recent accreditation letter showing the period of approval; (4-7-11)
- ii. Current list of chief officers - e.g. president, board chair, chief academic officer, chief fiscal officer; (4-9-09)
- iii. Enrollment data for current and past two (2) years; (4-9-09)
- iv. Copy of annual audited financial statement, or other financial instrument as established by the executive director; (4-11-15)
- v. Any additional information that the Board may request. (4-9-09)
- vi. All advertising, pamphlets, and other literature used to solicit students and all contract forms must accurately represent the purpose of the school, its courses or courses of study, and other relevant information to assist students in making an informed decision to enroll. Institutions offering courses or courses of study which require clinical, practicum or internship components must provide students in writing information regarding the number of clinical, practicum or internship positions available and the location of said positions. Institutions with courses or courses of study that have not been fully accredited must disclose to prospective students in these courses or courses of study the accreditation status of the program and anticipated date for full accreditation. (4-4-13)

b. The Board may, in connection with a renewal of registration, request that an institution only submit information that documents changes from the previous year, provided that the institution certifies that all information and/or documentation submitted in a previous registration year remains current. The annual registration fee, described in Subsection 200.07 of this rule, shall remain applicable. (3-29-12)

201. THE BOARD MAY NOTIFY THE POST-SECONDARY EDUCATIONAL INSTITUTION OF ADDITIONAL INFORMATION REQUIRED.

If the Board is unable to determine the nature and activities of an institution on the basis of the information provided by the institution under this rule, then the Board may notify the institution of additional information that it will be required to provide in connection with the application for registration. (4-9-09)

01. Verification of Information. The Board may verify the accuracy of submitted information by inspection, visitation, or any other means it considers necessary. The applicant institution shall be responsible for any costs the Board incurs, including travel, associated with this review. (4-9-09)

02. Criteria for Approval of Registration. To be approved for registration, the institution must demonstrate that it is in compliance with Chapter 24, Title 33, Idaho Code and this rule. An institution must remain in compliance for the registration year. (4-9-09)

03. Public Information. All information submitted to the Board in connection with the application is subject to disclosure as set forth in the Public Records Act, Title 9, Chapter 3, Idaho Code. (3-29-12)

04. Certificate of Registration or Exemption. (3-29-12)

a. A certificate of registration will be issued to a post-secondary educational institution that has paid its registration fee and has been approved under this rule. A certificate evidencing initial registration will be effective the date it is issued, and continue through June 30 of the next succeeding year. A renewal certificate will be for the period July 1 through June 30 of the next succeeding year. No institution that is registered with the Board shall advertise or represent in any manner that it is accredited by the Board. An institution may only represent that it is "Registered with the Idaho State Board of Education." Registration is not an endorsement of the institution or any of

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its courses, courses of study, or degrees. (4-7-11)

b. An institution exempt from registration under these rules may request a certificate of exemption. (3-29-12)

c. If a post-secondary educational institution wishes to offer additional courses, courses of study, or degrees during a registration year that were not included in its annual registration application to the Board, then the institution must submit a letter to the Board Office along with documentation of its accrediting agency's approval of those specific curriculum changes. (4-7-11)

05. Disapproval and Appeal. If a post-secondary educational institution's request for initial registration, or renewal of registration, is disapproved by the Board, then the institution may appeal such decision ~~in accordance with Chapter 52, Title 67, Idaho Code by submitting written request.~~ The request must be in writing and made to the Board office within thirty (30) days of the date the institution is notified of the disapproval. ~~(3-29-12)~~

06. Withdrawal of Approval. (4-9-09)

a. The Board may refuse to renew, or may revoke or suspend approval of, an institution's registration by giving written notice and the reasons therefore to the institution. The institution may request a hearing relating to such decision under IDAPA 04.11.01, "Idaho Rules of Administrative Procedure of the Attorney General." (4-9-09)

b. Withdrawal of approval may be for one (1) or more of the following reasons: (4-9-09)

i. Violation of Chapter 24, Title 33, Idaho Code or this rule; (4-9-09)

ii. Providing false, misleading, deceptive, or incomplete information to the Board; (4-9-09)

iii. Presenting to prospective or current students information about the institution which is false, fraudulent, misleading, deceptive, or inaccurate in a material respect; (3-29-12)

iv. Refusing to allow reasonable inspection or to supply reasonable information after a written request by the Board Office has been received; or (3-29-12)

v. Loss of accreditation status. (3-29-12)

c. If any information contained in the application submitted by the institution becomes incorrect or incomplete, then the registered institution shall notify the Board office of such change within thirty (30) days. An institution that ceases operation during the course of a registration year shall immediately inform the Board Office of this event. (3-29-12)

202. -- 299. (RESERVED)

300. REGISTRATION OF PROPRIETARY SCHOOLS.

01. Delegation. Section 33-2403, Idaho Code, provides that a proprietary school must hold a valid certificate of registration issued by the Board. The Board delegates authority to its Executive Director and the Office of the State Board of Education to administer the registration of proprietary schools, in accordance with Title 33, Chapter 24, Idaho Code, and this rule. (3-29-12)

02. Registration Requirement. (4-9-09)

a. Unless exempted by statute or this rule, as provided herein, a proprietary school which maintains a presence within the state of Idaho, or which operates or purports to operate from a location within the state of Idaho, shall register annually and hold a valid certificate of registration issued by the Board. A school shall not conduct, provide, offer, or sell a course or courses of study unless registered. A school shall not solicit students for or on behalf of such school, or advertise in this state, unless registered. (3-29-10)

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b. Registration shall be for the period beginning July 1 of any year and continue through June 30 of the next succeeding year. For a school that has not previously registered with the Board, registration shall be for the period beginning on the date of issuance of a certificate of registration and continue through June 30 of the next succeeding year. A registered proprietary school must renew its certificate of registration annually and renewal of registration is not automatic. (3-29-12)

c. Renewal of registration shall be for the period beginning on July 1 of any year, and continue through June 30 of the next succeeding year. (4-9-09)

03. Idaho Presence. (3-29-12)

a. A school shall be deemed to have a presence in Idaho, or to be operating or purporting to be operating from a location within the state of Idaho, or if it owns, rents, leases, or uses any office or other type of physical location in Idaho, including a mailing or shipping center, or if it represents in any way, such as on an electronic or Internet website, to have an Idaho street or mailing address, including a post office box in Idaho, for purposes of conducting, providing, offering or selling a course or courses of study or degrees. (3-29-12)

b. Idaho presence shall not include: (3-29-12)

i. Distance or online education delivered by an institution located outside of the state of Idaho to students in this state when the institution does not otherwise have physical presence in Idaho, as provided in Subsection 300.03.a. of this rule; (3-29-12)

ii. Internship or cooperative training programs occurring in the state of Idaho where students are employed by or provide services to a business or company in this state and receive course credit from an institution related to such activities; or (3-29-12)

iii. Activities limited to the recruiting or interviewing of applicants or potential students in the state of Idaho, whether conducted by a compensated employee, agent, or representative of an institution, or by volunteer alumnus of an institution, even if such individual is physically located in this state. (3-29-12)

04. Exemptions from Registration. The following individuals or entities are specifically exempt from the registration requirements of this rule: (4-9-09)

a. An individual or entity that offers instruction or training solely avocational or recreational in nature, as determined by the Board. (3-29-12)

b. An individual or entity that offers courses recognized by the Board which comply in whole or in part with the compulsory education law. (4-9-09)

c. An individual or entity that offers a course or courses of study sponsored by an employer for the training and preparation of its own employees, and for which no tuition fee is charged to the student. (4-9-09)

d. An individual or entity which is otherwise regulated, licensed, or registered with another state agency pursuant to Title 54, Idaho Code. (4-9-09)

e. An individual or entity that offers intensive review courses designed to prepare students for certified public accountancy tests, public accountancy tests, law school aptitude tests, bar examinations or medical college admissions tests, or similar instruction for test preparation. (4-9-09)

f. An individual or entity offering only workshops or seminars lasting no longer than three (3) calendar days and offered no more than four (4) times per year. (3-29-12)

g. A parochial or denominational institution providing instruction or training relating solely to religion and for which degrees are not granted. (4-9-09)

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h. An individual or entity that offers post-secondary credit through a consortium of public and private colleges and universities under the auspices of the Western Governors University. (3-29-12)

i. An individual or entity that offers flight instruction and that accepts payment for services for such training on a per-flight basis after the training occurs, or that accepts advance payment or a deposit for such training in a de minimus amount equal to or less than fifteen (15) percent of the total course or program cost. (3-29-12)

05. Application. A proprietary school that is required to register under this rule must submit to the Board office an application for registration (either an application for initial registration, or renewal of registration, as applicable), on a form provided by the Board office. The application must include a list of each course or courses of study the applicant school intends to conduct, provide, offer or sell in Idaho during the registration year. (3-29-10)

06. Registration Fees. The Board shall assess an annual registration fee for initial registration or renewal of registration. The registration fee must accompany the application for registration, and shall be one-half of one percent (.5%) of the gross Idaho tuition revenue of the school during the previous tax reporting year (Jan 1 - Dec 31), but not less than one hundred dollars (\$100) and not to exceed five thousand dollars (\$5,000). The school shall provide documentation to substantiate the amount of revenue reported. Registration fees are nonrefundable. (4-4-13)

07. Deadline for Registration. An initial application for registration may be submitted to the Board at anytime. A school should expect the Board review process for an initial registration to take approximately three (3) to five (5) months. An application for renewal of registration must be submitted to the Board on or before the first business day of May that precedes the registration year. The renewal will be processed within thirty (30) days. Institutions that do not adhere to this schedule and whose renewals are not processed by July 1st must cease all active operations until approval of registration is received. (3-29-12)

08. Information Required. Such application must include all the information requested on the application form. In addition, a school must attest by signature of the primary official on the application form that it is in compliance with Standards I through V set forth in Section 301 of this rule and must provide verification of compliance with Standards I through V set forth in Section 301 of this rule upon request. The Board may, in connection with a renewal of registration, request that a school only submit information that documents changes from the previous year, provided that the school certifies that all information and/or documentation submitted in a previous registration year remains current. The annual registration fee, described in Subsection 300.06 of this rule, shall remain applicable. (3-29-12)

301. APPROVAL STANDARDS FOR REGISTRATION OF PROPRIETARY SCHOOLS.

The Board and its designee accepts the responsibility for setting and maintaining approval standards for proprietary schools that plan to offer courses or a set of related courses in or from Idaho in order to protect consumers and to ensure quality educational programs are provided throughout the state. A school must meet all of the standards prior to issuance of a certificate of registration and the school must provide required evidence to document compliance with the standards as identified in the application form. A certificate of registration may be denied if all of the standards are not met. (4-9-09)

01. Standard I - Legal Status and Administrative Structure. The school must be in compliance with all local, state and federal laws, administrative rules, and other regulations applicable to proprietary schools. (4-9-09)

a. The school must have a clearly stated educational purpose that is consistent with the courses or a set of related courses under consideration for approval. (4-7-11)

b. The ownership of the school, its agents, and all school officials must be identified by name and title. (4-9-09)

c. Each owner, agent, instructor and/or school official must be appropriately qualified by the trade board (as applicable) to ensure courses are of high quality and the rights of students are protected. (3-29-12)

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d. Written policies must be established to govern admissions and re-admission of dismissed students, hiring procedures, and working conditions; evaluation/assessment of all employees and instructional offerings; student and instructor rights and responsibilities; grievance procedures; approval of the curriculum and other academic procedures to ensure the quality of educational offerings. (4-7-11)

e. Procedures for assessing/evaluating the effectiveness of instruction must be established. Evaluation and assessment results must be used to improve courses or courses of study. (4-9-09)

f. All advertising, pamphlets, and other literature used to solicit students and all contract forms must accurately represent the purpose of the school, its courses or courses of study, anticipated job opportunities, and other relevant information to assist students in making an informed decision to enroll. Schools offering courses or courses of study which require clinical, practicum or internship components must provide students in writing information regarding the number of clinical, practicum or internship positions available and the location of said positions. The school must provide to each prospective student, newly-enrolled student, and returning student complete and clearly presented information indicating the school's current completion and job placement rate. (4-4-13)

02. Standard II - Courses or Courses of Study. Instruction must be the primary focus of the school. All courses or courses of study must prepare students to enter employment upon completion of the program or prepare them for self-employment. (3-29-12)

a. The requirements for each course or courses of study must be defined clearly including applicable completion requirements or other requirements such as practicums and clinicals. Courses or courses of study will must follow applicable trade or occupational board training curriculum standards or be designed using effective learning strategies for students, identifying and organizing all instructional materials and specialized facilities, identifying instructional assessment methods, and evaluating the effectiveness of the course offerings. Applicants must include an attestation that courses or courses of study applicable to occupations which are otherwise regulated, licensed, or registered with another state agency or state board meet the regulating state agency or state board standards for licensure or certification at the time of application. The office of the state board of education does not review course or program curriculum. (3-29-12)

b. Written course descriptions must be developed for all courses or courses of study. Written course descriptions must be provided to instructors. Instructors are expected to follow course descriptions. A syllabus must be developed for each course and distributed to students at the beginning of the course. (3-29-12)

c. The school must assure that a course or courses of study will be offered with sufficient frequency to enable students to complete courses or courses of study within the minimum time for completion. (4-9-09)

d. The school must clearly state the cost of each course or courses of study and identify the payment schedule. This information, and the refund policy, must be given to students in writing. (3-29-12)

03. Standard III - Student Support Services. The school must have clearly defined written policies that are readily available to students. Policies must address students rights and responsibilities, grievance procedures, and define what services are available to support students. (3-29-12)

a. The admission of students must be determined through an orderly process established in a written policy using published criteria which must be uniformly applied. Admissions decisions must take into account the capacity of the student to grasp and complete the instructional training program and the ability of the school to handle the unique needs of the students it accepts. (3-29-12)

b. There must be a clearly defined policy to re-evaluate students dismissed from the school and, if appropriate, to readmit them. (3-29-12)

c. The school must establish and adhere to a clear and fair policy regarding due process in disciplinary matters for all students, given to each student upon enrollment in the school. The school must provide the name and contact information for the individual who is responsible for dealing with student grievances and other complaints and

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for handling due process procedures. (3-29-12)

d. Prior to enrollment, all prospective students must receive the following information in writing: (3-29-12)

i. Information describing the purpose, length, and objectives of the courses or courses of study; (4-9-09)

ii. Completion requirements for the courses or courses of study; (4-9-09)

iii. The schedule of tuition, fees, and all other charges and all expenses necessary for completion of the courses or courses of study; (4-9-09)

iv. Cancellation and refund policies; (4-9-09)

v. An explanation of satisfactory progress, including an explanation of the grading/assessment system; (4-9-09)

vi. The calendar of study including registration dates, beginning and ending dates for all courses, and holidays; (4-9-09)

vii. A complete list of instructors and their qualifications; (4-9-09)

viii. A listing of available student services; and (4-9-09)

e. Accurate and secure records must be kept for all aspects of the student record including, at minimum, admissions information, and the courses each student completed. (4-9-09)

04. Standard IV - Faculty/Instructor Qualifications and Compensation. (3-29-12)

a. Instructor qualifications (training and experience) must be recorded and available to students. (3-29-12)

b. There must be a sufficient number of full-time instructors to maintain the continuity and stability of courses. (4-9-09)

c. The ratio of instructors to students in each course must be sufficient to assure effective instruction. (4-9-09)

d. Commissions may not be used for any portion of the faculty compensation. (4-9-09)

e. Procedures for evaluating instructors must be established. Provisions for student evaluation are recommended. (4-9-09)

05. Standard V - Resources, Finance, Facilities, and Instructional Resources. (4-9-09)

a. Adequate financial resources must be provided to accomplish instructional objectives and to effectively support the instructional program, including classroom and training facilities, instructional materials, supplies and equipment, instructors, staff, library, and the physical and instructional technology infrastructure. (3-29-12)

b. The school must have sufficient instructional resource materials so that, together with tuition and fees, it is able to complete its educational obligations to currently enrolled students. If the school is unable to fulfill its obligations to students, the school must make arrangements for a comparable teach-out opportunity with another proprietary school or refund one hundred (100) percent of prepaid tuition. (3-29-12)

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c. School financial/business records and reports must be kept separate and distinct from those of any affiliated or sponsoring person or entity. Financial records and reports at a school shall be kept in accordance with recognized financial accounting methods. (3-29-12)

d. The school must have adequate instructional resource materials available to students, either on site or through electronic means. These materials must be housed in a designated area and be available for students and instructors with sufficient regularity and at appropriate hours to support achievement of course objectives or to promote effective teaching. (4-9-09)

e. If the school relies on other schools or entities to provide library resources or instructional resources, the school must demonstrate how these arrangements effectively meet the needs of students and faculty. These arrangements must be documented through written agreements. Student and faculty use must be documented and frequently evaluated to ensure quality services are being provided. (4-9-09)

302. THE BOARD MAY NOTIFY THE PROPRIETARY SCHOOL OF ADDITIONAL INFORMATION REQUIRED.

If the Board is unable to determine the nature and activities of a school on the basis of the information provided by the school under this rule, then the Board may notify the school of additional information that it will be required to provide in connection with the application for registration. (3-29-10)

01. Verification of Information. The Board may verify the accuracy of submitted information by inspection, visitation, or any other means it considers necessary. The applicant school shall be responsible for any costs the Board incurs including travel, associated with this review. (3-29-12)

02. Criteria for Approval or Denial of Registration. To be approved for registration, the school must demonstrate that it is in compliance with Chapter 24, Title 33, Idaho Code and this rule, including all of the standards described in Section 301 of this rule. A school must remain in compliance for the registration year. (3-29-10)

03. Public Information. All information submitted to the Board is subject to disclosure as set forth in the Public Records Act, Title 9, Chapter 3, Idaho Code. (3-29-12)

04. Certificate of Registration or Exemption. (3-29-12)

a. A certificate of registration will be issued to a proprietary school that has paid its registration fee and been approved under this rule. A certificate evidencing initial registration will be effective the date it is issued, and continue through June 30 of the next succeeding year. A renewal certificate will be for the period July 1 through June 30 of the next succeeding year. No school that is registered with the Board shall advertise or represent in any manner that it is accredited by the Board. An institution may only represent that it is "Registered with Idaho State Board of Education." Registration is not an endorsement of the school. (4-7-11)

b. An institution exempt from registration under these rules may request a certificate of exemption. (3-29-12)

c. If a school wishes to offer additional courses or courses of study during the course of a registration year that were not included in its application to the Board prior to issuance of the certificate of registration, then the school must submit a letter to the Board Office along with appropriate approval documentation by the applicable professional or trade board, council, or commission. This letter will be added to the school's registration file. (4-7-11)

05. Disapproval and Appeal. If a proprietary school's request for initial registration or a renewal of registration is disapproved by the Board, then the school may appeal such decision in accordance with Chapter 52, Title 67, Idaho Code. The request must be in writing and made to the Board within thirty (30) days of the date the school is notified of the disapproval. (3-29-10)

06. Withdrawal of Approval. (4-9-09)

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a. The Board may refuse to renew, or may revoke or suspend approval of a school's registration by giving written notice and the reasons therefore to the school. The school may request a hearing under IDAPA 04.11.01, "Idaho Rules of Administrative Procedure of the Attorney General." (3-29-10)

b. Withdrawal of approval may be for one (1) or more of the following reasons: (4-9-09)

i. Violation of Chapter 24, Title 33, Idaho Code or this rule. (4-9-09)

ii. Providing false, misleading, deceptive, or incomplete information to the Board. (3-29-10)

iii. Presenting to prospective or current students information about the school which is false, fraudulent, misleading, deceptive, or inaccurate in a material respect; or (4-9-09)

iv. Refusing to allow reasonable inspection or to supply reasonable information after a written request by the Board has been received. (3-29-10)

c. If any information contained in the application submitted by the school becomes incorrect or incomplete, then the registered school shall notify the Board of such change within thirty (30) days. A school that ceases operation during the course of a registration year shall immediately provide written notice to the Board of this event. (4-7-11)

07. Agent's Certificate of Identification. Each proprietary school shall ensure that its agents have a valid certificate of identification, and that all of its agents are in compliance with Section 33-2404, Idaho Code. The school shall complete a criminal history check that includes, at a minimum, the State Bureau of Identification, and statewide sex offender registry for each agent having unsupervised contact with minors in the minor's home or at secondary schools, prior to making application for the agent's certificate of identification. The criminal history check shall be valid for five (5) years and be kept on file by the school. When an employee returns to any proprietary school after a break in service of six (6) months or more a new criminal history check must be obtained. When an employee changes employment between proprietary schools, a new criminal history check must be obtained by the new employer. (4-7-11)

a. The Board shall revoke any agent's certificate of identification issued or authorized under this Section and shall deny the application for issuance of a new certificate of identification of a person who pleads guilty to, or is found guilty of, notwithstanding the form of the judgment or withheld judgment, any of the following felony offenses against a child: (3-29-10)

i. The aggravated assault of a child, Section 18-905, Idaho Code, or the assault with intent to commit a serious felony against a child, Section 18-909, Idaho Code. (3-29-10)

ii. The aggravated battery of a child, Section 18-907, Idaho Code, or the battery with intent to commit a serious felony against a child, Section 18-911, Idaho Code. (3-29-10)

iii. The injury or death of a child, Section 18-1501, Idaho Code. (3-29-10)

iv. The sexual abuse of a child under sixteen (16) years of age, Section 18-1506, Idaho Code. (3-29-10)

v. The ritualized abuse of a child under eighteen (18) years of age, Section 18-1506A, Idaho Code. (3-29-10)

vi. The sexual exploitation of a child, Section 18-1507, Idaho Code. (3-29-10)

vii. Possession of photographic representations of sexual conduct involving a child, Section 18-1507A, Idaho Code. (3-29-10)

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- viii. Lewd conduct with a child under the age of sixteen (16) years, Section 18-1508, Idaho Code. (3-29-10)
- ix. The sexual battery of a minor child sixteen (16) or seventeen (17) years of age, Section 18-1508A, Idaho Code. (3-29-10)
- x. The sale or barter of a child for adoption or other purposes, Section 18-1511, Idaho Code. (3-29-10)
- xi. The murder of a child, Section 18-4003, Idaho Code, or the voluntary manslaughter of a child, Section 18-4006 1., Idaho Code. (3-29-10)
- xii. The kidnapping of a child, Section 18-4502, Idaho Code. (3-29-10)
- xiii. The importation or exportation of a juvenile for immoral purposes, Section 18-5601, Idaho Code. (3-29-10)
- xiv. The abduction of a person under eighteen (18) years of age for prostitution, Section 18-5610, Idaho Code. (3-29-10)
- xv. The rape of a child, Section 18-6101 or 18-6108, Idaho Code. (3-29-10)
- b.** The general classes of felonies listed in Section 302 shall include equivalent laws of federal or other state jurisdictions. For the purpose of Subsection 302.07, “child” means a minor or juvenile as defined by the applicable state or federal law. (3-29-10)
- 08. Surety Bond.** Each proprietary school shall comply with the provisions in Section 33-2406, Idaho Code, relating to a surety bond. (4-9-09)
- a.** The amount of the surety bond shall be not less than the total tuition and fees to be collected by the school from its students, currently engaged in instructional activities, that covers the period from the beginning through completion of the course of instruction the student has contracted and paid for. This amount shall be based upon the projected tuition and fee revenue for the coming registration year, subject to modification in the event a school experiences significant changes in tuition and fee revenue during the current year. The Executive Director shall determine the appropriate format and method by which this bond value is to be calculated and reported. (3-29-12)
- b.** Schools must keep a valid bond in force, via periodic renewal as needed, throughout the entire registration year with no lapse in coverage. Schools shall ensure that all bonds include “extended coverage” clauses to remain in effect for one hundred twenty (120) days after the date of a school’s closure. (3-29-12)
- c.** No party to the surety bond may cancel without one hundred twenty (120) day prior notice to all parties, including the Office of the State Board of Education. (3-29-10)
- d.** The Board shall be the beneficiary of the bond and shall oversee the distribution of funds to students who file claims. Schools shall provide proof of the required bond and submit said documentation with their registration applications. (3-29-10)

303. -- 399. (RESERVED)

400. ENFORCEMENT.

The Board, acting by and through its Executive Director may initiate on its own initiative any investigation relating to a violation of the state laws or rules relating to the requirement that an institution or school register with the Board pursuant to Title 33, Chapter 24, Idaho Code. (3-29-12)

401. -- 499. (RESERVED)

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500. COMPLAINTS.

A complaint concerning an institution or school operating in the State of Idaho (maintaining an Idaho presence) that pertains to a matter described herein shall be reviewed and acted upon as appropriate in accordance with the specific procedures described below: (3-29-12)

01. Violations of State Consumer Protection Laws. A complaint alleging a violation of Idaho consumer protection laws shall be instituted, reviewed, and acted upon in accordance with IDAPA 04.02.01, "Idaho Rules of Consumer Protection, Office of the Attorney General." (3-29-12)

02. Violations of State Laws or Rules Related to the Registration of Postsecondary Educational Institutions and Proprietary Schools. A complaint alleging violations of state laws or rules related to the requirement that an institution or school register with the Board shall be submitted in writing to the Board's Executive Director for investigation and appropriate enforcement action, including the remedies specified in Section 33-2408, Idaho Code. (3-29-12)

03. Complaints Related to Quality of Education, or Other Matters. (3-29-12)

a. A complaint relating to the quality of education provided by an institution or school or accreditation matters, or any other matter related to the operations or practices of an institution or school other than a state consumer protection matter, shall be submitted on a form provided by the Board to the Executive Director for review and appropriate action. (3-29-12)

b. If after initial review the Executive Director determines that the complaint relates to the quality of education or accreditation matters, the Executive Director may refer the matter to the accreditation organization of the institution or school at issue for review and recommendation. If a matter referred to an accreditation organization results in resolution of the complaint to the satisfaction of the complainant, then the matter shall be considered resolved and there shall be no further action on the matter. If the matter is not successfully resolved, then the Executive Director will review the recommendation of the accreditation organization and follow the procedures for investigations of complaints described in Subsection 500.03.c. of these rules. (3-29-12)

c. If the complaint pertains to any other matter related to the operations or practices of an institution or school, other than a state consumer protection matter, then the Executive Director will review the complaint to determine whether such complaint falls within the regulatory authority of the Board. If it does not, then Board office will notify the complainant in writing of such determination, and may offer referral of such matter to an appropriate agency or entity. If after initial review the Executive Director determines that the complaint falls within the regulatory authority of the Board, then Board staff will notify both the complainant and the respondent institution or school of the complaint resolution process to be utilized and applicable timelines. The review and investigation of a complaint shall occur as expeditiously as possible. The parties may be asked to respond in writing to the complaint, to submit to interviews, and to provide additional records, documents, statements, or other collateral information as necessary. Any request by the investigator for additional information related to such complaint must be provided promptly. The Board's investigator will review the materials submitted by all parties and at the conclusion of the investigation prepare a summary of the allegations, the investigator's findings, and a recommendation for disposition to the Executive Director. If the Executive Director determines that the facts indicate a probable violation of law or rule over which the Board has regulatory authority, then the Executive Director shall issue a written decision on the disposition of such complaint. Within thirty (30) days after a decision is issued a party aggrieved by such decision may file with the Executive Director a request for a hearing. The provisions of the Idaho Administrative Procedure Act, Chapter 52, Title 67, Idaho Code, shall apply to such hearing and to judicial review of such decision. (3-29-12)

d. If the Board office receives a complaint relating to an institution or school that is exempt from registration under Idaho law or these rules, and such institution or school has not elected to voluntarily register, then such institution or school shall be responsible for reimbursing the Board office for the actual costs incurred to process and act on such complaint. (3-29-12)

501. -- 999. (RESERVED)

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SUBJECT

Temporary and Proposed Rule – Docket No. 08-0113-1701, Rules Governing the Opportunity Scholarship Program

REFERENCE

August 2015	Board approved proposed rule amendments, consisting of technical edits allowing for greater efficiency in administering the Opportunity Scholarship program.
November 30, 2015	Board approved pending rule Docket 08-0113-1501, Rules Governing the Opportunity Scholarship

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Administrative Code, IDAPA 08.01.13
Section 33-4303, Idaho Code

BACKGROUND/DISCUSSION

IDAPA 08.01.13 sets out the eligibility and application requirements for the Opportunity Scholarship applicants as authorized by Section 33-4303, Idaho Code. Proposed amendments make technical corrections and remove redundant or unnecessary language, add language allowing cumulative grade point averages of more than one decimal place to be rounded, and expands the maximum award amount to include tuition and fees rather than tuition alone.

Additionally, in 2016 the SAT assessment scoring process was changed, creating a misalignment with the SAT assessment score used for determining academic eligibility for some scholarship applicants. Amendments update the SAT assessment score used for determining academic eligibility for students who have obtained a general equivalency diploma (GED)

IMPACT

The proposed changes will align the college entrance exam scores used for determining student eligibility for students who receive a GED and make additional technical corrections.

ATTACHMENTS

Attachment 1 – Proposed rule Docket No. 08-0113-1701

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STAFF COMMENTS AND RECOMMENDATIONS

Administrative rules are made up of three types of rules. Temporary rules, proposed rules and pending rules. Temporary and proposed rules may be promulgated jointly with a single docket number or temporary rules may be promulgated as a standalone rule. A rule must go through the proposed rule and pending rule steps to become a final rule. Temporary rules go into effect at the time of Board approval unless an alternative effective date is specified by Board action. To qualify as a temporary rule, the rule must meet one of three criteria:

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- provides protection of the public health, safety, or welfare; or
- is to come into compliance with deadlines in amendments to governing law or federal programs; or
- is conferring a benefit.

This rule meets the requirements of conferring a benefit as updating the SAT assessment score will realign the indicator with the score used for the ACT and make clarification that will allow for an equitable distribution of scholarship awards to students.

Once approved by the Board, proposed rules are published in the Administrative Bulletin. Publication of the proposed rule starts the 21-day public comment period. At the close of the public comment period, based on comments received and Board direction, changes may be made to proposed rules prior to entering the pending stage. All pending rules are brought back to the board for approval prior to re-submittal to the Department of Administration for publication as a pending (or final rule) in the Idaho Administrative Bulletin. The Department of Administration then forwards all pending rules to the legislature for consideration during the next legislative session. Pending rules go into effect at the end of the session in which they are reviewed, if they are not rejected by the legislature. The legislature may reject a rule in whole or in part.

The notice of intent to promulgate this rule was published in the May 3, 2017 (Vol.17-5) Administrative Bulletin. No requests were received to negotiate the rule.

Staff recommends approval.

BOARD ACTION

I move to approve temporary and proposed rule – Docket No. 08-0113-1701, as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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IDAPA 08
TITLE 01
CHAPTER 13

08.01.13 - RULES GOVERNING THE OPPORTUNITY SCHOLARSHIP PROGRAM

000. LEGAL AUTHORITY.

In accordance with Sections 33-105, [and 33-56054303](#), ~~and 33-5606(2)(c)~~, Idaho Code, the State Board of Education (Board) shall promulgate rules implementing the provisions of Title 33, Chapter 56, Idaho Code. (4-2-08)

001. TITLE AND SCOPE.

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

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

002. WRITTEN INTERPRETATIONS.

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

003. ADMINISTRATIVE APPEALS.

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

004. INCORPORATION BY REFERENCE.

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

005. OFFICE INFORMATION.

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

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

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

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

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

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

006. PUBLIC RECORDS ACT COMPLIANCE.

These rules are subject to the provisions of the Idaho Public Records Act, Title 74, Chapter 1, Idaho Code. (4-2-08)

007. -- 009. (RESERVED)

010. DEFINITIONS.

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

011. -- 100. (RESERVED)

101. ELIGIBILITY.

Applicants must meet all of the eligibility requirements to be considered for the scholarship award.

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

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

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

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

i. A student who has not yet graduated from secondary school or its equivalent in the state of Idaho must have an un-weighted minimum cumulative grade point of average of three point zero (3.0) or better on a scale of four point zero (4.0) to be eligible to apply for an opportunity scholarship. Cumulative grade point averages of more than one decimal place shall be rounded to one decimal place. Home schooled students must provide a transcript of subjects taught and grades received signed by the parent or guardian of the student; or (3-9-16)

ii. A student who has obtained a general equivalency diploma must have taken the ACT assessment and received a minimum composite score of twenty (20) or better, or the equivalent SAT assessment and received a ~~nine hundred fiftyone thousand and ten (9501010)~~ or better, to be academically eligible to apply for an opportunity scholarship; or (3-9-16)

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

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

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

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

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

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

ii. The student has completed more than one hundred fifty percent (150%) of the courses and academic credit necessary to graduate in such major; or (4-2-08)

iii. Upon review of the student's academic transcript(s), the student cannot complete their degree/certificate in the major they have identified within two (2) semesters based on normal academic course load unless a determination by the executive director or designee has been made that there are extenuating circumstances and the student has a plan approved by the executive director or designee outlining the courses that will be taken and the completion date of the degree or certificate. (3-9-16)

102. -- 201. (RESERVED)

202. APPLICATION PROCESS.

01. Initial Applications. An eligible student must complete and submit the opportunity scholarship program application to the Board electronically on or before the date specified in the application, but not later than March 1. An applicant without electronic capabilities may submit an application on the form established by the Board through the United States Postal Service, which must be postmarked not later than March 1. All applicants must complete and submit the FAFSA on or prior to March 1. ~~An applicant without electronic capabilities may submit an application on the form established by the executive director through the United States Postal Service, which must be postmarked by March 1.~~ (3-9-16)

02. Announcement of Award. Announcement of the award of initial scholarships will be made no later than June 1 of each year, with awards to be effective at the beginning of the first full term following July 1 of that year. Announcements must clearly state the award is part of the state's scholarship program and is funded through state appropriated funds. Additional award announcement may be made after this date based on the availability of funds and the acceptance rate of the initial awards. (3-9-16)

03. Communication with State Officials. Applicants must respond by the date specified to any communication from officials of the opportunity scholarship program. Failure to respond within the time period specified will result in cancellation of the application or forfeiture of the scholarship unless extenuating circumstances are involved and approved by the ~~state board of education~~ executive director or designee. (3-20-14)

203. -- 299. (RESERVED)

300. SELECTION OF SCHOLARSHIP RECIPIENTS.

01. Selection Process. Scholarship awards will be based on the availability of scholarship program funds. ~~In addition, o~~ppportunity scholarships will be awarded to applicants, based on ranking and priority, in accordance with the following criteria: (3-20-14)

a. Eligible students shall be selected based on ratingranking criteria that assigns seventy percent (70%) to financial eligibility, and thirty percent (30%) to academic eligibility. In the event that this weighted score results in a tie, an eligible student who submitted his application to the Board earliest in time will be assigned a higher rank. (3-20-14)

b. Notwithstanding Subsection 300.01.a. of these rules, the priority for the selection of recipients of opportunity scholarship awards shall be to scholarship recipients who received an an previous opportunity scholarship award during the previous fiscal year, and have met all of the continuing eligibility requirements based upon financial need and other criteria provided in these rules. (4-2-08)

02. Monetary Value of the Opportunity Scholarship. (4-2-08)

a. The Board will, ~~by resolution each year~~, establish annually the educational costs for attending an

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eligible Idaho postsecondary educational institution for purposes of the opportunity scholarship program. ~~The educational costs will be established as a not to exceed amount for each eligible Idaho postsecondary educational institution.~~

(3-20-14)

b. The monetary value of the opportunity scholarship award to a student shall be based on the educational costs for attending an eligible Idaho postsecondary educational institution, less the following: (4-2-08)

i. The amount of the assigned student responsibility, established by the Board annually; (4-2-08)

ii. The amount of federal grant aid, as identified by the Student Aid Report (SAR) that is known at the time of award determination; (3-20-14)

iii. The amount of other financial aid awarded the student, from private or other sources that is known at the time of award determination. (3-20-14)

c. The amount of an opportunity scholarship award to an individual student shall not exceed the educational cost established by the Board annually, and shall not exceed the actual cost of tuition and fees at an Idaho public postsecondary educational institution, or if the student attends or will attend an Idaho private postsecondary educational institution, the average tuition at Idaho's public four (4) year postsecondary educational institutions. (3-20-14)

301. OPPORTUNITY SCHOLARSHIP AWARD.

01. Payment. Payment of opportunity scholarship awards will be made in the name of the recipient and will be sent to a designated official at the eligible Idaho postsecondary educational institution in which the recipient is enrolled. The official must transmit the payment to the recipient within a reasonable time following receipt of the payment. (4-2-08)

02. Duration. Scholarships will be awarded on an annual basis and payments will correspond to academic terms, semesters, quarters, or equivalent units. In no instance will the entire amount of a scholarship be paid in advance to, or on behalf of, a scholarship recipient. The scholarship may covers up to four (4) educational years, or eight (8) semesters or equivalent for attendance at an eligible Idaho postsecondary educational institution. Awards are contingent on annual appropriations by the legislature and continued eligibility of the student. (3-20-14)

03. Eligibility. If a student receives an opportunity scholarship payment and it is later determined that the student did not meet all of the Opportunity Scholarship Program eligibility requirements, then the student is considered in overpayment status, and must return program funds in accordance with the eligible Idaho postsecondary educational institution's refund policy. (4-2-08)

302. CONTINUING ELIGIBILITY.

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

01. Renewal Application. A scholarship recipient must complete and submit a renewal application in order to be considered for a continuing scholarship for each succeeding year and update and submit the FAFSA on or prior to March 1. (3-20-14)

02. Credit Hours. To remain eligible for renewal of an opportunity scholarship, the scholarship recipient attending a four (4) year eligible postsecondary institution must have completed a minimum of twenty-four (24) credit hours or its equivalent each academic year that the student received an opportunity scholarship award. A scholarship recipient attending a two (2) year eligible postsecondary institution must have completed a minimum of eighteen (18) credit hours or its equivalent each academic year that the student received an opportunity scholarship award. (3-9-16)

03. Satisfactory Academic Progress. To remain eligible for renewal of an opportunity scholarship, the

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scholarship recipient must have maintained a minimum cumulative grade point average of three point zero (3.0) on a scale of four point zero (4.0) during the time that the recipient received an opportunity scholarship award, and must be maintaining satisfactory academic progress, consistent within federal financial [aid](#) regulations as implemented at the eligible Idaho postsecondary educational institution at which the scholarship recipient was enrolled. (3-20-14)

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

05. Eligibility Following Interruption of Continuous Enrollment. A scholarship recipient whose continuous enrollment is interrupted for more than four (4) months but less than two (2) years for any reason but who intends to re-enroll in an eligible Idaho postsecondary educational institution must file a letter of intent to withdraw no later than sixty (60) days prior to the first day of the academic term of the discontinued attendance to the Office of the State Board of Education. Failure to do so may result in forfeiture of the scholarship. The Board's Executive Director or designee will review each request for interruption and notify the individual of approval or denial of the request. In addition, the individual must file a statement with the Board declaring his intent to re-enroll as a full-time undergraduate student in an academic or career technical program in an eligible Idaho postsecondary educational institution for the succeeding academic year no later than thirty (30) days prior to the first day of the academic term in which the individual intends to re-enroll within two (2) years of the approval of the request to withdraw. Failure to do so will result in forfeiture of the scholarship unless an extension has been granted. An extension of interruption of continuous enrollment period may be granted for eligible students due to military service in the United States armed forces, medical circumstances, or other circumstances approved by the ~~state board of education's~~ executive director. All requests for extension must be made sixty (60) days prior to the start of the succeeding academic year. (3-9-16)

303. -- 399. (RESERVED)

400. RESPONSIBILITIES OF ELIGIBLE IDAHO POSTSECONDARY EDUCATIONAL INSTITUTIONS.

01. Statements of Continuing Eligibility. An eligible Idaho postsecondary educational institution participating in this Opportunity Scholarship Program must submit statements of continuing student eligibility to the Board by the 30th day after the end of each academic year. Such statements must include verification that the scholarship recipient is still enrolled, attending full time, maintaining satisfactory academic progress, and has not exceeded the award eligibility terms. (3-9-16)

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

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

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

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

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

401. -- 500. (RESERVED)

501. APPEALS.

Any opportunity scholarship applicant or recipient adversely affected by a decision made under provisions of these rules may [file a written appeal such adverse of the decision as follows. The opportunity scholarship applicant or recipient must appeal no later than within](#) thirty (30) days following notice of the decision, and the written statement must include the basis for the appeal. [Decisions based on specific requirements established in Idaho Code or these](#)

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[rules may not be appealed.](#) The appeal must be submitted to the executive director of the Board. The office of the board shall acknowledge receipt of the appeal within seven (7) days. The executive director of the Board may or may not agree to review the action, or may appoint a subcommittee of three (3) persons to hear the appeal, including at least one (1) financial aid administrator at an eligible postsecondary educational institution in Idaho. (3-20-14)

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

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

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

502. -- 999. (RESERVED)

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SUBJECT

Proposed Rule Docket 08-0202-1703 – Rules Governing Uniformity, Accreditation

REFERENCE

August 2011	Board approved proposed rule amendments to IDAPA 08.02.02.140, school accreditation references.
November 19, 2011	Board approved pending rule Docket 08-0202-1102.
September 2017	Board approved legislation amending Section 39-1207, Idaho Code cleaning up inaccurate references to accreditation and residential schools (the legislation was not enacted by the 2017 Legislature).

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Administrative code, IDAPA 08.02.02.140, Accreditation
Section 33-119, Idaho Code, Accreditation

BACKGROUND/DISCUSSION

Section 33-119, Idaho Code requires the State Board of Education to establish “standards for the accreditation of any secondary school and minimum requirements to be met by public, private and parochial secondary schools, and those in chartered school districts, for accredited status; and the board may establish such standards for all public elementary schools as it may deem necessary.” IDAPA 08.02.02.140 sets forth those minimum accreditations standards.

In August, 2007, the State Board of Education eliminated the Idaho State Accreditation process and adopted the Northwest Association of Accredited Schools (NAAS) standards for accreditation purposes, eliminating the duplication of processes for schools to meet both state accreditation requirements while at the same time becoming accredited for purposes of national recognition. Since that time schools accredited by NAAS have met the requirements for being accredited by (or recognized as accredited by) the State Board of Education. In 2011 NAAS changed their name to the Northwest Accreditation Commission (NWAC) to better reflect their organizational structure as a commission rather than an association due to changes in membership and representation. Since that time NWAC has become a part of AdvancEd. AdvancEd was created by the merger of the Pre-K-12 divisions of the North Central Association Commission on Accreditation and School Improvement and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement in 2006. In 2012 they were expanded through the addition of the Northwest Accreditation Commission. AdvancEd accredits elementary and secondary school as well as entire school districts and has available specialized accreditation such as STEM School Accreditation. AdvancEd accredits 313, public and private, schools and districts in Idaho and reports the accreditation status of each school to the Board annually.

Proposed amendments update reference to the Northwest Accreditation Commission to recognize it is now a part of AdvancEd, removes a reference to private and

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parochial schools that conflicts with language in Section 33-119, Idaho Code, and adds a reference to Residential Schools.

Proposed references to residential schools which references residential school certified as accredited by the State Board of Education. Without the additional reference to residential schools all residential schools would be exempt from the health and safety requirement outlined in Section 39-1210, Idaho Code.

IMPACT

The proposed changes will remove conflicting language with Idaho Statute, update the reference to the accrediting body recognized by the State Board of Education, and an additional health and safety requirement for residential schools who wish to be recognized as accredited.

ATTACHMENTS

Attachment 1 – Proposed Rule Docket 08-0202-1703

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Once approved by the Board, proposed rules are published in the Administrative Bulletin. Publication of the proposed rule starts the 21-day public comment period. At the close of the public comment period, based on comments received and Board direction, changes may be made to proposed rules prior to entering the pending stage. All pending rules are brought back to the board for approval prior to re-submittal to the Department of Administration for publication as a pending (or final rule) in the Idaho Administrative Bulletin. The Department of Administration then forwards all pending rules to the legislature for consideration during the next legislative session. Pending rules go into effect at the end of the session in which they are reviewed, if they are not rejected by the legislature. The legislature may reject a rule in whole or in part.

The notice of intent to promulgate this rule was published in the May 3, 2017 (Vol.17-5) Administrative Bulletin. No requests were received to negotiate the rule.

Staff recommends approval.

BOARD ACTION

I move to approve Proposed Rule Docket 08-0202-1703 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

140. ACCREDITATION.

All public secondary schools, serving any grade(s) 9-12, will be accredited pursuant to Section 33-119, Idaho Code. Accreditation is voluntary for elementary schools, grades K-8, private and parochial schools, and alternative schools not identified in Subsection 140.01.a. through 140.01.e. of this rule. ~~(Section 33-119, Idaho Code)~~ (3-20-14)

01. Alternative Schools. Beginning with the 2014-15 school year, an alternative school serving any grade(s) 9-12 that meets any three (3) of the criteria in Subsections 140.01.a. through 140.01.e. of this rule, shall be required to be accredited. An alternative school that does not meet three (3) of the following criteria in Subsections 140.01.a. through 140.01.e. shall be considered as an alternative program by the district board of trustees and shall be included in the accreditation process and reporting of another secondary school within the district for the purposes of meeting the intent of this rule. (3-20-14)

a. School has an Average Daily Attendance greater than or equal to 36 students based on previous year's enrollment; (3-20-14)

b. School enrolls any students full-time for the school year once eligibility determination is made as opposed to schools that enroll students for "make-up" or short periods of time; (3-20-14)

c. School offers an instructional model that is different than that provided by the traditional high school within the district for a majority of the coursework, including but not limited to online/virtual curriculum; (3-20-14)

d. School administers diplomas that come from that alternative school as opposed to students receiving a diploma from the traditional high school within the school district; or (3-20-14)

e. School receives its own accountability rating for federal reporting purposes. (3-20-14)

~~**02. Continuous School Improvement Plan.** Schools will develop continuous school improvement plans focused on the improvement of student performance. (4-2-08)~~

03. Standards. Schools will meet the accreditation standards of the Northwest Accreditation Commission, a subsidiary of AdvancEd. (3-29-12)

04. Residential Schools. In addition to the academic standards, residential schools must meet the applicable health and safety standards established pursuant to Section 39-1210, Idaho Code, to be considered fully accredited by the State Board of Education.

045. Reporting. An annual accreditation report will be submitted to the State Board of Education identifying each accredited school and school district in the state and the status of their accreditation. (4-2-08)

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SUBJECT

Temporary and Proposed Rule Docket 08-0202-1705 - Rules Governing Uniformity, Educator Credential and Evaluations

REFERENCE

June 2017	Board reviewed Evaluation Review Report with recommendations for revision of IDAPA 08.02.02.120 to clarify evaluation requirements and provide clear guidelines for training for administrators.
August 2016	Board approved proposed rule restructuring instructional certificates into a single certificate and updated the evaluation requirements to bring them into alignment with the career ladder measurements of student achievement.
November 28, 2016	Board approved pending rule restructuring instructional certificates into a single certificate and updated the evaluation requirements to bring them into alignment with the career ladder measurements of student achievement.

APPLICABLE STATUTE, RULE, OR POLICY

IDAPA 08.02.02, Rules Governing Uniformity
Sections 33-1201 through 33-1204, Idaho Code

BACKGROUND/DISCUSSION

This proposed temporary rule is the result of recommendations made to the Board regarding educator evaluation and negotiated rulemaking with all key stakeholders.

IMPACT

Approval of the proposed/temporary rule will confer a benefit to Idaho educators in more clearly defining and aligning certification requirements and rule to support Idaho's framework for evaluation of certificated staff.

ATTACHMENTS

Attachment 1 – Temporary and Proposed Rule Docket 08-0202-1705 Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Administrative rules are made up of three types of rules. Temporary rules, proposed rules and pending rules. Temporary and proposed rules may be promulgated jointly with a single docket number or temporary rules may be promulgated as a standalone rule. A rule must go through the proposed rule and pending rule steps to become a final rule. Temporary rules go into effect at the time of Board approval unless an alternative effective date is specified by Board action. To qualify as a temporary rule, the rule must meet one of three criteria:

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- provides protection of the public health, safety, or welfare; or
- is to come into compliance with deadlines in amendments to governing law or federal programs; or
- is conferring a benefit.

This rule confers a benefit as it will create clarification in the existing evaluation requirements allowing for more uniformity of implementation benefiting administrators and teachers alike through resulting in greater consistency in the application of summative scoring and movement on the Career Ladder.

Once approved by the Board, proposed rules are published in the Administrative Bulletin. Publication of the proposed rule starts the 21-day public comment period. At the close of the public comment period, based on comments received and Board direction, changes may be made to proposed rules prior to entering the pending stage. All pending rules are brought back to the board for approval prior to re-submittal to the Department of Administration for publication as a pending (or final rule) in the Idaho Administrative Bulletin. The Department of Administration then forwards all pending rules to the legislature for consideration during the next legislative session. Pending rules go into effect at the end of the session in which they are reviewed, if they are not rejected by the legislature. The legislature may reject a rule in whole or in part.

The notice of intent to promulgate this rule was published in the May 3, 2017 (Vol.17-5) Administrative Bulletin. Representatives of the Idaho School Boards Association, Idaho Education Association, Idaho Association of School Administrators and Department of Education Staff requested participation in the negotiated rulemaking meeting. A meeting was held on July 13th, to discuss potential rule amendments identified by the evaluation review process. General consensus was formed around the proposed amendments going forward to the Board for consideration with the understanding that the stakeholder associations would have the opportunity to provide additional comments and feedback from the members during the proposed rule 21 day comment period.

Staff recommends approval.

BOARD ACTION

I move to approve changes to temporary and proposed rule Docket 08-0202-1705, 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

(BREAK IN CONTINUITY OF SECTIONS)

007. DEFINITIONS.

01. Active Teacher. K-12 teacher with a valid Idaho certificate who is currently teaching in an Idaho K-12 classroom or school, either in person or online. (3-29-17)

02. Alternative Routes. Routes to teacher certification designed for candidates who want to enter the teaching profession from non-education professions or the paraprofessional profession, or for teachers lacking certification in a specific area defined as an emergency district need. (3-29-17)

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

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

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

06. Individualized Professional Learning Plan. An individualized professional development plan based on the Idaho framework for teacher evaluation as outlined in Section 120 of these rules to include interventions based on the individual's strengths and areas of needed growth. (3-25-16)

07. Institutional Recommendation. Signed form or written verification from an accredited institution with an state board approved teacher-educator preparation program stating that an individual has completed the program, received a basic or higher rating in all ~~twenty-two (22)~~ components of the approved Idaho framework for teaching-evaluation, has an individualized professional learning plan, has demonstrated the ability to produce measurable student achievement or growth-student success ~~and~~, has the ability to create student learning objectives, and is now being recommended for state certification. Institutional recommendations must include statements of identified competency areas and grade ranges. Institutional Recommendation for administrators must additionally include a competency statement indicating proficiency in conducting accurate evaluations of instructional practice based upon the state's framework for evaluation as outlined in Section 120 of these rules. (3-25-16)

08. Local Education Agency (LEA). An Idaho public school district or charter school pursuant to Section 33-5203(8), Idaho Code. (3-29-17)

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

10. Paraprofessional. A noncertificated individual who is employed by a school district or charter school to support educational programming. Paraprofessionals must work under the direct supervision of a properly certificated staff member for the areas they are providing support. Paraprofessionals cannot serve as the teacher of record and may not provide direct instruction to a student unless the paraprofessional is working under the direct supervision of a teacher. (3-29-17)

a. To qualify as a paraprofessional the individual must have a high school diploma or general

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equivalency diploma (GED) and: (3-29-17)

i. Demonstrate through a state approved academic assessment knowledge of and the ability to assist in instructing or preparing students to be instructed as applicable to the academic areas they are providing support in; or (3-29-17)

ii. Have completed at least two (2) years of study at an accredited postsecondary educational institution; or (3-29-17)

iii. Obtained an associate degree or higher level degree; demonstrate through a state approved academic assessment knowledge of and the ability to assist in instructing or preparing students to be instructed as applicable to the academic areas they are providing support in. (3-29-17)

b. Individuals who do not meet these requirements will be considered school or classroom aides. (3-29-17)

c. Duties of a paraprofessional include, but are not limited to, one-on-one tutoring; assisting in classroom management; assisting in computer instruction; conducting parent involvement activities; providing instructional support in a library or media center; acting as a translator in instructional matters; and providing instructional support services. Non-instructional duties such as providing technical support for computers, personal care services, and clerical duties are generally performed by classroom or school aides, however, this does not preclude paraprofessionals from also assisting in these non-instructional areas. (3-29-17)

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

12. Student Learning Objective (SLO). A measurable, long-term academic growth target that a teacher sets at the beginning of the year for all student or for subgroups of students. SLOs demonstrate a teacher's impact on student learning within a given interval of instruction based upon baseline data gathered at the beginning of the course. (3-25-16)

13. Teacher Leader. A teacher who facilitates the design and implementation of sustained, intensive, and job-embedded professional learning based on identified student and teacher needs. (3-25-16)

(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 Instructional Certificate. A Standard Instructional Certificate makes an individual eligible to teach all grades, subject to the grade ranges and subject areas of the valid endorsement(s) attached to the certificate. A standard instructional certificate may be issued to any person who has a baccalaureate degree from an accredited college or university and who meets the following requirements: (3-29-17)

a. Professional education requirements: (3-29-17)

i. Earned a minimum of twenty (20) semester credit hours, or thirty (30) quarter credit hours, in the philosophical, psychological, methodological foundations, instructional technology, and in the professional subject matter, which shall include at least three (3) semester credit hours, or four (4) quarter credit hours, in reading and its application to the content area; (3-29-17)

ii. The required minimum credit hours must include at least six (6) semester credit hours, or nine (9) quarter credit hours, of student teaching in the grade range and subject areas as applicable to the endorsement; and (3-29-17)

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b. Completed an approved teacher preparation program and have an institutional recommendation from an accredited college or university specifying the grade ranges and subjects for which they are eligible to receive an endorsement in; (3-29-17)

c. Individuals seeking endorsement in a secondary grade (pursuant to section 33-1001, Idaho Code) range must complete preparation in at least two (2) fields of teaching. One (1) of the teaching fields must consist of at least thirty (30) semester credit hours, or forty-five (45) quarter credit hours and a second field of teaching consisting 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 two (2) teaching field requirements; (3-29-17)

d. 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 the state board approved content area and pedagogy assessments. (3-29-17)

e. The Standard Instructional Certificate is valid for five (5) years. Six (6) semester credit hours are required every five (5) years in order to renew the certificate. (3-29-17)

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

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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 015.02.c.i. or 015.02.c.ii. in addition to the requirement of Subsection 015.02.c.iii. (3-29-17)

i. The candidate must possess a valid nursing (RN) license issued by the Idaho State Board of Nursing, and a baccalaureate degree in nursing, education, or a health-related field from an accredited institution. (3-29-17)

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 endorsement 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 School Nurse Endorsement will be issued for three (3) years while the applicant is meeting the educational requirements, and it is not renewable. (3-29-17)

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 shall be accomplished by

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meeting the requirements of Subsections 015.02.g.i. through iii., or by meeting the requirement in Subsection 015.02.g.iv.: (3-29-17)

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 (3-29-17)

ii. An institution recommendation from an Idaho State Board of Education approved program; and (3-29-17)

iii. The successful completion of a school social work practicum in a kindergarten through grade twelve 12 (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. (3-29-17)

iv. A current and valid master's degree or higher social work license pursuant to chapter 32, title 54 and the rules of the State Board of Social Work Examiners. (3-29-17)

h. Interim Endorsement-Speech Language Pathologist. This certificate will be granted for those who do not meet the educational requirements but who hold a baccalaureate degree in speech language pathology and are pursuing a master's degree in order to obtain the pupil personnel services certificate endorsed in speech language pathology. An interim certificate will be issued for three (3) years while the applicant is meeting the educational requirements, and it is not renewable. (3-29-17)

03. 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. The Administrator Certificate is valid for five (5) years. Six (6) semester credit hours are required every five (5) years in order to renew the certificate. (3-29-17)

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)

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- 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 addition 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)

04. Certification Standards For Career Technical Educators. Teachers of career technical courses

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or programs in secondary or postsecondary schools must hold an endorsement in an appropriate occupational discipline. This endorsement may be held on a Standard Instructional Certificate or on an Occupational Specialist Certificate. For postsecondary instructors and administrators, certification fees are set by the State Board for Career Technical Education, and application processes are managed by the Division of Career Technical Education.

(3-29-17)

05. Degree Based Career 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 and Natural Resources; Business Technology Education; Family and Consumer Sciences; Marketing Technology Education; Computer Science Technology and Engineering 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 a Division of Career Technical Education approved practicum in their respective field of specialization.

(3-29-17)

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

(3-29-17)

i. Qualify for or hold an Occupational Specialist certificate or hold an occupational endorsement on a standard instructional certificate with an applicable endorsement;

(3-29-17)

ii. Provide evidence of a minimum of four (4) years' teaching, three (3) of which must be in a career technical discipline;

(3-29-17)

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 career technical education; administration of personnel; and legal aspects of career technical education, and statewide framework for teacher evaluations that includes a laboratory component. 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.

(3-29-17)

v. To renew the Career Technical Administrator Certificate, individuals are required to complete six (6) semester hours of related course work or meet renewal requirements for career technical instructional staff.

(3-29-17)

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 Instructional Certificate or qualify for an Occupational Specialist Certificate, plus complete course work in coordination of work-based learning programs.

(3-29-17)

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 career technical requirement: Career Pathways and Career Technical Guidance; Principles/Foundations of Career Technical Education; and Theories of Occupational Choice.

(3-25-16)

06. Occupational Specialist Certificate. The Occupational Specialist Certificates are industry based

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career technical certifications issued in lieu of a degree based career technical certificate. Certificate holders must meet the following eligibility requirements: (3-29-17)

a. 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: (3-29-17)

i. Have eight (8) years or sixteen thousand (16,000) hours of recent, gainful employment in the occupation for which certification is requested. Up to forty-eight (48) months credit or up to eight thousand (8,000) hours can be counted toward the eight (8) years on a month-to-month basis for journeyman training or completed postsecondary training in a career technical education program; or (3-29-17)

ii. Have a baccalaureate degree in the specific occupation or related area, plus three (3) years or six thousand (6,000) hours of recent, gainful employment in the occupation; or (3-29-17)

iii. Meet one (1) of the following: (3-25-16)

(1) Be a journeyman with two (2) years of recent, full-time, gainful, related work experience, or have 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; (3-29-17)

(2) Pass an approved state or national certification examination plus three (3) years of recent, gainful, related work experience (length and type of work experience will be determined on an individual basis); or (3-29-17)

(3) Pass approved industry related certification for skill level requirements (vendor and industry specific) plus three (3) years of recent, gainful, related work experience (length and type of work experience 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. (3-29-17)

b. Limited Occupational Specialist Certificate. This certificate is issued to individuals who are new to teaching in public schools. The certificate is valid for three (3) years and is non-renewable: (3-29-17)

i. Within the first eighteen (18) months, the holder must complete the pre-service workshop sponsored by the Division of Career Technical Education and an approved course in career technical methods and student assessment; (3-29-17)

ii. Complete a new-teacher induction workshop at the state or district level; (3-25-16)

iii. Within the three-year (3) period of the Limited Occupational Specialist Certificate, the instructor must satisfactorily demonstrate competencies in Principles/Foundations of Occupational Education and Methods of Teaching Occupational Education. Additionally, the instructor must satisfactorily demonstrate competencies in two (2) of the following areas: Career Pathways and Guidance; Analysis, Integration, and Curriculum Development; and Measurement and Evaluation. (3-29-17)

c. Standard Occupational Specialist Certificate. This certificate is issued to individuals who have: (3-29-17)

i. Completed the pre-service workshop sponsored by the Division of Career Technical Education and an approved course in career technical methods and student assessment; and (3-29-17)

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- ii. Completed a new-teacher induction workshop at the state or district level; and (3-29-17)
 - iii. Can satisfactorily demonstrate competencies in Principles/Foundations of Occupational Education and Methods of Teaching Occupational Education; and (3-29-17)
 - iv. Can demonstrate competencies in two (2) of the following areas: Career Pathways and Guidance; Analysis, Integration, and Curriculum Development; and Measurement and Evaluation; and (3-29-17)
 - v. The Standard Occupational Specialist Certificate is valid for five (5) years and must be renewed pursuant to Section 060 of these rules. Credit equivalencies will be based on verification of one hundred twenty (120) hours of approved related work experience or forty-five (45) hours of participation at approved technical conferences, institutes, or workshops or any equivalent combination thereof, and having on file a new professional development plan for the next certification period. Work experience may be prorated at the rate of forty (40) hours per credit. Technical conference, institutes, or workshop participation may be prorated at the rate of fifteen (15) hours per credit. (3-29-17)
 - d. Advanced Occupational Specialist Certificate. This certificate is issued to individuals who: (3-29-17)
 - i. Meet the requirements for the Standard Occupational Specialist Certificate; (3-29-17)
 - ii. Can provide evidence of completion of a teacher training degree program or eighteen (18) semester credits of approved education related course work, such as educational methodology in the content area, in addition to the twelve (12) semester credits required for the Standard Occupational Specialist Certificate (a total of thirty (30) semester credits); and (3-29-17)
 - iii. File a new professional development plan for the next certification period; and (3-25-16)
 - iv. The Advanced Occupational Specialist Certificate is valid for five (5) years and must be renewed pursuant to Section 060. At least three (3) educationally focused semester credits must be taken for university or college credit. Verification will be based on an official transcript. In addition to the minimum of three (3) semester credits, in-service activities or related work experience may be used. Credit equivalencies will be based on verification of one hundred twenty (120) hours of approved related work experience or forty-five (45) hours of participation at approved technical conferences, institutes and workshops or any equivalent combination thereof, and having on file a new professional development plan for the next certification period. Work experience may be prorated at the rate of forty (40) hours per credit. Technical conference, institutes, or workshop participation may be prorated at the rate of fifteen (15) hours per credit. (3-29-17)
- 07. Postsecondary Specialist.** A Postsecondary Specialist certificate will be granted to a current academic 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. (3-29-17)
- 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)

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- i. Hold a master's degree or higher in the content area being taught; (3-25-16)
- ii. Be currently employed by the postsecondary 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)

08. 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 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)

09. 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 015.09.a. and b., the State Department of Education shall issue a letter authorizing these individuals as Junior ROTC instructors. (3-29-17)

10. 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. Teachers must take one (1) of the three (3) courses developed that is most closely aligned with their current assignment. Any teacher successfully completing said course shall be deemed to have met the requirement of Subsection 060.02.c. of this rule as long as said course is part of an official transcript or completed before September 1, 2013, and verified by the State Department of Education. 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 or another State Department of Education approved alternative course in order to recertify: (3-29-17)

i. Each teacher holding an Early Childhood/Early Childhood Special Education Blended endorsement (Birth - Grade 3) who is employed by a school district or charter school as a K-3 multi-subject or special education

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teacher; (3-29-17)

ii. Each teacher holding a Standard Instructional Certificate (K-8) who is employed by a school district or charter school as a K-6 multi-subject teacher; (3-29-17)

iii. Each teacher holding a Standard Instructional Certificate (6-12) teaching in a mathematics content classroom (grade six (6) through grade twelve (12)) including Title I who is employed by a school district or charter school; and (3-29-17)

iv. Each teacher holding a Standard Exceptional Child Generalist Endorsement who is employed by a school district or charter school as a special education teacher. (3-29-17)

v. Each school administrator coming from out-of-state holding an Administrator Certificate who is employed by a school district or charter school. (3-29-17)

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 Endorsement (Birth - Grade 3) who is employed by a school district or charter school; (3-29-17)

ii. Each teacher holding a Standard Instructional Certificate (K-8) who is employed by a school district or charter school; and (3-29-17)

iii. Each teacher holding a Standard Exceptional Child Generalist Endorsement who is employed by a school district or charter school. (3-29-17)

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. The laboratory component must include in-person or video observation and scoring of teacher performance using the statewide framework for teacher's evaluation. [The course must include the following competencies:](#)

i. [Understanding professional practice in Idaho evaluation requirements, including gathering accurate evidence and artifacts, understanding and using the state framework for evaluation rubric with fidelity, proof of calibration and interrater reliability, ability to provide effective feedback for teacher growth, and understanding and advising teachers on individualized learning plan and portfolio development.](#)

ii. [Understanding student achievement and growth in the Idaho evaluation framework, including understanding how measurable student achievement and growth measures impact summative evaluation ratings and proficiency in assessment literacy.](#) (3-29-17)

016. IDAHO INTERIM CERTIFICATE.

The State Department of Education or the Division of Career Technical Education, as applicable to the certificate, is authorized to issue a three-year (3) interim certificate to those applicants who hold a valid certificate/license from

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another state or other entity that participates in the National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement pursuant to Section 33-4104, Idaho Code, or engaged in an alternate route to certification as prescribed herein. (3-29-17)

01. Interim Certificate Not Renewable. Interim certification is only available on a one-time basis per individual except under extenuating circumstances approved by the State Department of Education. It will be the responsibility of the individual to meet the requirements of the applicable alternate authorization route and to obtain a full Idaho Educator Credential during the term of the interim certificate. (3-29-17)

02. Idaho Comprehensive Literacy Course. For all Idaho teachers working on interim certificates, alternate routes or coming from out of the state, completion of a state approved Idaho Comprehensive Literacy course shall be a one-time requirement for full certification. (3-25-16)

a. Those individuals who qualify for an Idaho certificate through state reciprocity shall be granted a three-year, non-renewable interim certificate to allow time to meet the Idaho Comprehensive Literacy Course requirement. (3-25-16)

03. Mathematical Thinking for Instruction. For all Idaho teachers working on interim certificates (alternate authorizations, nontraditional routes, or coming from out of the state), with an All Subjects K-8 endorsement or any mathematics endorsement must complete a state approved Mathematical Thinking for Instruction, or another State Department of Education approved alternative course, as a one-time requirement to receive a standard instructional, standard occupational, or advanced occupational certificate. (3-29-17)

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

05. Reinstatement of Expired Certificate. An individual holding an expired Idaho certificate may be issued a nonrenewable three-year interim certificate. During the validity period of the interim certificate, the applicant must meet all current requirements listed for the specific certificate and endorsement(s) including the appropriate content, pedagogy, and performance assessments. (3-29-12)

06. Foreign Institutions. An educator having graduated from a foreign institution that is listed in the Accredited Degree-Granting Institutions section of the “Accredited Institutions of Postsecondary Education” and having a valid/current teaching certificate/license from the country or province in which the foreign institution is located, may be issued a non-renewable, three-year interim certificate. The applicant must also complete the requirements listed in Section 013 of these rules. (4-2-08)

07. Codes of Ethics. All laws and rules governing standard certificated staff with respect to conduct, discipline and professional standards shall apply to all individuals serving in an Idaho public school, including those employed under an interim certificate.

(BREAK IN CONTINUITY OF SECTIONS)

021. ENDORSEMENTS.

Holders of a Standard Instructional Certificate, Standard Occupational Specialist Certificate, and Advanced Occupational Specialist Certificate may be granted endorsements in subject areas as provided herein. Instructional staff are eligible to teach in the grades and content areas of their endorsements. Idaho preparation programs shall prepare candidates for endorsements in accordance with the Idaho Standards for Initial Certification of Professional School Personnel. An official statement of competency in a teaching area or field is acceptable in lieu of required credits if such statements originate in the department or division of the accredited college or university in which the competency is established and are approved by the director of teacher education of the recommending college or university. Statements must include the number of credits the competency evaluation is equivalent to. To add an endorsement to an existing credential, an individual shall complete the credit hour requirements as provided herein and shall also meet or exceed the state qualifying score on appropriate, state approved content, pedagogy and performance assessments. When converting semester credit hours to quarter credit hours, two (2) semester credit hours

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is equal to three (3) quarter credit hours.

(3-29-17)

01. Clinical Experience Requirement. All endorsements require supervised teaching experience in the relevant content area, or a State Department of Education [or Division of Career Technical Education](#) approved alternative clinical experience [as applicable to the area of endorsement](#). (3-12-14)

02. Alternative Authorization to Endorsement. Candidates shall meet all requirements [of the chosen option](#) for the endorsement as provided herein. (3-29-17)

a. Option I -- An official statement of competency in a teaching area or field is acceptable in lieu of courses for a teaching field if such statements originate in the department or division of the accredited college or university in which the competency is established and are approved by the director of teacher education of the recommending college or university. (3-29-17)

b. Option II -- National Board. By earning National Board Certification in content specific areas, teachers may gain endorsement in a corresponding subject area. (3-29-17)

c. Option III -- Master's degree or higher. By earning a graduate degree in a content specific area, candidates may add an endorsement in that same content area to a valid [instructional](#) certificate. (3-29-17)

d. Option IV -- Testing and/or Assessment. Two (2) pathways are available to some teachers, depending upon endorsement(s) already held. (3-29-17)

i. Pathway 1 -- Endorsements may be added through state-approved testing and a mentoring component. The appropriate test must be successfully completed within the first year of authorization in an area closely compatible with an endorsement for which the candidate already qualifies and is experienced. Additionally, requires the successful completion of a one (1)-year state-approved mentoring component ~~;~~ [or](#) (3-25-16)

ii. Pathway 2 -- Endorsements may be added through state-approved testing in an area less closely compatible with an endorsement for which the candidate already qualifies and is experienced. The appropriate test must be successfully completed within the first year of the authorization. Additionally, requires the successful completion of a one (1)-year state-approved mentoring component and passing a final pedagogy assessment. (3-25-16)

(BREAK IN CONTINUITY OF SECTIONS)

042. ALTERNATE ROUTES TO CERTIFICATION.

The purpose of this program is to provide an alternative for individuals to become certificated teachers in Idaho without following a standard teacher education program. Alternative Routes to Certification shall allow individuals to serve as the teacher of record prior to having earned full certification status. The teacher of record is defined as the person who is primarily responsible for planning instruction, delivering instruction, assessing students formatively and summatively, and designating the final grade. Individuals who are currently employed as Paraprofessionals and, individuals with strong subject matter background but limited experience with educational methodology shall follow the alternate certification requirements provided herein. Individuals who are currently certificated to teach but who are in need of an emergency endorsement in another area may obtain an endorsement through an alternate route as described in subsection 021.02 of these rules. (3-29-17)

01. Alternative Authorization -- Teacher To New Certification. The purpose of this alternative authorization is to allow Idaho school districts to request additional certification when a professional position cannot be filled with someone who has the correct certification. Alternative authorization in this area is valid for one (1) year and may be renewed for two (2) additional years with evidence of satisfactory progress toward completion of an approved alternative route preparation program. Interim certification is valid for not more than three (3) years total. (3-29-17)

a. Prior to application, a candidate must hold a baccalaureate degree, and a valid Idaho instructional

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certificate. The school district must provide supportive information attesting to the ability of the candidate to fill the position. (3-29-17)

b. A candidate must participate in an approved alternative route preparation program. (3-25-16)

i. The candidate will work toward completion of the alternative route preparation program through a participating college/university, and the employing school district. The candidate must complete a minimum of nine (9) semester credits annually to maintain eligibility for renewal; and (3-25-16)

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

02. Alternative Authorization -- Content Specialist. The purpose of this alternative authorization is to offer an expedited route to certification for individuals who are highly and uniquely qualified in a subject area to teach in a district with an identified need for teachers in that area. Alternative authorization in this area is valid for one (1) year and may be renewed for two (2) additional years with evidence of satisfactory progress toward completion of an approved alternative route preparation program. Interim certification is valid for not more than three (3) years total. (3-25-16)

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

i. A candidate must hold a baccalaureate degree or have completed all of the requirements of a baccalaureate degree except the student teaching or practicum portion; and (3-29-17)

ii. The hiring district shall ensure the candidate is qualified to teach in the area of identified need through demonstrated content knowledge. This may be accomplished through a combination of employment experience and education. (3-25-16)

b. Alternative Route Preparation Program -- College/University Preparation or Other State Board Approved Certification Program. (3-25-16)

i. At the time of authorization a consortium comprised of a designee from the college/university to be attended or other state board approved certification program, and a representative from the school district, and the candidate shall determine the preparation needed to meet the Idaho Standards for Initial Certification of Professional School Personnel. This plan must include mentoring and a minimum of one (1) classroom observation by the mentor per month, which will include feedback and reflection, while teaching under the alternative authorization. The plan must include annual progress goals that must be met for annual renewal; (3-29-17)

ii. The candidate must complete a minimum of nine (9) semester credit hours or its equivalent of accelerated study in education pedagogy prior to the end of the first year of authorization. The number of required credits will be specified in the consortium developed plan; (3-29-17)

iii. At the time of authorization the candidate must enroll in and work toward completion of the alternative route preparation program through a participating college/university or other state board approved certification program, and the employing school district. A teacher must attend, participate in, and successfully complete an individualized alternative route preparation program as one (1) of the conditions for annual renewal and to receive a recommendation for full certification; (3-25-16)

iv. The participating college/university or other state board approved certification program shall provide procedures to assess and credit equivalent knowledge, dispositions and relevant life/work experiences; and (3-25-16)

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

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03. Non-Traditional Route to Teacher Certification. An individual may acquire interim certification as found in Section 016 of these rules through an approved non-traditional route certification program. (3-25-16)

a. Individuals who possess a baccalaureate degree or higher from an accredited institution of higher education may utilize this non-traditional route to an interim Idaho Teacher Certification. (3-29-17)

b. To complete this non-traditional route, the individual must: (3-25-16)

i. Complete a Board approved program; (4-6-05)

ii. Pass the Board approved pedagogy and content knowledge exams; and (4-6-05)

iii. Complete the Idaho Department of Education Criminal History Check. (4-6-05)

c. Interim Certificate. Upon completion of the certification process described herein, the individual will be awarded an interim certificate from the State Department of Education's Certification and Professional Standards Department. During the term of the interim certificate, teaching by the individual must be done in conjunction with a two (2) year teacher mentoring program approved by the Board. The individual must complete the mentoring program during the term of the interim certificate. ~~In the case where teachers start their mentoring program in the third year of their interim certificate, they must apply to the State Department of Education Teacher Certification Department for a waiver to complete the final year of their mentoring program for full certification.~~ All laws and rules governing ~~the fully standard instructional~~ certificated teachers ~~and pupil service staff~~ with respect to conduct, discipline and professional standards shall apply to individuals teaching under any Idaho certificate including an interim certificate. (3-29-17)

d. Interim Certificate Not Renewable. Interim certification hereunder is only available on a one (1) time basis per individual. It will be the responsibility of the individual to obtain a valid renewable Idaho Educator Credential during the three (3) year interim certification term. (3-25-16)

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

04. Alternative Authorization - Pupil Personnel Services. The purpose of this alternative authorization is to allow Idaho school districts to request endorsement/certification when a position requiring the Pupil Personnel Services certificate cannot be filled with someone who has the correct endorsement/certification. The exception to this rule is the Interim School Nurse endorsement and the Interim Speech Language Pathologist endorsement. The requirements for these endorsements are defined in Subsection 015.02 of these rules. The alternate authorization is valid for one (1) year and may be renewed for two (2) additional years with evidence of satisfactory progress toward completion of an approved alternative route preparation program. Interim certification is valid for not more than three (3) years total. (3-29-17)

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

i. Prior to application, a candidate must hold a master's degree and hold a current Idaho license from the Bureau of Occupational Licenses in the area of desired certification; and (3-25-16)

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

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

i. The candidate must work toward completion of the alternative route preparation program through a participating college/university and the employing school district. The alternative route preparation program must include annual progress goals. (3-25-16)

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

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

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

05. Alternate Authorization Renewal. Annual renewal will be based on the school year and satisfactory progress toward completion of the applicable alternate authorization requirements. (3-25-16)

043. -- 059.

(RESERVED)

060. APPLICATION PROCEDURES / PROFESSIONAL DEVELOPMENT.

To obtain a new, renew, or reinstate an Idaho Educator Credential, the applicant must submit an application on a form supplied by the State Department of Education or the Division of Career Technical Education as applicable to the type of certificate. All applications for new, renewed, or reinstated occupational specialist certificates must be submitted to the Division of Career- Technical Education. The following requirements must be met to renew or reinstate an Idaho Educator Credential. (3-29-17)

01. State Board of Education Requirements for Professional Growth. (4-1-97)

a. Credits taken for recertification must be educationally related to the ~~professional development~~[individualized professional learning plan or related to the professional practice](#) of the applicant. (4-1-97)

i. Credits must be specifically tied to content areas and/or an area of any other endorsement; or (5-8-09)

ii. Credits must be specific to pedagogical best practices or for administrative/teacher leadership; or (4-2-08)

iii. Credits must be tied to a specific area of need designated by district administration. (4-2-08)

b. Graduate or undergraduate credit will be accepted for recertification. Credit must be ~~college transcripted transferable~~ and completed through ~~an accredited~~ college or university [accredited by an entity recognized by the state board of education](#). (4-1-97)

c. All requests for equivalent in-service training to apply toward recertification, except occupational specialist certificates, must be made through the State Department of Education upon recommendation of the board of trustees consistent with the State Department of Education guidelines. Individuals holding Occupational Specialist Certificates must be made through the Division of Career- Technical Education. Applicants must receive prior approval of in-service training and course work prior to applying for renewal. [All in-service training must be aligned with the individuals individualized professional learning plan or related to professional practice.](#) (3-29-17)

d. At least fifteen (15) hours of formal instruction must be given for each hour of in-service credit granted. (4-1-97)

e. Recertification credits may not be carried over from one (1) recertification period to the next. (4-1-97)

~~**f.** Certificated personnel teaching in subjects outside their major area of preparation will be encouraged to complete the courses required for major certification endorsement.~~ (4-1-97)

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~~g. All credits gained through coursework taken during the validity period of the certificate and commencing prior to September 1, 2008 shall be accepted toward recertification. (5-8-09)~~

h. An appeals process, developed by the State Department of Education in conjunction with the Professional Standards Commission or the Division of Career Technical Education, as applicable to the certificate type, shall be available to applicants whose credits submitted for recertification, in part or as a whole, are rejected for any reason if such denial prevents an applicant from renewing an Idaho certificate. An applicant whose credits submitted for recertification are rejected, in part or as a whole, within six (6) months of the expiration of the applicant's current certification shall be granted an automatic appeal and a temporary certification extension during the appeal or for one (1) year, whichever is greater. (3-29-17)

02. State Board of Education Professional Development Requirements. (4-1-97)

a. Districts will have professional development plans. (4-1-97)

b. All certificated personnel will be required to complete at least six (6) semester hours or the equivalent within the five (5) year period of validity of the certificate being renewed. (4-1-97)

c. At least three (3) semester credits will be taken for university or college credit. Verification ~~will~~ may be by official or unofficial transcript. Individuals found to have intentionally altered transcripts used for verification who would have not otherwise met this renewal requirement will be investigated for violations of the Code of Ethics for Idaho Professional Educators, which may result in the revocation of the individual's certification. (4-1-97)

(BREAK IN CONTINUITY OF SECTIONS)

120. LOCAL DISTRICT EVALUATION POLICY -- ~~TEACHER~~ INSTRUCTIONAL STAFF AND PUPIL ~~PERSONNEL~~ SERVICE CERTIFICATE HOLDERS.

Each school district board of trustees will develop and adopt policies for ~~teacher-certificated staff~~ performance evaluation using multiple measures in which criteria and procedures for the evaluation of certificated personnel are research based. For pupil service staff, those standards shall be aligned with the profession's national standards. For instructional staff, those standards shall be and aligned to Charlotte Danielson Framework for Teaching Second Edition domains and components of instruction. ~~Individual domain and component ratings~~ specified in Subsection 120.01 of this rule must be determined based on ~~a combination of~~ professional practice, ~~and student achievement.~~ For all certificated personnel, domain and or component ratings may be weighted based on the individual's individualized professional learning plan. The summative evaluation rating must be based on a combination of professional practice and student achievement as specified in Subsections 120.02 and 120.03. The process of developing criteria and procedures for certificated personnel evaluation will allow opportunities for input from those affected by the evaluation; i.e., trustees, administrators, teachers, and parents. The evaluation policy will be a matter of public record and communicated to the certificated personnel for whom it is written. (3-29-17)

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

a. Domain 1 - Planning and Preparation: (3-29-10)

i. Demonstrating Knowledge of Content and Pedagogy; (3-29-10)

ii. Demonstrating Knowledge of Students; (3-29-10)

iii. Setting Instructional Outcomes; (3-20-14)

iv. Demonstrating Knowledge of Resources; (3-29-10)

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- v. Designing Coherent Instruction; and (3-29-10)
- vi. Designing Student Assessments. (3-29-12)
- b.** Domain 2 - The Classroom Environment: (3-29-12)
 - i. Creating an Environment of Respect and Rapport; (3-29-10)
 - ii. Establishing a Culture for Learning; (3-29-10)
 - iii. Managing Classroom Procedures; (3-29-10)
 - iv. Managing Student Behavior; and (3-29-10)
 - v. Organizing Physical Space. (3-29-10)
- c.** Domain 3 - Instruction and Use of Assessment: (3-29-10)
 - i. Communicating with Students; (3-29-12)
 - ii. Using Questioning and Discussion Techniques; (3-29-10)
 - iii. Engaging Students in Learning; (3-29-10)
 - iv. Using Assessment in Instruction; and (3-29-12)
 - v. Demonstrating Flexibility and Responsiveness. (3-29-12)
- d.** Domain 4 - Professional Responsibilities: (3-29-10)
 - i. Reflecting on Teaching; (3-29-10)
 - ii. Maintaining Accurate Records; (3-29-10)
 - iii. Communicating with Families; (3-29-10)
 - iv. Participating in a Professional Community; (3-29-12)
 - v. Growing and Developing Professionally; and (3-29-10)
 - vi. Showing Professionalism. (3-29-10)

02. Professional Practice. ~~For evaluations conducted on or after July 1, 2013, a~~All certificated instructional employees must receive an evaluation in which at least a majority of the evaluation ratings must be based on Professional Practice. All measures included within the Professional Practice portion of the evaluation must be aligned to the Charlotte Danielson Framework for Teaching Second Edition domains and components. Professional Practice shall include a minimum of two (2) documented observations annually, with at least one (1) observation being completed by January 1 of each year. In situations where certificated personnel are unavailable for two (2) documented classroom observations, due to situations such as long-term illness, late year hire, etc., one (1) documented classroom observation is acceptable. At least on documented observation must include a rating for all components of the applicable professional standards used for evaluation of certificated personnel. District evaluation models shall also include at least one (1) of the following as a measure to inform the Professional Practice portion of ~~all~~each certificated instructional employee evaluations: (3-29-17)

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- a. Parent/guardian input; (3-20-14)
- b. Student input; and/or (3-20-14)
- c. Portfolios. (3-20-14)

03. Student Achievement. Instructional staff evaluation ratings must in part be based on measurable student achievement, as defined in Section 33-1001, Idaho Code, as applicable to the subjects and grade ranges taught by the instructional staff. All other certificated staff evaluations must include measurable student achievement or student success indicators, as defined in Section 33-1001, Idaho Code, as applicable to the position. This portion of the evaluation may be calculated using current and/or the immediate past year's data and may use one (1) year or both years' data. Growth in student achievement may be considered as an optional measure for all other school based and district based staff, as determined by the local board of trustees. (3-29-17)

04. Participants. Each district evaluation policy will include provisions for evaluating all certificated employees identified in Section 33-1001, Idaho Code, Subsection 16. Evaluations shall be differentiated for certificated non-instructional employees and pupil personnel certificate holders in a way that aligns with the Charlotte Danielson Framework for Teaching Second Edition to the extent possible and aligned to the pupil service staff's applicable national standards. Policies for evaluating certificated employees should identify the differences, if any, in the conduct of evaluations for nonrenewable contract personnel and renewable contract personnel. (3-20-14)

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

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

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

~~eb. Evaluator -- identification of the individuals responsible for appraising-observing or evaluating certificated instructional staff and pupil ~~personnel~~ service staff performance. The individuals assigned this responsibility shall have received training in conducting evaluations based on the statewide framework for evaluations within the immediate previous five (5) years of conducting any evaluations and prior to September 1, 2018, shall demonstrate proof of proficiency in conducting observations and evaluating effective teacher performance by passing a proficiency assessment approved by the State Department of Education as a onetime recertification requirement. (3-20-14)~~

~~d. Sources of data -- description of the sources of data used in conducting certificated personnel evaluations. For certificated instructional staff, a minimum of two (2) documented classroom observations shall be included as one (1) source of data. At least one (1) of those observations must be completed prior to January 1 of each year. In situations where certificated personnel are unavailable for two (2) documented classroom observations, due to situations such as long term illness, late year hire, etc., one (1) documented classroom observation is acceptable. Parent/guardian input, student input and/or portfolios shall be considered as sources of data to support professional practice. (4-11-15)~~

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

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

~~gd. Personnel actions -- the action available to the school district as a result of the evaluation and the procedures for implementing these actions; e.g., job status change. Note: in the event the action taken as a result of~~

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evaluation is to not renew an individual's contract or to renew an individual's contract at a reduced rate, school districts should take proper steps to follow the procedures outlined in Sections 33-513 through 33-515, Idaho Code in order to assure the due process rights of all personnel. (3-20-14)

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

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

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

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

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

~~**m.** Collecting and using data -- a plan for collecting and using data gathered from the evaluation tool that will be used to inform professional development. Aggregate data shall be considered as part of the district and individual schools Needs Assessment in determining professional development offerings. (3-20-14)~~

nf. Individualizing teacher evaluation rating system -- a plan for how evaluations will be used to identify proficiency and record growth over time and be used to develop individualized professional learning plans. No later than July 1, 2013, dDistricts shall have ~~established~~ an individualized teacher evaluation rating system with a minimum of three (3) rankings used to differentiate performance of teachers and pupil personnel certificate holders including: (3-20-14)

i. Unsatisfactory being equal to "1"; (3-20-14)

ii. Basic being equal to "2"; and (3-20-14)

iii. Proficient being equal to "3". (3-20-14)

iv. A fourth evaluation rating of Distinguished, being equal to "4," may be used in addition to the three (3) minimum rankings at the discretion of the school district or charter school. (3-29-17)

og. A plan for including all stakeholders including, but not limited to, teachers, board members, administrators, and parents in the development and ongoing review of their teacher evaluation plan. (3-20-14)

06. Evaluation Policy - Frequency of Evaluation. The evaluation policy shall include a provision for evaluating all certificated personnel on a fair and consistent basis. (3-20-14)

07. Evaluation Policy - Personnel Records. Permanent records of each certificated personnel evaluation will be maintained in the employee's personnel file. All evaluation records will be kept confidential within the parameters identified in federal and state regulations regarding the right to privacy (Section 33-518, Idaho Code). Local school districts shall report the rankings of individual certificated personnel evaluations to the State Department of Education annually for State and Federal reporting purposes. The State Department of Education shall ensure that the privacy of all certificated personnel is protected by not releasing statistical data of evaluation rankings in local school districts with fewer than five (5) teachers and by only reporting that information in the aggregate by local school district. (3-20-14)

08. Evaluation System Approval. Each school district board of trustees will develop and adopt policies for teacher and pupil personnel certificated performance evaluation in which criteria and procedures for the evaluation

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are research based and aligned with the Charlotte Danielson Framework for Teaching Second Edition and national standards for pupil service staff as applicable. By July 1, 2014, an evaluation plan which incorporates all of the above elements shall be submitted to the State Department of Education for approval. Once approved, subsequent changes made in the evaluation system shall be resubmitted for approval. (3-20-14)

121. LOCAL DISTRICT EVALUATION POLICY - SCHOOL PRINCIPALADMINISTRATOR.

All school and school district administrators must receive an annual evaluations. Individuals serving in the role of superintendent or its equivalent shall be evaluated by the local board of trustees. Individuals serving in the capacity of a school district superintendent and principal shall be evaluated based on the school district evaluation policy for superintendents. For principal and other school level administrators evaluations ~~conducted on or after July 1, 2014,~~ each school district board of trustees will develop and adopt policies for principal performance evaluation using multiple measures in which criteria and procedures for the evaluation of administratively certificated personnel serving as school principal or other school level administrators are research based and aligned to the standards and requirements outlined in Subsections 121.01 through 121.07 of this rule. ~~Districts must, at a minimum, pilot such an evaluation during the 2013-2014 school year and report the results of that pilot to the State Department of Education no later than July 1, 2014, in a format determined by the Department. For Special Education Directors, standards aligned with the profession's nation standards may replace those outlined in Subsection 121.01.~~ The process of developing criteria and procedures for principal administrator evaluation will allow opportunities for input from those affected by the evaluation; i.e., trustees, administrators, teachers and parents. The evaluation policy will be a matter of public record and communicated to the principal for whom it is written. (3-20-14)

01. Standards. Each district principal and school level administrator evaluation model shall be aligned to state minimum standards based on the Interstate School Leaders Licensure Consortium (ISLLC) standards and include proof of proficiency in conducting teacher evaluations using the state's adopted model framework for evaluations, the Charlotte Danielson Framework for Teaching Second Edition. Proof of proficiency in evaluating teacher performance shall be required of all individuals assigned the responsibility for ~~appraising,~~ observing, or evaluating certificated personnel performance. ~~Those responsible for measuring teacher performance are district leadership such as principals, assistant principals, special education directors, and superintendents. Proof of proficiency in evaluating performance shall be demonstrated by passing a proficiency assessment approved by the State Department of Education as a onetime recertification requirement prior to September 1, 2018.~~ Principal evaluation standards shall additionally address the following domains and components: (4-11-15)

a. Domain 1: 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. (3-20-14)

i. School Culture - Principal establishes a safe, collaborative, and supportive culture ensuring all students are successfully prepared to meet the requirements for tomorrow's careers and life endeavors. (3-20-14)

ii. Communication - Principal 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. (3-20-14)

iii. Advocacy - Principal advocates for education, the district and school, teachers, parents, and students that engenders school support and involvement. (3-20-14)

b. Domain 2: 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. The educational leader uses research and/or best practices in improving the education program. (3-20-14)

i. Shared Leadership - Principal fosters shared leadership that takes advantage of individual expertise, strengths, and talents, and cultivates professional growth. (3-20-14)

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ii. Priority Management - Principal organizes time and delegates responsibilities to balance administrative/managerial, educational, and community leadership priorities. (3-20-14)

iii. Transparency - Principal seeks input from stakeholders and takes all perspectives into consideration when making decisions. (3-20-14)

iv. Leadership Renewal - Principal strives to continuously improve leadership skills through, professional development, self-reflection, and utilization of input from others. (3-20-14)

v. Accountability - Principal establishes high standards for professional, legal, ethical, and fiscal accountability for self and others. (3-20-14)

c. Domain 3: 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. The educational leader provides leadership for major initiatives and change efforts and uses research and/or best practices in improving the education program. (3-20-14)

i. Innovation - Principal seeks and implements innovative and effective solutions that comply with general and special education law. (3-20-14)

ii. Instructional Vision - Principal insures that instruction is guided by a shared, research-based instructional vision that articulates what students do to effectively learn. (3-20-14)

iii. High Expectations - Principal sets high expectation for all students academically, behaviorally, and in all aspects of student well-being. (3-20-14)

iv. Continuous Improvement of Instruction - Principal has proof of proficiency in assessing teacher performance based upon the Charlotte Danielson Framework for Teaching Second Edition. Aligns resources, policies, and procedures toward continuous improvement of instructional practice guided by the instructional vision. (3-20-14)

v. Evaluation - Principal uses teacher/principal evaluation and other formative feedback mechanisms to continuously improve teacher/principal effectiveness. (3-20-14)

vi. Recruitment and Retention -Principal recruits and maintains a high quality staff. (3-20-14)

02. Professional Practice. ~~For evaluations conducted on or after July 1, 2014, a~~All principals must receive an evaluation in which ~~sixty-seven percent (67%)~~a majority of the ~~summative~~ evaluation results are based on Professional Practice. All measures included within the Professional Practice portion of the evaluation must be aligned to the Domains and Components listed in Subsection 121.01.a. through 121.01.c. of this rule. As a measure to inform the Professional Practice portion of ~~all principal/each~~ evaluations, district evaluation models shall also include at least one (1) of the following: (3-20-14)

a. Parent/guardian input; (3-20-14)

b. Teacher input; (3-20-14)

c. Student input; and/or (3-20-14)

d. Portfolios. (3-20-14)

03. Student Achievement. ~~For evaluations conducted on or after July 1, 2013, a~~All ~~certificated instructional employees, principals and superintendents~~administrators must receive an evaluation in which ~~at least thirty-three percent (33%)~~part of the ~~summative~~ evaluation results are based on multiple objective measures of growth

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in ~~measurable student achievement, as defined in Section 33-1001, Idaho Code~~ student achievement as determined by the board of trustees and based upon research. For evaluations conducted on or after July 1, 2014, growth in student achievement as measured by Idaho's statewide assessment for Federal accountability purposes must be included. This portion of the evaluation may be calculated using current and/or the immediate past year's data and may use one (1) or ~~multiple both~~ years of data. Growth in student achievement may be considered as an optional measure for all other school based and district based ~~staff~~ administrators, as determined by the local board of trustees. (3-20-14)

04. Evaluation Policy - Content. For evaluations conducted on or after July 1, 2014, local school district policies will include, at a minimum, the following information: (3-20-14)

~~a. Purpose -- statements that identify the purpose or purposes for which the evaluation is being conducted; e.g., individual instructional leadership, personnel decisions. (3-20-14)~~

b. Evaluation criteria -- statements of the ~~general~~ criteria upon which ~~principals~~ administrators will be evaluated. (3-20-14)

c. Evaluator -- identification of the individuals responsible for ~~appraising~~ observing or evaluating ~~principal school level administrator~~ performance. The individuals assigned this responsibility shall have received training in administrator evaluations based on the statewide framework for evaluations. (3-20-14)

~~d. Sources of data -- description of the sources of data used in conducting principal evaluations. Proficiency in conducting observations and evaluating effective teacher performance shall be included as one (1) source of data. (3-20-14)~~

~~e. Procedure -- description of the procedure used in the conduct of principal evaluations. (3-20-14)~~

~~f. Communication of results -- the method by which principals are informed of the results of evaluation. (3-20-14)~~

g. Personnel actions -- the action, available to the school district as a result of the evaluation, and the procedures for implementing these actions; e.g., job status change. (3-20-14)

h. Appeal -- the procedure available to the individual for appeal or rebuttal when disagreement exists regarding the results of an evaluations. (3-20-14)

~~i. Remediation -- the procedure available to provide remediation in those instances where remediation is determined to be an appropriate course of action. (3-20-14)~~

~~j. Monitoring and evaluation. -- A description of the method used to monitor and evaluate the district's principal evaluation system. (3-20-14)~~

~~k. Professional development and training -- a plan for ongoing training and professional learning based upon the district's evaluation standards and process. (3-20-14)~~

~~l. Funding -- a plan for funding ongoing training and professional development for evaluators of principals. (3-20-14)~~

~~m. Collecting and using data -- a plan for collecting and using data gathered from the evaluation tool that will be used to inform professional development for principals. (3-20-14)~~

n. Individualizing principal evaluation rating system -- a plan for how evaluations will be used to identify proficiency and record growth over time. ~~No later than July 1, 2014, d~~ Districts shall have ~~established~~ an individualized principal evaluation rating system with a minimum of three rankings used to differentiate performance of principals including: (3-20-14)

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- i. Unsatisfactory being equal to “1”; (3-20-14)
 - ii. Basic being equal to “2”; and (3-20-14)
 - iii. Proficient being equal to “3”. (3-20-14)
 - iv. A fourth evaluation rating of Distinguished, being equal to “4,” may be used in addition to the three (3) minimum rankings at the discretion of the school district or charter school. (3-29-17)
 - o. A plan for including stakeholders including, but not limited to, teachers, board members, administrators, and parents in the development and ongoing review of their principal evaluation plan. (3-20-14)
- 05. Evaluation Policy - Frequency of Evaluation.** The evaluation policy should include a provision for evaluating all ~~principals-administrators~~ on a fair and consistent basis. All ~~principals-administrators~~ shall be evaluated at least once annually no later than June 1 of each year. (3-29-17)
- 06. Evaluation Policy - Personnel Records.** Permanent records of each principal evaluation will be maintained in the employee’s personnel file. All evaluation records will be kept confidential within the parameters identified in federal and state regulations regarding the right to privacy (Section 33-518, Idaho Code). Local school districts shall report the rankings of individual certificated personnel evaluations to the State Department of Education annually for State and Federal reporting purposes. The State Department of Education shall ensure that the privacy of all certificated personnel is protected by not releasing statistical data of evaluation rankings in local school districts in accordance with the approved policies of the Idaho State Board of Education Data Management Council. (3-29-17)
- 07. Evaluation System Approval.** Each school district board of trustees will develop and adopt policies for principal performance evaluation in which criteria and procedures for the evaluation are research based and aligned with state standards. By July 1, 2014, an evaluation plan which incorporates all of the above elements shall be submitted to the State Department of Education for approval. Once approved, subsequent changes made in the evaluation system shall be resubmitted for approval. (3-20-14)

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SUBJECT

Temporary and Proposed Rule Docket 08-0202-1707, Rules Governing Uniformity, Transportation – Program Operations

APPLICABLE STATUTE, RULE, OR POLICY

IDAPA 08.02.02, Rules Governing Uniformity
Section 33-1006, Idaho Code

BACKGROUND/DISCUSSION

IDAPA 08.02.02. subsections 150 through 190 outline requirements for school district pupil transportation programs as authorized by Section 33-1006, Idaho Code, Transportation Support Program. Senate Bill 1123 (2017) amended Section 33-1006, Idaho Code, removing the prohibition that only allowed reimbursement for transporting students for the purposes of regular school attendance during regular days and hours and added language allowing for the cost of the program to be based on, in part, transportation to and from approved school activities as may be approved by the rules of the State Board of Education, the proposed rule would authorize reimbursement of allowable transportation costs for the purposes of transporting students as part of structured college or university visits.

IMPACT

Amendments to Section 33-1006, Idaho Code during the 2017 legislative session allow for greater flexibility in receiving reimbursement for transporting pupils.

ATTACHMENTS

Attachment 1 – Temporary and Proposed Rule Docket 08-0202-1707 Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Administrative rules are made up of three types of rules. Temporary rules, proposed rules and pending rules. Temporary and proposed rules may be promulgated jointly with a single docket number or temporary rules may be promulgated as a standalone rule. A rule must go through the proposed rule and pending rule steps to become a final rule. Temporary rules go into effect at the time of Board approval unless an alternative effective date is specified by Board action. To qualify as a temporary rule, the rule must meet one of three criteria:

- provides protection of the public health, safety, or welfare; or
- is to come into compliance with deadlines in amendments to governing law or federal programs; or
- is conferring a benefit.

The proposed amendments will bring this rule into compliance with the amendments to state law through Senate Bill 1123 (2017).

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Once approved by the Board, proposed rules are published in the Administrative Bulletin. Publication of the proposed rule starts the 21-day public comment period. At the close of the public comment period, based on comments received and Board direction, changes may be made to proposed rules prior to entering the pending stage. All pending rules are brought back to the board for approval prior to re-submittal to the Department of Administration for publication as a pending (or final rule) in the Idaho Administrative Bulletin. The Department of Administration then forwards all pending rules to the legislature for consideration during the next legislative session. Pending rules go into effect at the end of the session in which they are reviewed, if they are not rejected by the legislature. The legislature may reject a rule in whole or in part.

The notice of intent to promulgate this rule was published in the June 7, 2017 (Vol.17-6) Administrative Bulletin. One request was received to negotiate the rule.

Staff recommends approval.

BOARD ACTION

I move to approve the temporary and proposed rule Docket 08-0202-1707, 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

(BREAK IN CONTINUITY OF SECTIONS)

190. PROGRAM OPERATIONS.

School district fiscal reporting requirements as well as reimbursable and non-reimbursable costs within the Pupil Transportation Support Program, including but not limited to administration, field and activity trips, safety busing, contracting for transportation services, leasing of district-owned buses, insurance, ineligible and non-public school students, ineligible vehicles, capital investments including the purchasing of school buses and equipment, program support and district waiver procedures shall be delineated in Standards for Idaho School Buses and Operations incorporated in Section 004 of these rules. [Approved school activities shall include structured college/university visits when such visits are part of the school district college and career advising and mentoring plan.](#) (Section 33-1006, Idaho Code) (5-8-09)

(BREAK IN CONTINUITY OF SECTIONS)

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CAREER TECHNICAL EDUCATION

SUBJECT

Temporary and Proposed Rule Docket No. 08-0202-1708, Educator Credential – Occupational Specialist

REFERENCE

August 2016	Board approved proposed rule restructuring instructional certificates into a single certificate and making technical updates to the occupational specialist certificates.
November 28, 2016	Board approved pending rule restructuring instructional certificates into a single certificate and making technical updates to the occupational specialist certificates.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-118, Idaho Code
Section 33-1201, Idaho Code
Section 33-2211, Idaho Code
Idaho Administrative Code, IDAPA 08.02.02, Rules Governing Uniformity

BACKGROUND/DISCUSSION

Administrative code sets out the requirements for all certificated staff serving in Idaho public schools. In addition to the standard instructional certificates, IDAPA 08.02.02.015, Educator Credential, outlines the provisions for career technical education instructors and administrators certification requirements. Three levels of occupational specialist certificates exist, Limited Occupational Specialist, Standard Occupational Specialist, and Advanced Occupational Specialist. Individuals entering the field of career technical teaching for the first time receive a Limited Occupational Specialist Certificate, this is a one time, three year certificate. At the conclusion of the term of this certificate individuals may apply for either a Standard Occupational Specialist Certificate or an Advanced Occupational Specialist Certificate. The standard and advanced certificates are renewable five year certificates.

Occupational certification may be earned either through a degree based program from one of the approved educator preparation programs in Idaho or through an industry experience based route. The proposed amendments provide clarification to the various certification requirements and provides for additional options to receive occupational specialist certification within the existing routes.

Specific amendments include:

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- Clarification that all occupational specialist certificates are approved through the Division of Career Technical Education and additional technical changes to allow for ease of understanding;
- Add an additional option for individuals holding an Administrator Certificate with a Superintendent or Principal endorsement to earn a Career Technical Administrator certificate;
- Increase the minimum age requirement to be eligible for a occupational specialist certificate from 18 to 21;
- Reduce the minimum number of years and or hours of experience necessary to receive an occupational specialist certificate from eight years or 16,000 hours to six years or 12,000 hours; and
- Add a second pathway using a cohort training model for completing a limited occupational specialist certificate and earning a standard occupational specialist certificate

IMPACT

Proposed amendments will update and streamline the certification requirements for individual seeking an occupational specialist certificate.

ATTACHMENTS

Attachment 1 – Proposed Rule Docket 08-0202-1708

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

The notice of intent to promulgate this rule was published in the July 5, 2017 (Vol.17-7) Administrative Bulletin. Approximately 100 requests were received to participate in the negotiated rulemaking on the proposed changes. A negotiated rulemaking meeting was held on August 24th. Individuals were able to participate either in-person or over the phone. Representation, included secondary and postsecondary career technical education teachers and faculty, public school administrators, and educator preparation program representatives. Much of the discussion focused on the balance between maintaining a high standard for educators and providing concerns over the difficulty of hiring career technical education teachers. While not all participants agreed to each of the amended numbers regarding minimum years and/or clock hours of experience, there was general consensus on lowering the hours as well as the other proposed amendments.

Once approved by the Board, proposed rules are published in the Administrative Bulletin. Publication of the proposed rule starts the 21-day public comment period. At the close of the public comment period, based on comments received and Board direction, changes may be made to proposed rules prior to entering the pending stage. All pending rules are brought back to the Board for approval prior to re-submittal to the Department of Administration for publication as a pending (or final rule) in the Idaho Administrative Bulletin. The Department of Administration then forwards all pending rules to the legislature for consideration during the next legislative session. Pending rules go into effect at the end of the session in which

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they are reviewed, if they are not rejected by the legislature. The legislature may reject a rule in whole or in part.

Staff recommends approval.

BOARD ACTION

I move to approve the proposed rule Docket 08-0202-1708, 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

(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 Instructional Certificate. A Standard Instructional Certificate makes an individual eligible to teach all grades, subject to the grade ranges and subject areas of the valid endorsement(s) attached to the certificate. A standard instructional certificate may be issued to any person who has a baccalaureate degree from an accredited college or university and who meets the following requirements: (3-29-17)

a. Professional education requirements: (3-29-17)

i. Earned a minimum of twenty (20) semester credit hours, or thirty (30) quarter credit hours, in the philosophical, psychological, methodological foundations, instructional technology, and in the professional subject matter, which shall include at least three (3) semester credit hours, or four (4) quarter credit hours, in reading and its application to the content area; (3-29-17)

ii. The required minimum credit hours must include at least six (6) semester credit hours, or nine (9) quarter credit hours, of student teaching in the grade range and subject areas as applicable to the endorsement; and (3-29-17)

b. Completed an approved teacher preparation program and have an institutional recommendation from an accredited college or university specifying the grade ranges and subjects for which they are eligible to receive an endorsement in; (3-29-17)

c. Individuals seeking endorsement in a secondary grade (pursuant to section 33-1001, Idaho Code) range must complete preparation in at least two (2) fields of teaching. One (1) of the teaching fields must consist of at least thirty (30) semester credit hours, or forty-five (45) quarter credit hours and a second field of teaching consisting 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 two (2) teaching field requirements; (3-29-17)

d. 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 the state board approved content area and pedagogy assessments. (3-29-17)

e. The Standard Instructional Certificate is valid for five (5) years. Six (6) semester credit hours are required every five (5) years in order to renew the certificate. (3-29-17)

02. 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-Endorsed

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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 015.02.c.i. or 015.02.c.ii. in addition to the requirement of Subsection 015.02.c.iii. (3-29-17)

i. The candidate must possess a valid nursing (RN) license issued by the Idaho State Board of Nursing, and a baccalaureate degree in nursing, education, or a health-related field from an accredited institution. (3-29-17)

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)

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- (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 endorsement 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 School Nurse Endorsement will be issued for three (3) years while the applicant is meeting the educational requirements, and it is not renewable. (3-29-17)

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 shall be accomplished by meeting the requirements of Subsections 015.02.g.i. through iii., or by meeting the requirement in Subsection 015.02.g.iv.: (3-29-17)

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 (3-29-17)

ii. An institution recommendation from an Idaho State Board of Education approved program; and (3-29-17)

iii. The successful completion of a school social work practicum in a kindergarten through grade twelve 12 (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. (3-29-17)

iv. A current and valid master's degree or higher social work license pursuant to chapter 32, title 54 and the rules of the State Board of Social Work Examiners. (3-29-17)

h. Interim Endorsement-Speech Language Pathologist. This certificate will be granted for those who do not meet the educational requirements but who hold a baccalaureate degree in speech language pathology and are pursuing a master's degree in order to obtain the pupil personnel services certificate endorsed in speech language pathology. An interim certificate will be issued for three (3) years while the applicant is meeting the educational requirements, and it is not renewable. (3-29-17)

03. 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

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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. The Administrator Certificate is valid for five (5) years. Six (6) semester credit hours are required every five (5) years in order to renew the certificate. (3-29-17)

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 addition 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)

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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)

04. Certification Standards For Career Technical Educators. Teachers of career technical courses or programs in secondary ~~or postsecondary~~ schools must hold an occupational specialist certificate and an endorsement in an appropriate occupational discipline. This endorsement may be held on a Standard Instructional Certificate or on an Occupational Specialist Certificate. For postsecondary instructors and administrators, certification fees are set by the State Board for Career Technical Education, and application processes are managed by the Division of Career Technical Education. All occupational certificates must be approved by the division of career technical education regardless of the route an individual is pursuing to receive the certificate. (3-29-17)

05. Degree Based Career 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 Natural Resource technology; Business Technology Education; computer science technology; engineering; Family and Consumer Sciences; Marketing Technology Education; Computer Science Technology and Engineering 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 one~~ thousand (4,000/1,000) clock hours of related work experience or ~~shall have completed a Division of Career Technical Education approved~~ practicum in their respective field of specialization, as approved by the division of career technical education. The certificate is valid for five (5) years. Six (6) semester credit hours are required every five (5) years pursuant to section 060 of these rules. (3-29-17)

b. The Career Technical Administrator certificate is required for an individual serving as an administrator, director, ~~or manager or coordinator~~ of career technical education programs at the state division of career technical education or in Idaho public schools, secondary or postsecondary level. Individuals must meet one (1) of the two (2) following prerequisites to qualify for the Career Technical Administrator Certificate. Equivalence in each area

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~~will be determined on an individual basis by the Division of Career Technical Education. The certificate is valid for five (5) years. Six (6) semester credit hours are required every five (5) years pursuant to section 060 of these rules to renew.~~ (3-29-17)

i. Qualify for or hold an Advanced Occupational Specialist certificate or hold an occupational endorsement on a standard instructional certificate ~~_with an applicable endorsement;~~ (3-29-17)

~~ii. Provide evidence of a minimum of four (4) years' teaching, three (3) of which must be in a career technical discipline;~~ (3-29-17)

~~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 credits in: education financial finance, administration and supervision of personnel, legal aspects of career technical education; administration of personnel; and legal aspects of career technical education, and conducting evaluations using the statewide framework for teacher evaluations that includes a laboratory component. Additional course work can may 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.~~ (3-29-17)

~~ii. Hold a superintendent or principal (pre-K-12) endorsement on a standard administrator certificate and provide evidence of a minimum or four (4) years' teaching, three (3) of which must be in a career technical discipline or successfully complete the division of career technical education twenty-seven (27) month Idaho career technical education leadership institute.~~

~~v. To renew the Career Technical Administrator Certificate, individuals are required to complete six (6) semester hours of related course work or meet renewal requirements for career technical instructional staff.~~ (3-29-17)

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 Instructional Certificate or qualify for an Occupational Specialist Certificate, plus complete course work in coordination of work-based learning programs. (3-29-17)

d. Career Counselor Endorsement. The endorsement for a Career Counselor may be issued to applicants who hold a current Pupil Personnel Services Certificate Endorsed with a School Counselor K-12 endorsement and who have satisfied the following career technical requirement: Career Pathways and Career Technical Guidance; Principles/Foundations of Career Technical Education; and Theories of Occupational Choice. (3-25-16)

06. Industry Based Occupational Specialist Certificate. The industry based Occupational Specialist Certificates are industry based career technical certifications issued in lieu of a degree based career technical certificate. Certificate holders must meet the following eligibility requirements: (3-29-17)

a. Be at least eighteen twenty-two (1822) 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, industry 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: (3-29-17)

i. Have eight-six (86) years or sixteen-twelve thousand (~~46,000~~12,000) hours of recent, gainful employment in the occupation for which certification is requested. Up to forty-eight (48) months credit or up to eight thousand (8,000) hours can be counted toward the eight-six (86) years or twelve thousand (12,000) hours on a month-to-month basis for journeyman training or completed postsecondary training in a career technical education program;

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or (3-29-17)

ii. Have a baccalaureate degree in the specific occupation or related area, plus ~~three-two~~ (32) years or ~~six-four~~ thousand (6,000/4,000) hours of recent, gainful employment in the occupation for which certification is required, at least half of which must have been during the immediate previous five (5) years; or (3-29-17)

iii. Meet one (1) of the following: (3-25-16)

(1) Be a journeyman. Have completed a formal apprenticeship program in the occupation or related area for which certification is requested with plus two (2) years or four thousand (4,000) hours of recent, full-time, gainful, related work experience, or have completed a formal apprenticeship program in the occupation or related area for which certification is requested at least half of which must have been completed in the immediate previous five (5) years. The apprenticeship must be under the direction of an employer and the Bureau of Apprenticeship and Training or an approved state apprenticeship agency; (3-29-17)

(2) Pass an approved state or national certification examination plus three (3) years of recent, gainful, related work experience (length and type of work experience will be determined on an individual basis); or (3-29-17)

(3) Pass approved industry related certification for skill level requirements (vendor and industry specific) plus three (3) years of recent, gainful, related work experience (length and type of work experience 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. (3-29-17)

b. Limited Occupational Specialist Certificate. This certificate is issued to individuals who are new to teaching in Idaho public schools or new to teaching in career technical education in Idaho public schools. The certificate is an interim certificate and is valid for three (3) years and is non-renewable. Applicants must meet all of the minimum requirements established in section 015.06.a of these rules. Individuals on a limited occupational specialist certificate must complete one (1) of the two (2) following pathways during the validity period of the certificate: (3-29-17)

i. Pathway I – Coursework: Within the first eighteen (18) months, the holder must complete the pre-service workshop sponsored by the Division of Career Technical Education and an approved course in career technical methods and student assessment; (3-29-17)

ii. Complete a new teacher induction workshop at the state or district level; (3-25-16)

iii. Within the three-year (3) period of the Limited Occupational Specialist Certificate, the instructor must satisfactorily complete the pre-service training prescribed by the division of career technical education and demonstrate competencies in Pprinciples/Ffoundations of Ooccupational Eeducation and Mmethods of Tteaching Ooccupational Eeducation. Additionally, the instructor must satisfactorily demonstrate competencies in two (2) of the following areas: Ccareer Ppathways and gGuidance; Aanalysis, Iintegration, and Ccurriculum Ddevelopment; and Mmeasurement and Eevaluation. (3-29-17)

ii. Pathway II – Cohort Training: Within the first twelve (12) months, the holder must enroll in the division of career technical education sponsored two (2) year cohort training and complete the two (2) training within the three (3) year validity period of the interim certificate.

c. Standard Occupational Specialist Certificate. This certificate is issued to individuals who have held a limited occupational specialist certificate and completed one of the pathways for completions.; (3-29-17)

i. Completed the pre-service workshop sponsored by the Division of Career Technical Education and an approved course in career technical methods and student assessment; and (3-29-17)

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~~ii. Completed a new teacher induction workshop at the state or district level; and (3-29-17)~~

~~iii. Can satisfactorily demonstrate competencies in Principles/Foundations of Occupational Education and Methods of Teaching Occupational Education; and (3-29-17)~~

~~iv. Can demonstrate competencies in two (2) of the following areas: Career Pathways and Guidance; Analysis, Integration, and Curriculum Development; and Measurement and Evaluation; and (3-29-17)~~

~~vi. The Standard Occupational Specialist Certificate is valid for five (5) years. Six (6) semester credit hours are required every five (5) years, and must be renewed pursuant to Section 060 of these rules to renew. Credit equivalencies will be based on verification of one hundred twenty (120) hours of approved related work experience or forty-five (45) hours of participation at approved technical conferences, institutes, or workshops where participation is prorated at the rate of fifteen (15) hours per credit; or one hundred twenty (120) hours of approved related work experience where hours worked may be prorated at the rate of forty (4) hours per credit; or any equivalent combination thereof, and having on file a new professional development plan for the next certification period. Work experience may be prorated at the rate of forty (40) hours per credit. Technical conference, institutes, or workshop participation may be prorated at the rate of fifteen (15) hours per credit. (3-29-17)~~

d. Advanced Occupational Specialist Certificate. This certificate is issued to individuals who: (3-29-17)

i. ~~Meet the requirements~~ Are eligible for the Standard Occupational Specialist Certificate; (3-29-17)

ii. ~~Can provide~~ Provide evidence of completion of a teacher training degree program or eighteen (18) semester credits of ~~division of career technical education~~ approved education ~~or content~~ related course work, ~~such as educational methodology in the content area,~~ in addition to the twelve (12) semester credits required for the Standard Occupational Specialist Certificate (a total of thirty (30) semester credits); and (3-29-17)

iii. ~~Have on file~~ File a new professional development plan for the next certification period; and (3-25-16)

iv. The Advanced Occupational Specialist Certificate is valid for five (5) ~~. Six (6) semester credit hours are required every five (5) years years and must be renewed pursuant to Section 060 of these rules to renew. At least three (3) educationally focused semester credits must be taken for university or college credit. Verification will be based on an official transcript. In addition to the minimum of three (3) semester credits, in-service activities or related work experience may be used. Credit equivalencies will be based on verification of one hundred twenty (120) hours of approved related work experience or forty-five (45) hours of participation at approved technical conferences, institutes and workshops or any equivalent combination thereof, and having on file a new professional development plan for the next certification period. Work experience may be prorated at the rate of forty (40) hours per credit. Technical conference, institutes, or workshop participation may be prorated at the rate of fifteen (15) hours per credit. (3-29-17)~~

07. Postsecondary Specialist. A Postsecondary Specialist certificate will be granted to a current academic 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. (3-29-17)

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

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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 postsecondary 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)

08. 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 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)

09. 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 015.09.a. and b., the State Department of Education shall issue a letter authorizing these individuals as Junior ROTC instructors. (3-29-17)

10. 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. Teachers must take one (1) of the three (3) courses developed that is most closely aligned with their current assignment. Any teacher successfully completing said course shall be deemed to have met the requirement of Subsection 060.02.c. of this rule as long as said course is part of an official transcript or completed before September 1, 2013, and verified by the State Department of Education. 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 or another State Department of Education approved

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alternative course in order to recertify: (3-29-17)

i. Each teacher holding an Early Childhood/Early Childhood Special Education Blended endorsement (Birth - Grade 3) who is employed by a school district or charter school as a K-3 multi-subject or special education teacher; (3-29-17)

ii. Each teacher holding a Standard Instructional Certificate (K-8) who is employed by a school district or charter school as a K-6 multi-subject teacher; (3-29-17)

iii. Each teacher holding a Standard Instructional Certificate (6-12) teaching in a mathematics content classroom (grade six (6) through grade twelve (12)) including Title I who is employed by a school district or charter school; and (3-29-17)

iv. Each teacher holding a Standard Exceptional Child Generalist Endorsement who is employed by a school district or charter school as a special education teacher. (3-29-17)

v. Each school administrator coming from out-of-state holding an Administrator Certificate who is employed by a school district or charter school. (3-29-17)

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 Endorsement (Birth - Grade 3) who is employed by a school district or charter school; (3-29-17)

ii. Each teacher holding a Standard Instructional Certificate (K-8) who is employed by a school district or charter school; and (3-29-17)

iii. Each teacher holding a Standard Exceptional Child Generalist Endorsement who is employed by a school district or charter school. (3-29-17)

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. The laboratory component must include in-person or video observation and scoring of teacher performance using the statewide framework for teacher's evaluation. (3-29-17)

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SUBJECT

Proposed Rule Docket 08-0202-1709 – Rules Governing Uniformity – State Mentor Program

REFERENCE

2013-2014	Board adopted the Governor's K-12 Task Force Recommendations and implementation subcommittee recommendations.
April 2017	Board reviewed and discussed the preliminary Educator Pipeline Work Group recommendation including the identification of strong mentor programs to help attract and retain teachers.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Administrative code, IDAPA 08.02.02.042, Alternate Routes to Certification
Section 33-512, Idaho Code
Section 33-1201A, Idaho Code
Section 33-1612, Idaho Code

BACKGROUND/DISCUSSION

The Governor's K-12 Task Force for Improving Education recommendations included recommendation targeted at developing a continuum of professional growth and collaboration (#12 Career Ladder Compensation, #14 Tiered Licensure, #15 Mentoring, #16 Ongoing Job-Embedded Professional Learning, and #17 Site-Based Collaboration among Teachers and Instructional Leaders), specifically, recommendation #15 Mentoring stated, "The Task Force recommends that each district develop a mentoring program for the support of new teachers based on the Idaho Mentor Program Standards. These standards provide a vision and guidelines for local planners to use in the design and implementation of a high-quality mentor program for beginning teachers. The Task Force recommends the state provide funding support for a mentoring program." Additionally, the Board's Educator Pipeline Work Group has identified mentoring as a necessary part of the professional development and supports provided by school districts for training and retaining highly effective teachers. The Board then directed Board and Department staff to bring back plans for implementing the various recommendations. Starting in 2014 the Board has approved a number of Statute, Administrative Code, policy changes and budget requests to implement the recommendations in a judicious manner. As part of the Task Force work in 2013 the Idaho Mentor Program Standards developed by the Department of Education, the Professional Standards Commission, and Idaho Educators participating in the Departments Mentoring Committee (established in 2006), with technical assistance from the New Teacher Center were reviewed and determined to still be relevant and highly effective standards. The New Teacher Center is a national non-profit organization dedicated to improving student learning by guiding a new generation of educators. They work with school districts, state policy makers and educators from across the country to increase the effectiveness of teachers and school leaders at all levels.

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Additionally, prior to bringing forward the standards for consideration by the Board, Board staff reached out to the New Teacher Center and discussed the standards and their continued relevance. Feedback from the New Teacher Center indicated these standards remained the “gold standard” for teacher mentor programs.

Pursuant to Section 33-512(17), Idaho Code, school districts must provide support for teachers in their first two years in the profession in the areas of: administrative and supervisory support, mentoring, peer assistance and professional development. Pursuant to Section 33-1201A, Idaho Code, all instructional staff and pupil service staff must receive mentoring as outlined in the employee’s individualized professional learning plan during the initial three years of holding an Idaho certificate. Section 33-1004J, Idaho Code, established leadership premiums for certificated staff, this premium was created in part to provide funding for teachers providing mentoring and peer assistance or professional development within their school district.

Pursuant to IDAPA 08.02.02.042, alternate routes to certification as well as alternate routes to additional endorsements for certificated staff include provisions for candidates to participate through a state approved mentoring component or program. Proposed amendments would define the state approved mentoring program and incorporate the mentoring program standards into administrative rule. Additional, language would allow for school districts to bring forward additional mentoring programs for consideration and approval by the Board. Once approved, these mentor programs would then meet these requirements for a “state-approved” mentor component or program.

IMPACT

The proposed changes will identify the state mentor program standards.

ATTACHMENTS

Attachment 1 – Proposed Rule Docket 08-0202-1709

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Attachment 2 – State Mentor Program Standards

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STAFF COMMENTS AND RECOMMENDATIONS

The notice of intent to promulgate this rule was published in the July 5, 2017 (Vol.17-7) Administrative Bulletin. Representatives of the Idaho School Boards Association, Idaho Education Association, Idaho Association of School Administrators and Department of Education Staff requested participation in the negotiated rulemaking meeting. A meeting was held on July 24th, to discuss requiring districts implement mentor programs based on these minimum state standards. All participants opposed requiring school districts create mentor programs aligned to the standards. The stakeholder organization representatives cited lack of specific funding to implement mentoring programs and the Governor’s K-12 Task Force Recommendation for more autonomy and accountability for as reasons for not implementing the Task Force recommendation on Mentoring. The stakeholder or-

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ganization representatives did indicate that they would not oppose using the standards to define the state mentor program as long as there were no additional requirements attached to using them, other than what already exists in Administrative Code. Department of Education staff did not support this compromise.

Once approved by the Board, proposed rules are published in the Administrative Bulletin. Publication of the proposed rule starts the 21-day public comment period. At the close of the public comment period, based on comments received and Board direction, changes may be made to proposed rules prior to entering the pending stage. All pending rules are brought back to the board for approval prior to re-submittal to the Department of Administration for publication as a pending (or final rule) in the Idaho Administrative Bulletin. The Department of Administration then forwards all pending rules to the legislature for consideration during the next legislative session. Pending rules go into effect at the end of the session in which they are reviewed, if they are not rejected by the legislature. The legislature may reject a rule in whole or in part.

Staff recommends approval.

BOARD ACTION

I move to adopt the Mentor Program Standards as submitted in attachment 2 as the state mentor program standards.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve Proposed Rule Docket 08-0202-1709 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

(BREAK IN CONTINUITY OF SECTIONS)

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 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>. (3-29-17)

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.boardofed.idaho.gov>. (3-29-12)

03. Operating Procedures for Idaho Public Driver Education Programs as approved on 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.boardofed.idaho.gov>. (3-29-17)

04. Idaho Mentor Program Standards. The state mentor program standards are available at the office of the State Board of Education and can be accessed electronically at <http://www.boardofed.idaho.gov>.

(BREAK IN CONTINUITY OF SECTIONS)

007. DEFINITIONS.

01. Active Teacher. K-12 teacher with a valid Idaho certificate who is currently teaching in an Idaho K-12 classroom or school, either in person or online. (3-29-17)

02. Alternative Routes. Routes to teacher certification designed for candidates who want to enter the teaching profession from non-education professions or the paraprofessional profession, or for teachers lacking certification in a specific area defined as an emergency district need. (3-29-17)

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

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

05. Idaho Mentor Program Standards. Minimum standards for all state educator mentor programs.

0506. Idaho Student Achievement Standards. Standards of achievement for Idaho's K-12 students. See IDAPA 08.02.03, "Rules Governing Thoroughness." (3-16-04)

0607. Individualized Professional Learning Plan. An individualized plan based on the Idaho framework for teacher as outlined in Section 120 of these rules to include interventions based on the individual's strengths and areas of needed growth. (3-25-16)

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0708. Institutional Recommendation. Signed form or written verification from an accredited institution with an approved teacher preparation program stating that an individual has completed the program, received a basic or higher rating in all twenty-two (22) components of the Idaho framework for teaching evaluation, has an individualized professional learning plan, has demonstrated measurable student achievement or growth and the ability to create student learning objectives, and is now being recommended for state certification. (3-25-16)

0809. Local Education Agency (LEA). An Idaho public school district or charter school pursuant to Section 33-5203(8), Idaho Code. (3-29-17)

0910. Orientation. School district/school process used to acquaint teachers new to district/school on its policies, procedures and processes. (3-16-04)

1011. Paraprofessional. A noncertificated individual who is employed by a school district or charter school to support educational programming. Paraprofessionals must work under the direct supervision of a properly certificated staff member for the areas they are providing support. Paraprofessionals cannot serve as the teacher of record and may not provide direct instruction to a student unless the paraprofessional is working under the direct supervision of a teacher. (3-29-17)

a. To qualify as a paraprofessional the individual must have a high school diploma or general equivalency diploma (GED) and: (3-29-17)

i. Demonstrate through a state approved academic assessment knowledge of and the ability to assist in instructing or preparing students to be instructed as applicable to the academic areas they are providing support in; or (3-29-17)

ii. Have completed at least two (2) years of study at an accredited postsecondary educational institution; or (3-29-17)

iii. Obtained an associate degree or higher level degree; demonstrate through a state approved academic assessment knowledge of and the ability to assist in instructing or preparing students to be instructed as applicable to the academic areas they are providing support in. (3-29-17)

b. Individuals who do not meet these requirements will be considered school or classroom aides. (3-29-17)

c. Duties of a paraprofessional include, but are not limited to, one-on-one tutoring; assisting in classroom management; assisting in computer instruction; conducting parent involvement activities; providing instructional support in a library or media center; acting as a translator in instructional matters; and providing instructional support services. Non-instructional duties such as providing technical support for computers, personal care services, and clerical duties are generally performed by classroom or school aides, however, this does not preclude paraprofessionals from also assisting in these non-instructional areas. (3-29-17)

1112. Pedagogy. Teaching knowledge and skills. (3-16-04)

1213. Student Learning Objective (SLO). A measurable, long-term academic growth target that a teacher sets at the beginning of the year for all student or for subgroups of students. SLOs demonstrate a teacher's impact on student learning within a given interval of instruction based upon baseline data gathered at the beginning of the course. (3-25-16)

1314. Teacher Leader. A teacher who facilitates the design and implementation of sustained, intensive, and job-embedded professional learning based on identified student and teacher needs. (3-25-16)

(BREAK IN CONTINUITY OF SECTIONS)

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018. CONTENT, PEDAGOGY AND PERFORMANCE ASSESSMENT FOR CERTIFICATION.

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

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

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

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

019. -- 020. (RESERVED)

021. ENDORSEMENTS.

Holders of a Standard Instructional Certificate, Standard Occupational Specialist Certificate, and Advanced Occupational Specialist Certificate may be granted endorsements in subject areas as provided herein. Instructional staff are eligible to teach in the grades and content areas of their endorsements. Idaho preparation programs shall prepare candidates for endorsements in accordance with the Idaho Standards for Initial Certification of Professional School Personnel. An official statement of competency in a teaching area or field is acceptable in lieu of required credits if such statements originate in the department or division of the accredited college or university in which the competency is established and are approved by the director of teacher education of the recommending college or university. Statements must include the number of credits the competency evaluation is equivalent to. To add an endorsement to an existing credential, an individual shall complete the credit hour requirements as provided herein and shall also meet or exceed the state qualifying score on appropriate, state approved content, pedagogy and performance assessments. When converting semester credit hours to quarter credit hours, two (2) semester credit hours is equal to three (3) quarter credit hours. (3-29-17)

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

02. Alternative Authorization to Endorsement. Candidates shall meet all requirements for the endorsement as provided herein. (3-29-17)

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a. Option I -- An official statement of competency in a teaching area or field is acceptable in lieu of courses for a teaching field if such statements originate in the department or division of the accredited college or university in which the competency is established and are approved by the director of teacher education of the recommending college or university. (3-29-17)

b. Option II -- National Board. By earning National Board Certification in content specific areas, teachers may gain endorsement in a corresponding subject area. (3-29-17)

c. Option III -- Master's degree or higher. By earning a graduate degree in a content specific area, candidates may add an endorsement in that same content area to a valid certificate. (3-29-17)

d. Option IV -- Testing and/or Assessment. Two (2) pathways are available to some teachers, depending upon endorsement(s) already held. (3-29-17)

i. Pathway 1 -- Endorsements may be added through state-approved testing and a mentoring component. The appropriate test must be successfully completed within the first year of authorization in an area closely compatible with an endorsement for which the candidate already qualifies and is experienced. Additionally, requires the successful completion of a one (1)-year state-approved mentoring component. (3-25-16)

ii. Pathway 2 -- Endorsements may be added through state-approved testing in an area less closely compatible with an endorsement for which the candidate already qualifies and is experienced. The appropriate test must be successfully completed within the first year of the authorization. Additionally, requires the successful completion of a one (1)-year state-approved mentoring component and passing a final pedagogy assessment. (3-25-16)

(BREAK IN CONTINUITY OF SECTIONS)

042. ALTERNATE ROUTES TO CERTIFICATION.

The purpose of this program is to provide an alternative for individuals to become certificated teachers in Idaho without following a standard teacher education program. Alternative Routes to Certification shall allow individuals to serve as the teacher of record prior to having earned full certification status. The teacher of record is defined as the person who is primarily responsible for planning instruction, delivering instruction, assessing students formatively and summatively, and designating the final grade. Individuals who are currently employed as Paraprofessionals and, individuals with strong subject matter background but limited experience with educational methodology shall follow the alternate certification requirements provided herein. Individuals who are currently certificated to teach but who are in need of an emergency endorsement in another area may obtain an endorsement through an alternate route as described in subsection 021.02 of these rules. (3-29-17)

01. Alternative Authorization -- Teacher To New Certification. The purpose of this alternative authorization is to allow Idaho school districts to request additional certification when a professional position cannot be filled with someone who has the correct certification. Alternative authorization in this area is valid for one (1) year and may be renewed for two (2) additional years with evidence of satisfactory progress toward completion of an approved alternative route preparation program. Interim certification is valid for not more than three (3) years total. (3-29-17)

a. Prior to application, a candidate must hold a baccalaureate degree, and a valid Idaho instructional certificate. The school district must provide supportive information attesting to the ability of the candidate to fill the position. (3-29-17)

b. A candidate must participate in an approved alternative route preparation program. (3-25-16)

i. The candidate will work toward completion of the alternative route preparation program through a participating college/university, and the employing school district. The candidate must complete a minimum of nine (9) semester credits annually to maintain eligibility for renewal; and (3-25-16)

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

02. Alternative Authorization -- Content Specialist. The purpose of this alternative authorization is to offer an expedited route to certification for individuals who are highly and uniquely qualified in a subject area to teach in a district with an identified need for teachers in that area. Alternative authorization in this area is valid for one (1) year and may be renewed for two (2) additional years with evidence of satisfactory progress toward completion of an approved alternative route preparation program. Interim certification is valid for not more than three (3) years total. (3-25-16)

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

i. A candidate must hold a baccalaureate degree or have completed all of the requirements of a baccalaureate degree except the student teaching or practicum portion; and (3-29-17)

ii. The hiring district shall ensure the candidate is qualified to teach in the area of identified need through demonstrated content knowledge. This may be accomplished through a combination of employment experience and education. (3-25-16)

b. Alternative Route Preparation Program -- College/University Preparation or Other State Board Approved Certification Program. (3-25-16)

i. At the time of authorization a consortium comprised of a designee from the college/university to be attended or other state board approved certification program, and a representative from the school district, and the candidate shall determine the preparation needed to meet the Idaho Standards for Initial Certification of Professional School Personnel. This plan must include mentoring and a minimum of one (1) classroom observation by the mentor per month, which will include feedback and reflection, while teaching under the alternative authorization. The plan must include annual progress goals that must be met for annual renewal; (3-29-17)

ii. The candidate must complete a minimum of nine (9) semester credit hours or its equivalent of accelerated study in education pedagogy prior to the end of the first year of authorization. The number of required credits will be specified in the consortium developed plan; (3-29-17)

iii. At the time of authorization the candidate must enroll in and work toward completion of the alternative route preparation program through a participating college/university or other state board approved certification program, and the employing school district. A teacher must attend, participate in, and successfully complete an individualized alternative route preparation program as one (1) of the conditions for annual renewal and to receive a recommendation for full certification; (3-25-16)

iv. The participating college/university or other state board approved certification program shall provide procedures to assess and credit equivalent knowledge, dispositions and relevant life/work experiences; and (3-25-16)

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

03. Non-Traditional Route to Teacher Certification. An individual may acquire interim certification as found in Section 016 of these rules through an approved non-traditional route certification program. (3-25-16)

a. Individuals who possess a baccalaureate degree or higher from an accredited institution of higher education may utilize this non-traditional route to an interim Idaho Teacher Certification. (3-29-17)

b. To complete this non-traditional route, the individual must: (3-25-16)

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

c. Interim Certificate. Upon completion of the certification process described herein, the individual will be awarded an interim certificate from the State Department of Education's Certification and Professional Standards Department. During the term of the interim certificate, teaching by the individual must be done in conjunction with a two (2) year teacher mentoring program approved by the Board. The individual must complete the mentoring program during the term of the interim certificate. In the case where teachers start their mentoring program in the third year of their interim certificate, they must apply to the State Department of Education Teacher Certification Department for a waiver to complete the final year of their mentoring program for full certification. All laws and rules governing the fully certificated teachers with respect to conduct, discipline and professional standards shall apply to individuals teaching under any Idaho certificate including an interim certificate. (3-29-17)

d. Interim Certificate Not Renewable. Interim certification hereunder is only available on a one (1) time basis per individual. It will be the responsibility of the individual to obtain a valid renewable Idaho Educator Credential during the three (3) year interim certification term. (3-25-16)

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

04. Alternative Authorization - Pupil Personnel Services. The purpose of this alternative authorization is to allow Idaho school districts to request endorsement/certification when a position requiring the Pupil Personnel Services certificate cannot be filled with someone who has the correct endorsement/certification. The exception to this rule is the Interim School Nurse endorsement and the Interim Speech Language Pathologist endorsement. The requirements for these endorsements are defined in Subsection 015.02 of these rules. The alternate authorization is valid for one (1) year and may be renewed for two (2) additional years with evidence of satisfactory progress toward completion of an approved alternative route preparation program. Interim certification is valid for not more than three (3) years total. (3-29-17)

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

i. Prior to application, a candidate must hold a master's degree and hold a current Idaho license from the Bureau of Occupational Licenses in the area of desired certification; and (3-25-16)

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

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

i. The candidate must work toward completion of the alternative route preparation program through a participating college/university and the employing school district. The alternative route preparation program must include annual progress goals. (3-25-16)

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

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

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

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05. Alternate Authorization Renewal. Annual renewal will be based on the school year and satisfactory progress toward completion of the applicable alternate authorization requirements. (3-25-16)

043. -- 059.

(RESERVED)

060. APPLICATION PROCEDURES / PROFESSIONAL DEVELOPMENT / MENTOR PROGRAMS.

To obtain a new, renew, or reinstate an Idaho Educator Credential, the applicant must submit an application on a form supplied by the State Department of Education or the Division of Career Technical Education as applicable to the type of certificate. All applications for new, renewed, or reinstated occupational specialist certificates must be submitted to the Division of Career- Technical Education. The following requirements must be met to renew or reinstate an Idaho Educator Credential. (3-29-17)

01. State Board of Education Requirements for Professional Growth. (4-1-97)

a. Credits taken for recertification must be educationally related to the professional development of the applicant. (4-1-97)

i. Credits must be specifically tied to content areas and/or an area of any other endorsement; or (5-8-09)

ii. Credits must be specific to pedagogical best practices or for administrative/teacher leadership; or (4-2-08)

iii. Credits must be tied to a specific area of need designated by district administration. (4-2-08)

b. Graduate or undergraduate credit will be accepted for recertification. Credit must be college transferable and completed through an accredited college or university. (4-1-97)

c. All requests for equivalent in-service training to apply toward recertification, except occupational specialist certificates, must be made through the State Department of Education upon recommendation of the board of trustees consistent with the State Department of Education guidelines. Individuals holding Occupational Specialist Certificates must be made through the Division of Career-Technical Education. Applicants must receive prior approval of in-service training and course work prior to applying for renewal. (3-29-17)

d. At least fifteen (15) hours of formal instruction must be given for each hour of in-service credit granted. (4-1-97)

e. Recertification credits may not be carried over from one (1) recertification period to the next. (4-1-97)

f. Certificated personnel teaching in subjects outside their major area of preparation will be encouraged to complete the courses required for major certification endorsement. (4-1-97)

g. All credits gained through coursework taken during the validity period of the certificate and commencing prior to September 1, 2008 shall be accepted toward recertification. (5-8-09)

h. An appeals process, developed by the State Department of Education in conjunction with the Professional Standards Commission or the Division of Career Technical Education, as applicable to the certificate type, shall be available to applicants whose credits submitted for recertification, in part or as a whole, are rejected for any reason if such denial prevents an applicant from renewing an Idaho certificate. An applicant whose credits submitted for recertification are rejected, in part or as a whole, within six (6) months of the expiration of the applicant's current certification shall be granted an automatic appeal and a temporary certification extension during the appeal or for one (1) year, whichever is greater. (3-29-17)

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02. State Board of Education Professional Development Requirements. (4-1-97)

a. Districts will have professional development plans. (4-1-97)

b. All certificated personnel will be required to complete at least six (6) semester hours or the equivalent within the five (5) year period of validity of the certificate being renewed. (4-1-97)

c. At least three (3) semester credits will be taken for university or college credit. Verification will be by official transcript. (4-1-97)

03. Mentor Programs. School districts may base their mentor programs on the Idaho mentor program standards or may implement alternate mentor programs approved by the State Board of Education. Alternate mentor programs must be proven effective or research based. Individualized mentoring provided must be based on the staff member's individualized professional learning plan.

(BREAK IN CONTINUITY OF SECTIONS)



IDAHO MENTOR PROGRAM STANDARDS

Idaho State Board of Education
Idaho State Department of Education
Professional Standards Commission

Adopted by the State Board of Education August 2017



IDAHO STATE DEPARTMENT OF EDUCATION
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BOISE, ID 83720-0027

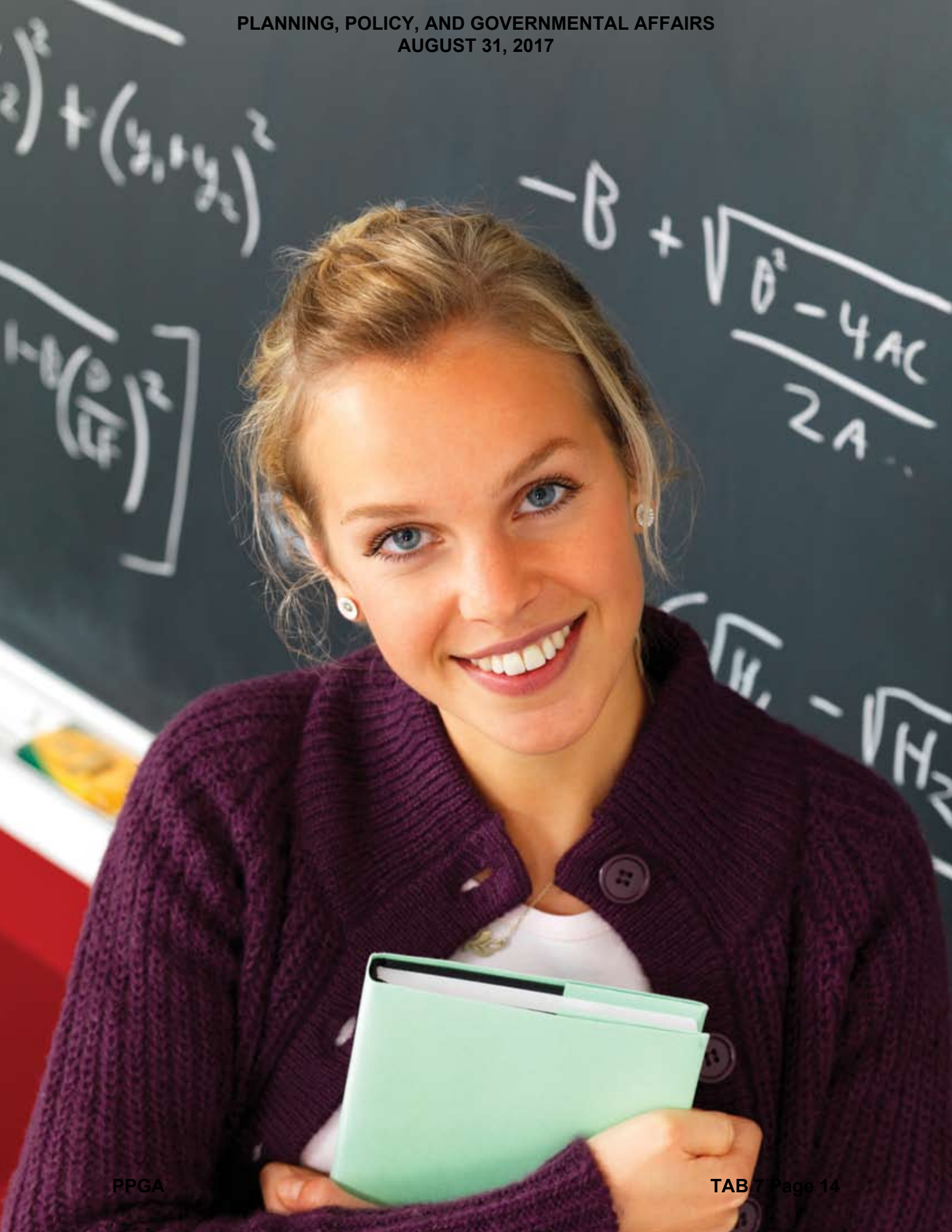


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This has been published in conformance to Idaho Code, Section 73-114, which states that “unless otherwise defined for purposes of a specific statute, words used...in the masculine gender, include the feminine and neuter.”

Overview of Idaho Mentor Program Standards

Introduction

The Idaho Mentor Program Standards provide a vision and guidelines for local planners to use in the design and implementation of a high-quality mentor program for beginning teachers. These Program Standards require that representatives from across the educational community come together for initial planning and continue together to monitor and evaluate for program improvement. The following program standards, elements and reflective questions are intended to guide your team's thinking in designing an effective Mentor Program.

Idaho's Mentor Program is a collaborative initiative of the Idaho State Board of Education and Idaho State Department of Education. Together, we are working to create a system of professional development from pre-service through induction that is aligned and rigorous to ensure high-quality teacher preparation in Idaho.

Purposes:

The purposes of the Idaho Mentor Programs are:

1. To ensure a successful transition from pre-service into the teaching profession.
2. To develop teacher excellence and ensure that every student has an effective teacher.
3. To raise new teacher retention rates and satisfaction in the profession.
4. To ensure high levels of student achievement in all classrooms.
5. To improve the rigor and consistency of using multiple assessments to guide instruction that is differentiated to meet the diverse learning needs of students.
6. To build norms of collaboration, inquiry, data-driven dialogue and reflection using evidence.
7. To establish an effective, coherent system of teacher performance assessments that is based on Professional Teaching Standards.
8. To assure the parents and community that new teachers are being supported to attain high levels of professional competence.
9. To ensure that teacher professional development is individualized and based on Professional Teaching Standards.
10. To develop teacher leadership.
11. To ensure continuous program improvement through ongoing research, development and evaluation.

Domain I: Program Design, Sponsorship and Leadership

Program Standard 1: School and Community Context

The context of your school, district and community forms the environment within which your Mentor Program will exist. It is important to identify the circumstances, events and factors that need to be considered before thinking about your program design.

The assignment of beginning teachers is an important consideration in facilitating their entry into the profession. Beginning teachers should be placed in situations that are appropriate to their novice status so they will have an opportunity to develop fully as teaching professionals. If beginning teachers are placed in more challenging settings, additional time and resources should be provided to foster their success.

PROGRAM ELEMENTS:

a) Demographics, circumstances and factors are considered before designing your program.

- What are the demographics of your schools? How many schools are in your district? What is the student population at each school?
- What is the size and make-up of your community? What are the linguistic, cultural and academic backgrounds of students?
- What are the special needs of students in the district(s)?
- What is the relationship between the district and local Teacher Preparation Program(s)?

b) Student, teacher and district profile are considered for district initiatives and priorities.

- What are the academic successes and challenges in your district?
- What are important school and/or district initiatives that need to be considered?

- What are retention rates in your district?

c) Working conditions for beginning teachers are considered and mediated, as needed, to promote beginning teacher success.

- Describe the context for new teachers in terms of: resources, support, adjunct responsibilities, numbers of preps (secondary), combination classes (elementary, classroom location, etc.)
- How are new teacher assignments made in your district? What considerations are made for novices?
- What collaboration structures are in place for teachers at the school sites? In what ways do teachers use collaboration time?
- What additional resources and support are provided to beginning teachers in challenging situations?

Program Standard 2: Program Rationale, Goals, Design and Participation

A mentoring program should be built on a vision of beginning teacher growth and development that is supported by research and practice. This vision includes the mentor teacher's development, as well as larger systemic impact with school culture and climate, university-district connection and instructional alignment between teachers and administrators.

A sound, well-articulated rationale grounded in research and effective practices guides the development of program goals and plans for the design and delivery of support and assessment services to beginning teachers. The developmental needs of beginning teachers are clearly understood by program designers and managers.

PROGRAM ELEMENTS:

a) The rationale for program components, structure and activities is based on research about teacher development, effective mentoring practices and systems alignment.

- What is the rationale for your program's design?
- In what ways is your rationale informed by research, theory and practice?
- In what ways will you ensure that the planning and implementation of your program is consistent with the holistic, developmental view of teaching articulated in Professional Teaching Standards?

b) The Mentor Program has clearly articulated goals and outcomes.

Program:

- What are your program's overall goals?
- What goals and outcomes are needed to ensure a positive impact on student achievement, retention and teacher quality?
- How will your program equip novices with knowledge and skills to effectively teach the linguistically, culturally and academically diverse?

Beginning Teachers:

- What specific outcomes do you have for beginning teachers?
- What professional habits do you intend to cultivate?
- What would success for beginning teachers look like?

Mentors:

- What outcomes do you have for your mentor teachers?
- In what ways can your program develop leadership capacity in experienced teachers?
- What would success for mentors look like?

Professional Partners and Stakeholders:

- What are goals for school district and university articulation?
- What goals for communication do you have for program leaders?

- What goals for communication do you have for the mentors and site administrators?
- What are goals for the support and/or advisory groups for each constituent group and how often should they meet?

c) The design of the program is structured to maximize beginning teacher success within the context of a professional learning community.

Program:

- What is the overall design of your program?
- What is your implementation plan?
- In what ways is the Induction Program contextualized to meet students', teachers', schools' and district needs?
- In what ways are you aligning and providing continuity between pre-service, the first years of teaching and ongoing teacher professional development?
- What are possible obstacles to building an effective program and how can we avoid them and/or manage them?

Beginning Teachers:

- What criteria will your program use for selecting beginning teachers to be served? Criteria to consider could include, but not be limited to: teaching assignment, number of preparations, previous preparation, or diversity of student population.
- What services will be provided to beginning teachers?

Mentors and Beginning Teachers:

- How does your program address the strengths and needs of beginning teachers and recognize individual developmental differences in beginning teachers and mentors?
- What are the structures for beginning teachers and mentors to work together?
- How often do beginning teachers meet with their mentor, for what length of time and for what purposes?
- What are the program's expectations for meeting during school hours for coaching and observation?

- Describe different ways mentors use release time within the program.

Program Standard 3: Sponsorship and Administration of Program

The commitment of sponsoring organizations is critical for the effectiveness and sustainability of the Mentor Program. Key stakeholder groups include school and site administrators, teacher leaders, union or teacher association leadership, school board members, university faculty, and community or business leaders. It is equally important that the program have strong leadership and an organizational structure that manages and delivers services to meet the diverse needs of beginning teachers in the local context. A broad network of institutional and leadership support will ensure the program's success.

In order for beginning teachers to receive a thoughtful, responsive and consistent program of services, sponsorship and administration of the Mentor Program need to work together to plan, implement and evaluate the Mentor Program.

PROGRAM ELEMENTS:

a) Sponsoring organizations demonstrate institutional commitment to the Mentor Program.

- Who are the parties in this agreement?
- How can you assemble the funding needed to support and grow the program?
- How can you build support for the program and follow through with key decision makers?

b) Program leadership and organizational structures are clearly specified, and a primary contact person is designated.

- What processes for selection will you use to ensure that the primary contact person and program leaders have the necessary skills and interest in leading the program?
- In what ways will current communication structures need to be adjusted to maintain high levels of clarity regarding the leadership of this program?

c) Coordination and articulation among all entities establishes clear and appropriate allocation of authority and initiative.

- What are the benefits to and responsibilities of stakeholders in this partnership?
- How are stakeholder groups meaningfully involved?
- How do stakeholders know their level of involvement in program implementation and decision-making?
- How will leaders of the program be clear about their role in decision-making, supervision and evaluation?

d) Program leaders acquire depth of knowledge and understanding necessary to develop and implement a high-quality Mentor Program.

- How will you identify the background and skills of program leaders in order to plan appropriate, immediate and ongoing professional development?
- How will you design or redesign organizational structures to fully acknowledge and support program leaders?

Program Standard 4: Roles and Responsibilities of School and District Leaders, School Board Members, Bargaining Units and Teacher Preparation Programs

The knowledge, attitudes and actions of K-12 school organizations are critical in setting the stage for beginning teacher success. Site administrators are instrumental in providing the leadership to create conditions for beginning teacher success that take the novice's status into consideration. School site administrators provide the structure and create a positive school climate for the program's support and assessment activities.

Site and district administrators, school board members, union leaders and other policy boards are involved in the design, implementation and ongoing evaluation of

the Mentor Program. Preparation of the K-12 organizations to assume their responsibilities for supporting the Mentor Program is important. Preparation includes knowledge about beginning teacher needs, teacher development, formative assessment, and research as related to mentoring.

PROGRAM ELEMENTS:

a) The program leader(s) communicate clearly the Mentor Program's rationale, goals, and design to school district leaders and administrators, school officials, bargaining units, teacher preparation programs and others responsible for preparing, employing, assigning and supporting beginning teachers.

- How will current communication structures be utilized or adjusted to ensure clear and ongoing two-way communication between program leaders and appropriate groups?
- How will you develop a systematic plan for communication?
- What are the roles and tasks of the mentor coordinator and how will they be communicated? Board members? Union or association leaders? University faculty? Retired employees?

b) The program provides professional development for site administrators in order that administrators become familiar with program components, formative assessment processes, beginning teacher development and working conditions to support teacher success.

- What is essential for you to share with administrators initially to engage them in full support of the program?
- What will be your system for ongoing support of administrators to maintain knowledge about and full support of the program?
- How will you plan for supporting administrators who were unable to attend scheduled trainings?

c) The program works with site administrators to establish a culture of support within their school for mentors and beginning teachers to work together.

- How will you integrate involving administrators in dialogue and professional development regarding the program?
- What operational changes are being made in your schools to make mentoring possible?
- How will mentors interact with non-participants in the organization and others to ensure that mentees have appropriate access to needed professional development opportunities and support?
- What school policies and practices are barriers to mentoring, and how can they be overcome?

d) Opportunities for communication and feedback are assured among sponsoring agencies.

- What structures will best ensure multiple opportunities for two-way communication?
- How can support for the program be built with others who are non-participants in mentoring?

e) Formal and informal linkages are made internally among members of the partnership.

- How will you delineate roles, responsibilities and relationships among members of the partnership in support of the program?
- What are the roles and tasks of the mentor coordinator and how will they be communicated? Board members? Union or association leaders? University faculty? Retired employees?
- How will you work with universities to ensure that their students are prepared to succeed in our mentoring program?

Domain II: Developing Teacher Excellence

Program Standard 5: Mentor Selection, Assignment and Roles

By selecting well-qualified mentors, the program can assure that beginning teachers receive high quality support and assessment in the context of the classroom. Mentors are recruited and selected using a clearly articulated, open process that involves a number of stakeholder groups. The process includes a written application with letters of recommendation and a formal interview process. Selection is guided by a set of criteria and a rubric.

Mentors need to be assigned to beginning teachers in a timely manner, taking content, grade level, pedagogical needs and local context into account. Mentors need release time to work with new teachers during and after school hours.

PROGRAM ELEMENTS:

a) Roles and responsibilities of mentors are clearly defined and communicated to all program participants.

- Who will be involved in clarifying the roles and responsibilities of mentors?
- How will program participants learn about the roles and responsibilities of mentors?
- How will you clearly define and communicate to all stakeholders the confidential and non-evaluative role of the mentor-mentee relationship?
- What are other critical factors in the mentor-mentee relationship?

b) Selection criteria are consistent with mentor's specified roles and responsibilities.

- Who will be involved in designing the selection criteria?
- How will the selection criteria be shared with staff?

c) The selection process includes a written application and formal interview, guided by a set of criteria and rubric.

- What will you do to attract the best candidates to become mentors?
- How will you ensure a fair and equitable process for selection?

d) Assignments are made taking into consideration subject matter knowledge orientation to learning, relevant experiences current assignments and geographical proximity. Clear procedures are in place for reconsidering assignments when either the mentor or beginning teacher is dissatisfied with the pairing.

- For whom will the mentoring be provided? Novice employees? Experienced new hires? Existing employees?
- What are appropriate criteria for matching mentors with mentees?
- How many mentees can/should a mentor work with at the same time, if a full release mentor caseload is 15-16 beginning teachers?
- What steps will be followed if a "mismatch" seems to occur?

Program Standard 6: Mentor Professional Development

Exemplary teachers are not necessarily prepared to support others professionally. Awareness of the diversity of beginning teacher needs and the ability to provide support that nurtures professional development demand different abilities and skills from those required to teach students in classroom settings.

Mentors need to participate in a learning community that supports the development of their practice and their use of mentoring tools, protocols and formative assessment.

Professional development includes both the development of knowledge and skills needed to identify and respond to beginning teacher needs, and the development of a collegial community that engages program participants and develops their leadership.

PROGRAM ELEMENTS:

a) Mentors are prepared to work with beginning teachers and respond to their diverse needs.

- What are the goals/outcomes for the mentor training?
- In what ways will you provide professional development to mentors that will ensure the development of strong relationships between mentors and beginning teachers?
- How will you design training that will support mentors to learn about and become confident in meeting the diverse needs of beginning teachers?
- What ongoing support activities and groups are needed for effective mentoring?
- Mentors' characteristics, roles and tasks
 - i. Given our goals, what are the roles and tasks that every mentor should ideally be able to fulfill?
 - ii. Which mentoring tasks are the same for every protégé?
 - iii. Which mentoring tasks are unique to different people, or people with different levels of experience?
 - iv. Which mentoring tasks will most mentors already know?
 - v. Which tasks are not likely to already be known?
 - vi. What checklists can be found, developed or adapted that include typical mentoring tasks?
 - vii. How can checklists be refined to focus early mentoring on priorities, so protégés are not overwhelmed?
- When will the trainings take place, and how many times per year?
- What roles in training might be appropriate for stakeholders?

b) Professional development prepares mentors in the appropriate use of formative assessment tools and processes.

- What initial training is necessary to promote an understanding of the goals and scope of formative assessment?
- How will you schedule introduction of the use of formative assessment tools and also provide follow-up dialogue and support to ensure effective use of the tools?

c) Mentors have opportunities to meet with each other to develop and refine needed mentor skills, problem-solve, assess and reflect on teaching and learning, and develop leadership skills.

- When will mentors be brought together for collaboration with their mentor colleagues to meet their immediate needs and to refine their mentoring practice?
- What will you need to include in your planning that will foster mentor involvement in sharing leadership in their professional learning community?

d) The Mentor Program assesses the quality of services provided by the mentors to beginning teachers.

- Who will be responsible for the assessment of mentors?
- How will you make assessment processes transparent to mentors?

Program Standard 7: Role of Formative Assessment in Teacher Development

No measure of teacher performance fully captures the complexity of teaching. Assessments of each individual teacher's strengths and areas for growth help target support services where they are most needed. Information from ongoing formative assessments can be used to guide the teacher in establishing and pursuing professional development goals during and following the induction period. New teachers may move forward in their professional practice in a

variety of ways, developing at different rates in different areas of teaching. Engaging in formative assessment supports habits of self-reflection and career-long professional growth in the beginning teacher.

The formative assessment system is based on professional teaching standards and a continuum of teacher development and the collection of a variety of authentic evidence of teacher practice, including student work. A set of formative assessment tools and protocols assist the beginning teacher and mentor in guiding and documenting their work together. The formative assessment information is used to determine the scope, focus and content of professional development activities that are the basis of the beginning teacher's Individual Learning Plan.

Formative assessment involves an ongoing process of data collection and analysis for the purpose of informing both the mentor's and beginning teacher's next steps.

PROGRAM ELEMENTS:

a) The formative assessment system is based on professional teaching standards, a continuum of teacher development and reflection on evidence of practice.

- How will you support mentors to understand a continuum of teacher development and appropriate expectations for teacher growth throughout a year?
- How will you support mentors to analyze and reflect on formative assessments linked to professional standards as evidence of teacher growth?

b) The formative assessment system is clearly defined and characterized by:

- i. Valid assessment instruments, including focused observations of and structured inquiries into teaching practice, designed to measure one or more elements of professional teaching standards;**

ii. Criteria aligned to professional teaching standard used to make professional assessments about teaching evidence;

iii. Assessment evidence that includes both teacher work and student work and informs future practice in relation to professional teaching standards and to state-adopted academic content standards and performance levels;

iv. A reflective process based on professional teaching standards that includes collaboration with mentors and other educators, as well as structured self-assessment, and informs future practice.

- How will you ensure the selection and/or development of a quality formative assessment system?

c) Mentors are well prepared to integrate support and assessment strategies within the context of their mentoring.

- How do you ensure that mentors receive training in contextualizing their support and the selection of formative assessment tools?
- How will you support mentors to use formative assessment tools in non-evaluative ways?
- How can a system be designed that balances the mentor and mentee assessment experience so that it is positive, growth-producing, and also holds participants accountable for effectiveness and results, monitors stewardship for time and other resources, and leads to improvement?

d) Multiple measures of formative assessments are used to identify individual teacher needs and guide support.

- In what ways do you support mentors to reflect on the results of individual and multiple assessments to guide ongoing decisions in mentoring?

e) Assessment information contributes to the development of an Individual Learning Plan.

- What assessments will be selected as guides for mentors and beginning teachers to develop learning plan goals?

f) Formative assessment results are used to guide professional development.

- How will program leaders and mentors utilize the trends represented in beginning teacher formative assessments to guide the development of beginning teacher professional development?

g) The Mentor Program evaluates the effectiveness of the formative assessment system to make improvements to the system and accompanying training.

- What information needs to be gathered from mentors, beginning teachers and program leaders to inform improvements to the system and related professional development?
- When are appropriate times for information gathering and analysis?
- Who will be involved?

Program Standard 8: Beginning Teacher Professional Development

Professional development activities need to be guided by a common set of expectations, such as professional teaching standards, yet are responsive to the individual teacher, state and local priorities. Seminars or workshops are designed with choice and flexibility in mind, with topics derived in part from formative assessment information. Presenters model best teaching practices, and a professional learning community is established among beginning teachers in the Mentor Program.

This ongoing network of novice colleagues is established for the purpose of professional learning, problem solving and mutual support. They help new teachers form relationships with other new teachers from across the educational community while receiving professional development around issues of unique importance for new teachers.

Follow-up activities emphasize application of learning, including one-on-one coaching in the beginning teacher's classroom by a trained mentor so that teachers will find the learning experiences helpful and relevant to their individual needs. Providing a variety of professional development activities is effective in promoting growth of beginning teachers.

PROGRAM ELEMENTS:

a) Professional teaching standards or other expectations such as state and district priorities form the basis for beginning teacher professional development activities.

- How will you integrate and coordinate both district and state priorities for professional development and align it with professional standards or expectations?

b) Formal professional development activities are designed to meet the beginning teacher's individualized, assessed learning needs.

- What local research do you have or need to do on your own mentees' needs, what does it tell you and how does that data inform planning?
- How will you ensure that there will be time in professional development activities devoted to meeting needs expressed by beginning teachers?
- How will you prepare mentees to work effectively with their mentors?
- What is the relationship between initial and ongoing training and follow-up support?
- What ongoing support activities and groups are needed for mentees?

c) New learnings are applied in the classroom with support by a trained mentor, including but not limited to one-on-one support by a mentor, classroom observations, teaching demonstrations, and reflection on practice.

- In what ways can training and assistance be provided to mentees to ensure application of new learnings into classroom practice?

d) Presenters are well qualified and model best teaching practices that foster success for a diverse student population, understand the developmental nature of teaching, and promote reflective practice.

- How will you establish qualifications for selecting presenters of professional development for mentors or other employees?
- How will you determine what employee(s) already have targeted knowledge and skills aligned with professional development needs?
- How will you support mentors and other employees to be effective in presenting and facilitating learning for adults?

Standard 9: Classroom Instruction and Content-Focused Mentoring

Mentors are regularly present in the new teachers' classrooms to observe instruction and student learning, to collect observation and student performance data, and to assist in the planning and delivery of instruction. Professional teaching standards define pedagogical practices and state-adopted student content standards describe content and performance expectations. Teachers grow and improve in their ability to deliver content-specific instruction that is consistent with the adopted curriculum materials and differentiated to address the specific academic learning needs of the students.

A strong, trusting relationship is an important and very essential component of an effective mentoring relationship that allows mentor and mentee to maintain constant focus on advancing the beginning teacher's classroom practice. Issues of content, pedagogy, subject matter knowledge, the alignment of instruction with student content and grade-level standards, student assessments, and local curriculum initiatives drive the mentor's work in response to the beginning teacher's developmental needs and instructional context. Beginning

teachers demonstrate understanding of at least one core academic content area of focus and its application to teaching and student learning within the context of the teaching assignment.

PROGRAM ELEMENTS:

a) Beginning teachers investigate, learn and apply state-adopted student content standards and performance levels for students in at least one content area.

- How will you ensure that mentors and beginning teachers have access to and utilize content standards and performance levels for students in planning and reflection?
- How will you support mentors to be familiar with the range of content standards and performance levels they will encounter when working with their beginning teachers?

b) Teachers demonstrate the ability to assess students using multiple measures and identify individual learning needs.

- In what ways will you support mentors to integrate district and site use of multiple assessments into their work with beginning teachers?
- How might a mentor's use of formative assessment contribute to a beginning teacher's understanding and application of multiple assessments of students to guide instruction?

c) Teachers plan and deliver standards-based instruction that is differentiated to meet the assessed learning needs of students.

- How will you design training and ongoing support for both mentors and mentees on strategies for differentiating standards-based instruction?

d) Teachers create a positive and respectful climate for student learning.

- What aspects of effective classroom management and interactions with students are essential in promoting a positive learning environment for all students?

Standard 10: Focus on Equity, Language Learners and Special Populations

An abiding focus on issues of equity as they relate to student achievement guides the mentoring, formative assessment, and professional development activities. Mentors help new teachers pay particular attention to special population students and English learners. Teachers create environments that support learning for diverse students, provide equitable access to the core curriculum and enable all students to meet the state-adopted student content standards and performance levels.

Beginning teachers are familiar with local and/or state-adopted assessments for English language proficiency, and how these instruments are used to measure language proficiency and to place students.

Beginning teachers create a positive, inclusive climate for individualized, specialized instruction and assessment of students with special needs and/or abilities, including students who are gifted and talented.

Teachers use knowledge of students' backgrounds, experiences, and learning needs in planning instruction and supporting individual student learning. Effective instructional strategies provide students with disabilities and/or language needs appropriate learning opportunities to master grade-level student content standards. An examination of a case study student during participation in the Mentor Program helps make the complexities of these issues concrete while building the teachers' skills to address a wide range of student needs.

PROGRAM ELEMENTS:

a) Beginning teachers provide equitable access to the core curriculum.

- How will you support beginning teachers to fully implement the core curriculum?
- In what ways will you promote analysis and reflection regarding which students are being successful and which are not, and what adjustments in the teaching of the core curriculum need to be made?

b) Teachers identify and address learning needs of English learners.

- What systems are in place to inform beginning teachers of students who are identified as English learners and their language development levels?
- How will you support beginning teachers in the areas of language acquisition and language development?

c) Teachers provide appropriate learning opportunities for students with learning disabilities and for students who are gifted and talented.

- What systems are in place to inform beginning teachers of students who have learning disabilities and students who are gifted and talented?
- How will you ensure that beginning teachers are aware of the legal obligations they have in teaching special needs students?
- How will you support beginning teachers to implement appropriate modifications and accommodations for students?

d) Beginning teachers examine their practice in relation to personal and institutional biases that impact student learning and seek to eliminate them from professional practice.

- How will you develop safe and trusting relationships as a basis for dialogue between mentors and mentees and among mentees regarding bias and its impact on student achievement?
- How might you support mentors to feel confident in discussing issues of bias with their mentees?

Domain III: Resources and OnGoing Program Improvement

Standard 11: Resources to Support Teacher Success

Resources to support beginning teacher success are critical to improving retention, student achievement and teacher quality. The Mentor Program must take into account the unique developmental phase defined by induction. The quality and effectiveness of the program are largely determined by the appropriate use of human and fiscal resources. Support and resources should be based on realistic and reasonable plans that draw on available federal, state and local resources. Sponsoring organization(s) allocate sufficient personnel time and fiscal resources to enable the beginning teacher Mentor Program to deliver planned services that maximize beginning teacher success.

PROGRAM ELEMENTS:

a) Resources are allocated among sponsoring organizations to ensure appropriate delivery of essential program components, as defined and described in the program design.

- How are resources currently distributed and what adjustments might need to be made to ensure that the resource needs of the program are fully met?
- Who is currently involved in resource allocation and who else might need to be included?
- How often should support groups meet for each stakeholder so that sponsors fully understand the program design, its components and resource needs?
- What should be the goals of the support groups for each constituent group?

- What written program materials and handbooks are needed for each stakeholder group?
- What technological or other forms of support should be developed and provided to each stakeholder group?

b) Mentors are provided adequate time and compensation to meet with beginning teachers during and after school hours on a regular basis.

- How will you ensure that priority is given to funding for mentors to meet the time commitments of meeting with mentees and program-related duties?

c) The program sponsor(s) assigns a qualified personnel to lead and coordinate the program to fully support beginning teachers.

- What support will be needed for the Mentor Program Coordinator?
- How will you define the coordinator role of “mentoring mentors”?

d) Program leaders monitor resource allocation on a regular basis and make necessary adjustments.

- How do you promote timely communications between program leaders, mentors and other employees regarding use of resources?

Program Standard 12: Program Evaluation

The Mentoring Program is responsible for developing and conducting a comprehensive, ongoing system of program evaluation that is both formative and summative in nature. The program evaluation system includes program participants and other stakeholders that lead to substantive developmental efforts and

program improvements. All accountability measures are designed to ensure the quality and effectiveness of the program.

Beginning teachers, mentors and site administrators are surveyed to capture information about program design, implementation and impact on beginning teacher practice. These triangulated data are shared with individual mentors to help inform their own practice and professional growth and the disaggregated data are used to inform programmatic decision-making. Additional data are collected following each professional development event, such as seminars or workshops. In addition, retention data are collected, exit interviews are conducted, and student achievement data are collected.

Focus groups with mentors, principals and beginning teachers are conducted on a regular basis. The mentor program is considered a laboratory for ongoing learning about teacher development, beginning teacher satisfaction, classroom practice, and veteran teacher leadership development and learning.

PROGRAM ELEMENTS:

a) Local program goals and Mentor Program Standards are the basis for program evaluation.

- How will you ensure alignment of all evaluation practices to program goals and standards?
 - What will be the comprehensive design for program evaluation?
 - What qualitative and quantitative evidence will be used to evaluate and document the effectiveness of the program?
 - How can your system of ongoing program evaluation demonstrate that desired results have occurred?
- Who should be involved in evaluating and documenting the mentoring program?
 - An independent external program evaluator?
 - Mentors?
 - Proteges?
 - Managers? At what level?
 - Union leaders?
 - Others?
- ##### **b) The program regularly collects feedback about program quality and effectiveness from all participants and sponsoring organization(s), using both informal and formal measures.**
- What criteria and what evidence will be needed to evaluate and document the effectiveness of the participants? (mentees, mentors, program leaders, professional development providers)
 - Who will be involved in evaluation/assessment and documentation of the effectiveness of participants and leaders?
 - What provision will you make for providing additional guidance to participants who might not be meeting program requirements for their position?
 - What elements of the program will benefit by ongoing adjustment and therefore will require formative assessments of some kind? (i.e. professional development)
 - What will be your approach to summative assessment of the program?
 - Who will you engage in analyzing both formative and summative assessments?
 - How can you engage mentors and mentees to capture and demonstrate the value of mentoring?
- ##### **c) Program leaders analyze and share the data in a systematic way to all stakeholders, and use the data for improving the Mentor Program. At a minimum, the program leader(s) conduct an annual internal program evaluation.**
- Who will be included in the implementation of the annual internal program evaluation?

- How might you engage partners and participants systematically in the analysis and use of evaluation data for program improvement?
 - How will you inform the broader educational community regarding program evaluation and plans for program improvement?
 - How can you help decision makers understand the program's value even if they have never experienced the value of a mentor themselves?
 - How might you show that the mentor program contributes to other improvement efforts?
- d) Program sponsor(s) participate in external reviews designed to examine program quality and effectiveness, including program approval and formative review processes established and administered by the state agencies that approve the program.**
- How do program leaders maintain regular communication with state leaders and with external review teams to ensure a smooth and effective process of external review will occur?

Acknowledgements

The Idaho Mentor Program Standards is the product of a collaborative effort among many stakeholder groups, including the Idaho State Board of Education, the Idaho State Department of Education and the New Teacher Center @ UCSC. Representatives from these groups contributed their time, knowledge and expertise to the project. The Idaho Mentor Program Standards were inspired by and based on the *California Standards of Quality and Effectiveness for Professional Teacher Induction Programs*.

We gratefully acknowledge the contributions, guidance and support of the writing team, Wendy Baron, Associate Director, and Colleen Stobbe, Outreach Coordinator, New Teacher Center @ UCSC.

FOR MORE INFORMATION VISIT

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PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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SUBJECT

Proposed Rule Docket 08-0203-1707 – Rules Governing Thoroughness, Definition
- Diploma

APPLICABLE STATUTE, RULE, OR POLICY

IDAPA 08.02.03, Rules Governing Thoroughness
Section 33-1612, Idaho Code, Uniform and Thorough Public Education System

BACKGROUND/DISCUSSION

IDAPA 08.02.03, sets out requirements targeting at meeting the state's constitutional requirement for a thorough system of public education. This section includes minimum state graduation requirements and references the term diploma in reference to these graduation requirements. While the term is used, it is not defined. Board staff regularly receive questions from school districts regarding minimum diploma requirements as well as questions regarding granting diplomas to individuals who may have attended the high school in the distance past and now would like to receive a diploma from the high school they attended in their youth. Additionally, staff receive regular inquiries regarding minimum state requirements on the format of diplomas.

Proposed changes would provide a definition for the term diploma as it relates to students meeting the state and school district graduation requirements and provide clarity that school districts may determine the format of the diploma issued by the school district, including the recognition of emphasis areas a student may have excelled in or pathways they may have taken to graduation. The definition will also specify which graduation requirements a diploma would be based on for students that may have attended the school in the past.

IMPACT

The proposed changes will clarify a school districts authority in granting and formatting diplomas.

ATTACHMENTS

Attachment 1 – Proposed Rule Docket 08-0203-1707

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Once approved by the Board, proposed rules are published in the Administrative Bulletin. Publication of the proposed rule starts the 21-day public comment period. At the close of the public comment period, based on comments received and Board direction, changes may be made to proposed rules prior to entering the pending stage. All pending rules are brought back to the board for approval prior to re-submittal to the Department of Administration for publication as a pending (or final rule) in the Idaho Administrative Bulletin. The Department of Administration then forwards all pending rules to the legislature for consideration during the next legislative session. Pending rules go into effect at the end of the session in which

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they are reviewed, if they are not rejected by the legislature. The legislature may reject a rule in whole or in part.

The notice of intent to promulgate this rule was published in the May 3, 2017 (Vol.17-5) Administrative Bulletin. No requests were received to negotiate the rule.

Staff recommends approval.

BOARD ACTION

I move to approve Proposed Rule Docket 08-0203-1707 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

(BREAK IN CONTINUITY OF SECTIONS)

007. DEFINITIONS A - G.

01. Achievement Standards. Define “below basic,” “basic,” “proficient,” and “advanced” achievement levels on the Idaho Standards Achievement Tests (ISAT) and level one (1) through level six (6) on Idaho’s English language assessment by setting scale score cut points. These cut scores are paired with descriptions of how well students are mastering the material in the content standards. These descriptions are called performance level descriptors or PLDs, and are provided by performance level, by content area, and by grade. (3-29-17)

02. Advanced Opportunities. Are defined as Advanced Placement courses, Dual Credit courses, Technical Competency Credit, or International Baccalaureate programs. (3-25-16)

03. Advanced Placement® (AP) - College Board. The Advanced Placement Program is administered by the College Board at <http://www.collegeboard.com>. AP students may take one (1) or more college level courses in a variety of subjects. AP courses are not tied to a specific college curriculum, but rather follow national College Board curricula. While taking the AP exam is optional, students can earn college credit by scoring well on the national exams. It is up to the discretion of the receiving college to accept the scores from the AP exams to award college credit or advanced standing. (4-11-06)

04. All Students. All students means all public school students, grades K-12. (4-11-06)

05. Alternative Assessment (Other Ways of Testing). Any type of assessment in which students create a response to a question rather than choose a response from a given list, as with multiple-choice or true/false. Alternative assessments can include short-answer questions, essays, oral presentations, exhibitions, and portfolios. (4-5-00)

06. Assessment. The process of quantifying, describing, or gathering information about skills, knowledge or performance. (4-5-00)

07. Assessment Standards. Statements setting forth guidelines for evaluating student work, as in the “Standards for the Assessment of Reading and Writing.” (4-5-00)

08. Asynchronous Course. An online course in which an online platform is used to deliver all curricula. The majority of communication exchanges occur in elapsed time and allow students and teachers to participate according to their schedule. Asynchronous courses do not prohibit the use of a paraprofessional, certificated staff or other staff member being present at the physical location during instructional periods where instruction takes place, such as a school computer lab. (4-4-13)

09. Authentic. Something that is meaningful because it reflects or engages the real world. An “authentic task” asks students to do something they might really have to do in the course of their lives, or to apply certain knowledge or skills to situations they might really encounter. (4-5-00)

10. Basic Educational Skills Training. Instruction in basic skills toward the completion/attainment of a certificate of mastery, high school diploma, or GED. (4-5-00)

11. Classic Texts. Literary or other works (e.g., films, speeches) that have been canonized, either continuously or intermittently, over a period of time beyond that of their initial publication and reception. (4-5-00)

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12. Content Standards. Describe the knowledge, concepts, and skills that students are expected to acquire at each grade level in each content area. (4-2-08)

13. Context (of a Performance Assessment). The surrounding circumstances within which the performance is embedded. For example, problem solving can be assessed in the context of a specific subject (such as mathematics) or in the context of a real-life laboratory problem requiring the use of mathematics, scientific, and communication skills. (4-5-00)

14. Cooperative Work Experience. Classroom learning is integrated with a productive, structured work experience directly related to the goals and objectives of the educational program. Schools and participating businesses cooperatively develop training and evaluation plans to guide and measure the progress of the student. School credit is earned for successful completion, and the work may be paid or unpaid. Cooperative work experiences are also known as co-operative education or co-op. (4-5-00)

15. Criteria. Guidelines, rules or principles by which student responses, products, or performances, are judged. What is valued and expected in the student performance, when written down and used in assessment, become rubrics or scoring guides. (4-5-00)

16. Cues. Various sources of information used by readers to construct meaning. The language cueing systems include the graphophonic (also referred to as graphophonemic) system, which is the relationship between oral and written language (phonics); the syntactic system, which is the relationship among linguistic units such as prefixes, suffixes, words, phrases, and clauses (grammar); and semantic system, which is the study of meaning in language. Reading strategies and language cueing systems are also influenced by pragmatics-the knowledge readers have about the ways in which language is understood by others in their culture. (4-5-00)

17. “C” Average. A combined average of courses taken on a four (4) point scale with “C” equal to two (2) points. (4-11-06)

18. Diploma. A document awarded to a student by a secondary school to show the student has successfully completed the state and local education agency graduation requirements. Diplomas may be awarded to individuals who attended a secondary school prior to the year in which the student is requests issuance of a diploma based on the graduation requirements in existence at the time the student attended. Determination of meeting past graduation requirements may be determined based on proficiency as determined by the local education agency. Each local education agency may determine the format of the diploma, including the recognition of emphasis areas based on a student’s completion of courses or courses or studies in an emphasis area or educational pathways, including but not limited to science, technology, engineering and math (STEM), career technical education, or arts and music.

18. Decode. (4-5-00)

a. To analyze spoken or graphic symbols of a familiar language to ascertain their intended meaning. (4-5-00)

b. To change communication signals into messages, as to decode body language. (4-5-00)

19. Dual Credit. Dual credit allows high school students to simultaneously earn credit toward a high school diploma and a postsecondary degree or certificate. Postsecondary institutions work closely with high schools to deliver college courses that are identical to those offered on the college campus. Credits earned in a dual credit class become part of the student’s permanent college record. Students may enroll in dual credit programs taught at the high school or on the college campus. (4-11-06)

20. Emergent Literacy. Development of the association of print with meaning that begins early in a child’s life and continues until the child reaches the stage of conventional reading and writing. (4-5-00)

21. Employability Skills. Work habits and social skills desirable to employers, such as responsibility,

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communication, cooperation, timeliness, organization, and flexibility. (4-5-00)

22. Entry-Level Skills. The minimum education and skill qualifications necessary for obtaining and keeping a specific job; the starting point in a particular occupation or with a certain employer. (4-5-00)

23. Evaluation (Student). Judgment regarding the quality, value, or worth of a response, product, or performance based on established criteria, derived from multiple sources of information. Student evaluation and student assessment are often used interchangeably. (4-5-00)

24. Experiential Education (Application). Experiential education is a process through which a learner constructs knowledge, skill, and value from direct experiences. (4-5-00)

25. Exploratory Experience (Similar to a Job Shadow). An opportunity for a student to observe and participate in a variety of worksite activities to assist in defining career goals. An in-school exploratory experience is a school-based activity that simulates the workplace. (4-5-00)

26. Fluency. The clear, rapid, and easy expression of ideas in writing or speaking; movements that flow smoothly, easily, and readily. (4-5-00)

27. Genre (Types of Literature). A category used to classify literary and other works, usually by form, technique, or content. Categories of fiction such as mystery, science fiction, romance, or adventure are considered genres. (4-5-00)

28. Graphophonic/Graphophonemic. One (1) of three (3) cueing systems readers use to construct texts; the relationships between oral and written language (phonics). (4-5-00)

(BREAK IN CONTINUITY OF SECTIONS)

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SUBJECT

Proposed Rule Docket 08-0203-1709, College and Career Readiness Definition and Competencies

REFERENCE

April 2017	Board reviewed and discussed the College and Career Readiness Competencies and requested the addition of "Knowledge of Core Subjects."
May 2017	Board discussed incorporated the College and Career Readiness Competencies into administrative rule once approved. There was no opposition to moving forward.
June 2017	Board unanimously adopted the college and career readiness definition and competencies. Staff were directed to bring back to Board for consideration as a proposed rule.

BACKGROUND/DISCUSSION

At the April 2017 Board meeting, the Board was presented with draft College and Career Readiness Competencies developed by a cross section of representatives the postsecondary institutions (2 and 4 year), Department of Education, Department of Labor, Department of Commerce, STEM Action Center, Governor's Office, Industry representatives (across occupational sectors), and the State Board of Education. The Board reviewed and discussed the competencies and staff were asked to add academic skills as a specific competency. At the May 2017 Board Retreat as part of the discussion on system-wide strategies, the Board discussed incorporating college and career readiness competencies as a minimum standard for students in the public school (K-12) system. There was consensus around this effort moving forward. At the June 2017 Board meeting, the Board approved amended college and career competencies and discussed bringing back the competencies as a proposed administrative rule.

Proposed amendments would provide a uniform definition for college and career readiness and incorporate the approved college and career competencies and competencies students need to know by the time they graduate from high school. The proposed changes do not require credits be earned in this specific area and there is no state level assessment tied to these competencies. Additionally, many of the competencies identified should be imbedded in various existing subject area content standards (e.g. English Language Arts, Information and Communication Technology, etc.). Additional amendments would allow the completion of a postsecondary certificate or degree at the time of high school graduation or an approved pre-internship or internship program be used to meet the senior project graduation requirement.

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IMPACT

The approval of the proposed rule defining college and career readiness and incorporating the competencies into administrative rule will help to align expectation across systems, including: public education (K-20), labor, and commerce and bring the importance of these competencies to the forefront of statewide policy discussions.

ATTACHMENTS

Attachment 1 – Proposed Rule Docket 08-0203-1709

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Attachment 2 – College and Career Competencies Approved June 2017Page 13

STAFF COMMENTS AND RECOMMENDATIONS

The notice of intent to promulgate this rule was published in the July 5, 2017 (Vol.17-7) Administrative Bulletin. Representatives of the Idaho School Boards Association, Idaho Education Association, Idaho Association of School Administrators and Department of Education Staff requested participation in the negotiated rulemaking meeting. A meeting was held on July 24th, to discuss defining college and career readiness in administrative rule and incorporating the approved competencies. Additional amendments discussed centered on amendments to the current senior project graduation requirement. All participants opposed incorporating the college and career readiness competencies into rule. None of the participants saw the purpose of including them in the rule if there was not course requirement tied to them. The stakeholder organization representatives did support allowing for additional ways for students to meet the senior project requirement.

Once approved by the Board, proposed rules are published in the Administrative Bulletin. Publication of the proposed rule starts the 21-day public comment period. At the close of the public comment period, based on comments received and Board direction, changes may be made to proposed rules prior to entering the pending stage. All pending rules are brought back to the board for approval prior to re-submittal to the Department of Administration for publication as a pending (or final rule) in the Idaho Administrative Bulletin. The Department of Administration then forwards all pending rules to the legislature for consideration during the next legislative session. Pending rules go into effect at the end of the session in which they are reviewed, if they are not rejected by the legislature. The legislature may reject a rule in whole or in part.

Staff recommends approval.

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BOARD ACTION

I move to approve proposed rule Docket 08-0203-1709, as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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**IDAPA 08
TITLE 02
CHAPTER 03**

08.02.03 - RULES GOVERNING THOROUGHNESS

(BREAK IN CONTINUITY OF SECTIONS)

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.** Arts and Humanities Categories: (3-24-17)
 - i.** Dance, as revised and adopted on August 11, 2016; (3-24-17)
 - ii.** Interdisciplinary Humanities, as revised and adopted on August 11, 2016; (3-24-17)
 - iii.** Media Arts, as adopted on August 11, 2016. (3-24-17)
 - iv.** Music, as revised and adopted on August 11, 2016; (3-24-17)
 - v.** Theater, as revised and adopted on August 11, 2016; (3-24-17)
 - vi.** Visual Arts, as revised and adopted on August 11, 2016; (3-24-17)
 - vii.** World languages, as revised and adopted on August 11, 2016. (3-24-17)
- b.** Computer Science, adopted on November 28, 2016. (3-24-17)
- c.** Driver Education, as revised and adopted on August 21, 2008. (3-29-10)
- d.** English Language Arts/Literacy, as revised and adopted on November 28, 2016. (3-24-17)
- e.** Health, as revised and adopted on August 11, 2016. (3-24-17)
- f.** Information and Communication Technology, as revised and adopted on April 22, 2010. (4-7-11)
- g.** Limited English Proficiency, as revised and adopted on August 21, 2008. (3-29-10)
- h.** Mathematics, as revised and adopted on August 11, 2016. (3-24-17)
- i.** Physical Education, as revised and adopted on August 11, 2016. (3-24-17)
- j.** Science, as revised and adopted on December 15, 2016. (12-15-16)T
- k.** Social Studies, as revised and adopted on November 28, 2016. (3-24-17)

l. [College and Career Readiness Competencies adopted on June 15, 2017](#)

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- lm.** Career Technical Education Categories: (3-29-17)
- i. Agricultural and Natural Resources, as adopted on June 16, 2016. (3-29-17)
 - ii. Business and Marketing Education, as adopted on June 16, 2016. (3-29-17)
 - iii. Engineering and Technology Education, as adopted on June 16, 2016. (3-29-17)
 - iv. Family and Consumer Sciences, as adopted on June 16, 2016. (3-29-17)
 - v. Skilled and Technical Sciences, as adopted on June 16, 2016. (3-29-17)
 - vi. Workplace Readiness, as adopted on June 16, 2016. (3-29-17)

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 Standards Achievement Tests (ISAT) Achievement Level Descriptors. Achievement Level Descriptors as adopted by the State Board of Education on April 14, 2016. Copies of the document can be found on the State Board of Education website at www.boardofed.idaho.gov. (3-29-17)

05. 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)

06. The Idaho Alternate Assessment Achievement Standards. Alternate Assessment Achievement Standards as adopted by the State Board of Education on September 3, 2015. Copies of the document can be found on the State Board of Education website at www.boardofed.idaho.gov. (10-20-16)T

07. 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)

08. 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)

09. The Idaho Special Education Manual. The Idaho Special Education Manual as adopted by the State Board of Education on November 28, 2016. Copies of the document can be found on the State Board of Education website at www.boardofed.idaho.gov. (3-29-17)

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

The principal place of business of the State Board of Education is in Boise, Idaho. The office is located at 650 W. State Street, Room 307, Boise, Idaho and is open from 8 a.m. to 5 p.m., except Saturday, Sunday and legal holidays. The mailing address is: Office of the State Board of Education, PO Box 83720, Boise, Idaho 83720-0037. the telephone number is (208) 334-2270, the facsimile number is (208) 334-2632, and the email address is board@osbe.idaho.gov. (3-15-02)

006. PUBLIC RECORDS ACT COMPLIANCE.

This rule has been promulgated in accordance with the Administrative Procedures Act, Title 67, Chapter 52, Idaho Code,

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and is a public record.

(3-15-02)

007. DEFINITIONS A - G.

01. Achievement Standards. Define “below basic,” “basic,” “proficient,” and “advanced” achievement levels on the Idaho Standards Achievement Tests (ISAT) and level one (1) through level six (6) on Idaho’s English language assessment by setting scale score cut points. These cut scores are paired with descriptions of how well students are mastering the material in the content standards. These descriptions are called performance level descriptors or PLDs, and are provided by performance level, by content area, and by grade. (3-29-17)

02. Advanced Opportunities. Are defined as Advanced Placement courses, Dual Credit courses, Technical Competency Credit, or International Baccalaureate programs. (3-25-16)

03. Advanced Placement® (AP) - College Board. The Advanced Placement Program is administered by the College Board at <http://www.collegeboard.com>. AP students may take one (1) or more college level courses in a variety of subjects. AP courses are not tied to a specific college curriculum, but rather follow national College Board curricula. While taking the AP exam is optional, students can earn college credit by scoring well on the national exams. It is up to the discretion of the receiving college to accept the scores from the AP exams to award college credit or advanced standing. (4-11-06)

04. All Students. All students means all public school students, grades K-12. (4-11-06)

05. Alternative Assessment (Other Ways of Testing). Any type of assessment in which students create a response to a question rather than choose a response from a given list, as with multiple-choice or true/false. Alternative assessments can include short-answer questions, essays, oral presentations, exhibitions, and portfolios. (4-5-00)

06. Assessment. The process of quantifying, describing, or gathering information about skills, knowledge or performance. (4-5-00)

07. Assessment Standards. Statements setting forth guidelines for evaluating student work, as in the “Standards for the Assessment of Reading and Writing.” (4-5-00)

08. Asynchronous Course. An online course in which an online platform is used to deliver all curricula. The majority of communication exchanges occur in elapsed time and allow students and teachers to participate according to their schedule. Asynchronous courses do not prohibit the use of a paraprofessional, certificated staff or other staff member being present at the physical location during instructional periods where instruction takes place, such as a school computer lab. (4-4-13)

09. Authentic. Something that is meaningful because it reflects or engages the real world. An “authentic task” asks students to do something they might really have to do in the course of their lives, or to apply certain knowledge or skills to situations they might really encounter. (4-5-00)

10. Basic Educational Skills Training. Instruction in basic skills toward the completion/attainment of a certificate of mastery, high school diploma, or GED. (4-5-00)

11. College and Career Readiness. College and career readiness is the attainment and demonstration of state board adopted competencies that broadly prepare high school graduates for a successful transition into some form of postsecondary education and/or the workplace.

11. Classic Texts. Literary or other works (e.g., films, speeches) that have been canonized, either continuously or intermittently, over a period of time beyond that of their initial publication and reception. (4-5-00)

12. Content Standards. Describe the knowledge, concepts, and skills that students are expected to acquire at each grade level in each content area. (4-2-08)

13. Context (of a Performance Assessment). The surrounding circumstances within which the performance is embedded. For example, problem solving can be assessed in the context of a specific subject (such as

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mathematics) or in the context of a real-life laboratory problem requiring the use of mathematics, scientific, and communication skills. (4-5-00)

14. Cooperative Work Experience. Classroom learning is integrated with a productive, structured work experience directly related to the goals and objectives of the educational program. Schools and participating businesses cooperatively develop training and evaluation plans to guide and measure the progress of the student. School credit is earned for successful completion, and the work may be paid or unpaid. Cooperative work experiences are also known as co-operative education or co-op. (4-5-00)

15. Criteria. Guidelines, rules or principles by which student responses, products, or performances, are judged. What is valued and expected in the student performance, when written down and used in assessment, become rubrics or scoring guides. (4-5-00)

16. Cues. Various sources of information used by readers to construct meaning. The language cueing systems include the graphophonic (also referred to as graphophonemic) system, which is the relationship between oral and written language (phonics); the syntactic system, which is the relationship among linguistic units such as prefixes, suffixes, words, phrases, and clauses (grammar); and semantic system, which is the study of meaning in language. Reading strategies and language cueing systems are also influenced by pragmatics-the knowledge readers have about the ways in which language is understood by others in their culture. (4-5-00)

17. “C” Average. A combined average of courses taken on a four (4) point scale with “C” equal to two (2) points. (4-11-06)

18. Decode. (4-5-00)

a. To analyze spoken or graphic symbols of a familiar language to ascertain their intended meaning. (4-5-00)

b. To change communication signals into messages, as to decode body language. (4-5-00)

19. Dual Credit. Dual credit allows high school students to simultaneously earn credit toward a high school diploma and a postsecondary degree or certificate. Postsecondary institutions work closely with high schools to deliver college courses that are identical to those offered on the college campus. Credits earned in a dual credit class become part of the student’s permanent college record. Students may enroll in dual credit programs taught at the high school or on the college campus. (4-11-06)

20. Emergent Literacy. Development of the association of print with meaning that begins early in a child’s life and continues until the child reaches the stage of conventional reading and writing. (4-5-00)

21. Employability Skills. Work habits and social skills desirable to employers, such as responsibility, communication, cooperation, timeliness, organization, and flexibility. (4-5-00)

22. Entry-Level Skills. The minimum education and skill qualifications necessary for obtaining and keeping a specific job; the starting point in a particular occupation or with a certain employer. (4-5-00)

23. Evaluation (Student). Judgment regarding the quality, value, or worth of a response, product, or performance based on established criteria, derived from multiple sources of information. Student evaluation and student assessment are often used interchangeably. (4-5-00)

24. Experiential Education (Application). Experiential education is a process through which a learner constructs knowledge, skill, and value from direct experiences. (4-5-00)

25. Exploratory Experience (Similar to a Job Shadow). An opportunity for a student to observe and participate in a variety of worksite activities to assist in defining career goals. An in-school exploratory experience is a school-based activity that simulates the workplace. (4-5-00)

26. Fluency. The clear, rapid, and easy expression of ideas in writing or speaking; movements that flow smoothly, easily, and readily. (4-5-00)

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27. Genre (Types of Literature). A category used to classify literary and other works, usually by form, technique, or content. Categories of fiction such as mystery, science fiction, romance, or adventure are considered genres. (4-5-00)

28. Graphophonic/Graphophonemic. One (1) of three (3) cueing systems readers use to construct texts; the relationships between oral and written language (phonics). (4-5-00)

(BREAK IN CONTINUITY OF SECTIONS)

104. OTHER REQUIRED INSTRUCTION.

Other required instruction for all students and other required offerings of the school are: (4-1-97)

01. Elementary Schools. (4-11-06)

a. The following section outlines other information required for all elementary students, as well as other required offerings of the school:

Fine Arts (art and music)
Health (wellness)
Physical Education (fitness) (4-11-06)

b. Additional instructional options as determined by the local school district. For example:
Languages other than English
Career Awareness (4-1-97)

02. Middle Schools/Junior High Schools. (4-11-06)

a. No later than the end of Grade eight (8) each student shall develop parent-approved student learning plans for their high school and post-high school options. The learning plan shall be developed by students with the assistance of parents or guardians, and with advice and recommendation from school personnel. It shall be reviewed annually and may be revised at any time. The purpose of a parent-approved student learning plan is to outline a course of study and learning activities for students to become contributing members of society. A student learning plan describes, at a minimum, the list of courses and learning activities in which the student will engage while working toward meeting the [state and](#) school district's or LEA's graduation standards [in preparation for postsecondary goals](#). The school district or LEA will have met its obligation for parental involvement if it makes a good faith effort to notify the parent or guardian of the responsibility for the development and approval of the learning plan. A learning plan will not be required if the parent or guardian requests, in writing, that no learning plan be developed. (4-11-06)

b. A student must have taken pre-algebra before the student will be permitted to enter grade nine (9). (3-12-14)

c. Other required instruction for all middle school students:
Health (wellness)
Physical Education (fitness) (4-11-06)

d. Other required offerings of the school:
Family and Consumer Science
Fine & Performing Arts
Career Technical Education
Advisory Period (middle school only, encouraged in junior high school) (4-11-06)

03. High Schools. (4-11-15)

a. High schools must offer a wide variety of courses to satisfy state and local graduation requirements. High schools are required to provide instructional offerings in Physical Education (fitness) and Career Technical Education [and the instruction necessary to assure students are college and career ready at the time of graduation](#). (4-11-15)

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b. High schools will annually review and update with the student the parent-approved student learning plans outlined in Subsection 104.02.a. (4-11-15)

105. HIGH SCHOOL GRADUATION REQUIREMENTS.

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

01. Credit Requirements. The State minimum graduation requirement for all Idaho public high schools is forty-six (46) credits and must include twenty-nine (29) credits in core subjects as identified in Paragraphs 105.01.c. through 105.01.i. (3-12-14)

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

b. Mastery. Notwithstanding the credit definition of Subsection 105.01.a., a student may also achieve credits by demonstrating mastery of a subject's content standards as defined and approved by the local school district or LEA. (3-29-17)

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

d. Mathematics. Six (6) credits are required. Secondary mathematics includes Applied Mathematics, Business Mathematics, Algebra, Geometry, Trigonometry, Fundamentals of Calculus, Probability and Statistics, Discrete Mathematics, and courses in mathematical problem solving and reasoning. AP Computer Science, Dual Credit Computer Science, and Dual Credit Engineering courses may also be counted as a mathematics credit if the student has completed Algebra II standards. Students who choose to take AP Computer Science, Dual Credit Computer Science, and Dual Credit Engineering may not concurrently count such courses as both a math and science credit. (3-12-14)

i. Students must complete secondary mathematics in the following areas: (3-12-14)

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

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

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

ii. Two (2) credits of the required six (6) credits of mathematics must be taken in the last year of high school in which the student intends to graduate. For the purposes of this subsection, the last year of high school shall include the summer preceding the fall start of classes. Students who return to school during the summer or the following fall of the next year for less than a full schedule of courses due to failing to pass a course other than math are not required to retake a math course as long as they have earned six (6) credits of high school level mathematics. (3-12-14)

iii. Students who have completed six (6) credits of math prior to the fall of their last year of high school, including at least two (2) semesters of an Advanced Placement or dual credit calculus or higher level course, are exempt

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from taking math during their last year of high school. High School math credits completed in middle school shall count for the purposes of this section. (3-12-14)

e. Science. Six (6) credits are required, four (4) of which will be laboratory based. Secondary sciences include instruction in applied sciences, earth and space sciences, physical sciences, and life sciences. Up to two (2) credits in AP Computer Science, Dual Credit Computer Science, and Dual Credit Engineering may be used as science credits. Students who choose to take AP Computer Science, Dual Credit Computer Science, and Dual Credit Engineering may not concurrently count such courses as both a math and science credit. (3-12-14)

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

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

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

h. Health/Wellness. One (1) credit is required. Course must be aligned to the Idaho Health Content Standards. Effective for all public school students who enter grade nine (9) in Fall 2015 or later, each student shall receive a minimum of one (1) class period on psychomotor cardiopulmonary resuscitation (CPR) training as outlined in the American Heart Association (AHA) Guidelines for CPR to include the proper utilization of an automatic external defibrillator (AED) as part of the Health/Wellness course. (3-12-14)

i. Students participating in one (1) season in any sport recognized by the Idaho High School Activities Association or club sport recognized by the local school district, or eighteen (18) weeks of a sport recognized by the local school district may choose to substitute participation up to one (1) credit of physical education. Students must show mastery of the ~~content standards for~~ Physical Education [Content Standards](#) in a format provided by the school district. (4-1-15)

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

03. College Entrance Examination. (Effective for all public school students who enter grade nine (9) in Fall 2012 or later.) (3-12-14)

a. A student must take one (1) of the following college entrance examinations before the end of the student's eleventh grade year: SAT or ACT. Students graduating prior to 2017 may also use the Compass to meet this requirement. A student who misses the statewide administration of the college exam during the student's grade eleven (11) for one (1) of the following reasons, may take the examination during their grade twelve (12) to meet this requirement: (3-25-16)

i. Transferred to an Idaho school district during grade eleven (11); (3-12-14)

ii. Was homeschooled during grade eleven (11); or (3-12-14)

iii. Missed the spring statewide administration of the college entrance exam dates for documented medical reasons. (3-12-14)

b. A student may elect an exemption in grade eleven (11) from the college entrance exam requirement if the student is: (3-12-14)

i. Enrolled in a special education program and has an Individual Education Plan (IEP) that specifies

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accommodations not allowed for a reportable score on the approved tests; (3-12-14)

- ii. Enrolled in a Limited English Proficient (LEP) program for three (3) academic years or less; or (3-12-14)

- iii. Enrolled for the first time in grade twelve (12) at an Idaho high school after the fall statewide administration of the college entrance exam. (4-1-15)

04. Senior Project. A student must complete a senior project by the end of grade twelve (12). The project must include a written report and an oral presentation. Additional requirements for a senior project are at the discretion of the local school district or LEA. [Completion of a postsecondary certificate or degree at the time of high school graduation or an approved pre-internship or internship program may be used to meet this requirement.](#) (3-12-14)

05. Civics and Government Proficiency. Pursuant to Section 33-1602, Idaho Code, each LEA may establish an alternate path for determining if a student has met the state civics and government content standards. Alternate paths are open to all students in grades seven (7) through twelve (12.) Any student who has been determined proficient in the state civics and government content standards either through the completion of the civics test or an alternate path shall have it noted on the student's high school transcript. (3-29-17)

06. Middle School. A student will have met the high school content and credit area requirement for any high school course if the requirements outlined in Subsections 105.05.a. through 105.05.c. of this rule are met. (3-25-16)

- a. The student completes such course with a grade of C or higher before entering grade nine (9); (3-12-14)
- b. The course meets the same content standards that are required in high school for the same course; and (3-25-16)
- c. The course is taught by a teacher properly certified to teach high school content and who meets the federal definition of highly qualified for the course being taught. (3-25-16)
- d. The student shall be given a grade for the successful completion of that course and such grade and the number of credit hours assigned to the course shall be transferred to the student's high school transcript. Notwithstanding this requirement, the student's parent or guardian shall be notified in advance when credits are going to be transcribed and may elect to not have the credits and grade transferred to the student's high school transcript. Courses taken in middle school appearing in the student's high school transcript, pursuant to this subsection, shall count for the purpose of high school graduation. However, the student must complete the required number of credits in all high school core subjects as identified in Subsections 105.01.c. through 105.01.h. except as provided in 105.01.d.iii. The transcribing high school is required to verify the course meets the requirements specified in Subsections 105.05.a. through 105.05.b. of this rule. (3-25-16)

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

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



College and Career Readiness¹

Approved June 15, 2017

Purpose: Proficiency in basic academic skills, including math, reading and writing, are foundational to an educated and productive citizen. Successful application of this learning requires high technical and behavioral competencies. Together, these skills are critical for student success, whether at the collegiate level or in the workforce. Therefore, it is equally important that students, teachers, and policymakers have a common understanding and agreement about the specific competencies a high school graduate will need to possess in order to lead a successful and meaningful life.

Definition: College and career readiness is the attainment and demonstration of requisite competencies that broadly prepare high school graduates for a successful transition into some form of postsecondary education and/or the workplace.

Competencies:

- **Knowledge of Core Subjects:** Possess proficiency in the core subjects (language arts/communication, math, science, social studies, humanities and health/wellness), and ability to apply this knowledge and understanding to be successful in college or the workplace.
- **Critical Thinking/Creative Problem Solving:** Exercise sound reasoning to analyze issues, make decisions, identify problems and use good judgment to implement solutions and overcome problems. The individual is able to obtain, interpret, and use knowledge, facts, and data in this process, and may demonstrate originality and inventiveness.
- **Oral/Written Communications:** Articulate thoughts and ideas clearly and effectively in written and oral forms. The individual has public speaking skills; is able to express ideas to others; and can write/edit correspondence and reports clearly and

¹ The definition and most of the competencies were drawn heavily from the National Association of Colleges and Employers' "Definition of Career Readiness and Competencies" (<http://www.nace-web.org/knowledge/career-readiness-competencies.aspx>).

effectively.

- **Teamwork/Collaboration:** Build collaborative relationships, work effectively within a team structure, and can negotiate and manage conflict.
- **Digital Literacy:** Confidently and effectively perform tasks in a digital environment through the use of information and communication technologies to find, evaluate, interpret, create and communicate ideas and information requiring both cognitive and technical skills.
- **Leadership:** Leverage the strengths of others to achieve common outcomes or goals, and use interpersonal skills to encourage others. The individual is able to assess their emotions; use empathetic skills to guide and motivate; and organize, prioritize, and delegate work.
- **Professionalism/Work Ethic:** Demonstrate personal accountability and effective work habits (e.g., punctuality, working productively with others, and time workload management), and understand the impact of non-verbal communication. The individual demonstrates integrity and ethical behavior, acts responsibly, and is able to learn from their mistakes.
- **Career Exploration and Development:** Identify and articulate one's skills, strengths, knowledge, and experiences relevant to career goals, and identify training, education and competencies necessary for professional growth. The individual is able to navigate and explore career options, and understands and can pursue opportunities.
- **Citizenship/Civic Responsibility:** Think critically about complex issues and evaluate information about issues of public consequence. Demonstrate knowledge of institutions and processes of government and political systems. Possess behaviors, attitudes, and understanding needed to be a knowledgeable, active and engaged member of a community.
- **Financial Literacy:** Possess knowledge and understanding in the following areas: earning income, buying goods and services, using credit, saving and protecting assets and insuring.²

² Council for Economic Education, *National Standards for Financial Literacy*.

CAREER TECHNICAL EDUCATION

SUBJECT

Proposed Rule Docket No. 08-0203-1710, Incorporated by Reference - Career Technical Education Secondary Program Content Standards

REFERENCE

June 2016	Board approved the career technical secondary program standards.
August 2016	Board approved proposed rule incorporating career technical content standards into administrative code.
November 28, 2016	Board approved pending rule incorporating career technical content standards into administrative code.

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 secondary career technical programs. These content standards are developed with secondary and postsecondary instructors and industry representatives by the Division of Career Technical Education. Postsecondary instructors provide guidance into the post-secondary program alignment, and industry representatives validated the outcomes with current needs of the particular industry occupations supported by the program.

Once the career technical standards and student learning outcomes are developed and vetted through the initial development team, the learning outcomes are shared with a larger group of industry representatives. The Division of Career Technical Education asks industry representatives to rank each learning outcome as to their importance in the workplace. Each learning outcome is then scored and reflected in the program's 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. Prior to 2016 these standards were standalone documents updated and maintained by the Division. During the 2016 rulemaking process the Division started the process of bringing the career technical content standards forward for incorporation into administrative code. The standards being considered this year add the following subcategories into the current content standard areas, create a new area for Health Sciences, and updates the previously approved Early Childhood Education Standards:

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- Agriculture and Natural Resources
 - Plant and Soil Standards
- Business and marketing
 - Business Management
 - Digital Communications
- Engineering and Technology
 - Digital Media Production
 - Medial Technology – Commercial Photography
- Health Sciences
 - Dental Assisting
 - Emergency Management Technicians
 - Nursing Assistant
 - Physical Therapy Assistant
- Skilled and Technical Sciences
 - Cabinetry and Millwork
 - Industrial Mechanics
 - Law Enforcement
 - Small Engine Repair

IMPACT

Approval of the proposed rule changes will add additional career technical education subcategories into the existing content standard areas approved by the Board at the June 2016 Board meeting and update the Early Childhood Education content standards.

ATTACHMENTS

Attachment 1 – Proposed Rule changes to IDAPA 08.02.03.004	Page 5
Attachment 2 – Agricultural and Natural Resources	Page 7
Attachment 3 – Business and Marketing Education	Page 11
Attachment 4 – Engineering and Technology Education	Page 25
Attachment 5 – Health Sciences	Page 35
Attachment 6 – Family and Consumer Sciences	Page 53
Attachment 7 – Skilled and Technical Sciences	Page 57

STAFF COMMENTS AND RECOMMENDATIONS

The notice of intent to promulgate this rule was published in the July 5, 2017 (Vol.17-7) Administrative Bulletin. No requests were received to negotiate this rule beyond Division's initial process.

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

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Staff recommends approval.

BOARD ACTION

I move to approve amendments to the career technical education content standards as submitted in attachments 2 through 7.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve changes to Docket 08-0203-1710, 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.** Arts and Humanities Categories: (3-24-17)
 - i.** Dance, as revised and adopted on August 11, 2016; (3-24-17)
 - ii.** Interdisciplinary Humanities, as revised and adopted on August 11, 2016; (3-24-17)
 - iii.** Media Arts, as adopted on August 11, 2016. (3-24-17)
 - iv.** Music, as revised and adopted on August 11, 2016; (3-24-17)
 - v.** Theater, as revised and adopted on August 11, 2016; (3-24-17)
 - vi.** Visual Arts, as revised and adopted on August 11, 2016; (3-24-17)
 - vii.** World languages, as revised and adopted on August 11, 2016. (3-24-17)
- b.** Computer Science, adopted on November 28, 2016. (3-24-17)
- c.** Driver Education, as revised and adopted on August 21, 2008. (3-29-10)
- d.** English Language Arts/Literacy, as revised and adopted on November 28, 2016. (3-24-17)
- e.** Health, as revised and adopted on August 11, 2016. (3-24-17)
- f.** Information and Communication Technology, as revised and adopted on April 22, 2010. (4-7-11)
- g.** Limited English Proficiency, as revised and adopted on August 21, 2008. (3-29-10)
- h.** Mathematics, as revised and adopted on August 11, 2016. (3-24-17)
- i.** Physical Education, as revised and adopted on August 11, 2016. (3-24-17)
- j.** Science, as revised and adopted on December 15, 2016. (12-15-16)T
- k.** Social Studies, as revised and adopted on November 28, 2016. (3-24-17)
- l.** Career Technical Education Categories: (3-29-17)

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- i. Agricultural and Natural Resources, as revised and adopted on ~~June 16, 2016~~August 31, 2017. (3-29-17)
- ii. Business and Marketing Education, as revised and adopted on ~~June 16, 2016~~August 31, 2017. (3-29-17)
- iii. Engineering and Technology Education, as revised and adopted on ~~June 16, 2016~~August 31, 2017. (3-29-17)
- iv. Health Sciences, as adopted on August 31, 2017
- ~~iv~~v. Family and Consumer Sciences, as revised and adopted on ~~June 16, 2016~~August 31, 2017. (3-29-17)
- ~~v~~vi. Skilled and Technical Sciences, as revised and adopted on ~~June 16, 2016~~August 31, 2017. (3-29-17)
- ~~v~~vii. Workplace Readiness, as adopted on June 16, 2016. (3-29-17)

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 Standards Achievement Tests (ISAT) Achievement Level Descriptors. Achievement Level Descriptors as adopted by the State Board of Education on April 14, 2016. Copies of the document can be found on the State Board of Education website at www.boardofed.idaho.gov. (3-29-17)

05. 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)

06. The Idaho Alternate Assessment Achievement Standards. Alternate Assessment Achievement Standards as adopted by the State Board of Education on September 3, 2015. Copies of the document can be found on the State Board of Education website at www.boardofed.idaho.gov. (10-20-16)T

07. 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)

08. 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 [Error! Hyperlink reference not valid.](#) (4-2-08)

09. The Idaho Special Education Manual. The Idaho Special Education Manual as adopted by the State Board of Education on November 28, 2016. Copies of the document can be found on the State Board of Education website at www.boardofed.idaho.gov. (3-29-17)

**IDAHO PLANT AND SOIL
PROGRAM STANDARDS**

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CONTENT STANDARD 1.0: PLANT ANATOMY AND IDENTIFICATION

Performance Standard 1.1: PLANT ANATOMY

- 1.1.1. Identify and describe the primary parts of a plant and their function
- 1.1.2. Identify the parts of a cell and describe their functions
- 1.1.3. Identify the basic types of tissues found in a plant and their functions

Performance Standard 1.2: PLANT IDENTIFICATION

- 1.2.1. Discuss the systems of plant classification
- 1.2.2. Differentiate between plant parts and modifications (roots, stems, leaves, flowers, fruits, seeds)
- 1.2.3. Determine plant identification by using a key

CONTENT STANDARD 2.0: PLANT PROCESSES AND GROWTH AND DEVELOPMENT

Performance Standard 2.1: BASIC PLANT PROCESSES

- 2.1.1 Explain the process and purpose of photosynthesis, respiration, transpiration and absorption
- 2.1.2 List factors that affect the rate of photosynthesis, respiration, transpiration and absorption
- 2.1.3 Distinguish between the characteristics of photosynthesis and respiration

Performance Standard 2.2: PLANT GROWTH AND DEVELOPMENT

- 2.2.1. List the stages of plant growth and development including germination, vegetative growth and reproductive growth
- 2.2.2. List conditions affecting the vegetative growth of plants
- 2.2.3. Demonstrate asexual and sexual reproduction in plants

Performance Standard 2.3: PLANT BREEDING

- 2.3.1. List methods and strategies of pollination
- 2.3.2. Describe the selective plant breeding process
- 2.3.3. Demonstrate how to calculate heritability
- 2.3.4. Interpret test plot data

CONTENT STANDARD 3.0: SOIL AND WATER

Performance Standard 3.1: ELEMENTARY STUDY OF SOILS

- 3.1.1. Discuss the function of soil as it relates to plant growth, development, and maintenance
- 3.1.2. Determine soil texture
- 3.1.3. Identify five kinds of soil structure
- 3.1.4. Determine how acidity and alkalinity effect the soil and methods of correcting pH problems
- 3.1.5. Compare and contrast biotic and abiotic components of soil

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- 3.1.6. Identify soil conservation strategies.

Performance Standard 3.2: SOIL MOISTURE MANAGEMENT

- 3.2.1. Identify reasons for irrigation including water holding capacity and soil moisture
3.2.2. Recognize tillage practices associated with different soil structures and their effects on water infiltration
3.2.3. Recognize water sources, delivery systems
3.2.4. Describe Idaho's water doctrine and its significance in today's agriculture

CONTENT STANDARD 4.0: PLANT NUTRITION

Performance Standard 4.1: IDENTIFY SOURCES AND ROLES OF PLANT NUTRIENTS

Performance Standard 4.2: RECOGNIZE PLANT NUTRIENT DEFICIENCIES

Performance Standard 4.3: ANALYSIS OF SOIL AND PLANT NUTRIENTS

- 4.3.1. Calculate nutrient removal rate
4.3.2. Interpret soil analysis
4.3.3. Calculate fertilizer application and cost

CONTENT STANDARD 5.0: INTEGRATED PEST MANAGEMENT

Performance Standard 5.1: RECOGNIZE CONCEPTS AND PRINCIPALS OF AN INTEGRATED PEST MANAGEMENT PLAN

- 5.1.1. Recognize elements of the disease triangle
5.1.2. Analyze economic thresholds of crop damage

Performance Standard 5.2: PEST IDENTIFICATION

- 5.2.1. Discuss competition and economic losses caused by pests
5.2.2. Recognize common Idaho weeds, insects, diseases
5.2.3. Recognize common Idaho crops

CONTENT STANDARD 6.0: CAREERS AND TECHNOLOGY

Performance Standard 6.1: INTRODUCTION TO TECHNOLOGY

- 6.1.1. Discuss the improvements made through genetic engineering
6.1.2. Describe the tools and techniques used for genetic modification
6.1.3. Explore precision agriculture technology
6.1.4. Recognize advancements in plant science

Performance Standard 6.2: MARKETING AND DATA ANALYSIS

- 6.2.1. Interpret agricultural data (1. Test plots, 2. Soil and tissue analysis, 3. Market trends, 4. Cultivar/variety/hybrid selection)

Performance Standard 6.3: CAREER EXPLORATION

- 6.3.1. Explore the careers that are available in plant science
6.3.2. List the requirements of gaining and keeping employment in the field of plant science

Performance Standard 6.4: SUPERVISED AGRICULTURAL EXPERIENCE

- 6.4.1. Accurately maintain SAE record books
6.4.2. Investigate the proficiency award areas related to SAE program area
6.4.3. Actively pursue necessary steps to receive high degrees in FFA

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CONTENT STANDARD 7.0: SAFETY

Performance Standard 7.1: GENERAL SAFETY

- 7.1.1 Identify and properly use personal protection equipment
- 7.1.2. Read, understand and follow label directions and SDS (safety data sheet)

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**IDAHO BUSINESS MANAGEMENT
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CONTENT STANDARD 1.0: FUNCTIONS OF MANAGEMENT

Performance Standard 1.1: Planning Function

- 1.1.1. Explain what planning is and why it is done.
- 1.1.2. Demonstrate the ability to set priorities.
- 1.1.3. Apply the decision-making process to a business application.
- 1.1.4. List the steps in problem solving.
- 1.1.5. Define the role of strategic planning in a business.
- 1.1.6. Identify factors involved with a strategic plan.
- 1.1.7. Describe the process involved in developing a budget.
- 1.1.8.. Evaluation and measurement strategies for the effectiveness of plan implementation.
- 1.1.9. Explore company values, vision and mission statement.

Performance Standard 1.2: Organizing Function

- 1.2.1. Explain the importance of organizing for the business.
Explain how the organizing function relates to using various resources to accomplish
- 1.2.2. strategic goals.
- 1.2.3. Explain the advantages and disadvantages of centralization and decentralization.
Describe how the organization provides for accountability through authority and
- 1.2.4. responsibility.
- 1.2.5. Demonstrate ability to delegate responsibilities.
- 1.2.6. Develop procedures for efficient workflow.
- 1.2.7. Prepare an agenda and conduct an orderly meeting.

Performance Standard 1.3: Directing Function

- 1.3.1. Identify the need for leadership.
- 1.3.2. Identify leaders.
- 1.3.3. Describe leadership qualities (e.g., personality traits) of effective leaders.
Compare and contrast alternative leadership styles and the appropriate style for a given
- 1.3.4. situation.
- 1.3.5. Compare and contrast the leading/directing function to other management functions.
- 1.3.6. Describe management's role in stimulating innovation and creativity.

Performance Standard 1.4: Controlling and Evaluating Functions

- 1.4.1. Define the control function and discuss how to apply it to one's life.
- 1.4.2. Discuss why the control function is used in business.
- 1.4.3. Determine the controlling strategy to be used for a given business situation
Determine alternative actions when goals are not being met in a specific situation (e.g.,
- 1.4.4. changing goals, changing strategies)
Prepare managerial reports about production, personnel, equipment, and operational
- 1.4.5. costs.

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CONTENT STANDARD 1.0: ELEMENTS AND PRINCIPLES OF DESIGN AND VISUAL COMMUNICATION

Performance Standard 1.1: Elements of Design

- 1.1.1. Identify, analyze, and implement the application of color, line, shape, texture, size, and value in design.

Performance Standard 1.2: Principles of Design

- 1.2.1. Analyze and incorporate the principles of design (i.e. balance, contrast, alignment, rhythm, repetition, proximity, movement, harmony, emphasis, unity, etc.) in graphic works.
- 1.2.2. Demonstrate the principles of design through various design techniques.

Performance Standard 1.3: Principles of Typography

- 1.3.1. Identify the anatomical components and qualities of type (i.e., x-height, ascenders, descenders, counters, etc.)
- 1.3.2. Apply and adjust formatting to type.
- 1.2.6. Demonstrate the relationship of typography and design through the construction of graphic works utilizing and manipulating type.

Performance Standard 1.4: Principles and Elements of Design to Layout

- 1.4.1. Apply effective use of negative space, composition, message structure, graphics, etc., to graphic works.
- 1.4.2. Create graphic works utilizing grids and templates.
- 1.4.3. Utilize rule of thirds, simplicity, and/or complexity, etc. in layout.
- 1.4.4. Demonstrate layout skills for print (i.e. magazines, yearbooks) and digital media (i.e. mobile devices, tablets).
- 1.4.5. Explain the importance of consistency of design.
- 1.4.6. Explain the importance of usability.
- 1.4.7. Describe visual hierarchy and how it is used in design to control the viewer's eyes.
- 1.4.8. Explain the methods used to control visual hierarchy.

CONTENT STANDARD 2.0: PROFESSIONAL COMMUNICATION

Performance Standard 2.1: Basic Communication Skills

- 2.1.1. Demonstrate effective business communication skills in a clear, courteous, concise, and correct manner on personal and professional levels.
- 2.1.2. Demonstrate through vocal expression and listening skills in a clear, courteous, concise, and correct manner on personal and professional levels.
- 2.1.3. Demonstrate ability to give and receive constructive feedback, i.e. debrief a project not defend a project.
- 2.1.4. Demonstrate appropriate communication skills i.e. telephone, texting, social media.
- 2.1.5. Converse appropriately in a business, social, and media situations.
- 2.1.6. Explain the importance of developing a message for a specific audience.

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- 2.1.7. Synthesize information collected from communications with various stakeholders.

CONTENT STANDARD 3.0: EDITING AND PROOFREADING SKILLS

Performance Standard 3.1: Proofreading Skills

- 3.1.1. Demonstrate ability to proofread and edit various forms of copy for different audiences.
- 3.1.2. Demonstrate knowledge of electronic proofreading skills.
- 3.1.3. Demonstrate knowledge of digital copy proofing, editing and correcting.
- 3.1.4. Understand how to use software to track changes.

CONTENT STANDARD 4.0: ETHICAL AND LEGAL ISSUES RELATING TO DIGITAL COMMUNICATIONS

Performance Standard 4.1: Copyright and Intellectual Property Law

- 4.1.1. Understand copyright law, fair use, and intellectual property.
- 4.1.2. Understand the use of Creative Commons, (including font usage, photography, illustration, audio, and video rights).
- 4.1.3. Understand laws governing copyright, intellectual property (including font usage, photography, illustration, audio and video rights), and software licensing.
- 4.1.4. Understand laws governing brand issues, trademark, and other proprietary rights.
- 4.1.5. Discuss consequences of violating copyright, privacy, and data security laws.
Define and debate fair use including authorships, rights of use for work and likeness, and credit lines.
- 4.1.6. Model fair use in production of visual communication products.
- 4.1.7. Understand creative commons, the concept of usage rights versus ownership rights, and the importance of using a release form.

CONTENT STANDARD 5.0: PORTFOLIO

Performance Standard 5.1: Portfolio Development

- 5.1.1. Develop portfolio that include various types of media, i.e. video, print, web, or graphic design.
- 5.1.2. Recognize that portfolios are dynamic and require variety and frequent updates.

Performance Standard 5.2: Evaluating Portfolios

- 5.2.1. Use a self-evaluation rubric.
- 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 6.0: CONTENT STRATEGY

Performance Standard 6.1: Content

- 6.1.1. Develop and use project plans e.g. goal, concept development, calendar, timelines, final deadlines.
- 6.1.2. Understanding the appropriate distribution method for content.
- 6.1.3. Understand your audience and their needs.

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- 6.1.4. Understand how to develop consistent voice, e.g. creative content feels the same across mediums.

Performance Standard 6.2: Branding and Corporate Identity

- 6.2.1 Analyze branding and corporate identity, its purpose and constituents.
6.2.2. Create a visual that appropriately represents the brand's identity in multiple media formats.

CONTENT STANDARD 7.0: GRAPHIC COMMUNICATION PRODUCTION

Performance Standard 7.1: History of Graphic Design

- 7.1.1 Identify art movements of the past and current societal trends, and describe how they impact graphic design.
7.1.2 Describe the presence of graphic design in our culture.
7.1.3 Knowledge of the terminology used in the graphic design industry.

Performance Standard 7.2: Image Creation and Manipulation

- 7.2.1. Demonstrate the use of appropriate applications of vector-based and bitmap images.
7.2.2. Use a variety of devices and media to import/download photos, images, and other digital media content.
7.2.3. Incorporate the use of image manipulation and illustration software into final products.
7.2.4. Apply nondestructive image editing techniques such as layering and masking.
7.2.5. Practice using different selection tools and techniques to manipulate images.
7.2.6. Practice image composition, cropping, and the use of vector paths and raster channels in saving and creating complex masks.
7.2.7. Practice composition and cropping.
7.2.8. Analyze differences and appropriate applications of vector-based and bitmap images.
7.2.9. Use a variety of devices and media to import/download photos, images, and other digital media content.

Performance Standard 7.3: Media Outputs

- 7.3.1. Use appropriate resolution, compression, and file formats for various media outputs including web, video, audio, and print.
7.3.2. 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.
7.3.3. Understand the difference between gray scale, spot color, and process colors.

CONTENT STANDARD 8.0: VIDEO EDITING

Performance Standard 8.1: Industry Terminology and Roles

- 8.1.1. Knowledge of the terminology used in the video industry.
8.1.2. Understand the roles and responsibilities of the digital video industry.

Performance Standard 8.2: History of the Video Industry

- 8.2.1. Research the history of technologies that advanced the video, web and graphic industry.
8.2.2. Describe past and present styles, and how they will affect future styles in the graphic design industry.
8.2.3. Identify art movements of the past and current societal trends, and describe how they impact graphic design.

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- 8.2.4. Describe the importance of graphic design's influence on society.

Performance Standard 8.3: Pre-Production and Planning

- 8.3.1. Demonstrate consistent and logical naming conventions and document filing skills.
- 8.3.2. Demonstrate storyboard design and implementation.
- 8.3.3. Identify of the goal of the video.
- 8.3.4. Develop, read, write, and understand a script.
- 8.3.5. Determining the right format for the content e.g. promo, PSA, documentary.
- 8.3.6. Coordinate and communicate with an on-air talent.

Performance Standard 8.4: Production

- 8.4.1. Preparing and scouting a location.
- 8.4.2. Identify how to implement film theory i.e. knowing the type of shots and why you need those kind of shots.
- 8.4.3. Understand how and when to use lighting.
- 8.4.4. Understand how to produce quality audio.

Performance Standard 8.5: Post Production

- 8.5.1. Produce video: import video, edit video, sound, music, visual effects, and motion graphics.
- 8.5.2. Export video: choose appropriate file format for display medium.
- 8.5.3. Demonstrate editing techniques that present continuity, emphasis and pace.

CONTENT STANDARD 9.0: UNDERSTAND WEB PAGE DEVELOPMENT

Performance Standard 9.1: Use Standards-Compliant HTML to Create Basic Web Pages

- 9.1.1. Describe how the Internet and the World Wide Web work.
- 9.1.2. Understand the Web site development process.
- 9.1.3. Investigate Accessibility Standards.
- 9.1.4. Investigate roles and responsibilities behind the development of a Web site.
- 9.1.5. Understanding the Web design environment.
- 9.1.6. Create conventions for filenames and URLs and directory structure.
- 9.1.7. Identify and use tags on a Web page.
- 9.1.8. Document HTML code using comments.
- 9.1.9. Save a text document as an HTML file.
- 9.1.10. Specify Headings.
- 9.1.11. Format Web page text.
- 9.1.12. Insert HTML entities, superscripts, and subscripts.
- 9.1.13. Create a horizontal rule.
- 9.1.14. Create ordered and unordered lists.
- 9.1.15. Create tables.
- 9.1.16. Learn where to place anchors on a web page.
- 9.1.17. Create links.
- 9.1.18. Create links to e-mail.

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- 9.1.19. Embed Widgets on a Web page.
- 9.1.20. Use the element.
- 9.1.21. Use an image as a link.
- 9.1.22. Organize files in your web directory.
- 9.1.23. Understand paths and their application to links.
- 9.1.24. Demonstrate an understanding of traffic and analytics.

Performance Standard 9.2: Use Styles to Format Web Pages

- 9.2.1. Identify the differences between HTML and CSS.
- 9.2.2. Write CSS Styles.
- 9.2.3. Create an embedded style.
- 9.2.4. Understand and use the font property.
- 9.2.5. Control line spacing and white space.
- 9.2.6. Change foreground and background colors on a Web page with and without CSS.
- 9.2.7. Create and apply inline styles.
- 9.2.8. Use classes to style several tags.

Performance Standard 9.3: Demonstrate an Understanding of Advanced CSS Selectors and Properties

- 9.3.1. Identify and create dependent and independent classes.
- 9.3.2. Use external style sheets to format several Web pages.
- 9.3.3. Understand how to position text on a Web page.
- 9.3.4. Use the tag.
- 9.3.5. Use the <div> tag.
- 9.3.6. Investigate the box model.
- 9.3.7. Explore the padding, margin, and border properties.
- 9.3.8. Group links on a page.
- 9.3.9. Use CSS to style links.
- 9.3.10. Create a stylized navigation.

CONTENT STANDARD 10.0: UNDERSTAND WEB PAGE DESIGN AND LAYOUT

Performance Standard 10.1: Demonstrate understanding of Color Theory as it Applies to Web Design and Development

- 10.1.1. Explore Web Design Fundamentals and design theory.
- 10.1.2. Understand graphics file formats (vector versus raster).
- 10.1.3. Utilize graphics editors.
- 10.1.4. Understand computer color basics.

CONTENT STANDARD 11.0: UNDERSTAND INTEGRATION OF WEB PAGE CONTROLS

Performance Standard 11.1: Demonstrate the Ability to Use Design and Layout Web Forms

- 11.1.1. Create an HTML form.
- 11.1.2. Create fields for text.

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- 11.1.3. Create text boxes.
- 11.1.4. Understand how to choose appropriate form controls.
- 11.1.5. Create radio buttons, check boxes, and list boxes.
- 11.1.6. Create selection lists.
- 11.1.7. Talk about HTML Form validation (but don't use).

CONTENT STANDARD 12.0: UNDERSTAND WEB RELATED PLANNING AND ORGANIZATIONAL STANDARDS

Performance Standard 12.1: Demonstrate Understanding of Site Organization and Navigation Principles

- 12.1.1. Create usable navigation.
- 12.1.2. Build text-based navigation.
- 12.1.3. Use graphics for navigation and linking.
- 12.1.4. Use lists for navigation.
- 12.1.5. Build horizontal navigation bars.
- 12.1.6. Build vertical navigation bars.
- 12.1.7. Use background color and graphics to enhance navigation.
- 12.1.8. Create hover rollovers.

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- 1.4.6. Evaluate job applicants based upon interviews.

CONTENT STANDARD 2.0: FINANCIAL DECISION MAKING

Performance Standard 2.1: Internal and External Financial Statements

- 2.1.1. Describe why financial statements are important
2.1.2. Analyze and interpret data on financial statements

Performance Standard 2.2: Financial Data in Planning

- 2.2.1. Distinguish between short- and long-term plans.
2.2.2. Describe how a sales forecast can be a short- or long-term plan.

Performance Standard 2.3: Funding Sources

- 2.3.1. Identify traditional sources for securing financing.
2.3.2. Compare and contrast traditional and nontraditional sources for securing financing.
2.3.3. Identify the relationships among price, market share, and profitability.

CONTENT STANDARD 3.0: COMPETITIVE ANALYSIS AND MARKETING STRATEGIES

Performance Standard 3.1: Business Competition

- 3.1.1. Identify ways businesses compete with one another (e.g., quality, service, status, price).
3.1.2. Define market share.
3.1.3. Compare and contrast various forms of competition (e.g., pure competition, oligopoly, monopolistic).
3.1.4. Describe how various laws impact competition (e.g., Sherman Act, Robinson-Patman).

Performance Standard 3.2: Competitive Advantage

- 3.2.1. Calculate the return on investment when given a set of financial data.
3.2.2. Describe ways to increase market share.
3.2.3. Analyze relative competitive strengths and weaknesses using appropriate tools [e.g., strengths, weaknesses, opportunities, threats (SWOT)].

Performance Standard 3.3: Internal Comparisons and External Research Services

- 3.3.1. Explain the purposes of external research services and explain why businesses use them for competitive purposes.
3.3.2. Explain the purposes of internal research services and why businesses use them (e.g., consumer affairs, consumer panels, and marketing research).
3.3.3. Describe why an ongoing analysis of customer satisfaction is necessary for attaining competitive advantage.

CONTENT STANDARD 4.0: HUMAN RESOURCE MANAGEMENT

Performance Standard 4.1: Employee Development

- 4.1.1. Explain why orientation and ongoing training are needed for successful employee performance.
4.1.2. State why professional development is a shared responsibility between the business and the individual.
4.1.3. Identify different types of orientation and training needed.
4.1.4. Explain the relationship of continuous training to professional development.
4.1.5. Identify the benefits of other forms of employee development (e.g., workshops, conferences, course work, and professional associations).

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- 4.1.6. Determine preventive actions for office communication problems.
- 4.1.7. Describe diversity and explain why it matters (e.g. social media).

Performance Standard 4.2: Evaluation

- 4.2.1. Explain the need for employee evaluation.
- 4.2.2. Explain how employees are evaluated.
- 4.2.3. Identify the consequences to employees of positive or negative performance appraisals.
- 4.2.4. Describe the procedures used in the evaluation process and why they are needed.
- 4.2.5. Design an evaluation system.
- 4.2.6. Describe the legal implications of using performance appraisals to terminate or demote employees.
- 4.2.7. Choose appropriate action in solving problems involving violation of business principles.

Performance Standard 4.3: Recruiting and Selection

- 4.3.1. Identify recruiting sources of new employees.
- 4.3.2. Identify methods used to recruit and select employees.
- 4.3.3. Complete a job application form.
- 4.3.4. Describe legislation affecting the selection process and why it is important (e.g., affirmative action, right to privacy).
- 4.3.5. Identify common selection tools and determine why they are used (e.g., interview, tests, reference checks).
- 4.3.6. Develop a job description and determine how it will be used in the recruiting process.

Performance Standard 4.4: Labor Contract Implementation

- 4.4.1. Describe the common elements of a labor contract.
- 4.4.2. Outline the procedures involved in the grievance process.
- 4.4.3. Discuss the role of human resources personnel in the collective bargaining process.

Performance Standard 4.5: Compensation, Promotion, Benefits, and Incentives

- 4.5.1. Identify benefits available to all employees.
- 4.5.2. Explain the methods used to compensate employees (e.g., wages, salary, commission).
- 4.5.3. Identify various career paths available to employees.
- 4.5.4. Calculate wages paid under various compensation methods.
- 4.5.5. Describe policies and procedures used to manage compensation (e.g., company performance, benchmarking, profit sharing).
- 4.5.6. Establish criteria for promoting employees.
- 4.5.7. Describe the relative merits and possible disadvantages of internal promotion vs. hiring from outside.

Performance Standard 4.6: Separation, Termination and Transition

- 4.6.1. Define the concept of downsizing and why it occurs.
- 4.6.2. Describe programs available to assist displaced employees.
- 4.6.3. Discuss how internal and external factors can affect downsizing (e.g., economy, competition, government regulations).
- 4.6.4. Identify the consequences of downsizing on the individual, the company, the economy, and society.

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- 4.6.5. Discuss whether a company has a responsibility to provide retraining programs and severance packages for displaced workers.

Performance Standard 4.7: Labor Legislation

- 4.7.1. Describe how the workplace has changed as a result of labor legislation (e.g., drug testing, ADA, sexual harassment, safety).
- 4.7.2. Describe why the workplace has changed as a result of labor legislation.
- 4.7.3. Discuss the viability of specific labor legislation.
- 4.7.4. Discuss the effect of legislation has had on company productivity and profitability.

Performance Standard 4.8: Internal Communications

- 4.8.1. Describe the methods used by management to communicate with employees (e.g., formal and informal).
- 4.8.2. Demonstrate the effective use of various communication methods.
- 4.8.3. Differentiate among the various electronic and non electronic telecommunication methods.
- 4.8.4. Explain the importance of timely communication of information pertinent to employees.

CONTENT STANDARD 5.0: ORGANIZATIONAL STRUCTURE

Performance Standard 4.1: Basic Organizational Structures

- 5.1.1. Identify the levels of management.
- 5.1.2. Describe line vs. staff departments and the authority relationship between them.
- 5.1.3. Differentiate between tall and flat organizational structures.

Performance Standard 5.2: Business Ownership

- 5.2.1. Identify and provide examples of basic ownership forms.
- 5.2.2. Compare and contrast the forms of business ownership.
- 5.2.3. Identify variations of basic ownership forms (e.g., franchises, employee stock ownership programs).

Performance Standard 5.3: Organizational Models

- 5.3.1. State the advantages and disadvantages of the team concept to the organization.
- 5.3.2. Discuss the interrelationships of a variety of organizational models (e.g., line, line and staff, functional).
- 5.3.3. Analyze organizational charts and determine how they need to be modified.
- 5.3.4. Design an organizational chart.
- 5.3.5. Describe the effects of group dynamics on group decision making and consensus building.

CONTENT STANDARD 6.0: GENERAL MANAGMENET SKILLS

Performance Standard 6.1: Time Management Skills

- 6.1.1. Discuss the importance of time management, both professionally and personally, including the consequences of poor time management skills.
- 6.1.2. Perform a personal time management analysis for a given period of time.

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- 6.1.3. Develop a time management plan using cases and simulations.

Performance Standard 6.2: Technology in Management

- 6.2.1. Describe the role of technology in the overall management process.
6.2.2. Use current technology in various facets of the managerial process.

Performance Standard 6.3: Networking Skills

- 6.3.1. Describe the advantages of networking in order to achieve personal and professional advancement.
6.3.2. Identify available resources inside and outside of the school useful for making professional contacts (e.g., career development centers, business schools, alumni, business leaders).
6.3.3. Develop liaisons with community and professional organizations using strategies such as internships, volunteer work, and membership in organizations.
6.3.4. Demonstrate a knowledge of professional organizations.

Performance Standard 6.4: Entrepreneurial Thinking

- 6.4.1. Define the entrepreneurial way of thinking and describe why it is important (e.g. opportunity recognition).
6.4.2. Use the entrepreneurial way of thinking in one's own life.
6.4.3. Apply the entrepreneurial way of thinking to solving managerial problems.

CONTENT STANDARD 7.0: KNOWLEDGE OF ETHICS

Performance Standard 7.1: Ethics in Decision Making

- 7.1.1. Describe a personal code of ethical behavior.
7.1.2. Explain the importance of trust for the successful conduct of business.
7.1.3. Give examples of how unethical behavior results in higher prices for consumers (e.g., insurance fraud).
7.1.4. Describe how and why different cultures have different ethical systems.
7.1.5. Explain the difference between ethics and governmental regulations.
7.1.6. Describe a business code of ethical behavior.
7.1.7. Give examples of how unethical behavior leads to governmental regulations.
7.1.8. Determine appropriate action in situations requiring application of business ethics.
7.1.9. Explain the law of precedent in the legal system.
7.1.10. Discuss legislation related to technology with a focus on electronic transitions, computers, and the internet.

Performance Standard 7.2: Code of Ethics

- 7.2.1. Identify ethical considerations resulting from technological advances (e.g., computer snooping or hacking).
7.2.2. Identify ethical considerations resulting from increasing international competition (e.g., dumping goods on the market at below-cost prices; and trading with countries where unfair labor practices, bribery, and human rights violations exist).
7.2.3. Identify ethical considerations resulting from increasing business positioning with politicians (e.g., should gifts, lobbying, and honoraria be given to political leaders for business gain?)

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- 7.2.4. Identify ethical considerations involving employer/employee relationships (e.g., poor working conditions, hours wasted on the job, employee theft).
- 7.2.5. Identify ethical considerations affecting consumers (e.g., false advertising, shoplifting).
- 7.2.6. Select the best ways to handle confidential information.
- 7.2.7. Examine the role of social responsibility in decision making.

Performance Standard 7.3: Social Responsibility

- 7.3.1. Define social responsibility.
- 7.3.2. Identify ways in which a business organization demonstrates social responsibility.
- 7.3.3. Identify ways in which a business organization demonstrates social responsibility toward its internal and external stakeholders.
- 7.3.4. Discuss the impacts resulting from business organizations being socially responsibility toward their internal and external stakeholders.
- 7.3.5. Recognize the long-term impact of practicing social responsibility.
- 7.3.6. Identify government regulations that have resulted from social irresponsibility.

CONTENT STANDARD 8.0: GOVERNMENT REGULATIONS AND SOCIAL RESPONSIBILITY

Performance Standard 8.1: Government Regulations

- 8.1.1. Compare the relative merits of having more vs. less government regulation of business.
- 8.1.2. Identify the effects regulation has had on specific industries (e.g., long-distance telephone service).
- 8.1.3. Compare specific government regulations and their impact on doing business both domestically and internationally.
- 8.1.4. Identify the regulating responsibilities held by various government agencies (e.g., FTC, USDA, CPSC).
- 8.1.5. Discuss how business influences government regulation (e.g., through lobbying).

Performance Standard 8.2: Community Involvement

- 8.2.1. Discuss why the definition of “community” (e.g., local area, regional area, national, international) differs among businesses.
- 8.2.2. Identify specific ways in which a company can help its community (e.g., jobs, taxes, contributions to special community projects).
- 8.2.3. Explain the pros and cons of various levels of community involvement by a business.

CONTENT STANDARD 9.0: FUNCTIONS OF ORGANIZED LABOR

Performance Standard 9.1: Roles of Organized Labor and its Influences

- 9.1.1. Describe the history of the labor movement and why unions were organized.
- 9.1.2. Describe the collective bargaining process including the use of mediators and arbitrators.
- 9.1.3. Describe legal strategies used by labor and management to gain competitive advantage in contract negotiations (e.g., strikes, boycotts, layoffs, lockouts).
- 9.1.4. Identify federal legislation which has affected organized labor and management and explain its effect.
- 9.1.5. Explain why the participation of workers in labor unions has changed.
- 9.1.6. Describe illegal strategies which have been used by labor and management to gain competitive advantage (e.g., wildcat strikes, secondary boycotts, preventing workers

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from forming unions).

- 9.1.7. Describe the changing provisions for the labor contract and reasons for such changes.
- 9.1.8. Describe the process involved in forming and operating a labor union.

CONTENT STANDARD 10.0: OPERATIONS MANAGEMENT

Performance Standard 10.1: Operations Management Principles and Procedures

- Describe the importance of maintaining close working relationships with external suppliers.
- 10.1.1. Identify the factors considered when selecting suppliers (e.g., quality, price, reliable delivery).
- 10.1.2. Identify sources for raw materials and parts, both domestic and international.
- 10.1.3. Compare and contrast the production of parts internally vs. procurement from external sources.
- 10.1.4.

Performance Standard 10.2: Managing Inventory

- 10.2.1. Identify the problems associated with having too much or too little inventory.
- 10.2.2. Apply methods used to count and inspect incoming inventory.
- 10.2.3. Identify the basic forms of inventory carried by a manufacturing firm (e.g., materials and parts, work in process, finished goods).
- 10.2.4. Identify appropriate situations in which a Just-In-Time inventory system can and should be used.
- 10.2.5. Develop a system for maintaining inventory system can and should be used.
- 10.2.6. Develop a system for maintaining inventory control (e.g., receiving, tracking, securing, reordering).

CONTENT STANDARD 11.0: POSITIVE CUSTOMER RELATIONS

Performance Standard 11.1: Positive Relationships to Enhance Company Image

- 11.1.1. Evaluate the nature of positive customer relations.
- 11.1.2. Demonstrate a customer service mindset.
- 11.1.3. Apply business policies to respond appropriately to customer inquiries.
- 11.1.4. Explain management's role in customer relations.

Performance Standard 11.2: Resolving Conflicts to Encourage Repeat Business

- 11.2.1. Resolve difficult customer situations.
- 11.2.2. Formulate solutions to customer/client complaints.

Performance Standard 11.3: Brand Promise

- 11.3.1. Describe a company's brand promise.
- 11.3.2. Determine ways of reinforcing a company's image through employee performance.

Performance Standard 11.4: Customer Relationship Management

- 11.4.1. Discuss the nature of customer relationship management.
- 11.4.2. Explain the role of ethics in customer relationship management.
- 11.4.3. Describe the use of technology in customer relationship management.

CONTENT STANDARD 12.0: PROJECT MANAGEMENT

Performance Standard 12.1: Project Plan

- 12.1.1. Prepare and critique a project plan.

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- 12.1.2. Explain the importance of organizing the implementation of the plan.
 - 12.1.3. Explain the various resources available to accomplish the goal of plan implementation.
 - 12.1.4. Describe the elements of project delegation.
Describe how proper implementation of human resources provides accountability by
 - 12.1.5. delegating authority and responsibility.
 - 12.1.6. Implement the plan.

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CONTENT STANDARD 1.0: DIGITAL MEDIA PRODUCTION INDUSTRY

Performance Standard 1.1: Awareness of History that led to Current Practices

- 1.1.1. Be aware of the influence of mass media on society throughout history and today

Performance Standard 1.2: Industry Ethics and Laws

- 1.2.1. Define terms applicable to ethics and laws (e.g. plagiarism, copyright law, libel, slander, etc.)
- 1.2.2. Discuss how to legally obtain and use source materials for production purposes.
- 1.2.3. Explain copyright laws/issues that pertain to digital media production.
- 1.2.4. Summarize legal and ethical acquisition and use of digital materials, giving attribution using established methods.
- 1.2.5. Understand the Role of the Federal Communications Commission (FCC).
- 1.2.6. Discuss Digital Media consents for assigned projects.
- 1.2.7. Discuss the First Amendment guarantees relating to Digital Media.
- 1.2.8. Explain proper attribution (citing) procedures.

Performance Standard 1.3: Stages of the Digital Media Process

- 1.3.1. Determine appropriate digital media platform.
- 1.3.2. Formulate budget guidelines.
- 1.3.3. Conduct a pre-production meeting to create a production plan, and location scouting.
- 1.3.4. List the components of the production phase (e.g. selecting equipment, operating equipment, interviewing, directing, lighting, and audio, etc.)
- 1.3.5. List steps in conducting a post-production meeting.

Performance Standard 1.4: Various Roles in Digital Media

- 1.4.1. Summarize and assign the roles of various personnel for video production projects (e.g., producer, director, editor, camera operator, etc.)
- 1.4.2. Develop appropriate industry specific communication skills when working with clients, crews, and talent.

Performance Standard 1.5: Explore Careers in Digital Media

- 1.5.1. Research opportunities found within the digital media production industry.

CONTENT STANDARD 2.0: SAFETY AND PERSONAL RESPONSIBILITY

Performance Standard 2.1: Orderly and Safe Work Environment

- 2.1.1. Identify and locate all safety equipment in media labs and on location (e.g., first aid kit, fire extinguisher, etc.)
- 2.1.2. Discuss safety precautions and practices.
- 2.1.3. Demonstrate the safe usage of appropriate tools and the proper operation of equipment.
- 2.1.4. Maintain and trouble shoot tools and equipment.

Performance Standard 2.2: Personal Responsibility and Professionalism

- 2.2.1. Exhibit professional conduct and work ethics in the development of productions.
- 2.2.2. Discuss giving and responding to constructive criticism.

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- 2.2.3. Dress professionally and appropriately as per assignment.
- 2.2.4. Exhibit ability to follow directions.

CONTENT STANDARD 3.0: DIGITAL MEDIA PRODUCTION EQUIPMENT

Performance Standard 3.1: Camera Operation and Techniques

- 3.1.1. Select, operate and exhibit correct use of video cameras for project specifications.
- 3.1.2. Demonstrate the functions and uses of camera mounting devices (e.g., tripods, Steadicam, monopods, etc).
- 3.1.3. Demonstrate types of camera angles and movements.
- 3.1.4. Demonstrate an understanding of the rule of thirds.
- 3.1.5. Demonstrate different shot compositions (e.g., medium shot, close up, long shot, etc.)
- 3.1.6. Demonstrate shot flow including sequencing and continuity.
- 3.1.7. Demonstrate understanding of white balance settings.
- 3.1.8. Connect various pieces of video equipment using proper cables and/or adaptors.

Performance Standard 3.2: Audio Equipment Operation

- 3.2.1. Identify, compare and contrast the types, uses, and pick-up patterns of various microphones.
- 3.2.2. Demonstrate proper placement of microphones for effective audio.
- 3.2.3. Connect microphone(s) to various audio equipment using the proper cables and/or adapters.
- 3.2.4. Record a short audio sequence, properly monitoring the sound level.
- 3.2.5. Identify and correct sources of interference and poor sound quality.
- 3.2.6. Demonstrate the use of mixing multiple sources in live and post-production settings.
- 3.2.7. Identify the difference between mic and line levels.

Performance Standard 3.3: Proper Lighting Techniques

- 3.3.1. Identify and explain the use of basic lighting equipment.
- 3.3.2. Demonstrate one, two and three point lighting techniques.
- 3.3.3. Utilize various light sources (e.g., natural light, reflectors, portable lights, etc.)
- 3.3.4. Explain and demonstrate the use of lighting techniques in creating composition, visual continuity, mood, and color temperature.

Performance Standard 3.4: Effective Use of Visual Effects and Computer Graphics

- 3.4.1. Use Chroma key techniques for composing (e.g., green screen, virtual sets, weather maps, etc.)
- 3.4.2. Discuss text, fonts, colors, title safe area, lower thirds, and placement.
- 3.4.3. Enhance a project using appropriate graphics.
- 3.4.4. Enhance a project using appropriate visual effects (e.g., picture-in-picture, motion graphics, etc.)

CONTENT STANDARD 4.0: WRITING FOR DIGITAL MEDIA

Performance Standard 4.1: Conduct Research for Projects

- 4.1.1. Identify potential biases when selecting interviewees.
- 4.1.2. Identify resources to conduct research.

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- 4.1.3. Identify and utilize primary and secondary sources.
- 4.1.4. Apply active research methods (e.g., critical reading, personal interviews, credible sources, use of surveys, etc.)
- 4.1.5. Demonstrate effective note-taking skills.
- 4.1.6. Attribute all sources correctly.

Performance Standard 4.2: Scripts and Storyboards

- 4.2.1. Determine appropriate script writing formats for various production types (e.g., news story, commercial, sports, PSA, narrative, etc.)
- 4.2.2. Write scripts that contain a logical beginning, middle and end.
- 4.2.3. Write scripts that convey a variety of story elements (e.g., VO, SOT, VO/SOT, news packages, etc.).
- 4.2.4. Describe components of a two-column script.
- 4.2.5. Explain components of a storyboard (e.g., camera, angles, locations, shots, movements, etc.)
- 4.2.6. Translate from written scripts to storyboards when appropriate.

Performance Standard 4.3: Interviewing Skills

- 4.3.1. Develop open-ended questions to elicit in-depth responses.
- 4.3.2. Select interviewee(s) appropriate for the topic.
- 4.3.3. Select a location that enhances the interview.
- 4.3.4. Contact interviewee(s) and schedule interview(s).
- 4.3.5. Recognize the differences between biased and unbiased questions and answers.
- 4.3.6. Ask questions coherently and concisely, using proper grammar.
- 4.3.7. Demonstrate effective listening skills.
- 4.3.8. Improvise questions based on the interviewee's responses.

CONTENT STANDARD 5.0: INDUSTRY STANDARD PRODUCTION PRACTICES

Performance Standard 5.1: Appropriate Field Production (EFP) Practices

- 5.1.1. Evaluate possible shooting locations for a project (e.g., sound, lighting, environment, etc.)
- 5.1.2. Perform field production jobs to include cameras, lighting, sound technicians, or multitask.
- 5.1.3. Demonstrate basic field camera operations to reflect each location.
- 5.1.4. Determine camera shooting techniques appropriate for the production, such as shot composition, angle, and use of mounting devices.
- 5.1.5. Create a project outside the studio using field equipment and techniques.
- 5.1.6. Assess location hazards and safety issues and appropriately deal with safety issues.
- 5.1.7. Demonstrate how to properly wrap cables using the over under technique.
- 5.1.8. Know how to use zebras, histograms, and waveform monitors when adjusting camera exposure.
- 5.1.9. Be able to use phone apps or other electronic methods to relay scripts, video, and other data between the field and the studio.

Performance Standard 5.2: Appropriate Studio Operation

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- 5.2.1. Demonstrate the setup and operation of basic studio equipment (e.g., switcher, teleprompter, recording unit, software, etc.)
- 5.2.2. Demonstrate understanding of the jobs necessary for a studio production (e.g., director, technical director (TD), audio engineer, recording/playback engineer, etc.)
- 5.2.3. Demonstrate basic studio camera operation.
- 5.2.4. Create and incorporate titles and other graphics in a studio production.
- 5.2.5. Use proper studio lighting.
- 5.2.6. Create a project inside the studio environment.
- 5.2.7. Assess location hazards and safety issues and appropriately deal with safety issues.
- 5.2.8. Demonstrate appropriate on-camera performance skills (e.g., appearance, gestures, posture, etc.)
- 5.2.9. Select clothing, makeup, and accessories, appropriate for use on-camera in a specific production.

Performance Standard 5.3: On-Camera Delivery

- 5.3.1. Demonstrate understanding of appropriate speaking skills for an on-camera performance (e.g., pitch, tone, emphasis, inflection, enunciation, timing, etc.)
- 5.3.2. Read for a camera using a teleprompter or cue cards.

CONTENT STANDARD 6.0: UNDERSTAND THE EDITING PROCESS

Performance Standard 6.1: Understand File Format and Data Management

- 6.1.1. Differentiate between digital video files, still images, and audio files.
- 6.1.2. Create, compress, and convert digital video files, still images, audio files, and graphic files in various formats, and codecs.
- 6.1.3. Explain the need for data management.
- 6.1.4. Demonstrate appropriate data management practices.

Performance Standard 6.2: Operate Software for Digital Editing

- 6.2.1. Organize and evaluate materials for editing.
- 6.2.2. Capture/import source materials.
- 6.2.3. Manipulate video (i.e., color, motion, filters, and transitions).
- 6.2.4. Utilize visual techniques to enhance the final product (i.e., animation, and graphics).
- 6.2.5. Use multiple audio sources to complete a project (e.g., sound effects, room tone, music, etc.)
- 6.2.6. Adjust audio levels for a single or multiple tracks.
- 6.2.7. Use audio to enhance a final product.
- 6.2.8. Export a project to appropriate media.

Performance Standard 6.3: Understand the Principles of Editing

- 6.3.1. Explain the Impact of editing on continuity, performance, emphasis, and flow.
- 6.3.2. Apply the principals of editing to a production project.

Performance Standard 6.4: Evaluate the Project

- 6.4.1. Evaluate content for message effectiveness and bias (i.e., does it tell the complete story?)

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- 6.4.2. Assess video/audio quality for levels and clarity.
 - 6.4.3. Revise work based on critiques.

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CONTENT STANDARD 1.0: HISTORY, EVOLUTION, AND CURRENT TRENDS OF TECHNOLOGY

Performance Standard 1.1: The Role and Development of Photography in Past Present Cultures and Current Trends

- 1.1.1. Write a critique of a well-known photograph or photographer.
- 1.1.2. Describe the significance of influential historical photographers.
- 1.1.3. Research significant developments, advancements and current trends in the evolution of photography.
- 1.1.4. Identify key people and major developments involved in the advancement of digital imaging technology.
- 1.1.5. Compare characteristics of photography, within a particular historical period, including the following: style, ideas, issues, or themes in the humanities or sciences

CONTENT STANDARD 2.0: LEGAL AND ETHICAL ISSUES RELATED TO PHOTOGRAPHY

Performance Standard 2.1: Legal and Ethical Photographic Practices

- 2.1.1. Describe a photographer's legal rights and responsibilities.
- 2.1.2. Explain and practice the proper use of release forms.
- 2.1.3. Explain libel, privacy, and copyright laws as they apply to photography.
- 2.1.4. Describe ethics related to issues of privacy.
- 2.1.5. Practice ethical and legal use of social media and online platforms.
- 2.1.6. Debate the concept of censorship.
- 2.1.7. Describe ethical issues related to image manipulation.
- 2.1.8. Debate the 'fair-use' law.
- 2.1.9. Understand the management of metadata.

CONTENT STANDARD 3.0: ELEMENTS AND PRINCIPLES OF DESIGN COMPOSITION AND CONTENT

Performance Standard 3.1: Elements of Design

- 3.1.1. Identify the applications of color, line, shape, texture, form, space, and value in photographs.
- 3.1.2. Analyze the use of color, line, shape, texture, form, space, and value in photographs.
- 3.1.3. Incorporate color, line, shape, texture, form, space, and value in photographs.

Performance Standard 3.2: Principles of Design

- 3.2.1. Identify the principals of design in photographs (e.g., balance, contrast, rhythm, repetition, movement, variety, emphasis, unity, etc.)
- 3.2.2. Analyze the principals of design in photographs (e.g., balance, contrast, rhythm, repetition, movement, variety, emphasis, unity, etc.)
- 3.2.3. Incorporate principles of design in photographs (e.g., balance, contrast, rhythm, repetition, movement, variety, emphasis, unity, etc.)

Performance Standard 3.3 Guidelines for Composition and Narrative

- 3.3.1. Identify and apply guidelines for composition (e.g. simplicity, rule of thirds, point of view, focal point, proportion/scale, framing, etc.)

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- 3.3.2. Use critical thinking skills to describe, interpret, analyze, and make judgments about composition

Performance Standard 3.4 Communicate a Narrative

- 3.4.1. Communicate a specific idea or narrative through a photographic imagery

CONTENT STANDARD 4.0: CAMERAS AND LENSES

Performance Standard 4.1: Cameras

- 4.1.1. Explain various kinds of cameras (e.g., pinhole, view camera, point-and-shoot, single-lens reflex, etc.)
- 4.1.2. Compare and contrast the advantages and disadvantages of various camera types.
- 4.1.3. Describe camera controls, lenses, accessories, and their function.
- 4.1.4. Demonstrate the proper handling of a digital camera.
- 4.1.5. Navigate menus of digital cameras

Performance Standard 4.2: Lenses

- 4.2.1. Define focal length and its effect on image composition.
- 4.2.2. Compare and contrast the relationship between focal length and shutter speed for handheld versus monopod/tripod based photography.
- 4.2.3. Explain the disadvantage of using a digital zoom feature.
- 4.2.4. Demonstrate correct lens care.
- 4.2.5. Explain the need to consider the conversion factor when using a standard lens on a digital body.
- 4.2.6. Demonstrate the uses of various types of lenses for different shooting situations.
- 4.2.7. Describe lens filters and their uses.

CONTENT STANDARD 5.0: EXPOSURE SETTINGS TO ACHIEVE DESIRED EFFECTS

Performance Standard 5.1: Proper Exposure Settings

- 5.1.1. Describe and utilize the basic elements of exposure (e.g., ISO, aperture, and shutter speed).
- 5.1.2. Accurately read, apply, and explain a histogram.
- 5.1.3. Demonstrate how to bracket exposures.
- 5.1.4. Calculate exposure equivalents.
- 5.1.5. Utilize appropriate shutter speed to create panned, blurred, and stop action photos.
- 5.1.6. Apply the appropriate aperture setting for deep or shallow depth of field.
- 5.1.7. List the factors that affect depth of field.
- 5.1.8. Explain how the environment can mislead the camera meter.
- 5.1.9. Experiment with aperture and shutter speed as creative controls to capture an image in a variety of ways.
- 5.1.10. Identify and apply various metering modes.

CONTENT STANDARD 6.0: LIGHT SOURCES

Performance Standard 6.1: Properties of Color and Quality of Light

- 6.1.1. Describe the difference between the additive and subtractive color systems.
- 6.1.2. Explain the importance of the color temperature of light to the appearance of colors in

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an image.

- 6.1.3. Explore various color spaces.
- 6.1.4. Set white balance to match light source.

Performance Standard 6.2: Ambient Lighting Techniques

- 6.2.1. Create photographs using direct, indirect, reflective, and diffused ambient light.
- 6.2.2. Manipulate and control existing light with light modifiers.
- 6.2.3. Demonstrate knowledge of how environmental conditions affect the quality of light and its effects on the subject.

Performance Standard 6.3: Utilize Artificial Light

- 6.3.1. Explore traditional studio portrait lighting set-ups (e.g., split, loop, Rembrandt, butterfly/Paramount, short, board).
- 6.3.2. Adjust lights to achieve specific lighting ratios.
- 6.3.3. Demonstrate proper use of a handheld light meter.
- 6.3.4. Utilize light modifiers to adjust the quality of light.
- 6.3.5. Explain and utilize correct sync speed.
- 6.3.6. Demonstrate the proper use of on or off-camera flash.

Performance Standard 6.4: Safe Use of Photographic Materials and Equipment

- 6.4.1. Recognize and implement safety protocols.
- 6.4.2. Demonstrate proper use of electrical cords and equipment.
- 6.4.3. Discuss safety measures needed during a photo shoot.

CONTENT STANDARD 7.0: DIGITAL WORKFLOW PROCESS

Performance Standard 7.1: Digital Asset Input and Management

- 7.1.1. Compare and contrast various file formats.
- 7.1.2. Determine correct file format and resolution for intended output.
- 7.1.3. Utilize file management and naming conventions to organize images.
- 7.1.4. Compare and contrast various media storage types (e.g., memory cards, flash drives, external hard drives, cloud, etc.)
- 7.1.5. Explore various input equipment such as scanners, mobile devices, etc.
- 7.1.6. Describe file search procedures to locate files.
- 7.1.7. Apply key wording conventions to images during import.
- 7.1.8. Explain the benefits of batch processing.

Performance Standard 7.2: Editing Techniques

- 7.2.1. Demonstrate understanding of global and local image enhancements using digital imaging software.
- 7.2.2. Demonstrate nondestructive editing techniques using digital imaging software.
- 7.2.3. Demonstrate digital manipulation (e.g., layers, layer mask, etc.)
- 7.2.4. Demonstrate image sizing, cropping, orientation, and resolution adjustment.
- 7.2.5. Apply image adjustments (e.g., levels, curves, contrast).
- 7.2.6. Explore restoration and retouching techniques.
- 7.2.7. Explore the importance of monitor and printer color management.

IDAHO MEDIA TECH-COMMERCIAL PHOTOGRAPHY PROGRAM STANDARDS

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Performance Standard 7.3: Effective Output Techniques

- 7.3.1. Save edited or modified digital images onto selected storage devices.
- 7.3.2. Determine appropriate resolution for intended output.
- 7.3.3. Describe and utilize appropriate secure backup procedures.
- 7.3.4. Utilize appropriate printer profiles (e.g., paper type, size, quality, color management).
- 7.3.5. Evaluate print quality and basic troubleshooting.

CONTENT STANDARD 8.0: PRESENTATION TECHNIQUES AND PORTFOLIO DEVELOPMENT

Performance Standard 8.1: Demonstrate knowledge in Displaying Printed Images

- 8.1.1. Critique work with constructive criticism.
- 8.1.2. Select work and present appropriately for display or exhibition.
- 8.1.3. Identify and demonstrate photographic presentation techniques.
- 8.1.4. Explore archival preservation of printed images.

Performance Standard 8.2: Create a Physical and Digital Portfolio

- 8.2.1. Select quality work and justify choice of specific images.
- 8.2.2. Create a professional digital and print portfolio for job or college placement.
- 8.2.3. Organize, maintain, and update portfolio for specific presentation.
- 8.2.4. Demonstrate proper use of materials and equipment necessary to create a presentation.

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IDAHO DENTAL ASSISTING PROGRAM STANDARDS

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CONTENT STANDARD 1.0: DENTAL PROFESSIONS

Performance Standard 1.1: Introduction to the Dental Field

- 1.1.1. List members of the dental team and describe their role.
- 1.1.2. Describe the dental specialties and related procedures.
- 1.1.3. List and describe the dental assisting credentials.
- 1.1.4. Explore dental professional organizations.

CONTENT STANDARD 2.0: LAW AND ETHICS

Performance Standard 2.1: Professional Organizations

- 2.1.1. Encourage participation in dental professional organizations.
- 2.1.2. Demonstrate an understanding of a professional code of conduct.

Performance Standard 2.2: State Dental Practice Act

- 2.2.1. Demonstrate an understanding of Rule 19.01.01.035 in Idaho Administrative Procedures Act (IDAPA) code.
- 2.2.2. Demonstrate an understanding of Idaho Code, Title 54, Chapter 9 (specifically, 54-903).

Performance Standard 2.3: Ethics in Dental Assisting

- 2.3.1. Demonstrate professional and ethical expectations.

Performance Standard 2.4: Risk Management

- 2.4.1. Demonstrate understanding and handling of the patient records.
- 2.4.2. Demonstrate the significance of the medical and dental health record.
- 2.4.3. Demonstrate an understanding of Health Insurance Portability and Accountability Act (HIPAA) regulations.
- 2.4.4. Demonstrate office compliance in regards to OSHA and CDC guidelines.
- 2.4.5. Demonstrate the necessity for appropriate consent for or refusal of dental treatment.
- 2.4.6. Demonstrate appropriate language/actions necessary for precautionary measures in the prevention of legal or board action against dental personnel.
- 2.4.7. Demonstrate process of due care for dental health care personnel.

CONTENT STANDARD 3.0: NUTRITION

Performance Standard 3.1: Nutrition

- 3.1.1. Identify cariogenic foods.
- 3.1.2. List the components of a dietary analysis.
- 3.1.3. Describe eating disorders and how they relate to oral health.

CONTENT STANDARD 4.0: INFECTION CONTROL

Performance Standard 4.1: Patient and Dental Healthcare Worker Education

- 4.1.1. Demonstrate an understanding of infectious diseases and mode of transmission.
- 4.1.2. Demonstrate an understanding of the chain of infection and the consequences to patient, self, family and community.
- 4.1.3. Demonstrate an understanding of the need for immunizations for self and patient to prevent spread of infectious diseases.

**IDAHO DENTAL ASSISTING
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Performance Standard 4.2: Precautions and the Prevention of Disease Transmission

- 4.2.1. Manage infection and hazard control protocol consistent with CDC guidelines.
- 4.2.2. Demonstrate proper PPE usage.
- 4.2.3. Demonstrate proper hand hygiene.
- 4.2.4. Demonstrate protocols for single-use disposables.
- 4.2.5. Demonstrate barrier techniques.
- 4.2.6. Demonstrate proper sterilization and disinfection techniques of instruments and equipment.
- 4.2.7. Demonstrate sterilization monitoring protocols and spore testing.
- 4.2.8. Demonstrate proper water lines disinfections and biofilm management.
- 4.2.9. Demonstrate proper disposal of biohazards and sharps.

Performance Standard 4.3: Occupational Safety

- 4.3.1. Demonstrate proper use and preparation of chemical agents according to manufacturer's instructions.
- 4.3.2. Demonstrate an understanding of OSHA Bloodborne Pathogens Standards.
- 4.3.3. Demonstrate engineering and work practice controls.
- 4.3.4. Demonstrate regulations described in the OSHA Hazard Communication Standard.
- 4.3.5. Demonstrate an understanding of safety data sheet (SDS).
- 4.3.6. Demonstrate appropriate first aid procedures, documentation and reporting of all incidents.
- 4.3.7. Demonstrate an understanding of all safety measures for chemical and physical hazards.
- 4.3.8. Demonstrate an understanding of how to maintain and document a quality assurance program for infection control and safety.

CONTENT STANDARD 5.0: ANATOMY AND PATHOLOGY

Performance Standard 5.1: Head and Neck Anatomy

- 5.1.1. Describe major bones, muscles and nerves of the head and neck.

Performance Standard 5.2: Oral Anatomy

- 5.2.1. Describe the soft and hard tissues of the oral cavity.

Performance Standard 5.3: Primary and Permanent Dental Anatomy

- 5.3.1. Demonstrate the three numbering systems.
- 5.3.2. Identify the five surfaces of a tooth.
- 5.3.3. Identify the characteristics of teeth.

Performance Standard 5.4: Oral Pathology

- 5.4.1. Identify stages of dental caries
- 5.4.2. Identify stages of periodontal disease.
- 5.4.3. Identify anomalies of the oral cavity.

CONTENT STANDARD 6.0: OFFICE OPERATIONS

Performance Standard 6.1: Patient Relations

- 6.1.1. Demonstrate understanding of patient reception.
- 6.1.2. Demonstrate effective patient communication skills.

IDAHO DENTAL ASSISTING PROGRAM STANDARDS

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- 6.1.3. Proper use of dental terminology in patient care.
- 6.1.4. Accurately define and spell dental terminology.
- 6.1.5. Proper use of dental abbreviations.

Performance Standard 6.2: Administrative Operations

- 6.2.1. Maintain inventory control.
- 6.2.2. Demonstrating dental software program skills.
- 6.2.3. Demonstrate proper phone etiquette.
- 6.2.4. Demonstrate communication of treatment plans and financial arrangements.

CONTENT STANDARD 7.0: EMERGENCIES

Performance Standard 7.1: Management of Dental and Medical Emergencies

- 7.1.1. Recognize signs and symptoms of medical and dental conditions that could result in an emergency.
- 7.1.2. Demonstrate use of the medical emergency kit.
- 7.1.3. Demonstrate how to respond to medical emergencies relating to specific medical conditions.
- 7.1.4. Demonstrate health care provider CPR and first aid.

CONTENT STANDARD 8.0: PHARMACOLOGY

Performance Standard 8.1: Dental Anesthesia

- 8.1.1. Identify the types of anesthesia used in dental procedures.
- 8.1.2. Identify indications and contraindications for local anesthetics.
- 8.1.3. Identify indications and contraindications for vasoconstrictors.
- 8.1.4. Identify indications and contraindications of sedations.

CONTENT STANDARD 9.0: DENTAL ASSISTING SKILLS

Performance Standard 9.1: Collecting and Recording of Clinical Data

- 9.1.1. Take/review and record medical and dental histories.
- 9.1.2. Take and record vital signs.
- 9.1.3. Assist with and/or perform soft tissue extra/intra oral examinations.
- 9.1.4. Assist with and/or perform dental charting.
- 9.1.5. Maintain accurate patient treatment records.

Performance Standard 9.2: Preparation for Dental Treatment

- 9.2.1. Demonstrate how to prepare the treatment room for a patient.
- 9.2.2. Demonstrate how to prepare appropriate treatment trays with armamentarium in sequence of use and delivery position.
- 9.2.3. Demonstrate how to seat and dismiss patients using ergonomically correct techniques to include positioning and adjusting equipment.
- 9.2.4. Prepare tray set-ups for a variety of procedures and specialty areas.

Performance Standard 9.3: General Chairside Assisting Skills

- 9.3.1. Maintain clear field of operation by use of oral evacuation devices, air/water syringe and other isolation techniques.
- 9.3.2. Perform a variety of instrument transfers.

**IDAHO DENTAL ASSISTING
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- 9.3.3. Provide patient preventive education and oral hygiene instruction.
- 9.3.4. Provide pre-and post-operative instructions prescribed by a dentist.
- 9.3.5. Identify and respond to medical and dental emergencies.
- 9.3.6. Demonstrate four-handed dentistry in treatment procedures.
- 9.3.7. Identify dental equipment, maintenance, and use.
- 9.3.8. Identify dental instruments and their uses.

Performance Standard 9.4: Additional Chairside Assisting Skills

- 9.4.1. Apply topical anesthetic and desensitizing agents.
- 9.4.2. Assemble and disassemble a local anesthetic syringe.
- 9.4.3. Place and remove a dental dam.
- 9.4.4. Apply fluoride agents.
- 9.4.5. Apply bases and liners.
- 9.4.6. Assist with the application of bonding agents.
- 9.4.7. Assist with placement and removal of provisional restorations.
- 9.4.8. Place and remove matrix retainers, matrix bands, and wedges.
- 9.4.9. Remove excess cement.
- 9.4.10. Assist with a direct permanent restoration.
- 9.4.11. Obtain preliminary impressions.
- 9.4.12. Fabricate trays, e.g., bleaching trays, mouth guard trays, custom trays
- 9.4.13. Clean removable dental appliances.
- 9.4.14. Remove sutures.
- 9.4.15. Place and remove periodontal dressing
- 9.4.16. Perform orthodontic functions.

Performance Standard 9.5: Expanded Dental Assisting Functions

- 9.5.1. Perform supragingival coronal polishing with the use of rubber cup or brush.
- 9.5.2. Application of pit and fissure sealants.
- 9.5.3. Perform mechanical polishing of restoration.
- 9.5.4. Initiating, regulating and monitoring the administration of Nitrous Oxide-Oxygen analgesia.
- 9.5.5. Perform use of high speed hand piece only for removal of orthodontic cement or resin.
- 9.5.6. Fabrication and placement of temporary crowns.

CONTENT STANDARD 10.0: DENTAL MATERIALS

Performance Standard 10.1: Restorative Materials

- 10.1.1. Demonstrate how to prepare, mix and deliver restorative materials.

Performance Standard 10.2: Dental Cements

- 10.2.1. Demonstrate how to prepare, mix and deliver dental cements.

Performance Standard 10.3: Lab Materials

- 10.3.1. Demonstrate how to prepare, mix and deliver lab materials.

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Performance Standard 10.4: Impression Materials

- 10.4.1. Demonstrate how to prepare, mix and deliver impression materials.

CONTENT STANDARD 11.0: RADIOLOGY

Performance Standard 11.1: Radiation Safety

- 11.1.1. Identify the biological effects of ionizing radiation.
- 11.1.2. Demonstrate patient and operator protection techniques.

Performance Standard 11.2: Dental X-Ray Equipment

- 11.2.1. Identify components of the x-ray machine.
- 11.2.2. Identify types of radiographic receptors.
- 11.2.3. Identify use of receptor device holders.

Performance Standard 11.3: Exposure and Processing of Intraoral and Extraoral Radiographs

- 11.3.1. Identify sizes and types of dental radiographs.
- 11.3.2. Demonstrate various radiograph techniques.
- 11.3.3. Demonstration of evaluation of radiographs for diagnostic value.
- 11.3.4. Demonstrate proper processing technique.
- 11.3.5. Demonstrate proper mounting of radiographs.
- 11.3.6. Identify radiographic landmarks.

EMT PROGRAM INFORMATION

EMT PROGRAM:

- As of Fall 2016, the program standards are the EMR and EMT sections of the Idaho EMS Education Standards located at:
http://healthandwelfare.idaho.gov/Portals/0/Medical/EMS/National_Education_Standards.pdf
- Instructor must have a current, valid EMS license or certificate and be certified as an EMT instructor through Idaho EMS.
- The EMT program must be an approved program through Idaho EMS.
- The practical skills can be taught during the course.

TECHNICAL SKILLS ASSESSMENT:

- Approved TSA: Fisdap, ERE 2—EMT Readiness Exam 2
Rationale: Fisdap is intentionally challenging. It evaluates students with problem solving, scenario-based questions the same as the National Registry exam. Fisdap allows the students to prepare for the Registry exam and job competency.
- Cost per student: \$21.00
- Approved cut score: 60%.

FISDAP CONSIDERATIONS:

- The test is 200 questions.
- The test can be broken down and taken as more than one test session.
- Time limit of the test is 3 hours but student can reenter the test at any point.
- Instructors should not be taking exam.
- Instructors cannot proctor the technical skills assessment test (Fisdap).
- Fisdap testing needs to be scheduled with Fisdap before it can be administered. Proctor needs to receive usernames/passwords for participants before administering so allow plenty of time for a response. Testing can be scheduled as early as you would like before the administration of the test.
- Fisdap can be used as a pre-test for skill assessment and post-course technical skills assessment.
- Fisdap can be used a percentage of the student's final course grade.
- Instructors can participate in item writing of Fisdap to lower students' test costs.
- Fisdap can be funded through local, state or federal monies.
- Fisdap will provide a learning prescription for the student. The prescription will allow the student to study for the National Registry exam. NOTE: students can be grouped together through a date range or as marked graduated so you can only see current students.
- Proctoring and taking of Fisdap should be done as a dress rehearsal for the National Registry exam (i.e. don't allow the student to bring anything in from outside of the testing room)
- More Fisdap FAQs are located at : <http://www.fisdap.net/support>

IDAHO NURSING ASSISTANT PROGRAM STANDARDS

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** Note: The terms “resident”, “client”, and “patient” are interchangeable for the purposes of the document.*

CONTENT STANDARD 1.0: ROLE AND RESPONSIBILITY

Performance Standard 1.1: Scope of Practice

- 1.1.1. Explain the certification requirements for Certified Nursing Assistants (CNA) in the State of Idaho.
- 1.1.2. Differentiate scope of practice, skill guidelines, and job description specific to the role of the CNA in the health care setting.
- 1.1.3. Identify facility procedures and policies.

Performance Standard 1.2: Ethics and Law

- 1.2.1. Recognize the implications and consequences of social media and confidentiality in regards to patients’ rights.
- 1.2.2. Describe the ethical behavior of a nursing assistant.
- 1.2.3. Discuss legal issues related to nursing assistant practice, including liability, negligence, tort laws, and incident reporting.
- 1.2.4. Describe disciplinary actions which can be taken under OBRA (Omnibus Budget Reconciliation Act).
- 1.2.5. Understand Health Information Portability and Accountability Act (HIPAA) regulations.

Performance Standard 1.3: Residents’ Rights

- 1.3.1. Describe residents’ rights and how to promote dignity and quality of life.
- 1.3.2. Explain what is meant by abuse and the signs of abuse.
- 1.3.3. Explain how to report if abuse, neglect, and misappropriation of property is suspected.
- 1.3.4. Explain CNA’s role and responsibility as mandated reporters of abuse.
- 1.3.5. Explain federal guidelines for protection of vulnerable populations Omnibus Budget Reconciliation.

Performance Standard 1.4: Role of Nursing Assistant in Overall Healthcare Environment

- 1.4.1. Define nursing assistant standards of practice and associated state regulations regarding delegated tasks.
- 1.4.2. Describe the role of the nursing assistant within the nursing and health care team and across the continuum of health care delivery systems.
- 1.4.3. Identify the members of the healthcare and nursing teams.
- 1.4.4. Differentiate between healthcare facilities.

CONTENT STANDARD 2.0: COMMUNICATION AND INTERPERSONAL RELATIONSHIPS

Performance Standard 2.1: Communication and Interpersonal Relationships

- 2.1.1. Describe elements in the communication process.
- 2.1.2. Describe barriers to communication.
- 2.1.3. Describe ways to promote effective communication.
- 2.1.4. Describe the nursing assistant’s involvement to developing and carrying out the plan of care.
- 2.1.5. Gather information on specific strengths, abilities, preferences of a resident.
- 2.1.6. Describe verbal and non-verbal communication.
- 2.1.7. Recognize how the nursing assistant’s behavior influences residents’ behavior.

IDAHO NURSING ASSISTANT PROGRAM STANDARDS

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- 2.1.8. Use resources available to understand the residents’ behavior and better assist with their care.
- 2.1.9. Explore a plan of personal stress management (i.e., how to cope/deal effectively with residents and others in the workplace).
- 2.1.10. Understand how professionalism impacts residents, family and coworkers.

Performance Standard 2.2: Proper Documentation Processes

- 2.2.1. Describe rules for recording and reporting.
- 2.2.2. Describe subjective and objective symptoms.
- 2.2.3. Demonstrate the ability to document and chart correctly, using paper or electronic formats.
- 2.2.4. Explain the purpose, sections, and information found in the medical record.

CONTENT STANDARD 3.0: CARE PRACTICES

Performance Standard 3.1: Resident’s Dignity and Rights

- 3.1.1. Demonstrate respect for vulnerability of illness.
- 3.1.2. Demonstrate respect and empathy for diverse cultures.
- 3.1.3. Describe residents’ rights and how to promote a resident’s quality of life.
- 3.1.4. Adjusts his or her own behavior to accommodate client’s or resident’s physical or mental limitations.
- 3.1.5. Recognizes, promotes and respects the client’s right to make personal choices to accommodate their needs.
- 3.1.6. Describe the impact of religious and cultural values on behaviors of self and others.

Performance Standard 3.2: Resident’s Safety

- 3.2.1. List and recognize potential hazards in the resident’s environment.
- 3.2.2. Identify safety measures used for resident care.
- 3.2.3. List corrective actions when hazards are identified.
- 3.2.4. Discuss components of fall prevention.

CONTENT STANDARD 4.0: INFECTION PREVENTION CONCEPTS

Performance Standard 4.1: Infection Prevention Processes

- 4.1.1. Explain the chain of infection.
- 4.1.2. Follow Standard Precautions and Transmission-based Precautions.
- 4.1.3. Describe the Center for Disease Control (CDC) standards.
- 4.1.4. Define healthcare-acquired infections and prevention of the infections.
- 4.1.5. Describe multi-drug resistant organisms (MDROs) and the diseases with which they are most often associated.
- 4.2.1. List the signs and symptoms of localized and systemic infection.
- 4.2.2. Explain the recommended immunizations for healthcare workers.
- 4.2.3. Utilize personal and environmental processes to prevent infection.
- 4.2.4. Demonstrate appropriate use of PPE and hand washing skills.
- 4.2.5. Demonstrates knowledge of cleaning agents and methods which destroy microorganisms on surfaces.

IDAHO NURSING ASSISTANT PROGRAM STANDARDS

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CONTENT STANDARD 5.0: HUMAN ANATOMY AND PHYSIOLOGY

Performance Standard 5.1: Structure and Function of Body Systems

- 5.1.1. State the purpose of each body system:
 - The cardiovascular system
 - The respiratory system
 - The nervous system
 - The gastrointestinal system
 - The urinary system
 - The reproductive system
 - The integumentary system
 - The musculoskeletal system
 - The endocrine system
 - Cancer and the immune systems
- 5.1.2. Identify basic structure and function of the system.
- 5.1.3. Discuss age-related changes to the system.
- 5.1.4. Identify common disorders of the system.
- 5.1.5. Compare and contrast disease and disorder of the system and normal age related changes to the system.
- 5.1.6. Describe nursing assistant observations related to the body system and when to report to the supervising nurse.
- 5.1.7. Discuss nursing assistant measures to prevent or care for clients with diseases or disorders of that body system.
- 5.1.8. Discuss safety measures related to nursing assistant care procedures and appropriate care of medical devices.

Performance Standard 5.2: Growth and Development

- 5.2.1. Describe the principles of growth and development throughout the life span.
- 5.2.2. Differentiate between the stages of growth and development throughout the life span.

Performance Standard 5.3: Medical Terminology

- 5.3.1. Define vocabulary for each body system.
- 5.3.2. Uses terminology and accepted abbreviations found in the health care setting to report and record observations and pertinent information.

CONTENT STANDARD 6.0: PERSONAL CARE PROCEDURES

Performance Standard 6.1: Hygiene and Grooming Principles

- 6.1.1. Explain the importance of hygiene and grooming.
- 6.1.2. Explain the importance of skin care, oral hygiene, bathing, dressing and undressing, shaving, and nail and hair care.
- 6.1.3. Describe the functions of skin.
- 6.1.4. Describe factors that compromise skin integrity.
- 6.1.5. Identify pressure points.

IDAHO NURSING ASSISTANT PROGRAM STANDARDS

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Performance Standard 6.2: Personal Care Procedures

- 6.2.1. List the tasks performed in hygiene and grooming.
- 6.2.2. Demonstrate skills related to skin care, oral hygiene, bathing, dressing and undressing, shaving, and nail and hair care.
- 6.2.3. Demonstrate ability to bathe a person without conflict.

Performance Standard 6.3: Safety and Person Centered Practices in Performing Personal Hygiene Skills

- 6.3.1. Identify safety measures when performing hygiene and grooming.
- 6.3.2. Identify safety measures used during skin care, oral hygiene, bathing, dressing and undressing, shaving, and nail and hair care.
- 6.3.3. Describe reportable conditions as observed during care.
- 6.3.4. Contribute to the safe, calm, stable, home-like environment for a person.
- 6.3.5. Demonstrate the ability to meet the individual person’s needs, preferences, and abilities and techniques to encourage independence.
- 6.3.6. Recognize and support individual preferences and habits.

CONTENT STANDARD 7.0: PHYSIOLOGICAL MEASUREMENTS

Performance Standard 7.1:

- 7.1.1. List the vital signs.
- 7.1.2. Explain why vital signs are measured.
- 7.1.3. Report to the licensed nurse any recognized abnormality in client’s vital signs and symptoms.
- 7.1.4. Describe factors which can affect vital signs, e.g. pain.
- 7.1.5. Demonstrate how to measure height and weight accurately.

Performance Standard 7.2: Measurements

- 7.2.1. Explain the standards for reporting.
- 7.2.2. Demonstrate how to take an accurate blood pressure reading, pulse and respiration, and the use of thermometers.
- 7.2.3. Describe oxygen devices.
- 7.2.4. Demonstrate how to use a pulse oximeter.
- 7.2.5. Demonstrate how to measure height and weight accurately.

Performance Standard 7.3: Safety and Accuracy in Physiological Measurements

- 7.3.1. Demonstrate safe cleaning of equipment to prevent the transmission of infection.
- 7.3.2. Describe factors which may cause equipment to malfunction.
- 7.3.3. Describe procedures to place malfunctioning equipment out-of-service.

CONTENT STANDARD 8.0: NUTRITIONAL REQUIREMENTS AND TECHNIQUES

Performance Standard 8.1: General Nutrition Concepts

- 8.1.1. Explain general nutritional requirements including state and federal guidelines.
- 8.1.2. Compare and contrast the various special diets for patients.
- 8.1.3. Discuss thickened liquids for the client with swallowing difficulties.

**IDAHO NURSING ASSISTANT
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** Note: The terms “resident”, “client”, and “patient” are interchangeable for the purposes of the document.*

- 8.1.4. Describe fluid balance.
- 8.1.5. Describe signs and symptoms of dehydration.
- 8.1.6. Summarize dietary practices unique to various religious or ethnic groups.

Performance Standard 8.2: Skill Demonstration

- 8.2.1 Summarize principles of serving residents’ meals.
- 8.2.2. Demonstrate preparing, serving, and feeding of the client who requires assistance.
- 8.2.3. Demonstrate measuring and recording the intake and output (I & O) record.
- 8.2.4. Demonstrate calculating and recording meal percentages.
- 8.2.5. Discuss observations of the client receiving intravenous fluids.
- 8.2.6. Discuss observations of the patient receiving tube feedings.
- 8.2.7. Describe assistive devices available to assist patients in eating meals.
- 8.2.8 Describe the nursing assistant’s role in providing a dignified dining experience.

Performance Standard 8.3: Skill Demonstration

- 8.3.1. Summarize safe handling of food and prevention of food borne illness.
- 8.3.2. Describe diseases or conditions that may interfere with the normal eating process.
- 8.3.3. Explain aspiration and dysphagia.

**CONTENT STANDARD 9.0: PROCEDURES AND PROCESSES RELATED TO
ELIMINATION**

Performance Standard 9.1: Normal and Abnormal Urinary and Bowel Elimination

- 9.1.1. Differentiate between normal and abnormal characteristics of elimination.
- 9.1.2. Summarize observations which must be reported and documented.
- 9.1.3. Describe diseases or conditions that may interfere with normal elimination.
- 9.1.4. Describe nursing care required for the incontinent resident, including preventive measures.

Performance Standard 9.2: Skills in Assisting with Elimination

- 9.2.1. Describe the use of elimination devices.
- 9.2.2. Perform accurate specimen collection.
- 9.2.3. Perform urinary catheter care.
- 9.2.4. Perform a bladder scan measurement.
- 9.2.5. Describe the procedure for administering enemas.
- 9.2.6. Perform proper perineal care using infection prevention principles.
- 9.2.7. Describe the use of elimination devices Perform accurate specimen collection Perform urinary catheter care.
- 9.2.8. Perform a bladder scan measurement.

Performance Standard 9.3: Safety in Elimination

- 9.3.1. Practice medical asepsis.
- 9.3.2. Provide adequate fluids and nutrition to residents.
- 9.3.3. State the importance of call light use, providing safe positioning, regular toileting, and promoting activity.

IDAHO NURSING ASSISTANT PROGRAM STANDARDS

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9.3.4. Describe procedures which promote privacy.

CONTENT STANDARD 10.0: PROVIDING A QUALITY PATIENT ENVIRONMENT

Performance Standard 10.1: Basic Human Needs

- 10.1.1. Describe basic needs for maintaining health and mental well-being.
- 10.1.2. Respect and understand physical, mental, psychosocial, and sexual needs throughout the lifespan.
- 10.1.3. Compare and contrast, understand, and respect a resident’s need for cultural, religious, and individual beliefs.
- 10.1.4. Integrate independence in all areas.
- 10.1.5. Understand a basic hierarchy of needs.

Performance Standard 10.2: Physical and Environmental Needs

- 10.2.1. Explain the importance of creating a comfortable, safe, and clean resident’s environment.
- 10.2.2. Describe the OBRA room and environmental requirements.

CONTENT STANDARD 11.0: Principles Relating to Patient Mobility

Performance Standard 11.1: Principles and Skills of Positioning and Transferring

- 11.1.1. Demonstrate the principles of proper body mechanics.
- 11.1.2. Demonstrate the proper techniques for safe transfers and ambulation.
- 11.1.3. Describe principles of transfer safety as it relates to wheelchairs, beds, gurneys, mechanical lifts, etc.
- 11.1.4. Identify the principles of ambulation and use of assistive devices.
- 11.1.5. Demonstrate care guidelines related to moving and positioning.
- 11.1.6. Explain the importance of and list measures in preventing the complications of immobility.
- 11.1.7. Discuss the benefits of exercise and activity.
- 11.1.8. Describe use of various positioning aids.

Performance Standard 11.2: Safety relating to Resident Mobility

- 11.2.1. Discuss common components of fall prevention.
- 11.2.2. Describe unsafe practices which can result in decreased mobility and increased risk for injury.
- 11.2.3. Discuss prevention of injury to staff members.

CONTENT STANDARD 12.0: ADMISSION, TRANSFER, AND DISCHARGE PROCEDURES

Performance Standard 12.1: Admission, Transfer, and Discharge Procedures and Skills

- 12.1.1. Identify physical environments and visitor policies.
- 12.1.2. Explain process of admission, transfer, and discharge according to agency policy.
- 12.1.3. Demonstrate how to secure and return personal belongings according to agency policy.
- 12.1.4. Demonstrate recording the admission, transfer, and discharge in the medical record.
- 12.1.5. Identify individual risk factors and needs during admission, transfer, and discharge

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** Note: The terms “resident”, “client”, and “patient” are interchangeable for the purposes of the document.*

processes.

- 12.1.6. Define the admission process, including unit orientation and the significance of meeting a new resident or patient for the first time.

Performance Standard 12.2: Safety in Admission, Transfer and Discharge

- 12.2.1. Describe patient identifiers.
- 12.2.2. Explain the use of the call light as a principle of safety.
- 12.2.3. Describe safety issues upon admission, transfer, and discharge.
- 12.2.4. Provides an environment with adequate ventilation, warmth, light and quiet.
- 12.2.5. Promotes a clean, orderly, and safe environment including equipment for a client or resident.
- 12.2.6. Demonstrate respect for rights and property of clients and coworkers.

CONTENT STANDARD 13.0: CARE OF RESIDENTS WITH COMPLEX NEEDS

Performance Standard 13.1: Common Diseases and Disorders

- 13.1.1. Identify and describe common diseases and disorders (including mental health and cognitive disorders).
- 13.1.2. Discuss nursing measures to care for residents with common diseases and disorders.

Performance Standard 13.2: Caring for Residents with Common Diseases and Disorders

- 13.2.1. Differentiate between the care which specific diseases require.
- 13.2.2. List actions nursing assistants can use to help a resident with physical, cognitive, psychosocial, and spiritual needs.
- 13.2.3. Utilize the care plan as a guide to care.

Performance Standard 13.3: Safety in Caring for a Resident with Complex Needs

- 13.3.1. Identify potential safety risks related to residents with complex needs.
- 13.3.2. Follow safety protocols for identified risks for residents with complex needs.
- 13.3.3. Discuss indicators of suicide risk, immediate interventions and reporting guidelines.

Performance Standard 13.4: Rehabilitation and Restorative Care

- 13.4.1. Define the difference between rehabilitation and restorative care.
- 13.4.2. Identify the goals of rehabilitation and restorative care.
- 13.4.3. Describe how rehabilitation involves the whole person.
- 13.4.4. Explain how to promote quality of life.
- 13.4.5. Recognize the role of family in the rehabilitation team.
- 13.4.6. Describe how physical and mental deficits (disability) may impact a person’s ability to perform Activities of Daily Living (ADL).

Performance Standard 13.5: End of Life Care

- 13.5.1. Explain factors affecting attitudes about death, i.e., age, culture, religion, degree of illness.
- 13.5.2. List and describe the grieving process.
- 13.5.3. Describe strategies for meeting the physical, psychological, social and spiritual needs of a

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dying person.

- 13.5.4. List the rights and choices of the dying person.
- 13.5.5. Describe needs unique to the loved ones in the life of the dying person.
- 13.5.6. Identify the goal of hospice care.
- 13.5.7. Discuss legal and ethical issues surrounding death.
- 13.5.8. List the signs of dying, including the signs of imminent death.
- 13.5.9. List the signs of death.
- 13.5.10. Describe nursing assistant measures in caring for the dying and deceased person.

CONTENT STANDARD 14.0: SAFETY AND EMERGENCY

Performance Standard 14.1: Safety and Emergency

- 14.1.1. List general rules of safety and accident prevention in health care settings for residents and staff.
- 14.1.2. Identify major causes of fire in any setting and list prevention guidelines.
- 14.1.3. List guidelines for safe oxygen use.
- 14.1.4. Demonstrate how to recognize and respond to medical emergencies and disasters.
- 14.1.5. Apply safety concepts in the work place.

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**CONTENT STANDARD 1.0: ETHICAL, LEGAL, AND PROFESSIONAL
RESPONSIBILITIES**

Performance Standard 1.1: Professionalism

- 1.1.1. Describe the history of physical therapy profession.
- 1.1.2. Discuss different aspects of positive character.
- 1.1.3. Observe realistic workplace experience through laboratory and/or Physical Therapist Assistant industry-related activities.
- 1.1.4. Demonstrate professional dress and appearance in the workplace.
- 1.1.5. Describe the basic traits that make up professionalism as a physical therapist professional.
- 1.1.6. Demonstrate appropriate written and oral communication skills in the workplace.
- 1.1.7. Define continuous process improvement as it relates to the individual patient, health care provider, team, and profession.

Performance Standard 1.2: Ethical Behavior in Healthcare

- 1.2.1. Practice responsibility within the ethical framework of the health professionals.
- 1.2.2. Identify the code of ethics for physical therapist professionals.
- 1.2.3. Differentiate between ethical and legal issues impacting physical therapy.
- 1.2.4. Compare personal and professional ethics.
- 1.2.5. Recognize ethical issues and their implications related to physical therapy.

Performance Standard 1.3: Legal Responsibilities in Healthcare

- 1.3.1. Identify the Health Insurance Portability and Accountability Act (HIPAA).
- 1.3.2. Identify the Family Education Rights and Privacy Act (FERPA).
- 1.3.3. Compare and contrast FERPA and HIPAA.
- 1.3.4. Comprehend legal terminology associated with the medical profession.
- 1.3.5. Apply the concept of confidentiality to patient information and records.
- 1.3.6. Discuss common methods of payment for healthcare.
- 1.3.7. Explain patients' bill of rights and advance directives.
- 1.3.8. Differentiate between the scopes of practice of physical therapist professionals.
- 1.3.9. Define Health Informatics.
- 1.3.10. Define evidence based practice.

CONTENT STANDARD 2.0: ANATOMY AND PHYSIOLOGY

Performance Standard 2.1: Medical Terminology

- 2.1.1. Define common prefixes, suffixes, and word roots relating to body structures and functions.
- 2.1.2. Spell and pronounce medical terms correctly.
- 2.1.3. Identify basic medical abbreviations.
- 2.1.4. Use proper terminology while describing common injuries and pathologies.

Performance Standard 2.2: Body Systems Structures and Functions

- 2.2.1. Identify the role and structure of the cardiovascular system.
- 2.2.2. Identify the role and structure of the circulatory system.

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- 2.2.3. Identify the role and structure of the respiratory system.
- 2.2.4. Identify the role and structure of the nervous system.
- 2.2.5. Identify the role and structure of the endocrine system.
- 2.2.6. Identify the role and structure of the reproductive system.
- 2.2.7. Identify the role and structure of the sensory system.
- 2.2.8. Identify the role and structure of the excretory/urinary system.
- 2.2.9. Identify the role and structure of the digestive system.
- 2.2.10. Identify the role and structure of the muscular system.
- 2.2.11. Identify the role and structure of the skeletal system.
- 2.2.12. Identify the role and structure of the integumentary system.

Performance Standard 2.3: Musculoskeletal System

- 2.3.1. Differentiate between the four basic tissue types in the body.
- 2.3.2. Explain the general mechanism and type of muscle contraction.
- 2.3.3. Categorize the structures of the body into the organizational system.
- 2.3.4. Summarize functions of the skeletal system.
- 2.3.5. Identify the bones of the axial and appendicular skeleton and their gross anatomical landmarks.
- 2.3.6. Identify standard anatomical position and directions.
- 2.3.7. Distinguish among three types of cartilage.
- 2.3.8. Differentiate among the various types of joints.
- 2.3.9. Compare the characteristics of muscles.

CONTENT STANDARD 3.0: ASPECTS OF THE INTERPROFESSIONAL TEAM

Performance Standard 3.1: Members of the Team

- 3.1.1. Explore various medical specialties.
- 3.1.2. Differentiate between the roles and responsibilities of the rehabilitation team.
- 3.1.3. Compare and identify professional associations within the field of physical therapy.
- 3.1.4. Identify the importance, purpose, and components of medical documentation.

Performance Standard 3.2: Educational Requirements

- 3.2.1. Research educational requirements of physical therapist professionals.
- 3.2.2. Explain certification requirements for physical therapist professionals.
- 3.2.3. Compare and contrast between certification and licensure.

Performance Standard 3.3: Career Opportunities

- 3.3.1. Identify the employment opportunities for physical therapist professionals.
- 3.3.2. Identify the practice settings and specialties for physical therapist professionals.

Performance Standard 3.4: Licensure Requirements

- 3.4.1. Explain the licensure requirements for physical therapist assistants and physical therapists.
- 3.4.2. Describe how to find the licensure requirements for other states.

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CONTENT STANDARD 4.0: PATIENT CARE SKILLS

Performance Standard 4.1: Safety Practices

- 4.1.1. Explain bloodborne pathogens.
- 4.1.2. Demonstrate universal precautions and the use of personal protective equipment (PPE).
- 4.1.3. Describe effective practices to manage infectious disease transmission.
- 4.1.4. Interpret the importance of safety data sheets (SDS).
- 4.1.5. Examine an exposure control plan.
- 4.1.6. Identify the purpose of an emergency action plan.
- 4.1.7. Demonstrate proper body mechanics and patient transfer techniques.

Performance Standard 4.2: Basic First Aid and CPR Training

- 4.2.1. Apply the concept of Universal Precautions to the practice of first aid and CPR.
- 4.2.2. Explain the importance of cardiopulmonary resuscitation (CPR) and how to manage an obstructed airway.
- 4.2.3. Demonstrate the proper technique for performing Basic Life Support for the Healthcare Provider CPR/AED and basic first aid on an adult, child, and infant based on American Red Cross (ARC) or American Heart Association (AHA) guidelines.

Performance Standard 4.3: Vital Signs

- 4.3.1. Measure height and weight.
- 4.3.2. Measure heart rate and blood pressure.
- 4.3.3. Measure respiratory rate.
- 4.3.4. Demonstrate an understanding of normal values for vital signs.

Performance Standard 4.4: Psychological Response

- 4.4.1. Compare the five psychological phases a patient may experience following a change in function or loss.
- 4.4.2. Examine different coping mechanisms to loss of function, death/dying, illness, and disability.
- 4.4.3. Demonstrate appropriate therapeutic communication including empathy and compassion.
- 4.4.4. Describe the importance of goal setting in the rehabilitation process.
- 4.4.5. Understand the theories of pain management.

CONTENT STANDARD 5.0: PRINCIPLES OF THERAPEUTIC INTERVENTIONS

Performance Standard 5.1: Therapeutic Exercise

- 5.1.1. Define functional mobility.
- 5.1.2. Discuss and identify the components and goals of a rehabilitation program.
- 5.1.3. Compare and contrast aerobic and anaerobic therapeutic exercise.
- 5.1.4. Describe various range of motion exercises including passive, assisted, active and resistive.
- 5.1.5. Recognize various equipment and tools used in therapeutic exercise.
- 5.1.6. Examine the importance of various flexibility techniques.
- 5.1.7. Identify evidence based practice.

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Performance Standard 5.2: Standard Tests and Measures

- 5.2.1 Define standard muscle testing.
- 5.2.2 Identify standard range of motion testing including goniometry.
- 5.2.3 Identify common orthopedic special tests.

Performance Standard 5.3: Modalities and Equipment

- 5.3.1 Compare and contrast the principles of rest, ice, compression, and elevation (R.I.C.E.) and protection, rest, ice, compression and elevation (P.R.I.C.E.).
- 5.3.2 Demonstrate proper fitting and gait with assistive devices including wheelchairs.
- 5.3.3 Demonstrate proper splinting and bracing applications.
- 5.3.4 Identify the purpose of therapeutic modalities.
- 5.3.5 Describe the physiological effects, indications, contraindications, and application of therapeutic modalities.

CONTENT STANDARD 6.0: COMMON PATHOLOGIES

Performance Standard 6.1: Common Injuries

- 6.1.1 Identify common musculoskeletal injuries.
- 6.1.2 Differentiate between symptoms of sprains and strains.
- 6.1.3 Categorize the most common types of skin injuries.
- 6.1.4 Differentiate between signs and symptoms of concussions.
- 6.1.5 Differentiate between the etiology of soft tissue and bone injuries.

Performance Standard 6.2: General Medical Conditions

- 6.2.1 Recognize the general impact of diabetes to patient care.
- 6.2.2 Recognize the need for consultation when caring for patients with common diseases and conditions including RA, OA, obesity, etc.
- 6.2.3 Recognize the need for consultation when caring for patients with neurological conditions.

Performance Standard 6.3: Tissue Response to Injury

- 6.3.1 Describe the inflammatory process.
- 6.3.2 Examine the steps in the healing process of bone and soft tissue.
- 6.3.3 Compare and contrast acute and chronic response to injury.

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CONTENT STANDARD 1.0: CAREER EXPLORATION AND PROFESSIONAL PRACTICES

Performance Standard 1.1: Postsecondary Options

- 1.1.1. Analyze career paths and opportunities for employment in early childhood education and related services.
- 1.1.2. Describe specific work environments, qualifications, salaries, and benefits that provide services to children and families at each level of the career ladder.
- 1.1.3. Explain the roles and functions of individuals engaged in early childhood education and services (early childhood education, special needs).
- 1.1.4. Describe trends that affect child-related careers.

Performance Standard 1.2: Early Childhood Education Professions, Related Services and Programs

- 1.2.1. Explore career and technical student organizations associated with early childhood education (FCCLA).
- 1.2.2. Participate in student and/or professional organizations' functions.
- 1.2.3. Compare professional early childhood education organizations and programs (e.g., community agencies, National Association for the Education of Young Children (NAEYC), American Association of Family and Consumer Sciences (AAFCS), professional journals, higher education Institutions, IdahoSTARS).

Performance Standard 1.3: Ethical Standards and Professional Guidelines

- 1.3.1. Maintain confidentiality and impartiality.
- 1.3.2. Integrate the NAEYC Code of Ethical Conduct into practice.
- 1.3.3. Analyze ethical dilemmas and determine appropriate courses of action.
- 1.3.4. Explain the purpose and importance of program accreditation and licensure.

Performance Standard 1.4: Continuous, Collaborative Learning

- 1.4.1. Demonstrate enthusiasm, initiative, and commitment to program goals and improvements.
- 1.4.2. Facilitate and participate on collaborative teams.
- 1.4.3. Foster effective relationships within collaborative teams.
- 1.4.4. Research initial and ongoing requirements for professional development.
- 1.4.5. Identify program types and indicators of quality early childhood programs (i.e. NAEYC checklist).
- 1.4.6. Identify a variety of agencies, organizations, and professionals available to young children.

Performance Standard 1.5: Integrate Knowledge, Reflection, and Critical Analysis

- 1.5.1. Develop goals based on reflections of current practice with young children, families, and peers.
- 1.5.2. Create a portfolio/resource binder for use in preparation for future employment (similar to Child Development Associate [CDA] portfolio).
- 1.5.3. Develop awareness of anti-bias approach to working with diverse children and families.

Performance Standard 1.6: Informed Advocacy for Children and the Profession

- 1.6.1. Examine the impact of early childhood education services on local, state, national

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economies.

- 1.6.2. Define advocacy and determine advocacy style.
- 1.6.3. Demonstrate understanding of Idaho Legislative process and impact on laws governing child care licensing and early education.
- 1.6.4. Advocate personal and professional position on legislation affecting young children.
- 1.6.5. Discuss the significance of the early years and the value of quality early childhood education programs for the community.

CONTENT STANDARD 2.0: PROMOTING CHILD DEVELOPMENT AND LEARNING

Performance Standard 2.1: Characteristics and Needs of Young Children

- 2.1.1. Explain developmental domains: cognitive, physical, language, social-emotional, and creative development.
- 2.1.2. Explain factors that impact children's ability to meet developmental milestones (e.g., prematurity, nutrition, prenatal care, maternal depression, child abuse and neglect, and mother's level of education).
- 2.1.3. Apply knowledge of developmental theories (e.g., Piaget, Erikson, Gardner, Maslow, and Vygotsky) to meet children's individual needs in the group setting.

Performance Standard 2.2: Multiple Influences on Development and Learning

- 2.2.1. Create experiences that address each child's needs, culture, temperament, environment, interests, and learning styles.
- 2.2.2. Provide materials and activities that affirm and respect cultural, ethnic, and linguistic diversity.
- 2.2.3. Distinguish outside factors, including family dynamics, which may affect children's behavior, health, and welfare.

Performance Standard 2.3: Healthy, Respectful, Supportive and Challenging Learning Environments

- 2.3.1. Differentiate developmental differences and unique characteristics of children.
- 2.3.2. Apply developmentally appropriate guidance approaches that promote positive behaviors, problem solving, and self-control.
- 2.3.3. Plan experiences that address the needs of young children to promote growth and development within the developmental domains.

CONTENT STANDARD 3.0: BUILDING FAMILY AND COMMUNITY RELATIONS

Performance Standard 3.1: Family and Community Characteristics

- 3.1.1. Recognize that diversity exists in language, culture, socio-economic level, special needs, faith traditions, family structure, and individual differences.
- 3.1.2. Implement practices which facilitate respect and acceptance of diverse families.

Performance Standard 3.2: Support and Empower Families and Communities through Respectful, Reciprocal Relationships

- 3.2.1. Demonstrate how to build partnerships with families through frequent, effective communication about their child's experiences and development.
- 3.2.2. Identify opportunities for family support and participation.
- 3.2.3. Explore how families' attitudes influence children's abilities and interest in learning.
- 3.2.4. Encourage family members to play an active role in their child's education.

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- 3.2.5. Utilize the community as a resource for children's learning and well-being (e.g., field trips and visitors).

CONTENT STANDARD 4.0: OBSERVATION, DOCUMENTATION, AND ASSESSMENT

Performance Standard 4.1: Evaluate the Goals, Benefits, and Uses of Assessment

- 4.1.1. Name and use a variety of methods and tools for observation, documentation, and assessment for children and programs (e.g. Idaho Early Learning Guidelines, checklists, anecdotal notes, running records, participation charts).
- 4.1.2. Recognize that findings in child observation, documentation, and assessment assist in setting goals for children, communicating with families and planning classroom curriculum.
- 4.1.3. Interpret child observation, documentation, and assessment data to ensure that children's.

CONTENT STANDARD 5.0: TEACHING AND LEARNING

Performance Standard 5.1: Utilize Positive Relationships and Supportive Interactions as the Foundation for Working with Young Children

- 5.1.1. Develop supportive, responsive relationships among adults and children.
- 5.1.2. Create a supportive learning environment that promotes positive interaction and behaviors and minimizes risk of early childhood mental health issues.
- 5.1.3. Interact positively with children in ways that are responsive, consistent, encouraging, and nurturing.

Performance Standard 5.2: Formulate Effective Approaches, Strategies, and Tools for Early Education

- 5.2.1. Engage in everyday conversations with children to promote their positive self-concept.
- 5.2.2. Use strategies to assist children in learning to express emotions in positive ways, solve problems, and make decisions.
- 5.2.3. Assist children in separating from family and integrating into the classroom.
- 5.2.4. Monitor and support children's engagement in routines, activities, and social interactions.
- 5.2.5. Select various teaching approaches along a continuum from child-initiated exploration to adult- directed activities, including modeling, to meet the individual needs of children

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CONTENT STANDARD 1.0: LAB ORGANIZATION AND SAFETY SKILLS

Performance Standard 1.1: General Safety

- 1.1.1. Describe general shop safety rules, procedures and housekeeping duties.
- 1.1.2. Demonstrate knowledge of OSHA/EPA and their role in workplace safety.
Comply with the required use of safety glasses, ear protection, gloves, and shoes during
- 1.1.3. lab/shop activities (i.e., personal protection equipment – PPE).
- 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 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. Locate and interpret safety data sheets (SDS).
- 1.1.14. Follow verbal instructions to complete work assignments.
- 1.1.15. Follow written instructions to complete work assignments.
- 1.1.16. Recommend attendance of OSHA 10-hr safety course.
- 1.1.17. Review worker's rights and responsibilities.

CONTENT STANDARD 2.0: MANUAL AND POWER TOOLS

Performance Standard 2.1: Hand Tools

- 2.1.1. Identify hand tools and their appropriate usage.
- 2.1.2. Demonstrate the proper techniques when using hand tools.
- 2.1.3. Demonstrate safe handling and use of appropriate tools.
- 2.1.4. Demonstrate proper cleaning, storage, and maintenance of tools.

Performance Standard 2.2: Power Tools and Equipment

- 2.2.1. Identify power tools and their appropriate usage.
- 2.2.2. Identify equipment and their appropriate usage.
- 2.2.3. Demonstrate the proper techniques when using power tools and equipment.
- 2.2.4. Demonstrate safe handling and use of appropriate power tools and equipment.
- 2.2.5. Demonstrate proper cleaning, storage, and maintenance of power tools and equipment.
- 2.2.6. Determine cut speeds and feed rates.

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CONTENT STANDARD 3.0: FUNDAMENTAL DESIGN

Performance Standard 3.1: Elements of Design

- 3.1.1. Explain the history and characteristics of cabinetry and furniture design styles.
- 3.1.2. Identify needs and wants in cabinets and furniture in everyday living.
- 3.1.3. Describe the relationship between the function and form of a cabinet or piece of furniture.
- 3.1.4. Identify various cabinet styles and components.
- 3.1.5. Identify common sizes in relation to furniture and cabinets.
- 3.1.6. Discuss elements of design (e.g., shapes, textures, lines, colors, etc.).
- 3.1.7. Discuss principles of design (e.g., harmony, symmetry, repetitions, balance, proportion, etc.).
- 3.1.8. Identify and describe Americans with Disabilities Act (ADA) requirements when applicable.
- 3.1.9. Utilize client requirements and specifications to create a finish product.

Performance Standard 3.2: Print Reading Techniques

- 3.2.1. Interpret basic elements of a working drawing (e.g., annotation, dimensions, line types, etc.).
- 3.2.2. Identify and define industry standard terminology.
- 3.2.3. Describe various types of drawings (e.g., working, assembly, pictorial, orthographic, isometric, schematic, etc.).
- 3.2.4. Understand dimensioning, sectional drawings, fasteners, tables, charts, and assembly drawings.
- 3.2.5. Develop a materials list from a working drawing.
- 3.2.5. Develop a construction plan of procedure.
- 3.2.6. Develop a cut list from a working drawing.
- 3.2.7. Interpret basic elements of a working drawing (e.g., annotation, dimensions, line types, etc.).

Performance Standard 3.3: Measures and Scaling Techniques

- 3.3.1. Identify industry standard units of measure (e.g., standard, decimal, metric, etc.).
- 3.3.2. Define industry standard measurement terms (e.g., linear, square ft., tolerance, squareness, concentricity, perpendicular, parallel, etc.).
- 3.3.3. Demonstrate proper use of precision measuring tools (e.g., micrometer, dial-indicator, caliper, etc.).
- 3.3.4. Measure to the nearest 1/16th inch with a tape measure.
- 3.3.5. Demonstrate the use of geometric shapes (e.g., arcs, circles, angles, compound angles, tapers, etc.).

Performance Standard 3.4: Freehand Technical Sketching Techniques

- 3.4.1. Identify industry standard units of measure (e.g., standard, decimal, metric, etc.).
- 3.4.2. Define industry standard measurement terms (e.g., linear, square ft., tolerance, squareness, concentricity, perpendicular, parallel, etc.).
- 3.4.3. Demonstrate proper use of precision measuring tools (e.g., micrometer, dial-indicator,

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caliper, etc.).

- 3.4.4. Demonstrate the use of geometric shapes (e.g., arcs, circles, angles, compound angles, tapers, etc.).

Performance Standard 3.5: Computer Design Technologies

- 3.5.1. Introduction to current software programs.
- 3.5.2. Design and create a model.
- 3.5.3. Create shop drawings.
- 3.5.4. Modify and adjust standards within a software program.

Performance Standard 3.6: Mathematical Concepts

- 3.6.1. Convert between customary and metric systems.
- 3.6.2. Identify and convert standards and metric designation.
- 3.6.3. Add, subtract, multiply and divide fractions, decimals, and whole numbers.
- 3.6.4. Convert fractions to decimals.
- 3.6.5. Determine the cost of materials needed for a furniture/cabinetmaking project.

Performance Standard 3.7: Layout Principles and Practices

- 3.7.1. Interpret drawing, sketch or specification information.
- 3.7.2. Prepare work area for layout.
- 3.7.3. Select appropriate materials to complete work assignment.
- 3.7.4. Use layout and marking tools as required.
- 3.7.5. Layout parts using measurement practices.

CONTENT STANDARD 4.0: MATERIALS AND HARDWARE

Performance Standard 4.1: Materials

- 4.1.1. Identify and describe the major materials and their characteristics used in furniture and cabinetmaking (e.g., hardwood, softwood, composites, laminates, veneers, edge treatment, etc.)
- 4.1.2. Define material terminology (e.g., air dry, kiln dry, defects, lumber grade, face grades, sanded, etc.)
- 4.1.3. Differentiate between the various types of material properties and their applications.
- 4.1.4. Discuss the impact of material usage on the environment.
- 4.1.5. Discuss the impact of the environment and climate on materials.
- 4.1.6. Explain how production is affected by the availability, quality, and quantity of resources.
- 4.1.7. Differentiate between raw materials, standard stock, and finished products.

Performance Standard 4.2: Fasteners and Methods

- 4.2.1. Identify and discuss various fasteners (e.g., type, purpose, application, etc.)
- 4.2.2. Categorize fastening methods by appropriate applications.
- 4.2.3. Discuss fastening methods for various materials (e.g., toenailing, countersinking, pocket screws, dowels, biscuits, dominos, etc.)

Performance Standard 4.3: Adhesives and Methods

- 4.3.1. Identify and discuss various adhesives (e.g., glues, contact adhesives, edge bending adhesives, etc.)

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- 4.3.2. List and define common terminology (e.g., open assembly time, closed assembly time, cure time, 1-piece flow, slip, and shelf life, etc.)
- 4.3.3. Discuss adhesive methods for various materials.
- 4.3.4. Compare characteristics of adhesives that affect the assembly time, cure time and strength of the product.
- 4.3.5. Demonstrate the proper cleanup procedures for specific adhesives.

Performance Standard 4.4: Hardware

- 4.4.1. Identify and describe common types of hardware and their applications.
- 4.4.2. Select the hardware for the appropriate application.
- 4.4.3. Layout, install, and adjust hardware.

CONTENT STANDARD 5.0: MANUFACTURING PROCESSES

Performance Standard 5.1: Manufacturing

- 5.1.1. Identify and describe the current manufacturing processes (e.g., layout, milling, joinery, sanding, assembly, finishing, installation, etc.)

Performance Standard 5.2: Milling Operations

- 5.2.1. Identify terms used with milling tools (e.g., kerf, set, grain, drilling, boring, counterboring, countersinking, etc.)
- 5.2.2. Select the proper milling tools for specific operations (e.g., table saw, drill press, joiner, lathe, band saw, jigsaw, routers, etc.)
- 5.2.3. Demonstrate the steps to square a board.
- 5.2.4. Demonstrate cutting and handling techniques used for lumber and sheet goods.
- 5.2.5. Demonstrate the use of a jig, template, and fixture.
- 5.2.6. Demonstrate safety operating procedures, (e.g. feather boards, holders, and power feeders).
- 5.2.7. Identify terms used with milling tools (e.g., kerf, set, grain, drilling, boring, counterboring, countersinking, etc.)

Performance Standard 5.3: Computer Numerical Control (CNC)

- 5.3.1. Discuss the applications of CNCs and CNC technology.
- 5.3.2. Understand the programming and set up of CNCs.
- 5.3.3. Discuss the outcomes of appropriate G codes/M codes.
- 5.3.4. Discuss troubleshooting methods.
- 5.3.5. Advantages and disadvantages of using CNCs.

Performance Standard 5.4: Joinery Techniques

- 5.4.1. Identify terms used with joinery techniques (e.g., doweling, biscuits, floating tenon, tongue & groove, dados, miter, dovetail, etc.).
- 5.4.2. Determine the appropriate joinery applications.
- 5.4.3. Discuss the advantages and disadvantages of joinery types.
- 5.4.4. Select the proper joinery tools and machinery for specific operations.
- 5.4.5. Construct various joints (i.e., dado, miter, rabbet, butt).

Performance Standard 5.5: Sanding

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- 5.5.1. Identify terms used with sanding processes and techniques (e.g., grit, belt, disc, hand, etc.)
- 5.5.2. Properly prepare a surface for a treatment or finish.
- 5.5.3. Demonstrate proper application methods for different types of filler materials.
- 5.5.4. Select the proper tool and abrasive for shaping and smoothing materials.
- 5.5.5. Select the proper grit sizes and sequences for shaping and smoothing operations.
- 5.5.6. Utilize the proper health and safety procedures when working with abrasives and fillers.

Performance Standard 5.6: Assembly

- 5.6.1. Identify terms used with assembly procedures (e.g., dry fitting, clamping, gluing, etc.)
Select the proper assembly tools for specific operations (e.g., c-clamps, bar clamps, pipe clamps, etc.)
- 5.6.2. Demonstrate assembly and clamping procedures.
- 5.6.3. Demonstrate common case construction techniques (e.g., face frame, frameless, etc.)
Demonstrate common frame and panel construction techniques (e.g., stile, rail, panel, etc.)
- 5.6.4. Demonstrate furniture construction techniques.
- 5.6.5. Construct a project that includes a drawer and a door.
- 5.6.6. Use specific quality control criteria to check the accuracy and squareness of a project.
- 5.6.7. Demonstrate laminating techniques (e.g., plastic, veneers, edge treatment, etc.)
- 5.6.8. Demonstrate molding and trim usage and installation.

Performance Standard 5.7: Finishing

- 5.7.1. Identify terms and products used in finishing procedures (e.g., staining, clear coating, penetrating oils, sheen, sealer, etc.)
- 5.7.2. Select the proper finishing tools and materials for specific operations.
- 5.7.3. Demonstrate proper application methods for different types of finishes.
- 5.7.4. Demonstrate clean up procedures for various types of finishing products and equipment.
- 5.7.5. Utilize the proper health and safety procedures when working with finishes.

Performance Standard 5.8: Installation

- 5.8.1. Discuss cabinet layout and installation techniques.
- 5.8.2. Discuss countertop layout, materials, and installation techniques.
- 5.8.3. Check walls and floors for level and plumb.
- 5.8.4. Determine fasteners for walls.
- 5.8.5. Install upper and lower cabinets and other casework.
- 5.8.6. Install countertops, including sink cutouts and back splash.
- 5.8.7. Cut and install molding and trim.
- 5.8.8. Adjust doors and drawers.
- 5.8.9. Clean work site.

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CONTENT STANDARD 6.0: CABINETRY AND MILLWORK INDUSTRY

Performance Standard 6.1: Career Exploration

- 6.1.1. Discuss the employment opportunities in the industry.
- 6.1.2. Discuss economic impacts within the industry.
- 6.1.3. Create an employment application and resume.
- 6.1.4. Explore education and training for careers in the industry.

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CONTENT STANDARD 1.0: SAFETY

Performance Standard 1.1: Shop Safety

- 1.1.1. Explain the idea of a safety culture and its importance to industrial maintenance.
- 1.1.2. Identify causes of accidents and the impact of accident costs.
- 1.1.3. Review worker's rights and responsibilities.
- 1.1.4. Recognize hazard recognition and risk assessment techniques.
- 1.1.5. Explain fall protection and ladder, stair, and scaffold procedures and requirements.
- 1.1.6. Identify equipment power sources.
- 1.1.7. Knowledge of lock out and tag out procedures.
- 1.1.8. Demonstrate safe work procedures to use around electrical hazards.
- 1.1.9. Demonstrate the use and care of appropriate personal protective equipment (PPE).
- 1.1.10. Explain the importance of hazard communications (HazCom) and Safety Data.
- 1.1.11. Identify other construction hazards on your job site, including hazardous material exposures, environmental elements, welding and cutting hazards, confined spaces, and fires.

CONTENT STANDARD 2.0: TECHNICAL DRAWINGS

Performance Standard 2.1: Blueprints and Schematics

- 2.1.1 Explain the purpose of blueprints.
- 2.1.2 Explain and interpret machine parts and machine drawings.
- 2.1.3 Develop sketches.
- 2.1.4 Read and interpret schematics and symbols (i.e electrical, hydraulic, and welding).

CONTENT STANDARD 3.0: SHOP SKILLS

Performance Standard 3.1: Shop Skills

- 3.1.1. Apply basic mathematical principles.
- 3.1.2. Explain techniques of measurement, e.g. motion, fluids, electricity, and temperature.
- 3.1.3. Explain the mechanical and chemical properties of ferrous and non-ferrous metals.
- 3.1.4. Understand lean and continuous improvement manufacturing processes.
- 3.1.5. Determine sequence of work on a specified project.
- 3.1.6. Determine tolerances and finishes.
- 3.1.7. Explain the variables that affect job efficiency.
- 3.1.8. Demonstrate knowledge of record keeping practices.
- 3.1.9. Complete a work order.
- 3.1.10. Complete a requisition.

CONTENT STANDARD 4.0: TOOLS

Performance Standard 4.1: Shop equipment

- 4.1.1. Demonstrate use and maintenance of basic hand and power tools properly.
- 4.1.2 Convert English/standard to metric.
- 4.1.3 Demonstrate the ability to perform layout work.
- 4.1.4. Demonstrate the use and care of test and safety equipment.

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CONTENT STANDARD 5.0: WELDING

Performance Standard 5.1: Gas Welding/Cutting

- 5.1.1. Set up gas welding and cutting equipment and accessories.
- 5.1.2. Identify personal protective equipment required for welding and cutting.
- 5.1.3. Demonstrate proper lighting, adjusting, and shutting down of a gas torch.
- 5.1.4. Layout and cut mild steel.
- 5.1.5. Braze/Solder miscellaneous materials.

Performance Standard 5.2: Arc Welding/Cutting

- 5.2.1. Set up and adjust a variety of arc welders.
- 5.2.2. Identify and select electrodes.
- 5.2.3. Weld build-up pads and/or shafts or round surfaces
- 5.2.4. Hard surface metals with S.M.A.W.
- 5.2.5. Weld basic joints in flat, horizontal, and vertical positions.

CONTENT STANDARD 6.0: ELECTRICITY & ELECTRONICS

Performance Standard 6.1: Elements of Electricity & Electronics

- 6.1.1. Define common terms used in electricity and electronics.
- 6.1.2. Discuss electrical safe work practices and the governing organizations.
- 6.1.3. Describe theory and the industrial uses of magnets and electromagnets.
- 6.1.4. Explain the purpose and use of transformers.
- 6.1.5. Explain and apply Ohm's Law.
- 6.1.6. Use instruments which measure current, resistance, and potential difference.
- 6.1.7. Explain the fundamentals and differences between AC/DC circuits.
- 6.1.8. Demonstrate knowledge of the instruments used to measure electrical circuits.
- 6.1.9. Know the difference between a single phase and a three phase circuit.
- 6.1.10. Install, troubleshoot, and maintain electric motors.
- 6.1.11. Demonstrate knowledge of troubleshooting procedures for electric circuits and control systems.
- 6.2.12. Understand the differences and properties between series and parallel circuits.

CONTENT STANDARD 7.0: PREVENTIVE AND PREDICTIVE MAINTENANCE

Performance Standard 7.1: Maintenance Scheduling

- 7.1.1. Explain the function of lubricants.
- 7.1.2. Explain the factors determining the selection of lubricants.
- 7.1.3. Describe lubricating systems, including the charts and methods used.
- 7.1.4. Demonstrate proper grease application.
- 7.1.5. Practice lubrication on various equipment.
- 7.1.6. Preventative maintenance scheduling and maintaining records.
- 7.1.7. Know the preventive maintenance techniques of various equipment.
- 7.1.8. Perform preventive maintenance on drive components.
- 7.1.9. List rules for good bearing lubrication.

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CONTENT STANDARD 8.0: DRIVE COMPONENTS

Performance Standard 8.1: Drive Component Installation and Maintenance

- 8.1.1. Identify and understand various drive component couplings.
- 8.1.2. Understand different type of power transfer methods.
- 8.1.3. Understand use of shaft alignment techniques.
- 8.1.4. Explain the function of gear boxes.
- 8.1.5. Explain the function of drive sprockets and chains.
- 8.1.6. Explain the function of sheaves and pulleys.

CONTENT STANDARD 9.0: BEARINGS

Performance Standard 9.1: Bearing Installation, Inspection and Repair

- 9.1.1. Identify various bearing types and their applications.
- 9.1.2. Identify and select bearing seals.
- 9.1.3. Explain bearing load, wear patterns, & maintenance.

CONTENT STANDARD 10.0: PUMPS

Performance Standard 10.1: Pump Maintenance and Repair

- 10.1.1. Determine pump capacity and system requirements.
- 10.1.2. Identify packing and seal requirements.
- 10.1.3. Explain the operating principles of various types of pumps, e.g. centrifugal, propeller and turbine rotary, reciprocating and metering pumps.

CONTENT STANDARD 11.0: PIPING SYSTEMS

Performance Standard 11.1: Piping Systems and Accessory Maintenance

- 11.1.1. Identify the components of a piping system.
- 11.1.2. Explain the maintenance features of piping systems.
- 11.1.3. Explain valve operation and maintenance.
- 11.1.4. Explain the use and maintenance of strainers, filters, and traps in piping systems.

CONTENT STANDARD 12.0: HYDRAULIC SYSTEMS

Performance Standard 12.1: Hydraulic Component Maintenance and Repair

- 12.1.1. Explain laws and principles of hydraulic systems.
- 12.1.2. Explain the characteristics and components of a hydraulic system.
- 12.1.3. Identify hydraulic system components.
- 12.1.4. Troubleshoot hydraulic systems.

CONTENT STANDARD 13.0: PNEUMATIC SYSTEMS

Performance Standard 13.1: Pneumatic Component Maintenance and Repair

- 13.1.1. Identify schematic symbols and diagrams used in pneumatic systems.
- 13.1.2. Diagram an air supply system.
- 13.1.3. Identify pneumatic system components.
- 13.1.4. Explain pneumatic system maintenance techniques.
- 13.1.5. Demonstrate pneumatic system troubleshooting procedures.

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CONTENT STANDARD 14.0: RIGGING SYSTEMS

Performance Standard 14.1: Rigging

- 14.1.1. Estimate the weight of a load.
- 14.1.2. Find the center of gravity.
- 14.1.3. Identify the rigging and slings used in maintenance work.
- 14.1.4. Explain safety inspection procedures for rigging, ropes, and slings.

CONTENT STANDARD 15.0: PROGRAMMABLE LOGIC CONTROLLERS

Performance Standard 15.1: Programmable Logic Controllers

- 15.1.1. Describe the function and purpose of a programmable logic controller (PLC).
- 15.1.2. Analyze a binary logic network.
- 15.1.3. Construct input/output (I/O) circuits.
- 15.1.4. State the characteristics of the different types of memory.
- 15.1.5. Identify and explain the features of relay ladder logic instruction categories.
- 15.1.6. Explain the use and function of electrical and electronic control equipment.
- 15.1.7. Explain the function of variable frequency drive (VFD).

CONTENT STANDARD 16.0: MACHINE SHOP OPERATIONS

Performance Standard 16.1: Turning

- 16.1.1. Identify the principal parts of a lathe.
- 16.1.2. Demonstrate the use of a lathe and attachments.
- 16.1.3. Bore and drill holes with a lathe.
- 16.1.4. Cut threads with a lathe.

Performance Standard 16.2: Milling

- 16.2.1. Identify types of milling machines and tooling.
- 16.2.2. Select and set feeds and speeds for milling work.
- 16.2.3. Perform a variety of milling operations.

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CONTENT STANDARD 1.0: HISTORY OF LAW ENFORCEMENT

Performance Standard 1.1: Social Requirements Imposed upon Law Enforcement

- 1.1.1. Critique the role of law enforcement in maintaining social control.
- 1.1.2. Prove where law enforcement receives its authority.
- 1.1.3. Analyze the public's need for social control.

Performance Standard 1.2: English Roots of Modern Law Enforcement

- 1.2.1. Identify the basic principles of modern law enforcement created by Robert Peel.
- 1.2.2. Investigate modern law enforcement techniques and their development.

Performance Standard 1.3: History of U.S. Law Enforcement and Its Impact on Society

- 1.3.1. Identify development and important events in U.S. law enforcement history.
- 1.3.2. Determine social trends that led to law enforcement development.
- 1.3.3. Analyze the levels of U.S. law enforcement and their jurisdictions.

CONTENT STANDARD 2.0: LAW

Performance Standard 2.1: History of Law

- 2.1.1. Examine the history of law and the legal process.

Performance Standard 2.2: Constitutional Law

- 2.2.1. Understand the United States Constitution and how it applies to law enforcement.
- 2.2.2. Distinguish the purpose of the Idaho State Constitution.
- 2.2.3. State the purpose and effect of the Bill of Rights.
- 2.2.4. Explain the fourteenth amendment and its application to the Bill of Rights.
- 2.2.5. Identify the importance of constitutional rights to peace officers.
- 2.2.6. Explain the concept of judicial review.
- 2.2.7. Identify the primary structures and characteristics of the American legal system.
- 2.2.8. Identify and discuss the components of the criminal process from initial complaint to appeals.

Performance Standard 2.3: Civil Liability Related to Law Enforcement

- 2.3.1. Identify the elements of federal civil rights statutes and who they protect.
- 2.3.2. Identify the elements of federal and state statutes that relate to civil and criminal liability of local law enforcement officers.
- 2.3.3. Identify the defense of qualified immunity as it pertains to false arrest and/or the use of force.

Performance Standard 2.4: Criminal Law and Law Enforcement

- 2.4.1. Identify the different types of laws and the purpose they serve.
- 2.4.2. Understand the primary differences between civil and criminal law.
- 2.4.3. Explain the difference between procedural law and substantive criminal law.
- 2.4.4. Differentiate between felonies, misdemeanor, and ordinance violations.
- 2.4.5. List and define the basic elements of a crime.

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Performance Standard 2.5: Idaho Law

- 2.5.1. Develop an understanding of the following:
 - Idaho criminal code
 - Search seizure
 - Constitutional law
 - Court room procedures/rules of evidence
 - Fish and Game Laws
 - Liquor Laws
 - Brand Laws
 - Traffic Laws/Vehicle Code
 - Laws of Arrest
- 2.5.2. Examine the provisions of the fourth amendment relating to searches and seizures.

CONTENT STANDARD 3.0: PROCEDURAL LAW

Performance Standard 3.1: Procedural Law in Law Enforcement

- 3.1.1. Differentiate the elements required to establish “reasonable suspicion” and probable cause.
- 3.1.2. Define and explain the “exclusionary rule”.
- 3.1.3. Identify the requirements and scope of both a lawful “stop” and lawful “frisk”.
- 3.1.4. Examine the provisions of the fifth amendment and the application of Miranda Rights.
- 3.1.5. Explain the process for securing, executing and returning a search warrant.
- 3.1.6. Identify the statutes that govern the power of the peace officer to make an arrest.

CONTENT STANDARD 4.0: ETHICS AND PROFESSIONALISM

Performance Standard 4.1: Ethics

- 4.1.1. Identify personal and long-term consequences for unethical behaviors.
- 4.1.2. Identify legal and ethical considerations in decision making.
- 4.1.3. Formulate appropriate responses to illegal/unethical situations.
- 4.1.4. Explain why the highest ethical and moral standards are necessary for law enforcement officers both on and off duty.
- 4.1.5. Review the Idaho Code of Ethics.
- 4.1.6. Evaluate examples of unethical/immoral conduct by officers and how those can adversely affect the officers in the performance of their duties.
- 4.1.7. Assess how officers build and destroy the public attitude toward their department and law enforcement by their actions.
- 4.1.8. Critique the scope and necessity of a background check.
- 4.1.9. Analyze the role of the internal affairs bureau within a department.

Performance Standard 4.2: Interpret Written Agency Policies and Procedures

- 4.2.1. Review and discuss the importance of departmental policies and procedures.
- 4.2.2. Discuss the effect of policies and procedures on a specific work situation.

Performance Standard 4.3: Drill and Ceremony

- 4.3.1. Explain the purpose and the traditions of drill and ceremony.

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Performance Standard 4.4: Professional Appearance

- 4.4.1. Identify the importance of professional appearance in law enforcement.

CONTENT STANDARD 5.0: FITNESS READINESS

Performance Standard 5.1: Health and Fitness

- 5.1.1. Understand the role of fitness and exercise as it pertains to the public safety field.
- 5.1.2. Understand basic human anatomical structure as it relates to physical fitness.
- 5.1.3. Understand the components of physical fitness and develop an awareness of an individual healthy lifestyle.
- 5.1.4. Understand the importance of nutrition and how regular exercise influences obesity and stress.
- 5.1.5. Understand how to develop a personal exercise program.
- 5.1.6. Identify ways in which law enforcement personnel can practice healthy living.

Performance Standard 5.2: Stress Management

- 5.2.1. Explain stress and its effects on the human body and mind.
- 5.2.2. Identify stressors unique to public safety.
- 5.2.3. Describe the signs and symptoms of distress.
- 5.2.4. Evaluate healthy methods to manage stress and burnout.
- 5.2.5. Describe critical incident stress and its place in public safety.
- 5.2.6. Identify resources available to assist personnel in crisis intervention and counseling.

CONTENT STANDARD 6.0: COMMUNICATION

Performance Standard 6.1: Concept of Command Presence

- 6.1.1. Define command presence and explain its importance in law enforcement.
- 6.1.2. Identify barriers to effective communication.
- 6.1.3. Identify and understand the concept of sender, message, channel, and receiver.

Performance Standard 6.2: Nonverbal/Verbal Communication

- 6.2.1. Apply strategies for communicating with a diverse population.
- 6.2.2. Analyze verbal behaviors when communicating with others.
- 6.2.3. Interpret nonverbal behaviors when communicating with others.
- 6.2.4. Demonstrate how to communicate effectively in order to foster positive partnerships within the community.
- 6.2.5. Understand the importance of public relations.
- 6.2.6. Explain the importance of media relations.

CONTENT STANDARD 7.0: REPORT WRITING

Performance Standard 9.1: Effective Report Writing

- 7.1.1. Understand the responsibilities associated with field notes.
- 7.1.2. Understand the importance of reports.
- 7.1.3. Identify different types of reports.
- 7.1.4. Understand the importance of writing complete, clear, concise and factual reports.
- 7.1.5. Identify the elements of report writing.

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- 7.1.6. Identify and demonstrate characteristics of effective report writing.
- 7.1.7. Describe the importance of effective grammar.
- 7.1.8. Determine what reports are subject to discovery and inspection under Idaho Criminal Code 16.

CONTENT STANDARD 8.0: INCIDENT MANAGEMENT

Performance Standard 8.1: National Incident Management System (NIMS)

- 8.1.1. Assess emergency and/or disaster situations as defined by NIMS.
- 8.1.2. Define National Incident Management System (NIMS).
- 8.1.3. Assess all levels of government of NIMS.
- 8.1.4. Evaluate the five major components of NIMS.
- 8.1.5. Differentiate the three key elements of NIMS.
- 8.1.6. Describe law enforcement protocols and procedures designed to handle incidents related to homeland security, terrorism and other disaster situations.

Performance Standard 8.2: Incident Command System (ICS)

- 8.2.1. Define the principles of Incident Command System (ICS).
- 8.2.2. Describe the five major functional areas of ICS.
- 8.2.3. Explain the roles of ICS.

CONTENT STANDARD 9.0: FIRST AID AND CPR

Performance Standard 9.1: First Aid and CPR

- 9.1.1. Obtain first aid and CPR training.

CONTENT STANDARD 10.0: DEFENSITIVE TACTICS

Performance Standard 10.1: Introduction to Defensive Tactics

- 10.1.1. Demonstrate proper tactical communication skills.
- 10.1.2. Demonstrate the proper use of defensive tactics.
- 10.1.3. List the various types of less than lethal weapons and describe how they are used by peace officers.

Performance Standard 10.2: Use of Force

- 10.2.1. Identify the levels of force.
- 10.2.2. Identify and explain acceptable use of force guidelines.
- 10.2.3. Define and explain excessive force.
- 10.2.4. Define and explain deadly force.
- 10.2.5. Define and explain the reasonableness of force.
- 10.2.6. Explain liability issues associated with the use of force.
- 10.2.7. Analyze court cases involving the use of force (i.e. Graham vs Connor).
- 10.2.8. Assess the tools available to law enforcement relative to the use of force.
- 10.2.9. Demonstrate the critical-thinking skills necessary in the application of use of force.

CONTENT STANDARD 11.0: INVESTIGATIONS

Performance Standard 11.1: Crime Scene Investigations

- 11.1.1. Identify and define a crime scene.
- 11.1.2. State the definition of evidence.

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- 11.1.3. Understand appropriate crime scene documentation.
- 11.1.4. Understand the ability to preserve and protect evidence.
- 11.1.5. Identify use of modern techniques to collect evidence.
- 11.1.6. Understand correct packaging for evidence collection.
- 11.1.7. Define and explain the importance of the “chain of custody”.
- 11.1.8. Distinguish between a crime against a person and a crime against property.

Performance Standard 11.2: Investigative Responsibilities

- 11.2.1. State the importance of scene safety and administration of medical aid to injured persons.
- 11.2.2. Analyze information to determine whether a crime has occurred.
- 11.2.3. State the types of information that should be gathered from suspects and witnesses.
- 11.2.4. Collect any and all information available to write a clear and accurate report.
- 11.2.5. Demonstrate technical skills used during investigations.
- 11.2.6. Understand the concepts of collision investigation.
- 11.2.7. Understand drug investigations and identification.
- 11.2.8. Understand domestic violence investigations and dynamics.

CONTENT STANDARD 12.0: TACTICAL PROCEDURES

Performance Standard 12.1: Tactical Procedures in Law Enforcement

- 12.1.1. Conduct a basic traffic stop from start to finish.
- 12.1.2. Demonstrate proper handcuffing techniques.
- 12.1.3. Demonstrate defensive tactics.
- 12.1.4. Understand an overview of emergency vehicle operations.
- 12.1.5. Understand fire arms safety.
- 12.1.6. Explain cell extraction.
- 12.1.7. Understand the importance of officer safety/survival awareness.
- 12.1.8. Identify common on duty encounters and responses.
- 12.1.9. Understand active shooter response procedures.

CONTENT STANDARD 13.0: DETENTION PROCEDURES

Performance Standard 13.1: Detention Procedures in Law Enforcement

- 13.1.1. Understand basic detention procedures.
- 13.1.2. Describe common con games.
- 13.1.3. Understanding cell search and extraction.
- 13.1.4. Understand jail intake and booking procedures.
- 13.1.5. Demonstrate pat down procedures.
- 13.1.6. Understand the use of restraints and transports.

CONTENT STANDARD 14.0: THE CRIMINAL JUSTICE SYSTEM

Performance Standard 14.1: Components of the Criminal Justice System

- 14.1.1. Identify the four functional components of the criminal justice system.
- 14.1.2. Define the functions, responsibilities, and interactions of the criminal justice system components.

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- 14.1.3. Identify the various levels within the state and federal court systems.
- 14.1.4. Differentiate between federal, state, county, and city judicial systems.

Performance Standard 14.2: United States Justice Systems

- 14.2.1. Examine jurisdiction within the American criminal justice system.
- 14.2.2. Identify the participants in the justice system.
- 14.2.3. Identify the roles and responsibilities of the participants.

Performance Standard 14.3: Courtroom Processes/Demeanor

- 14.3.1. Explain the primary purpose of testimony.
- 14.3.2. Determine the importance of reviewing notes and reports prior to court.
- 14.3.3. Interpret the necessity of objective, complete and truthful response of testimony.
- 14.3.4. Recognize the importance of professional appearance, attitude and conduct.
- 14.3.5. Explore the different procedures and hearings that an officer may testify in.
- 14.3.6. Analyze cross-examination tactics and effective responses.
- 14.3.7. Explain the need to maintain professional interaction with the prosecutor and defense attorney.
- 14.3.8. Identify the importance of a pre-trial conference with the prosecutor.

CONTENT STANDARD 15.0: PATROL FUNCTIONS

Performance Standard 15.1: Responsibilities of Patrol

- 15.1.1. Identify the role of patrol in law enforcement.
- 15.1.2. Analyze the different types of specialized units available to patrol.
- 15.1.3. Explain the functions of the various specialized units.
- 15.1.4. Identify the different requirements necessary to qualify for these positions.
- 15.1.5. Analyze the ways in which these units contribute to the effectiveness of patrol.
- 15.1.6. Define types of patrol (e.g. directed, DDACTS, routine/random).
- 15.1.7. Identify priorities of life and how it affects officer actions.

Performance Standard 15.2: Crisis Intervention

- 15.2.1. Define crisis.
- 15.2.2. Evaluate the four stages of a crisis.
- 15.2.3. Understand special needs citizens and proper response.
- 15.2.4. Analyze the behaviors associated with the effects of drug and alcohol use.
- 15.2.5. Understand the type of crisis intervention training available for law enforcement personnel.
- 15.2.6. Analyze appropriate responses to crisis.
- 15.2.7. Explain the impact crisis intervention training has had on the community.
- 15.2.8. Explain Idaho code relative to protective custodies.

Performance Standard 15.3: Community Policing

- 15.3.1. Explain concepts of community oriented-policing and problem-oriented policing.
- 15.3.2. Identify the three core components.
- 15.3.3. Define problem-solving concepts.

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- 15.3.4. Define and demonstrate the Scanning, Analysis Response and Assessment (SARA) problem solving model.
- 15.3.5. Discuss partnerships and their importance in community policing.
- 15.3.6. Apply community-oriented policing to different scenarios.
- 15.3.7. Discuss current events and the impact on law enforcement.
- 15.3.8. Explain importance of crime prevention.
- 15.3.9. Categorize police actions into proactive/reactive responses.

CONTENT STANDARD 16.0: DIVERSITY

Performance Standard 16.1: Cultural Diversity

- 16.1.1. Analyze cultural diversity and its impact on law enforcement.
Understand the importance of diverse and multicultural representation in law
- 16.1.2. enforcement.
- 16.1.3. Examine law enforcement solutions to language barriers.
- 16.1.4. Identify accommodations used to assist individuals with disabilities.
- 16.1.5. Understand personal bias.
- 16.1.6. Analyze the cultural differences in communications.

CONTENT STANDARD 17.0: CONCEPTS OF INTERVIEWS AND INTERROGATIONS

Performance Standard 17.1: Interview Techniques and Interrogation Tactics

- 17.1.1. Identify and demonstrate effective listening skills
- 17.1.2. Identify and demonstrate effective interview techniques
- 17.1.3. Describe the requirements for a legal interrogation (Miranda, etc.)
- 17.1.4. Compare and contrast interviews and interrogations
- 17.1.5. Define and explain types of interview (victim, witness, suspect, juvenile, etc.)
- 17.1.6. Analyze interview and interrogation methods and techniques

CONTENT STANDARD 18.0: CAREER EXPLORATION IN CRIMINAL JUSTICE FIELDS

Performance Standard 18.1: Career Opportunities

- 18.1.1. Explore career training opportunities in law enforcement, detention, corrections, and private security.
- 18.1.2. Understand agencies' requirements (background checks, medical-hearing-vision, etc.) and standard operating procedures.
- 18.1.3. Understand how all organizations relate to each other (i.e. police, fire and emergency).

Performance Standard 18.2: Civilian Support Positions

- 18.2.1. Examine civilian career opportunities available within law enforcement.
Recognize the requirements for civilian employment and the opportunity for career
- 18.2.2. advancement.
- 18.2.3. Evaluate the way civilian positions contribute to the success of an agency.

Performance Standard 18.3: Various Areas/Departments

- 18.3.1. Define divisions within law enforcement departments.
- 18.3.2. Analyze the skills needed for specific duties of policing.
- 18.3.3. Identify the numerous agencies within each level of law enforcement.

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- 18.3.4. Analyze the jurisdictions, functions, and roles of law enforcement agencies (LEA) of local, state, federal (i.e. Department of Homeland Security), and international agencies.
 - 18.3.5. Discuss the requirements and education necessary for various agencies.

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CONTENT STANDARD 1.0: BASIC SAFETY

Performance Standard 1.1: Workplace Safety

- 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. Utilize proper ventilation procedures for working within the lab/shop area.
- 1.1.4. Identify marked safety areas.
- 1.1.5. 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.
- 1.1.6. Identify the location and use of eye wash stations.
- 1.1.7. Identify the location of the posted evacuation routes.
- 1.1.8. Comply with the required use of safety glasses, ear protection, gloves and shoes during lab/shop activities.
- 1.1.9. Identify and wear appropriate clothing for lab/shop activities.
- 1.1.10. Secure hair and jewelry for lab/shop activities.
- 1.1.11. Locate and interpret safety data sheets (SDS).
- 1.1.12. Handle, store, and dispose of hazardous and flammable waste and materials.

CONTENT STANDARD 2.0: TOOLS

Performance Standard 2.1: Basic Tools

- 2.1.1. Identify basic tools.
- 2.1.2. Identify basic tool usage.
- 2.1.3. Demonstrate common tools knowledge.
- 2.1.4. Determine maintenance procedures.

CONTENT STANDARD 3.0: FASTENERS

Performance Standard 3.1: Proper use of fasteners

- 3.1.1. Define fastener terms.
- 3.1.2. Identify fasteners.
- 3.1.3. Select correct fasteners.
- 3.1.4. Rethread tapped holes.
- 3.1.5. Rethread damaged fasteners.
- 3.1.6. Remove seized fasteners.
- 3.1.7. Demonstrate proper torque methods.
- 3.1.8. Demonstrate common fastener knowledge.
- 3.1.9. Select specific application of threaded and nonthreaded fasteners.
- 3.1.10. Select seized nut and bolt removal methods.
- 3.1.11. Demonstrate common fastener knowledge command.

CONTENT STANDARD 4.0: MEASUREMENT

Performance Standard 4.1: Precision Measuring Instruments

- 4.1.1. Define measuring terms.
- 4.1.2. Identify measuring instruments.

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- 4.1.3 Determine measuring steps.
- 4.1.4. Demonstrate the use of measuring instruments.
- 4.1.5. Demonstrate precision measuring.

CONTENT STANDARD 5.0: BASIC ELECTRICAL

Performance Standard 5.1: Basic Electrical Theory and System

- 5.1.1. Identify basic electrical schematic symbols.
- 5.1.2. Identify parts of a basic electrical system.
- 5.1.3. Understand basic electrical theory.
- 5.1.4. Understand basic electrical circuits.
- 5.1.5. Demonstrate proper use of a multimeter.

CONTENT STANDARD 6.0: ENGINE DESIGN AND THEORY

Performance Standard 6.1: Basic Engine Principles and Design

- 6.1.1. Identify engine type and application.
- 6.1.2. Identify type of operation.
- 6.1.3. Explain theory of operation.
- 6.1.4. Identify engine components and their function.
- 6.1.5. Interpret various engine model codes.
- 6.1.6. Understand the terms of work, horsepower, torque, displacement and compression.

Performance Standard 6.2: Operation of a 2-stroke Engine

- 6.2.1. Define 2-stroke engine terms.
- 6.2.2. Define 2-stroke engine operations.
- 6.2.3. Identify 2-stroke engine components.
- 6.2.4. Demonstrate knowledge of 2-stroke engine operation.
- 6.2.5. Diagnose, troubleshoot, and repair a 2-stroke engine.

Performance Standard 6.3: Operation of a 4-stroke Engine

- 6.3.1. Define 4-stroke engine terms.
- 6.3.2. Define 4-stroke engine operations.
- 6.3.3. Identify 4-stroke engine components.
- 6.3.4. Demonstrate knowledge of 4-stroke engine operation.
- 6.3.5. Diagnose, troubleshoot, and repair a 4-stroke engine.

Performance Standard 6.4: Overhaul of a 4-stroke Engine

- 6.4.1. Diagnose various engine problems.
- 6.4.2. Demonstrate engine overhaul knowledge and competence.
- 6.4.3. Perform and evaluate failure analysis.
- 6.4.4. Disassemble and evaluate a 4-stroke engine.
- 6.4.5. Inspect internal components.
- 6.4.6. Service, replace or repair damaged internal components.
- 6.4.7. Reassemble a 4-stroke engine.

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Performance Standard 6.5: Overhaul a 2-stroke Engine

- 6.5.1. Diagnose various engine problems.
- 6.5.2. Demonstrate engine overhaul knowledge and competence.
- 6.5.3. Perform and evaluate failure analysis.
- 6.5.4. Disassemble and evaluate a 2-stroke engine.
- 6.5.5. Inspect internal components.
- 6.5.6. Service, replace or repair damaged internal components.
- 6.5.7. Reassemble a 2-stroke engine.

Performance Standard 6.6: Cooling and Lubrication Systems

- 6.6.1. Identify type of cooling and lubrication systems.
- 6.6.2. Identify the components and function of a cooling system.
- 6.6.3. Identify the components and function of a lubrication system.
- 6.6.4. Identify proper types of oils and their applications.

Performance Standard 6.7: Fuel Systems

- 6.7.1. Define types of fuel systems.
- 6.7.2. Define fuel system theory.
- 6.7.3. Identify fuel system components and their functions.
- 6.7.4. Identify fuel system supply functions.
- 6.7.5. Service fuel systems components.
- 6.7.6. Diagnose, troubleshoot and repair fuel system malfunctions.

Performance Standard 6.8: Governor Systems

- 6.8.1. Identify different types of governor systems and their components.
- 6.8.2. Identify governor theory, operation, and adjustments.
- 6.8.3. Diagnose, troubleshoot and repair governor malfunctions

Performance Standard 6.9: Ignition Systems

- 6.9.1. Identify basic types of ignition systems and theory of operation.
- 6.9.2. Identify components and functions of a basic ignition system.
- 6.9.3. Diagnose, troubleshoot, and repair ignition system malfunctions.

Performance Standard 6.10: Charging Systems

- 6.10.1. Identify basic types of charging systems and theory of operation.
- 6.10.2. Identify components and functions of a basic charging system.
- 6.10.3. Diagnose, troubleshoot, and repair charging system malfunctions.

Performance Standard 6.11: Starting Systems

- 6.11.1. Identify basic types of starting systems and theory of operation.
- 6.11.2. Identify components and functions of a basic starting system.
- 6.11.3. Diagnose, troubleshoot, and repair starting system malfunctions.

CONTENT STANDARD 7.0: MAINTENANCE

Performance Standard 7.1: Basic Maintenance

- 7.1.1. Describe a periodic maintenance program.

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- 7.1.2. Research owner's manuals, service schedules, and manufacturer's data to perform proper periodic maintenance.

CONTENT STANDARD 8.0: PARTS AND SERVICE MANAGEMENT

Performance Standard 8.1: Parts and Service Operation

- 8.1.1. Understand the concept of inventory control.
- 8.1.2. Identify how to look up parts.
- 8.1.3. Ability to look up flat rate.
- 8.1.4. Complete a customer service order.
- 8.1.5. Explain why parts management and inventory control is needed.

CONTENT STANDARD 9.0: CAREER EXPLORATION

Performance Standard 9.1: Career Opportunities

- 9.1.1. List and describe the types of employment opportunities in power sports/small engine repair.

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SUBJECT

Temporary and Proposed Rule Docket 08-0204-1701 – Rules Governing Public Charter Schools

REFERENCE

June 2013	Board approved temporary and proposed rule changes to IDAPA 08.02.04 and 08.03.01 pertaining the public charter schools and the public charter school commission to bring then into alignment with legislative changes enacted during the 2013 legislative session.
October 2013	Board approved pending rules Docket 08-0204-1301 and Docket 08-0301-1301.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Administrative Code, IDAPA 08.02.04 and IDAPA 08.03.01, Sections 33-5201 to 5216, Idaho Code

BACKGROUND/DISCUSSION

IDAPA 08.02.04, sets out the rules governing public charter schools in Idaho. This rule includes specific provisions related the formation of new public charter schools, petition requirements, responsibilities of chartering entities and the review and appeal procedures for petitions. During the 2017 legislative session, House Bill 279 (2017) amended the provision regarding the petitioning process for charter schools, requiring a single application process regardless of the authorizer the petitioners are seeking approval from and streamlining the timelines for review and approval of applications. These legislative changes require amendments to IDAPA 08.02.04, Rules Governing Public Charter Schools. The proposed amendments will add a single application process that will apply to all charter school petitioners, regardless of the chartering entity and remove section that are no longer required due to the legislative changes.

IMPACT

The proposed changes will bring the rule into compliance with changes enacted during the 2017 legislative session.

ATTACHMENTS

Attachment 1 – Temporary and Proposed Rule Docket 08-0204-1701 Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Administrative rules are made up of three types of rules. Temporary rules, proposed rules and pending rules. Temporary and proposed rules may be promulgated jointly with a single docket number or temporary rules may be promulgated as a standalone rule. A rule must go through the proposed rule and pending rule steps to become a final rule. Temporary rules go into effect at the time of Board approval unless an alternative effective date is specified by Board action. To qualify as a temporary rule, the rule must meet one of three criteria:

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- provides protection of the public health, safety, or welfare; or
- is to come into compliance with deadlines in amendments to governing law or federal programs; or
- is conferring a benefit.

This temporary and proposed rule brings this section of administrative code into compliance with amendments made by House Bill 279 (2017).

Once approved by the Board, proposed rules are published in the Administrative Bulletin. Publication of the proposed rule starts the 21-day public comment period. At the close of the public comment period, based on comments received and Board direction, changes may be made to proposed rules prior to entering the pending stage. All pending rules are brought back to the board for approval prior to re-submittal to the Department of Administration for publication as a pending (or final rule) in the Idaho Administrative Bulletin. The Department of Administration then forwards all pending rules to the legislature for consideration during the next legislative session. Pending rules go into effect at the end of the session in which they are reviewed, if they are not rejected by the legislature. The legislature may reject a rule in whole or in part.

The notice of intent to promulgate this rule was published in the May 3, 2017 (Vol.17-5) Administrative Bulletin. Representatives of the Public Charter School Commission, the Idaho Charter School Network, Idaho School Boards Association, Idaho Education Association, Idaho Association of School Administrators and Department of Education Staff requested participation in the negotiated rulemaking meeting. A meeting was held on August 24th, to discuss potential rule amendments necessary to bring IDAPA 08.02.03 and 08.03.01 into alignment with the statutory changes. General consensus was formed around the proposed amendments going forward to the Board for consideration with the understanding that the stakeholder associations would have the opportunity to provide additional comments and feedback from the members during the proposed rule 21 day comment period.

Staff recommends approval.

BOARD ACTION

I move to approve temporary and proposed rule Docket 08-0204-1701 as submitted in attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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IDAPA 08
TITLE 02
CHAPTER 04

08.02.04 - RULES GOVERNING PUBLIC CHARTER SCHOOLS

000. LEGAL AUTHORITY.

In accordance with Sections 33-105, 33-5203, and 33-5210(4)(e), Idaho Code, the Board shall promulgate rules implementing the provisions of Title 33, Chapter 52, Idaho Code. (4-11-06)

001. TITLE AND SCOPE.

01. Title. These rules shall be cited as IDAPA 08.02.04, "Rules Governing Public Charter Schools." (4-11-06)

02. Scope. These rules establish a consistent application and review process for the approval and maintenance of public charter schools in Idaho. (4-11-06)

002. WRITTEN INTERPRETATIONS.

In accordance with Section 67-5201(19)(b)(iv), Idaho Code, written interpretations, if any, of the rules of this chapter are available at the offices of the Board. (4-11-06)

003. ADMINISTRATIVE APPEALS.

The provisions found in Sections 400 through 404, of these rules, shall govern administrative appeals of public charter schools. (4-11-06)

004. INCORPORATION BY REFERENCE.

There are no documents that have been incorporated by reference into these rules. (4-11-06)

005. OFFICE INFORMATION.

01. Office Hours. The offices of the Board are open from 8 a.m. to 5 p.m., except Saturday, Sunday, and legal holidays. (4-11-06)

02. Street Address. The offices of the Board are located at 650 W. State Street, Boise, Idaho. (4-11-06)

03. Mailing Address. The mailing address of the Board is P.O. Box 83720, Boise, Idaho 83720-0037. (4-11-06)

04. Telephone Number. The telephone number of the Board is (208) 334-2270. (4-11-06)

05. Facsimile. The facsimile number of the Board is (208) 334-2632. (4-11-06)

06. Electronic Address. The electronic address of the State Board of Education website is www.boardofed.idaho.gov. (4-11-06)

006. PUBLIC RECORDS ACT COMPLIANCE.

These rules are subject to the provisions of the Idaho Public Records Act, Title 74, Chapter 1, Idaho Code. (4-11-06)

007. -- 009. (RESERVED)

010. DEFINITIONS.

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- 01. Authorizer Fee.** Fee paid by each public charter school to its authorized chartering entity. (3-20-14)
- 02. Board.** Means the Idaho State Board of Education. (4-11-06)
- 03. Commission.** Means the Idaho Public Charter School Commission, as provided by Section 33-5213, Idaho Code. (4-11-06)
- 04. Department.** Means the Idaho Department of Education. (4-11-06)
- 05. Institution.** For the purpose of this section, Institution means an Idaho public college, university of community college, or a private, nonprofit Idaho-based, nonsectarian college or university that is accredited by the same organization that accredits Idaho public colleges and universities. (3-20-14)
- 06. Petitioners.** Means the group of persons who submit a petition to establish a new public charter school, or to convert an existing traditional public school to a public charter school, as provided by Section 33-5205, Idaho Code, and the procedures described in Sections 200 through 205 of these rules. (4-11-06)
- 07. School Year.** Means the period beginning on July 1 and ending the next succeeding June 30 of each year. (4-11-06)

011. -- 099. (RESERVED)

100. LIMITATIONS ON NEW PUBLIC CHARTER SCHOOLS.

01. Responsibilities of Petitioners on Approval of Charter. Upon the approval of a new public charter school by an authorized chartering entity, the petitioners shall provide the Board with written notice of such approval. The authorized chartering entity of the public charter school shall provide the Board with copies of the charter and any charter revisions upon request. (4-4-13)

02. Authorization to Begin Educational Instruction. The public charter schools authorized to begin educational instruction during a given school year shall be those public charter schools that have received approval from their authorized chartering entities to begin educational instruction during such school year. A public charter school that is approved by an authorized chartering entity, but which does not begin educational instruction must confirm with the Board, on or before March 1 preceding the next succeeding school year, that it is able to begin educational instruction during such school year. (3-20-14)

~~**03. Notification.** The Board shall, as soon as reasonably practicable after determining that a public charter school will be authorized to begin educational instruction during a given school year, provide written notification to the petitioners. The Board shall also send a copy of such notification to the authorized chartering entity that approved the charter. (4-11-06)~~

101. AUTHORIZED CHARTERING ENTITY.

01. Institution. An institution shall receive approval from their governing board prior to authorizing any charter schools. (3-20-14)

a. Petitions shall be submitted to the president of the institution or his designee. (3-20-14)

b. An institution may approve or deny a petition, ~~but cannot refer the petition to another authorized chartering entity.~~ (3-20-14)

c. Notwithstanding Sections 400 through 404, of these rules, denial of a new petition by an institution is final. A petitioner may submit a petition that has been denied by an institution to any authorized chartering entity. (3-20-14)

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102. AUTHORIZER FEE.

01. Notification. It is the responsibility of each authorizer to notify the Department if the authorizer fee has not been received by the date specified in Section 33-5208, Idaho Code. (3-20-14)

a. The authorizer must provide notification of the delinquent fee to the charter school prior to reporting to the Department. (3-20-14)

b. The authorizer must provide the amount delinquent and proof of notification to the charter school within thirty (30) days of the non-payment of the authorizer fee. (3-20-14)

c. The Department shall withhold the amount of the delinquent fee from the next scheduled release of funds to the charter school. The funds will be withheld until the Department has received notification from the authorizer that the authorizer fee has been paid in full. (3-20-14)

103. -- 199. (RESERVED)

200. PROCEDURE FOR FORMATION OF A NEW PUBLIC CHARTER SCHOOL.

01. Assistance With Petitions. The Department shall, in accordance with Section 33-5211, Idaho Code, provide technical assistance to public charter school petitioners. The Department shall undertake this statutory responsibility by conducting public charter school workshops, as discussed in Subsection 200.02 of this rule. (4-11-06)

02. Public Charter School Workshops. The purpose of the public charter school workshops shall be to provide public charter school petitioners with a brief overview of a variety of educational and operational issues relating to public charter schools, as well as to answer questions and to provide technical assistance, as may be necessary, to aid petitioners in the preparation of public charter school petitions. (4-11-06)

03. ~~Petition Sufficiency Reviews.~~ ~~Prior to submitting a petition to an authorized chartering entity, petitioners shall submit one (1) copy of the proposed draft petition to the Department, which will review the proposed draft petition to determine whether it complies with statutory requirements.~~ **Petition Submittal.** A public charter school petition may be submitted to only one authorized chartering entity at a time. A petitioner may submit a petition that has been denied by an authorized chartering entity to any other authorized chartering entity after an appeal process, if any, is complete and a final decision has been reached. (4-4-13)

201. POLICIES AND PROCEDURES ADOPTED BY AN AUTHORIZED CHARTERING ENTITY.

An authorized chartering entity may adopt its own charter school policies and procedures describing the charter school petition process and the procedures that petitioners must comply with in order to form a new public charter school, including a public virtual school. Petitioners must comply with the charter school policies and procedures adopted by the authorized chartering entity with which a petition is submitted. Such charter school policies and procedures must comply with Title 33, Chapter 52, Idaho Code, and the rules promulgated by the Board. If there is any conflict between the charter school policies and procedures adopted by an authorized chartering entity and rules promulgated by the Board, then the Board rules shall govern. (3-20-14)

202. ~~PETITION NEW PUBLIC CHARTER SCHOOL APPLICATION REQUIREMENTS.~~

~~A petition to form a new or conversion public charter school shall be submitted in accordance with instructions, and in such format, as may be required by the Board. Notwithstanding, the petition must include, at a minimum, the information described in Section 33-5205, Idaho Code.~~ Pursuant to Section 33-5205, Idaho Code, petitioners seeking to establish a new public charter school must complete an application consisting of all of the following elements: (---)(4-11-06)

01. Introduction. Briefly introduce the proposed public charter school by providing the following:

a. Cover page with the proposed school's name, intended opening year, general location, and the contact information for one petitioner who will serve as liaison with the authorizer during the petition process;

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- b. Table of contents;
 - c. One-page executive summary describing the proposed school's organizational structure, educational program, and student outcome expectations; and
 - d. Mission statement.
- 02. Educational Program.** Describe the proposed school's educational program by explaining the following:
- a. Educational philosophy;
 - b. Student academic achievement standards and any additional goals and methods for measuring achievement;
 - c. Key educational design elements, including curricula, tools and instructional methods identified to carry out the educational philosophy and meet academic and mission-specific goals, which may include evidence demonstrating efficacy of these elements; and
 - d. Strategies for meeting the needs of specific student populations, including but not limited to at-risk students, special education students, English language learners, and gifted students.
- 03. Financial and Facilities Plan.** Demonstrate a sound understanding of public charter school finances and facilities needs.
- a. State whether the school intends to provide transportation or food service, and provide plans for provision of these services if they will be offered;
 - b. Describe how the school's finances will be managed and monitored.
 - c. Provide a working draft of the school's prospective facilities plan, including likely facilities needs and estimated costs.
 - d. Provide a description of any potential facilities that have been identified and a timeline and process for securing appropriate space; and
 - e. Attach the following to Appendix A: Pre-opening budget and 3-year operating budget, including detailed assumptions for all revenue and expenditures for each year; year one, break-even budget demonstrating the minimum enrollment needed to achieve a zero or marginal net income balance at the end of the year; cash flow projection for the first operational year, demonstrating an understanding of charter school monetary flow; evidence of existing and anticipated funds; and evidence that projected facilities costs are reasonable within the start-up and 3-year budgets.
- 04. Board Capacity and Governance Structure.** Provide information about the legal entity and the individuals involved in opening the proposed school.
- a. Attach copies of the nonprofit corporation's Articles of Incorporation and Corporate Bylaws to Appendix B, though note that they will not be incorporated as part of the school's charter.
 - b. Provide a description of the governance structure;
 - c. List any already identified members of the board of directors, attach their professional resumes to Appendix C, and provide any additional information about their qualifications;
 - d. Describe the board's plan for a smooth transition from initial founding members to subsequent members; and
 - e. Describe the plan for board member recruitment and training.
- 05. Student Demand and Primary Attendance Area.** Demonstrate the need and community demand for the proposed public charter school in the selected location.
- a. Describe the primary attendance area and list the public school districts that overlap this area;
 - b. Clearly articulate the need and demand for a school in the selected location, including demographics for the intended neighborhood. Need is the reason(s) existing schools are insufficient or inadequate and includes state performance data. Demand is evidence of desire from prospective families to attend the school;
 - c. Describe the population of students the proposed school intends to serve and how the selected location supports serving such students;
 - d. Provide the target enrollment by grade level and projected growth over five years;
 - e. Describe any community partnerships or other local support for the proposed school; and
 - f. Describe strategies for informing underserved students and their families about the prospective school and the enrollment process.

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06. School Leadership and Management. Describe the proposed school's administrative leadership structure, and provide information about any potential education service providers.

a. Attach an organizational chart to Appendix D illustrating the proposed school's leadership structure and indicating the reporting structures of school leaders to the board. If school leaders have already been identified, include their names, contact information, resumes and any additional information about their qualifications in the appendices.

b. Describe the responsibilities of and relationships among school leadership, the governing board, instructional leaders, and staff, and include a plan for evaluating school leaders.

c. If the proposed school intends to work with an educational service provider, provide the name of the company, a contact within the company, and specify in detail the extent of the entity's participation in the management and operation of the school. Attach the following to Appendix E:

i. A term sheet indicating the fees to be paid by the proposed school to the management company, the length of the proposed contract, the terms for the contracts renewal, and provisions for termination;

ii. Copies of the two most recent contracts that the entity has executed with operating charter schools; and

iii. A detailed description of the education service provider's relationship to the school's board of directors;

iv. A detailed description of how and why the management organization or educational service provider was selected, and evidence that the organization provides high-quality service to similarly situated schools, if applicable.

07. Supporting Documents.

a. Appendix A - Budgets, cash flow, additional funds

b. Appendix B – Articles of Incorporation and Bylaws

c. Appendix C – Board of Directors

d. Appendix D – School Administration

e. Appendix E – Education Service Provider

f. Appendix F – Optional additional supporting documents

203. ADMISSION PROCEDURES.

01. Model Admission Procedures. ~~In accordance with Section 33-5205(3)(i), Idaho Code, a petition to establish a new public charter school must describe the admission procedures to be utilized by the public charter school.~~ All public charter schools must have an admission procedure approved by their authorized chartering entity, which complies with Section 33-5206(11), Idaho Code, and Section 203 of this rule. In order to ensure that public charter schools utilize a fair and equitable selection process for initial admission to and enrollment in a public charter school, as well as admission to and enrollment in a public charter school during subsequent school years, the Board has approved model admission procedures that may be utilized and adopted by petitioners. The approved model admission procedures are described in Subsections 203.03 through 203.12 of these rules. Petitioners are not required to adopt the Board's model admission procedures, but must demonstrate a reason for varying from the Board's approved procedures. (3-20-14)

02. Enrollment Opportunities. ~~Section 33-5205(3)(s), Idaho Code, requires petitioners to describe the process by which the citizens in the area of attendance shall be made aware of the enrollment opportunities of the public charter school.~~ Petitioners Charter holders shall ensure that citizens in the primary attendance area shall be made aware of the enrollment opportunities of the public charter school. ~~Such process shall include the dissemination of enrollment information, taking into consideration the language demographics of the attendance area, at least three (3) months in advance of the enrollment deadline established by the public charter school each year, to be posted in highly visible and prominent locations within the area of attendance of the public charter school. In addition, petitioners shall ensure that such process includes the dissemination of press release or public service announcements, to media outlets that broadcast within, or disseminate printed publications within, the area of attendance of the public charter school; petitioners must ensure that such announcements are broadcast or published by such media outlets on not less than three (3) occasions, beginning not later than fourteen (14) days prior to the enrollment deadline each year. Finally, such enrollment information shall advise that all prospective students will be given the opportunity to enroll in the public charter school, regardless of race, color, national or ethnic origin, religion, gender, social or economic status, or special needs.~~ (4-11-06)

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03. Enrollment Deadline. Each year a public charter school shall establish an enrollment admissions deadline, which shall be the date by which all written requests for admission to attend the public charter school for the next school year must be received. The enrollment deadline cannot be changed once the enrollment information is disseminated as required by Subsection 203.02. (4-11-06)

04. Requests for Admission. A parent, guardian, or other person with legal authority to make decisions regarding school attendance on behalf of a child in this state, may make a request in writing for such child to attend a public charter school. In the case of a family with more than one (1) child seeking to attend a public charter school, a single written request for admission must be submitted on behalf of all siblings. The written request for admission must be submitted to, and received by, the public charter school at which admission is sought on or before the enrollment deadline established by the public charter school. The written request for admission shall contain the name, grade level, address, and telephone number of each prospective student in a family. If the initial capacity of the public charter school is insufficient to enroll all prospective students, then an equitable selection process, such as a lottery or other random method, shall be utilized to determine which prospective students will be admitted to the public charter school, as described in Subsection 203.09 of this rule. Only those written requests for admission submitted on behalf of prospective students that are received prior to the enrollment deadline established by the public charter school shall be permitted in the equitable selection process. Only written requests for admission shall be considered by the public charter school. Written requests for admission received after the established enrollment deadline will be added to the bottom of the waiting list for the appropriate grade. If there is an opening in one grade, a sibling, if any, from a late submitted application must go to the bottom of the sibling list. (4-11-06)

05. Admission Preferences. A public charter school shall establish an admission preference for students residing in the attendance area of the public charter school, as provided in Section 33-5206, Idaho Code. In addition, a public charter school may establish additional admission preferences, as authorized by Section 33-~~5205(3)(i)~~5206(11), Idaho Code. (3-20-14)

06. Proposed Attendance List for Lottery. Each year the public charter school shall create an attendance list containing the names of all prospective students on whose behalf a written request for admission was timely received by the public charter school, separated by grade level. In addition, the proposed attendance list shall contain columns next to the name of each student, in which the public charter school will designate admission preferences applicable to each prospective student. The columns shall be designated “A” for returning student preference; “B” for founders preference; “C” for sibling preference, with a corresponding cross-reference to each of the siblings of the prospective student; and “D” for attendance area preference. (4-11-06)

07. Equitable Selection Process. If the initial capacity of a public charter school is insufficient to enroll all prospective students, or if capacity is insufficient to enroll all prospective students in subsequent school years, then the public charter school shall determine the students who will be offered admission to the public charter school by conducting a fair and equitable selection process. The selection procedure shall be conducted as follows: (4-11-06)

a. The name of each prospective student on the proposed attendance list shall be individually affixed to or written on a three by five (3 x 5) inch index card. The index cards shall be separated by grade. The selection procedure shall be conducted one (1) grade level at a time, with the order for each grade level selected randomly. The index cards containing the names of the prospective students for the grade level being selected shall be placed into a single container. (4-11-06)

b. A neutral, third party shall draw the grade level to be completed first and then draw each index card from the container for that grade level, and such person shall write the selection number on each index card as drawn, beginning with the numeral “1” and continuing sequentially thereafter. In addition, after selecting each index card, the name of the person selected will be compared to the proposed attendance list to determine whether any preferences are applicable to such person. (4-11-06)

c. If the name of the person selected is a returning student, then the letter “A” shall be written on such index card. If the name of the person selected is the child of a founder, the letter “B” shall be written on such index card. If the name of the person selected is the sibling of another student that has already been selected for admission

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to the public charter school, then the letter “C” shall be written on such index card. If the name of the person selected resides in the attendance area of the public charter school, then the letter “D” shall be written on such index card. (4-11-06)

d. With regard to the sibling preference, if the name of the person selected has a sibling who has already been selected, but the person previously selected did not have the letter “C” written on his or her index card (because a sibling had not been selected for admission prior to the selection of the index card of that person), then the letter “C” shall now be written on that person’s index card at this time. (4-4-13)

e. With regard to the founder’s preference, a running tally shall be kept during the course of the selection procedure of the number of index cards, in the aggregate, that have been marked with the letter “B.” When the number of index cards marked with the letter “B” equals ten percent (10%) of the proposed capacity of the public charter school for the school year at issue, then no additional index cards shall be marked with the letter “B,” even if such person selected would otherwise be eligible for the founders preference. (4-11-06)

f. After all index cards have been selected for each grade, then the index cards shall be sorted for each grade level in accordance with the following procedure. All index cards with the letter “A” shall be sorted first, based on the chronological order of the selection number written on each index card; followed by all index cards with the letter “B,” based on the chronological order of the selection number written on each index card; followed by all index cards with the letter “C,” based on the chronological order of the selection number written on each index card; followed by all index cards with the letter “D,” based on the chronological order of the selection number written on each index card; followed, finally, by all index cards containing no letters, based on the chronological order of the selection number written on each index card. (4-11-06)

g. After the index cards have been drawn and sorted for all grade levels, the names shall be transferred by grade level, and in such order as preferences apply, to the final selection list. (4-11-06)

08. Final Selection List. The names of the persons in highest order on the final selection list shall have the highest priority for admission to the public charter school in that grade, and shall be offered admission to the public charter school in such grade until all seats for that grade are filled. (4-11-06)

09. Notification and Acceptance Process. (4-11-06)

a. With respect to students selected for admission to the public charter school, within seven (7) days after conducting the selection process, the public charter school shall send an offer letter to the parent, guardian, or other person who submitted a written request for admission on behalf of a student, advising such person that the student has been selected for admission to the public charter school. The offer letter must be signed by such student’s parent, or guardian, and returned to the public charter school by the date designated in such offer letter by the public charter school. (4-11-06)

b. With respect to a prospective student not eligible for admission to the public charter school, within seven (7) days after conducting the selection process, the public charter school shall send a letter to the parent, guardian, or other person who submitted a request for admission on behalf of such student, advising such person that the prospective student is not eligible for admission, but will be placed on a waiting list and may be eligible for admission at a later date if a seat becomes available. (4-11-06)

c. If a parent, guardian, or other person receives an offer letter on behalf of a student and declines admission, or fails to timely sign and return such offer by the date designated in such offer letter by the public charter school, then the name of such student will be stricken from the final selection list, and the seat that opens in that grade will be made available to the next eligible student on the final selection list. (4-11-06)

d. If a student withdraws from the public charter school during the school year for any reason, then the seat that opens in that grade will be made available to the next eligible student on the final selection list. (4-11-06)

10. Subsequent School Years. The final selection list for a given school year shall not roll over to the

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next subsequent school year. If the capacity of the public charter school is insufficient to enroll all prospective students during the next subsequent school year, then a new equitable selection process shall be conducted by the public charter school for such school year. (4-11-06)

204. (RESERVED)

205. REVIEW OF PETITIONS.

~~**01. Sufficiency Review of Petition.** Prior to submitting a petition with an authorized chartering entity, petitioners shall submit one (1) copy of the proposed draft petition to the Department, which shall review the proposed draft petition for the purpose of determining whether it was prepared in accordance with the instructions furnished by, and in the format required by, the Board, and contains the information required by Section 33-5205, Idaho Code. (3-20-14)~~

~~**02. Timeframe for Sufficiency Review.** The Department shall complete the sufficiency review of the proposed draft petition as soon as reasonably practicable after the date the proposed draft petition is received by the Department, but not later than thirty (30) days after receipt. (3-20-14)~~

~~**03. Notification of Findings After Sufficiency Review.** The Department shall notify the petitioners promptly in writing describing the results of the sufficiency review of the proposed draft petition, and, if applicable, identify any deficiencies in the proposed draft petition. (3-20-14)~~

~~**04. Correction of Deficiencies in Proposed Draft Petition.** Petitioners shall address any deficiencies in the proposed draft petition and shall resubmit the petition to the Department for additional reviews until the Department determines that the petition is sufficient. (3-20-14)~~

~~**05. Substantive Review of Petition.** The substantive review of the merits of a petition by an authorized chartering entity shall be for the purpose of determining whether petitioners have demonstrated compliance with Title 33, Chapter 52, Idaho Code. (4-11-06)~~

06. If Denied, Petitioners May Appeal. (4-11-06)

a. If a petition is denied, then the authorized chartering entity must promptly prepare for petitioners a written notice of its decision to deny the charter. The written decision shall include all of the reasons for the denial, and shall also include a reasoned statement that states or explains the criteria and standards considered relevant by the authorized chartering entity, the relevant contested facts relied upon, and the rationale for the decision based on the applicable statutory provisions and factual information presented to the authorized chartering entity. (4-11-06)

b. Petitions submitted to a local board of trustees of a school district or the public charter school commission may be appealed. The petitioners may appeal the decision of the authorized chartering entity, in accordance with the procedures described in Sections 401 through 402 of these rules. (3-20-14)

~~**206. WITHDRAWAL OF PETITION; REFERRAL OF PETITION TO THE COMMISSION.**~~

~~**01. Referral of Petition by Local Board of Trustees.** A board of trustees of a local school district may refer the petition for consideration to the Commission, as authorized by Section 33-5205(1)(c)(iii), Idaho Code. If a board of trustees of a local school district determines to refer a petition to the Commission, then it shall provide prompt written notice of such decision to the petitioners. In addition, the board of trustees of a local school district must promptly notify the Commission of the referral decision, including all the reasons for referral. (4-4-13)~~

~~**02. Withdrawal by Charter Petitioners.** Notwithstanding, if a board of trustees of a local school district does not refer a petition to the Commission, the charter petitioners may withdraw the petition from the local board of trustees and submit the petition to the Commission for consideration if, within seventy five (75) days after the petition is received by the authorized chartering entity, the parties have not reached mutual agreement on the provisions of the petition, after a reasonable and good faith effort. (4-4-13)~~

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~~03. Reasonable and Good Faith Effort.~~ For purposes of Subsection 206.02 of these rules, the authorized chartering entity shall be considered to have established a reasonable and good faith effort to reach mutual agreement on the provisions of the petition if representatives of the authorized chartering entity take at least all of the following actions: (4 4 13)

~~a. The authorized chartering entity must send written notice to petitioners acknowledging receipt of the charter petition and the date of receipt. (4 11 06)~~

~~b. The authorized chartering entity posts public notice of a public hearing for the purpose of considering the petition, and such meeting is scheduled to occur not later than seventy five (75) days after receipt of the petition and verification that there are thirty (30) signatures from qualified electors of the attendance area. (4 4 13)~~

~~c. Prior to the date the posted public hearing is scheduled, representatives of the authorized chartering entity must conduct a review of the petition and the State Department of Education sufficiency review of the petition, and if immediate concerns with the petition are identified, then written notice must be sent to petitioners identifying the concerns and requesting that said identified concerns be addressed. (4 4 13)~~

~~d. Either prior to or at the posted public hearing, representatives from both the authorized chartering entity and petitioners must meet and engage in face to face discussions regarding the charter petition. (4 4 13)~~

~~04. Failure of Authorized Chartering Entity to Make a Good Faith Effort.~~ If the authorized chartering entity fails to make the good faith effort described in Subsection 206.03 of these rules, the petitioners may withdraw the petition from the local board of trustees and submit the petition to the Commission for consideration, provided the petitioner takes at least all of the following actions: (4 4 13)

~~a. The petitioners must provide the authorized chartering entity with a petition that is administratively complete and that has been reviewed by the Department in accordance with Section 205 of these rules. (4 4 13)~~

~~b. The petitioners must contact the authorized chartering entity, in writing, to ensure awareness of the timelines for petition review and the petitioners' request for a review of the petition and public hearing to consider the merits of the petition. (4 4 13)~~

~~c. In the event correspondence is sent to the petitioners identifying concerns with the petition, then the petitioners must respond in writing to the authorized chartering entity addressing the identified concerns. (4 4 13)~~

~~d. The petitioners must meet with the authorized chartering entity and engage in face to face discussions regarding the petition, if the authorized chartering entity provides an opportunity to do so. (4 4 13)~~

2076. -- 299. (RESERVED)

300. PUBLIC CHARTER SCHOOL RESPONSIBILITIES.

01. General. The governing board of a public charter school shall be responsible for ensuring that the public charter school is adequately staffed, and that such staff provides sufficient oversight over all public charter school operational and educational activities. In addition, the governing board of a public charter school shall be responsible for ensuring that the school complies with all applicable federal and state education standards, as well as all applicable state and federal laws, rules and regulations, and policies. (3-20-14)

02. Compliance with Terms of Performance Certificate. The governing board of a public charter school shall be responsible for ensuring that the school is in compliance with the terms and conditions of the performance certificate approved executed in accordance with Section 33-5205B(1), Idaho Code. (3-20-14)

03. Annual Reports. The governing board of a public charter school must submit an annual audit of the fiscal operations as required in Section 33-5206(7), Idaho Code, and a copy of the public charter school's

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~~accreditation report.~~ An authorized chartering entity may reasonably request that a public charter school provide additional information to ensure that the public charter school is meeting the terms of its performance certificate.

(3-20-14)

04. Operational Issues. The governing board of the public charter school shall be responsible for promptly notifying its authorized chartering entity if it becomes aware that the public charter school is not operating in compliance with the terms and conditions of its performance certificate. Thereafter, the governing board of the public charter school shall also be responsible for advising its authorized chartering entity with follow-up information as to when, and how, such operational issues are finally resolved and corrected.

(3-20-14)

05. Articles of Incorporation and Bylaws. The governing board of the public charter school shall be responsible for promptly notifying its authorized chartering entity of any revisions or amendments to the articles of incorporation or bylaws.

301. AUTHORIZED CHARTERING ENTITY RESPONSIBILITIES.

Notwithstanding Section 300 of these rules, the authorized chartering entity of a public charter school shall be responsible for monitoring the public charter school's operations in accordance with all of the terms and conditions of the performance certificate.

(3-20-14)

302. CHARTER REVISIONS.

The governing board of a public charter school may reasonably request revisions to an approved charter or performance certificate, as authorized by Section 33-5206(8), Idaho Code.

(3-20-14)

01. Request for Revision of Charter or Performance Certificate. The governing board of a public charter school that desires to revise its charter or performance certificate must submit a written request ~~describing and~~ the proposed revisions ~~with to~~ the public charter school's authorized chartering entity. ~~In addition, the governing board of the public charter school shall also submit one (1) copy of the proposed revisions to the Department, which shall review the proposed revisions in the same manner that it reviews a proposed draft petition, as described in Section 204 of these rules. The Department shall complete its review of the proposed charter revisions not later than thirty (30) days after receipt, and shall notify the governing board of the public charter school and the authorized chartering entity promptly in writing describing the results of such review.~~

(3-20-14)

~~**02. Request for Revision of Performance Certificate.** The governing board of a public charter school that desires to revise its performance certificate must submit a written request and the proposed revisions to the public charter school's authorized chartering entity.~~

(3-20-14)

03. Procedure for Reviewing Request for Charter or Performance Certificate Revision. The authorized chartering entity shall have seventy-five (75) days from the date of receipt of the written ~~notice from the Department request and proposed revisions~~ in which to issue its decision on the request for charter or performance certificate revision. The authorized chartering entity shall consider the request for charter or performance certificate revision at its next regular meeting following the date of receipt of the written ~~notice from the Department request and proposed revisions~~, provided that the request and proposed revisions ~~is~~ are submitted no fewer than thirty (30) days an advance of that meeting. If permitted by applicable policies and procedures adopted by the authorized chartering entity, the review of a request for a charter or performance certificate revision may be delegated to appropriate staff employed by the authorized chartering entity. An authorized chartering entity may, but is not required to, conduct a public hearing to consider the request for charter or performance certificate revision.

(4-4-13)

~~**04. Procedure for Reviewing Request for Performance Certificate Revision.** The authorized chartering entity shall have seventy five (75) days from the date of receipt of a request for performance certificate revision in which to issue its decision on the request for performance certificate revision. The authorized chartering entity shall consider the request for performance certificate revision at its next regular meeting following the date of receipt of the request for revision, provided that the request is submitted no fewer than thirty (30) days an advance of that meeting. If permitted by applicable policies and procedures adopted by the authorized chartering entity, the review of a request for a performance certificate revision may be delegated to appropriate staff employed by the authorized chartering entity. An authorized chartering entity may, but is not required to, conduct a public hearing to consider the request for performance certificate revision.~~

(3-20-14)

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054. Approval of Proposed Charter or Performance Certificate Revision. If the authorized chartering entity approves the proposed charter or performance certificate revision, a copy of such revision shall be executed by each of the parties to the charter or performance certificate and shall be treated as either a supplement to, or amendment of, the final approved ~~petition~~ charter or performance certificate, whatever the case may be. (3-20-14)

065. Denial of Proposed Charter or Performance Certificate Revision. If the proposed revision is denied, then the authorized chartering entity must prepare a written notice of its decision denying the request for charter or performance certificate revision. The decision to deny a request for a charter or performance certificate revision shall contain all of the reasons for the decision. The public charter school may appeal the decision denying the request for charter or performance certificate revision to the Board. The provisions of Section 403 of these rules shall govern the appeal. (3-20-14)

303. REVOCATION.

An authorized chartering entity may revoke a charter in accordance with the procedure described in this Section 303 of this rule if a public charter school has failed to meet any of the specific, written conditions for necessary improvements established pursuant to the provisions of Section 33-5209B(1), Idaho Code, by the dates specified. (3-20-14)

01. Written Notice of Intention to Revoke Charter. The authorized chartering entity must provide the public charter school with reasonable notice of the authorized chartering entity's intent to revoke the charter, which shall be in writing and must include all of the reasons for such proposed action. In addition, such notice shall provide the public charter school with a reasonable opportunity to reply, which shall not be less than thirty (30) days after the date of such notice. (4-11-06)

02. Public Hearing. The authorized chartering entity shall conduct a public hearing with respect to its intent to revoke a charter. Such hearing shall be held no later than thirty (30) days after receipt of such written reply. If the public charter school does not reply by the date set in the notice, then such hearing shall be held no later than sixty (60) days after the date the notice was sent by the authorized chartering entity. (4-11-06)

a. Written notification of the hearing shall be sent to the public charter school at least ten (10) days in advance of the hearing. (4-11-06)

b. The public hearing shall be conducted by the authorized chartering entity, or such other person or persons appointed by the authorized chartering entity to conduct public hearings and receive evidence as a contested case in accordance with Section 67-5242, Idaho Code. (4-11-06)

03. Charter Revocation. If the authorized chartering entity determines that the public charter school has ~~not complied with the corrective action plan and cured the defect at issue~~ failed to meet any of the specific, written conditions for necessary improvements established pursuant to the provisions of section 33-5209B(1), Idaho Code, by the dates specified, then the authorized chartering entity may revoke the charter. Such decision may be appealed to the Board. The provisions of Section 403 of these rules shall govern the appeal. (4-11-06)

304. -- 399. (RESERVED)

400. APPEALS.

The following actions relating to public charter schools may be appealed to the Department or to the Board, as applicable, in accordance with the procedures described in Sections 401 through 403 of these rules: (4-11-06)

01. Denial of New Petition. The denial by an authorized chartering entity of a petition to form a new public charter school, as authorized by Section 33-5207, Idaho Code. (4-11-06)

02. Approval of Conversion Petition. The approval of a petition by an authorized chartering entity to convert a traditional public school to a public charter school over the objection of thirty (30) or more persons or employees of the local school district, as authorized by Section 33-5207, Idaho Code. (4-11-06)

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03. Denial of Charter or Performance Certificate Revision. The denial by the authorized chartering entity of a public charter school of a request to revise a charter or performance certificate, as authorized by Section 33-5206(8), Idaho Code. (3-20-14)

04. Revocation. A decision of an authorized chartering entity to revoke a charter, as authorized by Section 33-5209C(7), Idaho Code. (3-20-14)

401. APPEAL TO THE DEPARTMENT OF A DECISION RELATING TO THE FORMATION OF A NEW OR CONVERSION PUBLIC CHARTER SCHOOL.

The denial of a petition to form a new public charter school, or the granting of a petition to form a conversion public charter school over the objection of thirty (30) or more persons or employees of the local school district, may be appealed to the Department, as provided by Section 33-5207(1), Idaho Code. The following procedures shall govern such appeals. (4-11-06)

01. Submission of Appeal. To institute an appeal, the petitioners/appellants shall submit a notice of appeal and request for public hearing in writing to the Department that describes, in detail, all of the grounds for the appeal, and the remedy requested, within thirty (30) days from the date of the decision of the authorized chartering entity that reviewed the petition. A copy of the notice of appeal shall be submitted to the authorized chartering entity, and with the Board. In addition, contemporaneous with the submission of the notice of appeal, the petitioners/appellants shall also submit to the Department two (2) copies of the complete record of all actions taken with respect to the consideration of the public charter school petition. The record must be in chronological order and must be appropriately tabbed and indexed. The record must contain, at a minimum, all of the following documents: (4-11-06)

a. The name, address, and telephone number of the person or persons submitting the appeal on behalf of petitioners/appellants, as well as the authorized chartering entity that issued the decision being appealed. (4-11-06)

b. The complete petition that was submitted to the authorized chartering entity, including any amendments thereto or supplements thereof. (4-11-06)

c. Copies of audio or video recordings, if any, and the minutes from all meeting(s) where the petition was considered or discussed. (4-11-06)

d. All correspondence between the petitioners/appellants and the authorized chartering entity relating to the petition from the date the original petition was submitted until the date the authorized chartering entity issued the decision being appealed. (4-11-06)

e. The written decision provided by the authorized chartering entity to the petitioner. A copy of such notice of appeal shall be submitted to the authorized chartering entity whose decision is being appealed, and to the Board. (4-11-06)

02. Hearing Officer. The Department shall hire a hearing officer to review the action of the authorized chartering entity and to conduct a public hearing, pursuant to Section 67-5242, Idaho Code. The Department shall forward to the hearing officer one (1) copy of the record provided by petitioners/appellants and attached to the notice of appeal within ten (10) business days of receipt. (4-11-06)

03. Public Hearing. A public hearing to review the decision of the authorized chartering entity shall be conducted within thirty (30) days after the hearing officer receives the notice of appeal and request for a public hearing submitted to the Department. (4-11-06)

04. Notice of Hearing. All parties in an appeal shall be notified of a public hearing at least ten (10) days in advance, or within such time period as may be mandated by law. The notice shall identify the time, place, and nature of the hearing; a statement of the legal authority under which the hearing is to be held; the particular sections of the statutes and any rules involved; the issues involved; and the right to be represented. The notice shall identify how and when documents for the hearing will be provided to all parties. (4-11-06)

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05. Prehearing Conference. The hearing officer may, upon written or other sufficient notice to all interested parties, hold a prehearing conference to formulate or simplify the issues; obtain admissions or stipulations of fact and documents; identify whether there is any additional information that had not been presented to the authorized chartering entity; arrange for exchange of any proposed exhibits or prepared expert testimony; limit the number of witnesses; determine the procedure at the hearing; and to determine any other matters which may expedite the orderly conduct and disposition of the proceeding. (4-11-06)

06. Hearing Record. The hearing shall be recorded unless a party requests a stenographic recording by a certified court reporter, in writing, at least seven (7) days prior to the date of the hearing. Any party requesting a stenographic recording by a certified court reporter shall be responsible for the costs of same. Any party may request that a transcript of the recorded hearing be prepared, at the expense of the party requesting such transcript, and prepayment or guarantee of payment may be required. Once a transcript is requested, any party may obtain a copy at the party's own expense. (4-11-06)

07. Hearing Officer's Recommendation. The hearing officer shall issue a recommendation within ten (10) days after the date of the hearing. The recommendation shall include specific findings on all major facts at issue; a reasoned statement in support of the recommendation; all other findings and recommendations of the hearing officer; and a recommendation affirming or reversing the decision of the authorized chartering entity. The hearing officer shall mail or deliver a copy of the recommendation to the Department, the petitioners/appellants, and the authorized chartering entity. (4-11-06)

08. Review of Recommendation by Authorized Chartering Entity. (4-11-06)

a. The authorized chartering entity shall hold a public hearing to review the recommendation of the hearing officer within thirty (30) days of receipt of the recommendation. (4-11-06)

b. Written notification of the scheduled public hearing shall be sent by the authorized chartering entity to the petitioners/appellants at least ten (10) days prior to the scheduled hearing date. (4-11-06)

c. The authorized chartering entity shall make a final decision to affirm or reverse its initial decision within ten (10) days after the date the public hearing is conducted. (4-11-06)

09. Reversal of Initial Decision. (4-11-06)

a. If the authorized chartering entity reverses its initial decision and denies the conversion of a traditional public school to a public charter school, then that decision is final and there shall be no further appeal. (4-11-06)

b. If the authorized chartering entity reverses its initial decision and approves the new public charter school, then the charter shall be granted and there shall be no further appeal. (4-11-06)

10. Affirmation of Initial Decision. (4-11-06)

a. If the authorized chartering entity affirms its initial decision to authorize the conversion of a traditional public school to a public charter school, then the charter shall be granted and there shall be no further appeal. (4-11-06)

b. If the authorized chartering entity affirms its initial decision and denies the grant of a new public charter school, then the petitioners/appellants may appeal such final decision further to the Board in accordance with the procedure described in Section 402 of these rules. (4-11-06)

402. APPEAL TO THE BOARD RELATING TO THE DENIAL OF A REQUEST TO FORM A NEW PUBLIC CHARTER SCHOOL.

The following procedures shall govern an appeal to the Board of the final decision of an authorized chartering entity relating to the denial of a petition to form a new public charter school. (4-11-06)

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01. Submission of Appeal. The petitioners/appellants shall submit a notice of appeal in writing with the Board that describes, in detail, all of the grounds for the appeal, and the remedy requested, within twenty-one (21) days from the date the authorized chartering entity issues its final decision to deny a petition to form a new public charter school. A copy of the notice of appeal shall be submitted to the authorized chartering entity. In addition, contemporaneous with the submission of the notice of appeal, the petitioners/appellants shall also submit to the Board, two (2) copies of a complete record of all actions taken with respect to the consideration of the public charter school petition. The record must be in chronological order, must be tabbed and indexed, and must contain, at a minimum, the following documents: (4-11-06)

a. The complete record submitted to the Department, as provided in Subsection 401.01.a. through 401.01.e. of these rules. (4-11-06)

b. A transcript, prepared by a neutral person whose interests are not affiliated with a party to the appeal, of the recorded public hearing conducted by the hearing officer, as described in Subsection 401.06 of these rules. (4-11-06)

c. A copy of the hearing officer's recommendation. (4-11-06)

d. Copies of audio or video recordings, if any, and the minutes of the public hearing conducted by the authorized chartering entity to consider the recommendation of the hearing officer, as described in Subsection 401.08.a. through 401.08.c. of these rules. (4-11-06)

e. Copies of any additional correspondence between the petitioners/appellants and the authorized chartering entity relating to the petition subsequent to the public hearing conducted by the Department. (4-11-06)

f. The final written decision provided by the authorized chartering entity to the petitioners/appellants. (4-11-06)

02. Public Hearing. A public hearing to review the final decision of the authorized chartering entity shall be conducted within a reasonable time from the date that the Board receives the notice of appeal, but not later than sixty (60) calendar days from such date. The public hearing shall be for the purpose of considering all of the materials in the record that were presented at prior proceedings. However, new evidence, testimony, documents, or materials that were not previously considered at prior hearings on the matter may be accepted or considered, in the sole reasonable discretion of the Board, or of the charter appeal committee or public hearing officer, as described in Subsection 402.04 of this rule. (4-11-06)

03. Notice of Hearing. All parties in an appeal shall be notified of a public hearing at least ten (10) days in advance, or within such time period as may be mandated by law. The notice shall identify the time and place of the hearing; a statement of the legal authority under which the hearing is to be held; the particular sections of the statutes and any rules involved; the issues involved; and the right to be represented. The notice shall identify how and when documents for the hearing will be provided to all parties. (4-11-06)

04. Appointment of Charter Appeal Committee or Public Hearing Officer. The Board may, in its reasonable discretion, determine to appoint a charter appeal committee, composed solely of Board members, or a combination of Board members and Board staff, or alternatively, to appoint a public hearing officer, for the purpose of conducting the public hearing. If the Board determines not to make such an appointment, then the Board shall conduct the public hearing. (4-11-06)

05. Recommended Findings. If the public hearing is conducted by a charter appeal committee or appointed public hearing officer, then such committee or appointed public hearing officer shall forward to the Board all materials relating to the hearing as soon as reasonably practicable after the date of the public hearing. If so requested by the Board, the entity conducting the public hearing may prepare recommended findings for the Board to consider. The recommended findings shall include specific findings on all major facts at issue; a reasoned statement in support of the recommendation; all other findings and recommendations of the charter appeal committee or public hearing officer; and a recommended decision affirming or reversing the decision of the authorized chartering entity, or such

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other action recommended by the charter appeal committee or public hearing officer, such as remanding the matter back to the authorized chartering entity, or redirecting the petition to another authorized chartering entity. A copy of the recommended findings shall be mailed or delivered to all the parties.

(4-11-06)

06. Final Decision and Order by the Board. The Board shall consider the materials forwarded by the entity conducting the public hearing, including any recommended findings of the charter appeal committee or appointed public hearing officer, as may be applicable, in a meeting open to the public at the next regularly scheduled meeting of the Board that occurs after the public hearing. If the public hearing was not conducted by the Board, then the Board may allow representatives for both the petitioner/appellant and the authorized chartering entity an opportunity to deliver oral arguments to the Board advocating their respective positions, limited to thirty (30) minutes for each party. Whether the public hearing is conducted by the Board or by a charter appeal committee, the Board shall issue a final written decision on such appeal within sixty (60) days from the date of the public hearing. The final decision and order of the Board shall be sent to both the petitioners/appellants and the authorized chartering entity, and will not be subject to reconsideration. With respect to such written decision, the Board may take any of the following actions:

(4-11-06)

a. Approve the charter, if the Board determines that the authorized chartering entity failed to appropriately consider the charter petition, or if it acted in an arbitrary manner in denying the request. In the event the Board approves the charter, the charter shall operate under the jurisdiction of the Commission, as provided by Section 33-5207(6), Idaho Code.

(4-11-06)

b. Remand the petition back to the authorized chartering entity for further consideration with directions or instructions relating to such further review. If the authorized chartering entity further considers the matter and again denies the petition, then that decision is final and there shall be no further appeal.

(4-4-13)

c. Redirect the petition for consideration by the Commission, if the appeal is regarding a denial decision made by the board of trustees of a local school district.

(4-4-13)

d. Deny the appeal submitted by the petitioners/appellants.

(4-11-06)

403. APPEAL RELATING TO THE DENIAL OF A REQUEST TO REVISE A CHARTER OR PERFORMANCE CERTIFICATE OR A CHARTER NON-RENEWAL OR REVOCATION DECISION.

The following procedures shall govern an appeal relating to the denial of a request to revise a charter or a charter non-renewal or revocation decision.

(3-20-14)

01. Submission of Appeal. The public charter school shall submit a notice of appeal in writing to the Board that describes, in detail, all of the grounds for the appeal, and the remedy requested, within thirty (30) days from the date of the written decision of the authorized chartering entity to non-renew or revoke a charter or to deny a charter or performance certificate revision. A copy of the notice of appeal shall be submitted to the authorized chartering entity. In addition, contemporaneous with the submission of the notice of appeal, the appellant charter school shall also submit to the Board one (1) hard copy and one (1) electronic copy of the complete record of all actions taken with respect to the matter being appealed. The record must be in chronological order and must be appropriately tabbed and indexed. The record must contain, at a minimum, all of the following documents:

(3-20-14)

a. The name, address, and telephone number of the appellant public charter school and the authorized chartering entity that issued the decision being appealed.

(4-11-06)

b. Copies of all correspondence or other documents between the appellant public charter school and the authorized chartering entity relating to the matter being appealed.

(4-11-06)

c. Copies of audio or video recordings, if any, and the minutes from all meeting(s) where the matter on appeal was considered or discussed.

(4-11-06)

d. The written decision provided by the authorized chartering entity to the appellant public charter school.

(4-11-06)

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02. Public Hearing. A public hearing to review the decision of the authorized chartering entity shall be conducted within thirty (30) days after the date of the filing of the notice of appeal. (4-11-06)

03. Notice of Hearing. All parties in an appeal shall be notified of a public hearing at least ten (10) days in advance, or within such time period as may be mandated by law. The notice shall identify the time and place of the hearing; a statement of the legal authority under which the hearing is to be held; the particular sections of the statutes and any rules involved; the issues involved; and the right to be represented. The notice shall identify how and when documents for the hearing will be provided to all parties. (4-11-06)

04. Appointment of Charter Appeal Committee or Public Hearing Officer. The Board may, in its reasonable discretion, determine to appoint a charter appeal committee, composed solely of Board members, or a combination of Board members and Board staff, or alternatively, to appoint a public hearing officer, for the purpose of conducting the public hearing. If the Board determines not to make such an appointment, then the Board shall conduct the public hearing. (4-11-06)

05. Prehearing Conference. The entity conducting the public hearing may, upon written or other sufficient notice to all interested parties, hold a prehearing conference to formulate or simplify the issues; obtain admissions or stipulations of fact and documents; identify whether there is any additional information that had not been presented to the authorized chartering entity; arrange for exchange of any proposed exhibits or prepared expert testimony; limit the number of witnesses; determine the procedure at the hearing; and to determine any other matters which may expedite the orderly conduct and disposition of the proceeding. (4-11-06)

06. Hearing Record. The hearing shall be recorded unless a party requests a stenographic recording by a certified court reporter, in writing, at least seven (7) days prior to the date of the hearing. Any party requesting a stenographic recording by a certified court reporter shall be responsible for the costs of same. The record shall be transcribed at the expense of the party requesting a transcript, and prepayment or guarantee of payment may be required. Once a transcript is requested, any party may obtain a copy at the party's own expense. (4-11-06)

07. Recommended Findings. If the public hearing is conducted by a charter appeal committee or appointed public hearing officer, then such committee or public hearing officer shall forward to the Board all materials relating to the hearing as soon as reasonably practicable after the date of the public hearing. If so requested by the Board, the entity conducting the public hearing may prepare recommended findings for the Board to consider. The recommended findings shall include specific findings on all major facts at issue; a reasoned statement in support of the recommendation; all other findings and recommendations of the charter appeal committee or public hearing officer; and a recommended decision affirming, or reversing the action or decision of the authorized chartering entity. A copy of the recommended findings shall be mailed or delivered to all the parties. (4-11-06)

08. Final Decision and Order by the Board. The Board shall consider the materials forwarded by the entity conducting the public hearing, including any recommended findings of the charter appeal committee or appointed public hearing officer, as may be applicable, in a meeting open to the public at the next regularly scheduled meeting of the Board that occurs after the public hearing. If the public hearing was not conducted by the Board, then the Board may allow representatives for both the appellant public charter school and the authorized chartering entity an opportunity to deliver oral arguments to the Board advocating their respective positions, limited to thirty (30) minutes for each party. Whether the public hearing is conducted by the Board, or by a charter appeal committee or appointed public hearing officer, the Board shall issue a final written decision on such appeal within sixty (60) days from the date of the public hearing. The decision shall be sent to both the appellant public charter school and the authorized chartering entity. With respect to such written decision, the Board may take any of the following actions: (4-11-06)

a. Grant the appeal and reverse the decision of the authorized chartering entity if the Board determines that the authorized chartering entity failed to appropriately consider the non-renewal or revocation of the charter, or the request to revise the charter or performance certificate, or that the authorized chartering authority acted in an arbitrary manner in determining to non-renew or revoke the charter, or in denying the request to revise the charter or performance certificate. (3-20-14)

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~~b. — In the case of a denial by the board of a local school district, redirect the matter to the public charter school commission for further review.~~ (3-20-14)

c. Deny the appeal filed by the appellants. (4-11-06)

404. EX PARTE COMMUNICATIONS.

Unless required for the disposition of a matter specifically authorized by statute to be done ex parte, no party to the appeal nor any representative of any such party to the appeal, nor any person or entity interested in such appeal, may communicate, directly or indirectly, regarding any substantive issue in the appeal with the Board or the charter appeal committee or any hearing officer appointed to hear or preside over the appeal hearing, except upon notice and opportunity for all parties to participate in the communication. (4-11-06)

405. -- 499. (RESERVED)

500. MISCELLANEOUS.

01. Definition of LEA. As used in Section 500 of these rules, the term “local education agency” or “LEA” shall mean a public authority legally constituted within the state for either administrative control or direction of, or to perform a service function for, public elementary or secondary schools in the state, as such term is defined in the Elementary and Secondary Education Act of 1965, as amended by the No Child Left Behind Act of 2001, and as such term is further defined in 34 CFR 300.18. (4-11-06)

02. LEA Designations. Section 33-5203(7), Idaho Code, provides that the board of trustees of a school district may designate a public charter school it authorizes as an LEA, with the concurrence of the public charter school board of directors. In order to designate a public charter school as an LEA, the board of trustees of the school district must submit to the Department the following no later than February 1 in order for any such designation to be effective for the following school year: (3-20-14)

a. Verification that the board of trustees is the authorized chartering entity of the public charter school it wishes to designate as an LEA. (3-20-14)

b. Written documentation that the board of trustees of the school district and the board of trustees of the public charter school have agreed to the designation of the public charter school as an LEA. Such documentation shall be signed by representatives of both parties. (3-20-14)

501. -- 999. (RESERVED)

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SUBJECT

Temporary and Proposed Rule Docket 08-0301-1701 – Rules Governing the Public Charter School Commission

REFERENCE

June 2013	Board approved temporary and proposed rule changes to IDAPA 08.02.04 and 08.03.01 pertaining the public charter schools and the public charter school commission to bring then into alignment with legislative changes enacted during the 2013 legislative session.
October 2013	Board approved pending rules Docket 08-0204-1301 and Docket 08-0301-1301.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Administrative Code, IDAPA 08.02.04 and IDAPA 08.03.01, Sections 33-5201 to 5216, Idaho Code

BACKGROUND/DISCUSSION

IDAPA 08.03.01, sets out the rules governing the Public Charter School Commission. This rule includes specific provisions related to the application or petitioning process necessary to request authorization by the Public Charter School Commission to open a new charter school. During the 2017 legislative session, House Bill 279 (2017) amended the provision regarding the petitioning process for charter schools, requiring a single application process regardless of the authorizer the petitioners are seeking approval from. These legislative changes require amendments to IDAPA 08.02.04, Rules Governing Public Charter Schools, adding the application process that will apply to all charter school petitioners. These amendments are being brought forward under Docket 08-0204-1701, and make many of the provision in IDAPA 08.03.01 redundant. Proposed amendments will remove outdated and redundant sections of IDAPA 08.03.01.

IMPACT

The proposed changes will bring the rule into compliance with changes enacted during the 2017 legislative session.

ATTACHMENTS

Attachment 1 – Temporary and Proposed Rule Docket 08-0301-1701 Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Administrative rules are made up of three types of rules. Temporary rules, proposed rules and pending rules. Temporary and proposed rules may be promulgated jointly with a single docket number or temporary rules may be promulgated as a standalone rule. A rule must go through the proposed rule and pending rule steps to become a final rule. Temporary rules go into effect at the time of Board approval unless an alternative effective date is specified by Board action. To qualify as a temporary rule, the rule must meet one of three criteria:

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- provides protection of the public health, safety, or welfare; or
- is to come into compliance with deadlines in amendments to governing law or federal programs; or
- is conferring a benefit.

This temporary and proposed rule brings this section of administrative code into compliance with amendments made by House Bill 279 (2017).

Once approved by the Board, proposed rules are published in the Administrative Bulletin. Publication of the proposed rule starts the 21-day public comment period. At the close of the public comment period, based on comments received and Board direction, changes may be made to proposed rules prior to entering the pending stage. All pending rules are brought back to the board for approval prior to re-submittal to the Department of Administration for publication as a pending (or final rule) in the Idaho Administrative Bulletin. The Department of Administration then forwards all pending rules to the legislature for consideration during the next legislative session. Pending rules go into effect at the end of the session in which they are reviewed, if they are not rejected by the legislature. The legislature may reject a rule in whole or in part.

The notice of intent to promulgate this rule was published in the May 3, 2017 (Vol.17-5) Administrative Bulletin. Representatives of the Public Charter School Commission, the Idaho Charter School Network, Idaho School Boards Association, Idaho Education Association, Idaho Association of School Administrators and Department of Education Staff requested participation in the negotiated rulemaking meeting. A meeting was held on August 24th, to discuss potential rule amendments necessary to bring IDAPA 08.02.03 and 08.03.01 into alignment with the statutory changes. General consensus was formed around the proposed amendments going forward to the Board for consideration with the understanding that the stakeholder associations would have the opportunity to provide additional comments and feedback from the members during the proposed rule 21 day comment period.

Staff recommends approval.

BOARD ACTION

I move to approve the temporary and proposed Rule Docket 08-0301-1701 as submitted in attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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IDAPA 08
TITLE 03
CHAPTER 01

08.03.01 - RULES OF THE PUBLIC CHARTER SCHOOL COMMISSION

(BREAK IN CONTINUITY OF SECTIONS)

~~300. PETITION SUBMISSION.~~

~~01. Number of Copies.~~ Petitioners shall submit a petition consisting of an electronic copy of the petition in Microsoft® Word format. Appendices to the petition must be submitted as a single document and may be in Adobe® format (PDF). (4-4-13)

~~02. Case Number.~~ The Commission will assign a case number to a petition. Any future documents or correspondence submitted to the Commission after original filing must reference the assigned case number. (4-11-06)

~~03. Administratively Complete.~~ If the petition is not administratively complete when received, the Commission shall provide the petitioner notice of the deficiency, which identifies the missing documents and information. Administratively complete means the petition contains all of the information and documents required by Title 33, Chapter 52, Idaho Code, IDAPA 08.02.04, "Rules Governing Public Charter Schools", and IDAPA 08.03.01, "Rules of the Public Charter School Commission." (3-20-14)

~~04. Considered Received.~~ A petition is considered received by the Commission when it is presented to the Commission at the first scheduled meeting after the petition is filed and the petition is administratively complete. (4-11-06)

~~05. Supplemental Information.~~ Submission of supplemental information to the Commission shall be accomplished by filing a complete, electronic copy of the petition, with the text to be removed stricken and the new language underlined, with the date of revision noted on the title page. (4-4-13)

~~06. Sufficiency Review.~~ Petitioners shall submit a copy of the State Department of Education's sufficiency review, which is required by IDAPA 08.02.04, "Rules Governing Public Charter Schools," Subsection 200.03 at the time the petition is filed with the Commission. (3-20-14)

~~3010. COMPLIANCE MONITORING.~~

The Commission shall be responsible for monitoring the public charter school's operations in accordance with all of the terms and conditions of the performance certificate, including compliance with all applicable federal and state education standards and all applicable state and federal laws, rules and regulations, and policies. See IDAPA 08.02.04, "Rules Governing Public Charter Schools," Subsection 301.01. Commission staff will make a site visit and verify the existence of the following documents after the charter is granted: (3-20-14)

- 01. Certificate of Occupancy.** Certificate of Occupancy for the public charter school site; (4-4-13)
- 02. Building Inspection Reports.** A copy of the inspection report from the Idaho Division of Building Safety; (4-4-13)
- 03. Fire Marshal Report.** A fire marshal report for the public charter school site; (4-11-06)
- 04. Insurance Binders.** Copies of insurance binders from a company authorized to do business in Idaho for a liability policy, a property loss policy, worker's compensation insurance, unemployment insurance, and health insurance; (4-4-13)

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05. Health District Inspection Certificate. A copy of the health certificate issued by the health district for each site at which students will be taught; (4-11-06)

~~**06. Criminal History Checks.** A copy of the criminal history checks for all employees as required by Sections 33-130 and 33-5210(4)(d), Idaho Code;~~ (4-4-13)

~~**07. Instructional Staff Certification.** Proof of certification for all instructional staff employed by the public charter school; and~~ (4-4-13)

~~**08. School Calendar.** The school's calendar for the school year, daily schedule, and documentation of the appropriate number of instructional hours for students at each grade level.~~ (4-4-13)

3021. REQUIRED DOCUMENTS PUBLIC CHARTER SCHOOLS AUTHORIZED BY THE COMMISSION MUST SUBMIT TO THE COMMISSION.

01. Lease Agreement. If school structures are leased, a copy of the lease agreement for the building(s) at which students will be taught; (4-4-13)

02. Financial Statements. Audited financial statements from an independent auditor must be submitted as required by Section 33-701, Idaho Code; (4-4-13)

03. Accreditation Reports. A copy of any notice from the public charter school's accrediting body that the public charter school has failed to meet or maintain full accreditation requirements must be submitted within five (5) business days of receipt; (4-4-13)

04. Complaints. Copies of any complaints filed against the public charter school including, but not limited to, lawsuits and complaints filed with the Idaho Professional Standards Commission relating to school employees, within five (5) business days of receipt; (4-4-13)

05. Board Members. A current list of all public charter school board members, including full name, address, telephone number, and resume must be on file with the Commission within five (5) business days of any changes; (4-4-13)

06. Proof of Compliance. Additional proof of compliance as reasonably requested by the Commission. (4-4-13)

3032. -- 399. (RESERVED)

400. PETITION -- PUBLIC HEARING.

A public hearing, as required by Section 33-5205(2), Idaho Code, for consideration of a petition on its merits shall be conducted by the Commission. Citizens intending to testify must notify the Commission the day of the meeting. Public comment will be limited to ten (10) minutes, unless otherwise determined by the Commission chairman.

(3-20-14)

~~**401. PETITION -- FORMAT.**~~

~~All petitions submitted to the Commission must be in the following format. Information will only be considered if it is located in the correct Section.~~ (4-11-06)

~~**01. Cover Page.** The cover page must include the following information:~~ (4-11-06)

~~**a.** Name of proposed charter school;~~ (4-11-06)

~~**b.** School year petitioning to open the school;~~ (4-11-06)

~~**c.** Name of the school district affected by the attendance area;~~ (4-11-06)

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- i. Where the public charter school building will be physically located; or (4 11 06)
- ii. If it is a virtual school and the physical location of the main office; and (4 11 06)
- d. Name, address, telephone number, and e-mail address of the petitioner's authorized representative. (4 4 13)
- 02. Table of Contents.** The second page shall be the beginning of the table of contents. (4 11 06)
- 03. Tab 1.** Mission and vision statements. (4 4 13)
- 04. Tab 2.** The petitioner's information regarding the proposed operation and potential effects of the public charter school including, but not limited to, the facilities to be utilized by the public charter school, the manner in which administrative services of the public charter school are to be provided, and the potential civil liability effects upon the public charter school and upon the authorized chartering entity. (4 4 13)
- 05. Tab 3.** (4 11 06)
- a. A description of what it means to be an "educated person" in the twenty first century, and how learning best occurs. (4 4 13)
- b. A description of the public charter school's educational program and goals, including how each of the educational thoroughness standards, as defined in Section 33-1612, Idaho Code, shall be fulfilled. (4 4 13)
- c. The manner by which special education services will be provided to students with disabilities who are eligible pursuant to the federal Individuals with Disabilities Education Act. (4 4 13)
- d. The plan for working with parents who have students who are dually enrolled pursuant to Section 33-203(7), Idaho Code. (4 4 13)
- 06. Tab 4.** (4 11 06)
- a. The measurable student educational standards the public charter school will use. (4 4 13)
- b. The method by which student progress in meeting the identified student educational standards is to be measured. (4 4 13)
- c. A provision by which students of the public charter school will be tested with the same standardized tests as other Idaho public school students. (4 4 13)
- d. A provision that ensures that the public charter school shall be state accredited as provided by rule of the Board. (4 4 13)
- e. A provision describing the school's plan if it is ever identified as an in need of improvement school as outlined in the No Child Left Behind Act. (4 11 06)
- 07. Tab 5.** (4 11 06)
- a. A description of the governance structure of the public charter school including, but not limited to, the persons or entity who shall be legally accountable for the operation of the public charter school. (4 4 13)
- b. A description of the ethical standards to which the governing board of the public charter school will adhere. (4 4 13)
- c. A plan for the initial and ongoing training of the governing board of the public charter school.

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- (4 4 13)
- ~~d. The process to be followed by the public charter school to ensure parental involvement. (4 4 13)~~
- ~~e. The manner in which an annual audit of the financial and programmatic operations of the public charter school will be conducted. (4 4 13)~~
- ~~08. Tab 6. (4 11 06)~~
- ~~a. The qualifications to be met by individuals employed by the public charter school. This should include a requirement for all staff members to submit to a criminal history check, as required by Section 33-130, Idaho Code, and that all instructional staff shall be certified teachers, as required by the Board. (4 4 13)~~
- ~~b. The procedures that the public charter school will follow to ensure the health and safety of students and staff. (4 4 13)~~
- ~~c. The procedures required by Section 33-210, Idaho Code, for students using or under the influence of alcohol or controlled substances. (4 4 13)~~
- ~~d. The disciplinary procedures that the public charter school will utilize, including the procedure by which students, including special education students, may be suspended, expelled, and re-enrolled. (4 4 13)~~
- ~~e. A provision which ensures that all staff members of the public charter school will be covered by the public employee retirement system, federal social security, unemployment insurance, worker's compensation insurance, and health insurance. (4 4 13)~~
- ~~f. A description of the transfer rights of any employee choosing to work in a public charter school authorized by the Commission and the rights of such employees to return to any public school in the school district after employment at such public charter school. (4 4 13)~~
- ~~g. A provision that ensures that the staff of the public charter school shall be considered a separate unit for purposes of collective bargaining. (4 4 13)~~
- ~~h. A statement that all teachers and administrators will be on written contract as required by Section 33-5206(4), Idaho Code. (4 11 06)~~
- ~~09. Tab 7. (4 11 06)~~
- ~~a. Admission procedures, including provision for over enrollment. (4 4 13)~~
- ~~b. The public school attendance alternative for students residing within the school district who choose not to attend the public charter school. (4 4 13)~~
- ~~c. The process by which the citizens in the area of attendance shall be made aware of the enrollment opportunities of the public charter school. (4 4 13)~~
- ~~d. A plan for the requirements of Section 33-205, Idaho Code, for the denial of school attendance. (4 4 13)~~
- ~~e. A plan for the requirements of Section 33-205, Idaho Code, for the denial of school attendance. See Section 33-5205(3)(i), Idaho Code. (4 11 06)~~
- ~~f. The student handbook that describes the school rules and the procedure ensuring a student's parent or guardian has access to this handbook. (4 11 06)~~
- ~~10. Tab 8. (4 11 06)~~

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- ~~a. A detailed business plan including: (4 11 06)~~
- ~~i. Business description, (4 11 06)~~
- ~~ii. Marketing plan, (4 11 06)~~
- ~~iii. Management plan, (4 11 06)~~
- ~~iv. The school's financial plan, and (4 4 13)~~
- ~~v. A pre opening plan and timeline. (4 4 13)~~
- ~~b. A proposal for transportation services with an estimated first year cost as required by Section 33-5208(4), Idaho Code. (4 11 06)~~
- ~~c. Plans for a school lunch program, including how a determination of eligibility for free and reduced price meals will be made. (4 11 06)~~
- ~~11. **Tab 9.** If this is a virtual public charter school, a brief description of how the school meets the definition of a public virtual school as defined by Section 33-5202A(9), Idaho Code. (4 11 06)~~
- ~~12. **Tab 10.** (4 11 06)~~
- ~~a. A description of any business arrangements or partnerships with other schools, educational programs, businesses, or nonprofit organizations. (4 4 13)~~
- ~~b. Additional information the petitioners want the authorizing chartering entity to consider as part of the petition. (4 11 06)~~
- ~~c. A plan for termination of the charter by the board of the public charter school. (4 11 06)~~
- ~~13. **Appendices.** (4 4 13)~~
- ~~a. Copies of articles of incorporation, file stamped by the Idaho Secretary of State's Office; and of the signed bylaws adopted by the board of directors of the nonprofit corporation; (4 4 13)~~
- ~~b. Signatures of at least thirty (30) qualified electors of the proposed charter school's service area. Proof of qualification of electors must be attached. (4 4 13)~~
- ~~c. Resumes of the directors of the nonprofit corporation, including references; (4 4 13)~~
- ~~d. Copies of any contracts or lease agreements; (4 4 13)~~
- ~~e. Start up budget with assumptions form and supporting documentation; (4 4 13)~~
- ~~f. Three year operating budget form; and (4 4 13)~~
- ~~g. First year month by month cash flow form. (4 4 13)~~
- ~~h. The school's budget must be in the Idaho Financial Accounting Reporting Management System (IFARMS) format and any other such format as may be reasonably requested by the Commission. (4 4 13)~~

4021. -- 999. (RESERVED)

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