

Dear Senators MORTIMER, Thayn, Buckner-Webb, and  
Representatives VANORDEN, McDonald, Kloc:

The Legislative Services Office, Research and Legislation, has received the enclosed rules of the State Board of and State Department of Education - State Department of Education:  
IDAPA 08.02.02 - Rules Governing Uniformity - Proposed Rule (Docket No. 08-0202-1701);  
IDAPA 08.02.02 - Rules Governing Uniformity - Proposed Rule (Docket No. 08-0202-1702).

Pursuant to Section 67-454, Idaho Code, a meeting on the enclosed rules may be called by the cochairmen or by two (2) or more members of the subcommittee giving oral or written notice to Research and Legislation no later than fourteen (14) days after receipt of the rules' analysis from Legislative Services. The final date to call a meeting on the enclosed rules is no later than 11/06/2017. If a meeting is called, the subcommittee must hold the meeting within forty-two (42) days of receipt of the rules' analysis from Legislative Services. The final date to hold a meeting on the enclosed rules is 12/06/2017.

The germane joint subcommittee may request a statement of economic impact with respect to a proposed rule by notifying Research and Legislation. There is no time limit on requesting this statement, and it may be requested whether or not a meeting on the proposed rule is called or after a meeting has been held.

To notify Research and Legislation, call 334-4834, or send a written request to the address on the memorandum attached below.



Eric Milstead  
Director

# Legislative Services Office

## Idaho State Legislature

*Serving Idaho's Citizen Legislature*

### MEMORANDUM

**TO:** Rules Review Subcommittee of the Senate Education Committee and the House Education Committee

**FROM:** Senior Legislative Research Analyst - Elizabeth Bowen

**DATE:** October 18, 2017

**SUBJECT:** State Board of and State Department of Education - State Department of Education

IDAPA 08.02.02 - Rules Governing Uniformity - Proposed Rule (Docket No. 08-0202-1701)

IDAPA 08.02.02 - Rules Governing Uniformity - Proposed Rule (Docket No. 08-0202-1702)

The State Board of Education and State Department of Education submit notice of proposed rulemaking at IDAPA 08.02.02.

Docket No. 08-0202-1701

This rule incorporates by reference the most recent version of the Idaho Standards for the Initial Certification of Professional School Personnel, approved August 31, 2017. The rule also: (1) adds pupil personnel services endorsements for school counselors, occupational therapists and physical therapists; (2) updates certificate renewal requirements; (3) amends requirements for reinstatement of an expired certificate; and (4) revises provisions on background information checks to comply with Section 33-130, Idaho Code.

Negotiated rulemaking was conducted, and there is no anticipated negative fiscal impact on the state general fund. The Board and Department state that this rulemaking is authorized pursuant to the following sections of the Idaho Code: 33-105, 33-1254, and 33-1258.

Docket No. 08-0202-1702

This rule incorporates by reference the most recent version of the Standards for Idaho School Buses and Operations, approved on August 10, 2017. Changes to the Standards include reinstating reimbursement for field trip mileage and other types of mileage as provided in Senate Bill 1123, enacted by the 2017 Legislature.

Negotiated rulemaking was conducted. The anticipated fiscal impact is approximately \$2.25-2.5 million for field trip mileage and \$958,000 for shuttle, training, and maintenance mileage. The Board and Department state that this rulemaking is authorized pursuant to the following sections of the Idaho Code: 33-105, 33-1006, 33-1506, 33-1508, and 33-1511.

cc: State Board of and State Department of Education - State Department of Education  
Helen Price

Mike Nugent, Manager  
Research & Legislation

Paul Headlee, Manager  
Budget & Policy Analysis

April Renfro, Manager  
Legislative Audits

Glenn Harris, Manager  
Information Technology

# IDAPA 08 – STATE BOARD AND STATE DEPARTMENT OF EDUCATION

## 08.02.02 – RULES GOVERNING UNIFORMITY

### DOCKET NO. 08-0202-1701

#### NOTICE OF RULEMAKING – PROPOSED RULE

**AUTHORITY:** In compliance with Section 67-5221(1), Idaho Code, notice is hereby given that this agency has initiated proposed rulemaking procedures. The action is authorized pursuant to Sections 33-105, 33-1254 and 33-1258, Idaho Code.

**PUBLIC HEARING SCHEDULE:** Public hearing(s) concerning this rulemaking will be scheduled if requested in writing by twenty-five (25) persons, a political subdivision, or an agency, not later than October 18, 2017.

The hearing site(s) will be accessible to persons with disabilities. Requests for accommodation must be made not later than five (5) days prior to the hearing, to the agency address below.

**DESCRIPTIVE SUMMARY:** The following is a nontechnical explanation of the substance and purpose of the proposed rulemaking:

The Professional Standards Commission (PSC) follows a Strategic Plan of annually reviewing twenty percent (20%) of the Idaho Standards for Initial Certification of Professional School Personnel. The following certificates and endorsements were reviewed by committees of content experts: Administrator, which includes School Principal, Superintendent, and Director of Special Education; Audiology; Bilingual; Career Technical areas, which include Agriculture Science and Technology, Business Technology, Family and Computer Sciences, Marketing Technology Education, and Technology Education; Computer Science; Engineering; English as a New Language; Speech Language-Pathology; and World Language. Additionally, the Core Teaching Standards, the basic standards which all specific teaching areas are required to meet, were reviewed.

All standards and endorsements were revised to better align with national standards and best practices, including renaming the English as a New Language endorsement to English as a Second Language endorsement to match the language used by the majority of other states.

Three new Pupil Personnel Services Endorsements were added. The School Counselor – Basic (K-12) Endorsement will allow licensed social workers to serve as school counselors pursuant to Section 33-1212, Idaho Code, on a limited basis. Occupational Therapist and Physical Therapist endorsements for these licensed professionals will allow districts additional funding options for students to obtain these types of services.

Renewal requirements were updated to set a date by which current certificate holders must complete a mathematics in-service program, if the requirement applies to their endorsement areas. Language regarding the Idaho Comprehensive Literacy Course was removed as a renewal requirement, as the rule has been in existence a sufficient amount of time that it no longer applies to individuals renewing their existing certificates.

The requirements for reinstatement of an expired certificate were amended to ensure that the requirements to obtain full certification during the term of the interim certificate meet current rules and requirements.

An example was added to the Code of Ethics regarding educator compensation.

Section 075, regarding background information checks, was amended to comply with recent changes to Section 33-130, Idaho Code. Definitions were updated and requirements, fees, and processes were clarified.

Additionally, a number of minor, non-substantive changes were made by Department staff to ensure that language is clear, concise, and meets the intent of law and rule changes.

**FISCAL IMPACT:** The following is a specific description, if applicable, of any negative fiscal impact on the state general fund greater than ten thousand dollars (\$10,000) during the fiscal year resulting from this rulemaking: N/A

**NEGOTIATED RULEMAKING:** Pursuant to Section 67-5220(1), Idaho Code, negotiated rulemaking was conducted. The Notice of Intent to Promulgate Rules - Negotiated Rulemaking was published in the April 5, 2017 Idaho Administrative Bulletin, [Vol. 17-4, pages 26 – 27](#).

**INCORPORATION BY REFERENCE:** Pursuant to Section 67-5229(2)(a), Idaho Code, the following is a brief synopsis of why the materials cited are being incorporated by reference into this rule:

Idaho Standards for the Initial Certification of Professional School Personnel is currently a document incorporated by reference. The Idaho State Board of Education approved amendments to the document on August 31, 2017. Because of the number of pages within the document, the republication of the text would be unduly cumbersome and expensive. A complete copy of Idaho Standards for the Initial Certification of Professional School Personnel can be found on the State Department of Education's website at [sde.idaho.gov/topics/admin-rules/](http://sde.idaho.gov/topics/admin-rules/).

**ASSISTANCE ON TECHNICAL QUESTIONS, SUBMISSION OF WRITTEN COMMENTS:** For assistance on technical questions concerning the proposed rule, Lisa Colón Durham, Director of Certification and Professional Standards, at (208) 332-6886 or [icolondurham@sde.idaho.gov](mailto:icolondurham@sde.idaho.gov).

Anyone may submit written comments regarding this proposed rulemaking. All written comments must be directed to the undersigned and must be delivered on or before October 25, 2017.

DATED this 31st day of August, 2017.

Sherri Ybarra  
Superintendent of Public Instruction  
650 West State Street, 2nd Floor  
P.O. Box 83720  
Boise, ID 83720-0027  
Office: (208) 332-6800  
Fax (208) 334-2228

**THE FOLLOWING IS THE PROPOSED TEXT OF DOCKET NO. 08-0202-1701**  
**(Only Those Sections With Amendments Are Shown.)**

**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~~ August 31, 2017.** 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)

**(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.** School Counselor (K-12) Endorsement ~~(K-12)~~. To be eligible for a Pupil Personnel Services Certificate ~~E~~ndorsed School Counselor (K-12), a candidate must have satisfied the following requirements. The Pupil Personnel Services Certificate with a School Counselor (K-12) 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 School Counselor (K-12) ~~E~~ndorsement. ~~(3-25-16)~~(    )

**b.** School Counselor – Basic (K-12) Endorsement. Individuals serving as a school counselor pursuant to Section 33-1212, Idaho Code, shall be granted a Pupil Personnel Services Certificate with a School Counselor – Basic (K-12) endorsement. The endorsement is valid for five (5) years or until such time as the holder no longer meets the eligibility requirements pursuant to Section 33-1212, Idaho Code. Six (6) semester credit hours are required every five (5) years in order to renew the endorsement. ( )

**i.** Individuals who received their endorsement pursuant to Section 33-1212, Idaho Code, prior to July 1, 2018, will be transitioned into the School Counselor – Basic (K-12) endorsement. Renewal date will remain the same as the initial credential. ( )

**b.c.** 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)

**ed.** 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.g.** 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.f.** 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.g.** 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.h.** 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.:
- 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.i.** 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)
- j.** Occupational Therapist Endorsement. A candidate with a current and valid Occupational Therapy license issued by the State of Idaho Bureau of Occupational Licenses shall be granted an Occupational Therapist endorsement. The Pupil Personnel Services Certificate with an Occupational Therapist endorsement is valid for five (5) years. Six (6) semester credit hours are required every five (5) years in order to renew the endorsement. Candidate must maintain current and valid Occupational Therapy Licensure through the State of Idaho Bureau of Occupational Licenses for the endorsement to remain valid. ( )
- k.** Physical Therapist Endorsement. A candidate with a current and valid Physical Therapy license issued by the State of Idaho Bureau of Occupational Licenses shall be granted a Physical Therapist endorsement. The Pupil Personnel Services Certificate with a Physical Therapist endorsement is valid for five (5) years. Six (6)

semester credit hours are required every five (5) years in order to renew the endorsement. Candidate must maintain current and valid Physical Therapy Licensure through the State of Idaho Bureau of Occupational Licenses for the endorsement to remain valid. ( )

**03. Administrator Certificate.** Every person who serves as a superintendent, a director of special education, 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; to conduct the summative evaluation of certified staff~~ 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 School Principal endorsement. ~~Applicants for the Directors of Special Education and Related Services are required to hold the Director of Special Education 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~~ Idaho Standards for School Principals. 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 (Pre-K-12) 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~~ Principals. (3-25-16)( )
- v. An institutional recommendation is required for a School Principal (Pre-K-12) Endorsement. (3-25-16)( )

**b.** Superintendent (Pre-K-12) Endorsement. To be eligible for an Administrator Certificate with a Superintendent (Pre-K-12) 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~~ Standards for School Principals. (3-25-16)( )

- v. An institutional recommendation is required for a School Superintendent Endorsement ~~(Pre-K-12)~~. (3-25-16)( )
- c. Director of Special Education ~~and Related Services~~ (Pre-K-12) 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 Director of Special Education in Idaho ~~Foundation Standards for School Administrators: School Climate, Collaborative Leadership, and Instructional Leadership~~ Standards for Initial Certification of Professional School Personnel; (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~~ Principals: 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~~ (Pre-K-12) ~~E~~ndorsement. (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 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 School 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 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)

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)

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~~ background investigation 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 prior to July 1, 2019. 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 a ~~an~~ Blended Early Childhood Education/Early Childhood Special Education Blended endorsement (Birth - Grade 3) endorsement 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 an Standard Instructional Certificate All Subjects (K-8) endorsement who is employed by a school district or charter school as a K-6 multi-subject teacher; ~~(3-29-17)( )~~

iii. Each teacher holding an Standard Instructional Certificate (6-12) All Subjects (K-8) endorsement, Mathematics – Basic (5-9 or 6-12) endorsement, Mathematics (5-9 or 6-12) endorsement 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 an Standard Exceptional Child Generalist ~~E~~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.c.** 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)

#### 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 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 authorizations, nontraditional routes, reinstatements or coming from out of the state), completion of a state approved Idaho Comprehensive Literacy course or assessment, or approved secondary equivalent 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 or administrators working on interim certificates (alternate authorizations, nontraditional routes, reinstatements or coming from out of the state), with an All Subjects (K-8) endorsement, ~~or~~ any mathematics endorsement, Exceptional Child Generalist endorsement, Blended Early Childhood/Early Childhood Special Education endorsement, or Administrator certificate 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~~ for full certification. (3-29-17)(    )

**04. Technology.** Out-of-state applicants will may 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~~ the following requirements to obtain a full certification during the term of the interim certificate: (3-29-12)(    )

**a.** Two (2) years' successful evaluations as per Section 33-1001(14), Idaho Code. (    )

- b. Measured annual progress on specific goals identified on Individualized Professional Learning Plan. ( )
- c. Six (6) credit renewal requirement. ( )
- d. Any applicable requirement for Idaho Comprehensive Literacy Course or Mathematical Thinking for Instruction as indicated in Subsections 016.02 and 016.03. ( )

**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)( )

~~**017. INTERSTATE CERTIFICATION COMPACT.** Idaho participates in the Interstate Agreement of Qualification of Education Personnel. This agreement applies equally to teachers entering Idaho from another compact member state and to teachers entering another compact member state from Idaho. The compact applies to classroom teachers only. Trades and industries teachers are not covered by the agreement. (Section 33-4104, Idaho Code) (4-1-97)~~

**018.7. 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)~~

**019.8. -- 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 from the college of education of competency in a teaching area or field is acceptable in lieu of required credits if such statements originate are created in consultation with 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)

**a.** Option I -- An official statement from the college of education of competency in a teaching area or field is acceptable in lieu of courses for a teaching field if such statements originate are created in consultation with 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)

**022. ENDORSEMENTS A - D.**

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

**a.** Forty-five (45) semester credit hours including course work in each of the following areas: agriculture education; agriculture mechanics; agriculture business management; soil science; animal science; and Career Technical Student Organization Leadership; plant science; and occupational teacher preparation pursuant to Subsection 015.05.a.; or ~~(3-29-17)~~( )

**b.** Occupational teacher preparation pursuant to Section 015.04 through 015.06. (3-29-17)

**02. American Government /Political Science (5-9 or 6-12).** Twenty (20) semester credit hours to include: a minimum of six (6) semester credit hours in American Government, six (6) semester credit hours in U.S.



History Survey, and a minimum of three (3) semester credit hours in Comparative Government. Remaining course work must be selected from Political Science. Course work may include three (3) semester credit hours in World History Survey. ~~(4-11-06)~~( )

**03. All Subjects (K-8).** Allows one to teach in any educational setting (K-8). Twenty (20) semester credit hours, or thirty (30) quarter credit hours in the philosophical, psychological, methodological foundations, instructional technology, and professional subject matter must be in elementary education including at least six (6) semester credit hours, or nine (9) quarter credit hours, in developmental reading. This endorsement must be accompanied by at a minimum one (1) additional subject area endorsement allowing teaching of that subject through grade 9 or kindergarten through grade 12. (3-29-17)

**04. Bilingual Education (K-12).** Twenty (20) semester credit hours leading toward competency as defined by Idaho Standards for Bilingual Education Teachers to include all of the following: ~~at least nine (9)~~ upper division ~~semester credit hours~~ coursework in one (1) Modern Language other than English, including writing and literature, and advanced proficiency according to the American Council on the Teaching of Foreign Languages (ACTFL) guidelines; cultural diversity; ~~ENSL/B~~bilingual ~~M~~methods; linguistics, second language acquisition theory and practice; ~~F~~foundations of ~~ENSL/B~~bilingual ~~E~~ducation, ~~Federal and State Law~~ legal foundations of ESL/bilingual education, ~~Testing/~~identification and assessment of ~~Limited English Proficient Students~~ learners, biliteracy; at least ~~two (2)~~ one (1) semester credit hours in ~~B~~bilingual ~~P~~practicum; ~~and three (3) semester credit hours in a Bilingual Education related elective (ex: linguistics, critical pedagogy, parent involvement)~~ or field experience. ~~(4-4-13)~~( )

**05. Biological Science (5-9 or 6-12).** Twenty (20) semester credit hours including coursework in each of the following areas: molecular and organismal biology, heredity, ecology and biological adaptation. (3-29-17)

**06. Blended ~~Early Childhood/Early Childhood~~ Elementary Education/Elementary Special Education ~~Pre-K through Grade Six (6) Endorsement (Grade 4 - Grade 6)~~ (Grade 4 - Grade 6).** The ~~Pre-K through Grade Six (6) Blended Elementary Education/Elementary Special Education (Grade 4 - Grade 6)~~ endorsement allows one to teach in any ~~Pre-K~~ grade four (4) through grade six (6) education setting, except in a middle school setting. This endorsement may only be ~~added to~~ issued in conjunction with the Blended Early Childhood Education/Early Childhood Special Education ~~(Birth - Grade 3)~~ endorsement ~~in conjunction with the Birth through Grade Three (3) endorsement~~. To be eligible for a Blended ~~Early Childhood Education/Early Childhood~~ Elementary Education/Elementary Special Education ~~(Grade 4 - Grade 6)~~ endorsement ~~with an Early Pre-K through Grade Six (6) endorsement~~, a candidate must have satisfied the following requirements: ~~(3-29-17)~~( )

**a.** Completion of a program of a minimum of twenty (20) semester credit hours in ~~the area of~~ Elementary Education ~~to include~~ coursework ~~in each of the following areas~~ to include: methodology (literacy, mathematics, science, physical education, art); content knowledge (mathematics, literacy, science, health, art); technology; assessment; and, field experiences in grades four (4) through six (6). ~~(3-29-17)~~( )

**07. Blended Early Childhood Education/Early Childhood Special Education ~~(Birth through - Grade Three (3))~~ (Birth through - Grade Three (3)).** The ~~Blended Early Childhood Education/Early Childhood Special Education (Birth through - Grade Three (3))~~ endorsement allows one to teach in any educational setting birth through grade three (3). To be eligible, a candidate must have satisfied the following requirements. ~~(3-29-17)~~( )

**a.** A minimum of thirty (30) semester credit hours, or forty-five (45) quarter credit hours, in the philosophical, psychological, and methodological foundations, in instructional technology, and in the professional subject matter of early childhood and early childhood-special education. The professional subject matter shall include course work specific to the child from birth through grade three (3) in the areas of child development and learning; curriculum development and implementation; family and community relationships; assessment and evaluation; professionalism; and, application of technologies. (3-29-17)

**b.** The required credit hours here in, shall include not less than six (6) semester credit hours, or nine (9) quarter credit hours, of early childhood student teaching (K-3) and field experiences birth to age three (3) programs, and age three (3) to age five (5) programs, and three (3) semester credit hours, or four (4) quarter credit hours, of developmental reading. (3-29-17)

- c. Proficiency in areas noted above is measured by one (1) of the following options: (3-29-17)
- i. Option I -- Demonstration of competency within the Idaho Standards for Blended Early Childhood Education/Early Childhood Special Education Teachers. Additionally, each candidate shall meet or exceed the state qualifying score on approved early-childhood assessments. (3-29-17)
- ii. Option II -- Completion of a CAEP accredited program in blended early childhood education/early childhood special education birth through grade three (3). Additionally, each candidate shall meet or exceed the state qualifying score on approved early-childhood assessments. (3-29-17)
- 08. Business Technology Education (6-12).** (3-16-04)
- a. Twenty (20) semester credit hours to include course work in each of the following areas: accounting; computer and technical applications in business; economics; methods of teaching business education; career guidance; Career Technical Student Organization leadership; business communication/writing; and office procedures. Additional competencies may be satisfied through the following: entrepreneurship; finance; marketing; business law; and/or career guidance business management; and occupational teacher preparation pursuant to Subsection 015.05.a.; or (3-29-17)( )
- b. Occupational teacher preparation pursuant to Section 015.04 through 015.06. (3-29-17)
- 09. Chemistry (5-9 or 6-12).** Twenty (20) semester credit hours in the area of chemistry, to include coursework in each of the following areas: inorganic and organic chemistry. (3-29-17)
- 10. Communication (5-9 or 6-12).** Follow one (1) of the following options: (3-29-17)
- a. Option I -- Twenty (20) semester credit hours to include Methods of Teaching Speech/Communications plus course work in at least four (4) of the following areas: Interpersonal Communication/Human Relations; Argumentation/Personal Persuasion; Group Communications; Nonverbal Communication; Public Speaking; Journalism/Mass Communications; and Drama/Theater Arts. (3-29-17)
- b. Option II -- Possess an English endorsement plus at least twelve (12) semester credit hours distributed among the following: Interpersonal Communication/Human Relations, Public Speaking, Journalism/Mass Communications, and Methods of Teaching Speech/Communication. (3-29-17)
- 11. Computer Science (5-9 or 6-12).** (3-29-17)
- a. Twenty (20) semester credit hours of course work in Computer Science, including course work in the following areas: data representation and abstraction; design, development, and testing algorithms; software development process; digital devices systems network; and the role of computer science and its impact on the modern world; or (3-29-17)
- b. Occupational teacher preparation pursuant to Section 015.04 through 015.06. (3-29-17)
- 12. Consulting Teacher/Teacher Leader Endorsement.** Consulting teachers provide technical assistance to teachers and other staff in the school district with regard to the selection and implementation of appropriate teaching materials, instructional strategies, and procedures to improve the educational outcomes for students. Candidates who hold this endorsement are teacher leaders who will facilitate the design and implementation of sustained, intensive, and job-embedded professional learning based on identified student and teacher needs. This endorsement is valid for five (5) years and is renewable based upon successful completion and verification of an additional four (4) semester credits beyond those required for standard certification renewal. The additional credits shall be taken for university or college credit consistent with the Individual Professional Learning Plan (IPLP). (3-25-16)
- a. Special Education Consulting Teacher - Eligibility for Endorsement. To be eligible for a Special Education Consulting Teacher endorsement on the Standard Exceptional Child Certificate, the Early Childhood/Early Childhood Special Education Blended Certificate (Birth-Grade 3), the Standard Elementary Certificate or the

~~Standard Secondary Teaching~~ Standard Instructional Certificate, a candidate must have satisfied the following requirements: (3-25-16)(    )

i. Education Requirements. Qualify for or hold a Standard ~~Exceptional Child Certificate and qualify for or hold a Standard Elementary Certificate, Standard Secondary Certificate, or Early Childhood/Early Childhood Special Education Blended Certificate (Birth-Grade 3)~~ Instructional Certificate, and hold a master's degree or an approved fifth year program as defined by the Idaho State Board of Education, and have demonstrated content competencies in the following areas: (3-25-16)(    )

- (1) Assessment of learning behaviors; (3-25-16)
- (2) Individualization of instructional programs based on educational diagnosis; (3-25-16)
- (3) Behavioral and/or classroom management techniques; (3-25-16)
- (4) Program implementation and supervision; (3-25-16)
- (5) Knowledge in use of current methods, materials and resources available and management and operation of media centers; (3-25-16)
- (6) Ability in identifying and utilizing community or agency resources and support services; and (3-25-16)
- (7) Counseling skills and guidance of professional staff. (3-25-16)

ii. Experience. Completion of a minimum of three (3) years' teaching experience, at least two (2) years of which must be in a special education classroom setting. (3-25-16)

iii. Provides verification of completion of a state-approved program of at least twenty (20) semester credit hours of study at an accredited college or university or a state-approved equivalent. Program shall include: (3-25-16)

(1) Ninety (90) contact hours to include a combination of face-to-face and field-based professional development activities; and (3-25-16)

(2) The development and presentation of a culminating portfolio that provides evidence that knowledge gained and skills acquired are aligned with Idaho Teacher Leader Standards as follows: (3-25-16)

- (a) Understanding Adults As Learners to Support Professional Learning Communities; (3-25-16)
- (b) Accessing and Using Research to Improve Practice and Student Achievement; (3-25-16)
- (c) Promoting Professional Learning for Continuous Improvement; (3-25-16)
- (d) Facilitating Improvements in Instruction and Student Learning; (3-25-16)
- (e) Using Assessments and Data for School and District Improvement; (3-25-16)
- (f) Improving Outreach and Collaboration with Families and Community; and (3-25-16)
- (g) Advocating for Student Learning and the Profession. (3-25-16)

iv. Not less than one (1) semester of successful experience as a special education teacher working with classroom teachers in elementary or secondary schools. (3-25-16)

b. Mathematics Consulting Teacher - Eligibility for Endorsement. To be eligible for a Mathematics Consulting Teacher endorsement on the Standard ~~Elementary Certificate, Standard Secondary Certificate, Standard~~

~~Exceptional Child Certificate, or Early Childhood/Early Childhood Special Education Blended Certificate (Birth-Grade 3)~~ Instructional Certificate, a candidate must have satisfied the following requirements: (3-25-16)( )

i. Education Requirements. Qualify for or hold a Standard ~~Elementary Certificate, Standard Secondary Certificate, Standard Exceptional Child Certificate, or Early Childhood/Early Childhood Special Education Blended Certificate (Birth-Grade 3)~~ Instructional Certificate and have demonstrated content competencies. Coursework and content domains required include the full series of Mathematics Thinking for Instruction (MTI), Number and Operation, Geometry, Algebraic Reasoning, Measurement and Data Analysis, and Statistics and Probability which are centered on the following emphases: (3-25-16)( )

- (1) Structural Components of Mathematics; (3-25-16)
- (2) Modeling, Justification, Proof and Generalization; (3-25-16)
- (3) Mathematical Knowledge for Teaching (Ball, Thames, & Phelps, 2008). (3-25-16)

ii. Experience. Completion of a minimum of three (3) years' teaching experience. (3-25-16)

iii. Provides verification of completion of a state-approved program of at least twenty (20) semester credit hours of study at an accredited college or university or a state-approved equivalent. Program shall include: (3-25-16)

(1) Ninety (90) contact hours to include a combination of face-to-face and field-based professional development activities; and (3-25-16)

(2) The development and presentation of a culminating portfolio that provides evidence that knowledge gained and skills acquired are aligned with Idaho Teacher Leader Standards as follows: (3-25-16)

- (a) Understanding Adults As Learners to Support Professional Learning Communities; (3-25-16)
- (b) Accessing and Using Research to Improve Practice and Student Achievement; (3-25-16)
- (c) Promoting Professional Learning for Continuous Improvement; (3-25-16)
- (d) Facilitating Improvements in Instruction and Student Learning; (3-25-16)
- (e) Using Assessments and Data for School and District Improvement; (3-25-16)
- (f) Improving Outreach and Collaboration with Families and Community; and (3-25-16)
- (g) Advocating for Student Learning and the Profession. (3-25-16)

iv. Not less than one (1) semester of successful experience as a mathematics teacher working with classroom teachers in elementary or secondary schools. (3-25-16)

**13. Deaf/Hard of Hearing (K-12).** Completion of a minimum of thirty-three (33) semester credit hours in the area of deaf/hard of hearing with an emphasis on instruction for students who use sign language or completion of a minimum thirty-three (33) semester credit hours in the area of deaf/hard of hearing with an emphasis on instruction for students who use listening and spoken language. An institutional recommendation specific to this endorsement is required. To be eligible for a Deaf/Hard of Hearing endorsement, a candidate must have satisfied the following requirements: (3-29-17)

a. Completion of a baccalaureate degree from an accredited college or university; (3-29-17)

b. Completion of a program from an Idaho college or university in elementary, secondary, or special education currently approved by the Idaho State Board of Education; or (3-29-17)

c. Completion of a program from an out-of-state college or university in elementary, secondary, or special education currently approved by the state educational agency of the state in which the program was completed; and (3-29-17)

d. Completion of a program of a minimum of thirty-three (33) semester credit hours in the area of Deaf/Hard of Hearing and must receive an institutional recommendation specific to this endorsement from an accredited college or university. (3-29-17)

**023. ENDORSEMENTS E - L.**

**01. Early Childhood Special Education (Pre-K-3).** The Early Childhood Special Education (Pre-K-3) endorsement is non-categorical and allows one to teach in any Pre-K-3 special education setting. This endorsement may only be added to the Exceptional Child Generalist (K-8 or K-12) endorsement. To be eligible a candidate must have satisfied the following requirements: (3-29-17)( )

a. Completion of a program of a minimum of twenty (20) semester credit hours in the area of Early Childhood Education to include course work in each of the following areas: child development and behavior with emphasis in cognitive-language, physical, social and emotional areas, birth through age eight (8); curriculum and program development for young children ages three to eight (3-8); methodology: planning, implementing and evaluating environments and materials for young children ages three to eight (3-8); guiding young children's behavior: observing, assessing and individualizing ages three to eight (3-8); identifying and working with atypical young children ages three to eight (3-8) parent-teacher relations; and student teaching at the Pre-K - 3 grades. (3-29-17)

**02. Earth and Space Science (5-9 or 6-12).** Twenty (20) semester credit hours including course work in each of the following areas: earth science, astronomy, and geology. (3-29-17)

**03. Economics (5-9 or 6-12).** Twenty (20) semester credit hours to include a minimum of three (3) semester credit hours of micro-economics, a minimum of three (3) semester credit hours of macro-economics, and a minimum of six (6) semester credit hours of Personal Finance/Consumer Economics/Economics Methods. Remaining course work may be selected from business, economics, or finance course. (3-29-17)( )

**04. Engineering (5-9 or 6-12).** (3-29-17)

a. Twenty (20) semester credit hours of engineering course work; or (3-29-17)

b. Occupational teacher preparation pursuant to Section 015.04 through 015.06. (3-29-17)

**05. English (5-9 or 6-12).** Twenty (20) semester credit hours, including three (3) semester credit hours in Linguistics/Grammar, three (3) semester credit hours in American Literature, three (3) semester credit hours in English Literature, six (6) semester credit hours in Advanced Composition, excluding the introductory sequence designed to meet general education requirements. Remaining credits must be completed in the English Department, and must include some course work in Writing Methods for Teachers of Secondary Students. (3-29-17)

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

**07. Exceptional Child Generalist (K-8, 6-12, or K-12).** The Exceptional Child Generalist endorsement is non-categorical and allows one to teach in any special education setting, applicable to the grade range of the endorsement. Regardless of prior special education experience, all initial applicants must provide an institutional recommendation that an approved special education program has been completed, with field work to include student teaching in an elementary or secondary special education setting. To be eligible, a candidate must

have satisfied the following requirements: (3-29-17)

a. Completion of thirty (30) semester credit hours in special education, or closely related areas, as part of an approved special education program; and (3-29-17)

b. Each candidate must have a qualifying score on an approved core content assessment and a second assessment related to the specific endorsement requested. (3-29-17)

**08. Family and Consumer Sciences (5-9 or 6-12).** (3-29-17)

a. Thirty (30) semester credit hours to include coursework in each of the following areas: ~~C~~child/~~H~~human ~~D~~development; ~~H~~human/~~F~~family ~~R~~relations; ~~D~~irected ~~L~~aboratory ~~E~~xperience in ~~C~~hildcare; ~~A~~pparel and ~~T~~extiles, ~~C~~ultural ~~D~~ress, ~~F~~ashion ~~design and M~~erchandising-~~or Design~~; ~~N~~utrition; ~~F~~ood ~~P~~reparation, ~~F~~ood ~~P~~roduction, or ~~C~~ulinary ~~A~~rts; ~~H~~ousing, ~~I~~nterior ~~D~~esign, ~~or H~~ome ~~M~~anagement-~~or Equipment~~; ~~C~~onsumer ~~E~~conomics or ~~F~~amily ~~R~~esource ~~M~~anagement; ~~I~~ntroduction to ~~F~~amily ~~C~~onsumer ~~S~~ciences; Career Technical Student Organization leadership; career guidance; and Integration of Family Consumer Sciences or Family Consumer Science Methods; and occupational teacher preparation pursuant to Subsection 015.05.a.; or (3-29-17)( )

b. Occupational teacher preparation pursuant to Section 015.04 through 015.06. (3-29-17)

**09. Geography (5-9 or 6-12).** Twenty (20) semester credit hours including course work in Cultural Geography and Physical Geography, and a maximum of six (6) semester credit hours in World History Survey. The remaining semester credit hours must be selected from Geography. (3-29-17)

**10. Geology (5-9 or 6-12).** Twenty (20) semester credit hours in the area of Geology. (3-29-17)

**11. Gifted and Talented (K-12).** Twenty (20) semester credit hours leading toward competency as defined by Idaho Standards for Gifted and Talented Education Teachers, to include semester credit hours in each of the following areas: Foundations of Gifted and Talented Education; Creative/Critical Thinking Skills for Gifted and Talented Students; Social and Emotional Needs of Gifted and Talented Students; Curriculum, Instruction, and Assessment for Gifted and Talented Students; Differentiated Instruction and Programing for Gifted and Talented Students; and Practicum and Program Design for Gifted and Talented Education. Remaining course work must be in the area of gifted education. (3-12-14)

**12. Health (5-9, 6-12, or K-12).** Twenty (20) semester credit hours to include course work in each of the following areas: Organization/Administration/Planning of a School Health Program; Health, Wellness, and Behavior Change; Secondary Methods of Teaching Health, to include field experience in a traditional classroom; Mental/Emotional Health; Nutrition; Human Sexuality; Substance Use and Abuse. Remaining semester credits must be in health-related course work. To obtain a Health K-12 endorsement, applicants must complete an elementary Health methods course. (3-29-17)

**13. History (5-9 or 6-12).** Twenty (20) semester credit hours to include a minimum of six (6) semester credit hours of U.S. History Survey and a minimum of six (6) semester credit hours of World History Survey. Remaining course work must be in History. Course work may include three (3) semester credit hours in American Government. (3-29-17)

**14. Humanities (5-9 or 6-12).** An endorsement in English, History, Music, Visual Art, Drama, or Foreign Language and twenty (20) semester credit hours in one of the following areas or ten (10) semester credit hours in each of two (2) of the following areas: Literature, Music, Foreign Language, Humanities Survey, History, Visual Art, Philosophy, Drama, Comparative World Religion, Architecture, and Dance. (3-29-17)

**15. Journalism (5-9 or 6-12).** Follow one (1) of the following options: (3-29-17)

a. Option I -- Twenty (20) semester credit hours to include a minimum of fourteen (14) semester credit hours in Journalism and six (6) semester credit hours in English and/or Mass Communication. (3-29-17)

b. Option II -- Possess an English endorsement with a minimum of six (6) semester credit hours in Journalism. (3-16-04)

**16. Literacy (K-12).** Twenty-one (21) semester credit hours leading toward competency as defined by Idaho Standards for Literacy Teachers to include the following areas: Foundations of Literacy (including reading, writing, and New Literacies); Development and Diversity of Literacy Learners; Literacy in the Content Area; Literature for Youth; Language Development; Corrective/Diagnostic/Remedial Reading; and Writing Instruction. To obtain a Literacy endorsement, applicants must complete the Idaho Comprehensive Literacy Course or the Idaho Comprehensive Literacy Assessment. (3-12-14)

**024. ENDORSEMENTS M - Z.**

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

a. Twenty (20) semester credit hours to include course work in each of the following areas: ~~M~~arketing; ~~M~~anagement; ~~E~~conomics; ~~C~~oordination of ~~C~~ooperative ~~P~~rograms; ~~M~~erchandising/~~R~~etailing; ~~M~~ethods of ~~T~~eaching ~~M~~arketing ~~E~~ducation; and Career Technical Student Organization (~~CTSO~~) ~~L~~eadership, with remaining credit hours in ~~E~~ntrepreneurship; ~~H~~ospitality and ~~T~~ourism; ~~F~~inance; career guidance; or ~~A~~ccounting- and occupational teacher preparation pursuant to Subsection 015.05.a.; or ~~(4-4-13)(\_\_\_\_)~~

b. Occupational teacher preparation pursuant to Subsection 015.04 through 015.06. (3-29-17)

**02. Mathematics - Basic (5-9 or 6-12).** Twenty (20) semester credit hours in Mathematics content course work in algebraic thinking, functional reasoning, Euclidean and transformation geometry and statistical modeling and probabilistic reasoning. A minimum of two (2) of these twenty (20) credits must be focused on secondary mathematics pedagogy. Six (6) semester credit hours of computer programming may be substituted for six (6) semester credits in Mathematics content. (3-29-17)

**03. Mathematics (5-9 or 6-12).** Twenty (20) semester credit hours including course work in each of the following areas: Euclidean and transformational geometry, linear algebra, discrete mathematics, statistical modeling and probabilistic reasoning, and the first two (2) courses in a standard calculus sequence. A minimum of two (2) of these twenty (20) credits must be focused on secondary mathematics pedagogy. Statistics course work may be taken from a department other than the mathematics department. (3-29-17)

**04. Music (5-9 or 6-12 or K-12).** Twenty (20) semester credit hours leading toward competency as defined by Idaho Standards for Music Teachers to include course work in the following: Theory and Harmony; Aural Skills, Music History; Conducting; Applied Music; and Piano Proficiency (Class Piano or Applied Piano), and Secondary Music Methods/Materials. To obtain a Music K-12 endorsement, applicants must complete an elementary music methods course. (3-29-17)

**05. Natural Science (5-9 or 6-12).** Follow one (1) of the following options: (3-29-17)

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

i. Existing Biological Science Endorsement. Eight (8) semester credit hours in each of the following areas: Physics, Chemistry, and Earth Science or Geology. (3-29-17)

ii. Existing Physics Endorsement. Eight (8) semester credit hours in each of the following areas: Biology, Chemistry, and Earth Science or Geology. (3-29-17)

iii. Existing Chemistry Endorsement. Eight (8) semester credit hours in each of the following areas: Biology, Physics, and Earth Science or Geology. (3-29-17)

iv. Existing Earth Science or Geology Endorsement. Eight (8) semester credit hours in each of the following areas: Biology, Physics, and Chemistry. (3-29-17)

b. Option II -- Must hold an existing endorsement in Agriculture Science and Technology; and complete twenty-four (24) semester credit hours with at least six (6) semester credit hours in each of the following areas: Biology, Chemistry, Earth Science or Geology, and Physics. (3-29-17)

**06. Online-Teacher Endorsement (Pre-K-12).** To be eligible for an Online-Teacher (K-12) Endorsement (Pre-K-12), a candidate must have satisfied the following requirements: (3-25-16)( )

a. Meets the states' professional teaching and/or licensure standards and is qualified to teach in his/her field of study. (3-25-16)

b. Provides evidence of online experience or course time both as a student and as a learner, and demonstrates online learning and teaching proficiency. (3-25-16)

c. Has completed an eight (8) week online teaching internship in a Pre-K-12 program, or has one (1) year of verifiable and successful experience as a teacher delivering curriculum online in grades Pre-K-12 within the past three (3) years. (3-25-16)

d. Provides verification of completion of a state-approved program of at least twenty (20) semester credit hours of study in online teaching and learning at an accredited college or university or a state-approved equivalent. (3-25-16)

e. Demonstrates proficiency in the Idaho Standards for Online Teachers including the following competencies: (3-25-16)

i. Knowledge of Online Education and Human Development; (3-25-16)

ii. Facilitate and Inspire Student Learning and Creativity; (3-25-16)

iii. Design and Develop Digital-Age Learning Experiences and Assessments Standards; (3-25-16)

iv. Model Digital-Age Work and Learning; Promote and Model Digital Citizenship and Responsibility Standards; and (3-25-16)

v. Engage in Professional Growth and Leadership. (3-25-16)

**07. Physics (5-9 or 6-12).** Twenty (20) semester credit hours in the area of Physics. (3-16-04)( )

**08. Physical Education (PE) (5-9 or 6-12 or K-12).** Twenty (20) semester credit hours to include course work in each of the following areas: personal and teaching competence in Sport, Movement, physical activity, and Outdoor Skills; Secondary PE Methods; administration and curriculum to include field experiences in physical education; Student Evaluation in PE; Safety and Prevention of Injuries; Fitness and Wellness; PE for Special Populations; Exercise Physiology; Kinesiology/Biomechanics; Motor Behavior; and Current CPR and First Aid Certification. To obtain a PE K-12 endorsement, applicants must complete an elementary PE methods course. (3-29-17)

**09. Physical Science (5-9 or 6-12).** Twenty (20) semester credit hours in the area of physical science to include a minimum of eight (8) semester credit hours in each of the following: Chemistry and Physics. (3-29-17)

**10. Psychology (5-9 or 6-12).** Twenty (20) semester credit hours in the area of Psychology. (3-29-17)

~~**H. Early Childhood Special Education Pre-K through Grade Six (6) Endorsement.** The Pre-K through Grade Six (6) endorsement allows one to teach in any Pre-K through grade six (6) education setting, except in a middle school setting. This endorsement may only be added to the Blended Early Childhood Education/Early Childhood Special Education Certificate in conjunction with the Birth through Grade Three (3) endorsement. To be eligible for a Blended Early Childhood Education/Early Childhood Special Education Certificate with an Early Pre-K through Grade Six (6) endorsement, a candidate must have satisfied the following requirements: (3-29-17)~~



~~a. Completion of a program of a minimum of twenty (20) semester credit hours in the area of Elementary Education to include coursework in each of the following areas: methodology (literacy, mathematics, science, physical education, art); content knowledge (mathematics, literacy, science, health, art); technology; assessment; and, field experiences in grades four (4) through six (6). (3-29-17)~~

**121. Social Studies (5-9 or 6-12).** Must have an endorsement in History, American Government/Political Science, Economics, or Geography plus a minimum of twelve (12) semester credit hours in each of the remaining core endorsements areas: History, Geography, Economics, and American Government/Political Science. (3-29-17)

**132. Sociology (5-9 or 6-12).** Twenty (20) semester credit hours in the area of Sociology. (3-29-17)

**143. Sociology/Anthropology (5-9 or 6-12).** Twenty (20) semester credit hours including a minimum of six (6) semester credit hours in each of the following: Anthropology and Sociology. (3-29-17)

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

**165. Technology Education (~~5-9 or~~ 6-12).** (~~3-29-17~~)(    )

a. Twenty (20) semester credit hours to include course work in each of the following areas: ~~C~~ommunication ~~T~~echnology; ~~C~~omputer ~~A~~pplications; ~~C~~onstruction ~~T~~echnology; ~~E~~lectronics ~~T~~echnology; ~~M~~anufacturing ~~T~~echnology; ~~P~~ower, ~~E~~nergy and ~~T~~ransportation and other relevant emerging technologies; ~~Career Technical Student Organization leadership; and P~~principles of ~~E~~ngineering ~~D~~esign; and ~~occupational teacher preparation pursuant to Subsection 015.05.a; or-~~ (~~4-4-13~~)(    )

b. Occupational teacher preparation pursuant to Subsections 015.04 through 015.06. (3-29-17)

**176. Theater Arts (5-9 or 6-12).** Twenty (20) semester credit hours leading toward competency as defined by Idaho Standards for Theater Arts Teacher, including coursework in each of the following areas: acting and directing, and a minimum of six (6) semester credits in technical theater/stagecraft. To obtain a Theater Arts (6-12) endorsement, applicants must complete a comprehensive methods course including the pedagogy of acting, directing and technical theater. (3-29-17)

**187. Visual Arts (5-9, 6-12, or K-12).** Twenty (20) Semester credit hours leading toward competency as defined by Idaho Standards for Visual Arts Teachers to include a minimum of nine (9) semester credit hours in: foundation art and design. Additional course work must include secondary arts methods, 2-dimensional and 3-dimensional studio areas. To obtain a Visual Arts (K-12) endorsement, applicants must complete an elementary art methods course. (3-29-17)

**198. Visual Impairment *Endorsement* (K-12).** Completion of a program of a minimum of thirty (30) semester credit hours in the area of visual impairment. An institutional recommendation specific to this endorsement is required. To be eligible for a Visually Impaired endorsement, a candidate must have satisfied the following requirements: (~~3-29-17~~)(    )

a. Completion of a baccalaureate degree from an accredited college or university; (3-29-17)

b. Completion in an Idaho college or university of a program in elementary, secondary, or special education currently approved by the Idaho State Board of Education, or completion in an out-of-state college or university of a program in elementary, secondary, or special education currently approved by the state educational agency of the state in which the program was completed; (3-29-17)

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

Impairment and must receive an institutional recommendation specific to this endorsement from an accredited college or university; and (3-29-17)

d. Each candidate must have a qualifying score on an approved core content assessment and a second assessment related to the specific endorsement requested. (3-29-17)

~~2019.~~ **World Language (5-9, 6-12 or K-12).** Twenty (20) semester credit hours to include a minimum of twelve (12) ~~upper division~~ **intermediate or higher** credits in a specific world language ~~taken within the last ten (10) years leading to a proficiency level as defined by a state approved exam (for example, a passing grade on the Praxis or an Advanced level as defined by the American Council on the Teaching of Foreign Languages (ACTFL)).~~ Course work must include two (2) or more of the following areas: ~~G~~grammar, ~~C~~conversation, ~~C~~composition, ~~C~~culture, ~~and~~ ~~or~~ ~~L~~iterature; and course work in ~~F~~oreign ~~L~~anguage ~~M~~ethods. To obtain an endorsement in a specific foreign language (K-12), applicants must complete an elementary methods course. To obtain an endorsement in a specific foreign language, applicants must complete the following: (3-29-17)()

a. Score an intermediate high (as defined by the American Council on the Teaching of Foreign Languages or equivalent) on an oral proficiency assessment conducted by an objective second party; and ()

b. A qualifying score on a state approved specific foreign language content assessment, or if a specific foreign language content assessment is not available, a qualifying score on a state approved world languages pedagogy assessment) ()

025. -- 041. (RESERVED)

**042. ALTERNATE ROUTES TO CERTIFICATION.**

The purpose of this program is to provide an alternative for individuals to become certificated teachers in Idaho without following a standard teacher education program. Alternative Routes to Certification shall allow individuals to serve as the teacher of record prior to having earned full certification status. The teacher of record is defined as the person who is primarily responsible for planning instruction, delivering instruction, assessing students formatively and summatively, and designating the final grade. Individuals who are currently employed as 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)

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)

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 background investigation](#) ~~(4-6-05)~~ [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)

**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)

**(BREAK IN CONTINUITY OF SECTIONS)**

**075. FINGERPRINTING AND ~~CRIMINAL HISTORY~~ BACKGROUND INVESTIGATION CHECKS (SECTIONS 33-130 AND 33-512, IDAHO CODE).**

All ~~certificated and non-certificated employees and other~~ individuals who are required by the provisions of Section 33-130, Idaho Code, must undergo a ~~criminal history~~ background investigation check. (4-9-09)(    )

**01. Definitions.** (4-9-09)

**a.** Applicant. An individual ~~applying for Idaho Certification or a certificated or non-certificated individual applying for employment~~ completing a background investigation check as identified in Subsection 075.02 of these rules. (4-9-09)(    )

**b.** Background Investigation Check. The submission of a completed applicant fingerprint card or scan by an authorized entity submitted under an enacted state statute/local ordinance or federal law, approved by the Attorney General of the United States allowing a search of the state and federal criminal history indices for non-criminal justice purposes including employment suitability, licensing determinations, immigration and naturalization matters, and national security clearances. (    )

**c.** Background Investigation Check Result. The response to a state and federal background investigation check initiated by a fingerprint submission from an authorized entity for non-criminal justice purposes. Results are returned to the submitting authorized entity by the state criminal history repository (Idaho State Police Bureau of Criminal Investigation). (    )

~~**d.** Break-in-Service. A voluntary or involuntary termination in employment, including retirement.~~ (4-9-09)

~~**ee.** Candidate. An individual attending a postsecondary program.~~ (4-9-09)

~~**d.** *Certificated Employee. An individual who holds an Idaho education certificate and is employed in a certificated position in a LEA.*~~ (4-9-09)

**ef.** Contractor. An agency, company/business, or individual that has signed a contract or agreement to provide services to an LEA and private or parochial school. (4-9-09)

~~**f.** *Conviction. The final judgment on a verdict or finding of guilty, a plea of guilty, a plea of nolo contendere, or the sentence has been suspended, deferred, or withheld on a felony or misdemeanor as defined by Section 18-110 and Section 18-111, Idaho Code.*~~ (4-9-09)

~~**g.** *Criminal History Check (CHC). A ten (10) finger fingerprint process to determine if an applicant has criminal arrests and convictions in Idaho, any other state, or applicable jurisdictions.*~~ (4-9-09)

~~**h.** *Criminal History Check Result. Information resulting from processing fingerprints through the databases maintained by the Bureau of Criminal Identification (BCI), Federal Bureau of Investigation (FBI) and the Idaho Statewide Sex Offender Registry.*~~ (4-9-09)

~~**i.** *Irregular Contact. Contact that is not on a daily or weekly basis, or has a regular scheduled interaction with students.*~~ (4-9-09)

~~**j.** *Multiple Assignments. When an individual works in two or more LEAs or an LEA and private school simultaneously.*~~ (4-9-09)

~~**k.** *Non-Certificated Employee. An individual employed in a non-certificated position.*~~ (4-9-09)

~~**l.** *Open Date. The date a fingerprint card or scan is entered into the database as an electronic file.*~~ (4-9-09)

**g.** Employee. A person who is hired for a wage, salary, fee, or payment to perform work for an employer. (    )

**h.** Fingerprint Card or Scan. The process for obtaining impressions of an individual's fingerprint

images, both ten (10) individual finger impressions rolled from nail to nail and slap or flat impressions taken simultaneously without rolling. Fingerprints may be recorded utilizing either an inked standard fingerprint card or using a livescan device. Standard fingerprint cards may also be scanned for submission to the state repository for background investigation check purposes. ( )

~~mi.~~ Rejected Fingerprint Cards or Scans. A fingerprint card or scan that has been returned by the ~~BCI, FBI or SDE~~ Idaho State Police Bureau of Criminal Identification or Federal Bureau of Investigation for poor quality prints, ~~lack of signature, card being older than six (6) months, or other incomplete information.~~ (4-9-09)( )

~~n.~~ Scan. ~~The process of capturing an individual's fingerprints by an electronic process.~~ (4-9-09)

~~o.~~ Unsupervised Contact. Direct contact or interaction with students not under the direct supervision of an LEA school district employee on a continuing basis in a K-12 setting. This includes contact or interaction with students in scheduled school activities that occur outside of the school or outside of normal school hours. ~~This excludes extra-curricular trips of one-day length starting during the school day.~~ (4-9-09)( )

**02. Individuals Required to Complete a Background Investigation Check.** ( )

**a.** All applicants for certificates; ( )

**b.** Certificated and noncertificated employees; ( )

**c.** Substitute teachers; ( )

**d.** Contractors who have unsupervised contact with students in a public K-12 setting, including contractors who are providing student services; ( )

**e.** Student teachers or any postsecondary candidates who have unsupervised contact with students in a public K-12 setting; ( )

**f.** Volunteers who have unsupervised contact with students in a public K-12 setting; ( )

**g.** Any individuals who have unsupervised contact with students in a public K-12 setting. ( )

**023.** Fee. The SDE shall charge a ~~forty dollars (\$40)~~ fee for undergoing a ~~criminal history background investigation~~ check pursuant to Section 33-130, Idaho Code. (4-9-09)( )

**034. Rejected Fingerprint Cards or Scans.** (4-9-09)

**a.** When a fingerprint card has been rejected a new completed fingerprint card is required. (4-9-09)

**b.** The rejected fingerprint card will be sent back to the originating LEA, private or parochial school, contractor, postsecondary program, or individual. (4-9-09)( )

**c.** A new fingerprint card must be completed by a law enforcement agency to ensure legible fingerprints. Both the rejected fingerprint card and the new fingerprint card must be returned to the SDE within ~~twenty (20)~~ thirty (30) calendar days. (4-9-09)( )

**d.** If the new fingerprint card and rejected fingerprint card are returned after ~~the twenty (20)~~ thirty (30) calendar days, ~~time period a forty dollar (\$40)~~ a fee pursuant to Subsection 075.03 of these rules is required to be paid. (4-9-09)( )

**045. Secured CHC Background Investigation Check Website.** The SDE will maintain a CHC background investigation check website listing the CHC background investigation check results. ~~The LEA, private or parochial school, contractor or postsecondary program may view the results or status of an applicant, employee or candidate~~ for review by the LEA, private or parochial school, contractor or postsecondary program. Each LEA, private or parochial school, contractor and postsecondary program will have access to the background investigation

~~check secure site listing their employees, statewide substitute teacher list, and student teacher list. (4-9-09)( )~~

~~a. Upon a signed agreement the SDE will issue a password to access the CHC website. (4-9-09)~~

~~b. Each LEA, private or parochial school, contractor and postsecondary program will have access to the CHC secure site listing their employees, statewide substitute teacher list, newly certified list and student teacher list. (4-9-09)~~

~~056. **Fingerprinting & Criminal History Background Investigation Checks for Certification.** (4-9-09)( )~~

~~a. The SDE will maintain a list of newly certificated educators. Educators stay on this list for one (1) year from their individual open date. Educators on this list may be employed by a LEA without a new CHC. (4-9-09)~~

~~b.a. The SDE will make the final determination if an applicant is eligible for Idaho certification. (4-9-09)~~

~~b.b. If the SDE makes a determination that the applicant is not eligible for Idaho certification, the SDE may deny the applicant Idaho certification. Upon receiving the written denial, the applicant may request a hearing pursuant to Section 33-1209, Idaho Code. (4-9-09)~~

~~06. **Non-Certificated Employees.** Non-certificated employees are required to complete a CHC pursuant to Section 33-130, Idaho Code. The CHC results will be posted on the CHC website for their employer to review. (4-9-09)~~

~~07. **Substitute Teachers.** Substitute teachers as defined in Section 33-512(15), Idaho Code, must undergo a **criminal history background investigation** check. The SDE shall maintain a statewide substitute teacher list. To remain on the list a substitute teacher shall undergo a **criminal history background investigation** check every five (5) years in accordance with Section 33-512, Idaho Code. *Substitute teachers on the list do not need to complete a multiple assignment form nor are subject to break in service provisions.* (4-9-09)( )~~

~~08. **Break In Service.** (4-9-09)~~

~~a. When an employee returns to any LEA, **private or parochial school, or contractor** after a break in service, a new **criminal history background investigation** check must be completed **pursuant to Section 33-130, Idaho Code.** (4-9-09)( )~~

~~b. When an employee changes employment between LEAs a new **CHC background investigation check** must be completed **regardless of the most recent CHC** pursuant to **Section 33-130, Idaho Code.** (4-9-09)( )~~

~~09. **Postsecondary.** (4-9-09)~~

~~a. The postsecondary program will submit a completed fingerprint card or scan for all candidates who are applying for **unsupervised contact with students in a public K-12 setting including** student teaching, internships, ~~or~~ practicum, **or other types of candidate training.** (4-9-09)( )~~

~~b. The SDE will make a preliminary determination based on the CHC result if the candidate is eligible for certification in Idaho. This decision will be forwarded to the postsecondary program concerning the eligibility of their candidate. (4-9-09)~~

~~c. *The SDE will move a candidate from the student teacher list to the newly certified list when an application for certification is approved.* (4-9-09)~~

**076. CODE OF ETHICS FOR IDAHO PROFESSIONAL EDUCATORS (SECTIONS 33-1208 AND 33-1209, IDAHO CODE).**

Believing in the worth and dignity of each human being, the professional educator recognizes the supreme importance of pursuing truth, striving toward excellence, nurturing democratic citizenship and safeguarding the

freedom to learn and to teach while guaranteeing equal educational opportunity for all. The professional educator accepts the responsibility to practice the profession according to the highest ethical principles. The Code of Ethics for Idaho Professional Educators symbolizes the commitment of all Idaho educators and provides principles by which to judge conduct. (3-20-04)

**01. Aspirations and Commitments.** (3-20-04)

**a.** The professional educator aspires to stimulate the spirit of inquiry in students and to provide opportunities in the school setting that will help them acquire viable knowledge, skills, and understanding that will meet their needs now and in the future. (3-20-04)

**b.** The professional educator provides an environment that is safe to the cognitive, physical and psychological well-being of students and provides opportunities for each student to move toward the realization of his goals and potential as an effective citizen. (3-20-14)

**c.** The professional educator, recognizing that students need role models, will act, speak and teach in such a manner as to exemplify nondiscriminatory behavior and encourage respect for other cultures and beliefs. (3-20-14)

**d.** The professional educator is committed to the public good and will help preserve and promote the principles of democracy. He will provide input to the local school board to assist in the board's mission of developing and implementing sound educational policy, while promoting a climate in which the exercise of professional judgment is encouraged. (4-11-06)

**e.** The professional educator believes the quality of services rendered by the education profession directly influences the nation and its citizens. He strives, therefore, to establish and maintain the highest set of professional principles of behavior, to improve educational practice, and to achieve conditions that attract highly qualified persons to the profession. (4-11-06)

**f.** The professional educator regards the employment agreement as a pledge to be executed in a manner consistent with the highest ideals of professional service. He believes that sound professional personal relationships with colleagues, governing boards, and community members are built upon integrity, dignity, and mutual respect. The professional educator encourages the practice of the profession only by qualified persons. (4-11-06)

**02. Principle I - Professional Conduct.** A professional educator abides by all federal, state, and local education laws and statutes. Unethical conduct shall include the conviction of any felony or misdemeanor offense set forth in Section 33-1208, Idaho Code. (3-20-14)

**03. Principle II - Educator/Student Relationship.** A professional educator maintains a professional relationship with all students, both inside and outside the physical and virtual classroom. Unethical conduct includes, but is not limited to: (3-20-14)

**a.** Committing any act of child abuse, including physical or emotional abuse; (3-20-04)

**b.** Committing any act of cruelty to children or any act of child endangerment; (3-20-04)

**c.** Committing or soliciting any sexual act from any minor or any student regardless of age; (3-20-04)

**d.** Committing any act of harassment as defined by district policy; (4-11-06)

**e.** Soliciting, encouraging, or consummating a romantic or inappropriate relationship (whether written, verbal, virtual, or physical) with a student, regardless of age; (3-20-14)

**f.** Using inappropriate language including, but not limited to, swearing and improper sexual comments (e.g., sexual innuendos or sexual idiomatic phrases); (3-20-04)



- g.** Taking or possessing images (digital, photographic, or video) of students of a harassing, confidential, or sexual nature; (4-11-15)
- h.** Inappropriate contact with any minor or any student regardless of age using electronic media; (4-11-06)
- i.** Furnishing alcohol or illegal or unauthorized drugs to any student or allowing or encouraging a student to consume alcohol or unauthorized drugs except in a medical emergency; (3-20-14)
- j.** Conduct that is detrimental to the health or welfare of students; and (3-20-14)
- k.** Deliberately falsifying information presented to students. (3-20-14)
- 04. Principle III - Alcohol and Drugs Use or Possession.** A professional educator refrains from the abuse of alcohol or drugs during the course of professional practice. Unethical conduct includes, but is not limited to: (3-20-14)

  - a.** Being on school premises or at any school-sponsored activity, home or away, involving students while possessing, using, or consuming illegal or unauthorized drugs; (3-20-04)
  - b.** Being on school premises or at any school-sponsored activity, home or away, involving students while possessing, using, or consuming alcohol; (3-20-04)
  - c.** Inappropriate or illegal use of prescription medications on school premises or at any school-sponsored events, home or away; (4-11-06)
  - d.** Inappropriate or illegal use of drugs or alcohol that impairs the individual's ability to function; and (4-11-06)
  - e.** Possession of an illegal drug as defined in Chapter 27, Idaho Code, Uniform Controlled Substances. (3-20-04)
- 05. Principle IV - Professional Integrity.** A professional educator exemplifies honesty and integrity in the course of professional practice. Unethical conduct includes, but is not limited to: (3-20-14)

  - a.** Fraudulently altering or preparing materials for licensure or employment; (3-20-04)
  - b.** Falsifying or deliberately misrepresenting professional qualifications, degrees, academic awards, and related employment history when applying for employment or licensure; (3-20-04)
  - c.** Failure to notify the state at the time of application for licensure of past revocations or suspensions of a certificate or license from another state; (3-20-04)
  - d.** Failure to notify the state at the time of application for licensure of past criminal convictions of any crime violating the statutes or rules governing teacher certification; (3-20-14)
  - e.** Falsifying, deliberately misrepresenting, or deliberately omitting information regarding the evaluation of students or personnel, including improper administration of any standardized tests (changing test answers; copying or teaching identified test items; unauthorized reading of the test to students, etc.); (4-11-06)
  - f.** Falsifying, deliberately misrepresenting, or deliberately omitting reasons for absences or leaves; (3-20-04)
  - g.** Falsifying, deliberately misrepresenting, or deliberately omitting information submitted in the course of an official inquiry or investigation; (3-20-14)
  - h.** Falsifying, deliberately misrepresenting, or deliberately omitting material information on an

official evaluation of colleagues; and (3-20-14)

i. Failure to notify the state of any criminal conviction of a crime violating the statutes and/or rules governing teacher certification. (3-20-14)

**06. Principle V - Funds and Property.** A professional educator entrusted with public funds and property honors that trust with a high level of honesty, accuracy, and responsibility. Unethical conduct includes, but is not limited to: (3-20-14)

a. Misuse, or unauthorized use, of public or school-related funds or property; (3-20-04)

b. Failure to account for school funds collected from students, parents, or patrons; (3-20-14)

c. Submission of fraudulent requests for reimbursement of expenses or for pay; (3-20-04)

d. Co-mingling of public or school-related funds in personal bank account(s); (3-20-04)

e. Use of school property for private financial gain; (3-20-14)

f. Use of school computers to deliberately view or print pornography; and, (3-20-04)

g. Deliberate use of poor budgeting or accounting practices. (3-20-04)

**07. Principle VI - Compensation.** A professional educator maintains integrity with students, colleagues, parents, patrons, or business personnel when accepting gifts, gratuities, favors, and additional compensation. Unethical conduct includes, but is not limited to: (3-20-14)

a. Unauthorized solicitation of students or parents of students to purchase equipment, supplies, or services from the educator who will directly benefit; (3-20-14)

b. Acceptance of gifts from vendors or potential vendors for personal use or gain where there may be the appearance of a conflict of interest; (3-20-04)

c. Tutoring students assigned to the educator for remuneration unless approved by the local board of education; and, (3-20-04)

d. Soliciting, accepting, or receiving a financial benefit greater than fifty dollars (\$50) as defined in Section 18-1359(b), Idaho Code. (3-20-14)

[e. Keeping for oneself donations, whether money or items, that were solicited or accepted for the benefit of a student, class, classroom, or school.](#) ( )

**08. Principle VII - Confidentiality.** A professional educator complies with state and federal laws and local school board policies relating to the confidentiality of student and employee records, unless disclosure is required or permitted by law. Unethical conduct includes, but is not limited to: (3-20-14)

a. Sharing of confidential information concerning student academic and disciplinary records, personal confidences, health and medical information, family status or income, and assessment or testing results with inappropriate individuals or entities; and (3-20-04)

b. Sharing of confidential information about colleagues obtained through employment practices with inappropriate individuals or entities. (3-20-04)

**09. Principle VIII - Breach of Contract or Abandonment of Employment.** A professional educator fulfills all terms and obligations detailed in the contract with the local board of education or education agency for the duration of the contract. Unethical conduct includes, but is not limited to: (3-20-14)

**a.** Abandoning any contract for professional services without the prior written release from the contract by the employing school district or agency; (3-20-04)

**b.** Willfully refusing to perform the services required by a contract; and, (3-20-04)

**c.** Abandonment of classroom or failure to provide appropriate supervision of students at school or school-sponsored activities to ensure the safety and well-being of students. (3-20-04)

**10. Principle IX - Duty to Report.** A professional educator reports breaches of the Code of Ethics for Idaho Professional Educators and submits reports as required by Idaho Code. Unethical conduct includes, but is not limited to: (3-20-14)

**a.** Failure to comply with Section 33-1208A, Idaho Code, (reporting requirements and immunity); (3-20-04)

**b.** Failure to comply with Section 16-1605, Idaho Code, (reporting of child abuse, abandonment or neglect); (4-11-06)

**c.** Failure to comply with Section 33-512B, Idaho Code, (suicidal tendencies and duty to warn); and (4-11-06)

**d.** Having knowledge of a violation of the Code of Ethics for Idaho Professional Educators and failing to report the violation to an appropriate education official. (3-20-04)

**11. Principle X - Professionalism.** A professional educator ensures just and equitable treatment for all members of the profession in the exercise of academic freedom, professional rights and responsibilities while following generally recognized professional principles. Unethical conduct includes, but is not limited to: (3-20-14)

**a.** Any conduct that seriously impairs the Certificate holder's ability to teach or perform his professional duties; (3-20-04)

**b.** Committing any act of harassment toward a colleague; (4-11-06)

**c.** Failure to cooperate with the Professional Standards Commission in inquiries, investigations, or hearings; (3-20-04)

**d.** Using institutional privileges for the promotion of political candidates or for political activities, except for local, state or national education association elections; (4-11-06)

**e.** Willfully interfering with the free participation of colleagues in professional associations; and (4-11-06)

**f.** Taking or possessing images (digital, photographic or video) of colleagues of a harassing, confidential, or sexual nature. (4-11-15)

## **TEMPLATE FOR SYNOPSIS FOR INCORPORATION BY REFERENCE**

### **INCORPORATION BY REFERENCE SYNOPSIS**

In compliance with Section 67-5223(4), Idaho Code, the following is a synopsis of the differences between the materials previously incorporated by reference in this rule that are currently of full force and effect and newly revised or amended versions of these same materials that are being proposed for incorporation by reference under this rulemaking.

The following agency of the state of Idaho has prepared this synopsis as part of the proposed rulemaking for the chapter cited here under the docket number specified:

**STATE DEPARTMENT OF EDUCATION**  
**IDAPA 08.02.02 - Rules Governing Uniformity**  
**Proposed Rulemaking - Docket No. 08-0202-1701**

This is a synopsis of the changes to the Idaho Standards for the Initial Certification of Professional School Personnel that are incorporated by reference in IDAPA 08.02.02, "Rules Governing Uniformity," Subsection 004.01.

The Professional Standards Commission follows a Strategic Plan of annually reviewing twenty percent (20%) of the Idaho Standards for Initial Certification of Professional School Personnel. The following standards were reviewed by committees of content experts and are ready for submission: Core Teaching Standards, Art, Biology, Chemistry, Drama, Earth and Space Science, Elementary, Mathematics, Music, Physics, Pre-Service Technology, Science Foundation, and Visual Arts Foundation. All standards and endorsements were revised to better align with national standards and best practices and then presented to the Professional Standards Commission and State Board of Education for consideration.

All of the reviewed standards were updated to reflect the revisions previously made to the Idaho Core Teacher Standards, which resulted in every content area having many changes. All had been reworded, and in some cases renumbered. A list of the additional specific changes made to each of the areas reviewed is below.

#### **CORE TEACHER STANDARDS**

- Updated language to match best practices regarding being actively engaged in culturally responsive teaching, diversity, differentiation, and using behavioral interventions

- Added verbiage specific to American Indian students regarding valuing their cultural resources, as well as understanding the unique status of American Indian tribes, tribal sovereignty, and having knowledge of tribal communities
- Included language to indicate the ethical responsibility for teachers regarding student assessment and student assessment data
- Strengthened the language regarding professional learning and ethical practice by adding language regarding the specific Code of Ethics for Idaho Professional Educators, as well as including verbiage relating to Idaho Professional Learning Plans
- Added the Idaho Comprehensive Literacy Standards to this section, which were already required to be taught to all teachers, in order to provide a clear showing that these are requirements for all teachers
- Moved the existing Pre-Service Technology Standards to this section, which were already required to be taught to all teachers, in order to provide a clear showing that these are requirements for all teachers

### **ADMINISTRATOR**

The administrator standards had Foundation Standards for all administrators previously, but lacked standards for School Principals. It was determined that it would be more accurate to change the Foundation Standards into Idaho Standards for School Principals, with the requirement that all other administrators must meet the School Principal Standards, as well as those specific to the other area of endorsement.

**School Principals** – The previous Foundation Standards were compared to the most current national standards for school administrator preparation

- The overall standards were revised to match the current national standards
- Specific knowledge and performance components were aligned, updated, and moved to meet the revised standards

#### **Superintendent**

- The overall standards were revised to match the current national standards
- Specific knowledge and performance components were aligned, updated, and moved to meet the revised standards
- Removed redundancies already covered in the Standards for School Principals

#### **Special Education Director**

- The overall standards were revised to match the current national standards
- Specific knowledge and performance components were aligned, updated, and moved to meet the revised standards
- Removed redundancies already covered in the Standards for School Principals

### **BILINGUAL AND ENGLISH AS A NEW LANGUAGE**

These standards were combined previously, with most knowledge and performance standards aligning to both endorsement areas, but some listed as being specific to one of

the endorsement areas. To match the remainder of the document, Bilingual and English as a New Language Foundation Standards were created to address the standards that align to both endorsement areas. Separate enhancement standards were created for each endorsement area to address those items that are specific to each endorsement area.

#### **Foundation**

- Included language to address the need to understand unique considerations for specific language learner groups (e.g. immigrants, refugees, migrant, students with interrupted formal education)
- Emphasized the need to understand and be able to work with culturally and linguistically diverse students, including those who have exceptionalities
- Added language to ensure that teachers understand the influence of first language on second language acquisition

#### **Bilingual**

- Moved the standards to this section that only apply to Bilingual teachers and updated the specific terminology regarding learner differences, content knowledge, and assessment

**English as a New Language** – Recommended name change to “English as a Second Language” to match the terminology used by most other states, and added a definition to the glossary to clarify that the term “Second Language” refers to any language one speaks other than one’s first language

- Moved the standards to this section that only apply to English as a Second Language teachers

### **CAREER TECHNICAL TEACHERS**

#### **Foundation Standards**

- Updated language to include knowledge and performance standards specifically relating to student assessment
- Added language to ensure that teachers need to understand the need to modify instruction based on changing industrial standards
- Embedded language to ensure that laboratory and field settings are addressed

#### **Agricultural Science and Technology**

- Added language regarding performance-based assessments
- Embedded language addressing the need to understand and incorporate components of related community programs into instruction
- Emphasized the need to understand the role of industry experts and adult volunteers

#### **Business Technology**

- Included language regarding the need to understand how classroom environment ties to industry to create real-world working environments for students

### **Family and Consumer Sciences**

- Added language to emphasize the need to maintain an awareness of the nature of the profession and careers related to the field

### **Marketing Technology**

- Included language regarding the need to understand how classroom environment ties to industry to create real-world working environments for students

### **Technology Education**

- Minimal changes made to update the current language

### **SPEECH LANGUAGE PATHOLOGISTS**

Idaho did not previously have standards for Speech Language Pathologists. Experts in the field were consulted and it was determined that the national standards for Speech Language Pathologists should be utilized for any Idaho programs wishing to prepare Speech Language Pathologists.

### **WORLD LANGUAGES**

- Updated language to reflect current education terminology
- Included statements regarding the importance of understanding the learner development process levels of language proficiency
- Specified language regarding the use of best practices of classroom management techniques specific to world language
- Clarified the need for target culture perceptions and sensitivity
- Emphasized the necessity of being able to create organized and cohesive curriculum
- Inserted language to ensure that teachers understand the importance of remaining current in second-language pedagogy

# IDAPA 08 – STATE BOARD AND STATE DEPARTMENT OF EDUCATION

## 08.02.02 – RULES GOVERNING UNIFORMITY

### DOCKET NO. 08-0202-1702

#### NOTICE OF RULEMAKING – PROPOSED RULE

**AUTHORITY:** In compliance with Section 67-5221(1), Idaho Code, notice is hereby given that this agency has initiated proposed rulemaking procedures. The action is authorized pursuant to Sections 33-105, 33-1006, 33-1506, 33-1508, and 33-1511, Idaho Code.

**PUBLIC HEARING SCHEDULE:** Public hearing(s) concerning this rulemaking will be scheduled if requested in writing by twenty-five (25) persons, a political subdivision, or an agency, not later than October 18, 2017.

The hearing site(s) will be accessible to persons with disabilities. Requests for accommodation must be made not later than five (5) days prior to the hearing, to the agency address below.

**DESCRIPTIVE SUMMARY:** The following is a nontechnical explanation of the substance and purpose of the proposed rulemaking:

This proposed rulemaking provides for the amendment of Standards for Idaho School Buses and Operations, incorporated by reference into IDAPA 08.02.03.004. The National School Transportation Specifications and Procedures were changed and approved at the 16th National Congress on School Transportation in May of 2015. The amendments to Standards for Idaho School Buses and Operations reflect the changes at the national level. Additional language has been added for clarification or to reflect manufacturing or operational procedures. Changes to Standards for Idaho School Buses and Operations include: the reformatting of school bus specifications from bus body and bus chassis standards to integrated bus standards as well as the actual specifications, alternative fuels, school bus inspections, general operations, disabilities-special health care, Idaho School Bus Withdrawal from Service Standards, and others. Furthermore, changes to the bus bidding process, general language revision, proration of non-conforming vehicles, and the reinstatement of field trip mileage, shuttle, training, and maintenance mileage was included.

**FISCAL IMPACT:** The following is a specific description, if applicable, of any negative fiscal impact on the state general fund greater than ten thousand dollars (\$10,000) during the fiscal year resulting from this rulemaking:

According to the statement of purpose of 2017 Senate Bill 1123, the financial impact of the reinstatement of field trip mileage is estimated to be between \$2.25 million and \$2.5 million per year. The financial impact of the reinstatement of shuttle, training, and maintenance mileage is estimated to be approximately \$958,000.

**NEGOTIATED RULEMAKING:** Pursuant to Section 67-5220(1), Idaho Code, negotiated rulemaking was conducted. The Notice of Intent to Promulgate Rules - Negotiated Rulemaking was published in the April 5, 2017 Idaho Administrative Bulletin, **Vol. 17-4, pages 28 - 29**.

**INCORPORATION BY REFERENCE:** Pursuant to Section 67-5229(2)(a), Idaho Code, the following is a brief synopsis of why the materials cited are being incorporated by reference into this rule:

Standards for Idaho School Buses and Operations is currently a document incorporated by reference. The Idaho State Board of Education approved amendments to the document on August 10, 2017. Because of the number of pages within the document, the republication of the text would be unduly cumbersome and expensive. A complete copy of Standards for Idaho School Buses and Operations can be found on the State Department of Education's website at <https://sde.idaho.gov/topics/admin-rules/>.

**ASSISTANCE ON TECHNICAL QUESTIONS, SUBMISSION OF WRITTEN COMMENTS:** For assistance on technical questions concerning the proposed rule, contact Doug Scott, Transportation Specialist, at (208) 490-1016 or [ddscott@sde.idaho.gov](mailto:ddscott@sde.idaho.gov).

Anyone may submit written comments regarding this proposed rulemaking. All written comments must be directed to the undersigned and must be delivered on or before October 25, 2017.

DATED this 10th day of August, 2017.



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**THE FOLLOWING IS THE PROPOSED TEXT OF DOCKET NO. 08-0202-1702**  
**(Only Those Sections With Amendments Are Shown.)**

**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~~ August 10, 2017.** 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)

## **TEMPLATE FOR SYNOPSIS FOR INCORPORATION BY REFERENCE**

### **INCORPORATION BY REFERENCE SYNOPSIS**

In compliance with Section 67-5223(4), Idaho Code, the following is a synopsis of the differences between the materials previously incorporated by reference in this rule that are currently of full force and effect and newly revised or amended versions of these same materials that are being proposed for incorporation by reference under this rulemaking.

The following agency of the state of Idaho has prepared this synopsis as part of the proposed rulemaking for the chapter cited here under the docket number specified:

***Department of Education***  
***08.02.02 Rules Governing Uniformity***  
***Proposed Rulemaking - Docket No. 08-0202-1702***

### **UPDATES THROUGHOUT THE DOCUMENT:**

The following is a list of the significant changes that will occur in the 2018 edition of the Standards for Idaho School Buses & Operations (SISBO). This list does not include spelling and grammar corrections

SISBO was updated to conform to the most recent school bus standards based on the latest report from the Sixteenth National Congress on School Transportation, Des Moines, Iowa in 2015. SISBO also combines the previously separate bus body standards and the bus chassis standard into the integrated bus standard.

### **UPDATES TO INTRODUCTION TO SCHOOL BUS CONSTRUCTION STANDARDS:**

#### *Introduction to School Bus Construction Standards B.*

- Language removed based on National Standards and due to change from bus body and bus chassis standard to integrated bus standard

#### *Statutory Authority C.*

- Language added pertaining to the decommissioning of school to ensure compliance with safety standards and Idaho Code section 33-1506, 49-1422, 49-120(5), and 33-1504

#### *Definitions A.2.*

- Type B bus no longer available

#### *Waivers*

- Language removed as the request for bus construction waivers is not brought before/ approved by the steering committee

*Idaho School Bus Standards B.2*

- Language added to address special needs situation in regards to air conditioning/ air conditioning vest

*Idaho School Bus Standards E*

- Language added to address decibel levels pertaining to back up alarm

*Idaho School Bus Standards F*

- Language added to clarify placement of battery shut off switch

*Idaho School Bus Standards G/ H/I*

- Language added/ changed per National Standards to address safety standards for brakes

*Idaho School Bus Standards L.a*

- Language removed per National Standards due change from bus and body standards to integrated bus standards

*Idaho School Bus Standards M*

- Language removed as clutches no longer available

*Idaho School Bus Standards T*

- Language updated per Manufacturer Standards due to changes to the electrical system set up

*Idaho School Bus Standards T.2 d/e/f*

- Language removed per National Standards due to changes to the electrical system set up

*Idaho School Bus Standards T.6*

- Language added for electrical switch clarification purposes by SDE

*Idaho School Bus Standards U.10*

- Table to replace listing pertaining to emergency exits for clarification purposes

*Idaho School Bus Standards V.4*

- Language removed per SDE for clarification of reflective triangles

*Idaho School Bus Standards W*

- Language added per National Standards to address exhaust system set up
- Language removed per SDE due to duplication

*Idaho School Bus Standards Y*

- Language to Type B removed

*Idaho School Bus Standards AA*

- Language added per Manufacturer Standards, pertaining to fuel tank

*Idaho School Bus Standards BB*

- Language pertaining to heating system removed due to change to integrated bus

*Idaho School Bus Standards CC*

- Language added per National Standards to address handrail specifications

*Idaho School Bus Standards DD/2./2.b*

- Language pertaining to heating and air conditioning system removed due to changes to National Standards
- Language to allow tinted windows to prevent seat covering rot added by SDE

*Idaho School Bus Standards GG*

- Language pertaining to promotional safety decal removed due for clarification purposes per SDE

*Idaho School Bus Standards LL/ 4.e*

- Language added to accommodate strobe light safety per SDE

*Idaho School Bus Standards WW*

- Language added to accommodate clarification to reflective material per manufacturer change

*Idaho School Bus Standards AAA/1b./2*

- Language added to accommodate clarification to (preschool-age)seating per manufacturer change

*Idaho School Bus Standards EEE*

- Language updated and added to accommodate manufacturer changes pertaining to step treads

*Idaho School Bus Standards JJJ*

- Language removed to accommodate manufacturer changes pertaining to tail pipe systems

*Idaho School Bus Standards OOO*

- Language updated and removed to accommodate manufacturer changes pertaining to transmissions

*Idaho School Bus Standards RRR*

- Language removed to accommodate national standard changes pertaining to undercoating

*Idaho School Bus Standards SSS*

- Language added to accommodate clarification to ventilation per SDE

**BUS BODY STANDARDS 5-60**

- Language removed as the bus body standards were combined with bus chassis standards

**UPDATES TO STANDARDS FOR SPECIALLY EQUIPPED SCHOOL BUSES:**

*Specially Equipped School Buses E*

- Language updated and removed to match language of integrated bus standards for communications per SDE

*Specially Equipped School Buses I*

- Language removed to accommodate national standard changes pertaining to power lifts

*Specially Equipped School Buses J*

- Language removed to accommodate manufacturer changes pertaining to vehicle lifts and installations

*Specially Equipped School Buses N*

- Language added to accommodate national standard changes pertaining to occupant restraint systems

*Specially Equipped School Buses Q*

- Language added to accommodate clarification to special entrance doors per SDE

*Specially Equipped School Buses R*

- Language added to comply with national standards for support equipment and accessories

**UPDATES TO STANDARDS FOR ALTERNATIVE FUELS FOR SCHOOL BUSES:**

*Alternative Fuels For School Buses B*

- Language added to comply with national standards for general requirements

*Alternative Fuels For School Buses C*

- Language removed to accommodate manufacturer changes pertaining to the characteristics of alternative fuels

**UPDATES TO STANDARDS FOR STUDENT TRANSPORTATION OPERATIONS:**

*STANDARDS FOR STUDENT TRANSPORTATION OPERATION A*

- Language added to comply with national standards to address overall program administration and safety guidelines

*STANDARDS FOR STUDENT TRANSPORTATION OPERATION E*

- Language added to comply with national standards and SDE to address safety policies and guidelines

*STANDARDS FOR STUDENT TRANSPORTATION OPERATION G*

- Language removed pertaining to diabetes waiver requirements as this governed by federal and state regulations
- Language added pertaining to school bus driver training requirements per SDE

*STANDARDS FOR STUDENT TRANSPORTATION OPERATION H*

- Language corrections per SDE to address required safety procedures
- Language added per National Standards, CDL training and FMCSA requirements

*STANDARDS FOR STUDENT TRANSPORTATION OPERATION K*

- Language added to address the decommissioning of school busses per SDE recommendation
- Language added to address financial review outcome and review appeals process per SDE recommendation

*STANDARDS FOR STUDENT TRANSPORTATION OPERATION L*

- Language removed to non-applicable procedures pertaining to non-reimbursable mileage per SDE
- Language added pertaining to the recent change in Idaho Code section 33-1006.
  - Field trip mileage was made reimbursable again. This code change also applies to the reimbursement of shuttle trip, maintenance, and training mileage, which was previously non-reimbursable or exempt.
  - Clarifying language was included to address the prorating of expenses related to non-reimbursable mileage generated by non-yellow bus programs. Per Idaho Code, expenses for the yellow bus program are removed based on a mileage factor as direct costs pertaining to non-reimbursable mileage are difficult to track. The same principle is applied as outlined in code to outside programs that also use resources from the reimbursable program.

*STANDARDS FOR STUDENT TRANSPORTATION OPERATION N*

- Language added to clarification per SDE transportation contract administration

*STANDARDS FOR STUDENT TRANSPORTATION OPERATION T*

- Language added to clarification per SDE to address start date of depreciation
- Language added to address the purchase of school buses as a piggy back option

*STANDARDS FOR STUDENT TRANSPORTATION OPERATION U*

- Language added to clarification per SDE to address use of depreciation funds when program is switched from district owned to contracted

*STANDARDS FOR STUDENT TRANSPORTATION OPERATION V*

- Language added to clarification per SDE to SDE Best Practices

*Appendix*

- Added SDE Field Trip Flow Chart