

**State Department of Education  
Public Schools Agenda**

**STATE BOARD OF EDUCATION**

**February 23-24, 2006**

**Boise State University, Boise**

- A. Superintendent's Report, Marilyn Howard**
- B. Request for Letters of Authorization, Jana Jones**
- C. Weiser Request for Partial Tuition Waiver, Tim Hill**
- D. Negotiated Rulemaking: School Bus Standards, Jana Jones**
- E. Temporary Rule: Emergency Authorization, Jana Jones**
- F. Temporary Rule: General Education Requirements, Jana Jones**
- G. Temporary Rule: Revised Achievement Standards, Jana Jones**
- H. State Department of Education Data Dictionary, Corey Simpson**

**A. SUBJECT:**

**Superintendent's Report**

## **B. SUBJECT:**

### **Letters of Authorization**

## **BACKGROUND:**

At its November 17-18, 2005, meeting, the Professional Standards Commission approved Letters of Authorization for recommendation to the State Board of Education for its final approval.

Pertinent to the Letters of Authorization, State Board of Education Rule IDAPA 08.02.02.039.02 states that, "The request and supporting information will be reviewed by the Professional Standards Commission, with the final recommendation of the Commission submitted by the State Superintendent of Public Instruction for State Board of Education approval."

## **RECOMMENDATIONS:**

The State Department of Education recommends that the State Board of Education give final approval for the Letters of Authorization that have been submitted as approved by the Professional Standards Commission at its November 17-18, 2005, meeting.

## **BOARD ACTION:**

The State Board carried to approve/disapprove/table the requests for Letters of Authorization as submitted by the Professional Standards Commission. It was moved by \_\_\_\_\_, seconded by \_\_\_\_\_, and carried.

## **ATTACHMENTS:**

1. Approval list for Letters of Authorization



# Professional Standards Commission

November 17-18, 2005

## Letter of Authorization Requests

REQUESTS				The district's request is for a:		1st yr, 2nd yr or 3rd yr
FTE	NAME	DIST	DISTRICT NAME	CERTIFICATE	ENDORSEMENT	
1	Boyd, Jason	1	Boise	Pupil Personnel Services	School Counselor	R (2)
1	Buch, David	2	Meridian	Standard Exceptional Child	Generalist	N (1)
1	Down, Shelley	2	Meridian	Standard Exceptional Child	Generalist	N (1)
1	Owens, Patrick	2	Meridian	Standard Exceptional Child	Generalist	N (1)
1	Rhode, John	2	Meridian	Standard Exceptional Child	Generalist	R (2)
1	Sivey, Michael	2	Meridian	Standard Exceptional Child	Generalist	N (1)
1	Starr, Rodney	2	Meridian	Standard Exceptional Child	Generalist	N (1)
1	Treydte, Matthew	2	Meridian	Standard Exceptional Child	Generalist	N (1)
1	Killette, Rochelle	3	Kuna	Standard Exceptional Child	Generalist	N (1)
1	Nelson, Keralyn	52	Snake River	already has her certificate	Bilingual	N (1)
1	O'Brady, Kerrie	60	Shelley	EC/ECSE	Birth thru Grade 3	R (2)
1	Woodruff, Elizabeth	72	Basin	Administrator	Director of Special Education	R (2)
1	Amoguis, Nancy	131	Nampa	Standard Exceptional Child	Generalist	R (2)
1	Bowman, Holley	131	Nampa	Standard Exceptional Child	Generalist	N (1)
1	Ewing, Douglas	131	Nampa	Standard Exceptional Child	Generalist	N (1)
1	France, Delores	131	Nampa	Standard Exceptional Child	Visually Impaired	R (2)
1	Hedman, Heather	131	Nampa	Standard Elementary	all subjects	N (1)
1	Landers, Cindy	131	Nampa	EC/ECSE	Birth thru Grade 3	N (1)
1	Perry, Jonathan	131	Nampa	Standard Secondary	Communications; English	N (1)
1	Whipple, Steven	151	Cassia Co.	Standard Exceptional Child	Generalist	R (2)
1	Mentzer, Thomas	181	Challis	Standard Exceptional Child	Generalist	N (1)
1	Moon, Dorothy	181	Challis	Standard Exceptional Child	Generalist	N (1)
1	Udy, Marla	181	Challis	Pupil Personnel Services	School Counselor	R (2)
1	Abbott, Mathilda	193	Mountain Home	Pupil Personnel Services	School Counselor	N (1)
1	Armstrong, Victoria	193	Mountain Home	Standard Exceptional Child	Generalist	R (2)
1	Fish, Angela	193	Mountain Home	Standard Exceptional Child	Generalist	N (1)
1	Hunter, Stephanie	193	Mountain Home	Standard Exceptional Child	Generalist	N (1)
1	Johnson, Jeffrey	193	Mountain Home	Administrator	Principal	R (2)
1	Van Vleet, Charles	193	Mountain Home	Standard Exceptional Child	Generalist	N (1)
1	Sandell, Stephanie	215	Fremont Co.	Standard Exceptional Child	Generalist	N (1)
1	Tavarez, Franklyn	215	Fremont Co.	he already has his certificate	Bilingual	N (1)
1	Castle, Brenda	221	Emmett	Standard Exceptional Child	Generalist	N (1)
1	Bovey, Cindy	304	Kamiah	she already has her certificate	Ed Media Generalist (librarian)	N (1)
1	Young, Marche	321	Madison	Administrator	Principal	N (1)
1	Johnson, Mitzi	372	New Plymouth	Standard Elementary	all subjects	N (1)
1	Hall, Clifford	411	Twin Falls	Standard Secondary	Communications	R (2)
1	Johnson, Jan	413	Filer	Standard Exceptional Child	Generalist	R (2)
1	Knigge, Sandra	413	Filer	Standard Exceptional Child	Generalist	N (1)
1	Clawson, Glenda		COSSA	Standard Exceptional Child	Generalist	R (2)
1	Hammer, Elaine		COSSA	Standard Exceptional Child	Generalist	R (3)
1	Lacroix, Kelly		COSSA	Standard Exceptional Child	Generalist	R (2)

### **C. SUBJECT:**

#### **Waiver of Part of Tuition Charged by Weiser School District to Oregon District**

### **BACKGROUND:**

For years, several students residing in the small Annex School District in Malheur County, Oregon, across the Snake River from Weiser, Idaho, have been attending school in Weiser School District No. 431. The tuition charged by the Weiser District for each of the students from Oregon is set by Idaho Code §33-1405. The tuition charged is more than the per pupil amount the Oregon state funding formula allocates to the Annex School District. In the past, the Weiser District Superintendent has sought to lower the per pupil tuition rate charged to more closely match the per pupil amount allocated by the state of Oregon to the Annex School District, and to help reduce expenses paid by Annex related to the Annex School District's transportation costs to transport students to Weiser. The request was denied as being contrary to state law.

The 2005 Legislature passed Senate Bill 1050, which amended Idaho Code §33-1405. The amendment has an emergency clause making it effective on and after its passage and approval. The Governor signed this bill into law on March 21, 2005.

The amendment allows a school district Board of Trustees to request from the State Board of Education a waiver of any portion of the tuition rate charged for each individual student transferring to an Idaho school district, or up to four years, subject to annual review by the local district Board of Trustees. "Waivers must be requested before April 1 of the year prior to the operative date" of the ensuing school year for which the waiver is requested (Idaho Code §33-1405, as newly amended).

### **DISCUSSION:**

At the April 21-22, 2005 meeting, the State Board of Education approved the timely receipt of a request by the Weiser School District Board of Trustees for a waiver of a portion of the tuition to be charged by the Weiser District to the Annex Oregon School District for services to high school students, with action on the waiver to take place at the next regular meeting

of the State Board of Education after having received all pertinent information.

It was discovered in January 2006 that this information was not requested from the Weiser School District and brought back to the State Board of Education. At the request of the State Department of Education, the Weiser School District Board of Trustees has submitted an updated waiver request with the pertinent information as outlined at the April meeting. The request is for a waiver of a portion of the tuition for out-of-state students for the 2005-2006 school year and for the next three subsequent school years. The requested tuition amount to be waived is \$76.16 per student per month. This is the difference between Weiser's tuition rate of \$688.05 per student per month, and Annex School District's estimated revenue of \$611.89 per student per month. Based on enrollment of 31 students, this amounts to \$21,248.64 for the school year (9 months).

### **RECOMMENDATION:**

The Department of Education recommends that the State Board of Education approve the request for a waiver of a portion of the tuition rate as outlined in §33-1405, Idaho Code.

### **BOARD ACTION:**

The State Board of Education carried to approve/disapprove/table the request by the Weiser School District Board of Trustees for a waiver of \$76.16 per month per student of the tuition to be charged by the Weiser District to the Annex Oregon School District for services to high school students. Moved by \_\_\_\_\_, seconded by \_\_\_\_\_ and carried.

### **ATTACHMENTS:**

1. Letter dated January 13, 2006, from Jim Reed, Superintendent, Weiser School District #431
2. Rationale for Waiver from the Weiser School District #431
3. Letter dated January 12, 2006 from Darbie Dennison, Superintendent, Annex School District #29
4. Estimated revenue per student for the Annex School District #29

5. Letter dated March 23, 2005 from the Weiser School District #431 Board of Trustees
6. Weiser School District #431 Tuition Rate Certificate

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## WEISER SCHOOL DISTRICT NO. 431

925 PIONEER ROAD  
WEISER, IDAHO 83672  
PHONE (208) 414-0616 • FAX (208) 414-1265

JAMES A. REED  
*Superintendent of Schools*  
WIL OVERGAARD  
*Academic Achievement Director  
and Special Services Director*

PETRA McDANIEL  
*Clerk*  
KYLA DICKERSON  
*Deputy Clerk*

January 13, 2006

The State Board of Education  
PO Box 83720  
Boise, ID 83720-0037

RE: Out-of-State Tuition Waiver  
Annex, Oregon, students attending Weiser High School

The Weiser School District Board of Trustees requests that the State Board of Education waive a portion (\$76.16 per month per student) of the tuition rate charged for each individual student attending Weiser High School from Annex School District in Oregon.

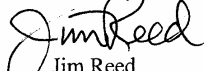
The Weiser School District is requesting the waiver for four years: 2005-06; 2006-07; 2007-08; 2008-09, subject to annual review by the Weiser School District Board of Trustees.

The waiver will reduce the amount received by the Weiser School District by approximately \$76.16 per month per student this year. In subsequent years, the reduction will be an amount equal to the State Department of Education approved tuition rate minus the amount Annex School District receives for secondary students multiplied by the ADA of Annex students attending Weiser High School.

The addition of 25 to 35 Annex, Oregon students (representing about 5% of the Weiser High School student body) increases the cost of supplies, texts, and limited equipment (labs) but has little effect on other budget lines and expenditures. The Annex district provides the bus transportation to Weiser High School

Attached find support for the waiver by the Weiser School District Board of Trustees dated March 23, 2005.

Sincerely,

  
Jim Reed  
Superintendent

HIGH ACHIEVEMENT

WEISER SCHOOLS

RESPONSIBLE CITIZENSHIP

[www.weiserschools.org](http://www.weiserschools.org)

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## WEISER SCHOOL DISTRICT NO. 431

925 PIONEER ROAD  
WEISER, IDAHO 83672

PHONE (208) 414-0616 • FAX (208) 414-1265

JAMES A. REED  
*Superintendent of Schools*

WIL OVERGAARD  
*Academic Achievement Director  
and Special Services Director*

PETRA McDANIEL  
*Clerk*

KYLA DICKERSON  
*Deputy Clerk*

January 9, 2006

### I. Rationale for Waiver

Annex families consider themselves a part of the Weiser community and they are active participants in many ways. They work, own businesses and property, shop, attend church, and participate in clubs and recreation activities in Weiser. It is also important to know that half of the Annex School District staff resides in Weiser.

Historically speaking, the Weiser and Annex districts have maintained a very positive and collaborative partnership. For approximately 50 years, if not longer, Annex students have been attending Weiser High School.

When considering the possible options for educating Annex high school students, having them attend Weiser High School is truly the most logical and safe arrangement. Annex simply does not have the resources to build a high school or to provide the same high caliber of education our students currently receive in Weiser. While Annex students may attend school in Ontario, Oregon or Huntington, Oregon the distance either way would create a long and sometimes treacherous commute.

Currently, the tuition Weiser is required to charge Annex exceeds the amount per student of funding they receive from the Oregon State School Fund and local revenue. Over the past decade the difference has continued to widen which has resulted in programs being cut at their elementary school in order to accommodate their high school population attending Weiser High School.

Recently, Annex looked into using a local option tax to raise additional funds for high school tuition. However, due to Oregon's Measure 5 and Measure 50 limitations, they were not able to do so. According to Malheur County officials, Annex could raise a total of \$3.00.

In summary, Annex School District would like to continue sending high school students into Weiser because it is simply the most logical and appropriate placement for them given the cohesiveness of our communities. Unfortunately, it has become increasingly difficult for Annex to afford the cost. For many years our districts worked together to determine an appropriate rate of tuition: a rate that ensured Annex paid their fair share and that Weiser was adequately compensated. Annex and Weiser would like to be able to do that again.

HIGH ACHIEVEMENT

WEISER SCHOOLS

RESPONSIBLE CITIZENSHIP

[www.weiserschools.org](http://www.weiserschools.org)

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402 Annex Road  
Ontario, Oregon 97914

phone 541-262-3280  
fax 541-262-3578

**Annex School District 29**

January 12, 2006

Dear Mr. Reed,

According to our most recent estimate, as of August 4, 2005, we are anticipating a per pupil allocation for the 2005-2006 school year of \$5,507 from local and state revenue sources. I have attached a copy of this estimate for your records.

Currently, there are 31 Annex students enrolled at Weiser High School. Using the tuition rate of \$688.05 per month per student determined by the State of Idaho we would be expected to pay approximately \$191,966. Based on the estimate given above, we will receive approximately \$170,717 from local and state sources. This results in a difference of \$21,249. When looked at on a per month basis, Annex School District's revenue estimate is \$611.89 per student. The difference then equals \$76.16 per student per month.

As mentioned in former correspondence, over the past decade the difference between what Annex receives for educating our high school students and the tuition rate set by the state of Idaho has continued to create a hardship for our district. This has contributed in programs being cut at our elementary school in order to accommodate our high school population. The district can no longer afford the financial hardship or its effect on our elementary students, their families and the staff.

Thank you for continuing to pursue a waiver from the State of Idaho for the portion of our 2005-2006 tuition bill, and of the subsequent three years, that exceeds the amount we receive from local and state revenue sources. We truly appreciate your effort to ensure that our high school students may continue to attend Weiser High School and contribute to the Weiser community that most Annex families consider their own.

Sincerely,



Darbie Dennison  
Superintendent

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STATE SCHOOL FUND GRANT

2005-2006

AS OF 8/4/2005

Malheur County, Annex SD 29

District ID: 2111

2005-2006 ADMw Components				2005-2006 Local Revenue	
ADMr:	90.5	X 1.00 =	90.5	Property Taxes and in-lieu of property taxes from local sources	\$117,000.00
Students in ESL programs:	14.0	X 0.50 =	7.0	Federal Forest Fees	\$0.00
10.0 IEP Students capped at 11% of ADMr:	10.0	X 1.00 =	10.0	Common School Fund	\$7,786.57
Students on IEP Above 11% of ADMr:	N/A	X 1.00 =	N/A	County School Fund	\$900.00
Students in Pregnant/Parenting Programs:	0.0	X 1.00 =	0.0	State Managed Timber	\$0.00
Students in Poverty:	22.7	X 0.25 =	5.7	In-Lieu of Property Taxes(non-local sources)	\$0.00
Students in Foster Care or Neglected/Delinquent:	0.0	X 0.25 =	0.0	Revenue Adjustments	\$0.00
Remote Small School Correction:	19.8	X 1.00 =	19.8	Local Revenue	\$125,686.57
Small High School Correction (non-remote):	0.0	X 1.00 =	0.0		
Estimated ADMw:			132.9		
2005-2006 Extended ADMw				2005-2006 Transportation Grant	
2005-2006 Estimated ADMw			132.9	Salaries	N/A
2004-2005 Estimated ADMw			135.5	Payroll	N/A
Extended ADMw - Greater of				Purchased Services	N/A
Or 2005-2006 Estimated ADMw			135.5	Supplies	N/A
2004-2005 Estimated ADMw				Capital	N/A
				Other	N/A
				Garage Depreciation	N/A
				Bus Depreciation	N/A
				Fees Collected	N/A
				Non-Reimbursable	N/A
				Net Eligible Trans. Expend.	\$54,500.00
				Trans per ADMr Rank.	72%
				Transportation Reimburs. Rate	70.00%
				Grant (Rate* Net Eligible Expend)	\$38,150.00
2005-2006 Experience Adjustment				2005-2006 Total Formula Revenue	
District Average Teacher Experience			15.88	General Purpose Grant + Transportation Grant	
State Average Teacher Experience			12.77		
Experience Adjustment (Difference in District and State Teacher Experience)			3.11		
2005-2006 General Purpose Grant				General Purpose Grant per Extended ADMw=	
(Extended ADMw x [ \$4500 +( \$25 x Experience Adjustment)]) x Funding Ratio				\$5,225	
( 135.5 x [\$4500 + (\$25 x 3.11)]) X 1.141438730159 =				\$5,507	
				\$746,058	
2005-2006 State School Fund Grant				Charter Schools Rate( ORS 338.155 )=	
Total Formula Revenue - Local Revenue				\$5,327	
= \$746,058 - \$125,687 =				\$620,371	
Total Paid To date				Estimated Remaining Balance Due	
SSF	Small HS Grant	Facility Grant		SSF	Small HS Grant
					Facility Grant
					High Cost Disability

## School District No. 431

925 PIONEER ROAD

PHONE 549-0616

FAX 549-1265

WEISER, IDAHO 83672

JAMES A. REED  
SUPERINTENDENT OF SCHOOLS

PETRA McDANIEL  
CLERK

GAIL SCHNIDER  
DEPUTY CLERK

To: State Board of Education  
From: Weiser School District Board of Trustees  
Date: March 23, 2005  
Re: Tuition Waiver Idaho Code 33-1405 amended 2005

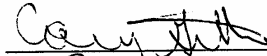
The Weiser School District Board of Trustees, having carefully considered Annex School District's (Oregon) ability to pay the tuition rate for their high school age students attending Weiser High School, respectfully request the following:

A waiver of a portion of the secondary tuition as calculated on the State Department of Education's Tuition Certificate for the Weiser School District. The portion waived will be less than or equal to the amount on the Weiser Tuition Certificate for secondary students, minus the amount received by the Annex School District for secondary students from Oregon state revenues and local sources. The Board of Trustees will establish the exact amount after receiving relevant Oregon and Idaho financial information. The waiver is requested for the 2005-06 school year and for the subsequent 3 years, 2006-07, 2007-08, and 2008-09, subject to annual review by the Weiser School District Board of Trustees.

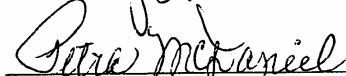
The Tuition Certificate from the Idaho State Department of Education is generally not available until April or May. The Weiser School District Board of Trustees will provide any additional requested information or financial statements as may be required.

The estimated enrollment of Annex students for the 2005-06 school year in Weiser High School is 10 freshman, 9 sophomores, 13 juniors, and 3 seniors. The names of each student shall be provided upon request.

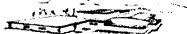
Approved by the Weiser School District Board of Trustees at a regular meeting on Monday, March 14, 2005.



Chairman of the Board, Cary Gibbs



Clerk, Petra McDaniel



WEISER SENIOR HIGH SCHOOL



WEISER JR. HIGH SCHOOL



PARK INTERMEDIATE SCHOOL



PIONEER ELEMENTARY SCHOOL

Idaho State Department of Education  
Boise, Idaho 83720

Certificate Number 431

### TUITION CERTIFICATE

Showing Rates to be Charged During  
the 2005-2006 School Year

<u>Weiser</u>	<u>431</u>	<u>Washington</u>
NAME OF SCHOOL DISTRICT	NUMBER	COUNTY

Pursuant to sections 33-1401 through 33-1407, Idaho Code, the regulations of the State Board of Education authorized thereby, the following figures are found to be a true and correct representation of the costs of education, the State apportionments, and the net per capita tuition charges.


	<u>ELEMENTARY</u> (grades 1-6)	<u>SECONDARY</u> (grades 7-12)
TOTAL Monthly Per Capita Cost	<u>508.32</u>	<u>688.05</u>
LESS: Monthly Per Capita State Apportionments	<u>378.25</u>	<u>511.86</u>
NET MONTHLY TUITION Charges to be made by "Creditor" district	<u>130.07</u>	<u>176.19</u>

The "Net Monthly Tuition Charges" shown above are hereby certified to be the legal amounts which are to be charged by the creditor district (named above) to the home district or the parents of Idaho pupils who are educated by the creditor district during the 2005-2006 school year.

The "Total Monthly Per Capita Cost" is to be charged to pupils whose home district is outside the State of Idaho.

Transportation Charges will be issued on a separate Certificate.

IDAHO STATE DEPARTMENT OF EDUCATION



State Superintendent of Public Instruction

April 26, 2005  
Date

## **D. SUBJECT:**

### **Notice of Rulemaking – Negotiated Rulemaking**

## **BACKGROUND:**

During the 2004 legislative session, several bills targeting pupil transportation oversight authority and responsibilities, driver qualifications, contracting, auditing, purchasing, student safety, and funding (including virtual charter schools) were passed. It is anticipated that additional changes in statute will surface during the 2006 legislative session.

In May of 2005 the National Congress on School Transportation enacted changes affecting Idaho's school transportation program. In accordance with §33-1511(2), Idaho Code, *Standards for Idaho School Buses and Operations* (SISBO) must be modified to reflect changes in National Standards.

## **DISCUSSION:**

Significant discussion related to school transportation in Idaho continues following operations and funding changes enacted during the 2004 legislative session. It is also anticipated that school transportation will again be a topic of discussion during the 2006 legislative session.

Input by many stakeholders, the effect of the recent legislative "funding cap" on school districts, the growth in charter and virtual schools, added responsibilities of the State Department of Education Division of School Transportation, and recent changes enacted at the 2005 National Congress on School Transportation (National Standards) call for response by the State Department of Education Division of School Transportation. Consequently, the Department desires to engage in negotiated rulemaking related to school transportation in Idaho.

It is anticipated that the following items will be addressed during the rulemaking process:

- School bus construction standards in Idaho
- Driver qualifications
- School transportation operations at the local level
- Evaluation, inspection and review triggers for capped school districts

- Waiver process for capped school districts
- Program and fiscal review/spot inspection procedures and responsibilities
- Resources for effective oversight and improved efficiencies
- Effective cost containment measures
- Rider count methodology
- District contracting and bidding practices
- Lifecycle costing criteria for the replacement of school buses
- Reimbursements
  - District owned vehicles used in support of school transportation operations (mileage formula)
  - Travel and training costs
  - Out-of-district presenters
  - In-state and out-of-state conference and training workshop attendance
  - Bus depreciation and replacement
  - State school bus specification bid
  - Activity and field trip costs
  - Revenue reporting
  - Reimbursement related topics

### **RECOMMENDATION:**

The State Department of Education seeks approval to prepare a Notice of Negotiated Rulemaking for publication in the April 5, 2006, Administrative Bulletin.

### **BOARD ACTION:**

It was carried to approve/disapprove/table a Notice of Negotiated Rulemaking for publication in the April 5, 2006, Administrative Bulletin. Moved by \_\_\_\_\_, seconded by \_\_\_\_\_, and carried.

### **ATTACHMENTS:**

1. Notice of Intent to Promulgate Rules (Negotiated Rulemaking)

## **IDAPA 08-IDAHO STATE BOARD OF EDUCATION**

### **08.02.02 - RULES GOVERNING UNIFORMITY**

DOCKET NO. 08-0202-06xx

#### **NOTICE OF INTENT TO PROMULGATE RULES - (NEGOTIATED RULEMAKING)**

**AUTHORITY:** In compliance with Section 67-5220(1), Idaho Code, notice is hereby given that this agency intends to propose rules and desires public comment prior to initiating formal rulemaking procedures. The action is negotiated rulemaking authorized pursuant to Sections 33-1501 through 33-1514 and 33-1006, Idaho Code.

**HEARING SCHEDULE:** Hearings on the negotiated rulemaking will be held as follows:

April 27, 2006, 12:00 p.m. to 5:00 p.m. - Idaho State Department of Education, LBJ Building - 2<sup>nd</sup> floor Conference Room - 650 State St., Boise, ID 83720-0027. The meeting site will be accessible to persons with disabilities. Requests for accommodation must be made not later than five (5) days prior to the meeting. For arrangements, contact the undersigned at (208) 332-6800.

**METHOD OF PARTICIPATION:** Persons wishing to participate in the negotiated rulemaking process must do the following:

Interested persons may submit written comments through April 26, 2006. Requests to give oral presentation during the April 27, 2006, public hearing must be submitted prior to April 27, 2006. Interested individuals will have an additional opportunity to participate during the proposed rulemaking phase.

Copies of the preliminary draft of the text of the proposed rule will be provided to superintendents and other stakeholders during regional superintendents meetings during May with ongoing discussion opportunities during June.

**DESCRIPTIVE SUMMARY:** The following is a statement in nontechnical language of the substance and purpose of the negotiated rulemaking and the principle issues involved:

Current administrative rules related to Idaho's pupil transportation support program became effective secondary to State Board of Education and legislative review on April 6, 2005. Changes in Standards for Idaho School Buses and Operations (SISBO) related to new school bus construction and operation standards are anticipated subsequent to changes enacted at the 2005 National Congress on School Transportation (see § 33-1511(2), Idaho Code, and IDAPA 08.02.02.150-190). Changes in SISBO related to operations, driver qualifications, bus purchasing, and reimbursements will be reviewed and modified subsequent to public hearings, OPE input, legislative inquiries, session law and related legislation, and State Board of Education requests.

The goal of the State Department of Education is to clarify standards language where appropriate and continue in its support of rules and procedures designed to promote school transportation safety, equity, accountability and efficiency.

#### **ASSISTANCE ON TECHNICAL QUESTIONS, SUBMISSION OF WRITTEN COMMENTS, OBTAINING COPIES:**

For assistance on technical questions concerning this negotiated rulemaking or to obtain a copy of the preliminary draft of the text of the proposed rule, contact Ray Merical, State Department of Education, Finance and Transportation, P.O. Box 83720, Boise, Idaho 83720-0027 or by calling (208) 332-6851 or fax to (208) 334-3484.

Anyone may submit written comments regarding this negotiated rulemaking. All written comments must be directed to the undersigned and must be delivered on or before April 26, 2006.

**DATED** this 23<sup>rd</sup> day of February, 2006.

Dr. Marilyn Howard, Superintendent of Public Instruction  
State Department of Education  
650 West State Street - P.O. Box 83720  
Boise, Idaho 83720-0027  
(208) 332-6811 - (208) 332-6836 fax

## **E. SUBJECT:**

### **08.02.02.042 – Emergency Authorization**

## **BACKGROUND:**

No Child Left Behind (NCLB) requires that all Idaho teachers of core subjects (English, reading, or language; drama, music, or art; mathematics; science; foreign languages; civics and government; economics; arts; history; and geography) be highly qualified by the end of the 2005-06 school year. Additionally, State Statute requires all educators to be certified for the services being rendered. Many Idaho school districts have approached the Professional Standards Commission and the State Department of Education with concerns about being able to meet the state and federal requirements by the end of the 2005-06 school year.

## **DISCUSSION:**

The Alternative Routes to Certification (08.02.02.042) become effective July 1, 2006. The State Department of Education is proposing adding a temporary rule regarding an Emergency Authorization. The temporary rule would allow school districts the transition period needed (no more than one school year) to complete the process to enroll educators who are not highly qualified in one of the State Board-approved alternative routes and still be able to maintain state funding. This temporary rule for Emergency Authorization would become effective upon State Board approval, which would allow school districts the ability to implement the authorization for hiring purposes for the 2006-07 school year.

## **RECOMMENDATION:**

State Department of Education recommends that the State Board of Education approve the recommendation for a temporary rule for the addition of an Emergency Authorization to the Alternative Routes to Certification (08.02.02.042).

**BOARD ACTION:**

The State Board of Education carried to approve/disapprove/table the request by the State Department of Education as submitted. Moved by \_\_\_\_\_, seconded by \_\_\_\_\_ and carried.

**ATTACHMENTS:**

1. Temporary Rule: 08.02.02.042 – Alternative Routes to Certification: Emergency Authorization

**IDAPA 08  
TITLE 02  
CHAPTER 02**

**08.02.02 - RULES GOVERNING UNIFORMITY**

**42.ALTERNATE ROUTES TO CERTIFICATION EMERGENCY**

**AUTHORIZATION (EFFECTIVE JULY 1, 2006).**

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. Individuals who are currently employed as Para Educators, individuals who are currently certificated to teach but who are in need of emergency certification in another area, and individuals with strong subject matter background but limited experience with educational methodology shall follow the alternate certification requirements provided herein. The purpose of this authorization is to enable a local board of trustees to hire an individual to fill a position for which he/she does not hold appropriate certification. (3-20-04)( )

**01. Emergency Authorization.** This authorization must be for an emergency situation, as determined by the local board of trustees, and is only valid for the school year for which the application was received.

**02.** This authorization is non-renewable.

**03.** Continued employment as noted in 01. above requires enrollment in one of the following Idaho State Board of Education - approved alternative route programs:

- a. Alternative Authorization – Teacher to New Certification
- b. Alternative Authorization – Content Specialist
- c. American Board for the Certification of Teacher Excellence (ABCTE)

## **F. SUBJECT:**

**08.02.02.018, .019, and .020; 08.02.02.28 – General Education Requirements**

## **BACKGROUND:**

No Child Left Behind (NCLB) requires that all Idaho teachers of core subjects (English, reading, or language; drama, music, or art; mathematics; science; foreign languages; civics and government; economics; arts; history; and geography) be highly qualified by the end of the 2005-06 school year. Many Idaho school districts have approached the Professional Standards Commission about being able to hire highly qualified, out-of-state teachers by the deadline since these teachers have to meet Idaho's general education requirements for lower division coursework before receiving an Idaho certification. Research revealed that these individuals have graduated from out-of-state, accredited colleges/universities with very similar general education requirements as Idaho's. These temporary rules for General Education Requirements would become effective upon State Board approval, which would allow school districts the ability to hire highly qualified teachers for the 2006-07 school year.

## **DISCUSSION:**

By accepting the general education requirements (lower division coursework) from accredited, out-of-state institutions, Idaho would eliminate one obstacle that school districts are facing in being able to hire highly qualified teachers by the NCLB deadline of the end of the 2005-06 school year. Lower division coursework from out-of-state, accredited colleges/universities would be acceptable for the general education requirements for the following Idaho certificates: Standard Elementary Certificate, Standard Secondary Certificate, Early Childhood/Early Childhood Special Education Blended Certificate, and Exceptional Child Certificate.

## **RECOMMENDATION:**

To approve the recommendation from the Professional Standards Commission for the temporary rules for General Education Requirements, as defined in Attachment 1, for the following teaching Idaho certificates:

Standard Elementary Certificate, Standard Secondary Certificate, Early Childhood/Early Childhood Special Education Blended Certificate, and Exceptional Child Certificate

**BOARD ACTION:**

The State Board of Education carried to approve/disapprove/table the request by the Professional Standards Commission as submitted and specifically defined in Attachment 1. Moved by \_\_\_\_\_, seconded by \_\_\_\_\_ and carried.

**ATTACHMENT:**

1. Temporary Rules: O8.02.02.018-.020, and 08.02.02.28 – General Education Requirements

**IDAPA 08  
TITLE 02  
CHAPTER 02**

**08.02.02 - RULES GOVERNING UNIFORMITY**

**018. STANDARD ELEMENTARY CERTIFICATE.**

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

**01. Professional Education Core Requirements.** (3-16-04)

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

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

**02. General Education Requirements.** ~~A minimum of forty-four (44) semester credit hours, or sixty-six (66) quarter credit hours, in general education selected from the following areas: the humanities, the social sciences, the fine arts, mathematics, natural sciences, and language skills. These credits shall include the following: Completion of the general education requirements at an accredited college or university is required. (3-16-04)( )~~

~~**a.** Twelve (12) semester credit hours, or eighteen (18) quarter credit hours, of English, including composition and literature. (3-16-04)~~

~~**b.** Twelve (12) semester credit hours, or eighteen (18) quarter credit hours, of social science, including U.S. history and/or American (federal) government (psychology will not satisfy this requirement). Course work accepted as social science shall be earned through these departments: History, Political Science, Sociology, Anthropology, Economics and/or Geography. (3-16-04)~~

~~**c.** Eight (8) semester credit hours, or twelve (12) quarter credit hours, in two (2) or more areas of natural science (psychology will not satisfy this requirement). The three (3) natural science areas are: Biological Science, Physical Science and Earth Science. (3-16-04)~~

~~**d.** Three (3) semester credit hours, or four (4) quarter credit hours, of fine arts (music or art) department course work. (3-16-04)~~

~~**e.** Six (6) semester credit hours, or nine (9) quarter credit hours, in math department course work. (3-16-04)~~

~~**f.** Three (3) semester credit hours, or four (4) quarter credit hours, in the content or methods of physical education and/or health education, exclusive of activity classes. (3-16-04)~~

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

**04. Ninth Grade Endorsement.** If an individual with a Standard Elementary Certificate completes the requirements for a subject area endorsement as outlined under requirements for a Standard Secondary

Certificate, an endorsement allowing teaching of that subject through grade nine (9) may be added to the Standard Elementary Certificate. (3-16-04)

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

**019. EARLY CHILDHOOD / EARLY CHILDHOOD SPECIAL EDUCATION BLENDED CERTIFICATE.**

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

**01. General Education Requirements. Completion of the general education requirements at an accredited college or university is required.**

**042 Professional Education Requirements.** (3-16-04)

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

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

**023. General Education Requirements.** A minimum of forty-four (44) semester credit hours, or sixty-six (66) quarter credit hours, in general education selected from the following areas: the humanities, the social sciences, the fine arts, mathematics, natural sciences, and language skills. These credits shall include the following: (3-16-04)

**a.** Twelve (12) semester credit hours, or eighteen (18) quarter credit hours, of English, including composition and literature. (3-16-04)

**b.** Twelve (12) semester credit hours, or eighteen (18) quarter credit hours, of social science, including U.S. history and/or American (federal) government (psychology will not satisfy this requirement). Course work accepted as social science must be earned through these departments: History, Political Science, Sociology, Anthropology, Economics and/or Geography. (3-16-04)

**c.** Eight (8) semester credit hours, or twelve (12) quarter credit hours, in two (2) or more areas of natural science (psychology will not satisfy this requirement). The three (3) natural science areas are: Biological Science, Physical Science and Earth Science. (3-16-04)

**d.** Three (3) semester credit hours, or four (4) quarter credit hours, of fine arts (music or art) department course work. (3-16-04)

**e.** Six (6) semester credit hours, or nine (9) quarter credit hours, in math department course work. (3-16-04)

**f.** Three (3) semester credit hours, or four (4) quarter credit hours, in the content or methods of physical education and/or health education, exclusive of activity classes. (3-16-04)

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

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

**020. STANDARD SECONDARY CERTIFICATE.**

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

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

**042. Professional Education Core Requirements.** (3-16-04)

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

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

**023. General Education Requirements.** Preparation in at least two (2) fields of secondary teaching: a major subject of at least thirty (30) semester credit hours, or forty-five (45) quarter credit hours, and a minor subject 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 a major and minor field. (3-16-04)

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

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

**IDAPA 08  
TITLE 02  
CHAPTER 02**

**08.02.02 - RULES GOVERNING UNIFORMITY**

**028. EXCEPTIONAL CHILD CERTIFICATE.**

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

(3-16-04)

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

**012. Generalist Endorsement (K-12).** The Generalist K-12 endorsement is non-categorical and allows one (1) to teach in any K-12 special education setting. This endorsement is valid for five (5) years. Six (6) credit hours are required every five (5) years for renewal. Regardless of prior special education experience, all initial applicants must provide an institutional recommendation that an approved special education program has been completed. To be eligible for an Exceptional Child Certificate with a Generalist K-12 endorsement, a candidate must have satisfied the following requirements: (3-16-04)

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

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

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

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

**023. Hearing Impairment (K-12).** Completion of a minimum of thirty (30) semester credit hours in the area of hearing impairment. An institutional recommendation specific to this endorsement is required. (3-16-04)

**034. Visual Impairment (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. (3-16-04)

## **G. SUBJECT:**

### **IDAPA 08-02-03-0508: K-12 Curricular Standards**

## **BACKGROUND:**

K-12 Idaho Curricular Standards for Reading/Language Arts, Math, Science, Social Studies, Health/Wellness and Humanities have been included in the Administrative Rules of the State Board of Education, but an independent evaluation showed the need to align the standards with the state student assessment (ISAT) in order to meet the No Child Left Behind Act. To ensure alignment of the standards for Language Arts, Mathematics and Science standards with the ISAT assessments, they have been reorganized and, where appropriate, revised in order to meet the federal requirements of NCLB. In addition, the standards in the areas of Social Studies, Health, Physical Education and Humanities were also revised into the new format to ensure consistency. The revised/reorganized standards must be in place for AYP assessment beginning in April 2006.

In addition, the Bureau of Special Populations developed alternate standards that are aligned to the Idaho Achievement standards. The alternate standards were used to develop the state alternate assessment for students with significant disabilities. Those standards were presented to the OSBE but were not approved. While the alternate assessment was approved by the U.S. Department of Education, the alternate standards must be approved by the OSBE in order to be compliant with NCLB.

## **DISCUSSION:**

The State Department of Education was asked by the State Board of Education Office to provide leadership to bring groups of content area specialists together to develop grade level policy standards statements, and to reorganize and revise the curricular standards that are currently in Board rule. This work started at the end of July and was completed at the end of October 2005.

The alternate standards have been included with the Idaho Achievement Standards for official Board approval.

### **RECOMMENDATION:**

It is recommended that the State Board of Education accept the recommendation of the State Department of Education to approve the temporary rule that incorporates by reference the Idaho Achievement Standards for Language Arts, Mathematics, Science, Social Studies, Health, Physical Education, Humanities and the Idaho Alternate Standards.

### **BOARD ACTION:**

The State Board of Education carried to approve/disapprove/table the request by the as submitted and specifically defined in Attachments Moved by \_\_\_\_\_, seconded by \_\_\_\_\_ and carried.

### **ATTACHMENTS:**

1. Temporary Rule
2. Idaho Achievement Standards (to be released after Board approval)

***Note: If the State Board approves the K-12 Curricular Standards and Alternate Standards, look for the new version on the Department of Education's website: <http://www.sde.state.id.us/dept/>***

IDAPA 08  
TITLE 02  
CHAPTER 02

08.02.03 - RULES GOVERNING THOROUGHNESS

**004. INCORPORATION BY REFERENCE.**

~~There are no documents incorporated by reference into this rule.~~ The following documents are incorporated into this rule: ~~(3-15-02)~~( )

**01. The Idaho Achievement Standards.** The Idaho Achievement Standards as adopted by the State Board of Education on February 23, 2006. Copies of the document can be found on the State Board of Education website at [www.idahoboardofed.org](http://www.idahoboardofed.org). ( )

**(BREAK IN CONTINUITY OF SECTIONS)**

**217. -- ~~254~~999. (Reserved).**

## **H. SUBJECT:**

### **State Department of Education Data Dictionary**

## **BACKGROUND:**

In December 2004, the J.A. & Kathryn Albertson Foundation decided not to continue funding the Idaho Student Information Management System (ISIMS). At that time, the Foundation agreed to ensure that all districts received a student information system of their choice. In addition, the Foundation agreed to continue the work on a data dictionary. This is a file that defines the basic elements of a database, creating consistency between data items across different tables. This dictionary was turned over to the SDE in September 2005 for completion and distribution. The completion of the dictionary supports *Idaho Code* §33-120, “**Uniform reporting.** – The state superintendent of public instruction shall prescribe forms and format for uniform accounting for financial and statistical reports and performance measurements to provide consistent and uniform reporting by school districts.”

## **DISCUSSION:**

Since termination of the ISIMS project, the SDE has worked to complete the data dictionary. As it stands, the data dictionary has 439 data elements with 4,160 values. It outlines what elements are required for state and federal reporting purposes. It is currently being reviewed by districts. Two of the three ISIMS vendors that put student information systems into the schools have worked with the SDE using the dictionary in the configuration of the local systems. Districts are currently reviewing the dictionary and are providing additional feedback to the SDE. The dictionary is expected to be used statewide by May 1, 2006.

## **RECOMMENDATION:**

This is an information item only. No action required



# Idaho's Data Dictionary

An overview of its purpose, history, current status, and future development.

# What is it?



- In database management systems, a file that defines the basic data elements of a database.
  - One benefit of a well-prepared data dictionary is a consistency between data items across different tables. For example, several tables may hold telephone numbers; using a data dictionary the format of this telephone number field will be consistent.

# Example



**Data Element:** Gender

**Description:** Unique identification for gender

**Format:** Alpha

**Length:** 6

**Code:** Male or Female

LastName	FirstName	Gender	Address	City	Zip	Phone
Floyd	Gary	Male	1715 S Camas	Nampa	83686	555-4404
Fogg	Vernon	Male	225 N 9th	Boise	83712	555-6635
Foote	Gwen	<input type="text" value=""/>	10 W 37th	Garden City	83714	555-8160
		Male				
		Female				

# Purpose – Visual



## ***Data Flow***

Teachers  
Administrators  
Secretaries  
Registrars  
Counselors

Data acquisition

Student  
Information  
System



SDE –  
State  
Reports



USDOE –  
Federal  
Reports

Data Dictionary

# Purpose – Formal



## The Formal Purpose of the Data Dictionary

The Idaho State Department of Education maintains a variety of information about schools in the state. This information is used for internal reports, for the state legislature, and for federal reports. The Data Dictionary will document the element names, data format, acceptable values, types, lengths, and other attributes of the elements required for reporting student and school information to the SDE to be stored in a Districts Student Information System.

The purpose is to standardize common codes, define data definitions, and establish uniform formats and lengths to be used by student information systems in Idaho, and to designate what information is required in these systems for state reports.

The ultimate goal is to manage the information the SDE collects from the school districts, avoid duplicate requests, and make better use of existing information. The Data Dictionary will standardize the data collected throughout the state to facilitate state reporting.

# History



- Paper copy of Data Dictionary existed, but use was very limited
- ISIMS Project accelerated the update and publishing of current Data Dictionary
- Collaborative effort from SDE staff, ISIMS staff, vendors, districts, representatives from state educational organizations, and programmers

# Current Status



- 439 Data elements
- 4,160 Values and the associated attributes for the data elements
- Organized by “Reports” or “Elements”
- Searching and reporting capabilities
- Published on the web at:

[http://www.sde.state.id.us/statedictionary/reports\\_pub.aspx](http://www.sde.state.id.us/statedictionary/reports_pub.aspx)

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# Data Dictionary Homepage



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Health Conditions

Non-School Activity Information

PTE

School Participation/Activities

Special Programs

Staff

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Student Personal Information

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<a href="#">Statewide Testing Materials Request Form for Direct Writing/Direct Math Assessments</a>	Assessment	Counseling and Assessment	September 15
<a href="#">Statewide Testing Materials Request Form for Winter IRI Record Sheets for Grades K-3</a>	Assessment	Counseling and Assessment	Seasonal
<a href="#">Idaho Reading Indicator - Spring Test Reporting</a>	Assessment	Accountability, School Choice, Educ. Improvement	June 15
<a href="#">Class Roster File (CRF) for ISAT Testing</a>	Assessment		Two Weeks before ISAT Test Window Start Date
<a href="#">Class Roster File (CRF) for ISAT Testing</a>	Assessment		Two Weeks before Winter Testing (Optional)
<a href="#">Class Roster File (CRF) for ISAT Testing</a>	Assessment		Two Weeks before ISAT Test Window Start Date

# Report Detail



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Form Title

Form Number

Report Category

Frequency

Completion Level

SDE Bureau

SDE Contact

Required By

Date\_Modified

# Description and Due Dates



Description

The Class Roster File (CRF) is an Excel file that must be submitted to NWEA at least two weeks before the start of the ISAT Test Window. The CRF file determines how reports can be generated following testing.

Comments

Due Date
Two Weeks before ISAT Test Window Start Date
Two Weeks before Winter Testing (Optional)
Two Weeks before ISAT Test Window Start Date

# Report Data Elements



Element on Report	Element Sub-Category	Element Category
<a href="#">ISAT Test Session</a>	Administrative Issues	Assessment
<a href="#">Test Window End Date</a>	Administrative Issues	Assessment
<a href="#">Test Window Start Date</a>	Administrative Issues	Assessment
<a href="#">Building Code</a>	School Information	Enrollment
<a href="#">First Day of School</a>	School Information	Enrollment
<a href="#">Name of Institution - School</a>	School Information	Enrollment
<a href="#">Number of School Days</a>	School Information	Enrollment
<a href="#">Course Title</a>	Course Information	School Participation/Activities
<a href="#">Period</a>	Course Information	School Participation/Activities
<a href="#">Subject Area</a>	Course Information	School Participation/Activities
<a href="#">Staff ID Number</a>	Background Information	Staff
<a href="#">First Name</a>	Name	Staff
<a href="#">Legal Last Name/Surname</a>	Name	Staff
<a href="#">Middle Initial</a>	Name	Staff
<a href="#">Birthdate</a>	Background Information	Student Personal Information
<a href="#">Gender</a>	Background Information	Student Personal Information
<a href="#">Grade Level</a>	Background Information	Student Personal Information
<a href="#">Identification Number - Student</a>	Background Information	Student Personal Information
<a href="#">Language</a>	Background Information	Student Personal Information
<a href="#">Race</a>	Background Information	Student Personal Information

# Element Detail



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Element Name

Race

Description

The general racial/ethnic category which most clearly reflects the student's recognition of his or her community or with which the individual most identifies. [The way this data element is listed, it must allow for multiple entries so that each individual can specify all appropriate races. An alternative would be to list the options as separate data elements and have a yes/no option for each one]. (NCES 0849 - Race) (Ethnicity)

Status

Approved

NCES ID [0849 - Race](#)

Format

Identifier

Length

4

Policy

# Element Categories and Codes



Procedures

Comments

Other Doc

Date Modified

6/30/2005

Description of  
Modification

Added the word "ethnicity" to the definition to ease searches

Category	Sub-Category	Required
Student Personal Information	Background Information	State Required
Student Personal Information	Parent/Guardian Information	Suggested

Code	Description
01	American Indian/Alaskan Native
02	Asian
03	Black/African American
04	Native Hawaiian/Other Pacific Islander
05	White
06	Hispanic or Latino Ethnicity

# Related Reports



Category	Sub-Category	Required
Student Personal Information	Background Information	State Required
Student Personal Information	Parent/Guardian Information	Suggested

Code	Description
01	American Indian/Alaskan Native
02	Asian
03	Black/African American
04	Native Hawaiian/Other Pacific Islander
05	White
06	Hispanic or Latino Ethnicity
07	Other/Unknown

Report Form Title	Element Category	Element Sub-Category
<a href="#">Attendance, Enrollment and Dropout Reports: Drop-Out/Re-Enrollment Report</a>	Student Personal Information	Background Information
<a href="#">Attendance, Enrollment and Dropout Reports: Ethnicity and Gender Report</a>	Student Personal Information	Background Information
<a href="#">Class Roster File (CRF) for ISAT Testing</a>	Student Personal Information	Background Information
<a href="#">FARMS Application</a>	Student Personal Information	Background Information

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# Future



- Content
  - Update links to NCES
  - Description and format clean-up
  - Verify reporting dates
  - Finish linking elements to state reports
- Functionality
  - Customized downloads
- Procedures
  - Change
  - Communication
  - Maintenance

# Implementation



- Getting the word out:
  - Superintendents/IETA conference – February 1<sup>st</sup>
  - SDE Team Leads/Bureau Chiefs meeting – February 6<sup>th</sup>
  - State Board of Education meeting – February 23<sup>rd</sup> and 24<sup>th</sup>
  - SDE All-Staff meeting – March 1<sup>st</sup>
  - Regional Superintendents meetings
  - Regional IETA meetings

# Implementation cont.



- Stakeholder input
  - SDE – Deadline March 15<sup>th</sup>
  - Districts/State Board – April 15<sup>th</sup>
- Official “Go Live” date – May 1<sup>st</sup> 2006

# Final Thoughts



- Questions??