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STATE DOCUMENTS

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**STANDARDS AND PROCESS**

**for**

**Improving Idaho Elementary Schools**

**1992-1993**

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From IDAPA

State Board of Education

Rules and Regulations for Public Schools



JERRY L. EVANS

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

BOISE, IDAHO

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## **10 Elementary School Approval**

### **10.1. Elementary Approval Process**

- a. The State Board of Education shall appoint two people from each of six regions of the state to the Elementary Approval Committee. These committee members shall serve rotating terms of four years each and shall work with the State Department of Education to implement the elementary approval process.**
- b. The purposes of the elementary approval process are:**
  - i. To monitor school compliance with Idaho State Board of Education Policy.**
  - ii. To gather data on the schools and their ability to function effectively.**
  - iii. To report information about Idaho schools to the public.**
  - iv. To encourage school evaluation and instructional improvement.**
- c. The approval ratings shall be as follows:**

**"Approved" shall be given when a school equals or exceeds the standards. A school may be "Approved with Comment" when it has only minor deviations from a particular standard or standards.**

**"Advised" may be given when a school deviates from one or more standards. An "Approved with Comment" rating need not precede the advised rating.**

**"Warned" may be given when a specific deviation or deviations from the standards has existed for more than one year. Normally a school will receive an "Advised" rating prior to receiving a "Warned" rating.**

**"Dropped" is a rating that indicates a school is removed from the list of approved elementary schools. A school may be dropped from approved status after two years of consecutive "Warned" ratings. Once**

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**"Dropped," significant improvements must be made to correct deviations from the standards for a school to regain a "Warned," "Advised," or "Approved" rating.**

**d. Appeal process**

- i. The Elementary Approval Committee shall notify school districts of the recommended approval rating for their schools at least thirty days prior to State Board action. If the district wishes to appeal the approval rating, the superintendent must send a written appeal to:**

**Elementary Approval Committee  
State Department of Education  
Len B. Jordan Building  
Boise, ID 83720**

- ii. Appeals regarding elementary school approval ratings should be based on one of the following:**
  - (a) The district erred in filling out the report.**
  - (b) The committee misinterpreted the information supplied by the district.**
  - (c) The committee misinterpreted the State Board of Education standards.**
- iii. Written appeals shall be received by the Elementary Approval Committee not less than fourteen (14) days prior to the State Board of Education action.**
- iv. All appeals shall be considered by a subcommittee of the Elementary Approval Committee prior to State Board of Education action.**
- v. When a district has appealed the decision of the Elementary Approval Committee and continues to be dissatisfied with the recommended rating, it may then request a review by the State Board of Education.**

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**e. Waiver from standards**

The elementary approval committee will recognize the need for flexibility in applying the standards in order to provide for changes in curriculum content, improved methods of instruction, and experimental programs. Any waiver from the standards for the purpose of implementing pilot programs, educational research, or experimental projects shall first be approved by the State Department of Education. The report of approved projects shall be submitted as a part of the next annual report and shall include, but not be limited to:

- i. Aims and objectives of the project and an explanation of how it fits into the total school program.
- ii. An explanation of how the project results in deviation from specific standards for which a waiver was requested.
- iii. The anticipated duration of the project.
- iv. Methods to be used in evaluating results of the project and any conclusions reached from evaluations already made.

**10.2. Philosophy Standard**

- a. A written statement of philosophy and goals shall be formulated for each district. In addition, the elementary school may have one of its own.
- b. The philosophy statement shall be reviewed by staff annually and revised as needed.
- c. Each school shall continually evaluate its educational program in accordance with its philosophy and objectives.

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**10,3. Elementary School Organization Standard**

**a. Required instructional time (Section 33-512,I.C.)**

- i. Excluding transportation to and from school, lunch periods, passing times, and recess, schools must schedule at least the following instructional times.**

**Grades 4-8 - 900 hours per year  
Grades 1-3 - 810 hours per year  
Kindergarten - 450 hours per year**

- ii. When approved by the local school board, annual instructional hour requirements stated above may be reduced as follows:**

- a. Up to a total of eleven (11) hours of emergency school closures due to adverse weather conditions and facility failures. When the closure of an individual building within a district for unforeseen circumstances does not affect the attendance of other buildings within the district, the state superintendent of public instruction may grant an exemption from this provision.**

- b. Up to a total of twenty-two (22) hours of accommodate staff development activities.**

- iii. School assemblies, testing and other instructional related activities involving students directly may be included in the required instructional hours.**

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- iv. Student and staff activities related to the opening and closing of the year, grade reporting, program planning, staff meetings, and other classroom and building management activities shall not be counted as instructional time.
- v. For multiple shift programs, this rule applies to each shift (i.e., each student must have access to the minimum annual required hours of instructional time.
- vi. Lunch periods shall not be less than twenty (20) minutes or exceed sixty (60) minutes for any group of students.

**b. Class sizes**

*[No single classroom load shall exceed twenty-eight (28) students in grades two and three; and thirty-two (32) students in grades four through eight.]*

- i. Beginning on September 1, 1991 no single kindergarten classroom shall exceed twenty-three (23) students; beginning on September 1, 1992 no single first grade class shall exceed twenty-three (23) students; beginning on September 1, 1993 no single second grade class shall exceed twenty-six (26) students; beginning September 1, 1994 no single third grade class shall exceed twenty-six (26) students. No single classroom in grades four through eight shall exceed thirty-two (32) students.
- ii. Classrooms that contain two or more grades shall not exceed a number that is five less than the maximum enrollment allowed for the lowest grade included in the combination classroom.
- iii. Any classroom that has one or more students over the maximum enrollment shall have a district employed aide to assist the teacher at least one hour per day per overload student enrolled.

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- iv. No single classroom shall exceed the standard as stated above by more than five students through the use of aides. Aides utilized as part of a specialized program such as Chapter I (Education of the Disadvantaged) shall not be included in calculating classroom loads.

**10,4. Educational Program and Services Standard**

- a. The course titles given below shall be taught in the elementary school:

**Mathematics**

**Fine Arts**

**Art and Music**

**Health**

**Health Instruction**

**Safety**

**Physical Fitness**

**Language Arts**

**Developmental**

**Reading**

**Listening**

**Speaking**

**Literature**

**Spelling**

**Composition**

**Handwriting**

**Science**

**Natural Science**

**Environment**

**Social Studies**

**Citizenship**

**Current Affairs**

**History**

**Geography**

**Government**

**Career Education**

**Integrated into all areas of the curriculum**

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- b. All children should spend at least the minimum amounts of time in the following areas of instruction:

<b>SUBJECT</b>	<b>MINUTES PER WEEK</b>		
	<b>Grades</b>	<b>Grades</b>	<b>Grades</b>
<b>Area</b>	<b>1-3</b>	<b>4-6</b>	<b>7-8</b>
<b>Arithmetic</b>	<b>200</b>	<b>250</b>	<b>Shall be taught in accordance with Secondary Standards</b>
<b>Fine Arts</b>	<b>150</b>	<b>150</b>	
<b>Health</b>	<b>75</b>	<b>90</b>	
<b>Physical Education</b>	<b>90</b>	<b>90</b>	
<b>Language Arts</b>	<b>675</b>	<b>600</b>	
<b>Social Studies</b>	<b>100</b>	<b>150</b>	
<b>Science</b>	<b>75</b>	<b>100</b>	

- c. Special programs to meet the educational needs of exceptional children shall be offered at all grades or levels.
- d. Elementary libraries
- i. Every elementary school shall be provided with library facilities, either a central library, circulating classroom collections, or classroom library facilities.
  - ii. All library media materials, both print and nonprint, and all instructional equipment shall be classified, cataloged, or processed.
  - iii. There shall be continuous evaluation and weeding of the instructional media collection to assure balance, educational value, relevancy, and currency of the collection and its adequacy to support meaningful instruction in the techniques of library research.
- e. Schools which do not employ school nurses shall designate a staff member to coordinate the health services deemed necessary.

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**f. Comprehensive Guidance and Counseling Program**

Every elementary school shall have a comprehensive guidance and counseling program that includes:

- i. A guidance curriculum that identifies competencies to be attained by all students at various stages of their development and provides activities to help them achieve these competencies.
- ii. Individualized planning with students and their parents in each domain: Personal/social development, educational development, and career development.
- iii. Responsive services of counseling, consultation, and referral.
- iv. System support functions that promote effective delivery of guidance services.

**10.5. Instructional Materials Standard**

- a. Instructional material, equipment and apparatus shall be appropriate to make possible the fulfillment of the educational program.
- b. An inventory of all textbooks, equipment, apparatus and other instructional materials shall be conducted annually.
- c. Textbooks for basic required courses shall be selected from the list of those adopted by the State Board of Education. Private school textbooks may be given approval by the State Elementary Approval Committee.
- d. For purposes of elementary approval, basic textbooks must be on the current textbook adoption list or on the adoption list immediately prior to the current list in any particular curriculum area. If the school does not use an adopted text in any particular subject area, there shall be in use a district approved written curriculum.

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**10,6. Facilities Standard**

- a. The school plant, including grounds, shall be inspected annually for compliance with local health, fire and safety regulations. This inspection shall be performed by administratively appointed personnel or by appropriate city, county, or state authorities.
- b. At least one fire drill shall be held each month during the months of the school year in which classes are held.
- c. Ample play area for various age and interest levels with space for a well-balanced physical fitness program must be provided. Necessary playground and physical fitness equipment shall be furnished. Hazards to safety must be eliminated.
- d. There shall be adequate classrooms as well as laboratories and auxiliary facilities with proper size and design to meet the needs of students and teachers, and to accomplish the objectives and purposes of the district. In applying this standard, a classroom shall not have less than twenty-six square feet of usable space provided per student.
- e. An elementary building designed for an enrollment of 180 or more students or a total of six or more classrooms shall have an office and a health room.
- f. Kindergarten and first-grade classrooms shall be located on the ground floor. (Basic Life Safety Code)

**10,7. Personnel Standard**

- a. Administrative personnel
  - i. The principal shall hold a valid Idaho Administrator's Certificate with an endorsement for Elementary School Principal.
  - ii. An elementary school with eight full-time equivalent teachers shall have an administrator, but may be administered by a teaching principal, or by a superintendent who provides elementary administrative and supervisory service within the school day. Schools with seven teachers or fewer may be administered by a "head teacher".

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- iii. An elementary school with nine through twelve full-time equivalent teachers shall be administered by a principal who devotes at least one-half day to administration and supervision. When more than one school of such size is administered by the same principal, the assignment shall be a full-time principalship.
- iv. An elementary school with thirteen through twenty-seven full-time equivalent teachers shall be administered and supervised by a full-time principal.
- v. An elementary school with twenty-eight or more full-time equivalent teachers shall be administered and supervised by a full-time principal with supervisory assistance.

**b. Instructional personnel**

All Idaho elementary school teachers shall hold a valid Idaho Elementary Certificate bearing the specific endorsement required for the service being rendered.

**c. Pupil/Counselor Ratios**

Schools shall provide one certified guidance counselor for each school with 400 or more students enrolled. Schools with 200-400 students should provide not less than one half-time certified guidance counselor. This requirement shall be fully implemented by September 1, 1995.

**d. Nonteaching personnel**

Each school shall employ nonteaching personnel of sufficient number to ensure that the certified personnel are not assigned tasks that are inconsistent with their professional duties.

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**10,8. Administrative Policies and Procedures Standard**

**a. Personnel policies**

- i. Each school or district shall have a policy with respect to procurement, assignment and retention of teachers, administrators and noncertified employees that will ensure the attainment of the purposes and objectives of the school.**
- ii. Each school or district shall have on file an official transcript or a certified copy of the college preparation of each teacher and other information such as type of certificate, experience, and salary.**
- iii. Each school or district shall establish criteria and procedures for evaluation of certificated personnel.**

**b. Student progress and attendance reports**

- i. Each school shall have an evaluation procedure for measuring student progress.**
- ii. The local board of trustees shall develop attendance and tardy requirements for elementary school students.**
- iii. Pupil permanent records shall be accurately kept. Complete records for each pupil shall be filed in one place. They shall be adequately protected from loss by fire and accessible to all professional members of the staff. If fireproof storage is not available for the complete permanent record, a duplicate summary of the academic record, dates attended, date and place of birth, and parent's name shall be filed in a separate building.**

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- iv. The following specific items shall be included in the pupil's permanent record:

- Subject and year taken
  - Grades recorded and explanation of grading system
  - Individual pupil's attendance by years
  - Record of promotion and/or retention
  - Name and scores of standard tests taken
  - Health information

- v. When a pupil transfers to another school, a copy of his or her permanent record and such other data as will be useful in helping him or her to become established in the new school shall be forwarded promptly when requested by the school.

- c. **Professional Development Plan**

All Idaho public school districts and those private and parochial schools which are participating in the approval process shall develop and implement a District Professional Development Plan. The district shall submit a current draft of this plan each year to the Professional Standards Commission, State Department of Education.

**10.9. Instructional Improvement Standard**

- a. All Idaho public elementary schools shall comply with Idaho Code and State Board of Education Rules and Regulations and report annually on the State Elementary Standards report form. Private and parochial schools may participate in the process of approval by complying with Idaho Code and State Board of Education standards and by completing and submitting the appropriate state forms annually.
- b. All public elementary schools and those private and parochial schools which are participating in the approval process are required to complete a self-evaluation every seven years on forms available through the National Study of School Evaluation or through the Idaho State Department of Education.

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**It is the policy of the Idaho State Department of Education not to discriminate in any educational programs or activities or in employment practices.**

**Inquiries regarding compliance with this nondiscriminatory policy may be directed to Jerry L. Evans, State Superintendent of Public Instruction, Len B. Jordan Office Building, Boise, Idaho 83720, (208) 334-3300, or to the Director of Office of Civil Rights, Department of Education, Washington, D.C.**

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