ТАВ	DESCRIPTION	ACTION
1	SUPERINTENDENT'S UPDATE	Information Item
2	IDAHO EDUCATION NETWORK OVERVIEW (PROJECT ROLLOUT UPDATES)	Information Item
3	OVERVIEW OF PROFESSIONAL STANDARDS COMMISSION	Information Item
4	PROPOSED RULE- IDAPA 08.02.02.016, RULES GOVERNING UNIFORMITY, IDAHO EDUCATOR CREDENTIAL	Motion to Approve
5	PROPOSED RULE- IDAPA 08.02.02.029, RULES GOVERNING UNIFORMITY, CONSULTING TEACHER ENDORSEMENTS	Motion to Approve
6	PROPOSED RULE – IDAPA 08.02.03.105, RULES GOVERNING THOROUGHNESS, HIGH SCHOOL GRADUATION REQUIREMENTS	Motion to Approve
7	PROPOSED RULE- IDAPA 08.02.03.109, SPECIAL EDUCATION	Motion to Approve
8	PROPOSED RULE- IDAPA 08.02.03.200, K-12 STATE ACHIEVEMENT STANDARDS	Motion to Approve
9	PENDING RULE- IDAPA 08.02.03.004, INCORPORATION BY REFERENCE- IDAHO CONTENT STANDARDS	Motion to Approve
10	PENDING RULE- IDAPA 08.02.02.120, LOCAL DISTRICT EVALUATION POLICY	Motion to Approve
11	PENDING RULE- IDAPA 08.02.02.021, ENDORSEMENTS	Motion to Approve

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12	PENDING RULE- IDAPA 08.02.02.027, PUPIL PERSONNEL SERVICES CERTIFICATE	Motion to Approve
13	PENDING RULE- IDAPA 08.02.02.024, ENDORSEMENTS M-Z	Motion to Approve
14	TEMPORARY AND PENDING RULE- IDAPA 08.02.02.043, ALTERNATE AUTHORIZATION- TEACHER TO NEW CERTIFICATION	Motion to Approve
15	SCHOOL DISTRICT PROPERTY TRANSFER, BOISE – MERIDIAN (AVIMOR)	Motion to Approve
16	SCHOOL DISTRICT PROPERTY TRANSFER, MERIDIAN – BOISE (ORCHARD RANCH)	Motion to Approve
17	CURRICULAR MATERIALS ADOPTION	Motion to Approve
18	BOISE STATE UNIVERSITY TEACHER PREPARATION PROGRAM FULL PROGRAM REVIEW TEAM REPORT	Motion to Approve
19	BRIGHAM YOUNG UNIVERSITY -IDAHO, AGRICULTURE EDUCATION FOCUSED REVIEW TEAM REPORT	Motion to Approve
20	UNIVERSITY OF IDAHO, SCHOOL COUNSELOR FOCUSED REVIEW TEAM REPORT	Motion to Approve
21	APPOINTMENT TO THE PROFESSIONAL STANDARDS COMMISSION	Motion to Approve
22	IDAHO SPECIAL EDUCATION MANUAL	Motion to Approve

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SUBJECT

Superintendent of Public Instruction Update to the State Board of Education

BACKGROUND/DISCUSSION

Superintendent of Public Instruction, Tom Luna, will provide an update on the State Department of Education.

BOARD ACTION

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

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SUBJECT

Idaho Education Network Overview (Project Rollout Updates)

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Code Chapter 1, Title 33-125 (a) Idaho Education Network

BACKGROUND/DISCUSSION

The Idaho Education Network was funded for FY2010 by Governor Otter's use of discretionary stimulus funds. The budget is for \$3 million dollars and will be supplemented by a statewide E-Rate application. The overview will be provided to inform state board members of updated developments and impacts regarding the higher education.

IMPACT

There may be limited financial impact to higher education institutions that choose to provide curriculum and instruction with video teleconferencing equipment to Idaho high schools and communities. There may be some additional costs affiliated with community outreach to attract new students and developing content.

ATTACHMENTS

Attachment 1- Phase 1 (a) and Phase 1 (b) Schools

Page 3

BOARD ACTION

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

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IEN Phase 1a and Proposed Phase 1b Schools

07/14/09

	LEANM (DISTRICT NAME)	DISTRICT NO.	ENA SCHNAME List	Students	County	REGION
ase 1a	BOUNDARY COUNTY SCHOOL DISTRICT	101	BONNERS FERRY HIGH SCHOOL	490	11 - Boundary	1
	LAKE PEND OREILLE SCHOOL DISTRICT	84	SANDPOINT HIGH SCHOOL	1170	09 - Bonner	1
	MOUNTAIN VIEW SCHOOL DISTRICT	244	GRANGEVILLE HIGH SCHOOL	231	25 - Idaho	2
	COTTONWOOD JOINT SCHOOL DISTRICT	242	PRAIRIE HIGH SCHOOL	151	25 - Idaho	2
	EMMETT SCHOOL DISTRICT	221	EMMETT HIGH SCHOOL	642	23 - Gem	3
	WEISER SCHOOL DISTRICT	431	WEISER HIGH SCHOOL	513	44 - Washington	3
	JEROME JOINT SCHOOL DISTRICT	261	JEROME HIGH SCHOOL	945	27 - Jerome	4
=	SHOSHONE JOINT SCHOOL DISTRICT	312	SHOSHONE HIGH SCHOOL	167	32 - Lincoln	4
	BEAR LAKE COUNTY SCHOOL DISTRICT	33	BEAR LAKE HIGH SCHOOL	366	04 - Bear Lake	5
	WEST SIDE SCHOOL DISTRICT	202	WEST SIDE SENIOR HIGH SCHOOL	162	21 - Franklin	5
	CLARK COUNTY SCHOOL DISTRICT	161	CLARK COUNTY JR-SR HIGH	94	17 - Clark	6
	SALMON SCHOOL DISTRICT	291	SALMON HIGH SCHOOL	342	30 - Lemhi	6

	LAKE PEND OREILLE SCHOOL DISTRICT	84	CLARK FORK JR-SR HIGH SCHOOL	140	10 - Bonner	1
	LAKE PEND OREILLE SCHOOL DISTRICT	84	LAKE PEND OREILLE ALT HIGH SCH	109	11 - Bonner	1
	PLUMMERWORLEY JOINT SCHOOL DISTRICT	44	LAKESIDE HIGH SCHOOL	129	05 - Benewah	1
	BOUNDARY COUNTY SCHOOL DISTRICT	101	RIVERSIDE HIGH SCHOOL ALT	39	10 - Bonneville	1
1 [MOUNTAIN VIEW SCHOOL DISTRICT	244	CLEARWATER VALLEY JR-SR	217	25 - Idaho	2
I [CULDESAC JOINT SCHOOL DISTRICT	342	CULDESAC SCHOOL	121	35 - Nez Perce	2
h	OROFINO JOINT SCHOOL DISTRICT	171	OROFINO HIGH SCHOOL	361	18 - Clearwater	2
	OROFINO JOINT SCHOOL DISTRICT	171	TIMBERLINE HIGH SCHOOL	155	18 - Clearwater	2
1 [COUNCIL SCHOOL DISTRICT	13	COUNCIL JR-SR HIGH SCHOOL	152	02 - Adams	3
1 [MERIDIAN JOINT SCHOOL DISTRICT	2	EAGLE HIGH SCHOOL	2213	01 - Ada	3
1 1	HOMEDALE JOINT SCHOOL DISTRICT	370	HOMEDALE HIGH SCHOOL	351	14 - Canyon	3
1 [MARSING JOINT SCHOOL DISTRICT	363	MARSING HIGH SCHOOL	215	37 - Owyhee	3
	MELBA JOINT SCHOOL DISTRICT	136	MELBA HIGH SCHOOL	243	14 - Canyon	3
ו קי ו	NEW PLYMOUTH SCHOOL DISTRICT	372	NEW PLYMOUTH HIGH SCHOOL	319	38 - Payette	3
l š	PARMA SCHOOL DISTRICT	137	PARMA HIGH SCHOOL	314	14 - Canyon	3
1 2 1	BRUNEAU-GRAND VIEW JOINT SCHOOL DISTRICT	365	RIMROCK JR-SR HIGH SCHOOL	176	37 - Owyhee	3
0 [MERIDIAN JOINT SCHOOL DISTRICT	2	ROCKY MOUNTAIN HIGH SCHOOL	1	01 - Ada	3
Phase 1b Proposed	BLISS JOINT SCHOOL DISTRICT	234	BLISS SCHOOL	172	24 - Gooding	4
	BLAINE COUNTY SCHOOL DISTRICT	61	CAREY PUBLIC SCHOOL	243	07 - Blaine	4
	GOODING JOINT SCHOOL DISTRICT	231	GOODING HIGH SCHOOL	324	24 - Gooding	4
	HAGERMAN JOINT SCHOOL DISTRICT	233	HAGERMAN SCHOOL	419	24 - Gooding	4
	KIMBERLY SCHOOL DISTRICT	414	KIMBERLY HIGH SCHOOL	461	42 - Twin Falls	4
	MINIDOKA COUNTY JOINT SCHOOL DISTRICT	331	MT HARRISON JR/SR HIGH	172	34 - Minidoka	4
	RICHFIELD SCHOOL DISTRICT	316	RICHFIELD SCHOOL	217	32 - Lincoln	4
1 [TWIN FALLS SCHOOL DISTRICT	411	TWIN FALLS SENIOR HIGH	1326	42 - Twin Falls	4
l [ABERDEEN SCHOOL DISTRICT	58	ABERDEEN HIGH SCHOOL	255	06 - Bingham	5
	ONEIDA COUNTY SCHOOL DISTRICT	351	MALAD SENIOR HIGH SCHOOL	271	36 - Oneida	5
	PRESTON JOINT SCHOOL DISTRICT	201	PRESTON HIGH SCHOOL	685	21 - Franklin	5
	SNAKE RIVER SCHOOL DISTRICT	52	SNAKE RIVER HIGH SCHOOL	567	06 - Bingham	5
	BUTTE COUNTY JOINT SCHOOL DISTRICT	111	BUTTE COUNTY HIGH SCHOOL	142	12 - Butte	6
	CHALLIS JOINT SCHOOL DISTRICT	181	CHALLIS JR-SR HIGH SCHOOL	220	19 - Custer	6
	SOUTH LEMHI SCHOOL DISTRICT	292	LEADORE SCHOOL	95	30 - Lemhi	6
	MACKAY JOINT SCHOOL DISTRICT	182	MACKAY JR-SR HIGH SCHOOL	104	19 - Custer	6
	MADISON SCHOOL DISTRICT	321	MADISON SENIOR HIGH SCHOOL	970	33 - Madison	6
	FREMONT COUNTY JOINT SCHOOL DISTRICT	215	NORTH FREMONT JR-SR HIGH SCH	319	22 - Fremont	6
	FREMONT COUNTY JOINT SCHOOL DISTRICT	215	SOUTH FREMONT HIGH SCHOOL	466	22 - Fremont	6

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SUBJECT

Idaho Professional Standards Commission Overview

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Code Title 33 Chapter 12, 33-1252 through 33-1258

BACKGROUND/DISCUSSION

The Professional Standards Commission was created in the department of education, consisting of eighteen (18) members and is authorized to adopt recognized professional codes and standards of ethics, conduct and professional practices applicable to teachers in the public schools of the state. In addition, the Professional Standards Commission makes recommendations to the state board of education for Idaho state approval of teacher preparation programs. Professional codes and standards are submitted to the state board of education for its consideration and approval.

Upon state board of education approval, the professional codes and standards are published by the board. The Commission may make recommendations to the state board of education in such areas as teacher education, teacher certification and teaching standards to promote improvement of professional practices and competence within the teaching profession that impact the quality of education in the public schools of this state.

In 2003, as a result of the work of the Idaho's MOST committee, statute mandated that the work of the Professional Standards Commission be supported through dedicated funds equal to 66% of all fees collected for certification of teachers. These funds are set aside with the intention of guaranteeing that the state will make provision for consistent oversight and sustained, ongoing development and improvement of Idaho teacher standards and practices.

IMPACT

All funding for the Professional Standards Commission is through a dedicated fund comprised of 66 percent (66%) of all teacher certification fees.

ATTACHMENTS

Attachment 1- Professional Standards Commission Procedures Manual Page 3

BOARD ACTION

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

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PROCEDURES MANUAL

PROFESSIONAL STANARDS COMMISSION

REVISED AUGUST 2009

TOM LUNA

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

CHRISTINA LINDER

PROFESSIONAL STANDERDS COMMISSION ADMINISTRATOR







IDAHO STATE DEPARTMENT OF EDUCATION PO BOX 83720 BOISE, ID 83720-0027

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STATE DEPARTMENT OF EDUCATION AUGUST 20-21, 2009 FOREWORD

The 1972 State legislature established the Professional Standards Commission. This legislative action combined the Professional Practices Commission, established by the State Legislature in 1969, with the Professional Standards Board, an advisory board appointed by the State Board of Education.

The Professional Standards Commission was thereby created in the Department of Education. The Commission consists of 18 constituency members appointed or reappointed for terms of three years. For further detail regarding the establishment and membership of the Professional Standards Commission, see **Idaho Code §33-1252**.

As outlined in this document, the Commission's adopted procedures are designed for use by the Commission to provide direction to make recommendations to the State Board of Education in such areas as teacher education, teacher certification and teaching standards.

For further detail regarding the duties and responsibilities of the Professional Standards Commission, see **Idaho Code §33-1254** and **Idaho Code §33-1258**.

For current activities, reports and recommendations of the Professional Standards Commission, visit the website at:

http://www.sde.idaho.gov/site/psc/index.htm

STATE DEPARTMENT OF EDUCATION STATUTORY RESPONSIBILITIES OF THE PROFESSIONAL STANDARDS COMMISSION

A. "The Commission shall have the authority to adopt recognized professional codes and standards of ethics, conduct and professional practices which shall be applicable to certificated educators of the state of Idaho, and submit the same to the State Board for its consideration and approval."

Idaho Code §33-1254

- **B.** "The professional standards commission may conduct investigations on any signed allegation of unethical practice of any teacher brought by:
 - (a) An individual with a substantial interest in the matter, except a student in an Idaho public school; or
 - (b) A local board of trustees.

The allegation shall state the specific ground or grounds for revocation, suspension or issuance of a letter of reprimand. The Executive Committee of the Professional Standards Commission shall review the circumstances of the case and determine whether probable cause exists to warrant the filing of a complaint and the requesting of a hearing. . . "

Idaho Code §33-1209

C. "The Commission may make recommendations to the State Board of Education in such areas as teacher education, teacher certification and teaching standards, and such recommendations to the State Board of Education or to boards of trustees of school districts as, in its judgment, will promote improvement of professional practices and competence of the teaching profession of this state, it being the intent of this act to continually improve the quality of education in the public schools of this state."

Idaho Code §33-1258

STATE DEPARTMENT OF EDUCATION THE PROFESSION STANDARDSCOMMISSION

- A. Name: Idaho Professional Standards Commission
- **B.** Membership: According to Idaho Code §33-1252, The Professional Standards Commission is hereby created in the department of education, consisting of 18 members with representation as follows:
 - 1 member of the staff of the Idaho State Department of Education
 - 1 member of the staff of the Idaho Division of Professional-Technical Education
 - 7 certificated classroom teachers in the public school systems of the State of Idaho to include:
 - 1 teacher of exceptional children
 - 1 teacher in pupil personnel services
 - 5 at-large classroom teaching positions
 - 1 representative of the Idaho School Superintendents Association
 - 1 representative of the Idaho Association of Secondary School Principals
 - 1 representative of the Idaho Association of Elementary School Principals
 - 1 representative of the Idaho School Boards Association
 - 1 representative of the Idaho Association of Special Education Administrators
 - 1 representative of the education department of an Idaho private college/university of higher education
 - 2 representatives of the community colleges and the education departments of the public institutions of higher education
 - 1 representative of the letters and sciences department of an Idaho state institution of higher education.
- C. Commission Appointments: The State Board of Education appoints members of the Professional Standards Commission. The Commission generally meets six times annually. Other meetings may be called at the discretion of the chair or by the written request of five or more members.
- D. Officers: There will be a chair and vice-chair elected by the Commission. The Commission chair may appoint a parliamentarian. To provide smooth transition within the PSC, it is recommended that the chair and vice-chair serve terms of a minimum of two (2) years with a maximum of three (3) years.
- E. Elected Officers: A Nominations Committee consisting of the outgoing members of the Commission will present a slate of officers to the Commission. The Nominations Committee may also make recommendations to the Commission chair for the chairs of other committees. Nominations may also be made from the floor for Commission members. The Commission, at its final spring meeting, will elect new officers for the following year.

Generally, at the first meeting of the new academic year, an orientation for new members will be conducted, and a parliamentarian may be appointed. At this meeting, the Commission also will review the current strategic plan and define objectives for the year's activities. The Leadership Team will oversee implementation and systematic revision of the strategic plan. Any revisions to the strategic plan or development of future strategic plans will be recommended by the Leadership Team and will require a two-thirds vote by Commission members present.

- F. Standing Committees: The Commission will establish standing committees other than the Leadership Team. The chair of the Commission, working with the Commission administrator, will appoint members and chairs of these standing committees. The standing committees of the Commission include:
 - 1. Executive Committee
 - 2. Budget (Subcommittee of the Leadership Team)
 - 3. Standards Committee
 - 4. Authorizations Committee
 - **5.** Professional Development Committee

Refer to **Appendix A:** Committee Organizational Chart

The Commission chair may also establish ad-hoc committees to address short-term needs or special projects.

- **G.** Attendance: By agreeing to serve on the Professional Standards Commission, it is expected that a member will attend both days of all meetings. If a Commission member cannot attend a committee, Commission and/or a scheduled conference call meeting, he/she will need to inform the committee chair, the Commission administrator and/or Commission chair, and his/her constituency group leader.
- H. Quorum: A majority of the Commission members will constitute a quorum. If a Commission member is absent from a meeting, a substitute cannot act as a replacement for the member. A representative of the appointee can attend the meeting to provide input but will not be a voting member of the Commission, nor will expenses be reimbursed.
- I. Travel Expenses: Reasonable travel expenses related to participation of Commission members at scheduled meetings will be reimbursed within State of Idaho guidelines. Refer to Appendix B: Commission Member Reimbursement Guidelines.

STATE DEPARTMENT OF EDUCATION RESPONSIBILITIES QFITHE PEFFICIES OF THE PROFESSIONAL STANDARDS COMMISSION

A. Duties of the Officers

1. Chair

- **a.** Presides over all Commission meetings.
- **b.** Works with the Professional Standards Commission administrator in development of agenda.
- **c.** Consults with the administrator for appointments of committee chairs/members of committees established by the Commission and monitors progress of committees.
- **d.** Calls regular and special meetings of Commission.
- e. Presides at meetings of the Leadership Team.
- **f.** Appoints a chair and members to hearing panels.
- **g.** Represents the Commission, or designates a representative to represent the Commission, at State Board of Education meetings.
- h. Helps develop a process to report Commission recommendations and decisions to the executive director and/or chief academic officer of the State Board of Education.
- i. Appoints a parliamentarian.
- **j.** Oversees the training of hearing panel chairs.

2. Vice-Chair

- **a.** Assumes all duties of the chair in absence of chair.
- **b.** Serves as a member of the Leadership Team.

3. Parliamentarian

- **a.** Becomes familiar with Robert's Rules of Order.
- **b.** Provides advice and renders opinions as needed to the presiding officer at Commission meetings regarding parliamentary procedure.
- **c.** Reviews drafted motions as needed to provide advice regarding proper format and procedure.
- **d.** Assures that the business of the Commission is conducted in accordance with Robert's Rules of Order.

B. Duties of the Committee Chairs

- 1. Works with staff to develop assigned committee work agenda.
- **2.** Works with staff to identify and prioritize assigned committee work.
- 3. Monitors and maintains assigned committee work plan within strategic plan.
- **4.** Monitors assigned committee budget line item(s) and provides a written budget report as part of the committee report for each PSC meeting.
- 5. Provides recommendations for yearly budget line item(s), for the fiscal year for which the State Department of Education is budgeting, to the Leadership Team and Budget Subcommittee chair before May of the new fiscal year.
- **6.** Serves as members of the Leadership Team.
- **7.** Provides new members with an orientation of committee operations before the first regularly scheduled committee meeting of each fiscal year.

C. Duties of the Committees AUGUST 20-21, 2009

1. Leadership Team

- **a.** Meets as called by the chair of the Commission.
 - i. Chaired by the chair of the Commission or the vice-chair of the Commission.
- **b.** Membership includes the Commission chair, vice-chair and committee chairs.
- **c.** Serves as the operations committee for the Commission with responsibilities including:
 - i. Monitoring Commission budgets and finances;
 - **ii.** Developing, maintaining and monitoring the Commission's strategic plan;
 - **iii.** Developing, maintaining and monitoring the Commission's communication plan;
 - iv. Assigning Commission work/tasks to committees as appropriate;
 - v. Addressing special projects as needed.
- d. Budget Subcommittee

Meets as called by the Commission chair.

- i. Committee chair appointed by the Commission chair.
- **ii.** Monitors and makes recommended revisions to the annual budget at each Commission meeting.
- iii. Develops a yearly budget following the same fiscal year cycle of the Department of Education for approval to the Commission before the last regularly scheduled Commission meeting of each fiscal year.

2. Authorizations Committee

- **a.** Meets as called by the chair of Commission.
 - i. Committee chair appointed by the Commission chair.
- **b.** Serves as the committee to review and make recommendations to the full Commission regarding:
 - i. Approval of alternate authorizations to teach, administrate or provide pupil personnel services;
 - ii. Policies and procedures for alternative authorizations.
- **c.** Oversees the development and publishing of certification reports as needed.
- **d.** Develops an annual budget recommendation for approval by the Commission before May of each fiscal year.

3. Executive Committee

- **a.** Meets as called by the chair of Commission.
 - i. Commmittee chair is either the chair or vice-chair of the Commission.
- **b.** Serves as the committee for the Commission to determine if there are sufficient grounds for an action against a certificated educator regarding alleged unethical practices.
- **c.** Reviews, maintains, and revises the Code of Ethics for Idaho Professional Educators as needed.
- **d.** Develops an annual budget recommendation for approval by the Commission before May of each fiscal year.

4. Standards Committee AUGUST 20-21, 2009

- **a.** Meets as called by the chair of Commission.
 - Committee chair appointed by the Commission chair.
- **b.** Develops recommendations for preservice and inservice educator standards for consideration by the State Board of Education.
- **c.** Develops and/or maintains standards and review processes for teacher preparation programs including:
 - i. Annual review of approximately 20 percent of state teacher preparation program approval standards and rubrics;
 - ii. Team training and on-site review; and,
 - **iii.** Coordination of national recognition and national program accreditation (NCATE).
- **d.** Develops and gives recommendations to the Commission for educator assessment(s) and qualifying scores for consideration by the State Board of Education.
- **e.** Develops and gives recommendations to the Commission for educator certification and endorsement requirements for consideration by the State Board of Education.
- **f.** Develops an annual budget recommendation for approval by the Commission before May of each fiscal year.

5. Professional Development Committee

- **a.** Meets as called by the chair of Commission.
 - i. Committee chair appointed by the Commission chair.
- **b.** Develops recommendations for the professional development of certificated educators of the State of Idaho.
- **c.** Develops an annual budget recommendation for approval by the Commission before May of each fiscal year.

D. Duties of Commission Administrator

- 1. Oversees the preparation and distribution of the agenda and other supporting materials to members of the Commission prior to each meeting.
- 2. Oversees arrangements needed for all Professional Standards Commission meetings and committee meetings.
- **3.** Prepares information requested by the Professional Standards Commission.
- **4.** Confers with the State Superintendent of Public Instruction on actions taken or pending regarding the Professional Standards Commission.
- **5.** Arranges with State Superintendent of Public Instruction for placement of Commission business on the State Board of Education agenda.
- **6.** Assigns and supervises staff of the Commission to facilitate and support Commission committee work and operations.
- **7.** Oversees development and proposal of a budget to the Leadership Team and Commission for approval.
- **8.** Oversees administration of the Commission budget.
- **9.** Approves Commission expenditures for processing.
- **10.** Oversees the scheduling and coordination of program approval on-site visits to Idaho institutions of higher education.
- **11.** Works with the chair of the Commission to assign committee chairs/members to committees.

- 12. Oversees the hearing process including the appointment and training of hearing panel members.
- **13.** Works with the chair of the Commission and staff to appoint team members for Idaho teacher preparation program on-site visits.
- **14.** Informs the Commission regarding matters dealing with the:
 - National Council for the Accreditation of Teacher Education (NCATE) and the partnership agreement with Idaho;
 - **b.** National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Contract (NIC);
 - **c.** Educational Testing Service regarding Praxis II assessments.
- **15.** Informs Commission about relevant developments in the State Department of Education, the legislature, and the State Board of Education.
- **16.** Oversees the training of hearing panel chairs.
- **17.** Oversees the training of the cadre of potential state team members for on-site teacher preparation program reviews.
- **18.** Oversees the implementation of public input hearings.
- **19.** Oversees the development and management of the strategic plan.

AGENDA FOR PROFESSIONAL STANDARDS COMMISSION MEETINGS

DAY ONE

- **A.** The first day of a Commission meeting is generally scheduled for committee and subcommittee/ad-hoc committee work, as needed.
- **B.** Procedures and schedule for the committee workday of the Commission meeting may change to accommodate the workflow of the Commission. Committee workday sessions will be timed with an attempt to avoid scheduling conflicts for members assigned to multiple committees.
- **C.** Full Commission meets for brief period for introductions, announcements, and communications.
 - Determine if those in attendance (including Commission members) request the addition of business items that should be assigned to the current or subsequent agendas.
 - Determine if anyone in attendance wishes to speak concerning any agenda item.
 - Review, revise, and approve agenda.

DAY TWO

- A. Order of Business
 - **1.** Call to order.
 - **2.** Review of action items identified/tracked from preceding meeting.
 - Introductions, announcements, and communications. Determine if those in attendance (including Commission members) request the addition of business items that should be assigned to the current or subsequent agendas. Also determine if anyone in attendance wishes to speak concerning any agenda item.

- 4. Approval of minutes Afrom us recepting preceding.
- **5.** Administrator, committee reports and budget reports.
- **6.** Old business.
- **7.** New business.
- **8.** Adjournment.
- **B.** The agenda, including committee and subcommittee/ad-hoc committee workday responsibilities, will be:
 - 1. Posted at least five (5) calendar days prior to the meeting.
 - 2. Sent to the Commission members at least one week prior to the meeting. Individuals and/or organizations wishing to appear before the Commission will make arrangements with the Commission chair or the administrator prior to the mailing of the agenda.
- **C.** The Commission administrator will send clarification of agenda items as deemed appropriate.

Refer to **Appendix C**: Parliamentary Procedure in Commission Meetings.

THE PROFESSIONAL STANDARDS COMMISSION BUDGET

- **A.** Funding Sources: Certification fees support the Professional Standards Commission. Refer to **Appendix D**: Idaho Statute and State Board Rule
- **B.** Fiscal Year: The State fiscal year is from July 1 June 30. Budget Development Year: The same fiscal year cycle as the Department of Education.
- C. The Professional Standards Commission budget will be developed annually by the Budget Subcommittee on the same fiscal year cycle as the State Department of Education. With input from each of the PSC committee chairs, the PSC chair and the PSC administrator, the Budget Subcommittee will develop and submit the budget for approval to the Leadership Team before April of the current fiscal year. The Leadership Team will submit the budget to the full Commission for approval by the last regularly scheduled meeting of the current fiscal year.
- **D.** The Professional Standards Commission administrator oversees the development and management of the budget.
- E. The Professional Standards Commission recognizes the necessity to compensate State Department of Education staff for the Professional Standards Commission assigned work they are responsible for completing. The PSC Administrator will allocate the SDE PSC staff to carry out the strategic plan of the PSC. Annually, the Budget Subcommittee will make recommendations to the full commission regarding the monies needed to compensate the State Department of Education staff identified to complete Professional Standards Commission work for the next fiscal year. Compensation used by SDE employees to conduct PSC work shall be subject to positive time recording, index codes and the state auditing procedures.

Should any additional monies to get the description of the Professional Standards Commission assigned work, funds shall be requested using the Request for Funds Form in **Appendix H** and submitted to the Budget Subcommittee.

- **F.** Requests for single expenditures exceeding \$250 must be requested using the Request for Funds Form in Appendix H and submitted to the Budget Subcommittee.
- **G.** Monthly budget reports will be provided by the PSC coordinator to the Professional Standards Commission Budget Subcommittee chair, the Commission chair and the committee chairs.

THE PROFESSIONAL STANDARDS COMMISSION STRATEGIC PLAN

- **A. Strategic Planning Period**: The Leadership Team will oversee the strategic planning process and recommend a plan for each five (5)-year cycle.
- **B.** Work Plan Year: The strategic planning work plan year is from July 1 June 30 of each year. Informed by committee work, the Leadership Team will review, revise, and recommend approval of the Commission's yearly strategic work plan to the full Commission at the beginning of the work plan year.
- C. Any revisions to the strategic plan or development of future strategic plans will be recommended by the Leadership Team and will require a two-thirds vote by Commission members present.
- **D.** The Professional Standards Commission administrator oversees the development and management of the strategic plan.

PROCEDURE FOR REVISING AND ADOPTING CERTIFICATION PROCEDURES AND STANDARDS

- A. All proposed changes in state certification standards and procedures will be submitted to the Standards Committee of the Professional Standards Commission. All proposed changes should be submitted to the Standards Committee by December 1 of each calendar year. Exceptions will be considered by the State Department of Education, Certification and Professional Standards.
- **B.** A task force of content specialists may be appointed to review and recommend changes to the educator certification standards and submit the proposed revisions to the Standards Committee of the Commission.
- C. The administrator of the Commission will oversee communication to inform constituent groups that a proposed change is under study and request written input. Persons requesting changes may be invited by the chair of the Standards Committee to present information to the committee.
- **D.** Preliminary recommendations for changes in standards are to be submitted to the Standards Committee for review. Upon approval by the committee, the

recommendation will be for the Composission for consideration.

E. The input hearing will:

- 1. Be conducted by the chair of the Professional Standards Commission or his/her designee and will be recorded. A member of the Commission or a designee will preside at each site. Written testimony will be accepted at the hearings or submitted to the administrator within one month following the hearing.
- **2.** Provide an opportunity for public input.
- **3.** Be conducted to allow input but not to encourage debate.
- **4.** Not replace the opportunity for a formal public hearing as provided by the Administrative Procedures Act (APA) process.
- 5. Upon approval by the Commission of the proposed standards, the Commission will hold a public input hearing, electronically, at specific locations statewide.
- F. The Standards Committee of the Commission will consider information received at the public input hearing and, if appropriate, revise the proposed standards. The Standards Committee will submit to the full Commission a final proposal for consideration.
- **G.** In accordance with the Idaho Administrative Procedures Act, the proposed changes approved by the Commission will be forwarded to the State Board of Education for review. As appropriate, decisions made by the State Board will be reviewed for final action by the legislature.

Refer to **Appendix E**: Procedure for Revising and Adopting Certification Procedures and Standards Flowchart

PROCEDURE FOR PROCESSING A WRITTEN COMPLAINT REGARDING THE CODE OF ETHICS FOR IDAHO PROFESSIONAL EDUCATORS

- **A.** According to **Idaho Code §33-1209**, other than a student of an Idaho public school, an allegation of ethical misconduct may be initiated by an Idaho local board of trustees or by an individual who has a substantial interest in the matter.
- **B.** The Commission chief certification officer/Commission administrator may also initiate an allegation if public records indicate a person holding an Idaho credential may have been involved in ethical misconduct.
- **C.** Upon receipt of a written and signed allegation of ethical misconduct, the Commission administrator, in conjunction with the Deputy Attorney General (DAG) and PSC investigator, conducts a review of the allegation using established guidelines to determine the appropriate response:
 - 1. <u>No investigation</u> Remand the issue to the school district to be resolved locally.

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- 2. Open an investigation -ATheusmplainant respondent will be notified in writing and in a timely manner that an investigation will be conducted.
- **D.** The administrator of the Professional Standards Commission, in conjunction with the Deputy Attorney General may determine if a formal investigation is necessary based on an assessment of the following:
 - **1.** The allegation is against a certificated person and there is a signed written complaint:
 - 2. The complainant has exhausted all local district remedies, including appeal to the building principal, superintendent, and board of trustees;
 - **3.** The district has reported the allegations according to the requirements of Idaho Code §33-1208A;
 - 4. The educator has been arrested (NOTE: An investigation may be opened, but not pursued, until such time as law enforcement/county prosecutor determines not to file formal charges or the courts make a final judgment or sentence.);
 - **5.** The allegation is purported abuse of a student (i.e., physical, sexual, verbal, etc.);
 - **6.** There is a contractual dispute arising from the non-acceptance of an educator's resignation;
 - **7.** A fingerprint/background check reveals a felony arrest and/or numerous misdemeanor arrests and convictions; and/or
 - 8. The NASDTEC (National Association of State Directors of Teacher Education and Certification) Clearinghouse reports that an educator's credential has been revoked, suspended, or denied in another state.
- E. The administrator of the Professional Standards Commission, in conjunction with the Deputy Attorney General and the PSC investigator, may determine a formal investigation is unnecessary if:
 - **1.** District remedies, including provisions of a district grievance procedure, have not been exhausted;
 - 2. The complaint is a personnel matter, which should be handled by the local district, superintendent and board of trustees;
 - **3.** The complaint involves management style rather than unethical conduct;
 - **4.** The school district has responded appropriately to the complaint;
 - **5.** There is no written allegation or the complainant wishes to remain anonymous; or.
 - **6.** The allegation is against a non-certificated employee.
- **F.** The Deputy Attorney General (DAG) will oversee the investigation. Upon completion of the investigation, the DAG will submit the allegation, plus any additional necessary information, to the Executive Committee of the Commission. It is the responsibility of the Executive Committee to determine if sufficient grounds exist to warrant a written administrative complaint.
- **G.** The Executive Committee will consider the allegation(s) and all additional relevant information and determine a course of action in one of the following ways:
 - 1. Defer action on a decision pending the receipt of additional information,

- including a response from the sesponder thought allegation (s).
- 2. Determine that there are no sufficient grounds, in which case the DAG will advise in writing the complainant and respondent of such action.
- 3. Determine that there are sufficient grounds to support the allegation(s), at which time the Commission will assume jurisdiction and the DAG will advise in writing the complainant and respondent of such action. A written administrative complaint detailing the charge(s) will be sent to the respondent by the DAG. The written complaint shall be sent by certified mail to the last known address of the respondent.
- 4. The respondent has 21 days to respond to the charge(s) in writing and a total of 30 days to request a hearing. No response from the respondent in the time stipulated constitutes an automatic default to the charge(s) or to the request for a hearing. According to statute, any request for a hearing shall be submitted to the State Superintendent of Public Instruction, who forwards the request to the chief certification officer/Commission administrator for action. The complainant and respondent will be advised in writing regarding the request for hearing.
- **5.** No Commission member who participated in the determination of sufficient grounds in a given case will serve on the hearing panel.
- **6.** Every effort will be made to ensure due process.
- **H.** Pursuant to Idaho **Code §33-1209**, a hearing will be conducted according to the following guidelines:
 - 1. The chair of the Commission will appoint a panel consisting of a chair, who is a former member of the Commission and has been currently trained as a hearing panel chair, and two additional educators to hear the charges brought in the administrative complaint.
 - **2.** Members of the panel shall not be from the same school district as the respondent to the complaint.
 - **3.** A majority of the panel will hold a similar position of employment or certification as the respondent.
 - 4. The hearing will be held within the school district in which the respondent resides or at such other place the Commission administrator deems most convenient for all parties.
 - **5.** All hearings shall be held to ascertain the truth.
 - 6. The respondent may appear in person and may be represented by counsel and may procure, examine, and cross-examine witnesses. If he/she chooses to do so, the respondent may submit, for the consideration of the hearing panel, a statement in writing in lieu of oral testimony. Any such statement will be under oath, and the affiant will be subject to cross-examination.
- **I.** Following consideration of the evidence and all testimony, the hearing panel will determine one of the following:
 - 1. Insufficient grounds exist to establish a violation of the Code of Ethics for Idaho Professional Educators:
 - 2. A Letter of Reprimand written by the Commission administrator will be placed in the respondent's file;
 - **3.** A respondent's credential will be suspended for a specified amount of time;

- 4. A respondent's credantia unit և բուշար օև թվար մահանական և բուշար օև թվար և բուշար օև թվար և այս և
- **5.** The application for certification will be denied.
- **6.** Other than a revocation or denial, reasonable conditions may be placed upon the respondent's certificate pending completion of specific requirements.
- **J.** The secretary for the Commission administrator will notify the NASDTEC Clearinghouse in a timely manner that a credential has been suspended, revoked, or denied.
- K. If there is an appeal of the hearing panel's decision, the Professional Standards Commission (full commission) will act as an appellate body. Executive Committee members who reviewed the case will be excused from the discussion and deliberation of the Commission. Any further appeals may be referred to the district court.

Refer to **Appendix F:** Investigative Flowchart

APPROVAL PROCESS FOR ALTERNATIVE AUTHORIZATIONS

Local school districts, including charter schools or other educational agencies, **may** request approval of an Alternative Authorization for an individual who does not presently hold an appropriate Idaho educator's certification/endorsement for a vacant position.

- 1. It is intended that the Alternative Authorization request be made only after a reasonable effort has been made by the district to find a competent, certificated individual to fill the position.
- 2. The Professional Standards Commission and the State Board of Education stress that the Alternative Authorization be considered as a means to alleviate an emergency situation **only** and not relied on as a standard hiring practice.
- In order to apply for an Alternative Authorization, the district, including charter school or other educational agency, **must** declare that an emergency exists and file a district request for the Alternative Authorization by submitting a completed application packet.
- **4.** Only the district, including charter school or other educational agency, to which the authorization was granted may use the authorization. It is not transferable and must be renewed annually.

PROCEDURAL STEPS FOR <u>OBTAINING</u> AN ALTERNATIVE AUTHORIZATION

- 1. The application process for receiving an Alternative Authorization is initiated when a completed application packet is submitted.
- 2. The individual for whom the application is being requested **must** have at least a bachelor's degree. He/she **must** have a plan to be enrolled in either individual courses required for the certificate/endorsement or a formal program that leads to certification in the assigned area.

- An "emergency" must be declared by the local school board and such action included in the minutes of a regular meeting. A copy of the minutes must be included in the application packet or submitted immediately following the next school board meeting.
- 4. Information that must be included in the application packet includes (all forms listed below are included in the packet or on the website):
 - a. A written request/district request form for the Alternative Authorization must be included in the application packet. It must include the name and qualifications of the person who will be the designated supervisor/mentor/evaluator of the person for whom the request is being made. The written request must be signed by the superintendent and board chair.
 - b. The Application for an Idaho Professional Education Credential (form BI application form must be completed by the individual);
 - **c.** A check for the authorization fee;
 - d. The College/University Plan completed by the individual for whom the request is being made, must include verification of the applicant's planned college/ university program leading to certification. The form must be signed by the appropriate college/university official or be accompanied by the State Department of Education evaluation;
 - i. The program must include such applicable items as passing appropriate Praxis II assessments, the Comprehensive Literacy course or assessment, if applicable;
 - e. Official college/university transcripts;
 - f. Verification of having completed an Idaho criminal history check, as required by Idaho State Department of Education Statute, Section 33-130. If this requirement has not been met at the time of application, a completed fingerprint card and a fee must be submitted, and the fingerprint check must be in process prior to the application being reviewed. The application will receive final approval only after the background check has been successfully completed.
 - **g.** The applicant's resume, supporting information, letters of recommendation and/or any other information attesting to the applicant's ability to serve in the position **may** be included.
- **5.** The Authorizations Committee can reject incomplete packets or place conditional approval on such packets until all material is received.
- A list of Alternative Authorization candidates and any appropriate information from the completed application packet will be mailed/e-mailed to the Authorizations Committee members for review prior to the next Professional Standards Commission meeting.
- 7. The Authorizations Committee will review the Alternative Authorization requests and make recommendations to the Commission. The full Commission will vote on the committee's final recommendations, and those approved will be issued letters attesting to the Professional Standard Commission decision.
 - **a.** Superintendents requesting the authorization will be notified in writing of the Professional Standards Commission's recommendations.

NOTE:

No certificate is issued to the individual, at this time. A certificate will be issued when all requirements for the certificate or endorsement have been met, and the necessary certification application has been filed.

PROCEDURAL STEPS FOR <u>RENEWING</u> AN ALTERNATIVE AUTHORIZATION

A request to renew an Alternative Authorization **must** include the following:

- **1.** A completed application form;
- 2. A non-refundable check for the required fee amount made out to the State Department of Education;
- 3. Official college/university transcripts to verify that nine (9) semester credits of course work applying toward the desired certificate/endorsement have been successfully completed during the past year. If less than nine hours have been completed, the Authorizations Committee will consider the circumstances based on explanations from the candidate, the local education agency, and/or the college/university;
- 4. If the candidate is in the process of completing a formal degree/certification program (i.e., special education, school administration, school counselor, etc.), a letter from the college/university stating that satisfactory progress is being made toward program completion may be included.

If applicable, a criminal history check, including new fingerprints, shall be included in the application.

TEACHER PREPARATION PROGRAM APPROVAL

Each teacher preparation program in Idaho will undergo a state program approval process that is designed to assure that graduates of that program meet the Idaho standards for beginning teachers and other professional educators, the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity), and the National Council for the Accreditation of Teacher Education (NCATE) Standards. In most instances, the approval process will coincide with the NCATE process for institutions seeking national accreditation. The institution will be required to pay for all out-of-state expenses related to the program approval process.

A. Purpose of State Approval

Each institution of higher education that prepares teachers and other educators for certification in Idaho must be reviewed by the Professional Standards Commission. The Commission will make a recommendation concerning approval of programs to the State Board of Education for final approval.

B. State Approval Team

AUGUST 20-21, 2009

The chair of the Commission, in consultation with the Commission administrator, will appoint the chair of the state approval team. The chair of the state approval team, in consultation with the Commission administrator, will appoint members of the state approval team.

C. Team Training

The importance of the state approval process necessitates that all team members be trained to evaluate Idaho teacher preparation programs. The Commission Standards Committee, or designee, in consultation with the Commission administrator, will develop and conduct a training session for team members.

D. Institutional Report (at LEAST one month PRIOR to the visit)

Each institution that prepares educators will develop a self-study institutional report that contains appropriate information relative to the state approval process, including programmatic and performance evidence that demonstrates how state and NCATE standards are met. The institution will provide this report to team members and the State Department of Education, Certification and Professional Standards at least one month prior to the visit.

E. Document Room

Each institution undergoing a state approval visit will designate a secured space in a convenient location as a document/evidence room or digital site that will be available to both state and NCATE on-site teams. During the on-site visit, arrangements are to be made for the document room to be accessible to team members only.

F. Role of State Approval Team

Team members are responsible for assessing evidence to validate the institutional report provided by the institution.

G. Team Report

The team report will recommend educator preparation programs as Approved, Not Approved, or Conditionally Approved.

H. Institutional Rejoinder (within 30 days AFTER the report is received)

The institution may write a rejoinder to the state approval team report within 30 days after the report has been received. The rejoinder will be sent to the Commission administrator, who will distribute it to the appropriate parties.

H. Professional Standards Commission Action (within 120 days of the visit)

The Commission will consider the merits of the state approval team report and any institution rejoinder in determining its recommendation to the State Board of Education. The Commission action will take place **within 120 days of the visit** period, and the Commission will subsequently submit a recommendation to the State Board of Education for consideration.

I. State Board of Education Action

Final approval of the educator preparation program(s) rests with the State Board of Education. Approved teacher preparation programs allow teacher preparation institutions to submit an institutional recommendation for certification of graduates.

The process for Idaho teacher preparation group approval is specifically defined in the Manual of Instruction for State Approval of Idaho Teacher Preparation Programs on file at the State Department of Education, Certification/Professional Standards.

The standards for evaluating Idaho teacher preparation programs are found in the current Idaho Standards for Initial Certification of Professional School Personnel as approved by the State Board of Education and NCATE 2000 standards (2006 revision will be applied as of 2008). For review purposes, pertinent rubrics accompanying these standards are on file in the office of the State Department of Education, Certification/Professional Standards.

These documents are also available for review at the State Department of Education website:

http://www.sde.idaho.gov/site/teacher_certification/accredited.htm

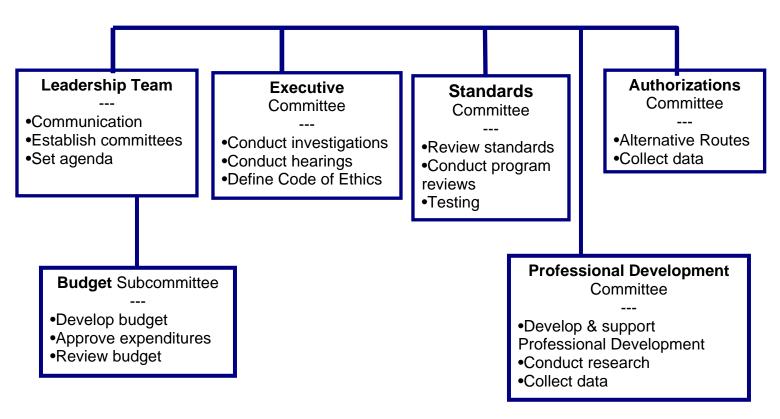
Current NCATE standards can be reviewed on the following NCATE website:

www.ncate.org

See **Appendix G** for additional information regarding Commission Reports and Resources.

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COMMITTEE ORGANIZATIONAL CHART



STATE DEPARTMENT OF EDUCATION AU & DISPOSITION 28: 2009

COMMISSION MEMBER REIMBURSEMENT GUIDELINES

The Professional Standards Commission reimburses reasonable travel costs associated with participation. The following general guidelines help to ensure that Commission funds are directed to their ultimate goal. Participants are encouraged to use the most cost-effective mode of transportation available given the timeframe, safety of the traveler, baggage being transported, etc. Any variation in excess of the guidelines listed below requires previous approval from the Professional Standards Commission administrator in the State Department of Education.

<u>Mileage:</u> The current state rate is reimbursed for travel in personal vehicles for activities associated with participation (round-trip from your home in Idaho). Mileage to/from a function from a home outside Idaho or from a vacation location is only reimbursable up to the normal cost of mileage from your Idaho home. To use your vehicle, you must have current insurance.

<u>Airfare:</u> Reasonable coach rates will be reimbursed; first class arrangements are reimbursed at the coach rate. Airfare is reimbursed round-trip from the Idaho town in which your home is located. Airfare to/from the meeting from a home outside Idaho or from a vacation location is only reimbursable up to the normal cost of airfare from your Idaho home. Travel should be scheduled in advance to obtain reasonably priced airfares.

Entertainment: Entertainment expenses (e.g., in-room movies, event tickets) are not reimbursable.

<u>Lodging:</u> Reasonable standard business-class rooms are allowed. When lodging in Boise on Commission business, please contact Professional Standards Commission staff in the State Department of Education at least one week in advance of your stay so we can make lodging arrangements for you in order to direct-bill at government-contract rates.

<u>Meals:</u> Meetings with a schedule lasting at least six hours will have a meal provided. Additional meal expenses (including tips) that are necessary due to travel for the Commission will be reimbursed at the actual cost up to or at the maximum state of Idaho meal allowance listed below. In-state travel per-day meal maximum allowance is \$30.00 for full day (three meals).

Individual meals are reimbursed as follows (including tips):

• Breakfast: \$7.50 (Depart 7:00 a.m. or before)

Lunch: \$10.50 (Depart 11:00 a.m. or before; return 2:00 p.m. or after)
Dinner: \$16.50 (Depart 5:00 p.m. or before; return 7:00 p.m. or after)

Costs associated with snacks, meals, and beverages in-room, in restaurants, or elsewhere are considered part of the daily meal allowance. Costs for alcohol are not reimbursable.

<u>Receipts:</u> Receipts are necessary for all reimbursement items except mileage, tips, and meals within the daily allowances.

<u>Taxi/Rental Car/Other Ground Transportation:</u> Reasonable charges for taxis or other ground transportation are allowable. Rental car costs will not be reimbursed. Taxi service to and from airports or between lodging and meeting areas is reimbursable if no hotel shuttle service is available. Participants are encouraged to use the most cost-effective mode of ground transportation available to facilitate participation.

Telephone/Internet: Telephone, internet accessibility, and related expenses will not be reimbursed, except for an allowance for the PSC Chair's cellular telephone which will be reimbursed up to \$25 per month. If the PSC Chair's cellular telephone bill is less than the \$25 maximum, then the lesser amount will be reimbursed.

<u>Substitute Teacher Costs:</u> Costs for substitute teachers will not be reimbursed unless authorized by the Professional Standards Commission.

<u>Questions/Reimbursement Forms:</u> If you need assistance regarding reimbursement procedures or guidelines, contact the Professional Standards Commission office: (208) 332-6884.

STATE DEPARTMENT OF EDUCATION AU & DISPINATION 2019

PARLIAMENTARY PROCEDURE IN COMMISSION MEETINGS

In order to conduct meetings in a fair and orderly manner, the Commission follows modified parliamentary procedure (conducted while members are seated; the chair can participate in debates and voting). A parliamentarian may be appointed to provide advice and guidance during meetings as needed. This is a general guide for members in the process for motions and amendments, which are the most often-used applications of parliamentary procedure in conducting Commission work.

HANDLING MAIN MOTIONS

- **Step 1:** A member addresses the chair.
- **Step 2:** The chair recognizes the member.
- **Step 3:** The member proposes a main motion.
 - Member states, "I move that..."
 - Member prepares and writes the motion on a "General Meeting Motion Sheet".
- **Step 4:** Another member seconds the main motion.
- **Step 5:** The chair states the main motion to the assembly.
 - This step is called "stating the question".
 - The chair may also state, "Is there any debate?"
 - The main motion is now the "pending question".
- **Step 6:** The assembly debates the main motion.
 - The chair can close debate when there is no further debate or a member can move the "previous question". This motion (the previous question) requires a second and a two-thirds vote for adoption.
- **Step 7:** The chair takes a voice vote on the main motion.
- **Step 8:** The chair announces the result of the vote on the main motion.
 - A main motion requires a majority affirmative vote to be adopted.

HANDLING AMENDMENTS

- Step 1: A member addresses the chair.
- **Step 2:** The chair recognizes the member.
- **Step 3:** The member proposes an amendment.
 - Member states "I move to amend by (adding the words/changing the words to)..."
 - Member writes the amended motion on a "General Meeting Motion Sheet".
- **Step 4:** Another member seconds the amendment.
- **Step 5:** The chair states the main motion with the amendment to the assembly.
 - The chair states, "It is moved and seconded to...."
 - The chair may also state, "Is there any debate?"
- **Step 6:** The assembly debates the amendment.
- **Step 7:** The chair takes a voice vote on the amendment.
 - "The question is on amending the main motion by..., so that, if the amendment is adopted, the motion will read:..."
- **Step 8:** The chair announces the result of the vote on the amendment.
 - The motion to amend requires a majority affirmative vote to be adopted.

- IF an amendment is NQUadsptezh proceedusing the original main motion (without the amendment). See Steps 6, 7, and 8 on "Handling Main Motions".
- **Step 9:** The assembly debates the main motion as amended.
 - "The question is on the adoption of the main motion as amended that..."
- **Step 10:** The chair takes a voice vote on the main motion as amended.
 - "The question is on the adoption of the main motion as amended that..."
- **Step 11:** The chair announces the result of the vote on the main motion as amended.
 - "The motion as amended is adopted (or lost)."

STATE DEPARTMENT OF EDUCATION AU Appendix 1: 2009

Idaho Statute and State Board Rule

Idaho Statute
TITLE 33 EDUCATION
CHAPTER 12 TEACHERS

33-1205. CERTIFICATE RECORDS AND FEES. (1) The state board of education shall cause to be maintained a record of all certificates issued, showing names, dates of issue and renewal, and if revoked, the date thereof and the reason therefore. A nonrefundable fee shall accompany each application for a prekindergarten through grade twelve (12) certificate, alternate certificate, change in certificate or replacement as follows:

- (2) The fees specified in subsection (1) of this section shall be in effect through December 31, 2004. On and after January 1, 2005, certificate and related fees shall be as specified by rule of the state board of education.
- (3) The fees shall be used by the professional standards commission for payment of the reasonable expenses in performing its duties and responsibilities as approved by the state board of education and not more than thirty-three percent (33%) of the fees may be used by the state department of education to partially defray the cost of the office of certification.

Rules of the Board of Governing Education Chapter 02 08.02.02 – Rules Governing Uniformity

066. FEES. The state department of education shall maintain a record of all certificates issued, showing names, dates of issue and renewal, and if revoked, the date thereof and the reason therefore. A nonrefundable fee shall accompany each application for a prekindergarten through grade twelve (12) certificate, alternate certificate, change in certificate or replacement as follows: (3-16-04)

01.	Initial Certificate. All types, issued for five (5) years – seventy-five dollars (\$75)	(3-16-04)
02	Renewal Certificate. All types, issued for five (5) years – seventy-five dollars (\$75)	(3-16-04)
03.	Alternate Route Authorization. All types, issued for one (1) year – one hundred dollars	s (\$100) (3-16-04)
04.	Additions Or Changes During the Life Of An Existing Certificate. Twenty-five dollars	s (\$25)
05.	To Replace An Existing Certificate. Ten dollars (\$10)	(3-16-04) (3-16-04)

STATE DEPARTMENT OF EDUCATION AU AUSTRIL 2009

PROCEDURE FOR REVISING AND ADOPTING CERTIFICATION PROCEDURES AND STANDARDS FLOWCHART

STAGE 1 – Preparation Period

Timeline: Starting preferably one year in advance

- Professional Standards Commission committee gathers information about proposed State Board of Education Rule.
- 2. Committee determines final proposal concerning a proposed board rule and sends proposal to full Commission for approval at regularly scheduled meeting.
- Full Commission approves or disapproves. If disapproved, send it back to the committee for corrections.
- 4. Committee makes corrections and makes new proposal to Commission. Commission approves the proposal.
- 5. Commission holds input hearings via teleconference\video conference. Input is sent to the committee for review.
- 6. Committee makes corrections and sends the corrected proposal to the Commission.
- 7. Commission approves corrected proposal and sends it to the State Board for approval.
- 8. Professional Standards Commission staff takes appropriate paper work to the State Division of Financial Management and Governor's office for approval.

STAGE 2 - Proposed Rule

Timeline: Completion no later than August

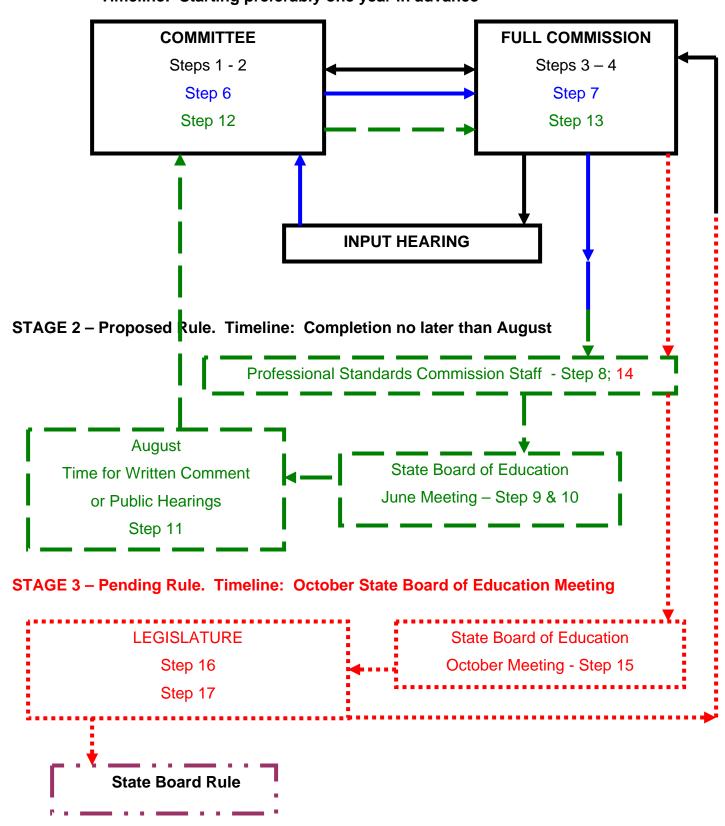
- 9. Proposed rule is presented at June State Board of Education scheduled meeting.
- 10. If Board approves the proposed rule, it is published in August.
- 11. After publishing, there is a period of time for written comments; or, if 25 people, political subdivision or other state agency requests a hearing, a hearing will be held.
- 12. Input from public hearings or written comments go back to the Professional Standards Commission and the committee.
- 13. Professional Standards Commission sends back to the Board with an amended proposed rule no later than August.

Timeline: October State Board of Education Meeting

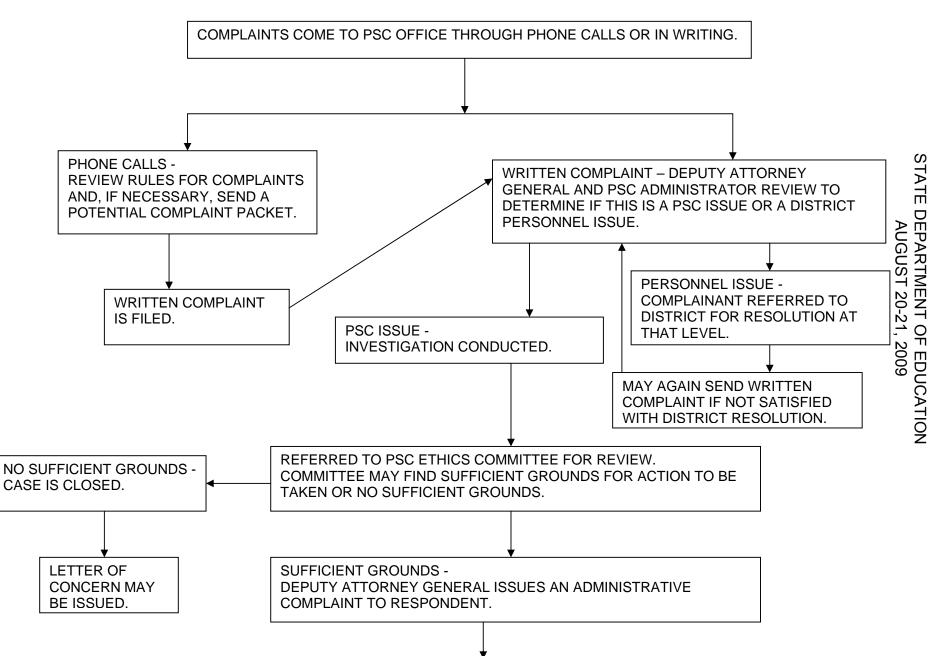
- 14. Professional Standards Commission staff prepares proposed rule as a pending rule; latest date is the October State Board meeting. Pending rule printed in November.
- 15. Legislature reviews pending rules. They can approve or disapprove. If one legislative body approves and the other body disapproves, the rule is approved.
- 16. If approved, the pending rule becomes a Board rule when the legislature adjourns.
- 17. If legislature disapproves, it goes back to Stage 1 and starts over again.

STATE DEPARTMENT OF EDUCATION PROCEDURE FOR BEVISING-AND MOOPTING CERTIFICATION PROCEDURES AND STANDARDS FLOWCHART

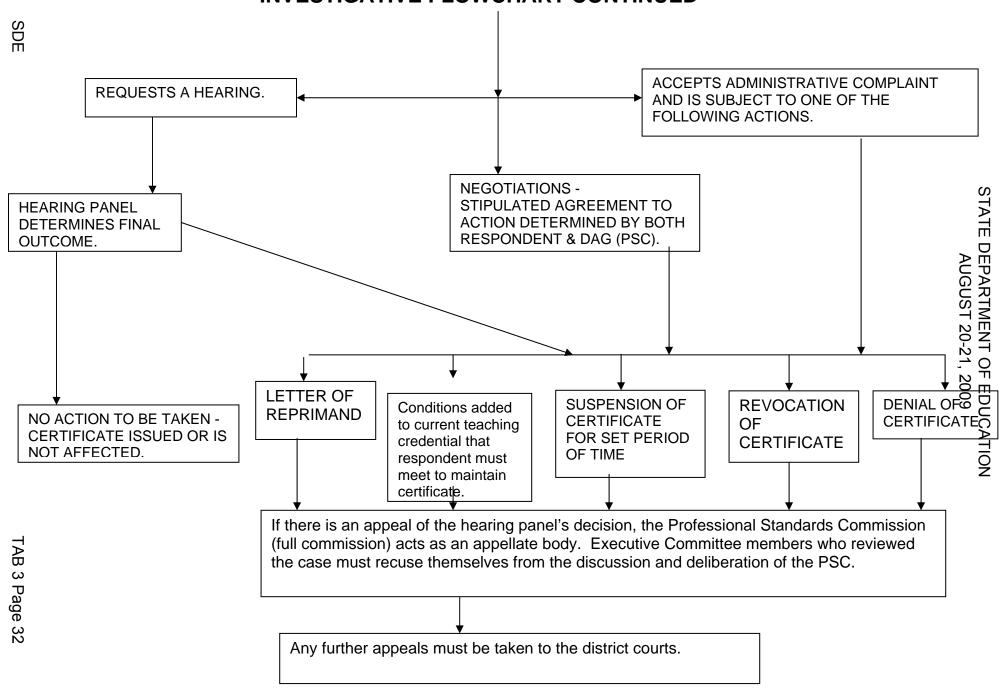
STAGE 1 – Preparation Period - See written narrative for explanation of each step. Timeline: Starting preferably one year in advance



Appendix F: INVESTIGATIVE FLOWCHART



INVESTIGATIVE FLOWCHART CONTINUED



Appendix G:

COMMISSION REPORTS AND RESOURCES

Current Commission materials, reports, and resources are also available on the State Department of Education website at Teacher Certification:

http://www.sde.idaho.gov/site/teacher_certification/

Posted material includes:

- Commission meeting schedule and agendas
- Approved Commission meeting minutes
- Standards for Certification of Professional School Personnel (approved standards)
- Copies of draft standards and rubrics
- Notification of upcoming input hearings
- Code of Ethics for Idaho Professional Educators
- Annual certification statistical reports
- Certification manual
- Links to Idaho statute related to the Professional Standards Commission and teaching in Idaho

TAB 3 Page 34

STATE DEPARTMENT OF EDUCATION AUGUST 20-21, 2009

Appendix H:

Request for Funds Form

Date of Request								
Name of Person Requesting Fund	S							
Amount Requested								
Reason for Request								
Description of how the expenditure relates to the Strategic Plan								
This section for authorized use only ~								
Reviewed by	Date request reviewed							
Approved / Not Approved (circle the one that applies)	Date approved							
Reason for non-approval								



STATE OF IDAHO
PROFESSIONAL STANDARDS COMMISSION

STATE DEPARTMENT OF EDUCATION
PO BOX 83720
BOISE, IDAHO 83720-0027

Guidelines: PSC Budget Expenditure Request Process

SPENDING WITHIN APPROVED BUDGET LINE

Individual purchases must be pre-approved, even though the annual budget has been approved by the PSC. If a PSC member or committee would like to expend funds within the approved category, here is the process:

- 1. PSC member or committee chair emails a request to the PSC Budget coordinator (krhodenbaugh@sde.idaho.gov) that includes:
 - A description of the item or service to be purchased;
 - The estimated cost and source of estimate; and
 - The budget category into which the proposed expense falls.
- 2. Budget coordinator will review the request, including:
 - Ensuring that the appropriate funds are available;
 - Fill out the Request for Funds Form
 - Reviewing the request with the PSC administrator; and
 - Processing any appropriate SDE purchase approvals (including PSC administrator signature).
- 3. Budget coordinator will email the member/committee chair who made the request when the approval process is complete.

SPENDING NOT APPROVED IN THE CURRENT BUDGET

If a member/committee wishes to incur an expense that has not been included in the approved budget, or in an amount in excess of the approved amount, here is the process:

- 1. PSC member or committee chair emails a request to Budget coordinator (krhodenbaugh@sde.idaho.gov) that includes:
 - A description of the item or service to be purchased;
 - The estimated cost and source of estimate;
 - The request to revise the budget to include this expense, along with justification for the new charge.
- 2. Budget coordinator will review the request with the PSC administrator (and any other appropriate staff and/or PSC chair).
- Budget coordinator will prepare a recommendation for the PSC Leadership Team to review (including the line item from which the funds could be moved).

STATE DEPARTMENT OF EDUCATION

4. The PSC Leadership A will a wall a

SPENDING IN URGENT/EMERGENCY SITUATIONS

Every effort will be made to plan and manage spending of PSC funds as outlined in these guidelines. In rare circumstances, decisions must be made in a shorter period of time than these processes will allow. In those circumstances, the PSC administrator will determine the appropriateness of purchases made on behalf of the PSC, in collaboration with the PSC and Budget Subcommittee chairs when possible. Urgent/Emergency spending will be conducted within State guidelines and will be summarized and presented to the Leadership Team and PSC at the next scheduled meeting.

NOTE: Do not make any purchase (or commit any funds) until you have received notification <u>in writing</u> from Budget coordinator that the purchase has been approved. The State has very specific processes through which we can make purchases.



STATE OF IDAHO
PROFESSIONAL STANDARDS COMMISSION
STATE DEPARTMENT OF EDUCATION
PO BOX 83720
BOISE, IDAHO 83720-0027

Guidelines: PSC Budget Expenditure Request Process

SPENDING WITHIN APPROVED BUDGET LINE

Individual purchases must be pre-approved, even though the annual budget has been approved by the PSC. If a PSC member or committee would like to expend funds within the approved category, here is the process:

- 1. PSC member or committee chair emails a request to the PSC Budget coordinator (krhodenbaugh@sde.idaho.gov) that includes:
 - A description of the item or service to be purchased;
 - The estimated cost and source of estimate; and
 - The budget category into which the proposed expense falls.
- Budget coordinator will review the request, including:
 - Ensuring that the appropriate funds are available;
 - Fill out the Request for Funds Form
 - Reviewing the request with the PSC administrator; and
 - Processing any appropriate SDE purchase approvals (including PSC administrator signature).
- 3. Budget coordinator will email the member/committee chair who made the request when the approval process is complete.

SPENDING NOT APPROVED IN THE CURRENT BUDGET

If a member/committee wishes to incur an expense that has not been included in the approved budget, or in an amount in excess of the approved amount, here is the process:

- 1. PSC member or committee chair emails a request to Budget coordinator (krhodenbaugh@sde.idaho.gov) that includes:
 - A description of the item or service to be purchased:
 - The estimated cost and source of estimate;
 - The request to revise the budget to include this expense, along with justification for the new charge.
- 2. Budget coordinator will review the request with the PSC administrator (and any other appropriate staff and/or PSC chair).
- Budget coordinator will prepare a recommendation for the PSC Leadership Team to review (including the line item from which the funds could be moved).

4. The PSC Leadership Team will review the request and staff recommendation, develop a committee recommendation, and then present the request to the Commission for approval.

SPENDING IN URGENT/EMERGENCY SITUATIONS

Every effort will be made to plan and manage spending of PSC funds as outlined in these guidelines. In rare circumstances, decisions must be made in a shorter period of time than these processes will allow. In those circumstances, the PSC administrator will determine the appropriateness of purchases made on behalf of the PSC, in collaboration with the PSC and Budget Subcommittee chairs when possible. Urgent/Emergency spending will be conducted within State guidelines and will be summarized and presented to the Leadership Team and PSC at the next scheduled meeting.

NOTE: Do not make any purchase (or commit any funds) until you have received notification <u>in writing</u> from Budget coordinator that the purchase has been approved. The State has very specific processes through which we can make purchases.

SUBJECT

Proposed Change to IDAPA 08.02.02.016, Rules Governing Uniformity- Idaho Educator Credential.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1201, 33-1204 and 33-1206, Idaho Code

BACKGROUND/ DISCUSSION

In January 2007, Superintendent Luna envisioned implementing a math initiative that would increase student achievement for all students, better preparing students for the workforce or post secondary education. A 17 member task force was developed to research and develop the necessary focus areas to make this goal a reality. One of the critical focus areas is teacher education, allowing the necessary changes to take place in instructional approaches.

Students in the United States, traditionally, have been taught mathematics using procedural methods in which little room has been left for variation of processes. There has been an effort in other countries to focus instruction on developing conceptual understanding instead of the procedures that we focus on in the US. These other countries surpass the US in international exams.

A professional development opportunity has been developed in a three (3) credit course called Mathematical Thinking for Instruction (MTI). The foundation for the course is to focus on Teaching for Understanding and building mathematical thinking for students. Instructors emphasize five underlying principles of the course and encourage teachers to carry them out back in their classrooms. They include: taking students ideas seriously, pressing students conceptually, encouraging multiple strategies, addressing misconceptions, and focusing on the structure of the mathematics. Participants in the course increase both their content knowledge and their pedagogical knowledge.

Three MTI classes have been developed at the request of Idaho educators. The three classes are grade level specific including; K-3, 4-8, 6-12. Teachers and administrators shall take one of the three courses developed that most closely aligns with their current assignment prior to September 1, 2014. Teachers are expected to take what is learned in the MTI class back to their classrooms and implement those practices in their instruction. Follow up support is being provided by regional math specialists and online webinars.

The Institute for Developing Mathematical Thinking through the Boise State Center for School Improvement is working with the State Department of Education to implement this portion of the math initiative. The Director, Dr. Jonathan Brendefur, in conjunction with the SDE math coordinator, is working with instructors across the state to ensure the quality of instruction is consistent.

IMPACT

A five (5) year timeline has been established for over 10,000 educators to get through the MTI course. The I-DMT and the SDE are also working with other post secondary educational institutions to ensure the sustainability is in place for after the initial five (5) year phase. At this point only in-service teachers will be required to participate in this professional development opportunity. Priority will be given to public school math teachers for the first three years. The State Department of Education will provide stipends for the certified instructors, 3 university credits for participants successfully completing the requirements of the course, and course materials for participants. The funding for this is provided through the Idaho Math Initiative State Funding.

ATTACHMENTS

Attachment 1 – Proposed Change to IDAPA 08.02.02.016, Rules Governing Uniformity- Idaho Educator Credential. Page 5

BOARD ACTION

A motion to approve	the proposed am	endments to	DAPA (8.02.02.016	Rules
Governing Uniformity	/-Idaho Educator	Credential a	as submitt	ed.	

Moved by Seconded by Carried res No	Moved by	Seconded by	Carried Yes	No
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IDAHO ADMINISTRATIVE CODE State Board of Education

IDAPA 08.02.02 Rules Governing Uniformity

016. 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. (Section 33-1201, Idaho Code)

(3-16-04)(____)

Renewal Requirement - Mathematics In-service Program. In order to recertify, the state approved mathematics instruction course titled "Mathematical Thinking for Instruction" shall be required. The Mathematical Thinking for Instruction consists of three (3) credits (or forty-five [45] contact hours of in-service training). Teachers and administrators shall take one of the three courses developed that each teacher deems to be most closely aligned with their current assignment prior to September 1, 2014. Successful completion of 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. Each teacher holding an Early Childhood/Early Childhood Special Education Blended Certificate (Birth- Grade 3) who is employed in an elementary classroom (multi-subject classroom, K-8) shall successfully complete the Mathematical Thinking for Instruction course in order to recertify; Each teacher holding a Standard Elementary Certificate (K-8) shall successfully complete the Mathematical Thinking for Instruction course in order to recertify; Each teacher holding a Standard Secondary Certificate (6-12) teaching in a math content classroom (grade six through grade twelve) including Title I classrooms shall successfully complete the Mathematical Thinking for Instruction course in order to recertify; Each teacher holding a Standard Exceptional Child Certificate (K-12) shall successfully complete the Mathematical Thinking for Instruction course in order to recertify; Each school administrator holding an Administrator Certificate (PreK-12) shall successfully complete the Mathematical Thinking for Instruction course in order to recertify; 02. Out-of-State Applicants. Out-of-state applicants shall take the state approved mathematics

instruction course titled "Mathematical Thinking for Instruction" as a certification requirement. The Mathematical Thinking for Instruction consists of three (3) credits (or forty-five [45] contact hours of in-service training).

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SUBJECT

Proposed Change to IDAPA 08.02.02.029, Rules Governing Uniformity-Consulting Teacher Endorsements.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1258, Idaho Code

BACKGROUND/ DISCUSSION

The Idaho Math Initiative is offering a professional development opportunity for math educators and administrators. Research shows that in order for a professional development opportunity to be successfully implemented, follow up opportunities must be made available. As part of the math initiative, the follow up support includes working closely with regional math specialists and district instructional coaches. To ensure that qualified educators are conducting this additional follow up support, a mathematical consulting teacher endorsement has been developed.

Many teachers that have taken the Mathematical Thinking for Instruction (MTI) course during the first year of implementation have requested additional classes in this field of study. The State Department of Education conducted a fall math and business conference and two additional meetings (April, 2008 and May, 2009) with post-secondary institutions to address the need for increased opportunities in professional development in the area of mathematics. Meeting participants included representatives from the College of Southern Idaho, Idaho State University, Northwest Nazarene University, University of Idaho, Boise State University, BYU Idaho, College of Idaho, and Lewis Clark State College. The participating institutions (pending university approval), will cooperate in developing these courses, which can be administered by any of the institutions.

During these meetings, course work for the Mathematics Consulting Teacher endorsement was discussed. The endorsement shall include a minimum of 20 credits with coursework covering the full series of Mathematics Thinking for Instruction (MTI) Classes, Geometry & Measurement, Algebraic Reasoning, and Data Analysis & Probability. The MTI courses have already been developed and the other courses will be developed in cooperation with all of the participating institutions of higher education and the State Department of Education. One primary goal of the endorsement program is to produce exemplar teachers, who will lead and build the knowledge of their colleagues throughout the state of Idaho.

IMPACT

Funding for the development of these courses will be sought through state and federal moneys (e.g. Math Science Partnership, National Science Foundation, Department of Education, Math Initiative, etc.) This project is sustainable because the cost of ongoing course delivery will come from the course tuitions paid by the participants.

ATTACHMENTS

Attachment 1 – Proposed Change to IDAPA 08.02.02.029, Rules Governing Uniformity- Consulting Teacher Endorsements. Page 3

BOARD ACTION

A motion to approve	the proposed	amendments	to IDAPA	08.02.02.029	Rules
Governing Uniformity	/ - Consulting Te	eacher Endorser	ments.		

Moved by _____ Seconded by ____ Carried Yes ____ No ____

IDAHO ADMINISTRATIVE CODE State Board of Education

IDAPA 08.02.02 Rules Governing Uniformity

029.	CONSULTING TEACHER ENDORSEMENT <u>S</u> .	
materia	O1. Technical Assistance to Teachers . Consulting teachers provide technical assist r staff in the school district with regard to the selection and implementation of apper, instructional strategies, and procedures to improve the educational outcomes for students may also provide direct intervention for students with significant needs.	ropriate teaching
	01. Special Education Consulting Teacher	
Childh	Q2. a. Eligibility for a <u>Special Education</u> Consulting Teacher Endorsement. To <u>Education</u> Consulting Teacher endorsement on the Standard Exceptional Child Certific de /Early Childhood Special Education Blended Certificate (Birth-Grade 3), the Standard Secondary Teaching Certificate, a candidate must have satisfied	ficate, the Early dard Elementary
Special master' demons instruct Program and ma	Education requirements. Qualify for or hold a Standard Exceptional Child Certificate a Standard Elementary Certificate, Standard Secondary Certificate, or Early Childhood Education Blended Certificate (Birth-Grade 3). Plus completion, in an accredited college of degree or an approved fifth year program as defined by the Idaho State Board of Educated competencies in the following areas: Assessment of learning behaviors; Indicated programs based on educational diagnosis; Behavioral and/or classroom manage implementation and supervision; Knowledge in use of current methods, materials and reagement and operation of media centers; Ability in identifying and utilizing community or ort services; and Counseling skills and guidance of professional staff.	/Early Childhood or university, of a acation, and have ividualization of ment techniques assources available
years o	b.ii. Experience. Completion of a minimum of three (3) years' teaching experience which must be in a special education classroom setting.	, at least two (2)
learnin classro materia utilizin personi	e.iii. Letter of Recommendation. Provide a letter of recommendation from the support istrict that provides verification of demonstrated competencies in the following area behaviors; individualization of instructional programs based on educational diagnosis; in management techniques; program implementation and supervision; knowledge in use of and resources available and management and operation of media centers; ability in community or agency resources and support services; and counseling skills and guidant and three (3) years of successful experience as a special education teacher working in elementary or secondary schools; and	s: assessment of behavioral and/or current methods in identifying and the of professional
teacher	d.iv. Three (3) years of successful experience as a special education teacher workin in elementary or secondary schools.	g with classroom (4-11-06)(
	02. Mathematics Consulting Teacher	
	Eligibility for a Mathematics Consulting Teacher Endorsement. To be	e eligible for a
	tics Consulting Teacher endorsement on the Standard Elementary Certificate, Standard	•
	te, Standard Exceptional Child Certificate, or Early Childhood/Early Childhood Special E	ducation Blended
Certific	te (Birth-Grade 3), a candidate must have satisfied the following requirements:	(
	Education requirements. Qualify for or hold a Standard Elementary Cert	ificate Standard
Second	ry Certificate, Standard Exceptional Child Certificate, or Early Childhood/Early C	
	n Blended Certificate (Birth-Grade 3) and have demonstrated competencies in the following	
	n of twenty (20) semester credit hours of coursework.	(

The competencies are centered on four emphases: Big Ideas in Mathematics, Proof and Argume	ntation,
Mathematics Knowledge for Teaching, and Rich Tasks. Coursework required includes the full se	eries of
Mathematics Thinking for Instruction (MTI), Geometry & Measurement, Algebraic Reasoning, and Data A	analysis
& Probability.	()
<u>ii.</u> Experience. Completion of a minimum of three (3) years' teaching experience.	()
iii. Assessment of performance. Prior to being granted the Mathematics Consulting	<u> Teacher</u>
endorsement, candidates must have proof of successful performance through teacher portfolios. These po	ortfolios
will include both quantitative and qualitative measurements such as pre- and post-interviews, teacher known	wledge
inventories, classroom video, lesson plans, and student work samples.	()

SUBJECT

Proposed Rule - IDAPA 08.02.03.105- High School Graduation Requirements.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Administrative Code, IDAPA 08.02.03. – Section 105, High School Graduation Requirements

BACKGROUND/DISCUSSION

This revision to IDAPA 08.02.03.105 includes a number of changes described below:

The State Department of Education continues to field numerous calls regarding the number of instructional hours necessary to grant a high school credit. Currently state law does not define this. This question has become more prevalent as districts look at adopting a variety of different scheduling alternatives to meet the demands of NCLB and the new increased graduation requirements established by the State Board of Education. To provide districts with the guidance necessary to establish their instructional calendars, as well as for consistency of credit hours for transferability, we are recommending that the State Board of Education adopt a minimum of 60 hours of instruction per credit. The 60 hours is in line with a Carnegie Unit which is the national standard for contact time with an instructor to earn a credit at the secondary level. This change also includes a waiver process for those districts who would like to require less than 60 hours of total instruction but can substantiate a legitimate reason for doing so. Currently all but three school districts in the state of Idaho require 60 hours of instruction or more per credit.

In addition to establishing a number of hours per credit, the State Department of Education would like to establish a policy for mastery of a subject. Research and national trends in secondary education are moving many states towards policies that allow for granting credit based on mastery rather than traditional seat time. This change in policy would give districts the flexibility to establish mastery policies that would provide students the opportunity to challenge courses that they are knowledgeable in and focus on courses that they may need more assistance in or on courses where they may want to spend more time exploring.

Currently, IDAPA 08.02.03.105 allows for students at the middle school to earn high school credit in Math and Science courses as long as that course meets the same standards that are required in high school. We would like to expand this opportunity to all subject areas.

ATTACHMENTS

Attachment 1 – Proposed Change to IDAPA 08.02.03 – Section 105 Page 3

BOARD ACTION	BO	ARI	DΑ	CT	10	N
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A mo	otion	to	appr	ove	the	prop	osed	amer	ndme	nts	to	Idaho	Adı	mini	strativ	ve	Code,
IDAF	90 A	3.02	2.03 -	- Se	ction	105,	High	Scho	ool Gi	radı	uati	on Re	quir	eme	ents.		

Moved by _____ Seconded by ____ Carried Yes ____ No ____

IDAHO ADMINISTRATIVE CODE State Board of Education

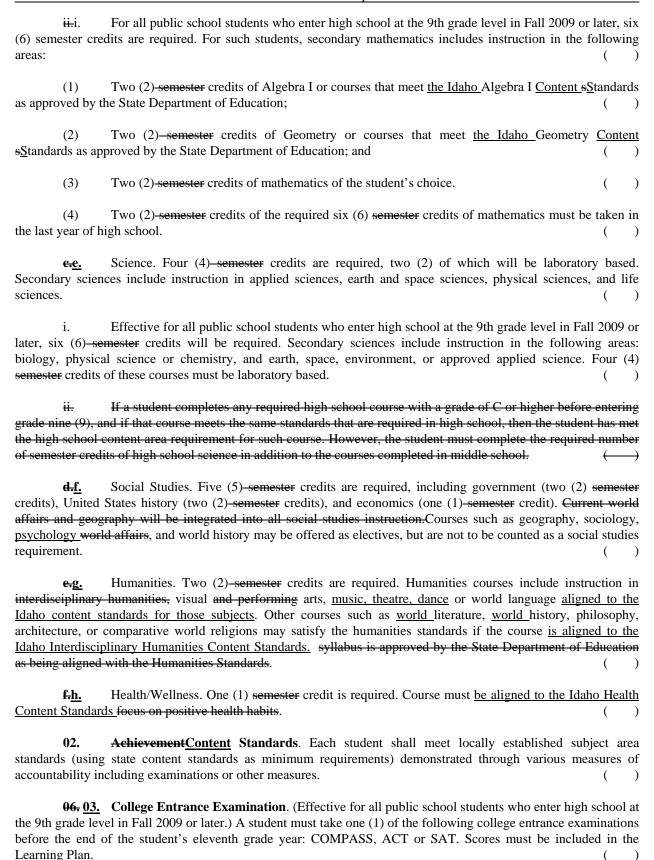
IDAPA 08.02.03 Rules Governing Thoroughness

105. HIGH SCHOOL GRADUATION REQUIREMENTS.

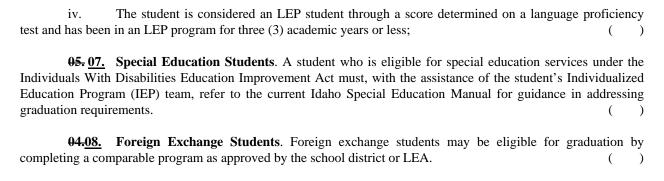
A student must meet all of the requirements identified in this section before the student will be eligible to graduate from an Idaho high school. The local school district or LEA may establish graduation requirements beyond the state minimum.

- **01. Credit Requirements**. The State minimum graduation requirement for all Idaho public high schools is forty-two (42)—semester credits. The forty-two (42)—semester credits must include twenty-five (25) semester credits in core subjects as identified in Paragraphs 105.01.ac. through 105.01.fh. All credit-bearing classes must be aligned with state high school standards in the content areas for which standards exist. For all public school students who enter high school at the 9th grade level in Fall 2009 or later, the minimum graduation requirement will be forty-five (45)—semester credits and must include twenty-nine (29)—semester credits in core subjects as identified in Paragraphs 105.01.ab. through 105.01.fg. ()
- a. Credits. (Effective for all students who enter the ninth grade in the fall of 2010 or later.) One credit shall equal sixty (60) hours of total instruction. School districts or LEA's may request a waiver from this provision by submitting a letter to the State Department of Education for approval, signed by the superintendent and chair of the board of trustees of the district or LEA. The waiver request shall provide information and documentation that substantiates the school district or LEA's reason for not requiring sixty (60) hours of total instruction per credit.
- <u>b.</u> <u>Mastery.</u> Students may also achieve credits by demonstrating mastery of a subject's content standards through one or more of the following as defined and approved by the local school district or LEA:
- i. Successfully passes a local school district or LEA end of course assessment with a minimum score of eighty (80) percent correct;
- <u>ii.</u> Provides sample of work or other evidence which demonstrates equivalent knowledge or skill to that which would be gained by taking the course;
- <u>iii.</u> Provides documentation of prior learning activities or experiences (e.g., certification of training, letters, diplomas, awards, etc.) which demonstrates equivalent knowledge or skill to that which would be gained by taking the course.
- **a.c.** Secondary Language Arts and Communication. Nine (9) semester credits are required, that include eEight (8) semester credits of instruction in Language Arts. Each year of Language Arts shall consist of language study, composition, and literature and be aligned to the Idaho Content Standards for the appropriate grade level.; including σOne (1) semester credit of instruction in communications consisting of oral communication and technological applications that includes a course in speech, a course in debate, or a sequence of instructional activities that meet the Idaho Speech Content state high school communications sStandards requirements.
- **b.d.** Mathematics. Four (4) semester credits are required. Secondary mathematics includes Applied Mathematics, Business Mathematics, Algebra, Geometry, Trigonometry, Fundamentals of Calculus, Probability and Statistics, Discrete Mathematics, and courses in mathematical problem solving and reasoning.
- i. If a student completes any required high school course with a grade of C or higher before entering grade nine (9), and if that course meets the same standards that are required in high school, then the student has met the high school content area requirement for such course. However, the student must complete the required four (4) eredits of high school math in addition to the courses completed in middle school.

 (SD 0805)



level in Fall 200 must-also includ	Senior Project . (Effective for all public school students who enter high school at 9 or later.) A student must complete a senior project by the end of grade twelve (1) e a written report and an oral presentation. Additional requirements for a senior prolocal school district or LEA.	2). The project
then the student complete the req	Middle School. If a student completes any required high school course with a grade tering grade nine (9), and if that course meets the same standards that are required in I has met the high school content area requirement for such course. However, the stude uired number of credits in all high school core subjects as identified in subsections bempleted in middle school.	nigh school, nt must
students who en proficient or adv at least a profic opportunity to de All locally estal Education for re	Proficiency . Each student must achieve a proficient or advanced score on the Greenent Test (ISAT) in math, reading and language usage in order to graduate. For all ter high school at the 9th grade level in the Fall 2009 or later, each student must anced score on the science portion of the ISAT in order to graduate. A student who ient score prior to graduation may appeal to the school district or LEA, and with emonstrate proficiency of the content standards through some other locally established blished mechanisms used to demonstrate proficiency will be forwarded to the State and information. Districts with alternate measures on file with the Board on the re-submit their plans to the Board. Alternate mechanisms must be re-submitted to the in their plans.	I public school also achieve a does not attain Il be given an ed mechanism. State Board of e effective date
a.	Before entering an alternate measure, the student must be:	(4-2-08)
i.	Enrolled in a special education program and have an Individual Education Plan (IEF); or (3-20-04)
ii.	Enrolled in an Limited English Proficient (LEP) program for three (3) academic year	rs or less; or (3-20-04)
iii.	Enrolled in the fall semester of the senior year.	(3-20-04)
b.	The measure must be:	()
i.	Aligned at a minimum to tenth grade state content standards;	(3-20-04)
ii.	Aligned to the state content standards for the subject matter in question;	()
iii.	Valid and reliable; and	()
iv. academic profici	Ninety percent (90%) of the criteria of the measure, or combination of measures, muency and performance.	ust be based on (3-20-04)
c.	A student is not required to achieve a proficient or advanced score on the ISAT if:	()
-	The student received a proficient or advanced score on an exit exam from and ards-based exam for graduation. The state's exit exam must approved by the Sust measure skills at the tenth grade level and be in comparable subject areas to the IS	State Board of
ii. the Board as outl	The student completes another measure established by a school district or LEA arined in Subsection 105.03; or	nd received by
iii. recommended or	The student has an IEP that outlines alternate requirements for graduation or an the test;	idaptations are



SUBJECT

Temporary and Proposed Rule – 08.02.03.109 Rules Governing Thoroughness – Special Education

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-116, 33-2002, Idaho Code 20 U.S.C, Section 1412; Individuals with Disabilities Education Act (IDEA)

BACKGROUND/DISCUSSION

Section 109 of the Rules Governing Thoroughness include some of the basic requirements of the state and school districts provision of special education as required under the Individuals with Disabilities Education Act (IDEA). The proposed changes to this rule provide greater clarity to these rules and reduce confusion.

- In subsection 03 Eligibility for Special Education references to noncategorical eligibility have been struck; Idaho and IDEA do not have noncategorical eligibility.
- This change also removes subsection 109.02.d. which addresses the IDEA requirement for proportionate expenditures to serve home school students with disabilities. This subsection extends beyond the IDEA regulations which define the requirement for proportionate expenditures based on the number of students with disabilities who are parentally-placed in a private school. Subsection d applies the proportionate expenditure beyond IDEA requirement to include home school students which would be incalculable for the district as well as being in conflict with IDEA and the use of a district's special education funds. The intended purpose of this subsection is covered in other rules and regulations, making this subsection unnecessary and misleading.
- A new item has been added to this temporary and proposed rule defining the Idaho Special Education Manual and officially establishing it as the adopted policies and procedures for special education in Idaho. IDEA (20 U.S.C, Section 1412) requires that states and districts establish policies, procedures and criteria in accordance, Idaho developed the Special Education Manual (the manual was initially developed prior to 2001 and has undergone periodic revisions). One of the groups that provide technical assistance to Idaho related to Special Education has recommended that the Manual be reviewed and officially adopted by the Idaho State Board of Education (the state education agency).

This rule is temporary as well as proposed because of the need for compliance with federal regulations.

ATTACHMENTS

Attachment 1 – Temporary and Proposed Rule 08.02.03.109

Page 3

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• • • • • • • • • • • • • • • • • • • •	ove the temporary and prop oughness – Special Educati		2.03.109 Ru	les
Moved by	Seconded by	Carried Ves	No	

IDAHO ADMINISTRATIVE CODE State Board of Education

IDAPA 08.02.03 Rules Governing Thoroughness

(4-5-00)

(4-5-00)

109. SPECIAL EDUCATION.

02.

all governing special education requirements.

	01.	Definitions . The following definitions apply only to Section 109 of these rules.	(4-5-00)
older an	a. Indicate to who	Adult student. A student who is eligible for special education, is eighteen (18) years of m special education rights have transferred.	of age or (4-5-00)
	b.	Department. State Department of Education.	(4-5-00)
	<u>c.</u>	Due process hearing. An administrative hearing that is conducted to resolve disputes.	<u>()</u>
_		i. Regular due process hearing regarding issues on any matter related to identification, ex the provision of a free appropriate public education except for disputes concerning discipled hearing may be requested under the Individuals with Disabilities Education Act.	
lines are	e in effect	ii. Expedited due process hearing resolves disputes concerning discipline for which shorted to in accordance with the Individuals with Disabilities Education Act.	ened time ()
_		Education agency. Each school district and other public agency that is responsible for part and related services to students with disabilities, including the Department of Juvenile Cohool for the Deaf and Blind.	
discipli Act.	d. ne for wh	Expedited due process hearing. An administrative hearing to resolve disputes contiched shortened time lines are in effect in accordance with the Individuals with Disabilities I	
(IDEA) Educati	, Parts A on Manu	Governing special education requirements. Sections 33-201, 33-2001 through 2002, and 33-2010, Idaho Code; Section 109 of these rules; the Individuals with Disabilities Educated B, (20 U.S.C., Sections 1400-1419); IDEA Regulations (34 C.F.R. Part 300); Idaho Lal policies and procedures the State Department of Education is required to adopt to exements of 20 U.S.C., Section 1412; and special education case law that sets precedence in Idaho.	ation Act o Special meet the
		Idaho Special Education Manual. Policies and procedures, as approved and adopted by ion, that are consistent with state and federal laws, rules, regulations, and legal requirement quirements of 20 U.S.C, Section 1412.	
except :	for disput	Regular due process hearing. An administrative hearing that is conducted to resolve died to identification, evaluation, placement, or the provision of a free appropriate public tes concerning discipline for which an expedited hearing may be requested under the In Education Act.	education
Educati	g. on Act or	Special education. Specially designed instruction as defined by the Individuals with Despeech-language pathology services to meet the unique needs of a special education stude.	

a. The Board of Trustees or other comparable governing body of each education agency shall adopt policies and procedures for providing special education services and obtain approval from the State Department of

Legal Compliance. The State Department of Education and education agencies shall comply with

Education for the same. Department approval shall be based on current governing special education requirements. Each education agency shall revise its policies and procedures as necessary to conform with changes in governing special education requirements. (4-5-00)

- **b.** The State Department of Education shall provide education agencies with a sample set of policies and procedures that is consistent with governing special education requirements. The Department shall monitor all education agencies and private agencies who provide special education services to students with disabilities for compliance with governing special education requirements and adopted policies and procedures. (4-5-00)
- **c.** Each education agency shall ensure that charter schools and alternative schools located in its jurisdiction have nondiscriminatory enrollment practices. Each education agency shall ensure the provision of special education and related services to eligible students enrolled in charter and alternative schools in accordance with governing special education requirements. (4-5-00)
- d. The child find, services plan, and proportionate expenditure requirements of the Individuals with Disabilities Education Act that apply to students who are voluntarily enrolled in private schools by their parents shall also apply to home school students.

 (4 5 00)
- **ed.** Each education agency contracting with a private school or facility shall ensure that the private school or facility is approved by the State Department of Education to provide special education services. The Department may approve a private school or facility to provide special education services upon application to the Department if it:

 (4-5-00)
 - i. Is an accredited school or a licensed rehabilitation center; and (4-5-00)
 - ii. Meets minimum health, fire and safety standards; and (4-5-00)
 - iii. Is nonsectarian; and (4-5-00)
 - iv. Provides special education services consistent with governing special education requirements. (4-5-00)
- v. Any private school or facility aggrieved by the Department's final decision may appeal that decision to the State Board of Education. (4-5-00)
- **fe.** Education agencies shall employ special education and related services professional personnel using certification standards approved by the State Board of Education or licensing standards adopted by the Bureau of Occupational Licensing. Education agencies shall employ individuals who meet the highest entry-level standard that applies to a specific discipline unless there is a shortage of fully qualified candidates for a specific position. If there is a shortage of fully qualified candidates, the education agency shall hire the most qualified individual available who is making satisfactory progress toward meeting the highest entry-level standard within three (3) years. (4-5-00)
- $\underline{\mathbf{gf.}}$ Education agencies may employ paraprofessional personnel to assist in the provision of special education and related services to students with disabilities if they meet standards established by the State Department of Education. (4-5-00)
- **hg.** Education agencies shall collect and report data as necessary to meet state and federal requirements concerning special education services, staff or students. Education agencies shall develop, implement and revise district improvement plans as necessary to improve results as measured by data on goals and indicators for the performance of special education students that are established by the State Department of Education in accordance with the Individuals with Disabilities Education Act. (4-5-00)
 - **ih.** Education agencies shall establish a team process to problem solve and plan general education

interventions to ensure that referrals to special education are appropriate.

(4-5-00)

- **O3.** Eligibility for Special Education. The State Department of Education shall provide state eligibility criteria for special education services for categorical and noncategorical eligibility consistent with the Individuals with Disabilities Education Act. Education agencies shall consider eligibility under all disability categories set forth in the Idaho Special Education Manual with the exception of developmental delay, which is an optional category. If an education agency elects to use the developmental delay category, it shall consider developmental delay for students ages three (3) through nine (9) using the eligibility criteria adopted by the Department and set forth in the Idaho Special Education Manual. Noncategorical eligibility procedures and criteria may be used only by schools and education agencies that have applied for and been granted a noncategorical eligibility waiver. (4-5-00)
- **04. Individualized Education Programs**. Each education agency shall develop an individualized education program (IEP) for each student who is eligible for special education. The IEP shall be implemented as soon as possible after it is developed. The total timeline from the date of receipt of written parental consent for an initial assessment to the date of IEP implementation shall not exceed sixty (60) calendar days, excluding periods when regular school is not in session for five (5) or more consecutive school days, unless all parties agree to an extension. A new IEP shall be developed at least annually, on or before the date the previous IEP was developed.

(4-5-00)

- **a.** IEP team meetings shall be convened upon reasonable request of any IEP team member at times other than the annual review. If the education agency refuses to convene an IEP team meeting requested by a parent or adult student, the agency shall provide written notice of the refusal. (4-5-00)
- **b.** Education agencies shall document the attendance of all participants at each IEP team meeting. Any participant who does not agree with an IEP team decision regarding a student's educational program may place a minority report in that student's file. A minority report shall not prevent implementation of an IEP team decision.

(4-5-00)

- **c.** The IEP team shall determine the student's placement in the least restrictive environment. (5-3-03)
- **d.** At the discretion of the education agency, an individualized family service plan (IFSP) may be used in place of an IEP if: (4-5-00)
 - i. The child is ages three (3) through five (5), and (4-5-00)
- ii. The child's parents are provided with a detailed explanation of the differences between an IFSP and an IEP, and (4-5-00)
 - iii. The child's parents provide written consent to use the IFSP, and (4-5-00)
 - iv. The IFSP is developed in accordance with IDEA Part B policies and procedures. (5-3-03)
- v. Nothing in this part requires education agencies to develop IFSPs rather than IEPs for three (3) through five (5) year olds nor to implement more than the educational components of the IFSP. (4-5-00)
- e. When a student who has been determined eligible for special education, as indicated by a current IEP, transfers from one (1) Idaho education agency to another, the student is entitled to continue to receive special education services. The receiving education agency may accept and implement the existing IEP or may convene an IEP team meeting to develop a new IEP. If a new IEP cannot be developed within five (5) school days, or if the education agency wishes to re-evaluate the child, an interim (short-term) IEP shall be implemented pending development of the standard IEP. (4-5-00)
 - **f.** If a student who is eligible for special education in another state transfers to an Idaho education

agency, the Idaho education agency shall request a copy of the student's most recent eligibility documentation and IEP within two (2) school days. Within five (5) school days of receipt of the eligibility documentation and IEP, the Idaho education agency shall determine if it will adopt the existing eligibility documentation and IEP. If the education agency disagrees with the existing eligibility documentation, or if the documentation is not available within a reasonable time period, consent for an initial assessment shall be sought. While the assessment and evaluation is in process, the education agency may implement an interim IEP if the parent or adult student agrees. If the parent or adult student does not agree to an interim IEP, the student shall be placed in general education. (4-5-00)

- **05. Procedural Safeguards**. Education agencies will use appropriate procedural safeguards consistent with the Individuals with Disabilities Education Act. (8-4-99)
- a. If a parent or adult student disagrees with an individualized education program change or placement change proposed by the district, the parent or adult student may file a written objection to all or parts of the proposed change. If the written objection is postmarked or hand delivered within ten (10) calendar days of the date the parent or adult student receives written notice of the proposed change, the proposed change cannot be implemented. Informal methods such as additional IEP team meetings or voluntary mediation may be used to resolve the disagreement. If these methods fail, the education agency may request a due process hearing to obtain a hearing officer's decision regarding the proposed change. The written objection cannot be used to prevent the education agency from placing a student in an interim alternative educational setting in accordance with IDEA discipline procedures. (4-5-00)
- **b.** Mediation may be requested by an education agency, parent, or adult student, or offered by the State Department of Education at any time. The Department shall screen all such requests to determine appropriateness. Any time a hearing is requested, the Department shall offer mediation using policies and requirements set forth in the Individuals with Disabilities Education Act regulations. If the Department appoints a mediator, the Department will reimburse the mediator for an honorarium and travel expenses shall be responsible for compensating the mediator. All mediation participants shall be required to sign a confidentiality pledge. Attorney fees may not be awarded for a mediation that is conducted prior to a request for a due process hearing. (4-5-00)
- c. The State Department of Education shall administer a single-tiered due process hearing system to resolve disputes between education agencies and parents or adult students. When a due process hearing is requested, the superintendent, special education director, or other agency administrator shall inform the agency's board of trustees or other governing body of the request. The education agency shall immediately notify the Department's Bureau/Director of Special Education of any request for a due process hearing. Within ten (10) calendar days of a written request for a regular hearing, or within five (5) business days of a written request for an expedited hearing, an impartial hearing officer shall be assigned by the Department. The Department shall maintain a list of trained hearing officers and their qualifications. (4-5-00)
- **d.** The education agency that is a party to the hearing shall be responsible for compensating the hearing officer and paying for the cost of a verbatim transcript of the hearing. (4-5-00)
- **e.** Due process hearings shall be conducted pursuant to the Idaho Administrative Procedures Act (APA) <u>04.11.01</u>, <u>and the Individuals with Disabilities Education Act (IDEA) requirements, and the Idaho Special Education Manual</u>. In case of any conflict between the APA and the IDEA, the IDEA shall supersede the APA, the APA shall supersede the Idaho Special Education Manual. (4-5-00)
- f. The hearing officer shall issue a written decision that includes findings of fact and conclusions of law within forty-five (45) calendar days of the date a regular hearing is requested, unless a specific extension of this time line is requested by one (1) of the parties and granted by the hearing officer. The hearing officer shall issue a written decision that includes findings of fact and conclusions of law within twenty (20) calendar days of a written request for an expedited hearing, unless a specific extension of this time line has been granted. An extension of the time line for an expedited hearing shall not exceed an additional twenty-five (25) calendar days, and may be granted only if requested by one (1) of the parties and agreed to by both parties. The decision shall be sent to the parent or adult student, the education agency administrator, their respective representatives, and the State Department of

Education. (4-5-00)

- g. The hearing officer's decision shall be binding unless either party appeals the decision by initiating a civil action. The hearing officer's decision shall be implemented not later than fourteen (14) calendar days from the date of issuance unless an appeal is filed by a parent or adult student or the decision specifies a different implementation date. An appeal to civil court must be filed within forty-two (42) calendar days from the date of issuance of the hearing officer's decision. (4-5-00)
- **h.** During the hearing the education agency shall provide reasonable accommodations as required by federal and state regulations. Disputes concerning reasonable accommodations shall be referred to the Department of Education's Americans with Disabilities Act (ADA) Committee for resolution. (4-5-00)
- i. During the pendency of any due process hearing or civil appeal the child's educational placement shall be determined by the Individuals with Disabilities Education Act "stay put" requirements. (4-5-00)
- j. A parent or adult student has the right to an independent educational evaluation (IEE) at public expense if the parent or adult student disagrees with an evaluation obtained by the education agency. Whenever an independent educational evaluation is at public expense, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the examiner, shall be the same as the criteria the education agency uses when it initiates an evaluation, to the extent those criteria are consistent with the parent or adult student's right to an IEE. If an education agency has cost as one (1) of the criteria the education agency uses when it initiates an evaluation, the education agency may apply that criteria to independent educational evaluations. However, the parent or adult student has the right to demonstrate that unique circumstances justify an IEE that falls outside the education agency's cost criteria, and if so demonstrated, that IEE shall be publicly funded. A due process hearing may be initiated by the education agency to determine if the evaluation conducted by the education agency is appropriate. If the final decision of a hearing officer, or civil court, if the hearing officer's decision is appealed, is that the evaluation conducted by the education agency is appropriate, the parent or adult student still has the right to an independent educational evaluation, but not at the education agency's expense.

 (4-5-00)
- **k.** Student records shall be managed in accordance with IDEA and Family and Educational Rights and Privacy Act regulations governing security, confidentiality, access, maintenance, destruction, inspection and amendment. (4-5-00)
- **06. Assistive Technology Devices**. Education agencies may hold a parent liable for the replacement or repair of an assistive technology device that is purchased or otherwise procured by the education agency if it is lost, stolen, or damaged due to negligence or misuse at home or in another setting outside of school time. (4-5-00)
- **O7. Diplomas and Graduation**. School districts shall use a regular diploma for students who are eligible for special education at the completion of their secondary program. The transcript serves as a record of individual accomplishments, achievements, and courses completed. A modified or differentiated diploma or certificate may not be used for students who are eligible for special education unless the same diploma or certificate is granted to students without disabilities. If a student is not granted a regular high school diploma or if a regular high school diploma is granted for completing requirements that are not comparable to regular graduation requirements, a student who is eligible for special education is entitled to receive a free appropriate public education through the semester in which the student turns twenty-one (21) years of age or until the student completes requirements that are comparable to regular graduation requirements, whichever comes first. (4-5-00)
- **O8. Special Education Advisory Panel**. The State Superintendent of Public Instruction shall appoint members to serve on the Special Education Advisory Panel. Panel members shall elect annually an individual to serve a one (1) year term as vice-chair followed by a one (1) year term as chair. (4-5-00)

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SUBJECT

Proposed Rule- IDAPA 08.02.03.200, K-12 Achievement Standards

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Administrative Code, IDAPA 08.02.03 - Section 200, K-12 Achievement Standards

Section 33-105, Idaho Code

BACKGROUND/DISCUSSION

In 2005, Idaho submitted assessment materials for review under the standards and assessment requirements of the Elementary and Secondary Education Act (ESEA), as amended by the No Child Left Behind Act of 2001 (NCLB). External peer reviewers and U.S. Department of Education staff evaluated Idaho's submission and found it was not in compliance with certain regulator and statutory requirements. During the 2005-2006 school year, Idaho addressed critical elements summarized in the report findings including that the achievement standards should be reviewed and reorganized to solve the problems and inconsistencies that were revealed and that they be renamed the Idaho Content Standards.

Since then, the term "state achievement standards" has been updated in IDAPA 08.02.03.004 to read "Idaho Content Standards." However, the term was not changed elsewhere in rule. The rule change presented here will update the term usage, as well as correct an incorrect citation.

ATTACHMENTS

Attachment 1 – Proposed	Change to IDAPA 08.02.03.200
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Page 3

BOARD ACTION

A motion to approve	the proposed rule	IDAPA	08.02.03.200,	Rules	Governing
Thoroughness, K-12	Achievement Stand	ards as	submitted.		

Moved by Seconded by		
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IDAHO ADMINISTRATIVE CODE State Board of Education

IDAPA 08.02.03 Rules Governing Thoroughness

200. K-12 STATE ACHIEVEMENTIDAHO CONTENT STANDARDS.

As stated in Subsection 105.02 of these Thoroughness rules, all students graduating from Idaho public high schools must meet locally established achievementcontent standards. The standards set forth in Sections 250 through 954, inclusive, 004 are state achievementcontent standards that shall be the minimum standards used by every school district in the state in order to establish a level of academic achievement necessary to graduate from Idaho's public schools. Each school district may set standards more rigorous than these state achievementcontent standards but no district shall use any standards less rigorous than those set forth in these Thoroughness rules. The implementation time and effective date for these AchievementContent Standards rules is the graduating senior class of 2005.(3-15-02)(_____)

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SUBJECT

Pending Rule – Docket 08-0203-0902 – Idaho Content Standards

REFERENCE

April 17, 2009

The Board approved the request of the State Department of Education to approve the Idaho Content Standards and the Idaho Extended Content Standards as documented to be incorporated by reference into rule. Roll call vote taken; motion carried unanimously.

APPLICABLE STATUTE, RULE, OR POLICY

IDAPA 08.02.03.004, Rules of the Board Governing Thoroughness Section 33-1612, Idaho Code

BACKGROUND/DISCUSSION

The Idaho Content Standards for Social Studies, Health, Physical Education, Humanities, and Science were presented to the State Board for initial approval in April 2009. Since then, the text of the rule was published in the June 3, 2009 Idaho Administrative Rules Bulletin and opened for public comment.

Public comments were received for the Social Studies standards. The following are a list of changes made based on the recommendations of the standards review committee:

- Objective 2.SS.2.1.2: Change The to A.
- Objective 2.SS.4.2.2: Change Tell to State
- Objective 3.SS.4.2.2: Change Tell to State
- Objective 5.SS.1.2.6: Add Scientific to Technological advances
- Objective 5.SS.4.1.4: Change Concepts to Principles. Change Protect, Individual Rights and Promote the Common Good Describes How the Government is Organized and that the United States Constitution is the Supreme Law of the Law to Popular Sovereignty, Limited Government, Separation of Powers, Majority Rule with Minority Rights, Federalism.
- Objective 6-9.GWH.1.8.1: Add Major Aspects Of
- Objective 6-9.GWH.2.5.3: Add Forms to Land and delete Forms after Water
- Objective 6-9.GWH.2.5.5: Add Can after Place
- Objective 6-9.GEH.1.8.1: Add Major Aspects Of. Delete Such as Muslim Civilization, China, Japan, and sub-Sahara Africa.
- Objective 6-9.GEH.2.5.3: Add Forms to Land and delete Forms after Water
- Objective 6-9.GEH.2.5.5: Add Can after Place
- Objective 9-12.USH2.5.1.3: Add The before Middle East.
- Grade 9-12 American Government, Standard 2: Geography: Delete No Goals or Objectives in American Government and Add Students in

American Government explain how geography enables people to comprehend the relationships between people, places, and environments over time.

- Grade 9-12 American Government, Standard 2: Geography: Add Objective 9-12.G.2.5.1 Analyze the impact of geography on the American political system, such as electoral politics and congressional redistricting.
- Grade 9-12 Economics, Standard 2: Geography: Delete No Goals or Objectives in Economics and Add Students in Economics analyze the human and physical characteristics of different places and regions.
- Grade 9-12 Economics, Standard 2: Geography: Add Objective 9-12.E.2.4.1. Explain how the factors of production are distributed among geographic regions and how this influences economic growth.
- Objective 9-12.E.3.2.1: Add And Economic Philosophies.

Public comments were also received for the Health Education standards. Based on the comments, minor grammatical changes were made to the Health Education Standards along with a revision of one objective and the addition of one new objective under Grades 9-12, Standard 2 - Analyzing Influences.

- Objective 2 changed to read Analyze how peers influence healthy and unhealthy behaviors
- Objective 3 added and reads: Evaluate how the school and community can affect personal health practice and behaviors

Comments were received for the Physical Education and Chemistry standards; however, upon review no revisions were deemed necessary.

No public comments were received for the Humanities standards during the public comment period. As a result no changes were made.

ATTACHMENTS

Attachment 1 – Proposed Change to IDAPA 08.02.03.004	Page 3
Attachment 2 – Idaho Content Standards for Social Studies	Page 5
Attachment 3 – Idaho Content Standards for Health Education	Page 67
Attachment 4 – Idaho Content Standards for Physical Education	Page 85
Attachment 5 – Idaho Content Standards for Chemistry	Page 97
Attachment 6 – Idaho Content Standards for Humanities	Page 101

BOARD ACTION

A motion to approve Pending Rules – Docket No. 08-0203-0902 – Idaho Content Standards and the Idaho Content Standards for Social Studies, Health Education, Physical Education, Chemistry and Humanities.

Marradar	Canadad bu	Countral Vac	NI.
Moved by	Seconded by	Carried Yes _	INO

IDAHO ADMINISTRATIVE CODE State Board of Education

IDAPA 08.02.03 Rules Governing Thoroughness

004. INCORPORATION BY REFERENCE.

The following documents are incorporated into this rule:

(3-30-07)

	erials adoption schedule. Copies of this document can be found on the State Board of	
ebsite at nttp	://www.boardofed.idaho.gov. (11-3-	U8) I (
a <u>.</u>	Driver Education, as revised and adopted on August 21, 2008.	()
<u>b.</u>	Health, as revised and adopted on April 17, 2009.	()
<u>c.</u>	<u>Humanities Categories:</u>	()
<u>i.</u>	Art, as revised and adopted on April 17, 2009;	()
<u>ii.</u>	Dance, as revised and adopted on April 17, 2009;	()
<u>iii.</u>	Drama, as revised and adopted on April 17, 2009;	()
<u>iv.</u>	Interdisciplinary, as revised and adopted on April 17, 2009;	()
<u>v.</u>	Music, as revised and adopted on April 17, 2009;	()
<u>vi.</u>	World languages, as revised and adopted on April 17, 2009.	()
<u>d.</u>	Language Arts, Part I: reading, as revised and adopted on August 21, 2008.	()
<u>e.</u>	Language Arts, Part II: language arts, as revised and adopted on August 21, 2008.	()
<u>f.</u>	Limited English Proficiency, as revised and adopted on August 21, 2008.	()
<u>g.</u>	Mathematics, as revised and adopted on August 21, 2008.	()
<u>h.</u>	Physical Education, as revised and adopted on April 17, 2009.	()
<u>i.</u>	Science, as revised and adopted on April 17, 2009.	()
Ŀ	Social Studies, as revised and adopted on April 17, 2009.	()

- **O2.** The Idaho English Language Development Standards. The Idaho English Language Development Standards as adopted by the State Board of Education on August 10, 2006. Copies of the document can be found on the State Board of Education website at http://www.boardofed.idaho.gov. (4-2-08)
- **OBJECTIVES The Limited English Proficiency Program Annual Measurable Achievement Objectives (AMAOs) and Accountability Procedures.** The Limited English Proficiency Program Annual Measurable Achievement Objectives and Accountability Procedures as adopted by the State Board of Education on August 10, 2006. Copies of the document can be found on the State Board of Education website at http://www.boardofed.idaho.gov. (4-2-08)
- **04.** The Idaho English Language Assessment (IELA) Achievement Standards. The Idaho English Language Assessment (IELA) Achievement Standards as adopted by the State Board of Education on August 10, 2006. Copies of the document can be found on the State Board of Education website at http://www.boardofed.idaho.gov. (4-2-08)
- **05.** The Idaho Standards Achievement Tests (ISAT) Achievement Standards. Achievement Standards as adopted by the State Board of Education on May 30, 2007. Copies of the document can be found on the State Board of Education website at http://www.boardofed.idaho.gov. (4-2-08)
 - **06. The Idaho Extended Content Standards**. The Idaho Extended Content Standards as adopted by

the State Board of Education on April 17, 2008. Copies of the document can be found at the State Board of Education website at http://www.boardofed.idaho.gov. (SD 0802)

- **O7.** The Idaho Alternative Assessment Extended Achievement Standards. Alternative Assessment Extended Achievement Standards as adopted by the State Board of Education on February 28, 2008. Copies of the document can be found on the State Board of Education website at http://www.boardofed.idaho.gov. (SD 0802)
- **08.** The Idaho Standards for Infants, Toddlers, Children, and Youth Who Are Deaf or Hard of Hearing. As adopted by the State Board of Education on October 11, 2007. Copies of the document can be found on the State Board of Education website at http://www.boardofed.idaho.gov. (4-2-08)
- **O9.** The Idaho Standards for Infants, Toddlers, Children, and Youth Who Are Blind or Visually Impaired. As adopted by the State Board of Education on October 11, 2007. Copies of the document can be found on the State Board of Education website at http://www.boardofed.idaho.gov. (4-2-08)

IDAHO CONTENT STANDARDS KINDERGARTEN SOCIAL STUDIES

Standard 1: History

Students in Kindergarten build an understanding of the cultural and social development of the United States.

Goal 1.1: Build an understanding of the cultural and social development of the United States.

Objective(s): By the end of Kindergarten, the student will be able to:

- K.SS.1.1.1 Share stories, pictures, and music of one's own personal life, family and culture. (372.01a)
- K.SS.1.1.2 Describe how families celebrate in many different ways.
- K.SS.1.1.3 Describe how individuals have similarities and differences.
- K.SS.1.1.4 Describe how each person is special and unique within the classroom. (372.01i)

Goal 1.2: Trace the role of migration and immigration of people in the development of the United States.

No objectives at this grade level

Goal 1.3: Identify the role of American Indians in the development of the United States.

No objectives at this grade level

Goal 1.4: Analyze the political, social, and economic responses to industrialization and technological innovations in the development of the United States.

No objectives at this grade level

Goal 1.5: Trace the role of exploration and expansion in the development of the United States.

No objectives at this grade level

Goal 1.6: Explain the rise of human civilization.

No objectives at this grade level

Goal 1.7: Trace how natural resources and technological advances have shaped human civilization.

No objectives at this grade level

Goal 1.8: Build an understanding of the cultural and social development of human civilization.

No objectives at this grade level

Goal 1.9: Identify the role of religion in the development of human civilization.

No objectives at this grade level

Standard 2: Geography

Students in Kindergarten analyze the spatial organizations of people, places and environment on the earth's surface.

Goal 2.1: Analyze the spatial organizations of people, places, and environment on the earth's surface.

Objective(s): By the end of Kindergarten, the student will be able to:

- K.SS.2.1.1 Identify the globe as a model of the earth. (378.01a)
- K.SS.2.1.2 Distinguish between land masses and water on a globe or map. (378.01b)
- K.SS.2.1.3 Identify the north and south poles on a map or globe. (378.01c)
- K.SS.2.1.4 Recognize a map of the United States of America and know it is the country in which we live. (378.01d)
- K.SS.2.1.5 Make and use a map of a familiar area. (378.01e)

Goal 2.2: Explain how human actions modify the physical environment and how physical systems affect human activity and living conditions.

No objectives at this grade level

Goal 2.3: Trace the migration and settlement of human populations on the earth's surface.

No objectives at this grade level

Goal 2.4: Analyze the human and physical characteristics of different places and regions.

No objectives at this grade level

Goal 2.5: Explain how geography enables people to comprehend the relationships between people, places, and environments over time.

No objectives at this grade level

Standard 3: Economics

Students in Kindergarten explain basic economic concepts.

Goal 3.1: Explain basic economic concepts.

Objective(s): By the end of Kindergarten, the student will be able to:

- K.SS.3.1.1 Observe that all people have needs and wants. (376.01a)
- K.SS.3.1.2 Recognize that people have limited resources.
- K.SS.3.1.3 Describe some jobs that people do to earn money. (376.01c)

Goal 3.2: Identify different influences on economic systems.

No objectives at this grade level

Goal 3.3: Analyze the different types of economic institutions.

No objectives at this grade level

Goal 3.4: Explain the concepts of good personal finance.

No objectives at this grade level

Standard 4: Civics and Government

Students in Kindergarten build an understanding of the foundational principles of the American political system, the organization and formation of the American system of government, and that all people in the United States have rights and assume responsibilities.

Goal 4.1: Build an understanding of the foundational principles of the American political system.

Objective(s): By the end of Kindergarten, the student will be able to:

- K.SS.4.1.1 Name some rules and the reasons for them. (373.01c)
- K.SS.4.1.2 Discuss how groups make decisions and solve problems. (373.01b)
- K.SS.4.1.3 Identify personal traits, such as courage, honesty, and responsibility.

Goal 4.2: Build an understanding of the organization and formation of the American system of government.

Objective(s): By the end of Kindergarten, the student will be able to:

- K.SS.4.2.1 Identify symbols of the United States such as the flag, Pledge of Allegiance, Bald Eagle, red, white, and blue. (374.01a)
- K.SS.4.2.2 Recite the Pledge of Allegiance. (374.01b)
- 1. K.SS.4.2.3Describe holidays and tell why they are commemorated in the United States, such as Thanksgiving, Martin Luther King, Jr. <u>Day Birthday</u>, Independence Day, and Presidents' Day. (371.01a, 372.01b)

Goal 4.3: Build an understanding that all people in the United States have rights and assume responsibilities.

Objective(s): By the end of Kindergarten, the student will be able to:

K.SS.4.3.1 Identify individuals who are helpful to people in their everyday lives. (375.01a)

K.SS.4.3.2 Identify ways to be helpful to family and school. (374.01b)

Goal 4.4: Build an understanding of the evolution of democracy.

No objectives at this grade level

Goal 4.5: Build an understanding of comparative government.

No objectives at this grade level

Standard 5: Global Perspectives

Students in Kindergarten build an understanding of multiple perspectives and global interdependence.

Goal 5.1: Build an understanding of multiple perspectives and global interdependence.

Objective(s): By the end of Kindergarten, the student will be able to:

K.SS.5.1.1 Name family traditions that came to America from other parts of the world. (372.01f)

IDAHO CONTENT STANDARDS GRADE 1 SOCIAL STUDIES

Standard 1: History

Students in Grade 1 build an understanding of the cultural and social development of the United States.

Goal 1.1: Build an understanding of the cultural and social development of the United States.

Objective(s): By the end of Grade 1, the student will be able to:

- 1.SS.1.1.1 Recognize that each person belongs to many groups such as family, school, friends and neighborhood. (388.01a)
- 1.SS.1.1.2 Compare differences in the ways American families live today to how they lived in the past. (386.01b)
- 1.SS.1.1.3 Use timelines to show personal and family history. (382.01d)
- 1.SS.1.1.4 Compare personal histories, pictures, and music of other selected times and places in America's past. (388.01f)

Goal 1.2: Trace the role of migration and immigration of people in the development of the United States.

No objectives at this grade level

Goal 1.3: Identify the role of American Indians in the development of the United States.

No objectives at this grade level

Goal 1.4: Analyze the political, social, and economic responses to industrialization and technological innovations in the development of the United States.

No objectives at this grade level

Goal 1.5: Trace the role of exploration and expansion in the development of the United States.

No objectives at this grade level

Goal 1.6: Explain the rise of human civilization.

No objectives at this grade level

Goal 1.7: Trace how natural resources and technological advances have shaped human civilization.

No objectives at this grade level

Goal 1.8: Build an understanding of the cultural and social development of human civilization.

No objectives at this grade level

Goal 1.9: Identify the role of religion in the development of human civilization.

No objectives at this grade level

Standard 2: Geography

Students in Grade 1 analyze the spatial organizations of people, places and environment on the earth's surface and explain how human actions modify the physical environment and how physical systems affect human activity and living conditions.

Goal 2.1: Analyze the spatial organizations of people, places and environment on the earth's surface.

Objective(s): By the end of Grade 1, the student will be able to:

- 1.SS.2.1.1 Explain what maps and globes represent and how they are used. (394.01a)
- 1.SS.2.1.2 Use directions on a map: East, West, South, and North. (394.01b)
- 1.SS.2.1.3 Identify legends and keys on maps. (394.01c)
- 1.SS.2.1.4 Identify continents and large bodies of water on a globe or a map. (394.01d)
- 1.SS.2.1.5 Name and locate continent, country, state, and community in which the class lives. (394.01e)

Goal 2.2: Explain how human actions modify the physical environment and how physical systems affect human activity and living conditions.

Objective(s): By the end of Grade 1, the student will be able to:

- 1.SS.2.2.1 Describe ways people adjust to their environment. (394.02a)
- 1.SS.2.2.2 Identify the ways people modify their environment.

Goal 2.3: Trace the migration and settlement of human populations on the earth's surface.

No objectives at this grade level

Goal 2.4: Analyze the human and physical characteristics of different places and regions.

No objectives at this grade level

Goal 2.5: Explain how geography enables people to comprehend the relationships between people, places, and environments over time.

No objectives *in the course* at this grade level

Standard 3: Economics

Students in Grade 1 explain basic economic concepts and explain the concepts of good personal finance.

Goal 3.1: Explain basic economic concepts.

Objective(s): By the end of Grade 1, the student will be able to:

- 1.SS.3.1.1 Identify the basic needs of people such as food, clothing, and shelter. (392.01a)
- 1.SS.3.1.2 Identify ways people meet their needs by sharing, trading, and using money to buy goods and services. (392.01b)
- 1.SS.3.1.3 Name things that people may want but do not need and explain the difference. (392.01c)
- 1.SS.3.1.4 Identify ways to save money for future needs and wants. (392.01d)

Goal 3.2: Identify different influences on economic systems.

No objectives at this grade level

Goal 3.3: Analyze the different types of economic institutions.

No objectives at this grade level

Goal 3.4: Explain the concepts of good personal finance.

No objectives at this grade level

Objective(s): By the end of Grade 1, the student will be able to:

1.SS.3.4.1 Identify ways to save money for future needs and wants. (392.01d)

Standard 4: Civics and Government

Students in Grade 1 build an understanding of the foundational principles of the American political system, the organization and formation of the American system of government, and that all people in the United States rights and assume responsibilities.

Goal 4.1: Build an understanding of the foundational principles of the American political system.

Objective(s): By the end of Grade 1, the student will be able to:

- 1.SS.4.1.1 Explain why rules are necessary at home and school. (389.01c)
- 1.SS.4.1.2 Create rules and *E*explain why rules must be applied fairly. (391.01b)
- 1.SS.4.1.3 Discuss how groups make decisions and solve problems, such as voting and consensus. (389.01b, 391.01d)
- 1.SS.4.1.4 Identify personal traits, such as courage, honesty, and responsibility.

Goal 4.2: Build an understanding of the organization and formation of the American system of government.

Objective(s): By the end of Grade 1, the student will be able to:

- 1.SS.4.2.1 Identify the significance of symbols in the United States. (389.01a)
- 1.SS.4.2.2 Recite the Pledge of Allegiance.
- 2. 1.SS.4.2.3Describe holidays and events and tell why they are commemorated in the United States. (371.01a, 372.01b)

Goal 4.3: Build an understanding that all people in the United States have rights and assume responsibilities.

Objective(s): By the end of Grade 1, the student will be able to:

- 1.SS.4.3.1 Identify individuals who are helpful to people in their everyday lives.
- 1.SS.4.3.2 Name some responsibilities that students have at home and school. (391.01c)

Goal 4.4: Build an understanding of the evolution of democracy.

No objectives at this grade level

Goal 4.5: Build an understanding of comparative government.

No objectives at this grade level

Standard 5: Global Perspectives

Students in Grade 1 build an understanding of multiple perspectives and global interdependence.

Goal 5.1: Build an understanding of multiple perspectives and global interdependence.

Objective(s): By the end of Grade 1, the student will be able to:

- 1.SS.5.1.1 Compare family life in other parts of the world. (388.01e)
- 1.SS.5.1.2 Discuss family structures and daily routines of various cultures around the world. (388.01e)

IDAHO CONTENT STANDARDS GRADE 2 SOCIAL STUDIES

Students are expected to know content and apply skills from previous grades.

Standard 1: History

Students in Grade 2 build an understanding of the cultural and social development of the United States.

- Goal 1.1: Build an understanding of the cultural and social development of the United States.
- Objective(s): By the end of Grade 2, the student will be able to:
 - 2.SS.1.1.1 Discuss different groups that a person belongs to such as family and neighborhood and how those roles and/or groups have changed or stayed the same. (404.01a)
- Goal 1.2: Trace the role of migration and immigration of people in the development of the United States.

No objectives at this grade level

Goal 1.3: Identify the role of American Indians in the development of the United States.

No objectives at this grade level

Goal 1.4: Analyze the political, social, and economic responses to industrialization and technological innovations in the development of the United States.

No objectives at this grade level

Goal 1.5: Trace the role of exploration and expansion in the development of the United States.

No objectives at this grade level

Goal 1.6: Explain the rise of human civilization.

No objectives at this grade level

Goal 1.7: Trace how natural resources and technological advances have shaped human civilization.

No objectives at this grade level

Goal 1.8: Build an understanding of the cultural and social development of human civilization.

No objectives at this grade level

Goal 1.9: Identify the role of religion in the development of human civilization.

No objectives at this grade level

Standard 2: Geography

Students in Grade 2 analyze the spatial organizations of people, places, and environment on the earth's surface and explain how human actions modify the physical environment and how physical systems affect human activity and living conditions.

Goal 2.1: Analyze the spatial organizations of people, places, and environment on the earth's surface.

Objective(s): By the end of Grade 2, the student will be able to:

- 2.SS.2.1.1 Identify landforms, bodies of water, and human made features such as cities and dams on a map and globe. (410.01a)
- 2.SS.2.1.2 State the cardinal directions and how to use *the* a compass rose. (410.01b)
- 2.SS.2.1.3 Show that map symbols such as key, legend, and scale represent a real object or place. (410.01c)
- 2.SS.2.1.4 Illustrate that boundary lines separate states. (410.01d)

Goal 2.2: Explain how human actions modify the physical environment and how physical systems affect human activity and living conditions.

Objective(s): By the end of Grade 2, the student will be able to:

- 2.SS.2.2.1 Compare how environmental conditions affect living styles and clothing in different parts of the country. (410.03a)
- 2.SS.2.2.2 Describe how humans depend on the environment to meet their basic needs. (410.03b)

Goal 2.3: Trace the migration and settlement of human populations on the earth's surface.

No objectives at this grade level

Goal 2.4: Analyze the human and physical characteristics of different places and regions.

No objectives at this grade level

Goal 2.5: Explain how geography enables people to comprehend the relationships between people, places, and environments over time.

No objectives at this grade level

Standard 3: Economics

Students in Grade 2 explain basic economic concepts, *and* identify different influences on economic systems, and explain the concepts of good personal finance.

Goal 3.1: Explain basic economic concepts.

Objective(s): By the end of Grade 2, the student will be able to:

- 2.SS.3.1.1 Identify wants and needs of all families. (408.01a)
- 2.SS.3.1.2 Define income and identify different ways to earn and save. (408.01b)
- 2.SS.3.1.3 Identify the difference between goods and services. (408.01c)
- 2.SS.3.1.4 *Explain* Identify differences between producers and consumers. (408.01d)

Goal 3.2: Identify different influences on economic systems.

Objective(s): By the end of Grade 2, the student will be able to:

2.SS.3.2.1 Explain how natural resources affect economic activities in the local community. (409.01b)

Goal 3.3: Analyze the different types of economic institutions.

No objectives at this grade level

Goal 3.4: Explain the concepts of good personal finance.

No objectives at this grade level

Objective(s): By the end of Grade 2, the student will be able to:

2.SS.3.4.1 Identify reasons people save.

Standard 4: Civics and Government

Students in Grade 2 build an understanding of the foundational principles of the American political system, the organization and formation of the American system of government, and that all people in the United States have rights and assume responsibilities.

Goal 4.1: Build an understanding of the foundational principles of the American political system.

Objective(s): By the end of Grade 2, the student will be able to:

- 2.SS.4.1.1 Explain why rules are necessary at home and school. (407.01c)
- 2.SS.4.1.2 Explain that there are benefits for following the rules and consequences for breaking the rules at home and school. (407.01b)
- 2.SS.4.1.3 Identify the people or groups that make, apply, and enforce rules at home and school.

Goal 4.2: Build an understanding of the organization and formation of the American system of government.

Objective(s): By the end of Grade 2, the student will be able to:

- 2.SS.4.2.1 Explain important customs, symbols, and celebrations that represent the development of American beliefs and principles. (404.01c)
- 2.SS.4.2.2 *Tell* State the meaning of the Pledge of Allegiance. (405.01c)

Goal 4.3: Build an understanding that all people in the United States have rights and assume responsibilities.

Objective(s): By the end of Grade 2, the student will be able to:

- 2.SS.4.3.1 Identify characteristics of good citizenship, such as courage, honesty, and responsibility. (407.01d)
- 2.SS.4.3.2 Name historic and contemporary people who model characteristics of good citizenship. (407.01d)

Goal 4.4: Build an understanding of the evolution of democracy.

No objectives at this grade level

Goal 4.5: Build an understanding of comparative government.

No objectives at this grade level

Standard 5: Global Perspectives

Students in Grade 2 identify the importance of respecting multiple perspectives and global interdependence.

Goal 5.1: Build an understanding of multiple perspectives and global interdependence.

Objective(s): By the end of Grade 2, the student will be able to:

- 2.SS.5.1.1 Compare neighborhoods/communities in various parts of the world.
- 2.SS.5.1.2 Compare traditions practiced in other parts of the world. (404.01b)

IDAHO CONTENT STANDARDS GRADE 3 SOCIAL STUDIES

Students are expected to know content and apply skills from previous grades.

Standard 1: History

Students in Grade 3 build an understanding of the cultural and social development of the United States and trace the role of migration and immigration of people in the development of the United States.

Goal 1.1: Build an understanding of the cultural and social development of the United States.

Objective(s): By the end of Grade 3, the student will be able to:

- 3.SS.1.1.1 Explain that people in the United States share a common heritage through patriotic holidays and symbols. (420.01a)
- 3.SS.1.1.2 Investigate the history of your community.
- 3.SS.1.1.3 Compare different cultural groups in the community, including their distinctive foods, clothing styles, and traditions. (420.01c)
- 3.SS.1.1.4 Identify and describe ways families, groups, tribes and communities influence the individual's daily life and personal choices.

Goal 1.2: Trace the role of migration and immigration of people in the development of the United States.

Objective(s): By the end of Grade 3, the student will be able to:

- 3.SS.1.2.1 Share the origins of classmates' ancestors. (417.01a)
- 3.SS.1.2.2 Describe how migration and immigration are continuous processes. (417.01b)
- 3.SS.1.2.3 Identify reasons for voluntary immigration and involuntary movement of people. (417.01c)

Goal 1.3: Identify the role of American Indians in the development of the United States.

No objectives at this grade level

Goal 1.4: Analyze the political, social, and economic responses to industrialization and technological innovations in the development of the United States.

No objectives at this grade level

Goal 1.5: Trace the role of exploration and expansion in the development of the United States.

No objectives at this grade level

Goal 1.6: Explain the rise of human civilization.

No objectives at this grade level

Goal 1.7: Trace how natural resources and technological advances have shaped human civilization.

No objectives at this grade level

Goal 1.8: Build an understanding of the cultural and social development of human civilization.

No objectives at this grade level

Goal 1.9: Identify the role of religion in the development of human civilization.

No objectives at this grade level

Standard 2: Geography

Students in Grade 3 analyze the spatial organizations of people, places, and environment on the earth's surface and trace the migration and settlement of human populations on the earth's surface.

Goal 2.1: Analyze the spatial organizations of people, places, and environment on the earth's surface.

Objective(s): By the end of Grade 3, the student will be able to:

- 3.SS.2.1.1 Describe the concepts of globe, continent, country, state, county, city/town, and neighborhood. (426.01a)
- 3.SS.2.1.2 Find the United States, Idaho, the state capital Boise, and own community on a map. (426.01b)
- 3.SS.2.1.3 Locate on a map waterways, landforms, cities, states, and national boundaries using standard map symbols. (426.01c)
- 3.SS.2.1.4 Use a map title, map key, scale, cardinal directions, and symbols to interpret a map. (426.01d)
- 3.SS.2.1.5 Use a number/letter grid to find specific locations on a map. (426.01e)

Goal 2.2: Explain how human actions modify the physical environment and how physical systems affect human activity and living conditions.

No objectives at this grade level

Goal 2.3: Trace the migration and settlement of human populations on the earth's surface.

Objective(s): By the end of Grade 3, the student will be able to:

- 3.SS.2.3.1 Analyze past and present settlement patterns of the community. (426.02a)
- 3.SS.2.3.2 Identify geographic features influencing settlement patterns of the community. (426.02b)
- 3.SS.2.3.3 Compare and contrast city/suburb/town and urban/rural. (426.02c)

Goal 2.4: Analyze the human and physical characteristics of different places and regions.

No objectives at this grade level

Goal 2.5: Explain how geography enables people to comprehend the relationships between people, places, and environments over time.

No objectives at this grade level

Standard 3: Economics

Students in Grade 3 explain basic economic concepts, *and* identify different influences on economic systems, analyze the different types of economic institutions, and explain the concepts of good personal finance.

Goal 3.1: Explain basic economic concepts.

Objective(s): By the end of Grade 3, the student will be able to:

- 3.SS.3.1.1 Explain the concepts of supply and demand and the role of the consumer and producer. (424.01b)
- 3.SS.3.1.2 Explain the difference between public and private property. (424.01c)
- 3.SS.3.1.3 Describe the purposes and benefits of savings. (424.01d)

Goal 3.2: Identify different influences on economic systems.

Objective(s): By the end of Grade 3, the student will be able to:

3.SS.3.2.1 Explain how land, natural resources, labor, trade, and/or technology affect economic activities in the local community. (425.01b)

Goal 3.3: Analyze the different types of economic institutions.

No objectives at this grade level

Objective(s): By the end of Grade 3, the student will be able to:

3.SS.3.3.1 Explain the purpose of a bank.

Goal 3.4: Explain the concepts of good personal finance.

No objectives at this grade level

Objective(s): By the end of Grade 3, the student will be able to:

3.SS.3.4.1 Describe the purposes and benefits of savings. (424.01d)

Standard 4: Civics and Government

Students in Grade 3 build an understanding of the foundational principles of the American political system, the organization and formation of the American system of government, and that all people in the United States have rights and assume responsibilities.

Goal 4.1: Build an understanding of the foundational principles of the American political system.

Objective(s): By the end of Grade 3, the student will be able to:

- 3.SS.4.1.1 Explain why communities have laws. (423.01c)
- 3.SS.4.1.2 Explain that there are benefits for following the laws and consequences for breaking the laws of the community. (423.01a)
- 3.SS.4.1.3 Identify the people or groups that make, apply, and enforce laws in the community.

Goal 4.2: Build an understanding of the organization and formation of the American system of government.

Objective(s): By the end of Grade 3, the student will be able to:

- 3.SS.4.2.1 Identify and explain the basic functions of local governments. (422.01a)
- 3.SS.4.2.2 *Tell* Explain how local government officials are chosen, e.g., election, appointment.
- 3.SS.4.2.3 Describe services commonly and primarily provided by governments for the community. (422.01a)

Goal 4.3: Build an understanding that all people in the United States have rights and assume responsibilities.

Objective(s): By the end of Grade 3, the student will be able to:

3.SS.4.3.1 Identify ways children and adults can participate in their community and/or local governments. (423.01d)

Goal 4.4: Build an understanding of the evolution of democracy.

No objectives at this grade level

Goal 4.5: Build an understanding of comparative government.

No objectives at this grade level

Standard 5: Global Perspectives

Students in Grade 3 build an understanding of multiple perspectives and global interdependence.

Goal 5.1: Build an understanding of multiple perspectives and global interdependence.

Objective(s): By the end of Grade 3, the student will be able to:

- 3.SS.5.1.1 Explore connections that the local community has with other communities throughout the world.
- 3.SS.5.1.2 Examine the contributions from various cultures from other parts of the world to the development of the community and how they make that community unique. (420.01c)

IDAHO CONTENT STANDARDS GRADE 4 SOCIAL STUDIES

Students are expected to know content and apply skills from previous grades.

Standard 1: History

Students in Grade 4 build an understanding of the cultural and social development of the United States, trace the role of migration and immigration of people in the development of the United States, and identify the role of American Indians in the development of the United States.

Goal 1.1: Build an understanding of the cultural and social development of the United States.

Objective(s): By the end of Grade 4, the student will be able to:

- 4.SS.1.1.1 Describe ways that cultural groups influenced and impacted each other. (436.01b)
- 4.SS.1.1.2 Explain the role of missionaries in the development of Idaho. (436.01a)

Goal 1.2: Trace the role of migration and immigration of people in the development of the United States.

Objective(s): By the end of Grade 4, the student will be able to:

- 4.SS.1.2.1 Identify the major groups and significant individuals and their motives in the western expansion and settlement in Idaho. (433.01c)
- 4.SS.1.2.2 Describe the role of the discovery of gold and other minerals in the settlement of Idaho. (433.01d)
- 4.SS.1.2.3 Analyze and describe the immigrant experience in Idaho
- 4.SS.1.2.4 Analyze and describe how the westward expansion impacted the American Indians in Idaho.

Goal 1.3: Identify the role of American Indians in the development of the United States.

Objective(s): By the end of Grade 4, the student will be able to:

- 4.SS.1.3.1 Identify American Indian tribes in Idaho: Coeur d'Alene, Kootenai, Shoshone-Bannock, Nez Perce, and Shoshone-Paiute Tribes and current reservation boundaries.
- 4.SS.1.3.2 Discuss that although there are five federally recognized tribes in Idaho, there are many others in the state.
- 4.SS.1.3.3 Identify characteristics of American Indian tribes and other cultural groups in Idaho.
- 4.SS.1.3.4 Compare and contrast how Idaho American Indian life today differs from the life of these same groups many years ago.
- 4.SS.1.3.5 Identify how American Indian tribes in Idaho governed themselves.
- 4.SS.1.3.6 Describe American Indian cultural materials and their use in everyday life.
- 4.SS.1.3.7 Identify current issues related to American Indians in present day Idaho.

Goal 1.4: Analyze the political, social, and economic responses to industrialization and technological innovations in the development of the United States.

No objectives at this grade level

Goal 1.5: Trace the role of exploration and expansion in the development of the United States.

No objectives at this grade level

Goal 1.6: Explain the rise of human civilization.

No objectives at this grade level

Goal 1.7: Trace how natural resources and technological advances have shaped human civilization.

No objectives at this grade level

Goal 1.8: Build an understanding of the cultural and social development of human civilization.

No objectives at this grade level

Goal 1.9: Identify the role of religion in the development of human civilization.

No objectives at this grade level

Standard 2: Geography

Students in Grade 4 analyze the spatial organizations of people, places and environment on the earth's surface and trace the migration and settlement of human populations on the earth's surface.

Goal 2.1: Analyze the spatial organizations of people, places and environment on the earth's surface.

Objective(s): By the end of Grade 4, the student will be able to:

- 4.SS.2.1.1 Use geographic skills to collect, analyze, interpret, and communicate data. (442.01a)
- 4.SS.2.1.2 Show on a map of the world the continents, oceans, landforms, poles, hemispheres, equator, and prime meridian. (442.01b)
- 4.SS.2.1.3 Use a number/letter grid to find specific locations on a map of Idaho. (442.01c)
- 4.SS.2.1.4 Describe the physical regions of Idaho and identify major natural resources.

Goal 2.2: Explain how human actions modify the physical environment and how physical systems affect human activity and living conditions.

No objectives at this grade level

Goal 2.3: Trace the migration and settlement of human populations on the earth's surface.

Objective(s): By the end of Grade 4, the student will be able to:

- 4.SS.2.3.1 Analyze past and present settlement patterns in Idaho. (442.02a)
- 4.SS.2.3.2 Discuss the impact of settlement in Idaho on American Indian tribal lands, such as aboriginal and/or ceded territories, and the Treaties of 1855 and 1863.
- 4.SS.2.3.3 Identify the geographic features of Idaho and explain their impact on settlement. (442.02b)
- 4.SS.2.3.4 Compare and contrast: city/suburb/town, urban/rural, farm/factory, and agriculture/industry. (442.02c)

Goal 2.4: Analyze the human and physical characteristics of different places and regions.

No objectives at this grade level

Goal 2.5: Explain how geography enables people to comprehend the relationships between people, places, and environments over time.

No objectives at this grade level

Standard 3: Economics

Students in Grade 4 explain basic economic concepts, *and* identify different influences on economic systems, and explain the concepts of good personal finance.

Goal 3.1: Explain basic economic concepts.

Objective(s): By the end of Grade 4, the student will be able to:

- 4.SS.3.1.1 Compare how American Indians and early settlers met their basic needs of food, shelter and water. (440.01a)
- 4.SS.3.1.2 Explain the concepts of supply and demand and scarcity. (440.01b)
- 4.SS.3.1.3 Explain the concepts of specialization and division of labor. (440.01c)
- 4.SS.3.1.4 Identify goods and services in early Idaho settlements. (440.01d)
- 4.SS.3.1.5 Explain the concept of public and private property in the development of Idaho. (440.01e)

Goal 3.2: Identify different influences on economic systems.

Objective(s): By the end of Grade 4, the student will be able to:

- 4.SS.3.2.1 Describe examples of technological innovations in relation to economic growth in Idaho. (441.01a)
- 4.SS.3.2.2 Describe how geographic features of Idaho have determined the economic base of Idaho's regions. (441.01b)

Goal 3.3: Analyze the different types of economic institutions.

No objectives at this grade level

Goal 3.4: Explain the concepts of good personal finance.

No objectives at this grade level

Objective(s): By the end of Grade 4, the student will be able to:

4.SS.3.4.1 Define entrepreneurship and identify reasons for starting a business.

Standard 4: Civics and Government

Students in Grade 4 build an understanding of the foundational principles of the American political system, the organization and formation of the American system of government, that all people in the United States have rights and assume responsibilities, and the evolution of democracy.

Goal 4.1: Build an understanding of the foundational principles of the American political system.

Objective(s): By the end of Grade 4, the student will be able to:

- 4.SS.4.1.1 Identify the people and groups who make, apply, and enforce laws within state and tribal governments.
- 4.SS.4.1.2 Explain that rules and laws can be used to protect rights, provide benefits, and assign responsibilities.

Goal 4.2: Build an understanding of the organization and formation of the American system of government.

Objective(s): By the end of Grade 4, the student will be able to:

- 4.SS.4.2.1 Explain the significance of Idaho symbols. (438.01b)
- 4.SS.4.2.2 Describe the difference between state, local, and tribal governments. (438.01c)
- 4.SS.4.2.3 Identify and explain the basic functions of state and tribal governments.
- 4.SS.4.2.4 Identify the three branches of state government and explain the major responsibilities of each. (438.01d)
- 4.SS.4.2.5 Discuss current governmental organization of American Indian tribes in Idaho.

Goal 4.3: Build an understanding that all people in the United States have rights and assume responsibilities.

Objective(s): By the end of Grade 4, the student will be able to:

- 4.SS.4.3.1 Name elected state representatives at the legislative and executive branches.
- 4.SS.4.3.2 Explain ways to contact elected state representatives. (439.01b)
- 4.SS.4.3.3 Identify ways people can monitor and influence the decisions and actions of their state and tribal governments. (439.01a)

Goal 4.4: Build an understanding of the evolution of democracy.

Objective(s): By the end of Grade 4, the student will be able to:

4.SS.4.4.1 Discuss the concepts of popular consent, respect for the individual, equality of opportunity, and personal liberty. (430.01a)

Goal 4.5: Build an understanding of comparative government.

No objectives at this grade level

Standard 5: Global Perspectives

Students in Grade 4 build an understanding of multiple perspectives and global interdependence.

Goal 5.1: Build an understanding of multiple perspectives and global interdependence.

Objective(s): By the end of Grade 4, the student will be able to:

- 4.SS.5.1.1 Analyze the roles and relationships of diverse groups of people from various *other* parts of the world who have contributed to Idaho's cultural heritage and impacted the state's history.
- 4.SS.5.1.2 Discuss *Investigate* the *contributions and* challenges experienced by people from various cultural, racial, and religious groups that settled in Idaho from various *different* parts of the world. (433.01c)
- 4.SS.5.1.3 Identify Idaho's role in the global economy.

IDAHO CONTENT STANDARDS GRADE 5 SOCIAL STUDIES

Students are expected to know content and apply skills from previous grades.

Standard 1: History

Students in Grade 5 build an understanding of the cultural and social development of the United States, trace the role of migration and immigration of people in the development of the United States, and identify the role of American Indians in the development of the United States. *and analyze the political, social, and economic responses to industrialization and technological innovations in the development of the United States*.

Goal 1.1: Build an understanding of the cultural and social development of the United States.

Objective(s): By the end of Grade 5, the student will be able to:

- 5.SS.1.1.1 Describe the interactions between European colonists and established societies in North America. *at American Indians were established societies before the coming of the European settlers*. (452.01d)
- 5.SS.1.1.2 Explain important national documents, American symbols and U.S. landmarks. (452.01a)
- 5.SS.1.1.32 Discuss significant individuals who have been responsible for bringing about *political* cultural and social changes in the United States. (452.01b)
- 5.SS.1.1.43 Identify and explain influential political and cultural groups and their impact *throughout* on American history. (452.01c)
- 5.SS.1.1.54 Identify different examples of how religion has been an important influence in American history. (452.01e)
- 5.SS.1.1.65 Discuss how the establishment of the 13 original colonies contributed to the founding of the nation.
- 5.SS.1.1.76 Discuss the causes and effects of various compromises and conflicts in American history.

Goal 1.2: Trace the role of migration and immigration of people in the development of the United States.

Objective(s): By the end of Grade 5, the student will be able to:

- 5.SS.1.2.1 Discuss the religious, political, and economic motives of voluntary European immigrants to the United States. (449.01a)
- 5.SS.1.2.2 Explain what indentured servants were and how they participated in the early life of the United States. (449.01b)
- 5.SS.1.2.<u>3-2</u> Explain the history of indentured servitude and the slave trade in the United States. (449.01c)
- 5.SS.1.2.43 Analyze and discuss the motives of the major groups who participated in *the* western expansion *by leaving the East and heading west*. (449.01d)

- 5.SS.1.2.5-4 Discuss the significant American Indian groups encountered in *the W*-western expansion *Movement*. (449.01e)
- 5.SS.1.2.6-5 Discuss the significant individuals who took part in *the* western expansion. (449.01f)
- 5.SS.1.2.6 Describe the impact of scientific and technological advances to on westward expansion. *American society during the Industrial Revolution*. (450.01b)

Goal 1.3: Identify the role of American Indians in the development of the United States.

Objective(s): By the end of Grade 5, the student will be able to:

- 5.SS.1.3.1 Discuss that American Indians were the first inhabitants of the United States.
- 5.SS.1.3.2 Identify examples of American Indian individual contributions and influences.
- 5.SS.1.3.3 Define the terms treaty, reservation and sovereignty.
- 5.SS.1.3.4 Explain that reservations are lands that have been reserved by the tribes for their own use through treaties and was not "given" to them. The principle that land should be acquired from the Indians only through their consent with treaties involved three assumptions:
 - That both parties to treaties were sovereign powers.
 - That Indian tribes had some form of transferable title to the land.
 - That acquisition of Indian land was solely a government matter not to be left to individual colonists.

Goal 1.4: Analyze the political, social, and economic responses to industrialization and technological innovations in the development of the United States.

Objective(s): By the end of Grade 5, the student will be able to:

5.SS.1.4.1 Describe the impact of technological advances to American society during the Industrial Revolution. (450.01b)

No objectives at this grade level

Goal 1.5: Trace the role of exploration and expansion in the development of the United States.

No objectives at this grade level

Goal 1.6: Explain the rise of human civilization.

No objectives at this grade level

Goal 1.7: Trace how natural resources and technological advances have shaped human civilization.

No objectives at this grade level

Goal 1.8: Build an understanding of the cultural and social development of human civilization.

No objectives at this grade level

Goal 1.9: Identify the role of religion in the development of human civilization.

No objectives at this grade level

Standard 2: Geography

Students in Grade 5 analyze the spatial organizations of people, places and environment on the earth's surface. *and explain how human actions modify the physical environment and how physical systems affect human activity and living conditions*.

Goal 2.1: Analyze the spatial organizations of people, places and environment on the earth's surface.

Objective(s): By the end of Grade 5, the student will be able to:

- 5.SS.2.1.1 Develop and use different kinds of maps, globes, graphs, charts, databases, and models to display and obtain information. (458.01a)
- 5.SS.2.1.2 Identify the regions of the United States and their resources. (458.01b)
- 5.SS.2.1.3 Use latitude and longitude coordinates to find specific locations on a map. (458.01c)
- 5.SS.2.1.4 Name and locate the 50 States and their Capitals, and U.S. Territories.

Goal 2.2: Explain how human actions modify the physical environment and how physical systems affect human activity and living conditions.

Objective(s): By the end of Grade 5, the student will be able to:

5.SS.2.2.1 Identify ways the land has been changed by people, technology, and natural forces. (458.03a)

No objectives at this grade level

Goal 2.3: Trace the migration and settlement of human populations on the earth's surface.

No objectives at this grade level

Goal 2.4: Analyze the human and physical characteristics of different places and regions.

No objectives at this grade level

Goal 2.5: Explain how geography enables people to comprehend the relationships between people, places, and environments over time.

No objectives at this grade level

Standard 3: Economics

Students in Grade 5 explain basic economic concepts, *and* identify different influences on economic systems, and explain the concepts of good personal finance.

Goal 3.1: Explain basic economic concepts.

Objective(s): By the end of Grade 5, the student will be able to:

5.SS.3.1.1	Identify economic reasons for exploration and colonization. (456.01a)
5.SS.3.1.2	Describe how conservation of natural resources is important. (456.01b)
5.SS.3.1. 3 1	Describe examples of improved transportation and communication networks
	and how they encourage economic growth. (456.01c)
5.SS.3.1. 4 2	Explain the concepts of tariffs, <i>and</i> taxation, and embargo.
5 SS 3 1 3	Describe the basic characteristics of a market

Goal 3.2: Identify different influences on economic systems.

Objective(s): By the end of Grade 5, the student will be able to:

5.SS.3.2.1 Discuss the economic policies of England that contributed to the revolt in the North American colonies. (457.01a)

Goal 3.3: Analyze the different types of economic institutions.

No objectives at this grade level

Goal 3.4: Explain the concepts of good personal finance.

No objectives at this grade level

Objective(s): By the end of Grade 5, the student will be able to:

- 5.SS.3.4.1 Identify economic incentives for entrepreneurship.
- 5.SS.3.4.2 Explain the impact of taxation on personal finance.

Standard 4: Civics and Government

Students in Grade 5 build an understanding of the foundational principles of the American political system, the organization and formation of the American system of government, that all people in the United States have rights and assume responsibilities, and the evolution of democracy.

Goal 4.1: Build an understanding of the foundational principles of the American political system.

Objective(s): By the end of Grade 5, the student will be able to:

- 5.SS.4.1.1 Identify the people and groups who make, apply, and enforce laws within federal and tribal governments.
- 5.SS.4.1.2 Identify and explain the important concepts in the Declaration of Independence. (453.01c)
- 5.SS.4.1.3 Discuss the significance of the Articles of Confederation as the transitional form of government. (453.01d)
- 5.SS.4.1.4 Identify the basic *concepts* principles of the United States Constitution and Bill of Rights, such as *protect individual rights and promote the common good* describes how the government is organized and that the United States Constitution is the supreme law of the land. popular sovereignty, limited

government, separation of powers, majority rule with minority rights, and federalism. (453.01e)

Goal 4.2: Build an understanding of the organization and formation of the American system of government.

Objective(s): By the end of Grade 5, the student will be able to:

- 5.SS.4.2.1 Distinguish and compare responsibilities among state, national, and tribal governments in a federal system. (454.01b)
- 5.SS.4.2.2 Identify the three branches of government and the functions and powers of each. (454.01a)

Goal 4.3: Build an understanding that all people in the United States have rights and assume responsibilities.

Objective(s): By the end of Grade 5, the student will be able to:

- 5.SS.4.3.1 Name the President and Vice President of the United States and the United States senators and congressional representatives from Idaho.
- 5.SS.4.3.2 Identify some of the personal responsibilities and basic rights of individual freedoms that belong to American citizens. (455.01a)
- 5.SS.4.3.3 Describe ways in which citizens participate in public life. (455.01b)

Goal 4.4: Build an understanding of the evolution of democracy.

Objective(s): By the end of Grade 5, the student will be able to:

- 5.SS.4.4.1 Explain how *that* the United States is a democratic republic. (453.01f)
- 5.SS.4.4.2 State the difference between direct democracy and the constitutional (representative) democracy of today's United States. (447.01b)
- 5.SS.4.4.3 Discuss the concepts of popular consent, respect for the individual, equality of opportunity, and personal liberty. (447.01a)

Goal 4.5: Build an understanding of comparative government.

No objectives at this grade level

Standard 5: Global Perspectives

Students in Grade 5 build an understanding of multiple perspectives and global interdependence.

Goal 5.1: Build an understanding of multiple perspectives and global interdependence.

Objectives(s): By the end of Grade 5, the student will be able to:

- 5.SS.5.1.1 Explain how *that* the world is divided into many different nations and that each has its own government.
- 5.SS.5.1.2 Define State that a nation consists of its territory, people, laws, and government.
- 5.SS.5.1.3 Explain how *that* the United States is one nation and how it interacts with other nations in the world.

5.SS.5.1.4 Discuss how *why it is important that* nations try to resolve problems peacefully.

5.SS.5.1.5 Identify the role of the United States in a global economy.

IDAHO CONTENT STANDARDS GRADE 6-9 GEOGRAPHY-WESTERN HEMISPHERE

Students are expected to know content and apply skills from previous grades.

Standard 1: History

Students in Geography-Western Hemisphere build an understanding of the cultural and social development of human civilization.

Goal 1.1: Build an understanding of the cultural and social development of the United States.

No objectives in Geography–Western Hemisphere

Goal 1.2: Trace the role of migration and immigration of people in the development of the United States.

No objectives in Geography–Western Hemisphere

Goal 1.3: Identify the role of American Indians in the development of the United States.

No objectives in Geography–Western Hemisphere

Goal 1.4: Analyze the political, social, and economic responses to industrialization and technological innovations in the development of the United States.

No objectives in Geography–Western Hemisphere

Goal 1.5: Trace the role of exploration and expansion in the development of the United States.

No objectives in Geography–Western Hemisphere

Goal 1.6: Explain the rise of human civilization.

No objectives in Geography–Western Hemisphere

Goal 1.7: Trace how natural resources and technological advances have shaped human civilization.

No objectives in Geography–Western Hemisphere

Goal 1.8: Build an understanding of the cultural and social development of human civilization.

Objective(s): By the end of Geography-Western Hemisphere, the student will be able to:

6-9.GWH.1.8.1	Describe major aspects of the civilizations of the Western Hemisphere prior to European contact, such as Mesoamerica.
6-9.GWH.1.8.2	Examine the impact of Europeans on indigenous cultures in the Western
	Hemisphere.
6-9.GWH.1.8.3	Compare various approaches to European colonization in the Western
	Hemisphere.
6-9.GWH.1.8.4	Recognize historical perspective by identifying the context in which
	events occurred. Explain how and why events may be interpreted
	differently according to the points of view of participants and observers.

Goal 1.9: Identify the role of religion in the development of human civilization.

No objectives in Geography–Western Hemisphere

Standard 2: Geography

Students in Geography-Western Hemisphere analyze the spatial organizations of people, places, and environment on the earth's surface, explain how human actions modify the physical environment and how physical systems affect human activity and living conditions, trace the migration and settlement of human populations on the earth's surface, analyze the human and physical characteristics of different places and regions, and explain how geography enables people to comprehend the relationships between people, places, and environments over time.

Goal 2.1: Analyze the spatial organizations of people, places, and environment on the earth's surface.

Objective(s): By the end of Geography-Western Hemisphere, the student will be able to:		
6-9.GWH.2.1.1	Explain and use the components of maps, compare different map	
	projections, and explain the appropriate uses for each. (469.01b)	
6-9.GWH.2.1.2	Apply latitude and longitude to locate places on Earth and describe the	
	uses of <i>locational</i> technology, such as Global Positioning Systems (GPS)	
	and Geographic Information Systems (GIS).	
6-9.GWH.2.1.3	Use mental maps to answer geographic questions-and to analyze how	
	they reflect an individual's attitude toward places. (469.01b)	
6-9.GWH.2.1.4	Analyze visual and mathematical data presented in charts, tables, graphs,	
	maps, and other graphic organizers to assist in interpreting a historical	
	event. (473.01a)	

Goal 2.2: Explain how human actions modify the physical environment and how physical systems affect human activity and living conditions.

Objective(s): By the end of Geography-Western Hemisphere, the student will be able to: 6-9.GWH.2.2.1 Explain how Earth/sun relationships, ocean currents, and winds influence climate differences on Earth. (469.03f) 6.0 GWH.2.2.2 Legate and map, and describe the elimate racions of the Western

6-9.GWH.2.2.2 Locate, *and* map, and describe the climate regions of the Western Hemisphere and their impact on human activity and living conditions. *Describe the characteristics of each and explain how they differ.*

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6-9.GWH.2.2.3	Identify major biomes and explain ways in which the natural environment of places in the Western Hemisphere relates to their climate. (469.03a)	
6-9.GWH.2.2.4	Analyze and give examples of the consequences of human impact on the physical environment and evaluate ways in which technology influences human capacity to modify the physical environment. (469.05a)	
Goal 2.3: Trace the	migration and settlement of human populations on the earth's surface.	
Objective(s): By the	end of Geography-Western Hemisphere, the student will be able to:	
6-9.GWH.2.3.1	Identify the names and locations of countries and major cities in the Western Hemisphere.	
6-9.GWH.2.3.2	Describe major physical characteristics of regions in the Western Hemisphere.	
6-9.GWH.2.3.3	Describe major cultural characteristics of regions in the Western Hemisphere. Identify patterns of population distribution and growth in the Western Hemisphere and explain changes in these patterns which have occurred over time. (469.04b)	
Goal 2.4: Analyze th	ne human and physical characteristics of different places and regions.	
Objective(s): By the	end of Geography-Western Hemisphere, the student will be able to:	
6-9 GWH 2 4 1	Describe major cultural characteristics of regions in the Western	

Objective(s): By the	end of Geography-Western Hemisphere, the student will be able to:
6-9.GWH.2.4.1	Describe major cultural characteristics of regions in the Western

Hemisphere. Identify patterns of population distribution and growth in the Western Hemisphere and explain changes in these patterns, which have occurred over time. (469.04b)

- Compare and contrast cultural patterns in the Western Hemisphere, such 6-9.GWH.2.4.2 as language, religion, and ethnicity. (469.04c)
- 6-9.GWH.2.4.3 Analyze the locations of the major manufacturing and agricultural regions of the Western Hemisphere.

Goal 2.5: Explain how geography enables people to comprehend the relationships between people, places, and environments over time.

Objective(s): By the end of Geography-Western Hemisphere, the student will be able to: 6.0 GWH 2.5.1 Analyze the distribution of natural resources in the Western Hemisphere

0-9.GWH.2.3.1	Analyze the distribution of natural resources in the western Hemisphere.
6-9.GWH.2.5.2	Analyze and give examples of the consequences of human impact on the
	physical environment and evaluate ways in which technology influences
	human capacity to modify the physical environment. (469.05a)

- 6-9.GWH.2.5.32 Give examples of how both natural and technological hazards have impacted the physical environment and human populations in specific areas of the Western Hemisphere. (469.05c)
- 6-9.GWH.2.5.43 Give examples of how land forms and water *forms*, climate, and natural vegetation have influenced historical trends and developments in the Western Hemisphere. (469.06c)
- Identify contrasting perspectives of environmental issues that affect the 6-9.GWH.2.5.54 Western Hemisphere.

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6-9.GWH.2.5.65 E

Explain how human-induced changes in the physical environment in one place can cause changes in another place such as acid rain, deforestation, air and water pollution. (469.05b)

Standard 3: Economics

Students in Geography-Western Hemisphere explain basic economic concepts and identify different influences on economic systems.

Goal 3.1: Explain basic economic concepts.

No objectives in Geography Western Hemisphere

Objective(s): By the end of Geography-Western Hemisphere, the student will be able to:

<u>6-9.GWH.3.1.1</u> Define scarcity and its impact on decision making such as trade and settlement.

Goal 3.2: Identify different influences on economic systems.

Objective(s): By the end of Geography-Western Hemisphere, the student will be able to:

Describe how different economic systems in the Western Hemisphere
answer the basic economic questions on what to produce, how to
produce, and for whom to produce.
Compare the standard of living of various countries of the Western
Hemisphere today using Gross Domestic Product (GDP) per capita as an
indicator.
Analyze current economic issues in the countries of the Western
Hemisphere using a variety of information resources.
Identify economic connections between a local community and the
countries of the Western Hemisphere.

Goal 3.3: Analyze the different types of economic institutions.

No objectives in Geography-Western Hemisphere

Goal 3.4: Explain the concepts of good personal finance.

No objectives in Geography-Western Hemisphere

Standard 4: Civics and Government

Students in Geography-Western Hemisphere build an understanding of comparative government.

Goal 4.1: Build an understanding of the foundational principles of the American political system.

No objectives in Geography-Western Hemisphere

Goal 4.2: Build an understanding of the organization and formation of the American system of government.

No objectives in Geography-Western Hemisphere

Goal 4.3: Build an understanding that all people in the United States have rights and assume responsibilities.

No objectives in Geography–Western Hemisphere

Goal 4.4: Build an understanding of the evolution of democracy.

No objectives in Geography-Western Hemisphere

Goal 4.5: Build an understanding of comparative government.

Objective(s): By the end of Geography-Western Hemisphere, the student will be able to:

6-9.GWH.4.5.1 Identify the major forms of government in the Western Hemisphere and compare them with the United States.

Standard 5: Global Perspectives

Students in Geography-Western Hemisphere build an understanding of multiple perspectives and global interdependence.

Goal 5.1: Build an understanding of multiple perspectives and global interdependence.

Objective(s): By the end of Geography-Western Hemisphere, the student will be able to:

6-9.GWH.5.1.1	Discuss how social institutions influence behavior in different societies in
	the Western Hemisphere. Discuss how social institutions, including
	family, religion, and education, influence behavior in different societies
	in the Western Hemisphere.
6-9.GWH.5.1.2	Give examples of how language, literature, and the arts shaped the
	development and transmission of culture in the Western Hemisphere.
6-9.GWH.5.1.3	Define ethnocentrism and give examples of how this attitude can lead to
	cultural misunderstandings.
6-9.GWH.5.1.4	Discuss present conflicts between cultural groups and nation-states in the
	Western Hemisphere.

IDAHO CONTENT STANDARDS GRADE 6-9 GEOGRAPHY-EASTERN HEMISPHERE

Students are expected to know content and apply skills from previous grades.

Standard 1: History

Students in Geography-Eastern Hemisphere build an understanding of the cultural and social development of human civilization.

Goal 1.1: Build an understanding of the cultural and social development of the United States.

No objectives in Geography–Eastern Hemisphere

Goal 1.2: Trace the role of migration and immigration of people in the development of the United States.

No objectives in Geography-Eastern Hemisphere

Goal 1.3: Identify the role of American Indians in the development of the United States.

No objectives in Geography–Eastern Hemisphere

Goal 1.4: Analyze the political, social, and economic responses to industrialization and technological innovations in the development of the United States.

No objectives in Geography–Eastern Hemisphere

Goal 1.5: Trace the role of exploration and expansion in the development of the United States.

No objectives in Geography–Eastern Hemisphere

Goal 1.6: Explain the rise of human civilization.

No objectives in Geography–Eastern Hemisphere

Goal 1.7: Trace how natural resources and technological advances have shaped human civilization.

No objectives in Geography–Eastern Hemisphere

Goal 1.8: Build an understanding of the cultural and social development of human civilization.

Objective(s): By the end of Geography-Eastern Hemisphere, the student will be able to:

6-9.GEH.1.8.1	Describe major aspects of the civilizations of the Eastern Hemisphere prior to European contact. , such as Muslim civilization, China, Japan, and sub-Sahara Africa.
6-9.GEH.1.8.2	Examine the impact of Europeans on indigenous cultures in the Eastern Hemisphere.
6-9.GEH.1.8.3	<i>Identify various colonial powers in the Eastern Hemisphere</i> . Compare various approaches to European colonization in the Eastern Hemisphere.
6-9.GEH.1.8.4	Recognize historical perspective by identifying the context in which events occurred. Explain how and why events may be interpreted differently according to the points of view of participants and observers.
6-9.GEH.1.8.5	Describe the historical origins, central beliefs, and spread of major religions, including Judaism, Christianity, Islam, Hinduism, Buddhism, and Confucianism.
6-9.GEH.1.8.6	Examine multiple points of view by analyzing a current event relating to Africa or Asia. (469.06f)

Goal 1.9: Identify the role of religion in the development of human civilization.

No objectives in Geography-Eastern Hemisphere

Standard 2: Geography

Students in Geography-Eastern Hemisphere analyze the spatial organizations of people, places, and environment on the earth's surface, explain how human actions modify the physical environment and how physical systems affect human activity and living conditions, trace the migration and settlement of human populations on the earth's surface, analyze the human and physical characteristics of different places and regions, and explain how geography enables people to comprehend the relationships between people, places, and environments overtime.

Goal 2.1: Analyze the spatial organizations of people, places, and environment on the earth's surface.

Objective(s): By the end of Geography-Eastern Hemisphere, the student will be able to: 6-9.GEH.2.1.1 Explain and use the components of maps, compare different map projections, and explain the appropriate uses for each. (469.01b) 6-9.GEH.2.1.2 Apply latitude and longitude to locate places on Earth and describe the uses of *locational* technology, such as Global Positioning Systems (GPS) and Geographic Information Systems (GIS). 6-9.GEH.2.1.3 Use mental maps to answer geographic questions *and to analyze how they reflect an individual's attitude toward places*. (469.01b) 6-9.GEH.2.1.4 Analyze visual and mathematical data presented in charts, tables, graphs, maps, and other graphic organizers to assist in interpreting a historical event. (473.01a)

Goal 2.2: Explain how human actions modify the physical environment and how physical systems affect human activity and living conditions.

Objective(s): By the end of Geography-Eastern Hemisphere, the student will be able to:

6-9.GEH.2.2.1	Explain how Earth/sun relationships, ocean currents, and winds influence
	climate differences on Earth. (469.03f)
6-9.GEH.2.2.2	Locate, <i>and</i> map, and describe the climate regions of the Eastern
	Hemisphere. Describe the characteristics of each and explain how they
	differ. and their impact on human activity and living conditions.
6-9.GEH.2.2.3	Identify major biomes and explain ways in which the natural environment
	of places in the Eastern Hemisphere relates to their climate. (469.03a)
6-9.GEH.2.2.4	Explain how physical processes have shaped Earth's surface. Classify
	these processes according to those that have built up Earth's surface
	(mountain-building and alluvial deposition) and those that wear away at
	Earth's surface (erosion). (469.03c)
6-9.GEH.2.2.5	Analyze and give examples of the consequences of human impact on the physical environment and evaluate ways in which technology influences
	human capacity to modify the physical environment. (469.05a)

Goal 2.3: Trace the migration and settlement of human populations on the earth's surface.

Objective(s): By the end of Geography-Eastern Hemisphere, the student will be able to:

6-9.GEH.2.3.1	Identify the names and locations of countries and major cities in the
	Eastern Hemisphere.
6-9.GEH.2.3.2	Describe major physical characteristics of regions in the Eastern
	Hemisphere.
6-9.GEH.2.3.3	Compare major cultural characteristics of regions in the Eastern
	Hemisphere. Identify patterns of population distribution and growth in the
	Eastern Hemisphere and explain changes in these patterns, which have
	occurred over time. (469.04b)

Goal 2.4: Analyze the human and physical characteristics of different places and regions.

Objective(s): By the end of Geography-Eastern Hemisphere, the student will be able to:

6-9.GEH.2.4.1	Use maps, charts, and graphs to compare rural and urban populations in
	selected countries in the Eastern Hemisphere.
6-9.GEH.2.4.2	Compare and contrast cultural patterns in the Eastern Hemisphere, such as
	language, religion, and ethnicity. (469.04c)
6-9.GEH.2.4.3	Analyze the locations of the major manufacturing and agricultural regions
	of the Eastern Hemisphere.

Goal 2.5: Explain how geography enables people to comprehend the relationships between people, places, and environments over time.

Objective(s): By the end of Geography-Eastern Hemisphere, the student will be able to:

- 6-9.GEH.2.5.1 Analyze the distribution of natural resources in the Eastern Hemisphere.

 6-9.GEH.2.5.2 Analyze and give examples of the consequences of human impact on the
 - OEA.2.5.2—Analyze and give examples of the consequences of numan impact on the physical environment and evaluate ways in which technology influences human capacity to modify the physical environment. (469.05a)

6-9.GEH.2.5. <i>3</i> 2	Give examples of how both natural and technological hazards have impacted the physical environment and human populations in specific areas of the Eastern Hemisphere. (469.05c)
6-9.GEH.2.5.43	Give examples of how land forms and water <i>forms</i> , climate, and natural vegetation have influenced historical trends and developments in the
6-9.GEH.2.5. 5 4	Eastern Hemisphere. (469.06c) Identify contrasting perspectives of environmental issues that affect the Eastern Hemisphere.
6-9.GEH.2.5. 6 5	Explain how human-induced changes in the physical environment in one place can cause changes in another place, such as acid rain, air and water pollution, deforestation. (469.05b)

Standard 3: Economics

Students in Geography-Eastern Hemisphere <u>explain basic economic concepts and</u> identify different influences on economic systems.

Goal 3.1: Explain basic economic concepts.

No objectives in Geography-Eastern Hemisphere

Objective(s): By the end of Geography-Eastern Hemisphere, the student will be able to:

6-9.GEH.3.1.1 Define scarcity and its impact on decision making such as trade and settlement.

Goal 3.2: Identify different influences on economic systems.

Objective(s): By the end of Geography-Eastern Hemisphere, the student will be able to: 6-9.GEH.3.2.1 Describe how different economic systems in the Eastern Hemisphere answer the basic economic questions on what to produce, how to produce, and for whom to produce. Compare the standard of living of various countries of the Eastern 6-9.GEH.3.2.2 Hemisphere today using Gross Domestic Product (GDP) per capita as an indicator. 6-9.GEH.3.2.3 Analyze current economic issues in the countries of the Eastern Hemisphere using a variety of information resources. 6-9.GEH.3.2.4 Identify economic connections between a local community and the countries of the Eastern Hemisphere. 6-9.GEH.3.2.5 Identify specific areas of the Eastern Hemisphere with important natural resource deposits. Investigate how physical geography, productive resources, specialization, 6-9.GEH.3.2.6 and trade have influenced the way people earn income.

Goal 3.3: Analyze the different types of economic institutions.

No objectives in Geography–Eastern Hemisphere

Goal 3.4: Explain the concepts of good personal finance.

No objectives in Geography-Eastern Hemisphere

Standard 4: Civics and Government

Students in Geography-Eastern Hemisphere build an understanding of comparative government.

Goal 4.1: Build an understanding of the foundational principles of the American political system.

No objectives in Geography–Eastern Hemisphere

Goal 4.2: Build an understanding of the organization and formation of the American system of government.

No objectives in Geography–Eastern Hemisphere

Goal 4.3: Build an understanding that all people in the United States have rights and assume responsibilities.

No objectives in Geography–Eastern Hemisphere

Goal 4.4: Build an understanding of the evolution of democracy.

No objectives in Geography–Eastern Hemisphere

Goal 4.5: Build an understanding of comparative government.

Objective(s): By the end of Geography-Eastern Hemisphere, the student will be able to:

- 6-9.GEH.4.5.1 Identify the major forms of government in the Eastern Hemisphere and compare them with the United States.
- 6-9.GEH.4.5.2 Give examples of the different routes to independence from colonial rule taken by countries.

Standard 5: Global Perspectives

Students in Geography-Eastern Hemisphere build an understanding of multiple perspectives and global interdependence.

Goal 5.1: Build an understanding of multiple perspectives and global interdependence.

Objective(s): By the end of Geography-Eastern Hemisphere, the student will be able to:

- 6-9.GEH.5.1.1 Discuss how social institutions, including the family, religion, and education, influence behavior in different societies in the Eastern Hemisphere.
- 6-9.GEH.5.1.2 Give examples of how language, literature, and the arts shaped the development and transmission of culture in the Eastern Hemisphere.
- 6-9.GEH.5.1.3 Define ethnocentrism and give examples of how this attitude can lead to cultural misunderstandings.

6-9.GEH.5.1.4 Discuss present conflicts between cultural groups and nation-states in the Eastern Hemisphere.
 6-9.GEH.5.1.5 Give examples of the benefits of global connections, such as developing opportunities for trade, cooperating in seeking solutions to mutual problems, learning for technological advances, acquiring new perspectives, and benefiting from developments in architecture, music, and the arts.
 6-9.GEH.5.1.6 Give examples of the causes and consequences of current global issues, such as the expansion of global markets, the urbanization of the developing world, the consumption of natural resources, and the extinction of species, and speculate possible responses by various individuals, groups, and nations.

IDAHO CONTENT STANDARDS GRADE 6-9 WORLD HISTORY AND CIVILIZATION

Students are expected to know content and apply skills from previous grades.

Standard 1: History

Students in World History and Civilization explain the rise of human civilization, trace how natural resources and technological advances have shaped human civilization, build an understanding of the cultural and social development of human civilization, and identify the role of religion in the development of human civilization.

Goal 1.1: Build an understanding of the cultural and social development of the United States.

No objectives in World History and Civilization

Goal 1.2: Trace the role of migration and immigration of people in the development of the United States.

No objectives in World History and Civilization

Goal 1.3: Identify the role of American Indians in the development of the United States.

No objectives in World History and Civilization

Goal 1.4: Analyze the political, social, and economic responses to industrialization and technological innovations in the development of the United States.

No objectives in World History and Civilization

Goal 1.5: Trace the role of exploration and expansion in the development of the United States.

No objectives in World History and Civilization

Goal 1.6: Explain the rise of human civilization.

Objective(s): By the end of World History and Civilization, the student will be able to:

6-9.WHC.1.6.1	Describe types of evidence used by anthropologists, archaeologists, and
	other scholars to reconstruct early human and cultural development.
	(462.01a)
6-9.WHC.1.6.2	Using archaeological evidence, d-Describe the characteristics of early
	hunter-gatherer communities. (462.01b)
6-9.WHC.1.6.3	Analyze the characteristics of early civilizations.

Goal 1.7: Trace how natural resources and technological advances have shaped human civilization.

Objective(s): By the end of World History and Civilization, the student will be able to:

- 6-9.WHC.1.7.1 Explain how man adapted the environment for civilization to develop. (462.04a)
- 6-9.WHC.1.7.2 Identify the technological advances developed by Ancient, Greco Roman, Middle Ages *Medieval*, Early-Modern, and Modern European

societies and civilizations. (462.04b)

Goal 1.8: Build an understanding of the cultural and social development of human civilization.

Objective(s): By the end of World History and Civilization, the student will be able to:

- 6-9.WHC.1.8.1 Find examples of how writing, art, architecture, mathematics, and science have evolved in western civilization over time. (462.05b)
 6-9.WHC.1.8.2 Identify the origins and characteristics of different social classes.
 6-9.WHC.1.8.3 Describe how the structure of family changes in relation to
- Goal 1.9: Identify the role of religion in the development of human civilization.

socioeconomic conditions.

Objective(s): By the end of World History and Civilization, the student will be able to:

- 6-9.WHC.1.9.1 Explain the relationship between religion and the peoples understanding of the natural world. (462.07c)
 6-9.WHC.1.9.2 Explain how religion shaped the development of western civilization. (462.07a)
 6-9.WHC.1.9.3 Discuss how religion influenced social behavior and created social order.
 - (462.07b)

 Describe why how different religious beliefs were sources of conflict.

Standard 2: Geography

6-9.WHC.1.9.4

Students in World History and Civilization analyze the spatial organizations of people, places, and environment on the earth's surface, trace the migration and settlement of human populations on the earth's surface, analyze the human and physical characteristics of different places and regions, and explain how geography enables people to comprehend the relationships between people, places, and environments over time.

Goal 2.1: Analyze the spatial organizations of people, places, and environment on the earth's surface.

Objective(s): By the end of World History and Civilization, the student will be able to:

- 6-9.WHC.2.1.1 Locate places on maps using latitude and longitude systems and compass directions. (463.01a) Develop and interpret different kinds of maps, globes, graphs, charts, databases and models.

 6-9.WHC.2.1.2 Locate and label on map or globe major rivers, mountain ranges, gulfs, and seas of the continents and their countries. (463.01b)
- Goal 2.2: Explain how human actions modify the physical environment and how physical systems affect human activity and living conditions.

No objectives in World History and Civilization

Goal 2.3: Trace the migration and settlement of human populations on the earth's surface.

Objective(s): By the end of World History and Civilization, the student will be able to:

6-9.WHC.2.3.1	Identify main reasons for major migrations of people. (463.03a)
6-9.WHC.2.3.2	Explain how climate affects human migration and settlement. (463.03b)
6-9.WHC.2.3.3	Describe how physical features such as mountain ranges, fertile plains,
	and rivers led to the development of cultural regions. (463.03c)
6-9.WHC.2.3.4	Explain how transportation routes stimulate growth of cities and the
	exchange of goods, knowledge, and technology. (463.03d)

Goal 2.4: Analyze the human and physical characteristics of different places and regions.

Objective(s): By the end of World History and Civilization, the student will be able to:

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6-9.WHC.2.4.1 Compare and contrast physical features on the planet. (463.02a)
6-9.WHC.2.4.21 Explain the impact of waterways on civilizations. (463.02b)
6-9.WHC.2.4.3 Identify the characteristics of significant early civilization. (463.02c)
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Goal 2.5: Explain how geography enables people to comprehend the relationships between people, places, and environments over time.

Objective(s): By the end of World History and Civilization, the student will be able to:

6-9.WHC.2.5.1	Explain how the resources of an area can be the source of conflict
	between competing groups. (463.04a)
6-9.WHC.2.5.2	Illustrate how the population growth rate impacts a nation's resources.
	(463.04b)
6-9.WHC.2.5.3	Explain how rapid growth of cities can lead to economic, social, and
	political problems. (463.04c)
6-9.WHC.2.5.4	Describe how the conservation of resources is necessary to maintain a
	healthy <i>and productive</i> environment <i>for future generations</i> . (463.04d)

Standard 3: Economics

Students in World History and Civilization explain basic economic concepts and identify different influences on economic systems.

Goal 3.1: Explain basic economic concepts.

Objective(s): By the end of World History and Civilization, the student will be able to:

6-9.WHC.3.1.1	Explain how historically people have relied on their natural resources to
	meet their needs. (465.01b)
6-9.WHC.3.1.2	List examples that show how economic opportunity and a higher
	standard of living are important factors in the migration of people.
	(465.01c)
6-9.WHC.3.1.3	Analyze the role of money as a means of exchange. (465.02a)
6-9.WHC.3.1.4	Describe alternative means of exchange. (465.02b)

Goal 3.2: Identify different influences on economic systems.

Objective(s): By the end of World History and Civilization, the student will be able to:

6-9.WHC.3.2.1	Analyze the impact of economic growth on European society. (465.03a)
6-9.WHC.3.2.2	Trace the evolution of hunting-gathering, agrarian, industrial and
	technological economic systems.
6-9.WHC.3.2.3	Identify influential economic thinkers and the impact of their
	philosophies.
6-9.WHC.3.2.4	Identify important economic organizations that have influenced
	economic growth.

Goal 3.3: Analyze the different types of economic institutions.

No objectives in World History and Civilization

Goal 3.4: Explain the concepts of good personal finance.

No objectives in World History and Civilization

Standard 4: Civics and Government

Students in World History and Civilization build an understanding of the evolution of democracy.

Goal 4.1: Build an understanding of the foundational principles of the American political system.

No objectives in World History and Civilization

Goal 4.2: Build an understanding of the organization and formation of the American system of government.

No objectives in World History and Civilization

Goal 4.3: Build an understanding that all people in the United States have rights and assume responsibilities.

No objectives in World History and Civilization

Goal 4.4: Build an understanding of the evolution of democracy.

Objective(s): By the end of World History and Civilization, the student will be able to:

- 6-9.WHC.4.4.1 Describe the role of government in population movements throughout western civilization. (462.05d)
- 6-9.WHC.4.4.2 Analyze the various political influences *philosophies* which shaped western civilization including the City-State, Monarchy, Republic, Nation-State, and Democracy.

6-9.WHC.4.4.3 Analyze and evaluate the global expansion of liberty and democracy through revolution and reform movements in challenging authoritarian or despotic regimes. (464.02a)

Goal 4.5: Build an understanding of comparative government.

No objectives in World History and Civilization

reasons.

Standard 5: Global Perspectives

Students in World History and Civilization build an understanding of multiple perspectives and global interdependence.

Goal 5.1: Build an understanding of multiple perspectives and global interdependence.

Objective(s): By the end of World History and Civilization, the student will be able to:

6-9.WHC.5.1.1	Explain common reasons and consequences for the breakdown of order
	among nation-states, such as conflicts about national interests, ethnicity,
	and religion; competition for resources and territory; the absence of
	effective means to enforce international law.
6-9.WHC.5.1.2	Explain the global consequences of major conflicts in the 20 th century,
	such as World War I; World War II, including the Holocaust; and the
	Cold War.
6-9.WHC.5.1.3	Evaluate why peoples unite for political, economic, and humanitarian

IDAHO CONTENT STANDARDS GRADE 6-12 U.S. HISTORY I

Students are expected to know content and apply skills from previous grades.

Standard 1: History

Students in U.S. History I build an understanding of the cultural and social development of the United States, trace the role of migration and immigration of people in the development of the United States, identify the role of American Indians in the development of the United States, analyze the political, social, and economic responses to industrialization and technological innovations in the development of the United States, and trace the role of exploration and expansion in the development of the United States.

Goal 1.1: Build an understanding of the cultural and social development of the United States.

Objective(s): By the end of U.S. History I, the student will be able to:

6-12.USH1.1.1.1	Compare and contrast the different cultural and social influences that
	emerged in the North American colonies. (479.01a)
6-12.USH1.1.1.2	Describe the experiences of culturally, ethnically, and racially different groups existing as part of American society prior to the Civil War. (479.01b)
6-12.USH1.1.1.3	Analyze the common traits, beliefs, and characteristics that unite the United States as a nation and a society. (479.01c)
6-12.USH1.1.1.4	Discuss the causes and effects of various compromises and conflicts in American history such as the American Revolution, Civil War and Reconstruction.
6-12.USH1.1.1.5	Compare and contrast early cultures and settlements that existed in North America prior to European contact.

Goal 1.2: Trace the role of migration and immigration of people in the development of the United States.

Objective(s): By the end of U.S. History I, the student will be able to:

6-12.USH1.1.2.1	Analyze the religious, political, and economic motives of European
	immigrants who came to North America. (476.01a)
6-12.USH1.1.2.2	Explain the motives and consequences for the involuntary immigration
	to North America. (476.01b)
6-12.USH1.1.2.3	Analyze the concept of Manifest Destiny and its impact on American
	Indians and the development of the United States. (476.01d)

Goal 1.3: Identify the role of American Indians in the development of the United States.

Objective(s): By the end of U.S. History I, the student will be able to:

6-12.USH1.1.3.1	Trace federal policies and treaties such as removal, reservations, and
	allotment throughout history that have impacted contemporary
	American Indians.
6-12.USH1.1.3.2	Explain how and why events may be interpreted differently according to
	the points of view of participants and observers.
6-12.USH1.1.3.3	Discuss the resistance of American Indians to assimilation.

Goal 1.4: Analyze the political, social, and economic responses to industrialization and technological innovations in the development of the United States.

Objective(s): By the end of U.S. History I, the student will be able to:

6-12.USH1.1.4.1	Explain the consequences of scientific and technological inventions and
	changes on the social and economic lives of the people in the
	development the United States. (477.01a)
6-12.USH1.1.4.2	Explain how the development of various modes of transportation
	increased economic prosperity and promoted national unity. (477.01b)

Goal 1.5: Trace the role of exploration and expansion in the development of the United States.

Objective(s): By the end of U.S. History I, the student will be able to:

6-12.USH1.1.5.1	Examine the development of diverse cultures in what is now the United
	States. (475.01a)
6-12.USH1.1.5.2	Identify significant countries and their roles and motives in the
	European exploration of the Americas. (475.01b)
6-12.USH1.1.5.3	Analyze and describe the interactions between native peoples and the
	European explorers. (475.01c)
6-12.USH1.1.5.4	Summarize the major events in the European settlement of North
	America from Jamestown to the end of the 18th century. (475.01d)
6-12.USH1.1.5.5	Explain the United States territorial expansion between 1801 and 1861
	and identify internal and external conflicts. (475.01e, f)

Goal 1.6: Explain the rise of human civilization.

No objectives in U.S. History I

Goal 1.7: Trace how natural resources and technological advances have shaped human civilization.

No objectives in U.S. History I

Goal 1.8: Build an understanding of the cultural and social development of human civilization.

No objectives in U.S. History I

Goal 1.9: Identify the role of religion in the development of human civilization.

No objectives in U.S. History I

Standard 2: Geography

Students in U.S. History I analyze the spatial organizations of people, places, and environment on the earth's surface, explain how human actions modify the physical environment and how physical systems affect human activity and living conditions, and trace the migration and settlement of human populations on the earth's surface.

Goal 2.1: Analyze the spatial organizations of people, places, and environment on the earth's surface.

Objective(s): By the end of U.S. History I, the student will be able to:

6-12.USH1.2.1.1 Develop and interpret different kinds of maps, globes, graphs, charts, databases and models. (485.01a)

Goal 2.2: Explain how human actions modify the physical environment and how physical systems affect human activity and living conditions.

Objective(s): By the end of U.S. History I, the student will be able to:

- 6-12.USH1.2.2.1 Explain ways in which people responded to their physical environment in the early national history of the United States. (485.03a)
- 6-12.USH1.2.2.2 1 Analyze ways in which the physical environment affected political and economic development.

Goal 2.3: Trace the migration and settlement of human populations on the earth's surface.

Objective(s): By the end of U.S. History I, the student will be able to:

6-12.USH1.2.3.1 Describe Pre-Columbian migration to the Americas.

6-12.USH1.2.3. #2 Illustrate westward migration across North America.

Goal 2.4: Analyze the human and physical characteristics of different places and regions.

No objectives in U.S. History I

Goal 2.5: Explain how geography enables people to comprehend the relationships between people, places, and environments over time.

No objectives in U.S. History I

Standard 3: Economics

Students in U.S. History I explain basic economic concepts, *and* identify different influences on economic systems, and analyze the different types of economic institutions.

Goal 3.1: Explain basic economic concepts.

Objective(s): By the end of U.S. History I, the student will be able to:

6-12.USH1.3.1.1	Describe the economic characteristics of mercantilism <i>eolonialism</i> .
	(483.01a)
6-12.USH1.3.1.2	Compare the economic development of the North with the South.

Goal 3.2: Identify different influences on economic systems.

Objective(s): By the end of U.S. History I, the student will be able to:

6-12.USH1.3.2.1 Describe the emergence and evolution of a market economy.
Analyze the role of government policy in the early economic development of the United States. (484.01b)

Goal 3.3: Analyze the different types of economic institutions.

No objectives in U.S. History I

Objective(s): By the end of U.S. History I, the student will be able to:

6-12.USH1.3.3.1 Evaluate the role of financial institutions in the economic development of the United States.

Goal 3.4: Explain the concepts of good personal finance.

No objectives in U.S. History I

Standard 4: Civics and Government

Students in U.S. History I build an understanding of the foundational principles of the American political system, the organization and formation of the American system of government, that all people in the United States have rights and assume responsibilities, and the evolution of democracy.

Goal 4.1: Build an understanding of the foundational principles of the American political system.

Objective(s): By the end of U.S. History I, the student will be able to:

6-12.USH1.4.1.1	Trace the development of constitutional democracy in the United States,
	such as the Mayflower Compact, colonial assemblies, Bacon's
	Rebellion. (480.01.a)
6-12.USH1.4.1.2	Identify fundamental values and principles as expressed in basic
	documents such as the Declaration of Independence, Articles of
	Confederation, and the United States Constitution. (480.01b)
6-12.USH1.4.1.3	Evaluate issues in which fundamental values and principles are in
	conflict, such as between liberty and equality, individual interests and
	the common good, and majority rule and minority protections.
	(480.01d)

Goal 4.2: Build an understanding of the organization and formation of the American system of government.

Objective(s): By the end of U.S. History I, the student will be able to:

- 6-12.USH1.4.2.1 Explain how the executive, legislative, and judicial powers are distributed and shared among the three branches of national government. (481.01a)
- 6-12.USH1.4.2.2 Explain how and why powers are distributed and shared between national and state governments in a federal system. *the United States*. (481.01b)

Goal 4.3: Build an understanding that all people in the United States have rights and assume responsibilities.

Objective(s): By the end of U.S. History I, the student will be able to:

- 6-12.USH1.4.3.1 Provide and evaluate examples of social and political leadership in early American history. (474.01d)
- 6-12.USH1.4.3.2 Describe ways in which citizens participated in early American public life. (482.01c)

Goal 4.4: Build an understanding of the evolution of democracy.

Objective(s): By the end of U.S. History I, the student will be able to:

6-12.USH1.4.4.1 Describe the role of gender, race, ethnicity, religion, and national origin on the development of individual/political rights. (474.01e)

Goal 4.5: Build an understanding of comparative government.

No objectives in U.S. History I

Standard 5: Global Perspectives

Students in U.S. History I build an understanding of multiple perspectives and global interdependence.

Goal 5.1: Build an understanding of multiple perspectives and global interdependence.

Objective(s): By the end of U.S. History I, the student will be able to:

- 6-12.USH1.5.1.1 Explain the significance of <u>principale</u> policies and events in the United States' relations with the world, such as the War of 1812, Monroe Doctrine, and Mexican and Spanish American Wars.
- 6-12.USH1.5.1.2 Evaluate the major foreign policy positions that have characterized the United States' relations with the world, such as isolationism and imperialism.
- 6-12.USH1.5.1.3 Analyze how *the use of the* national interest *as a criterion for* shapes*ing* foreign policy

IDAHO CONTENT STANDARDS GRADE 9-12 U.S. HISTORY II

Students are expected to know content and apply skills from previous grades.

Standard 1: History

Students in U.S. History II build an understanding of the cultural and social development of the United States, trace the role of migration and immigration of people in the development of the United States, identify the role of American Indians in the development of the United States, analyze the political, social, and economic responses to industrialization and technological innovations in the development of the United States, and trace the role of exploration and expansion in the development of the United States.

Goal 1.1: Build an understanding of the cultural and social development of the United States.

Objective(s): By the end of U.S. History II, the student will be able to:

9-12.USH2.1.1.1	Analyze ways in which language, literature, the arts, traditions, beliefs,
	values and behavior patterns of diverse cultures have enriched American
	society. (498.01a)
9-12.USH2.1.1.2	Discuss the causes and effects of various compromises and conflicts in
	American history.

9-12.USH2.1.1.3 Analyze significant movements for social change.

Goal 1.2: Trace the role of migration and immigration of people in the development of the United States.

Objective(s): By the end of U.S. History II, the student will be able to:

9-12.USH2.1.2.1	Identify motives for continued immigration to the United States.
	(495.01a)
9-12.USH2.1.2.2	Analyze the changes in the political, social, and economic conditions of
	immigrant groups. (495.01b)
9-12.USH2.1.2.3	Discuss the causes and effects of 20 th century migration and settlement
	patterns.

Goal 1.3: Identify the role of American Indians in the development of the United States.

Objective(s): By the end of U.S. History II, the student will be able to:

the United States.

9-12.USH2.1.3.1	Trace federal policies such as Indian citizenship, Indian Reorganization
	Act, Termination, AIM, and self determination throughout history that
	have impacted contemporary American Indians.
9-12.USH2.1.3.2	Discuss the resistance of American Indians to assimilation.
9-12.USH2.1.3.3	Explain the influences of American Indians to the history and culture of

Goal 1.4: Analyze the political, social, and economic responses to industrialization and technological innovations in the development of the United States.

Objective(s): By the end of U.S. History II, the student will be able to:

9-12.USH2.1.4.1	Explain the factors that contributed to the rise of industrialization in the
	19 th century. (496.01a)
9-12.USH2.1.4.2	Describe the economic responses to industrialization and the emergence
	of the American labor movement. (496.01b)
9-12.USH2.1.4.3	Analyze the political and social responses to industrialization. (496.01c)
9-12.USH2.1.4.4	Identify and analyze the causes of the Great Depression and its effects
	upon American society. (496.01e)
9-12.USH2.1.4.5	Account for and define the shift from the industrial society at the
	beginning of the 20th century to the technological society at the end of
	the 20th century. (496.01f)

Goal 1.5: Trace the role of exploration and expansion in the development of the United States.

Objective(s): By the end of U.S. History II, the student will be able to:

9-12.USH2.1.5.1 Describe the factors that contributed to the expansion of the United States. (494.01d)

Goal 1.6: Explain the rise of human civilization.

No objectives in U.S. History II

Goal 1.7: Trace how natural resources and technological advances have shaped human civilization.

No objectives in U.S. History II

Goal 1.8: Build an understanding of the cultural and social development of human civilization.

No objectives in U.S. History II

Goal 1.9: Identify the role of religion in the development of human civilization.

No objectives in U.S. History II

Standard 2: Geography

Students in U.S. History II analyze the spatial organizations of people, places, and environment on the earth's surface, and explain how human actions modify the physical environment and how physical systems affect human activity and living conditions. , and trace the migration and settlement of human populations on the earth's surface.

Goal 2.1: Analyze the spatial organizations of people, places, and environment on the earth's surface.

Objective(s): By the end of U.S. History II, the student will be able to:

9-12.USH2.2.1.1 Develop and interpret different kinds of maps, globes, graphs, charts, databases and models. (485.01a)

Goal 2.2: Explain how human actions modify the physical environment and how physical systems affect human activity and living conditions.

Objective(s): By the end of U.S. History II, the student will be able to:

- 9-12.USH2.2.2.1 Explain ways in which people responded to their physical environment in the development and emergence of the modern United States.

 (485.03a)
- 9-12.USH2.2.2.12 Analyze ways in which the physical environment affected political and economic development.

Goal 2.3: Trace the migration and settlement of human populations on the earth's surface.

Objective(s): By the end of U.S. History II, the student will be able to:

9-12.USH2.2.3.1 Analyze how scientific and technological innovations have shaped migration and settlement patterns in the modern United States.

No objectives in U.S. History II

Goal 2.4: Analyze the human and physical characteristics of different places and regions.

No objectives in U.S. History II

Goal 2.5: Explain how geography enables people to comprehend the relationships between people, places, and environments over time.

No objectives in U.S. History II

Standard 3: Economics

Students in U.S. History II explain basic economic concepts, *and* identify different influences on economic systems, *analyze* the different types of economic institutions, and explain the concepts of good personal finance.

Goal 3.1: Explain basic economic concepts.

Objective(s): By the end of U.S. History II, the student will be able to:

- 9-12.USH2.3.1.1 Describe the emergence of the modern corporation.
- 9-12.USH2.3.1.2 Describe the development of a consumer economy.
- 9-12.USH2.3.1.3 Analyze the role of the modern United States in the global economy.

Goal 3.2: Identify different influences on economic systems.

Objective(s): By the end of U.S. History II, the student will be able to:

9-12.USH2.3.2.1 Analyze the role of government policy in the economic development of the modern United States. (484.01b)

Goal 3.3: Analyze the different types of economic institutions.

No objectives in U.S. History II

Objective(s): By the end of U.S. History II, the student will be able to:

9-12.USH2.3.3.1 Evaluate the role of financial institutions in the economic development of the United States

Goal 3.4: Explain the concepts of good personal finance.

No objectives in U.S. History II

Objective(s): By the end of U.S. History II, the student will be able to:

9-12.USH2.3.3.1 Analyze how economic conditions affect personal finance.

Standard 4: Civics and Government

Students in U.S. History II build an understanding of the organization and formation of the American system of government, build an understanding that all people in the United States have rights and assume responsibilities, and build an understanding of the evolution of democracy.

Goal 4.1: Build an understanding of the foundational principles of the American political system.

No objectives in U.S. History II

Goal 4.2: Build an understanding of the organization and formation of the American system of government.

No objectives in U.S. History II

Objective(s): By the end of U.S. History II, the student will be able to:

9-12.USH2.4.2.1 Analyze the relationship between the three federal branches of government.

Goal 4.3: Build an understanding that all people in the United States have rights and assume responsibilities.

Objective(s): By the end of U.S. History II, the student will be able to:

9-12.USH2.4.3.1 Identify the impact of landmark United States Supreme Court cases, including *Plessy v. Ferguson* and *Brown v. Board of Education of Topeka*. (490.01b, c)

9-12.USH2.4.3.2 Provide and evaluate examples of social and political leadership in American history. (490.01e)

Goal 4.4: Build an understanding of the evolution of democracy.

Objective(s): By the end of U.S. History II, the student will be able to:

9-12.USH2.4.4.1 Trace the development and expansion of political, civil, and economic rights. (490.01b, c)

Goal 4.5: Build an understanding of comparative government.

No objectives in U.S. History II

Standard 5: Global Perspectives

Students in U.S. History II build an understanding of multiple perspectives and global interdependence.

Goal 5.1: Build an understanding of multiple perspectives and global interdependence.

Objective(s): By the end of U.S. History II, the student will be able to:

9-12.USH2.5.1.1	Compare competing belief systems of the 20 th century, including
	communism, totalitarianism, isolationism, and internationalism.
9-12.USH2.5.1.2	Trace the major foreign policy positions that have characterized the
	United States' relations with the world in the 20 th century.
9-12.USH2.5.1.3	Explain the significance of principal events in the United States'
	relations with the world, such as World Wars I and II, formation of the
	United Nations, Marshall Plan, NATO, Korean and Vietnam Wars, end
	of the Cold War, and interventions in Latin America and the Middle
	East. (497.01d, e, f, g, h)
9-12.USH2.5.1.4	Explain how and why the United States assumed the role of world
	leader after World War II and analyze what its leadership role is in the
	world today. (497.01e)

IDAHO CONTENT STANDARDS GRADE 9-12 AMERICAN GOVERNMENT

Students are expected to know content and apply skills from previous grades.

Standard 1: History

Students in American Government build an understanding of the cultural and social development of the United States.

Goal 1.1: Build an understanding of the cultural and social development of the United States.

No goals or objectives in American Government

Objective(s): By the end of American Government, the student will be able to:

- 9-12.G.1.1.1 Describe historical milestones that led to the creation of limited government in the United States, such as the Declaration of Independence (1776), Articles of Confederation (1781), state constitutions and charters, United States Constitution (1787), and the Bill of Rights (1791). (503.01e)
- 9-12.G.1.1.2 Analyze important events responsible for bringing about political changes in the United States.
- Goal 1.2: Trace the role of migration and immigration of people in the development of the United States.

No objectives in American Government

Goal 1.3: Identify the role of American Indians in the development of the United States.

No objectives in American Government

Goal 1.4: Analyze the political, social, and economic responses to industrialization and technological innovations in the development of the United States.

No objectives in American Government

Goal 1.5: Trace the role of exploration and expansion in the development of the United States.

No objectives in American Government

Goal 1.6: Explain the rise of human civilization.

No objectives in American Government

Goal 1.7: Trace how natural resources and technological advances have shaped human civilization.

No objectives in American Government

Goal 1.8: Build an understanding of the cultural and social development of human civilization.

No objectives in American Government

Goal 1.9: Identify the role of religion in the development of human civilization.

No objectives in American Government

Standard 2: Geography

No goals or objectives in American Government

Students in American Government explain how geography enables people to comprehend the relationships between people, places, and environments over time.

Goal 2.1: Analyze the spatial organizations of people, places, and environment on the earth's surface.

No objectives in American Government

Goal 2.2: Explain how human actions modify the physical environment and how physical systems affect human activity and living conditions.

No objectives in American Government

Goal 2.3: Trace the migration and settlement of human populations on the earth's surface.

No objectives in American Government

Goal 2.4: Analyze the human and physical characteristics of different places and regions.

No objectives in American Government

Goal 2.5: Explain how geography enables people to comprehend the relationships between people, places, and environments over time.

Objective(s): By the end of American Government, the student will be able to:

9-12.G.2.5.1 Analyze the impact of geography on the American political system, such as electoral politics and congressional redistricting.

Standard 3: Economics

Students in American Government identify different influences on economic systems.

No goals or objectives in American Government

Goal 3.1: Explain basic economic concepts.

No objectives in American Government

Goal 3.2: Identify different influences on economic systems.

Objective(s): By the end of American Government, the student will be able to:

9-12.G.3.2.1 Analyze the economic impact of government policy.

Goal 3.3: Analyze the different types of economic institutions.

No objectives in American Government

Goal 3.4: Explain the concepts of good personal finance.

No objectives in American Government

Standard 4: Civics and Government

Students in American Government build an understanding of the foundational principles of the American political system, the organization and formation of the American system of government, that all people in the United States have rights and assume responsibilities, and the evolution of democracy.

Goal 4.1: Build an understanding of the foundational principles of the American political system.

Objective(s): By the end of American Government, the student will be able to:

- 9-12.G.4.1.1 Describe the origins of constitutional law in western civilization, including the natural rights philosophy, Magna Carta (1215), common law, and the Bill of Rights (1689) in England. (503.01a, c)
- 9-12.G.4.1.2 Describe historical milestones that led to the creation of limited government in the United States, such as the Declaration of Independence (1776), Articles of Confederation (1781), state constitutions and charters, United States Constitution (1787), and the Bill of Rights (1791) in the United States. (503.01e)
- 9-12.G.4.1.32 Analyze the essential ideals and objectives of the original organizing documents of the United States including the Declaration of Independence, the Articles of Confederation, and the United States Constitution and Amendments. (503,01b)
- 9-12.G.4.1.43 Explain the central principles of the United States governmental system including written constitution, popular sovereignty, limited government, separation of powers, majority rule with minority rights, and federalism. (503.01c)

Goal 4.2: Build an understanding of the organization and formation of the American system of government.

Objective(s): By the end of American Government, the student will be able to: 9-12.G.4.2.1 Identify the three branches of federal government, their powers, and responsibilities. (504.01a) 9-12.G.4.2.2 Explain the functions, powers, interactions, and relationships among federal, state, local, and tribal governments. (504.01b) 9-12.G.4.2.3 Analyze and explain sovereignty and the treaty/trust relationship the United States has with American Indian tribes with emphasis on Idaho, such as hunting and fishing rights, and land leasing. (504.01d) 9-12.G.4.2.4 Analyze the role of political parties and other political organizations and their impact on the American system of government. (504.01e) 9-12.G.4.2.5 Explain the electoral process at each level of government. (506.01c) 9-12.G.4.2.6 Compare different forms of government, such as presidential with parliamentary, unitary with federal, democracy with dictatorship.

Goal 4.3: Build an understanding that all people in the United States have rights and assume responsibilities.

Objective(s): By the end of American Government, the student will be able to:

9-12.G.4.3.1	Explain the ways in which individuals become citizens and distinguish
	among obligations, responsibilities, and rights. (506.01d)
9-12.G.4.3.2	Explain the implications of dual citizenship with regard to American
	Indians.
9-12.G.4.3.3	Identify the ways in which citizens can participate in the political process at
	the local, state, and national level. (506.01b)
9-12.G.4.3.4	Analyze and evaluate decisions about rights of individuals in landmark cases
	of the United States Supreme Court, including Gideon v. Wainwright,
	Miranda v. Arizona. (490.01b)

Goal 4.4: Build an understanding of the evolution of democracy.

Objective(s): By the end of American Government, the student will be able to:

9-12.G.4.4.1	Analyze the struggles for the extension of civil rights. (490.01c)
9-12.G.4.4.2	Analyze and evaluate states' rights disputes past and present. (490.01d)
9-12.G.4.4.3	Provide and evaluate examples of the role of leadership in the changing
	relationship among the branches of American government. (490.01e)
9-12.G.4.4.4	Discuss how the interpretation and application of the United States
	Constitution has evolved.

Goal 4.5: Build an understanding of comparative government.

No objectives in American Government

Standard 5: Global Perspectives

Students in American Government build an understanding of multiple perspectives and global interdependence.

Goal 5.1: Build an understanding of multiple perspectives and global interdependence.

Objective(s): By the end of American Government, the student will be able to:

9-12.G.5.1.1	Compare different forms of government, such as presidential with
	parliamentary, unitary with federal, democracy with dictatorship.
9-12.G.5.1. 2 1	Discuss the mutual impact of ideas, issues, and policies among nations,
	including environmental, economic, and humanitarian. (505.01c)
9-12.G.5.1. 3 2	Describe the characteristics of United States foreign policy and how it has
	been created <i>made</i> and implemented over time. (505.01a)
9-12.G.5.1. 4 3	Identify and evaluate the role of the United States in international
	organizations and agreements, such as the United Nations, NAFTA, and the
	humanitarian organizations <i>International Red Cross</i> . (505.01b)

IDAHO CONTENT STANDARDS GRADE 9-12 ECONOMICS

Students are expected to know content and apply skills from previous grades.

Standard 1: History

No goals or objectives in Economics

Students in Economics analyze the political, social, and economic responses to industrialization and technological innovations in the development of the United States.

Goal 1.1: Build an understanding of the cultural and social development of the United States.

No objectives in Economics

Goal 1.2: Trace the role of migration and immigration of people in the development of the United States.

No objectives in Economics

Goal 1.3: Identify the role of American Indians in the development of the United States.

No objectives in Economics

Goal 1.4: Analyze the political, social, and economic responses to industrialization and technological innovations in the development of the United States.

Objective(s): By the end of Economics, the student will be able to:

9-12.E.1.4.1 Analyze the impact of events such as wars, industrialization, and technological developments on the business cycle.

Goal 1.5: Trace the role of exploration and expansion in the development of the United States.

No objectives in Economics

Goal 1.6: Explain the rise of human civilization.

No objectives in Economics

Goal 1.7: Trace how natural resources and technological advances have shaped human civilization.

No objectives in Economics

Goal 1.8: Build an understanding of the cultural and social development of human civilization.

No objectives in Economics

Goal 1.9: Identify the role of religion in the development of human civilization.

No objectives in Economics

Standard 2: Geography

No goals or objectives in Economics

<u>Students in Economics analyze the human and physical characteristics of different places and regions.</u>

Goal 2.1: Analyze the spatial organizations of people, places, and environment on the earth's surface.

No objectives in Economics

Goal 2.2: Explain how human actions modify the physical environment and how physical systems affect human activity and living conditions.

No objectives in Economics

Goal 2.3: Trace the migration and settlement of human populations on the earth's surface.

No objectives in Economics

Goal 2.4: Analyze the human and physical characteristics of different places and regions.

Objective(s): By the end of Economics, the student will be able to:

9-12.E.2.4.1 Explain how the factors of production are distributed among geographic regions and how this influences economic growth.

Goal 2.5: Explain how geography enables people to comprehend the relationships between people, places, and environments over time.

No objectives in Economics

Standard 3: Economics

Students in Economics explain basic economic concepts, identify different influences on economic systems, analyze the different types of economic institutions, and explain the concepts of good personal finance.

Goal 3.1: Explain basic economic concepts.

Objective(s): By the end of Economics, the student will be able to *do*:

9-12.E.3.1.1 Define scarcity and explain its implications in decision making. (510.01a)
9-12.E.3.1.2 Identify ways in which the interaction of all buyers and sellers influence prices. (510.01b)
9-12.E.3.1.3 Identify how *the* incentives *that* determine what is produced and distributed in a competitive market system. (510.01d)
9-12.E.3.1.4 Describe the factors of production.
9-12.E.3.1.5 Create and interpret graphs that model economic concepts.

Goal 3.2: Identify different influences on economic systems.

Objective(s): By the end of Economics, the student will be able to $d\theta$:

- 9-12.E.3.2.1 Compare and contrast the characteristics of different economic systems and economic philosophies. (510.01f)
 9-12.E.3.2.2 Explain and illustrate the impact of economic policies and decisions made by governments, businesses, and individuals. (512.01b)
- Goal 3.3: Analyze the different types of economic institutions.

Objective(s): By the end of Economics, the student will be able to $d\theta$:

9-12.E.3.3.1	Explain the characteristics of various types of business and market
7 12.11.3.3.1	structures. (513.01a)
9-12.E.3.3.2	Describe the elements of entrepreneurship and successful businesses.
	(513.01b)
9-12.E.3.3.3	Identify the role of the financial markets and institutions. (513.01c)
9-12.E.3.3.4	Explain the purposes of labor unions. (513.01e)
9-12.E.3.3.5	Explain the difference between monetary policy and fiscal policy.
9-12.E.3.3.6	Analyze the various parts of the business cycle and its effect on the
	economy.

Goal 3.4: Explain the concepts of good personal finance.

Objective(s): By the end of Economics, the student will be able to do:

9-12.E.3.4.1	Examine and apply the elements of responsible personal fiscal management,
	such as budgets, interest, investment, credit, and debt. (514.01a)
9-12.E.3.4.2	Identify and evaluate sources and examples of consumers' responsibilities
	and rights. (514.01b)
9-12.E.3.4.3	Discuss the impact of taxation as applied to personal finances. (514.01c)

Standard 4: Civics and Government

Students in Economics build an understanding of the organization and formation of the American system of government.

Goal 4.1: Build an understanding of the foundational principles of the American political system.

No objectives in Economics

Goal 4.2: Build an understanding of the organization and formation of the American system of government.

Objective(s): By the end of Economics, the student will be able to:

- 9-12.E.4.2.1 Explain the basic functions of government in a mixed economic system. (512.01c)
- 9-12.E.4.2.2 Identify laws and policies adopted in the United States to regulate competition. (512.01c)

Goal 4.3: Build an understanding that all people in the United States have rights and assume responsibilities.

No objectives in Economics

Goal 4.4: Build an understanding of the evolution of democracy.

No objectives in Economics

Goal 4.5: Build an understanding of comparative government.

No objectives in Economics

Standard 5: Global Perspectives

Students in Economics build an understanding of multiple perspectives and global interdependence.

Goal 5.1: Build an understanding of multiple perspectives and global interdependence.

Objective(s): By the end of Economics, the student will be able to:

- 9-12.E.5.1.1 Describe the involvement of the United States in international economic organizations and treaties, such as GATT, *NAFTA* IMF, and the WTO. (505.01b)
- 9-12.E.5.1.2 Analyze global economic interdependence and competition.
- 9-12.E.5.1.3 Apply economic concepts to explain the role of imports/exports both nationally and internationally. (510.01g)

IDAHO CONTENT STANDARDS HEALTH EDUCATION Kindergarten to Grade 2

Standard 1: Comprehend Core Concepts

Core Concepts of Health Education for K-Grade 2 are defined below:

Alcohol, Tobacco & Other Drugs

The use of alcohol, tobacco, and other drugs has major implications in the lifelong health of individuals. Implications include the effects, influences, and prevention of the use of alcohol, tobacco products, and other types of drugs on the body.

Nutrition & Physical Activity

To be ready to learn and to achieve their fullest potential, children need to be well nourished and physically active. In order to enhance physical, mental, emotional, and social health, students need to acquire the knowledge and skills to make healthy food choices and engage in lifelong physical activity.

Injury Prevention & Safety

Unintentional and intentional injuries rank among the greatest threats to the health of children and young adults. Knowledge about prevention through safe living habits, healthy decisions, violence prevention, emergency response and an understanding of the consequences of ones decisions will help to prevent many injuries.

Mental, Emotional & Social Health

Mental, emotional and social well-being is a foundation for building good health which includes a sense of security, identity, belonging, purpose and competence in order to strive toward a healthy and productive life.

Prevention & Control of Disease

Individuals can have a considerable measure of control over their own health and the chances of contracting most illnesses. Health-related choices and decisions regarding prevention of communicable and non-communicable diseases can include recognizing risk factors, identifying methods of contraction and transmission, as well as the prevention and treatment of disease. Information should be factual, medically accurate, objective and developmentally appropriate.

Consumer & Community Health

Consumers need to understand how health care services are provided as well as how individuals can take an active role in deciding on the use of health related services and products. Community health may include recognizing appropriate health professionals and products.

Growth, Development & Family Life

A healthy family unit is vital to the well-being and successful development of children and youth. Growth and development includes the stages of life, and changes in relationships with others that accompany social development and the aging process. Information should be factual, medically accurate, objective and developmentally appropriate.

Environmental Health

Individuals need to be aware of the impact of environmental issues and hazards on personal health. Environmental health may include precautions and behaviors to safeguard personal health, and practices that will reverse or slow down environmental pollution and related problems.

Goal 1.1: Students will comprehend core concepts related to health promotion and disease prevention to enhance health including: Alcohol, Tobacco and Other Drugs; Nutrition and Physical Activity, Injury Prevention and Safety; Mental, Emotional and Social Health; Prevention and Control of Disease; Consumer and Community Health; Growth, Development and Family Life; and Environmental Health.

K-2nd Grade Objectives

Objective(s): By the end of Second Grade, the student will be able to:

- K-2.H.1.1.1. Identify that healthy behaviors affect personal health.
- K-2.H.1.1.2. Recognize that there are multiple dimensions (i.e. emotional, intellectual, physical and social) of health.
- K-2.H.1.1.3. Describe ways to prevent communicable diseases.
- K-2.H.1.1.4. List ways to prevent common childhood injuries.
- K-2.H.1.1.5. Describe why it is important to seek health care.
- K-2.H.1.1.6. Identify body systems.

Standard 2: Analyzing Influences

Goal 1.1: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behavior.

K-2nd Grade Objectives

Objective(s): By the end of Second Grade, the student will be able to:

- K-2.H.2.1.1 Identify how the family influences personal health practices and behaviors.
- K-2.H.2.1.2 Identify what the school can do to support personal health practices and behaviors.
- K-2.H.2.1.3 Describe how the media can influence health behaviors.

Standard 3: Accessing Information

Goal 1.1. Students will demonstrate the ability to access valid information and products and services to enhance health.

K-2nd Grade Objectives

Objective(s): By the end of Second Grade, the student will be able to:

- K-2.H.3.1.1 Identify trusted adults and professionals who can help promote health.
- K-2.H.3.1.2 Identify ways to locate school and community health helpers.

Standard 4: Interpersonal Communication

Goal 1.1: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

K-2nd Grade Objectives

Objective(s): By the end of Second Grade, the student will be able to:

- K-2.H.4.1.1. Demonstrate healthy ways to express needs, wants, and feelings.
- K-2.H.4.1.2 Demonstrate listening skills to enhance health.
- K-2.H.4.1.3 Demonstrate ways to respond when in an unwanted, threatening, or dangerous situation.

Standard 5: Decision Making

Goal 1.1: Students will demonstrate the ability to use decision-making skills to enhance health.

K-2nd Grade Objectives

Objective(s): By the end of Second Grade, the student will be able to:

- K-2.H.5.1.1 Identify situations when a health-related decision is needed.
- K-2.H.5.1.2 Differentiate between situations when a health-related decision can be made individually or when assistance is needed.

Standard 6: Goal Setting

Goal 1.1 Students will demonstrate the ability to use goal-setting skills to enhance health.

K-2nd Grade Objectives

Objective(s): By the end of Second Grade, the student will be able to:

- K-2.H.6.1.1. Identify a short-term personal health goal and take action towards achieving the goal.
- K-2.H.6.1.2. Identify who can help when assistance is needed to achieve a personal health goal.

Standard 7: Practice Healthy Behavior

Goal 1.1. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

K-2nd Grade Objectives

Objective(s): By the end of Second Grade, the student will be able to:

K-2.H.7.1.1. Demonstrate healthy practices and behaviors to maintain or improve personal health.

K-2.H.7.1.2. Demonstrate behaviors that avoid or reduce health risks.

Standard 8: Advocacy

Goal 1.1. Students will demonstrate the ability to advocate for personal, family, and community health.

K-2nd Grade Objectives

Objective(s): By the end of Second Grade, the student will be able to:

K-2.H.8.1.1. Make requests to promote personal health.

K-2.H.8.1.2. Encourage peers and family to make positive health choices.

IDAHO CONTENT STANDARDS HEALTH EDUCATION Grades 3-5

Standard 1: Comprehend Core Concepts

Core Concepts of Health Education for Grades 3-5 are defined below:

Alcohol, Tobacco & Other Drugs

The use of alcohol, tobacco, and other drugs has major implications in the lifelong health of individuals. Implications include the effects, influences, prevention and treatment of the use of alcohol, tobacco products, and other types of drugs on the body.

Nutrition & Physical Activity

To be ready to learn and to achieve their fullest potential, children need to be well nourished and physically active. In order to enhance physical, mental, emotional, and social health, students need to acquire the knowledge and skills to make healthy food choices and engage in lifelong physical activity.

Injury Prevention & Safety

Unintentional and intentional injuries rank among the greatest threats to the health of children and young adults. Knowledge of prevention through safe living habits, healthy decisions, violence prevention, emergency response and an awareness of the consequences of ones decisions, will help to prevent many injuries.

Mental, Emotional & Social Health

Mental, emotional and social wellbeing is a foundation for building good health which includes a sense of security, identity, belonging, purpose and competence in order to strive toward a healthy and productive life.

Prevention & Control of Disease

Individuals can have a considerable measure of control over their own health, including the risks of contracting most illnesses. Health-related choices and decisions regarding prevention of communicable and non-communicable diseases can include recognizing risk factors, identifying methods of contraction and transmission, as well as the prevention and treatment of disease including HIV. Information should be factual, medically accurate, objective and developmentally appropriate.

Consumer & Community Health

Consumers need to understand how health care services are provided and how individuals can take an active role in determining the use of health related services and products. Community health includes providing valid and appropriate health information, education, services, and products.

Growth, Development & Family Life

A healthy family unit is vital to the well-being and successful development of children and youth. Growth and development includes the stages of life, changes that occur during puberty, and changes in relationships with others that accompany social development and the aging process. Family living includes healthy relationships, information regarding growth and development, and disease including HIV and their prevention. Information should be factual, medically accurate, objective and developmentally appropriate.

*Reference to Idaho Education Code Title 33, Chapter 16, Sections 1608-1611

Environmental Health

Individuals need to be aware of the impact of environmental issues and hazards on personal health. Environmental health may include precautions and behaviors to safeguard personal health, and practices that will reverse or slow down environmental pollution and related problems.

Goal 1.1: Students will comprehend core concepts related to health promotion and disease prevention to enhance health including: Alcohol, Tobacco and Other Drugs; Nutrition and Physical Activity, Injury Prevention and Safety; Mental, Emotional and Social Health; Prevention and Control of Disease; Consumer and Community Health; Growth, Development and Family Life; and Environmental Health.

Grade 3-5 Objectives

Objective(s): By the end of Fifth Grade, the student will be able to:

- 3-5.H.1.1.1. Describe the relationship between healthy behaviors and personal health.
- 3-5.H.1.1.2 Identify examples of emotional, intellectual, physical, and social health.
- 3-5.H.1.1.3 Describe ways in which a safe and healthy school and community environment can promote personal health.
- 3-5.H.1.1.4 Describe ways to prevent common childhood injuries and health problems.
- 3-5.H.1.1.5. Describe when it is important to seek health care.
- 3-5.H.1.1.6. Describe the impact of health behaviors on body systems.

Standard 2: Analyzing Influences

Goal 1.1: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behavior.

Grade 3-5 Objectives

Objective(s): By the end of Fifth Grade, the student will be able to:

- 3-5.H.2.1.1 Describe how the family influences personal health practices and behaviors.
- 3-5.H.2.1.2 Identify the influences of culture on health practices and behaviors.
- 3-5.H.2.1.3 Identify how peers can influence healthy and unhealthy behaviors.
- 3-5.H.2.1.4 Describe how the school and community can support personal health practices and behaviors.
- 3-5.H.2.1.5 Describe ways that technology can influences personal health.

Standard 3: Accessing Information

Goal 1.1. Students will demonstrate the ability to access valid information and products and services to enhance health.

Grade 3-5 Grade Objectives

Objective(s): By the end of Fifth Grade, the student will be able to:

- 3-5.H.3.1.1 Identify characteristics of valid health information, products, and services.
- 3-5.H.3.1.2 Locate resources from home, school, and community that provide valid health information.

Standard 4: Interpersonal Communication

Goal 1.1: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Grade 3-5 Objectives

Objective(s): By the end of Fifth Grade, the student will be able to:

- 3-5.H.4.1.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.
- 3-5.H.4.1.2 Demonstrate refusal skills that avoid or reduce health risks.
- 3-5.H.4.1.3 Demonstrate nonviolent strategies to manage or resolve conflict.
- 3-5.H.4.1.4 Demonstrate how to ask for assistance to enhance personal health.

Standard 5: Decision Making

Goal 1.1: Students will demonstrate the ability to use decision-making skills to enhance health.

Grade 3-5 Objectives

Objective(s): By the end of Fifth Grade, the student will be able to:

- 3-5.H.5.1.1 Identify health-related situations that might require a thoughtful decision.
- 3-5.H.5.1.2 Analyze when assistance is needed when making a health-related decision.
- 3-5.H.5.1.3 List healthy options to health related issues or problems.
- 3-5.H.5.1.4 Predict the potential outcomes of each option when making a health-related decision.
- 3-5.H.5.1.5 Choose a healthy option when making a decision.
- 3-5.H.5.1.6 Describe the outcomes of a health related decisions.

Standard 6: Goal Setting

Goal 1.1 Students will demonstrate the ability to use goal-setting skills to enhance health.

Grades 3-5 Objectives

Objective(s): By the end of Fifth Grade, the student will be able to:

- 3-5.H.6.1.1 Set a personal health goal and track progress toward its achievement.
- 3-5.H.6.1.2 Identify resources to assist in achieving a personal health goal.

Standard 7: Practice Healthy Behavior

Goal 1.1. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Grades 3-5 Objectives

Objective(s): By the end of Fifth Grade, the student will be able to:

- 3-5.H.7.1.1 Identify responsible personal health behaviors.
- 3-5.H.7.1.2 Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.
- 3-5.H.7.1.3 Demonstrate a variety of behaviors that avoid or reduce health risks.

Standard 8: Advocacy

Goal 1.1. Students will demonstrate the ability to advocate for personal, family, and community health.

Grades 3-5 Objectives

Objective(s): By the end of Fifth Grade, the student will be able to:

- 3-5.H.8.1.1 Express opinions and give accurate information about health issues.
- 3-5.H.8.1.2 Encourage others to make positive health choices.

IDAHO CONTENT STANDARDS HEALTH EDUCATION Grades 6-8

Standard 1: Comprehend Core Concepts

Core Concepts of Health Education for Grades 6-8 are defined below:

Alcohol, Tobacco & Other Drugs

The use of alcohol, tobacco, and other drugs, has major implications in the lifelong health of individuals. This includes the effects, influences, prevention, and treatment of the use of alcohol, tobacco products, and other types of drugs on the body.

Nutrition & Physical Activity

Youth are best ready to learn and achieve their fullest potential when they are well nourished and physically active. Nutrition and physical activity education increases knowledge and skills to make healthy food choices and to engage in lifelong physical activity which will promote health and preventable diseases.

This includes connections to physical, mental, emotional and social health; energy level; self image; and physical fitness.

Injury Prevention & Safety

Unintentional and intentional injuries rank among the greatest threats to the health of young. Knowledge about prevention through safe living habits, healthy decisions, violence prevention, emergency response, and an understanding of the consequences of ones decisions will help to prevent injuries.

Mental, Emotional & Social Health

Mental, emotional and social wellbeing is a foundation for building good health and includes a sense of security, identity, belonging, purpose and competence in order to strive toward a healthy and productive life. Knowledge and skills may include emotional intelligence, suicide prevention, stress management, communication skills, conflict resolution, and mental illness.

Prevention & Control of Disease

Individuals have a considerable measure of control over their own health and the risk of contracting most illnesses. Health-related choices and decisions regarding prevention of communicable and non-communicable diseases, include recognizing risk factors, identifying methods of contraction and transmission, as well as the prevention and treatment of disease. Information and discussion of sexually transmitted diseases, HIV and AIDS are important components of this content area. Information should be factual, medically accurate, objective and developmentally appropriate.

Consumer & Community Health

Consumers need to understand how health care services are provided as well as how individuals can take an active role in determining the use of health related services and

products. Community health may include recognizing and accessing valid and appropriate health information, education, services, and products.

Growth, Development & Family Life

A healthy family unit is vital to the well-being and successful development of adolescence. Growth and development includes the stages of life, changes that occur during puberty, and changes in relationships with others that accompany social development and the aging process. Family living includes healthy relationships and sexuality, consequences of sexual activity, encouragement of abstinence from sexual activity, sexually transmitted diseases including HIV, pregnancy prevention, and methods of prevention. Information should be factual, medically accurate, objective and developmentally appropriate.

*Reference to Idaho Education Code Title 33, Chapter 16: Sections 1608-1611

Environmental Health

Individuals need an awareness of the impact of environmental issues and hazards on personal health. Environmental health may include precautions and behaviors to safeguard personal health and practices that reverse or slow down environmental pollution and related problems.

Goal 1.1: Students will comprehend core concepts related to health promotion and disease prevention to enhance health including: Alcohol, Tobacco and Other Drugs; Nutrition and Physical Activity, Injury Prevention and Safety; Mental, Emotional and Social Health; Prevention and Control of Disease; Consumer and Community Health; Growth, Development and Family Life; and Environmental Health.

Grade 6-8 Objectives

Objective(s): By the end of Eighth Grade, the student will be able to:

- 6-8.H.1.1.1 Analyze the relationship between behaviors, body systems, and personal health.
- 6-8.H.1.1.2 Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.
- 6-8.H.1.1.3 Analyze how the environment affects personal health.
- 6-8.H.1.1.4 Describe how family history can affect personal health.
- 6-8.H.1.1.5 Describe ways to reduce or prevent injuries and adolescent health problems.
- 6-8.H.1.1.6 Explain how appropriate health care can promote personal health.
- 6-8.H.1.1.7 Describe the benefits of and barriers to practicing healthy behaviors.
- 6-8.H.1.1.8 Examine the likelihood of injury or illness if engaging in unhealthy behaviors.

Standard 2: Analyzing Influences

Goal 1.1: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behavior.

Grade 6-8 Objectives

Objective(s): By the end of Eighth Grade, the student will be able to:

- 6-8.H.2.1.1 Examine how family, culture, peers, school, and community influence healthy and unhealthy behaviors.
- 6-8.H.2.1.2 Analyze the influence of media and technology on personal and family health.
- 6-8.H.2.1.3 Explain how the perceptions of norms influence healthy and unhealthy behaviors.
- 6-8.H.2.1.4 Explain the influence of personal values and beliefs on individual health practices and behaviors.
- 6-8.H.2.1.5 Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.
- 6-8.H.2.1.6 Explain how school and public health policies can influence health promotion and disease prevention.

Standard 3: Accessing Information

Goal 1.1. Students will demonstrate the ability to access valid information and products and services to enhance health.

Grade 6-8 Objectives

Objective(s): By the end of Eighth Grade, the student will be able to:

- 6-8.H.3.1.1 Analyze the validity of healthy information, products, and services.
- 6-8.H.3.1.2 Access valid health information from home, school, and community.
- 6-8.H.3.1.3 Locate reliable and valid health products and services and determine accessibility.
- 6-8.H.3.1.4 Describe situations that may require professional health services.

Standard 4: Interpersonal Communication

Goal 1.1: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Grade 6-8 Objectives

Objective(s): By the end of Eighth Grade, the student will be able to:

- 6-8.H.4.1.1 Apply effective verbal and nonverbal communication skills to enhance health.
- 6-8.H.4.1.2 Demonstrate refusal and negotiation skills that avoid or reduce health risks.
- 6-8.H.4.1.3 Demonstrate effective conflict management or resolution strategies.
- 6-8.H.4.1.4 Demonstrate how to ask for assistance to enhance the health of self and others.

Standard 5: Decision Making

Goal 1.1: Students will demonstrate the ability to use decision-making skills to enhance health.

Grade 6-8 Objectives

Objective(s): By the end of Eighth Grade, the student will be able to:

6-8.H.5.1.1 Identify circumstances that can help or hinder healthy decision-making.

Determine when health-related situations require the application of a thoughtful
decision-making process.
Distinguish when individual or collaborate decision-making is appropriate.
Distinguish between healthy and unhealthy alternatives to health-related issues or problems.
Predict the potential short-term and long-term impact of each alternative on self and others.
Choose healthy alternatives over unhealthy alternatives when making a decision. Analyze the outcomes of a health-related decision.

Standard 6: Goal Setting

Goal 1.1 Students will demonstrate the ability to use goal-setting skills to enhance health.

Grades 6-8 Objectives

Objective(s): By the end of Eighth Grade, the student will be able to:

- 6-8.H.6.1.1 Assess personal health practices.
- 6-8.H.6.1.2 Develop a goal to adopt, maintain, or improve a personal health practice.
- 6-8.H.6.1.3 Apply strategies and skills needed to attain a personal health goal.

Standard 7: Practice Healthy Behavior

Goal 1.1. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Grades 6-8 Objectives

Objective(s): By the end of Eighth Grade, the student will be able to:

- 6-8.H.7.1.1 Explain the importance of assuming responsibility for personal health behaviors.
- 6-8.H.7.1.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.
- 6-8.H.7.1.3 Demonstrate behaviors that avoid or reduce health risks to self and others.

Standard 8: Advocacy

Goal 1.1. Students will demonstrate the ability to advocate for personal, family, and community health.

Grades 6-8 Objectives

Objective(s): By the end of Eighth Grade, the student will be able to:

- 6-8.H.8.1.1 State a health-enhancing position on a topic and support it with accurate information.
- 6-8.H.8.1.2 Demonstrate how to influence and support others to make positive health choices.
- 6-8.H.8.1.3 Work cooperatively to advocate for the health of individuals, families, schools and the community.
- 6-8.H.8.1.4 Identify ways in which health messages and communication techniques can be altered for different audiences.

IDAHO CONTENT STANDARDS HEALTH EDUCATION Grades 9-12

Standard 1: Comprehend Core Concepts

Core Concepts of Health Education for Grades 9-12 are defined below:

Alcohol, Tobacco & Other Drugs

The use of alcohol, tobacco, and other drugs, has major implications in the lifelong health of individuals. These include the effects, influences, prevention and treatment of the use of alcohol, tobacco products, and other drugs on the body.

Nutrition & Physical Activity

For adolescents to learn and achieve to their fullest potential they need to acquire knowledge and skills to make healthy choices in food selection and engage in lifelong physical activity. This knowledge includes the link between healthy eating and exercise with physical, mental, emotional and social health; energy level; self image; and physical fitness.

Injury Prevention & Safety

Unintentional and intentional injuries rank among the greatest threats to the health of adolescence. Adolescents require knowledge that prevention includes safe living habits, healthy decisions, violence prevention, emergency response and an understanding of the consequences of one's decisions.

Mental, Emotional & Social Health

Mental, emotional and social well-being are foundations for building good health. These foundations include a sense of security, identity, belonging, purpose and competence in order to strive toward a healthy and productive life. Knowledge and skills may include emotional intelligence, suicide prevention, stress management, communication skills, conflict resolution, and mental illness.

Prevention & Control of Disease

Individuals have a considerable measure of control over their own health and the risks of contracting illnesses. Health-related choices and decisions regarding prevention of communicable and non-communicable include recognizing risk factors, identifying methods of contraction and transmission, as well as the prevention and treatment of disease. Accurate information and discussion of sexually transmitted diseases, HIV infection and AIDS are necessary and important components of this content area. Information should be factual, medically accurate, objective and developmentally appropriate.

Consumer & Community Health

Consumers need to understand how health care services are provided as well as how individuals can take an active role in determining the use of health related services and products. Consumer and community health include recognizing and accessing valid and appropriate health information, services, and products. This includes knowledge about health insurance, health related research, advertising and fraudulent claims.

Growth, Development & Family Life

A healthy family unit is vital to the well-being and successful development of adolescence. Growth and development includes the stages of life, and changes in relationships with others that accompany social development and the aging process. Family living includes the following topics: healthy relationships and sexuality, encouragement of abstinence from sexual activity, sexually transmitted diseases including HIV and their prevention, as well as methods of preventing pregnancy. Knowledge of factual, medically accurate and objective information is important along with personal, legal and economic responsibilities of parenthood and other consequences of sexual activity.

*Reference to Idaho Education Code Title 33, Chapter 16, Sections 1608-1611

Environmental Health

Individuals need to be aware of the impact of environmental issues and hazards on personal health. Environmental health includes precautions and behaviors to safeguard personal health, and practices that will reverse or slow down environmental pollution and related problems.

Goal 1.1: Students will comprehend core concepts related to health promotion and disease prevention to enhance health including: Alcohol, Tobacco and Other Drugs; Nutrition and Physical Activity, Injury Prevention and Safety; Mental, Emotional and Social Health; Prevention and Control of Disease; Consumer and Community Health; Growth, Development and Family Life; and Environmental Health.

Grade 9-12 Objectives

Objective(s): By the end of Twelfth Grade, the student will be able to:

- 9-12.H.1.1.1 Predict how behaviors can affect health status.
- 9-12.H.1.1.2 Describe the interrelationships of emotional, intellectual, physical, and social health.
- 9-12.H.1.1.3 Analyze how environment and personal health are interrelated.
- 9-12.H.1.1.4 Analyze how genetics and family history can affect personal health.
- 9-12.H.1.1.5 Propose ways to reduce health problems.
- 9-12.H.1.1.6 Analyze the relationship between access to health care and health status.
- 9-12.H.1.1.7 Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.

9-12.H.1.1.8 Analyze the potential severity of health problems that result from engaging in unhealthy behaviors.

Standard 2: Analyzing Influences

Goal 1.1: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behavior.

Grade 9-12 Objectives

Objective(s): By the end of Twelfth Grade, the student will be able to:

- 9-12.H.2.1.1 Analyze how the family and culture influence health beliefs and behaviors.
- 9-12.H.2.1.2 Analyze how peers influence health beliefs and behaviors.
- 9-12.H.2.1.3 Evaluate how the school and community can affect personal health practice and behaviors.
- 9-12.H.2.1.4 Analyze how the media and technology influence health beliefs and behaviors.
- 9-12.H.2.1.5 Analyze how the perception of norms influences healthy and unhealthy behaviors.
- 9-12.H.2.1.6 Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.
- 9-12.H.2.1.7 Analyze how public health policies and government regulations can influence health promotion and disease prevention.

Standard 3: Accessing Information

Goal 1.1. Students will demonstrate the ability to access valid information and products and services to enhance health.

Grade 9-12 Objectives

Objective(s): By the end of Twelfth Grade, the student will be able to:

- 9-12.H.3.1.1 Evaluate the validity of health information, products, and services.
- 9-12.H.3.1.2 Determine the accessibility of health information, products, and services.
- 9-12.H.3.1.3 Access valid and reliable health information, products, and services.
- 9-12.H.3.1.4 Use resources from home, school, and community that provide valid health information.
- 9-12.H.3.1.5 Determine when professional health services may be required.

Standard 4: Interpersonal Communication

Goal 1.1: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Grade 9-12 Objectives

Objective(s): By the end of Twelfth Grade, the student will be able to:

- 9-12.H.4.1.1 Use skills for communicating effectively with family, peers, and others to enhance health.
- 9-12.H.4.1.2 Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.

- 9-12.H.4.1.3 Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.
- 9-12.H.4.1.4 Demonstrate how to ask for and offer assist to enhance the health of self and others.

Standard 5: Decision Making

Goal 1.1: Students will demonstrate the ability to use decision-making skills to enhance health.

Grade 9-12 Objectives

Objective(s): By the end of Twelfth Grade, the student will be able to:

- 9-12.H.5.1.1 Examine barriers that can hinder healthy decision-making.
- 9-12.H.5.1.2 Determine the value of applying a thoughtful decision-making process in health-related situations.
- 9-12.H.5.1.3 Justify when individual or collaborative decision-making is appropriate.
- 9-12.H.5.1.4 Generate alternatives to health-related issues or problems.
- 9-12.H.5.1.5 Predict the potential short-term and long-term impact of each alternative on self and others.
- 9-12.H.5.1.6 Defend the healthy choice when making decisions.
- 9-12.H.5.1.7 Evaluate the effectiveness of health-related decisions.

Standard 6: Goal Setting

Goal 1.1 Students will demonstrate the ability to use goal-setting skills to enhance health.

Grades 9-12 Objectives

Objective(s): By the end of Twelfth Grade, the student will be able to:

- 9-12.H.6.1.1 Assess personal health practices and overall health status.
- 9-12.H.6.1.2 Develop a plan to attain a personal health goal that addresses strengths, needs, and risks.
- 9-12.H.6.1.3 Implement strategies and monitor progress in achieving a personal health goal.
- 9-12.H.6.1.4 Formulate an effective long-term personal health plan.

Standard 7: Practice Healthy Behavior

Goal 1.1. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Grades 9-12 Objectives

Objective(s): By the end of Twelfth Grade, the student will be able to:

- 9-12.H.7.1.1 Analyze the role of individual responsibility in enhancing health.
- 9-12.H.7.1.2 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.

9-12.H.7.1.3 Demonstrate a variety of healthy practices and behaviors that avoid or reduce health risks to self and others.

Standard 8: Advocacy

Goal 1.1. Students will demonstrate the ability to advocate for personal, family, and community health.

Grades 9-12 Objectives

Objective(s): By the end of Twelfth Grade, the student will be able to:

- 9-12.H.8.1.1 Use accurate peer and societal norms to formulate a health-enhancing message.
- 9-12.H.8.1.2 Demonstrate how to influence and support others to make positive health choices.
- 9-12.H.8.1.3 Work cooperatively as an advocate for improving personal, family, and community health.
- 9-12.H.8.1.4 Adapt health messages and communication techniques to target a specific audience.

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IDAHO CONTENT STANDARDS GRADE K- 2 PHYSICAL EDUCATION

Standard 1: Skilled Movement

Goal 1.1: Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

Objective(s): By the end of grade 2, students will:

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K-2.PE.1.1.1	Achieve mature forms in the basic locomotor skills (e.g., walking,
	running, skipping, etc.) and vary the manner in which these skills are
	performed during changing conditions and expectations (e.g., levels,
	speeds, pathways, relationships, and effort).
K-2.PE.1.1.2	Demonstrate smooth transitions between sequential locomotor, non-
	locomotor, and manipulative skills (e.g. PEmetrics, etc.).
K-2.PE.1.1.3	Achieve mature form in the less complex manipulative skills (e.g.,
	underhand throw, catching, rolling, etc.) and show progress toward
	achieving mature form in the more complex manipulative skills (e.g., foot
	dribble, overhand throw, kicking, etc.).
K-2.PE.1.1.4	Demonstrate control in non-locomotor skills (e.g., twisting, bending,
	weight-transfer, etc.) as well as weight-bearing and balancing on a variety
	of body parts (e.g. symmetrical/asymmetrical, stork stand, partner
	balances, etc.).

Standard 2: Movement Knowledge

Goal 2.1: Demonstrate understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.

Objective(s): By the end of grade 2, students will:

K-2.PE.2.1.1	Identify simple biomechanical principles (e.g., opposition, weight transfer,
	wide base of support for stability, etc.).
K-2 PE 2.1.2	Identify and apply critical cues and concepts of body space effort, and

-2.PE.2.1.2 Identify and apply critical cues and concepts of body, space, effort, and relationships that vary the quality of movement (e.g., side to target, move in personal space, throw hard for distance, name different pathways, etc.).

Standard 3: Valuing a Physically Active Lifestyle

Goal 3.1: Participate daily in physical activity for health, enjoyment and/or satisfaction, challenge, self-expression and/or social interaction.

Objective(s): By the end of grade 2, students will:

K2.PE.3.1.1	Participate in developmentally appropriate moderate to vigorous physical activity a minimum of 33% of the lesson time (e.g., time assessment,
K-2.PE.3.1.2	pedometer = 1800 steps in a 30 minute class or 60 steps per minute, etc.). Participate daily in moderate to vigorous physical activity during and
	outside of class as recommended by NASPE, CDC, and USDHHS of at least 60 minutes or more per day (e.g., activity logs, step count of at least
K-2.PE.3.1.3	12000 steps per day, activity breaks, etc.). Express feelings about participation appropriately during physical activity
	(e.g., use of emoticons like smiley faces and thumb up/down, etc.).

Standard 4: Personal Fitness

Goal 4.1: Achieve and maintain a health-enhancing level of physical fitness.

Objective(s): By the end of grade 2, students will:

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K-2.P	E.4.1.1	Engage in a variety of activities that promote health-related physical
		fitness (e.g., jumping rope, riding a bicycle, animal walks, climbing rope,
		chasing and fleeing games, tumbling activities, dance skills, etc.).
K-2.P	PE.4.1.2	Know and demonstrate basic knowledge of health-related fitness including
		cardiorespiratory endurance, muscular strength and endurance, flexibility,
		and body composition (e.g., identify various activities that demonstrate
		each health-related component, etc.).
K-2.P	PE.4.1.3	Recognize physiological signs associated with participation in moderate-
		to-vigorous physical activity (e.g., sweating, fast heart rate, heavy
		breathing, etc.).

Standard 5: Personal and Social Responsibility

Goal 5.1: Exhibit responsible and social behavior that respects self and others in physical activity settings.

Objective(s): By the end of grade 2, students will:

K-2.PE.5.1.1	Apply physical education class rules, procedures, and safe practices (e.g.,
	listen/respond to teacher and peers, personal space, follow directions, etc).
K-2.PE.5.1.2	Interact cooperatively using interpersonal communication during partner
	and small group activities (taking turns, sharing equipment, helping others,
	etc).
K-2.PE.5.1.3	Work together to problem solve, complete a task, and/or tackle a challenge
	(e.g. rock/paper/scissors, sharing, partner games, etc).

IDAHO CONTENT STANDARDS GRADE 3-5 PHYSICAL EDUCATION

Standard 1: Skilled Movement

Goal 1.1: Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

Objective(s): By the end of grade 5, students will:

3-5.PE.1.1.1	Apply fundamental, non-locomotor, locomotor, and manipulative skills in
	dynamic and complex movements (e.g., games, dance, educational
	gymnastics, etc.).
3-5.PE.1.1.2	Demonstrate mature movements using concepts of effort, relationships,
	and body and space awareness.
3-5.PE.1.1.3	Demonstrate a wide variety of specialized skills (e.g., passing a ball,
	softball fielding, defensive sliding, grapevine dance step, rollerblading
	heel stop, bicycle signaling, etc.).

Standard 2: Movement Knowledge

Goal 2.1: Demonstrate understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.

Objective(s): By the end of grade 5, students will:

3-5.PE.2.1.1	Utilize knowledge of critical cues and simple biomechanical principles to
	provide feedback to self and others (e.g., Did I follow through?, self and
	peer checklist, etc.).
3-5.PE.2.1.2	Transfer concepts to new skills/games (e.g., offensive and defensive
	strategies, bending the knees lowers the center of gravity and increases
	stability, rhythm and timing, etc.).
3-5.PE.2.1.3	Identify ways to improve performance (e.g., appropriate practice, learn
	techniques, positive self talk, visualize performance, etc.).

Standard 3: Valuing a Physically Active Lifestyle

Goal 3.1: Participate daily in physical activity for health, enjoyment and/or satisfaction, challenge, self-expression and/or social interaction.

Objective(s): By the end of grade 5, students will:

3-5.PE.3.1.1 Participate in developmentally appropriate moderate to vigorous physical activity a minimum of 33% of the lesson time (e.g., time assessment, pedometer = 1800 steps in a 30 minute class or 60 steps per minute, etc.).

3-5.PE.3.1.2	Participate daily in moderate to vigorous physical activity during and outside of class as recommended by NASPE, CDC, and USDHHS of at least 60 minutes or more per day (e.g., activity logs, step count of at least
	12000 steps per day, activity breaks, etc.).
3-5.PE.3.1.3	Identify and/or make use of opportunities at school and within the
	community for regular participation in physical activity (e.g., enroll in organized school activity, etc.).
3-5.PE.3.1.4	Seek personally challenging experiences in physical activity (e.g., sets
	realistic improvement goals for a greater challenge in existing activity,
	etc.).

Standard 4: Personal Fitness

Goal 4.1: Achieve and maintain a health-enhancing level of physical fitness.

Objective(s): By the end of grade 5, students will:

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3-5.PE.4.1.1	Know and demonstrate the health-related fitness components
	(cardiorespiratory endurance, muscular strength and endurance, flexibility,
	and body composition) by improving, meeting and/or sustaining gender
	and age-related contemporary fitness standards as defined by approved
	tests (e.g., Fitnessgram or President's Council healthy fitness zone/level,
	identify various activities that demonstrate each health-related component, etc.).
3-5.PE.4.1.2	Regularly participate in moderate-to-vigorous physical activity which improves physical fitness (e.g., physical education class,

home/school/community programs, etc.).

3-5.PE.4.1.3 With teacher assistance, interpret the results and significance of information provided by formal measures of physical fitness and set and achieve attainable personal health-related fitness goals (e.g., Physical Best, goal setting, etc.).

Standard 5: Personal and Social Responsibility

Goal 5.1: Exhibit responsible and social behavior that respects self and others in physical activity settings.

Objective(s): By the end of grade 5, students will:

3-5.PE.5.1.1	Identify the purposes for and follow safe practices, rules, procedures, and
	etiquette (e.g. help a peer, use equipment appropriately, accept teacher
	decision regarding a rule infraction without blaming, etc.).
3-5.PE.5.1.2	Work independently and cooperatively in groups to complete tasks and
	challenges (e.g. develop a creative game, practice to improve performance
	in and out of school, team building challenges, task cards, etc.).
3-5.PE.5.1.3	Appreciate the diversity of others by cooperating with those of a different
	gender, race, ethnicity, and ability (e.g. dancing with a peer of a different
	gender, modify an activity for inclusion; cultural games, etc.)

IDAHO CONTENT STANDARDS GRADE 6-8 PHYSICAL EDUCATION

Standard 1: Skilled Movement

Goal 1.1: Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

Objective(s): By the end of grade 8, students will:

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6-8.PE.1.1.1	Demonstrate mature form in the basic skills of more specialized activities
	(e.g., wall/net, invasion, field/striking, target, dance, outdoor activities,
	fitness, etc.).
6-8.PE.1.1.2	Adapt and combine skills successfully in modified games or activities of
	increasing complexity and in combination with other basic skills.
6-8.PE.1.1.3	Demonstrate movement tactics and strategies that can be applied to a
	variety of sports and physical activities (e.g., wall/net, invasion,
	field/striking, target, dance, outdoor activities, fitness, etc.).

Standard 2: Movement Knowledge

Goal 2.1: Demonstrate understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.

Objective(s): By the end of grade 8, students will:

6-8.PE.2.1.1	Identify and apply the critical elements, strategies, and tactics of higher
	level movements in wall/net, invasion, field/striking, target, dance,
	outdoor activities, fitness, etc., (e.g., transition from offense to defense,
	leave no trace, shortest distance, angles of interception, fluid sequential
	movement, etc.).
6-8.PE.2.1.2	Identify principles of practice and biomechanics that enhance movement
	performance (e.g., describe basic principles of training and how they
	improve fitness, describe why extending the elbow in striking skills is

6-8.PE.2.1.3 Apply external feedback to guide and improve performance (e.g., use videos to refine skills, verbal feedback to improve performance, etc.).

Standard 3: Valuing a Physically Active Lifestyle

important, etc.).

Goal 3.1: Participate daily in physical activity for health, enjoyment and/or satisfaction, challenge, self-expression and/or social interaction.

Objective(s): By the end of grade 8, students will:

6-8.PE.3.1.1 Participate in developmentally appropriate moderate to vigorous physical activity a minimum of 50% of the lesson time (e.g., time assessment, pedometer = 3200 steps in a 40 minute lesson or 80 steps per minute, etc.).

6-8.PE.3.1.2	Participate daily in moderate to vigorous physical activity during and outside of class as recommended by NASPE, CDC, and USDHHS of at least 60 minutes or more per day (e.g., activity logs, step count of at least
	12000 steps per day, activity breaks, etc.).
6-8.PE.3.1.3	Explore a variety of challenging physical activities for personal interest,
	self-expression and social interaction in a variety of settings including
	school, home, workplace, and community (e.g., bowling, golf, recreational
	teams, lessons, camping, etc.).
6-8.PE.3.1.4	Describe the challenges found both in experiencing high levels of
	competition and in learning new and/or different activities (e.g.,
	journaling, videos, blogs, etc.).

Standard 4: Personal Fitness

Goal 4.1: Achieve and maintain a health-enhancing level of physical fitness.

Objective(s): By the end of grade 8, students will:

6-8.PE.4.1.1	Know and demonstrate the health-related fitness components including cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition by improving, meeting and/or sustaining gender and age-related contemporary fitness standards as defined by approved tests (e.g., Fitnessgram or President's Council healthy fitness zone/level, identify various activities that demonstrate each health-related component,
	etc.).
6-8.PE.4.1.2	Know and demonstrate the basic knowledge of skill-related fitness including agility, coordination, balance, power, reaction time, and speed (e.g., President's Council, assessment series from NASPE, combatives, sprint starts, vertical/standing jump, pilates, etc.).
6-8.PE.4.1.3	Participate in a variety of health-related and skill-related fitness activities in diverse settings including school, home, workplace, and community (e.g., hiking, swimming, orienteering, rock climbing, fun runs, social dance, etc.).
6-8.PE.4.1.4	Assess physiological indicators of exercise during and after physical activity (e.g., target heart rate zone, perceived exertion, etc.).
6-8.PE.4.1.5	Apply basic principles and types of training to improve fitness goals (e.g., frequency, intensity, progression, specificity, overload, regularity, interval training, fartlek, circuit training, resistance training, etc.).

Standard 5: Personal and Social Responsibility

Goal 5.1: Exhibit responsible and social behavior that respects self and others in physical activity settings.

Objective(s): By the end of grade 8, students will:

6-8.PE.5.1.1 Apply safe practices, ethical behavior, and positive forms of social interaction when participating in physical activities (e.g. participate within

	the rules of an activity, display good sportsmanship, practice self-control, etc.).
6-8.PE.5.1.2	Solve problems by analyzing potential consequences when confronted with a behavioral choice (e.g. resolve argument between peers, be sensitive of the rights and feelings of others, role play, case studies, etc.).
6-8.PE.5.1.3	Work independently and in groups to achieve goals in competitive and cooperative settings (e.g. identify ways to relieve stress, develop team goals, practice for competition, sport education, adventure activities, challenge activities, etc.).
6-8.PE.5.1.4	Appreciate others of diverse characteristics and backgrounds during physical activity (e.g. invite others with differences to participate in an activity, work cooperatively with peers of diverse skill levels, cultural activities/projects, peer mentoring, etc.).
6-8.PE.5.1.5	Recognize the role of sport and physical activity in influencing personal and social behavior (e.g. identify positive and negative behaviors of sport figures, develop leadership skills, responsibility of actions, importance of individual roles in group activities, etc.).

IDAHO CONTENT STANDARDS GRADE 9-12 PHYSICAL EDUCATION

Standard 1: Skilled Movement

Goal 1.1: Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

Objective(s): By the end of grade 12, students will:

9-12.PE.1.1.1 Demonstrate competency in basic and advanced skills and tactics in at least five leisure and lifetime physical activities (e.g., individual/dual/team-related sports, outdoor pursuits, rhythm, fitness, and aquatics).

Standard 2: Movement Knowledge

Goal 2.1: Demonstrate understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.

Objective(s): By the end of grade 12, students will:

- 9-12.PE.2.1.1 Demonstrate the knowledge and understanding necessary to develop scientifically based personal activity plans that include self-selected physical activities and sports (e.g., physical activity goal setting, fitness profiles and assessments, mypyramid.gov nutrition, etc.).
- 9-12.PE.2.1.2 Utilize complex movement concepts and principles to independently refine skills and apply them to the learning of new skills (e.g., utilizing anaerobic and aerobic performance appropriately, applying the concept of spin to a variety of activities to improve performance, biomechanical efficiency to conserve energy, etc.).
- 9-12.PE.2.1.3 Evaluate and apply appropriate tactics and strategies in a variety of sports and physical activities (e.g., using trekking poles to improve efficiency, recognize elite-level performance, explain tactical strategies in a game of softball, etc.).

Standard 3: Valuing a Physically Active Lifestyle

Goal 3.1: Participate daily in physical activity for health, enjoyment and/or satisfaction, challenge, self-expression and/or social interaction.

Objective(s): By the end of grade 12, students will:

9-12.PE.3.1.1 Participate in moderate to vigorous physical activity for at least of 50% of the lesson time (e.g., time assessment, pedometer = 3200 steps in a 40 minute lesson or 80 steps per minute - block or traditional schedule, etc.).
9-12.PE.3.1.2 Participate daily in moderate to vigorous physical activity during and outside of class as recommended by NASPE, CDC, and USDHHS of at

	least 60 minutes or more per day (e.g., activity logs, step count of at least 12000 steps per day, activity breaks, etc.).
9-12.PE.3.1.3	Provide rationale about their physical activity participation for health and manage participation based on personal interests, capabilities, and
	resources (e.g., develop individual physical activity plan, journaling, etc.).
9-12.PE.3.1.4	Analyze factors that influence personal physical activity patterns over
	one's lifespan (e.g., reflections on volunteer efforts with populations of various ages and abilities, personal profile, family physical activity tree,
	create personal activity pyramid, etc.).
9-12.PE.3.1.5	Enjoy the challenge of working hard to better their skills and feel satisfaction when they are successful in improving and pursuing personal goals (e.g., journaling reflections, etc.).

Standard 4: Personal Fitness

Goal 4.1: Achieve and maintain a health-enhancing level of physical fitness.

Objective(s): By the end of grade 12, students will:

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9-12.PE.4.1.1	Demonstrate health-related fitness components (cardiorespiratory
	endurance, muscular strength and endurance, flexibility, and body
	composition) by improving, meeting and/or sustaining gender and age-
	related contemporary fitness standards as defined by approved tests (e.g.,
	Fitnessgram or President's Council healthy fitness zone/level, identify
	various activities that demonstrate each health-related component, etc.).
9-12.PE.4.1.2	Assume greater self-responsibility to improve, meet, and/or sustain gender
	and age-related contemporary fitness standards necessary for a healthy
	productive life as defined by approved tests such as Fitnessgram or
	President's Council healthy fitness zone/level (e.g., log sheets, fitness
	profiles, task cards, portfolios, etc.).
9-12.PE.4.1.3	Interpret and analyze information from fitness tests to plan and design
	individual programs for achieving and maintaining current/lifelong fitness
	goals that encompass all components of fitness (e.g., select various
	activities from skill- and health-related components, set goals, fitness plan, assessment and evaluation, website programs for lifelong fitness planning,
	etc.).

Standard 5: Personal and Social Responsibility

Goal 5.1: Exhibit responsible and social behavior that respects self and others in physical activity settings.

Objective(s): By the end of grade 12, students will:

9-12.PE.5.1.1 Demonstrate the ability to initiate responsible personal and social behavior, function independently, and positively influence the behavior of others in physical activity setting (e.g. develop code of ethics,

9-12.PE.5.1.2	sportsmanship recognition, volunteer Special Olympics, assist in an elementary physical education class, etc.). Demonstrate leadership by holding themselves and others responsible for following safe practices, rules, procedures, and etiquette in physical activity settings (e.g. assumes an active leader and/or supportive role as appropriate during a ropes course activity, acknowledge a rule infraction, plan and lead a backpacking trip, coordinate a fun run, respecting others
	space in a weight room, etc.).
9-12.PE.5.1.3	Respond appropriately to potentially explosive interactions with others in order to mediate and resolve conflict (e.g. communicates in a calm and controlled manner to inflammatory remarks, role play, debate behaviors
	that occur in current events, etc.).
9-12.PE.5.1.4	Synthesize and evaluate knowledge regarding the role of physical activity in a culturally diverse society (e.g. identify barriers and opportunities for physical activity in the community, document the influence of cultural events on one's own physical activity behavior, interpret the meaning of physical activity through forms of expression such as art, poetry, writing, film, movement; etc.).
9-12.PE.5.1.5	Evaluate personal choices for engaging in physical activity over the life span including the influence of age, ability, gender, race, ethnicity, socioeconomic status, and culture (e.g. the impact of family physical activity on self; successes, challenges and enjoyment in lifelong physical activities; the effect of dance, fitness or recreational activities on senior citizens; critique economic commitments, etc.).

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IDAHO CONTENT STANDARDS GRADE 11-12 CHEMISTRY

Students are expected to know content and apply skills from previous grades.

Standard 1: Nature of Science

Students exercise the basic tenets of scientific investigation, make accurate observations, exercise critical thinking skills, apply proper scientific instruments of investigation and measurement tools, and communicate results in problem solving. Students evaluate the validity of information by utilizing the tools of scientific thinking and investigation. Students summarize their findings by creating lab reports using technical writing including graphs, charts, and diagrams to communicate the results of investigations.

Goal 1.1: Understand Systems, Order, and Organization

Objective(s): By the end of Chemistry, the student will be able to:

11-12.C.1.1.1 Use the periodic table to predict physical and chemical properties.

Goal 1.2: Understand Concepts and Processes of Evidence, Models, and Explanation

Objective(s): By the end of Chemistry, the student will be able to:

- 11-12.C.1.2.1 Describe the historical development of the periodic table.
- 11-12.C.1.2.2 Create and interpret graphs of data.
- 11-12.C.1.2.3 Explain and interpret the key concepts of the kinetic molecular theory.
- 11-12.C.1.2.4 Distinguish the common theories defining acids and bases.

Goal 1.3: Understand Constancy, Change, and Measurement

Objective(s): By the end of Chemistry, the student will be able to:

- 11-12.C.1.3.1 Identify, compare and contrast physical and chemical properties and changes and appropriate computations.
- 11-12.C.1.3.2 Perform computations using scientific notation, the metric system and dimensional analysis.
- 11-12.C.1.3.3 Compute measurement uncertainty to include precision, accuracy and the rules for significant digits.
- 11-12.C.1.3.4 Perform calculations related to the conversion of grams to moles to particles, atoms, molecules and volume.
- 11-12.C.1.3.5 Analyze and solve reaction stoichiometry problems.
- 11-12.C.1.3.6 Express concentrations of solutions in various ways including molarity.
- 11-12.C.1.3.7 Interpret how the presence of solute particles affect the properties of a solution and be able to do calculations involving colligative properties.

11-12.C.1.3.8 Analyze quantitative relationships involved in acid/base chemistry including pH.

Goal 1.4: Understand the Theory that Evolution is a Process that Relates to the Gradual Changes in the Universe and of Equilibrium as a Physical State

No objectives in Chemistry.

Goal 1.5: Understand Concepts of Form and Function

No objectives in Chemistry.

Goal 1.6: Understand Scientific Inquiry and Develop Critical Thinking Skills

Objective(s): By the end of Chemistry, the student will be able to:

- 11-12.C.1.6.1 Demonstrate an understanding of the scientific method.
- 11-12.C.1.6.2 Select and use appropriate scientific equipment, materials and techniques.

Goal 1.7: Understand That Interpersonal Relationships Are Important in Scientific Endeavors

Objective(s): By the end of Chemistry, the student will be able to:

11-12.C.1.7.1 Explain how a series of historically related and documented experiments led to the current model and structure of the atom.

Goal 1.8: Understand Technical Communication

Objective(s): By the end of Chemistry, the student will be able to:

- 11-12.C.1.8.1 Correctly write symbols, formulas and names for common elements, ions and compounds.
- 11-12.C.1.8.2 Communicate scientific investigations and information clearly.

Standard 2: Physical Science

Students explain the structure and properties of atoms, including isotopes. Students explain how chemical reactions, while requiring or releasing energy, can neither destroy nor create energy or matter. Students explain the differences between fission and fusion. Students explain the interactions of force and mass in describing motion using Newton's Laws. Students explain how energy can be transformed from one form to another while the total amount of energy remains constant. Students classify energy as potential and/or kinetic, and as energy contained in a field.

Goal 2.1: Understand the Structure and Function of Matter and Molecules and Their Interactions

Objective(s): By the end of Chemistry, the student will be able to:

- 11-12.C.2.1.1 Explain and understand how electrons are involved in the formation of chemical bonds using the octet rule and Lewis dot diagrams.
- 11-12.C.2.1.2 Predict the polarity of chemical bonds using electronegativity.
- 11-12.C.2.1.3 Predict physical properties of compounds based upon the attractive forces between atoms and molecules.
- 11-12.C.2.1.4 Distinguish and classify all matter into appropriate categories.
- 11-12.C.2.1.5 Explain the relationship and reactions of acids, bases, and salts.
- 11-12.C.2.1.6 Explain the role of dissociation and ionization in producing strong, weak, and nonelectrolytes.

Goal 2.2: Understand Concepts of Motion and Forces

Objective(s): By the end of Chemistry, the student will be able to:

11-12.C.2.2.1 Describe the Kinetic Molecular Theory as it applies to phases of matter.

Goal 2.3: Understand the Total Energy in the Universe is Constant

Objective(s): By the end of Chemistry, the student will be able to:

- 11-12.C.2.3.1 Explain and calculate the changes in heat energy that occur during chemical reactions and phase changes.
- 11-12.C.2.3.2 Demonstrate the conservation of matter by balancing chemical equations.
- 11-12.C.2.3.3 Differentiate between exothermic and endothermic chemical reactions during chemical or physical changes.

Goal 2.4: Understand the Structure of Atoms

Objective(s): By the end of Chemistry, the student will be able to:

- 11-12.C.2.4.1 Interpret the classic historical experiments that were used to identify the components of an atom and its structure.
- 11-12.C.2.4.2 Deduce the number of protons, neutrons and electrons for an atom or ion.
- 11-12.C.2.4.3 Describe the relationship between the structure of atoms and light absorption and emission.
- 11-12.C.2.4.4 Determine and illustrate electron arrangements of elements using electron configurations and orbital energy diagrams.

Goal 2.5: Understand Chemical Reactions

Objective(s): By the end of Chemistry, the student will be able to:

- 11-12.C.2.5.1 Illustrate the Law of Conservation of Mass and the Law of Definite Proportions.
- 11-12.C.2.5.2 Classify, write and balance chemical equations for common types of chemical reactions and predict the products.
- 11-12.C.2.5.3 Describe the factors that influence the rates of chemical reactions.

Standard 3: Biology

No goals or objectives in Chemistry.

Standard 4: Earth and Space Systems

No goals or objectives in Chemistry.

Standard 5: Personal and Social Perspectives; Technology

Students understand that science and technology interact and impact both society and the environment.

Goal 5.1: Understand Common Environmental Quality Issues, Both Natural and Human Induced

Objective(s): By the end of Chemistry, the student will be able to:

11-12.C.5.1.1 Demonstrate the ability to work safely and effectively in a chemistry laboratory.

Goal 5.2: Understand the Relationship between Science and Technology

Objective(s): By the end of Chemistry, the student will be able to:

11-12.C.5.2.1 Assess the role of chemistry in enabling technological advances.

Goal 5.3: Understand the Importance of Natural Resources and the Need to Manage and Conserve Them

Objective(s): By the end of Chemistry, the student will be able to:

11-12.C.5.3.1 Evaluate the role of chemistry in energy and environmental issues.

IDAHO CONTENT STANDARDS **GRADE K-3 HUMANITIES: DANCE**

Standard 1: Historical and Cultural Contexts

Students demonstrate an understanding of how people and cultures are connected across time. Humanities instruction prepares students to work and live as global citizens because of their greater understanding of their own culture and the cultures of others.

Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures. Students in grades K-3 demonstrate dance movements as associated with places, historical events, and themes across various cultures and disciplines.

Goal 1.1: Discuss historical and cultural contexts of dance and perform examples.

Objective(s): By the end of Grade 3, the student will be able to:

- K-3.D.1.1.1 Identify and perform dances associated with particular places and events. (868.01.d1) K-3.D.1.1.2 Identify historical events that have influenced dance. (868.01.d2)
- K-3.D.1.1.3 Discuss common subjects, ideas, and themes in dances from different cultures. (868.01.d3)
- K-3.D.1.1.4 Describe the role dance plays in today's society. (868.01.d4)

Goal 1.2: Demonstrate through movement interrelationships among visual and performing arts disciplines.

Objective(s): By the end of Grade 3, the student will be able to:

- Compare dance and other art forms associated with various cultures in K-3.D.1.2.1 various time periods. (868.02.d1)
- Identify common themes or ideas found in other art forms and explore them K-3.D.1.2.2 through movement (e.g., students identify the theme of sadness found in a painting and improvise the idea through movement using "sad" music). (868.02.d2)

Standard 2: Critical Thinking

Students understand the purposes and functions of the arts. They build literacy and develop critical thinking through analysis and interpretation.

Analyze and converse about dance. Students in grades K-3 develop an arts vocabulary and respond through movement and discussion to ideas and themes in dance.

Goal 2.1: Conduct analyses in dance. Exercise sound reasoning in understanding and making choices in dance.

Objective(s): By the end of Grade 3, the student will be able to:

- K-3.D.2.1.1 Talk about dance as a means of communicating meaning. (870.01.d1)
- K-3.D.2.1.2 Show through movement how the human body is used to express or communicate action, idea, or experience. (870.01.d2)

Goal 2.2: Formulate and express opinions Engage in reasoned dialogue and make decisions-about dance performances.

Objective(s): By the end of Grade 3, the student will be able to:

- K-3.D.2.2.1 Create movement based on a theme (e.g., improvise on the topic of family the solar system). (870.02.d2)
- K-3.D.2.2.2 Show how dance elicits various interpretations. (870.02.d3)
- K-3.D.2.2.3 Develop and apply arts dance vocabulary when discussing dance forms. (870.03.d1)
- K-3.D.2.2.4 Suggest ways the artists get ideas. (870.03.d3) Create a dance phrase, working productively with others, respecting diverse perspectives.
- K-3.D.2.2.5 Voice personal preferences about dances within a classroom or other setting. (870.03.d4)
- K-3.D.2.2.65 Observe a dance performance, discuss its meaning, and voice a personal response to it.

Standard 3: Creation/Performance/Presentation

Students engage in the creation of original works and/or the interpretation of works of others, culminating in a performance or presentation.

Communicate through dance articulately and expressively. Students in grades K-3 identify and demonstrate movement qualities, body shapes, levels, pathways, and tempos. Students create and perform movement phrases individually and collectively.

Goal 3.1: Identify and practice concepts essential to dance.

Objective(s): By the end of Grade 3, the student will be able to:

- K-3.D.3.1.1 Identify and practice different movement qualities (e.g., glide, slide, wiggle, swingbend, rise, fall, jump).
- K-3.D.3.1.2 Demonstrate how the body can change, create shapes, change levels, and move through pathways and in space at various speeds. (872.02.d1)
- K-3.D.3.1.3 Improvise movement based on various stimuli (e.g., music, verbal clues, sound). (872.01.d4) Demonstrate dance phrases, following a specific floor pattern.

Goal 3.2: Communicate in dance through application of artistic concepts, knowledge, and skills.

Objective(s): By the end of Grade 3, the student will be able to:

K-3.D.3.2.1	Repeat demonstrated body movements and rhythm patterns. (872.02.d2)
K-3.D.3.2.2	Move as an individual and as part of a group without talking. (872.02.d3)
K-3.D.3.2.3	Move at various tempos.

Goal 3.3: Communicate in dance through creative expression.

Objective(s): By the end of Grade 3, the student will be able to:

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K-3.D.3.3.1	Use movement dance vocabulary to compose a dance phrase. (872.03.d1)
K-3.D.3.3.2	Create a movement dance phrase with a beginning, middle, and end.
	(872.03.d2)
K-3.D.3.3.3	Use original ideas and/or concepts from other sources Develop, communicate
	new ideas to others to create through movement. (872.03.d3)
K-3.D.3.3.4	Express ideas, moods, and feelings through dance. (872.03.d4)

IDAHO CONTENT STANDARDS GRADE 4-5 HUMANITIES: DANCE

Students are expected to know content and apply skills from previous grades.

Standard 1: Historical and Cultural Contexts

Students demonstrate an understanding of how people and cultures are connected across time. Humanities instruction prepares students to work and live as global citizens because of their greater understanding of their own culture and the cultures of others.

Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures. Students in grades 4-5 research and perform various existing dances and create their own original work based on other art disciplines.

Goal 1.1: Discuss the historical and cultural contexts of dance and perform examples.

Objective(s): By the end of Grade 5, the student will be able to:

- 4-5.D.1.1.1 Research and perform dance forms that have evolved during specific periods of history (e.g., social, cultural, professional). (902.01.d1)
- 4-5.D.1.1.2 Explain how a dance from a culture or time period reflects values of its society. (902.01.d2)
- 4-5.D.1.1.3 Identify ways in which dance has been transmitted from one generation to another.

Goal 1.2: Demonstrate through movement interrelationships among visual and performing arts disciplines.

Objective(s): By the end of Grade 5, the student will be able to:

4-5.D.1.2.1 Create a dance based on another art form (e.g., students create a movement phrase based on a poem, a piece of music, or from a costume). (902.02.d1)

Standard 2: Critical Thinking

Students understand the purposes and functions of the arts. They build literacy and develop critical thinking through analysis and interpretation

Analyze and converse about dance. Students in grades 4-5 articulate how dance communicates ideas and meaning through artistic choices. Students draw conclusions about dance performances through discussion and observation.

Goal 2.1: Conduct analyses in dance. Exercise sound reasoning in understanding and making choices in dance.

Objective(s): By the end of Grade 5, the student will be able to:

4-5.D.2.1.1 Discuss and show how dance creates and communicates meaning. (904.01.d1)

4-5.D.2.1.2 Speculate and experiment with how different artistic choices can change the meaning of a dance. (904.01.d2)

Goal 2.2: Formulate and express opinions Engage in reasoned dialogue and make decisions-about dance performances.

Objective(s): By the end of Grade 5, the student will be able to:

- 4-5.D.2.2.1 Discuss how dance reveals themes and ideas. (904.02.d1)
- 4-5.D.2.2.2 Identify ways in which other disciplines relate to movement and dance (e.g., repetition in painting and music). (904.02.d2)
- 4-5.D.2.2.2 Discuss the process and effort involved in developing an idea into a dance work.
- 4-5.D.2.2.3 Observe a dance performance and explain how the dance conveyed feelings or ideas.

Standard 3: Creative Expression/Performance/Presentation

Students engage in the creation of original works and/or the interpretation of works of others, culminating in a performance or presentation.

Communicate through dance articulately and expressively. Students in grades 4-5 identify and practice weight shifts and jumps. Students practice warm-up skills and movement phrases from different genres. Students improvise and create choreography to solve movement problems with a partner or a group.

Goal 3.1: Identify and practice concepts essential to dance.

Objective(s): By the end of Grade 5, the student will be able to:

- 4-5.D.3.1.1 Identify and practice weight shifts, lateral movement, elevation, and jumps. (906.01.d1) transfer of weight, elevation, turning, and falling at varying speeds.
- 4-5.D.3.1.2 Memorize set patterns of movement. (906.01.d2)
- 4-5.D.3.1.3 Identify and practice ways dancers warm up, stretch, and strengthen their bodies. (906.01.d4)

Goal 3.2: Communicate in dance through application of artistic concepts, knowledge, and skills.

Objective(s): By the end of Grade 5, the student will be able to:

- 4-5.D.3.2.1 Perform dances from at least two different genres dance disciplines (jazz, ballet, modern, tap, folk).
- 4-5.D.3.2.2 Demonstrate a rhythmic pattern through movement. (906.02.d2)

Goal 3.3: Communicate in dance through creative expression.

Objective(s): By the end of Grade 5, the student will be able to:

- 4-5.D.3.3.1 Improvise or create choreography based on how the body can create shapes, change levels, and move through pathways, using stage directions. and in space at various speeds.
- 4-5.D.3.3.2 Create a variety of solutions to Analyze a movement problem (e.g., move to the floor from standing without using your hands, move like a caterpillar) with a partner or a group, and create a solution. (906.03.d4)

IDAHO CONTENT STANDARDS GRADE 6-8 HUMANITIES: DANCE

Students are expected to know content and apply skills from previous grades.

Standard 1: Historical and Cultural Contexts

Students demonstrate an understanding of how people and cultures are connected across time. Humanities instruction prepares students to work and live as global citizens because of their greater understanding of their own culture and the cultures of others.

Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures. Students in grades 6-8 investigate and perform a historical dance. Students compare traditional and modern art forms.

Goal 1.1: Discuss the historical and cultural contexts of dance and perform examples.

Objective(s): By the end of Grade 8, the student will be able to:

- 6-8.D.1.1.1 Investigate one dance tradition of the United States and perform it (e.g., square dance, tap dance, Native American dance). (936.01.d1)
- 6-8.D.1.1.2 Examine the influence of historical events on the development of the dance form they have performed. (936.01.d2)
- 6-8.D.1.1.3 Examine the role of dance in holidays and traditional celebrations.

Goal 1.2: Demonstrate through movement interrelationships among visual and performing arts disciplines.

Objective(s): By the end of Grade 8, the student will be able to:

- 6-8.D.1.2.1 Compare traditional and modern dance and find a counterpart with another art form sharing traditional and modern forms. (936.02.d2) Compare ballet and modern dance, and find a counterpoint with music.
- 6-8.D.1.2.2 Create a set, costumes, or props for a dance.

Standard 2: Critical Thinking

Students understand the purposes and functions of the arts. They build literacy and develop critical thinking through analysis and interpretation

Analyze and converse about dance. Students in grades 6-8 develop criteria and vocabulary for evaluating dance. Students apply the skills of critique in analyzing a dance performance.

Goal 2.1: Conduct analyses in dance. Exercise sound reasoning in understanding and making choices in dance.

Objective(s): By the end of Grade 8, the student will be able to:

6-8.D.2.1.1 Identify criteria for evaluating dance. (938.03.d2)

6-8.D.2.1.2 Use appropriate vocabulary when analyzing a dance performance. (938.03.d1)

Goal 2.2: Formulate and express opinions Engage in reasoned dialogue and make decisions-about dance performances.

Objective(s): By the end of Grade 8, the student will be able to:

- 6-8.D.2.2.1 Compare how various dance forms disciplines express different ideas.
- 6-8.D.2.2.2 Explain how lighting, music, and costuming can contribute to the meaning and/or success of a dance performance. (938.01.d3)
- 6-8.D.2.2.3 Discuss various responses and interpretations of a dance performance. (938.01.d2)

Standard 3: Creative Expression/Performance/Presentation

Students engage in the creation of original works and/or the interpretation of works of others, culminating in a performance or presentation.

Communicate through dance articulately and expressively. Students in grades 6-8 practice correct increasing strength, flexibility, balance, alignment, and control. Students execute on-and off-balance movement and movement in the three planes. Students create and follow a floor pattern. Students develop their own choreography and work collaboratively with another choreographer.

Goal 3.1: Identify and practice concepts essential to dance.

Objective(s): By the end of Grade 8, the student will be able to:

- 6-8.D.3.1.1 Practice correct strengthening and stretching sequences. (940.01.d1)
- 6-8.D.3.1.2 Practice maintaining both stationary and moving alignment, balance, and control. (940.01.d5)

Goal 3.2: Communicate in dance through application of artistic concepts, knowledge, and skills.

Objective(s): By the end of Grade 8, the student will be able to:

- 6-8.D.3.2.1 Identify and execute on- and off-balance movement phrases. (940.02.d1)
- 6-8.D.3.2.2 Identify and execute movements in the three planes (vertical, horizontal, and saggital). (940.02.d2)
- 6-8.D.3.2.3 Create and follow a floor pattern. (940.02.d3)
- 6-8.D.3.2.4 Select and/or make costumes that support the intent of a dance. (940.02.d4)

Goal 3.3: Communicate in dance through creative expression.

Objective(s): By the end of Grade 8, the student will be able to:

- 6-8.D.3.3.1 Choreograph and perform short dance works of two different dance styles disciplines. (940.03.d1)
- 6-8.D.3.3.2 Choreograph a duet, (940.03.d4)
- 6-8.D.3.3.3 Create a round or canon for a group of dancers to perform. (940.03.d5)

6-8.D.3.3.4 Memorize, practice, refine, and perform a dance created by someone else. (940.03.d6)

IDAHO CONTENT STANDARDS GRADE 9-12 HUMANITIES: DANCE

Students are expected to know content and apply skills from previous grades.

Standard 1: Historical and Cultural Contexts

Students demonstrate an understanding of how people and cultures are connected across time. Humanities instruction prepares students to work and live as global citizens because of their greater understanding of their own culture and the cultures of others.

Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures. Students in grades 9-12 discuss the role of dance in history and culture and create a dance that reflects a specific historical influence. Students create technical support for dance using other art forms. Students choreograph a dance inspired by another art form.

Goal 1.1: Discuss the historical and cultural contexts of dance and perform examples.

Objective(s): By the end of Grade 12, the student will be able to:

- 9-12.D.1.1.1 Discuss how dance has a history, purpose, and function in cultures. (970.01.d2)
- 9-12.D.1.1.2 Choreograph a dance that illustrates a significant historical event, discovery, or concept. (970.01.d1)

Goal 1.2: Explain the interrelationships among the visual and performing arts disciplines.

Objective(s): By the end of Grade 12, the student will be able to:

- 9-12.D.1.2.1 Create functional scenery, properties, lighting, sound, and costumes that enhance a dance performance. (970.02.d1)
- 9-12.D.1.2.2 Create an original dance that is inspired by visual arts, music, theatre, or literary works.

Standard 2: Critical Thinking

Students understand the purposes and functions of the arts. They build literacy and develop critical thinking through analysis and interpretation

Analyze and converse about dance. Students in grades 9-12 critique dance performances based on meaning, technical support, aesthetics, political and cultural issues, and intent of choreographer. Students apply specific criteria for making informed critical evaluations of performances.

Goal 2.1: Conduct analyses in dance.

Objective(s): By the end of Grade 12, the student will be able to:

- 9-12.D.2.1.1 Develop and use dance vocabulary to discuss a variety of dance forms and styles. (973.01.d1) disciplines.
- 9-12.D.2.1.2 Write a critiaue of a dance performance, examining how dance creates and communicates meaning. (973.01)

Goal 2.2: Formulate and express opinions Engage in reasoned dialogue and make decisions-about dance performances.

Objective(s): By the end of Grade 12, the student will be able to:

- 9-12.D.2.2.1 Discuss how dance can reveal or portray political and/or cultural issues. (973.02.d1)human thought and global issues.
- 9-12.D.2.2.2 Critique a dance performance on the merit of how well it communicates its meaning.
- 9-12.D.2.2.3 Create and revise a dance, articulating reasons for artistic decisions. and what was gained or lost by those decisions.
- 9-12.D.2.2.4 Apply specific criteria for making informed critical evaluations of the quality and effectiveness of performance, choreography, and other aspects of a dance presentation.
- 9-12.D.2.2.5 Examine how a dance may elicit interpretations different from those intended by the choreographer and/or dancer. (973.03.d3)

Standard 3: Creative Expression/Performance/Presentation

Students engage in the creation of original works and/or the interpretation of works of others, culminating in a performance or presentation.

Communicate through dance articulately and expressively. Students in grades 9-12 practice lengthy and complex movement combinations, performing with contrasting movement qualities. Students identify characteristics of dance styles and perform them. Students choreograph movement phrases and complete dance works.

Goal 3.1: Identify and practice concepts essential to dance.

Objective(s): By the end of Grade 12, the student will be able to:

- 9-12.D.3.1.1 Practice lengthy and complex movement combinations in at least two different genres. (975.01.d1)
- 9-12.D.3.1.2 Perform contrasting movement qualities within a dance phrase (e.g., rise and fall, tension and release, glide and dart).
- 9-12.D.3.1.3 Perform new movement with an ever-increasing mastery of body alignment, balance, and control.

Goal 3.2: Communicate in dance through application of artistic concepts, knowledge, and skills.

Objective(s): By the end of Grade 12, the student will be able to:

9-12.D.3.2.1 Study a piece of choreography and interpret analyze it.

9-12.D.3.2.2	Identify the characteristics of a particular dance stylediscipline.
9-12.D.3.2.3	Create a dance incorporating characteristics of a particular dance
	style.discipline.

Goal 3.3: Communicate in dance through creative expression.

Objective(s): By the end of Grade 12, the student will be able to:

9-12.D.3.3.1	Create a movement phrase, using contrast in energy and tempo.
9-12.D.3.3.2	Choreograph a dance based on a theme. (975.03.d1)
9-12.D.3.3.3	Improvise a dance in silence or with an alternative accompaniment (e.g.,
	spoken word, sound effects).
9-12 D 2 1 3	Discuss the aesthetics of dance (975.03.d5)

IDAHO CONTENT STANDARDS GRADE 9-12 HUMANITIES: INTERDISCIPLINARY

Standard 1: Historical Aand Cultural Contexts

Students demonstrate an understanding of how people and cultures are connected across time. Humanities instruction prepares students to work and live as global citizens because of their greater understanding of their own culture and the cultures of others.

Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines. Interdisciplinary Humanities students explain and discuss the historical and cultural contexts of the disciplines they are studying. Students illustrate the relationships between those contexts by creating original works. Students analyze society through the arts and humanities disciplines.

Goal 1.1: Understand the historical and cultural contexts of the arts and humanities disciplines.

Objective(s): By the end of high school, the student will be able to:

9-12.I.1.1.1	Identify, in context, events and people influential in the development of
	historical events and/or movements and living cultures. (962.01.a)

- 9-12.I.1.1.2 Demonstrate the ways in which the arts and humanities reflect events. (962.01.b)
- 9-12.I.1.1.3 Illustrate how an artifact symbolizes and reflects a particular culture and/or time period. (962.01.c)

Goal 1.2: Understand the interrelationships within the arts and humanities disciplines.

Objective(s): By the end of high school, the student will be able to:

- 9-12.I.1.2.1 Acquire a working vocabulary of two or more arts and humanities disciplines. (962.02.a)
- 9-12.I.1.2.2 Compare and contrast the products and processes of two arts and humanities disciplines. (962.02.b)
- 9-12.I.1.2.3 Illustrate the relationship between two or more arts and humanities disciplines and the extent to which they enhance or influence each other. (962.02.e)
- 9-12.I.1.2.4 Create an original work that shows the relationship between two or more arts and humanities disciplines.

Goal 1.3: Understand the interrelationships between cultures.

Objective(s): By the end of high school, the student will be able to:

- 9-12.I.1.3.1 Identify the ways the structure of an art or discipline mirrors the structure and values of society. (962.03.a)
- 9-12.I.1.3.2 Identify the ways that the humanities disciplines affect human relationships. (962.03.b)

Standard 2: Critical Thinking

Students understand the purposes and functions of the arts and humanities. They build literacy and develop critical thinking through analysis and interpretation

Conduct analyses, engage in discussions, and demonstrate informed judgment about philosophical, aesthetic, or ethical humanities issues across two or more humanities disciplines Interdisciplinary Humanities students research and analyze important cultural, artistic, and societal issues as they relate to two or more arts and humanities disciplines (e.g., visual art, music, theatre, dance, world language, history, literature). Students discuss abstract ideas and artworks and make judgments about them. Students formulate and present personal conclusions about the importance of the humanities disciplines within a culture.

Goal 2.1: Conduct analyses in the arts and humanities disciplines.

Objective(s): By the end of high school, the student will be able to:

- 9-12.I.2.1.1 Relate arts and humanities disciplines to ethical and/or human issues. (964.01.a)
- 9-12.I.2.1.2 Compare and contrast works or ideas from at least two cultures, historical periods, or geographical areas. (964.01.b)
- 9-12.I.2.1.3 Research and present findings about the role of artworks in a society.

Goal 2.2: Engage in discussions about arts and humanities issues.

Objective(s): By the end of high school, the student will be able to:

- 9-12.I.2.2.1 Analyze an artifact or idea and debate its meaning in the context of its societal values. (964.02.a)
- 9-12.I.2.2.2 Describe the influence of religion on government, culture, artistic creation, technological development, and/or social conduct. (964.02.b)
- 9-12.I.2.2.3 Discuss ways in which the arts and humanities break through and create class barriers. (964.02.e)
- 9-12.I.2.2.4 Discuss the significance of artworks in a society.

Goal 2.3: Demonstrate informed judgment about philosophical, aesthetic, or ethical arts and humanities issues.

Objective(s): By the end of high school, the student will be able to:

- 9-12.I.2.3.1 Establish a set of aesthetic criteria and apply it in evaluating one's own work and works of others. (964.03.a)
- 9-12.I.2.3.2 Create an original work that offers a response to a human problem.

Standard 3: Creative Expression/Performance/Presentation

Students engage in the creation of original works and/or the interpretation of works of others, culminating in a performance or presentation.

Communicate in the humanities disciplines articulately and with creative expression. Interdisciplinary Humanities students demonstrate knowledge of themes and meanings in more than one humanities discipline. Students select, analyze, and replicate or imitate significant works in the arts and humanities disciplines. Students create original work that demonstrates knowledge of a(n) historical period, culture, or universal theme.

Goal 3.1: Understand concepts essential to interdisciplinary study.

Objective(s): By the end of high school, the student will be able to:

- 9-12.I.3.1.1 Discuss the role of diverse cultures within the arts and humanities. (966.01.a)
- 9-12.I.3.1.2 Identify universal themes in the arts and humanities disciplines. (966.01.b)
- 9-12.I.3.1.3 Select and exhibit works that communicate a common meaning.

Goal 3.2: Communicate in the humanities disciplines through application of knowledge and skills.

Objective(s): By the end of high school, the student will be able to:

- 9-12.I.3.2.1 Illustrate or document the potential of the arts and humanities to enhance and expand one's worldview. (966.02.a)
- 9-12.I.3.2.2 Interpret how a literary/artistic work relates to the history and/or culture from which it originated. (966.02.b)
- 9-12.I.3.2.3 Replicate or imitate a literary/artistic masterpiece, composition, genre, or style through its distinguishing characteristics.

Goal 3.3: Communicate in the humanities disciplines through creative expression.

Objective(s): By the end of high school, the student will be able to:

- 9-12.I.3.3.1 Express, through means other than expository writing, an understanding and appreciation of the arts and humanities. (966.03.a)
- 9-12.I.3.3.2 Illustrate a connection between two humanities disciplines, showing how they compliment one another. (966.03.b)
- 9-12.I.3.3.3 Create an artistic work that expresses the uniqueness of a historical period or cultural influence. (966.03.c)
- 9-12.I.3.3.4 Create a literary work that targets a universal theme.

IDAHO CONTENT STANDARDS GRADE K-3 HUMANITIES: MUSIC

Standard 1: Historical Aand Cultural Contexts

Students demonstrate an understanding of how people and cultures are connected across time. Humanities instruction prepares students to work and live as global citizens because of their greater understanding of their own culture and the cultures of others.

Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures. Students in grades K-3 discuss the history, culture, and traditions found in selected musical examples. Students identify ideas and emotions expressed through music and compare a musical selection with another art form. examine how they relate to other disciplines within that culture.

Goal 1.1: Discuss the historical and cultural contexts of music.

Objective(s): By the end of Grade 3, the student will be able to:

K-3.Mu.1.1.1	Name the historical or cultural background of musical selections learned.
	(868.01.a1)
K-3.Mu.1.1.2	Identify the country or region of musical selections learned. (868.01.a2)
K-3.Mu.1.1.3	Discuss Recognize characteristics of suitable music for various occasions
	and traditions.

Goal 1.2: Discuss the interrelationships among visual and performing arts disciplines of music and culture.

Objective(s): By the end of Grade 3, the student will be able to:

K-3.Mu.1.2.1	Identify ideas and emotions that are expressed through music and other
	disciplines. (868.02.a1)

K 3.Mu.1.2.2 Compare a musical selection with another art form that uses a similar style. (868.02.a2)

Standard 2: Critical Thinking

Students understand the purposes and functions of the arts. They build literacy and develop critical thinking through analysis and interpretation

Analyze and converse about music. Students in grades K-3 identifydifferentiate among simple musical forms, and identify instrument families, and voices. Students discuss preferences for musical examples. Students explain the role of music in their lives.

Goal 2.1: Conduct analyses in music.

Objective(s): By the end of Grade 3, the student will be able to:

K-3.Mu.2.1.1	Examine music as a way to communicate emotions. (870.01.a2)
K-3.Mu.2.1.2	Use music vocabulary to discuss specific works of music. (870.01.a3)
K-3.Mu.2.1.3	Identify sounds of different instrument families and voices.
K-3.Mu.2.1.4	Identify Differentiate among simple musical forms when they are heard.

Goal 2.2: Engage in reasoned dialogue and make decisions Formulate and express opinions about musical performances.

Objective(s): By the end of Grade 3, the student will be able to:

K-3.Mu.2.2.1	Discuss the importance of music in one's own life. (870.02.a1)
K-3.Mu.2.2.2	Discuss preferences for musical examples using familiar musical terms.
	(870.03.a2)
K-3.Mu.2.2.3	Demonstrate proper concert behavior.
K-3.Mu.2.2.3	Draw conclusions about the meaning of the term "classical music."
	(870.02.a2)

Standard 3: Creative Expression/Performance/Presentation

Students engage in the creation of original works and/or the interpretation of works of others, culminating in a performance or presentation.

Communicate through music articulately and expressively. Students in grades K-3 read and perform simple music notation. Students perform alone and in groups on pitch and in rhythm responding to the conductor. Students create melodic or rhythmic responses using instructor guidelines. Students move to the beat of music.

Goal 3.1: Utilize concepts essential to music.

Objective(s): By the end of Grade 3, the student will be able to:

K-3.Mu.3.1.1	Sing independently with a clear tone and on pitch.
K-3.Mu.3.1.2	Identify symbols and notation in music. (906.01.a3)
K-3.Mu.3.1.3	Read music notation in simple meters or groupings using a system of
	symbols, numbers, or letters. (872.01.a1)

Goal 3.2: Communicate through music, applying artistic concepts, knowledge, and skills.

Objective(s): By the end of Grade 3, the student will be able to:

K-3.Mu.3.2.1	Identify and perform simple songs from different cultures and genres.
	(872.02.a1)
K-3.Mu.3.2.2	Illustrate group singing and instrumental skills in response to conductor cues. (872.02.a2)
K-3.Mu.3.2.3	Echo rhythmic or melodic patterns accurately.
K-3.Mu.3.2.4	Evaluate and demonstrate proper behavior for different types of music performances.

Goal 3.3: Communicate through music with creative expression.

Objective(s): By the end of Grade 3, the student will be able to:

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K-3.Mu.3.3.1	Improvise musical "answers" to given rhythmic and/or melodic phrases.
	(872.03.a3)
K-3.Mu.3.3.2	Move to the beat of music in both organized and free style in a prescribed
	manner. (872.03.a2)
K-3.Mu.3.3.3	Improvise movement that is stylistically appropriate to music (e.g., free
	style). (872.03.a4)

IDAHO CONTENT STANDARDS GRADE 4-5 HUMANITIES: MUSIC

Students are expected to know content and apply skills from previous grades.

Standard 1: Historical Aand Cultural Contexts

Students demonstrate an understanding of how people and cultures are connected across time. Humanities instruction prepares students to work and live as global citizens because of their greater understanding of their own culture and the cultures of others.

Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures. Students in grades 4-5 identify and describe the use of musical elements from various cultures and time periods. Students explain how music relates to other subject areas, using terms common to the arts.

Goal 1.1: Discuss the historical and cultural contexts of music.

Objective(s): By the end of Grade 5, the student will be able to:

4-5.Mu.1.1.1	Describe how musical elements are used in music of our own culture as well
	as other cultures.

- 4-5.Mu.1.1.2 Identify characteristics of music from two different historical periods. (902.01.a2)
- 4-5.Mu.1.1.3 Identify specific compositions as belonging to a particular era in music history. (902.01.a3)
- 4-5.Mu.1.1.4 Recognize the uses of music in everyday life.

Goal 1.2: Discuss the interrelationships among visual and performing arts disciplines.

Objective(s): By the end of Grade 5, the student will be able to:

- 4-5.Mu.1.2.1 Identify similarities and differences in the meanings of terms common to other arts disciplines. (902.02.a2)
- 4-5.Mu.1.2.2 Compare a musical selection with another art form that uses a similar style.
- 4-5.Mu.1.2.3 Describe ways that music is related to other subject areas within an historical context.

Standard 2: Critical Thinking

Students understand the purposes and functions of the arts. They build literacy and develop critical thinking through analysis and interpretation

Analyze and converse about music. Students in grades 4-5 identify specific elements of music and sounds of various instruments and voices. Students discuss the importance of music in today's society. Students express personal preferences for a specific work using appropriate arts vocabulary.

Goal 2.1: Conduct analyses in music.

Objective(s): By the end of Grade 5, the student will be able to:

- 4-5.Mu.2.1.1 Describe music as a form of communication. (904.01.a2)
- 4-5.Mu.2.1.2 Recognize and identify specific elements of music (melody, harmony, rhythm, form, timbre). (904.01.a1)
- 4-5.Mu.2.1.3 Identify the sounds of various instruments and voices.
- 4-5.Mu.2.1.43 Use music vocabulary to discuss specific compositions of various styles and cultures. (904.01.a3)

Goal 2.2: Engage in reasoned dialogue and make decisions Formulate and express opinions about musical performances.

Objective(s): By the end of Grade 5, the student will be able to:

- 4-5.Mu.2.2.1 Discuss the importance of music in our society. (904.02.a1)
- 4-5.Mu.2.2.2 Express personal preferences for a specific work using appropriate arts vocabulary. (904.03.a1)
- 4-5.Mu.2.2.3 Discuss and demonstrate the importance of proper concert behavior. (904.03.a4)
- 4-5.Mu.2.2.43 Identify and discuss copyright issues in music. (904.03.a2)

Standard 3: Creative Expression/Performance/Presentation

Students engage in the creation of original works and/or the interpretation of works of others, culminating in a performance or presentation.

Communicate through music articulately and expressively. Students in grades 4-5 use standard music symbols and terms to read, notate, and perform music. Students sing, alone and with others, accurately with appropriate dynamics, breath control, phrasing, and interpretation. Students also perform in groups blending vocal/instrumental sounds and matching dynamics, breath control, phrasing, and interpretation in response to the conductor follow a conductor. Students improvise simple melodic phrases.

Goal 3.1: Utilize concepts essential to music.

Objective(s): By the end of Grade 5, the student will be able to:

- 4-5.Mu.3.1.1 Improvise simple melodic phrases. (940.01.a1)
- 4-5.Mu.3.1.2 Use standard symbols to notate meter, rhythm, pitch, articulation, and dynamics.
- 4-5.Mu.3.1.2 Read, notate, and perform meter, rhythm, pitch, dynamics, and tempo using standard music symbols. (906.01.a2)
- 4-5.Mu.3.1.4 Identify specific instruments in a recording or live performance. (906.01.a4)

Goal 3.2: Communicate through music, applying artistic concepts, knowledge, and skills.

Objective(s): By the end of Grade 5, the student will be able to:

4-5.Mu.3.2.1	Sing in harmony using simple ostinatos, partner songs, descants, and
	canons. (906.02.a1)
4-5.Mu.3.2.2	Perform independent instrumental parts while other students sing or play
	contrasting parts. (906.02.a3)
4-5.Mu.3.2.3	Sing/play accurately with appropriate dynamics, breath control, phrasing,
	and interpretation while following a conductor.
4-5.Mu.3.2.4	Discuss and demonstrate the importance of proper concert behavior.

Goal 3.3: Communicate through music with creative expression.

Objective(s): By the end of Grade 5, the student will be able to:

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4-5.Mu.3.3.1	Improvise, create, or arrange music within specifies guidelines (style, form,
	instrumentation). (906.03.a3)
4-5.Mu.3.3.2	Sing expressively, either alone or in a musical group.
4-5.Mu.3.3.3	Play rhythmic, melodic and harmonic classroom instruments expressively
4-5.Mu.3.3.2	Sing/play an improvised simple melody in a call and response context.
4-5.Mu.3.3.3	Move to the beat of music in both organized and free style in an organized
	manner.
4-5.Mu.3.3.4	Improvise movement that is stylistically appropriate to music (e.g., free style).
4-5.Mu.3.3.5	Create original rhythmic/melodic ostinatos to accompany group
	performances.

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IDAHO CONTENT STANDARDS GRADE 6-8 HUMANITIES: MUSIC

Students are expected to know content and apply skills from previous grades.

Standard 1: Historical Aand Cultural Contexts

Students demonstrate an understanding of how people and cultures are connected across time. Humanities instruction prepares students to work and live as global citizens because of their greater understanding of their own culture and the cultures of others.

Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures. Students in grades 6-8 classify the historical periods of music studied. Students analyze the cultural contexts of music studied. Students compare and contrast musical styles and genres with another art form or subject area.

Goal 1.1: Discuss the historical and cultural contexts of music.

Objective(s): By the end of Grade 8, the student will be able to:

6-8.Mu.1.1.1	Analyze the relationship of a country's traditions and its music. (936.01.a1)
6-8.Mu.1.1.2	Identify the historical period during which musical works being studied
	were composed. (936.01.a2)
6-8.Mu.1.1.3	Discuss the relationship of music to the historical period in which it was
	composed. (936.01.a2)
6-8.Mu.1.1.4	Identify the roles of prominent musicians in contemporary society.

Goal 1.2: Discuss the interrelationships among visual and performing arts disciplines.

Objective(s): By the end of Grade 8, the student will be able to:

6-8.Mu.1.2.1	Compare a musical style with another art form sharing a similar style or
	movement. (936.02.a2)

6-8.Mu.1.2.2 Discuss similarities among various disciplines and of the arts.

Standard 2: Critical Thinking

Students understand the purposes and functions of the arts. They build literacy and develop critical thinking through analysis and interpretation

Analyze and converse about music. Students in grades 6-8 describe and analyze aural examples of music, using correct musical terminology. Students identify a musical theme. Students develop criteria for high musical quality. Students evaluate musical performances.

Goal 2.1: Conduct analyses in music.

Objective(s): By the end of Grade 8, the student will be able to:

6-8.Mu.2.1.1 Identify a musical theme.

6-8.Mu.2.1.2	Describe and analyze aural examples of music using correct musical terms pertaining to form, meter, rhythm, basic keys, and simple harmonic
6-8.Mu.2.1.3	progressions. Identify the sounds of voices and musical instruments as they are used in
< 0.34 O.14	musical works.
6-8.Mu.2.1.4	Discuss the style of a musical selection.

Goal 2.2: Engage in reasoned dialogue and make decisions Formulate and express opinions about musical performances.

Objective(s): By the end of Grade 8, the student will be able to:

Describe the significance of music in contemporary society.
(938.02.a3)Discuss the roles of professional and amateur musicians in
society.
Express personal preference for music using appropriate musical
terminology. (973.03.a1)
Discuss and demonstrate the importance of proper concert behavior and
attire. (940.03.a4)
Debate copyright issues in music. (938.03.a3)
Develop criteria for high musical quality. (938.03.a2)
Evaluate constructively the quality of one's performance and the
performances of others. (938.03.a2)

Standard 3: Creative Expression/Performance/Presentation

Students engage in the creation of original works and/or the interpretation of works of others, culminating in a performance or presentation.

Communicate through music articulately and expressively. Students in grades 6-8 read, notate, and perform music of various styles and genres. Students sing/play accurately and expressively, following the directions of a conductor and using appropriate dynamics and phrasing. Students perform or compose music using a variety of sound sources. Students articulate formulate a method of consistent musical practice.

Goal 3.1: Utilize concepts essential to music.

Objective(s): By the end of Grade 8, the student will be able to:

6-8.Mu.3.1.1	Improvise simple rhythmic and/or melodic accompaniments. (906.01.a1)
6-8.Mu.3.1.1	Read and notate pitches in treble and bass clef (grand staff).
6-8.Mu.3.1.2	Read and notate music symbols (time and key signatures, note values,
	standard notation symbols for pitch, duration, dynamics, articulation,
	expression). (940.01.a2)
6-8.Mu.3.1.3	Articulate Formulate a method of consistent musical practice.

Goal 3.2: Communicate through music, applying artistic concepts, knowledge, and skills.

Objective(s): By the end of Grade 8, the student will be able to:

6-8.Mu.3.2.1	Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression. (940.01.a3)
6-8.Mu.3.2.1	Sing/play accurately and expression. (940.01.as) good breath control, diction, articulation, and posture both alone and in
6-8.Mu.3.2.3	small groups, following the directions of a conductor. (940.02.a1) Sing/play expressively with appropriate dynamics and phrasing, considering the intent of the music's creator.
6-8.Mu.3.2.3.	Discuss and demonstrate the importance of proper concert behavior and attire.
6-8/Mu.3.2.3.	Demonstrate interpersonal skills through working collaboratively and productively with others.

Goal 3.3: Communicate through music with creative expression.

Objective(s): By the end of Grade 8, the student will be able to:

Djecuve(s): Dy	the end of Grade 8, the student will be able to:
6-8.Mu.3.3.1	Create a melody when given specific guidelines. (872.03.a1)
6-8.Mu.3.3.2	Improvise simple rhythmic and/or melodic accompaniments.
6-8.Mu.3.3.2	Perform a work of music considering the intent of its creator. (940.03.a)
6-8.Mu.3.3.3	Use a variety of traditional and nontraditional sound sources and electronic
	media when composing or performing music. (940.03.a1)

IDAHO CONTENT STANDARDS GRADE 9-12 HUMANITIES: MUSIC

Students are expected to know content and apply skills from previous grades.

Standard 1: Historical Aand Cultural Contexts

Students demonstrate an understanding of how people and cultures are connected across time. Humanities instruction prepares students to work and live as global citizens because of their greater understanding of their own culture and the cultures of others.

Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures. Students in grades 9-12 identify and compare music from a variety of cultures and historical periods. Students describe the historical, cultural, and stylistic similarities among the visual and performing arts disciplines. Students identify famous musicians in contemporary society.

Goal 1.1: Discuss the historical and cultural contexts of music.

Objective(s): By the end of high school, the student will be able to:

9-12.Mu.1.1.1	Identify representative musical works from a variety of cultures and
	historical periods. (971.01.a1)
9-12.Mu.1.1.2	Outline the purpose and function of a particular form of music through
	history. (971.01.a2)
9-12.Mu.1.1.3	Compare and contrast aesthetical aspects of music from different cultural
	perspectives. (971.01.a3)
9-12.Mu.1.1.4	Identify famous musicians in contemporary society. Identify the roles of
	musicians in society.

Goal 1.2: Discuss the interrelationships among visual and performing arts disciplines.

Objective(s): By the end of high school, the student will be able to:

9-12.Mu.1.2.1	Discuss connections between the history of one art form or style and
	another related art form or style. (971.02.a2)

9-12.Mu.1.2.2 Describe similarities among different art forms across cultures.

Standard 2: Critical Thinking

Students understand the purposes and functions of the arts. They build literacy and develop critical thinking through analysis and interpretation

Analyze and converse about music. Students in grades 9-12 analyze and discuss musical forms, artistic styles, and common themes appearing in music throughout history. Students discuss copyright issues in music. Students develop tools necessary to evaluate musical performances constructively. Students demonstrate proper concert behavior and attire.

Goal 2.1: Conduct analyses in music.

Objective(s): By the end of high school, the student will be able to:

9-12.Mu.2.1.1	Recognize common themes commonalities in the use of musical elements
	appearing in music throughout history. (973.01.a4)
9-12.Mu.2.1.2	Develop and use music vocabulary to discuss musical forms. (973.01.a1)
9-12.Mu.2.1.3	Compare two contrasting musical works. (973.01.a2)
9-12.Mu.2.1.4	Discuss the similarities and differences of artistic styles of music
	performed. (973.01.a3)

Goal 2.2: Engage in reasoned dialogue and make decisions Formulate and express opinions about musical performances.

Objective(s): By the end of high school, the student will be able to:

9-12.Mu.2.2.1	Discuss the roles of professional and amateur musicians in society.
	(904.02.a2) Evaluate how music participation is critical to global culture.
9-12.Mu.2.2.2	Explain personal preferences for musical styles and pieces, using proper
	terminology. (938.02.a1)
9-12.Mu.2.2.3	Discuss and demonstrate the importance of proper concert behavior and
	attire.
9-12.Mu.2.2.3	Offer an alternative for copyright infringement both for the consumer and
	the artist. (973.03.a3)
9-12.Mu.2.2.4	Develop criteria for high musical quality and apply it to a live musical
	performance. (973.02.a1)
9-12.Mu.2.2.5	Evaluate constructively the quality of one's performance and the
	performances of others. (973.03.a4)

Standard 3: Creative Expression/Performance/Presentation

Students engage in the creation of original works and/or the interpretation of works of others, culminating in a performance or presentation.

Communicate through music articulately and expressively. Students in grades 9-12 perform an instrumental or vocal part accurately utilizing skills learned and practiced. Students sight-read simple melodies and rhythms applicable to their part. Students read and perform music that contains level-appropriate technical demands, expanded ranges, and varied interpretive requirements. Students improvise simple harmonies and rhythmic and melodic ostinatos on familiar melodies. Students articulate formulate a method of consistent and efficient musical practice.

Goal 3.1: Utilize concepts essential to music.

Objective(s): By the end of high school, the student will be able to:

0 12 Mu 2 1 1	Improvise musical lines using rhythm, melodic embellishments, and
7-12.WIU.S.1.1	improvise musical lines using myunn, incloude embernsiments, and
	harmony. (975.01.a1)
9-12 Mu 3 1 1	Perform an appropriate instrumental or vocal part demonstrating accu

9-12.Mu.3.1.1 Perform an appropriate instrumental or vocal part demonstrating accurate counting of rhythms, pitch identification, and symbols for articulation or expression, following the cues from a conductor.

9-12.Mu.3.1.2	Sight-read simple melodies and rhythms in clefs applicable to the
	performance medium.
9-12.Mu.3.1.3	Read music that contains level-appropriate technical demands, expanded
	ranges, and varied interpretive requirements.
9-12.Mu.3.1.4	ArticulateFormulate a method of consistent and efficient musical practice.
	(975.01.a2)

Goal 3.2: Communicate through music, applying artistic concepts, knowledge, and skills.

Objective(s): By the end of high school, the student will be able to:

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9-12.Mu.3.2.1	Perform in groups, in at least 4 parts, blending vocal/instrumental sounds,
	matching dynamics, breath control, phrasing, and interpretation in response
	to the conductor. (906.03.a1)
9-12.Mu.3.2.2	Interpret/perform a musical selection, respecting the intent of its creator.
	(975.02.a2)
9-12.Mu.3.2.3	Perform in a small ensemble or as a soloist using appropriate musical
	technique. (975.02.a1)
9-12.Mu.3.2.4	Discuss and demonstrate the importance of proper concert behavior and
	attire.
9-12.Mu.3.2.5	Demonstrate interpersonal skills by working collaboratively and
	productively with others.
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Goal 3.3: Communicate through music with creative expression.

Objective(s): By the end of high school, the student will be able to:

9-12.Mu.3.3.1	Improvise rhythmic and melodic variations on given melodies. (975.03.a4)
9-12.Mu.3.3.2	Perform level-appropriate musical works with expression and technical
	accuracy. (975.03.a3)
9-12.Mu.3.3.3	Create an original harmony to accompany a melody.
9-12.Mu.3.3.3	Demonstrate level-appropriate solo and ensemble skills. (975.03.a1)
9-12.Mu.3.3.4	Read music that contains level appropriate technical demands, expanded
	ranges, and varied interpretive requirements. (975.03.a2)

IDAHO CONTENT STANDARDS GRADE K-3 HUMANITIES: THEATRE

Standard 1: Historical and Cultural Contexts

Students demonstrate an understanding of how people and cultures are connected across time. Humanities instruction prepares students to work and live as global citizens because of their greater understanding of their own culture and the cultures of others.

Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures. Students in grades K-3 identify elements of theatre, cultural traditions, time periods, ideas, and emotions as expressed through theatre. Students compare written stories to dramatic performances.

Goal 1.1: Explain Identify the historical and cultural contexts of theatre.

Objective(s): By the end of Grade 3, the student will be able to:

- K-3.T.1.1.1 Identify a dramatic presentation as belonging to the past or present. or future.
- K-3.T.1.1.2 Identify elements of theatre in everyday life, such as relationships (characters), clothes (costumes), locations (setting), and plot (story). (868.01.c1)
- K-3.T.1.1.3 Identify and discuss cultural traditions in stories, songs, fairy tales, fables, and nursery rhymes.

Goal 1.2: Explain-Identify the interrelationships among the visual and performing arts disciplines.

Objective(s): By the end of Grade 3, the student will be able to:

- K-3.T.1.2.1 Discuss Dramatize how theatre is enhanced by dance, visual art, and music. (868.02.c1)
- K-3.T.1.2.2 Compare a written (visual or oral) story with a dramatic performance of that same story. (868.02.c2)

Standard 2: Critical Thinking

Students understand the purposes and functions of the arts. They build literacy and develop critical thinking through analysis and interpretation.

Analyze and converse about theatre. Students in grades K-3 identify and discuss the elements and meaning of a dramatic performance, using arts-theatre vocabulary. Students explain personal preference about a dramatic performance.

Goal 2.1: Conduct analyses in of theatre.

Objective(s): By the end of Grade 3, the student will be able to:

- K-3.T.2.1.1 Discuss Use drama as a form of communication. (870.01.e2)
- K-3.T.2.1.2 Use arts theatre vocabulary to discuss a dramatic performance. (870.01.c3)

- K-3.T.2.1.3 Identify and describe the character, plot, and setting in stories.
- K-3.T.2.1.4 Speculate Discuss on the meaning of a performance.

Goal 2.2: Engage in reasoned dialogue and make decisions about dramatic performances. Exercise sound reasoning in understanding and making choices about theatre.

Objective(s): By the end of Grade 3, the student will be able to:

- K-3.T.2.2.1 Verbalize personal preferences for various types of drama. (870.01.c1)
- K-3.T.2.2.2 Identify the beginning, middle, and ending of dramatic performances. (870.01.c2)
- K-3.T.2.2.3 Explain-Express preferences for different parts the various aspects of a dramatic performance. (870.01.c3)
- K-3.T.2.2.4 Explain the importance of theatre in one's own life.

Standard 3: Creation/Performance/Presentation

Students engage in the creation of original works and/or the interpretation of the works of others, culminating in a performance or presentation.

Communicate through theatre articulately and expressively. Students in grades K-3 create and present dramatic performances based on personal experience, imagination, and factual events. Students use theatrical skills to create different characters, scenes, and dialogue. Students employ the elements of scenery, props, costume, and makeup in a dramatic performance.

Goal 3.1: Identify Utilize concepts essential to theatre.

Objective(s): By the end of Grade 3, the student will be able to:

- K-3.T.3.1.1 Create characters, environments, and situations for dramatization. (872.01.e1)
- K-3.T.3.1.2 Vary movement, vocal pitch, tempo, and tone for different characters. (872.01.c2)

Goal 3.2: Communicate through theatre, applying artistic concepts, knowledge, and skills.

Objective(s): By the end of Grade 3, the student will be able to:

- K-3.T.3.2.1 Use dialogue to tell stories. (872.02.c1)
- K-3.T.3.2.2 Interact in imaginary situations. (872.02.c2)
- K-3.T.3.2.3 Choose scenery, props, costumes, and makeup for a production. (872.02.c3)
- K-3.T.3.2.4 Demonstrate appropriate behavior while attending and/or participating in theatrical events.

IDAHO CONTENT STANDARDS GRADE 4-5 HUMANITIES: THEATRE

Students are expected to know content and apply skills from previous grades.

Standard 1: Historical and Cultural Contexts

Students demonstrate an understanding of how people and cultures are connected across time. Humanities instruction prepares students to work and live as global citizens because of their greater understanding of their own culture and the cultures of others.

Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures. Students in grades 4-5 portray historical events and various cultures using theatrical elements. Students discuss theatre as a means of reflecting history and culture. Students analyze the interrelationships of the arts in a live performance.

Goal 1.1: Explain-Identify the historical and cultural contexts of theatre.

Objective(s): By the end of Grade 5, the student will be able to:

- 4-5.T.1.1.1 Translate a specific historical event into a dramatic presentation. (902.01.c1)
 4-5.T.1.1.2 Create stage props and scenery that convey historical accuracy in a dramatic reenactment. (902.01.c2)
 4-5.T.1.1.3 Improvise Create dialogue involving historical figures. (902.01.c3)
 4-5.T.1.1.4 Discuss Identify the value of theatre as a means of reflecting history and
- 4-5.T.1.1.4 Discuss Identify the value of theatre as a means of reflecting history and culture.

Goal 1.2: Explain Identify the interrelationships among the visual and performing arts disciplines.

Objective(s): By the end of Grade 5, the student will be able to:

4-5.T.1.2.1 Analyze the ways a live performance is enhanced by the integration of visual art, music, and dance. (902.02.c1)

Standard 2: Critical Thinking

Students understand the purposes and functions of the arts. They build literacy and develop critical thinking through analysis and interpretation.

Analyze and converse about theatre. Students in grades 4-5 use selected criteria to critique performances and justify reasons for personal preferences. Students discuss and analyze the themes and elements of theatre. Students identify and describe the character, plot, and setting in classroom dramatizations and/or formal productions.

Goal 2.1: Conduct analyses in of theatre.

Objective(s): By the end of Grade 5, the student will be able to:

- 4-5.T.2.1.1 Develop and use theatre vocabulary. (904.01.c1)
- 4-5.T.2.1.2 Use selected criteria to critique a dramatic performance.
- 4-5.T.2.1.3 Compare and contrast film, television, and theatre as different distinct genres.
- 4-5.T.2.1.4 Discuss-Examine theatre as effective or ineffective a means ways to communicate meaning.
- 4-5.T.2.1.5 Justify reasons for personal preference concerning a dramatic performance.

Goal 2.2: Engage in reasoned dialogue and make decisions about dramatic performances. Exercise sound reasoning and understanding in making choices about theatre.

Objective(s): By the end of Grade 5, the student will be able to:

- 4-5.T.2.2.1 Identify how theatre reveals universal themes. (904.02.c1)
- 4-5.T.2.2.2 Analyze how facial expression and body language reveal meaning. (904.02.c2)
- 4-5.T.2.2.3 Evaluate one's own performance of a scene and the performances of others. (904.03.c4)
- 4-5.T.2.2.4 Discuss how lighting, sets, and costumes can create meaning in a dramatic performance. (904.03.c2)
- 4-5.T.2.2.54 Identify and describe the character, plot, and setting in classroom dramatizations and/or formal productions.
- 4-5.T.2.2.5 Explain the importance of theatre in our society.

Standard 3: Creation/Performance/Presentation

Students engage in the creation of original works and/or the interpretation of the works of others, culminating in a performance or presentation.

Communicate through theatre articulately and expressively. Students in grades 4-5 improvise and create dramatizations based on a variety of sources. Students use theatrical elements to convey mood and environment. Students collaborate to produce original and retold narratives. Students show respect for their work and the work of others.

Goal 3.1: Identify Utilize concepts essential to theatre.

Objective(s): By the end of Grade 5, the student will be able to:

- 4-5.T.3.1.1 Improvise dialogue to tell stories and convey information.
- 4-5.T.3.1.2 Create characters, environments, and situations for dramatization.
- 4-5.T.3.1.3 Vary movements, vocal pitch, tempo, and tone for different characters.

Goal 3.2: Communicate through theatre, applying artistic concepts, knowledge, and skills.

Objective(s): By the end of Grade 5, the student will be able to:

- 4-5.T.3.2.1 Select materials to Create scenery, properties, lighting, sound, costumes, and makeup for a dramatic production. (906.02.c1)
- 4-5.T.3.2.2 Use theatrical elements to convey mood and environment. (906.02.c2)
- 4-5.T.3.2.2 Demonstrate basic stage movement.

4-5.T.3.2.3	Demonstrate appropriate behavior while attending and/or participating in
	theatrical events.
4-5.T.3.2.4	Show respect for personal work and works of others.

Goal 3.3: Communicate through theatre with creative expression.

Objective(s): By the end of Grade 5, the student will be able to:

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4-5.T.3.3.1	Create characters and plots from a variety of sources.
4-5.T.3.3.2	Construct and/or apply scenery, properties, costumes, and makeup for a
	dramatic performance. (906.03.c3)
4-5.T.3.3.2	Create a short dramatic scene from narrative literature.
4-5.T.3.3.3	Improvise scenes collaboratively, based on relationships and social situations.
	(906.03.c1)

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IDAHO CONTENT STANDARDS GRADE 6-8 HUMANITIES: THEATRE

Students are expected to know content and apply skills from previous grades.

Standard 1: Historical and Cultural Contexts

Students demonstrate an understanding of how people and cultures are connected across time. Humanities instruction prepares students to work and live as global citizens because of their greater understanding of their own culture and the cultures of others.

Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures. Students in grades 6-8 identify and discuss the historical roots of theatre. Students distinguish between different types of acting and identify ways various cultures have used theatre to communicate ideas. Students use and analyze the use of multiple art forms in theatre.

Goal 1.1: Explain Examine the historical and cultural contexts of theatre.

Objective(s): By the end of Grade 8, the student will be able to:

- 6-8.T.1.1.1 Identify Investigate theatre's Greek roots. (936.01.c1)
- 6-8.T.1.1.2 Identify the ways in which many cultures have used theatre to communicate ideas.
- 6-8.T.1.1.3 Discuss Compare and contrast various historical changes and developments in the theatre and stage. (936.01.c2)
- 6-8.T.1.1.4 Delineate the differences between melodramatic and realistic among various acting styles, genres, and time periods.

Goal 1.2: Explain the interrelationships among the visual and performing arts disciplines.

Objective(s): By the end of Grade 8, the student will be able to:

- 6-8.T.1.2.1 Utilize multiple art forms to communicate ideas effectively.
- 6-8.T.1.2.2 Analyze a dramatic performance's use of multiple art forms. Analyze how other art forms contribute to a dramatic performance.

Standard 2: Critical Thinking

Students understand the purposes and functions of the arts. They build literacy and develop critical thinking through analysis and interpretation.

Analyze and converse about theatre. Students in grades 6-8 compare and contrast theatre of different cultures. Students identify and discuss dramatic elements in a work. Students formulate and defend personal preferences about dramatic performances. Students use theatrical vocabulary to discuss a performance. Students analyze a character's role, actions, and the consequences for actions.

Goal 2.1: Conduct analyses in of theatre.

Objective(s): By the end of Grade 8, the student will be able to:

- 6-8.T.2.1.1 Investigate and evaluate Employ theatre as a way to create and communicate meaning. (938.01.c1)
- 6-8.T.2.1.2 Compare and contrast the theatre of different cultures. (938.01.c2)
- 6-8.T.2.1.3 Discuss Compare one's interpretation of a dramatic scene with the interpretations of others. (938.01.c3)
- 6-8.T.2.1.4 Identify and discuss dramatic the theatrical elements that contribute to the meaning of a dramatic work. (938.01.c4)

Goal 2.2: Engage in reasoned dialogue and make decisions about dramatic performances. Exercise sound reasoning and understanding in making choices about theatre.

Objective(s): By the end of Grade 8, the student will be able to:

- 6-8.T.2.2.1 Describe the role of the protagonist and the antagonist in a dramatic performance.
- 6-8.T.2.2.2 Discuss Recognize the elements of conflict, climax, and theme as they relate to theatrical texts.
- 6-8.T.2.2.3 Analyze a character's actions and the consequences they create.
- 6-8.T.2.2.4 Defend one's personal preferences for parts the various aspects of a dramatic work. (938.03.c1)
- 6-8.T.2.2.5 Discuss-Utilize drama as a study of human character and personality. (938.03.c2)
- 6-8.T.2.2.6 Use theatrical vocabulary to assess critique a dramatic performance. (938.03.c3)
- 6-8.T.2.2.7 Explain how lighting, sets, and costumes can create meaning in a dramatic performance.
- 6-8.T.2.2.8 Identify roles of professional and amateur performers and theatre technicians in our society.

Standard 3: Creation/Performance/Presentation

Students engage in the creation of original works and/or the interpretation of the works of others, culminating in a performance or presentation.

Communicate through theatre articulately and expressively. Students in grades 6-8 improvise dialogue and create characters, environments, and situations. Students describe how theatrical and technical elements create meaning in a performance. Students demonstrate basic stage movement and the physical tools for acting. Students use pantomime to tell a story.

Goal 3.1: Identify-Utilize concepts essential to theatre.

Objective(s): By the end of Grade 8, the student will be able to:

- 6-8.T.3.1.1 Improvise dialogue to tell stories and convey information at a personal level. (940.01.c1)
- 6-8.T.3.1.2 Create characters, environments and situations to convey a specific idea or mood. (940.01.c2)
- 6-8.T.3.1.3 Vary movements and vocal qualities to convey an interpretation of a character. (940.01.c3)

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Goal 3.2: Communicate through theatre, applying artistic concepts, knowledge, and skills.

Objective(s): By the end of Grade 8, the student will be able to:

6-8.T.3.2.1 Identify and describe how theatrical performance and technical elements (e.g., characterization, scenery, lighting, costumes) communicate the meaning and intent of a dramatic presentation. (940.02.c1) 6-8.T.3.2.2 Use technical elements of theatre to communicate meaning. Create scenery, properties, lighting, sound, costumes, and makeup for a dramatic production. 6-8.T.3.2.3 Use pantomime theatre to communicate an idea or tell a story. Demonstrate basic stage movement. 6-8.T.3.2.4 6-8.T.3.2.5 Demonstrate the use of physical tools for acting (voice, movement, facial expression, gestures). 6-8.T.3.2.6 Show respect for personal work and works of others. (940.03.c5)

Goal 3.3: Communicate through theatre with creative expression.

Objective(s): By the end of Grade 8, the student will be able to:

6-8.T.3.3.1 Perform or create Create and perform an original work. (940.03.c1) 6-8.T.3.3.2 Create a dramatic work that expresses personal understanding, opinions, and or beliefs. (940.03.c2) 6-8.T.3.3.3 Plan and direct scripted scenes. (940.03.c3) 6-8.T.3.3.4 Demonstrate appropriate behavior while attending and/or participating in theatrical events. (940.03.c4)

IDAHO CONTENT STANDARDS GRADE 9-12 HUMANITIES: THEATRE

Students are expected to know content and apply skills from previous grades.

Standard 1: Historical and Cultural Contexts

Students demonstrate an understanding of how people and cultures are connected across time. Humanities instruction prepares students to work and live as global citizens because of their greater understanding of their own culture and the cultures of others.

Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures. Students in grades 9-12 identify representative dramatic works from various cultures, historical periods, and theatrical styles. Students describe and compare universal stock characters and archetypes from various cultures. Students create and analyze the use of other art forms in dramatic performances.

Goal 1.1: Explain-Examine the historical and cultural contexts of theatre.

Objective(s): By the end of high school, the student will be able to:

9-12.T.1.1.1	Identify-Investigate representative dramatic works from a variety of cultures
	and historical periods. (971.01.c3)
9-12.T.1.1.2	Illustrate Demonstrate an understanding of cultural and historical
	perspectives required by a specific text script. (971.01.c1)
9-12.T.1.1.3	Identify historical periods and their theatrical styles. (971.01.c3)
9-12.T.1.1.4	Describe and compare universal stock characters, archetypes, and universal
	themes situations in dramas from various cultures and periods.
9-12.T.1.1.5	Investigate representative playwrights from a variety of cultures and
	historical periods.

Goal 1.2: Explain Identify the interrelationships among the visual and performing arts disciplines.

Objective(s): By the end of high school, the student will be able to:

- 9-12.T.1.2.1 Create works that integrate processes and concepts of other art forms.
- 9-12.T.1.2.21 Analyze how other art forms contribute to a dramatic performance.

Standard 2: Critical Thinking

Students understand the purposes and functions of the arts. They build literacy and develop critical thinking through analysis and interpretation.

Analyze and converse about theatre. Students in grades 9-12 analyze and critique dramatic performances and written texts, using theatrical vocabulary. Students evaluate the success of a dramatic production with respect to intent and audience. Students analyze the central action of a play and discuss its cause and effect. Students compare and contrast modern drama with theatre of earlier periods.

Goal 2.1: Conduct analyses in of theatre.

Objective(s): By the end of high school, the student will be able to:

9-12.T.2.1.1 Develop and use theatre vocabulary to critique dramatic performances or written plays. (972.01.c1)
9-12.T.2.1.2 Compare and contrast the relationship between traditional theatre and contemporary trends in entertainment. (972.01.c3)
9-12.T.2.1.3 Analyze the central action of the play and discuss its cause and effect. Evaluate how well the dramatic text or production met its intended objectives.

Goal 2.2: Engage in reasoned dialogue and make decisions about dramatic performances. Exercise sound reasoning and understanding in making choices about theatre.

Objective(s): By the end of high school, the student will be able to:

9-12.T.2.2.1	Describe Develop and defend one's critique of a dramatic performance.
	(971.03.c1)
9-12.T.2.2.2	Analyze production and performance appropriateness of a theatrical work
	within a given community. (972.03.e2)
9-12.T.2.2.3	Compare and contrast modern drama with the theatre of earlier periods.
9-12.T.2.2.4	Analyze how technical elements can create meaning in a dramatic
	performance.
9-12.T.2.2.5	Evaluate how theatrical participation is critical to global culture.

Standard 3: Creation/Performance/Presentation

Students engage in the creation of original works and/or the interpretation of the works of others, culminating in a performance or presentation.

Communicate through theatre articulately and expressively. Students in grades 9-12 interpret, perform, and create scripts to convey story and meaning to an audience. Students create and sustain character through physical, emotional, and social dimensions. Students interpret and perform a script, respecting the intent of its creator. Students build characters and portray situations through improvisation.

Goal 3.1: Identify Utilize concepts essential to theatre.

Objective(s): By the end of high school, the student will be able to:

9-12.T.3.1.1	Interpret and perform scripts to convey story and meaning to an audience.
	(975.01.c1)
9-12.T.3.1.2	Research and apply physical, emotional, and social dimensions in creating
	character. (975.01.c2)
9-12.T.3.1.3	Analyze theatrical elements of a dramatic performance. (975.01.c3)
9-12.T.3.1.3	Utilize theatrical terminology in appropriate settings.

Goal 3.2: Communicate through theatre, applying artistic concepts, knowledge, and skills.

Objective(s): By the end of high school, the student will be able to:

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9-12.T.3.2.1	Show how Demonstrate how artistic choices can affect performances and
	formal productions. (975.02.c1)
9-12.T.3.2.2	Construct Create imaginative scripts that convey story and meaning to an
	audience. (975.02.e2)
9-12.T.3.2.3	Interpret/perform a work respecting the intent of its creator. (975.02.c3)
9-12.T.3.2.4	Create works that integrate processes and concepts of other art forms.
9-12.T.3.2.5	Use theatrical elements to convey mood and environment.
9-12.T.3.2.6	Plan and utilize technical theatre elements to support a dramatic text.
9-12.T.3.2.7	Demonstrate appropriate behavior while attending and/or participating in
	theatrical events.

Goal 3.3: Communicate through theatre with creative expression.

Objective(s): By the end of high school, the student will be able to:

9-12.T.3.3.1	Develop and sustain a character that communicates with the audience.
	(975.03.c1)
9-12.T.3.3.2	Organize and conduct rehearsals for production. (975.03.c2)
9-12.T.3.3.3	Plan and develop original set designs that support a dramatic text.
	(975.03.c3)
9-12.T.3.3.3	Create a dramatic work that expresses personal understanding, opinions, and
	or beliefs. (975.03.c4)
9-12.T.3.3.4	Build characters and portray situations through improvisation

Goal 3.3: Communicate through theatre with creative expression.

Objective(s): By the end of Grade 3, the student will be able to:

K-3.T.3.3.1	Create spontaneous dialogue to express or create characters within a scene.
	(872.03.c1)
K-3.T.3.3.2	Create and present original or historical/fictional stories.
K-3.T.3.3.3	Assume roles based on personal experiences, imagination, and reading.
	(872.03.c2)
K-3.T.3.3.4	Show respect for personal work and works of others.

IDAHO CONTENT STANDARDS GRADE K-3 HUMANITIES: VISUAL ARTS

Standard 1: Historical Aand Cultural Contexts

Students demonstrate an understanding of how people and cultures are connected across time. Humanities instruction prepares students to work and live as global citizens because of their greater understanding of their own culture and the cultures of others.

Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures. Students in grades K-3 discuss key differences and similarities in artworks. Students identify the purpose or function of an artwork and explain how it is a record of human ideas and a reflection of its culture. Students name ways in which visual arts compare to other art forms.

Goal 1.1: Discuss the historical and cultural contexts of the visual arts.

Objective(s): By the end of Grade 3, the student will be able to:

- K.VA.1.1.1 Compare and contrast key differences and similarities in art works from different time periods or cultures.
- K.VA.1.1.2 Identify the purpose or function of a work of art that was created in the past. (868.01.b2)
- K.VA.1.1.3 Explain how art is a visual record of human ideas and a reflection of the culture of its origin.

Goal 1.2: Explain Discuss the interrelationships among interconnections between the visual and performing arts disciplines.arts and societies.

Objective(s): By the end of Grade 3, the student will be able to:

- K.VA.1.2.1 Name ways in which a work of visual art is similar to another art form. (868.02.b1) reflects the culture from which it came.
- K.VA.1.2.2 Identify ideas and emotions that are expressed through visual arts and other disciplines. (868.02.b2)

Standard 2: Critical Thinking

Students understand the purposes and functions of the arts. They build literacy and develop critical thinking through analysis and interpretation

Analyze and communicate about the visual arts. Students in grades K-3 use appropriate arts vocabulary to discuss works of art. Students identify the visual arts as a form of communication and a way to create meaning. Students identify characteristics of various visual art forms. Students discuss that individuals respond to art in a variety of ways. Students respond to art respectfully. Students use problem-solving techniques to respond to, create, and refine visual art forms.

Goal 2.1: Conduct analyses in the visual arts.

Objective(s): By the end of Grade 3, the student will be able to:

- K.VA.2.1.1 Identify and respond to characteristics and content of various visual art forms. (870.01.b1)
- K.VA.2.1.2 Examine the visual arts as a form of communication. (870.01.b2)
- K.VA.2.1.3 Use arts vocabulary to discuss specific works of art. (870.01.b3)
- K.VA.2.1.4 Identify the symbols used in works of art.
- K.VA.2.1.4 Identify the elements (line, shape, color) in art works and environments.

Goal 2.2: Engage in reasoned dialogue and make informed decisions about the visual arts. Exercise sound reasoning and understanding in making choices in the visual arts.

Objective(s): By the end of Grade 3, the student will be able to:

- K.VA.2.2.1 Discuss the importance of visual art in one's own life. (870.02.b1)
- K.VA.2.2.2 Discuss how art works can elicit different responses. (904.03.b2)
- K.VA.2.2.3 Express personal preferences for specific works and styles. (872.02.b3)
- K.VA.2.2.4 Identify and demonstrate appropriate behavior when attending and/or participating in arts events.
- K.VA.2.2.5 Show respect for personal work and works of others. (872.03.b1)
- K.VA.2.2.6 Dictate or write an artist's statement (tell what the work is about).

Standard 3: Creation/Performance/Presentation

Students engage in the creation of original works and/or the interpretation of works of others, culminating in a performance or presentation.

Communicate and respond through the visual arts articulately and expressively. Students in grades K-3 use art techniques, media, and processes to create and replicate works of art. Students demonstrate safe and appropriate use of art materials. Students apply elements of color, shape, and line in artwork. Students create artwork about self, family, and personal experiences.

Goal 3.1: Demonstrate skills essential to the visual arts.

Objective(s): By the end of Grade 3, the student will be able to:

- K.VA.3.1.1 Acquire and use skills necessary for applying arts techniques, media, and processes. (872.01.b1)
- K.VA.3.1.2 Demonstrate safe and proper use, care, and storage of media, materials, and equipment.
- K.VA.3.1.3 Apply the elements of color, shape, and line in artwork.
- K.VA.3.1.4 Demonstrate skills of observation in the production of artwork.

Goal 3.2: Communicate through the visual arts, applying artistic concepts, knowledge, and skills.

Objective(s): By the end of Grade 3, the student will be able to:

- K.VA.3.2.1 Name and use different art materials to express an idea. (872.02.b1)
- K.VA.3.2.2 Apply artistic concepts, knowledge, and skills to original artwork.

K.VA.3.2.3 Replicate or imitate an existing work, respecting the intent of its original creator. (872.02.b2)

Goal 3.3: Communicate through the visual arts with creative expression.

Objective(s): By the end of Grade 3, the student will be able to:

- K.VA.3.3.1 Experiment with different materials, techniques, and processes in the visual arts.
- K.VA.3.3.2 Create artwork about self, family, and personal experiences.

IDAHO CONTENT STANDARDS GRADE 4-5 HUMANITIES: VISUAL ARTS

Students are expected to know content and apply skills from previous grades.

Standard 1: Historical Aand Cultural Contexts

Students demonstrate an understanding of how people and cultures are connected across time. Humanities instruction prepares students to work and live as global citizens because of their greater understanding of their own culture and the cultures of others.

Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures. Students in grades 4–5 compare and contrast specific works of art from different time periods and cultures. Students identify specific works of art and explain how they reflect events in history. Students describe the interrelationships of the elements of various arts disciplines.

Goal 1.1: Discuss the historical and cultural contexts of the visual arts.

Objective(s): By the end of Grade 5, the student will be able to:

4-5.VA.1.1.1	Compare and contrast specific works of art from different time periods or
	cultures. (902.01.b1)
4-5.VA.1.1.2	Identify specific works as belonging to a particular era in art history.

(902.01.b4)

4-5.VA.1.1.3 Explain how a specific work of art reflects events in history and/or culture. (902.01.b2)

4-5.VA.1.1.4 Compare and contrast works of art that represent different cultures that existed during the same period of history. (902.01.b3)

Goal 1.2: Explain the interrelationships interconnections among visual and performing arts disciplines.

Objective(s): By the end of Grade 5, the student will be able to:

4-5.VA.1.2.1	Classify the ways in which ideas and subject matter of arts disciplines are
	related. (902.02.b1)

4-5.VA.1.2.2 Describe how elements of various arts depict ideas and emotions. (902.02.b2)

Standard 2: Critical Thinking

Students understand the purposes and functions of the arts. They build literacy and develop critical thinking through analysis and interpretation

Analyze and communicate about the visual arts. Students in grades 4-5 use appropriate arts vocabulary to discuss works of art. Students respond to the visual arts as a form of communication, using the elements, materials, techniques, and processes of art. Students

construct meaning based on elements found in a work of art. Students identify personal preference for works of art.

Goal 2.1: Conduct analyses in the visual arts.

Objective(s): By the end of Grade 5, the student will be able to:

- 4-5.VA.2.1.1 Identify and respond to differences between art materials, techniques, and processes. (904.01.b1)
- 4-5.VA.2.1.2 Construct meaning based on elements found in a work of art.
- 4-5.VA.2.1.3 Use appropriate arts vocabulary to discuss a variety of art works. (904.01.b2)
- 4-5.VA.2.1.4 Discuss how symbols, subject, and themes create meaning in art. (870.02.b2)
- 4-5.VA.2.1.5 Identify elements (line, shape, form, value, texture, color, space) in artworks and environments.

Goal 2.2: Engage in reasoned dialogue and make informed decisions about the visual arts. Exercise sound reasoning and understanding in making choices in the visual arts.

Objective(s): By the end of Grade 5, the student will be able to:

- 4-5.VA.2.2.1 Observe and describe the presence of the visual arts in today's society.
 4-5.VA.2.2.2 Discuss how an artwork's properties (e.g., elements, media, techniques) can
- 4-5.VA.2.2.2 Discuss how an artwork's properties (e.g., elements, media, techniques) can elicit different responses.
- 4-5.VA.2.2.3 Identify personal preference as one of many criteria used to determine excellence in works of art.
- 4-5.VA.2.2.4 Identify and demonstrate appropriate behavior when attending and/or participating in arts events.
- 4-5.VA.2.2.5 Show respect for personal work and works of others. (906.03.b4)
- 4-5.VA.2.2.6 Write an artist's statement (what the picture depicts and why and how the work was created).

Standard 3: Creation/Performance/Presentation

Students engage in the creation of original works and/or the interpretation of works of others, culminating in a performance or presentation.

Communicate through the visual arts articulately and expressively. Students in grades 4-5 purposefully and appropriately use art techniques, media, and processes to apply the elements in artwork. Students render objects and subject matter from life and communicate ideas from personal experience and other curricular disciplines. Students use the creative process to create works of art. Students write artist's statements.

Goal 3.1: Demonstrate skills essential to the visual arts.

Objective(s): By the end of Grade 5, the student will be able to:

4-5.VA.3.1.1 Acquire skills necessary for using arts techniques, media, and processes. (906.01.b1)

- 4-5.VA.3.1.2 Demonstrate safe and proper use, care, and storage of media, materials, and equipment.
 4-5.VA.3.1.3 Apply the elements of color, shape, line, value, form, texture and space in artwork.
 4-5.VA.3.1.4 Demonstrate skills of observation through rendering of objects and subject matter from life.
- Goal 3.2: Communicate through the visual arts, applying artistic concepts, knowledge, and skills.

Objective(s): By the end of Grade 5, the student will be able to:

- 4-5.VA.3.2.1 Demonstrate how different media, techniques, and processes are used to communicate ideas. (906.01.b1)

 4-5.VA.3.2.2 Experiment with ways in which subject matter, symbols, and ideas are used
- 4-5.VA.3.2.2 Experiment with ways in which subject matter, symbols, and ideas are used to communicate meaning. (906.02.b1)
- 4-5.VA.3.2.3 Replicate or imitate an existing work, respecting the intent of its original creator.

Goal 3.3: Communicate through the visual arts with creative expression.

Objective(s): By the end of Grade 5, the student will be able to:

- 4-5.VA.3.3.1 Experiment with different materials, techniques, and processes in the visual arts.
- 4-5.VA.3.3.2 Create a work of art based on personal experience, and/or emotional response. (906.03.b2)
- 4-5.VA.3.3.3 Use the creative process (brainstorm, research, rough sketch, final product) to create a work of art.

IDAHO CONTENT STANDARDS GRADE 6-8 HUMANITIES: VISUAL ARTS

Students are expected to know content and apply skills from previous grades.

Standard 1: Historical Aand Cultural Contexts

Students demonstrate an understanding of how people and cultures are connected across time. Humanities instruction prepares students to work and live as global citizens because of their greater understanding of their own culture and the cultures of others.

Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures. Students in grades 6-8 identify distinguishing characteristics of artists' works and artistic movements. Students analyze the influence of history, geography, and culture on a work of art. Students identify significant works of art and artifacts. Students recognize the interrelationships among visual and performing arts disciplines.

Goal 1.1: Discuss the historical and cultural contexts of the visual arts.

Objective(s): By the end of Grade 8, the student will be able to:

- 6-8.VA.1.1.1 Identify distinguishing characteristics of style in the work of individual artists and art movements.
 6-8.VA.1.1.2 Identify and compare works of art and artifacts from major periods on a chronological timeline.
 6-8.VA.1.1.3 Analyze the influence of history, geography, and technology of the culture upon a work of art. (936.01.b2)
- 6-8.VA.1.1.4 Analyze the visual arts of different cultures and time periods and compare to one's own culture.

Goal 1.2: Explain the interrelationships interconnections among visual and performing arts disciplines.

Objective(s): By the end of Grade 8, the student will be able to:

- 6-8.VA.1.2.1 Identify the role of visual arts in theatre, dance, and musical productions. (971.02.b1)
- 6-8.VA.1.2.2 Communicate ways in which integrated art forms create meaning. Understand choices made by artists to create meaning.

Standard 2: Critical Thinking

Students understand the purposes and functions of the arts. They build literacy and develop critical thinking through analysis and interpretation

Analyze and communicate about the visual arts. Students in grades 6-8 analyze and interpret respond works of art through properties, using appropriate arts vocabulary. Students make judgments about various art forms and identify criteria used to determine excellence. Students

discuss ethical issues of plagiarism in the visual arts. Students show respect for the production and exhibiting exhibition of art.

Goal 2.1: Conduct analyses in the visual arts.

Objective(s): By the end of Grade 8, the student will be able to:

- 6-8.VA.2.1.1 Identify and respond to characteristics and content of various art forms. (938.01.b1)
- 6-8.VA.2.1.2 Construct meaning based on elements and principles found in a work of art.
- 6-8.VA.2.1.3 Interpret a variety of art works using appropriate arts vocabulary.
- 6-8.VA.2.1.4 Identify symbols, themes and iconography commonly used in selected diverse cultures.
- 6-8.VA.2.1.5 Identify and discriminate between types of shape (geometric and organic), colors (primary, secondary, complementary, tints, and shades), lines (characteristics, quality), textures (tactile and visual), space (placement, perspective, overlap, negative, positive, size), balance (symmetrical, asymmetrical, radial), and the use of principles in their work and the works of others.

Goal 2.2: Engage in reasoned dialogue and make informed decisions about the visual arts. Exercise sound reasoning and understanding in making choices in the visual arts.

Objective(s): By the end of Grade 8, the student will be able to:

- 6-8.VA.2.2.1 Investigate the various purposes art plays in society today.
- 6-8.VA.2.2.2 Analyze the artist's use of sensory, formal, technical, and expressive properties in a work of art.
- 6-8.VA.2.2.3 Determine criteria used in making informed judgments about art.
- 6-8.VA.2.2.4 Demonstrate appropriate behavior while attending and/or participating in arts events. (940.03.b3)
- 6-8.VA.2.2.5 Show respect for personal work and works of others. (940.03.b4)
- 6-8.VA.2.2.6 Write an artist's statement (foundational background on the subject and the artist and why the work is important to the artist and what medium was employed to express the work).
- 6-8.VA.2.2.7 Discuss dividing lines between imitating a master's style of creation and unfairly "copying" another person's original work. (938.03.b3)
- 6-8.VA.2.2.8 Demonstrate collaborative and interpersonal skills by working productively with others, while creating works of art.

Standard 3: Creation/Performance/Presentation

Students engage in the creation of original works and/or the interpretation of works of others, culminating in a performance or presentation.

Communicate through the visual arts articulately and expressively. Students in grades 6-8 select media, technique, and process based on effective attributes. Students demonstrate refined observation skills. Students effectively apply elements and principles to their work. Students draw from multiple sources for subject matter (personal interests, current events, media, and

styles) to create original artwork. Students use the creative process as an integral dimension of art production. Students express their intent in written form.by writing an artist's statement.

Goal 3.1: Demonstrate skills essential to the visual arts.

Objective(s): By the end of Grade 8, the student will be able to:

- 6-8.VA.3.1.1 Identify attributes that make a specific art media, technique or process effective in communicating an idea. (940.01.b1)
- 6-8.VA.3.1.2 Demonstrate safe and proper use, care, and storage of media, materials, and equipment.
- 6-8.VA.3.1.3 Apply elements (line, shape, form, texture, color, and space) and principles (repetition, variety, rhythm, proportion, movement, balance, emphasis) in work that effectively communicates an idea.
- 6-8.VA.3.1.4 Produce art that demonstrates refined observation skills from life.
- 6-8.VA.3.1.5 Experiment with ideas, techniques, and styles in an artist's sketchbook.
- 6-8.VA.3.1.6 Critique one's own work with the intention of revision and refinement.
- 6-8.VA.3.1.7 Locate and use appropriate resources in order to work independently, monitoring one's own understanding and learning needs.

Goal 3.2: Communicate through the visual arts, applying artistic concepts, knowledge, and skills.

Objective(s): By the end of Grade 8, the student will be able to:

- 6-8.VA.3.2.1 Illustrate how visual structures and functions of art improve communication of one's ideas. (940.02.b1)
- 6-8.VA.3.2.2 Demonstrate the ability to utilize personal interest, current events, media or techniques as sources for expanding artwork.
- 6-8.VA.3.2.3 Create an original artwork that illustrates the influence of a specific artist or artistic style.
- 6-8.VA.3.2.4 Use visual, spatial, and temporal concepts to communicate meaning in a work of art.
- 6-8.VA.3.2.5 Create two pieces that depict a common theme, idea, or style of art.

Goal 3.3: Communicate through the visual arts with creative expression.

Objective(s): By the end of Grade 8, the student will be able to:

- 6-8.VA.3.3.1 Utilize different media, techniques, and processes in the visual arts.
- 6-8.VA.3.3.2 Create a work of art that expresses personal experience, opinions, and/or beliefs. (940.03.b2)
- 6-8.VA.3.3.3 Use the creative process (brainstorm, research, rough sketch, final product) to create a work of art.
- 6-8.VA.3.3.4 Describe and plan the visual presentation of an artistic work.

IDAHO CONTENT STANDARDS GRADE 9-12 HUMANITIES: VISUAL ARTS

Students are expected to know content and apply skills from previous grades.

Standard 1: Historical Aand Cultural Contexts

Students demonstrate an understanding of how people and cultures are connected across time. Humanities instruction prepares students to work and live as global citizens because of their greater understanding of their own culture and the cultures of others.

Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures. Students in grades 9-12 assess the impact of history, society, and the environment upon works of art. Students analyze meaning through identifying cultural symbols and icons. Students compare major periods and movements in visual art to other disciplines in the arts and humanities.

Goal 1.1: Discuss the historical and cultural contexts of the visual arts.

Objective(s): By the end of high school, the student will be able to:

9-12.VA.1.1.1	Identify representative visual works of art from a variety of cultures and
	historical periods. (971.01.b2)
9-12.VA.1.1.2	Outline the history and function of a particular visual art form. (971.01.b4)
9-12.VA.1.1.3	Compare and contrast the historical, social, and environmental contexts
	that influence artistic expression. (971.01.b3)
9-12.VA.1.1.4	Compare and contrast aesthetics from different cultural perspectives.
	(971.01.b3)

Goal 1.2: Explain the interrelationships among visual and performing arts disciplines.

Objective(s): By the end of high school, the student will be able to:

9-12.VA.1.2.1	Compare art forms that share common characteristics (e.g. form, line,
	space). (936.02.b2)
9-12.VA.1.2.2	Analyze a visual art product or art performance that integrates media,
	processes, and/or concepts from other performing arts disciplines.
9-12.VA.1.2.3	Relate the trends and movements in visual art to other disciplines in the
	arts and humanities. (971.02.b3)

Standard 2: Critical Thinking

Students understand the purposes and functions of the arts. They build literacy and develop critical thinking through analysis and interpretation

Analyze and converse about the visual arts. Students in grades 9-12 critique works of art using well-articulated rationale and appropriate arts vocabulary. Students analyze an artist's use of elements and principles in a work of art. Students identify the role of art and artists in today's society. Students discuss the nature of aesthetics and debate ethical issues pertaining to art.

Goal 2.1: Conduct analyses in the visual arts.

Objective(s): By the end of high school, the student will be able to:

9-12.VA.2.1.1	Develop and present basic analyses of works of visual art from structural,
	historical, and cultural perspectives. (973.01.b2)
9-12.VA.2.1.2	Construct meaning and support well-developed interpretations of works of
	art with evidence.
9-12.VA.2.1.3	Critique works of art employing appropriate arts vocabulary. (971.01.b1)
9-12.VA.2.1.4	Identify iconography in an artist's work or a body of work and analyze the
	meaning.
9-12.VA.2.1.5	Analyze an artist's use of elements, principles, and how they contribute to
	one's interpretation of the artwork.

Goal 2.2: Engage in reasoned dialogue and make informed decisions about the visual arts.

Objective(s): By the end of high school, the student will be able to:

9-12.VA.2.2.1	Identify the role of the arts in today's society, including career and
	avocation opportunities. (973.02.b1)
9-12.VA.2.2.2	Discuss the nature of art or aesthetic issues.
9-12.VA.2.2.3	Articulate criteria for determining excellence in artwork.
9-12.VA.2.2.4	Demonstrate appropriate behavior while attending and/or participating in arts events. (975.02.b2)
9-12.VA.2.2.5	Show respect for personal work and work of others. (975.02.b3)
9-12.VA.2.2.6	Write an artist's statement that describes a series of works (background
	information on the artist, artists and movements that were influential on the work, significance of the body of work).
9-12.VA.2.2.7	Debate dividing lines between imitating a master's style of creation and unfairly "copying" another person's original work. (973.03.b2)
9-12.VA.2.2.8	Demonstrate collaborative and interpersonal skills by working productively with others, while creating works of art.

Standard 3: Creation/Performance/Presentation

Students engage in the creation of original works and/or the interpretation of works of others, culminating in a performance or presentation.

Communicate through visual arts articulately and expressively. Students in grades 9-12 select appropriate media and apply artistic techniques and processes with confidence and intention. Students use elements and principles to solve visual arts problems. Students demonstrate well-developed observational skills. Students clearly communicate personal statements, ideas, or themes through a body of artwork and an accompanying artist's statements. Students use the creative process and a personal sketchbook to plan and create a body of work. Students critique their own artwork and the work of others with the purpose of improving it.

Goal 3.1: Demonstrate skills essential to the visual arts.

Objective(s): By the end of high school, the student will be able to:

Select and apply media, techniques, and processes effectively and with artistic intention.
Demonstrate safe and proper use, care, and storage of media, materials, and equipment.
Demonstrate how (elements and principles) can be used to solve specific visual arts problems. (975.01.b4)
Present convincing or accurately rendered subjects that demonstrate refined observational skills.
Plan, record, and analyze a body of work through keeping an artist's journal or sketchbook.
Critique one's own work with the intent of revision and refinement.
Locate and use appropriate resources in order to work independently, monitoring one's own understanding and learning needs.

Goal 3.2: Communicate through the visual arts, applying artistic concepts, knowledge, and skills.

Objective(s): By the end of high school, the student will be able to:

9-12.VA.3.2.1	Choose purposefully between visual characteristics of a variety of media
	and use these to communicate one's own idea.
9-12.VA.3.2.2	Discriminate and select from a variety of symbols, subject matter, and
	ideas to communicate clearly personal statements. (975.03.b2)
9-12.VA.3.2.3	Create an interpretation of a work respecting the intent of its creator.
	(906.03.b1)
9-12.VA.3.2.4	Select and utilize visual, spatial, and temporal concepts to enhance
	meaning in artwork.
9-12.VA.3.2.5	Create a body of work that develops a specific theme, idea or style of art.

Goal 3.3: Communicate through the visual arts with creative expression.

Objective(s): By the end of high school, the student will be able to:

9-12.VA.3.3.1	Plan and produce a work of art applying media, techniques, and processes
	with skill, confidence, and sensitivity. (975.03.b1)
9-12.VA.3.3.2	Apply various symbols, subjects, and ideas in one's artwork. (975.03.b2)
9-12.VA.3.3.3	Use the creative process (brainstorm, research, rough sketch, final product)
	to create and critique a work of art.
9-12.VA.3.3.4	Determine and execute appropriate visual presentation of an original
	artwork.

IDAHO CONTENT STANDARDS GRADE 7-12 HUMANITIES: WORLD LANGUAGES - LEVEL 1

Standard 1: Acquisition and use of language.

Comprehend and communicate in the target language through listening, reading, writing, and speaking. Level 1 students use the four skills of language acquisition (listening, speaking, reading, and writing) with respect to very basic vocabulary. Students comprehend the language in context when spoken slowly and clearly by teachers or teaching resources. Students read short, modified texts and differentiate symbols, words, questions, and statements. Students write in short simple sentences. Students speak in rehearsed responses to rehearsed questions. The output of a level one student is comprehensible to a sympathetic world languages teacher.

Goal 1.1: Listening

Objective(s): Upon completion of Level 1, the student will be able to:

7-12.WL1.1.1.1	Comprehend basic vocabulary in isolation and in context.
7-12.WL1.1.1.2	Capture essential information from everyday conversations and short
	passages (e.g., cognates, context clues).
7-12.WL1.1.1.3	Recognize basic sentence types (e.g., questions, sentences, commands,
	negative and positive).
7-12.WL1.1.1.4	Comprehend question words (e.g., who, what, when, where, how).
7-12.WL1.1.1.5	Recognize number and gender signals.

Distinguish between formal and informal address.

Goal 1.2: Speaking

7-12.WL1.1.1.6

Objective(s): Upon completion of Level 1, the student will be able to:

7-12.WL1.1.2.1	Use basic vocabulary to respond to familiar prompts.
7-12.WL1.1.2.2	Express preferences, desires, opinions, and feelings.
7-12.WL1.1.2.3	Use appropriate level of politeness in simulated social exchanges.

Goal 1.3: Reading

Objective(s): Upon completion of Level 1, the student will be able to:

7-12.WL1.1.3.1	Decode written text, diacritical marks, and symbolic systems.
7-12.WL1.1.3.2	Recognize written forms of basic vocabulary.
7-12.WL1.1.3.3	Associate the written text with spoken forms.
7-12.WL1.1.3.4	Recognize cognates and borrowed words.

Goal 1.4: Writing

Objective(s): Upon completion of Level 1, the student will be able to:

7-12.WL1.1.4.1	Write basic vocabulary and short sentences (e.g., from dictation, picture
	cues, cloze activities, word banks).

7-12.WL1.1.4.2 Write a logical response to a familiar question or comment.

- 7-12.WL1.1.4.3 Rewrite sentences, using substitutions.
- 7-12.WL1.1.4.4 Construct simple sentences using familiar vocabulary and phrases.

Standard 2: Critical Thinking

Students understand the purposes and functions of world languages. They build literacy and develop critical thinking through analysis and interpretation.

Analyze, modify, and manipulate language elements. Level 1 students identify some parts of speech found in basic sentence grammar in the target language. Students demonstrate connections between the target language and English (cognates), determine whether sentences are positive or negative, and begin to use present tense verbs correctly verb patterns (e.g., a specific tense when appropriate). Students use a short, comprehensible sentence structure, although it may not be completely accurate.

Goal 2.1: Analysis of Language Elements and Products

Objective(s): Upon completion of Level 1, the student will be able to:

7-12.WL1.2.1.1	Manipulate components of simple statements, questions, and commands
	(e.g., parts of speech, punctuation, and word order).
7-12.WL1.2.1.2	Derive meaning from word order.
7-12.WL1.2.1.3	Recognize appropriate verb endings in the present tense.verb patterns in
	context or tense.
7-12.WL1.2.1.4	Compare linguistic elements among languages.
7-12.WL1.2.1.5	Recognize systematic changes in word families.

Goal 2.2: Modification and Manipulation of Language Elements and Products

Objective(s): Upon completion of Level 1, the student will be able to:

7-12.WL1.2.2.1	Use systematic changes within word families to expand vocabulary.
7-12.WL1.2.2.2	Use appropriate verb endings in the present tense acquired verbs
	appropriately to convey meaning.
7-12.WL1.2.2. 2 3	Modify sentences to express positive and negative aspects.
7-12.WL1.2.2. 3 4	Organize components of statements, questions, and commands to convey
	meaning individually and collaboratively.

Standard 3: History, Geography, and Culture

Demonstrate an understanding of the historical, geographical, and cultural contexts of the target languagehow people and cultures are connected across time in the geographical areas represented by the target languages. Humanities instruction prepares students to work and live as global citizens because of their greater understanding of their own culture and the cultures of others.

Level 1 students find the areas of the world where the target language is spoken, name those lands and states in which the language is spoken, recall some historical facts about those places, and compare daily activities in their own Idaho culture with those in the target cultures. Students

demonstrate awareness of customs of politeness (such as forms of address) in the target culture. Cultural discussions are largely in English.

Goal 3.1: Historical Context

Objective(s): Upon completion of Level 1, the student will be able to:

- 7-12.WL1.3.1.1 Recognize major historical and cultural figures and events from the target culture.
- 7-12.WL1.3.1.2 Identify historical connections between English and the target language (e.g., cognates, language origins).

Goal 3.2: Geographical Context

Objective(s): Upon completion of Level 1, the student will be able to:

- 7-12.WL1.3.2.1 Locate the areas in the world where the target language is spoken.
- 7-12.WL1.3.2.2 Describe the geographical features of major areas where the target language is spoken.

Goal 3.3: Cultural Context

Objective(s): Upon completion of Level 1, the student will be able to:

- 7-12.WL1.3.3.1 Compare and contrast the everyday life and social observances of the target culture with U.S. culture.
- 7-12.WL1.3.3.2 Recognize nonverbal cues and body language typically used in the target language.
- 7-12.WL1.3.3.3 Use appropriate cultural responses in diverse exchanges (e.g., forms of address, levels of familiarity).

IDAHO CONTENT STANDARDS GRADE 7-12 HUMANITIES: WORLD LANGUAGES – LEVEL 2

The student is expected to know content and apply skills from Level 1.

Standard 1: Acquisition and use of language.

Comprehend and communicate in the target language through listening, reading, writing, and speaking. Level 2 students use the four language acquisition skills with an expanded, but still basic, vocabulary. Students comprehend aural input in longer and more complex pieces (up to several minutes of input at a time). Students follow classroom directions given in the target language. Students read longer (100 to 250 word) passages, which contain both familiar and unfamiliar vocabulary, and use a variety of strategies to decipher the unfamiliar pieces. Students write paragraph length texts about a variety of familiar topics, in a variety of tensessettings (place and time). Students engage in more extended conversation about rehearsed topics with the teacher and respond to unrehearsed but familiar questions with appropriate language. Students present rehearsed information orally. All student output in the second year should be comprehensible to a sympathetic native speaker and/or teacher of the language.

Goal 1.1: Listening

Objective(s): Upon completion of Level 2, the student will be able to:

• •	1 /
7-12.WL2.1.1.1	Comprehend expanding vocabulary in isolation and in context.
7-12.WL2.1.1.2	Follow general classroom instruction in the target language.
7-12.WL2.1.1.3	Distinguish if an action described is taking place in the past, present, or
	future.
7-12.WL2.1.1.4	Comprehend speech in a variety of forms (e.g., regional accents, teacher
	talking in varying rates of delivery).

Goal 1.2: Speaking

Objective(s): Upon completion of Level 2, the student will be able to:

• • •	<u> </u>
7-12.WL2.1.2.1	Engage in an extended conversation about rehearsed topics.
7-12.WL2.1.2.2	Retell stories and present information (e.g., from texts, visual clues,
	Internet sources).
7-12.WL2.1.2.3	Read texts aloud.
7-12.WL2.1.2.4	Respond to familiar, unrehearsed questions and situations using appropriate target language.

Goal 1.3: Reading

Objective(s): Upon completion of Level 2, the student will be able to:

7-12.WL2.1.3.1	Read and comprehend short passages consisting of familiar vocabulary.
7-12.WL2.1.3.2	Read and comprehend short passages that contain some unfamiliar
	vocabulary

- 7-12.WL2.1.3.3 Scan authentic sources to gain specific information through visual clues and cognates.
- 7-12.WL2.1.3.4 Read more complex, annotated passages with supplied vocabulary.

Goal 1.4: Writing

Objective(s): Upon completion of Level 2, the student will be able to:

- 7-12.WL2.1.4.1 Write in a variety of forms and a minimum of two tenses using acquired vocabulary structures.using acquired vocabulary to focus on time, events, and settings.
- 7-12.WL2.1.4.2 Create paragraph-length writings about familiar topics.

Standard 2: Critical Thinking

Students understand the purposes and functions of world languages. They build literacy and develop critical thinking through analysis and interpretation

Analyze, modify, and manipulate language elements. Level 2 students recognize and derive meaning from correctly used language elements and manipulate these elements to create texts with meaning. Students create output in speech and writing, which demonstrates improving use of grammar elements, in all tenses taught (past, present, future, etc.) and for nouns and pronouns verbal expression, and vocabulary. Students express preferences in several ways, ask a variety of questions, and express a variety of needs and wishes.

Goal 2.1: Analysis of Language Elements and Products

Objective(s): Upon completion of Level 2, the student will be able to:

- 7-12.WL2.2.1.1 Recognize appropriate verb endings in all tenses learned patterns (e.g., tenses and intonations).
- 7-12.WL2.2.1.2 Recognize and derive meaning from correctly used language elements (e.g., nouns, pronouns, articles, adjectives, adverbs, prepositions).
- 7-12.WL2.2.1.3 Predict meaning of unfamiliar words based on context and word families.

Goal 2.2: Modification and Manipulation of Language Elements and Products

Objective(s): Upon completion of Level 2, the student will be able to:

- 7-12.WL2.2.2.1 Manipulate language structures to demonstrate comparative and superlative relationships.
- 7-12.WL2.2.2.2 Use language structures to express degrees of preference or differences (e.g., "I like hamburgers," "I prefer hamburgers to hotdogs").
- 7-12.WL2.2.2.3 Use language-specific structures to show roles of nouns, pronouns, adjectives, and adverbs in context (e.g., subject, possessive, object).

Standard 3: History, Geography, and Culture

Students demonstrate an understanding of how people and cultures are connected across time in geographical areas represented by the target languages. Humanities instruction prepares students

to work and live as global citizens because of their greater understanding of their own culture and the cultures of others.

Demonstrate an understanding of the historical, geographical, and cultural contexts of the target language. Level 2 students recall the basic geography and history of the target cultures, and furthermore have a deeper understanding of selected regions, persons, and events in the target culture. Students discuss some of the cultural features of the regions in the target language.

Goal 3.1: Historical Context

Objective(s): Upon completion of Level 2, the student will be able to:

7-12.WL2.3.1.1 Analyze the impact of selected historical figures and events on the target culture.

Goal 3.2: Geographical Context

Objective(s): Upon completion of Level 2, the student will be able to:

7-12.WL2.3.2.1 Examine geopolitical regions selected from the target culture (e.g., focus on a city, geographical entity).

Goal 3.3: Cultural Context

Objective(s): Upon completion of Level 2, the student will be able to:

7-12.WL2.3.3.1 Identify unique cultural aspects of regions in the target culture (e.g., food, holidays, customs, celebrations).

IDAHO CONTENT STANDARDS GRADE 7-12 HUMANITIES: WORLD LANGUAGES – LEVELS 3-4

The student is expected to know content and apply skills from Levels 1–2.

Standard 1: Acquisition and use of language.

Comprehend and communicate in the target language through listening, reading, writing, and speaking. Advanced students acquire a variety of more comprehensive vocabulary, varying according to the topics selected during a particular year. Students listen to and comprehend extended spoken lectures, discussions, and media presentations in the target language. Students conduct classroom events in the target language. Students read texts of varying lengths, including stories, Internet texts, short novels, and authentic texts such as advertisements and news articles. Students write about these various topics, using appropriate resources. Students write longer and more accurate pieces. Students participate in unrehearsed classroom conversations in the target language, present formal oral projects, and read aloud comprehensibly. Output from an advanced student should be comprehensible to sympathetic teachers, classmates, and native speakers.

Goal 1.1: Listening

Objective(s): Upon completion of Levels 3 - 4, the student will be able to:

7-12.WL3.1.1.1	Comprehend vocabulary related to class themes and literature.
7-12.WL3.1.1.2	Comprehend extended passages and peer conversations in the target
	language.
7-12.WL3.1.1.3	Gather key information from longer passages.
7-12.WL3.1.1.4	Interpret the intent or meaning of a spoken passage (tone, idioms, nuance,
	sarcasm, irony).

7-12.WL3.1.1.5 Comprehend authentic speech.

Goal 1.2: Speaking

Objective(s): Upon completion of Levels 3 - 4, the student will be able to:

7-12.WL3.1.2.1	Engage in an extended conversation about unrehearsed topics.
7-12.WL3.1.2.2	Use alternatives to express meaning (e.g., circumlocution, synonyms,
	antonyms).
7-12.WL3.1.2.3	Engage in a planned conversation on a thematic topic (e.g., role playing,
	panel discussion, discussion of a literary work).

Goal 1.3: Reading

Objective(s): Upon completion of Levels 3 - 4, the student will be able to:

7-12.WL3.1.3.1	Acquire new vocabulary through reading.
7-12.WL3.1.3.2	Identify the key elements or main idea of authentic information texts.
7-12.WL3.1.3.3	Summarize content of passages (e.g., poetry, song lyrics, folktales,
	fiction, graphic novels, and Internet text).
7-12.WL3.1.3.4	Read and comprehend extended narratives.

Goal 1.4: Writing

Objective(s): Upon completion of Levels 3 - 4, the student will be able to:

- 7-12.WL3.1.4.1 Write in a variety of forms about thematic subjects.
- 7-12.WL3.1.4.2 Incorporate all acquired tenses, structures, and vocabulary in original works.

Standard 2: Critical Thinking

Students understand the purposes and functions of world languages. They build literacy and develop critical thinking through analysis and interpretation

Analyze, modify, and manipulate language elements. Advanced students interpret some nuances and the intent of the target language, such as humor, irony, and sarcasm, and begin to use these in their speech and writing. Students speak and write with increasingly correct and complex structures and vocabulary.

Goal 2.1: Analysis of Language Elements and Products

Objective(s): Upon completion of Levels 3 - 4, the student will be able to:

7-12.WL3.2.1.1	Infer meaning of an unfamiliar word based on its grammatical position
	and origins.
7 10 111 0 0 1 0	

- 7-12.WL3.2.1.2 Recognize appropriate verb endings in all tenses and voices learned patterns (e.g., modes, tenses, and intonations).
- 7-12.WL3.2.1.3 Compare idiomatic and figurative expressions among languages.
- 7-12.WL3.2.1.4 Predict the meaning of a word based on its origin and usage in the sentence.

Goal 2.2: Modification and Manipulation of Language Elements and Products

Objective(s): Upon completion of Levels 3 - 4, the student will be able to:

- 7-12.WL3.2.2.1 Predict outcomes of and infer meaning from authentic written and oral sources (e.g., poetry, lyrics, literature, and Internet).
- 7-12.WL3.2.2.2 Use language to achieve complex social objectives (e.g., persuasion, apology, complaints, regrets).

Standard 3: History, Geography, and Culture

Students demonstrate an understanding of how people and cultures are connected across time in geographical areas represented by the target languages. Humanities instruction prepares students to work and live as global citizens because of their greater understanding of their own culture and the cultures of others.

Demonstrate an understanding of the historical, geographical, and cultural contexts of the target language. Advanced students examine geography, history, and culture in the context of class themes in the target language.

Goal 3.1: Historical Context

Objective(s): Upon completion of Levels 3 - 4, the student will be able to:

- 7-12.WL3.3.1.1 Examine selected historical figures and events in depth.
- 7-12.WL3.3.1.2 Investigate the historical context of selected examples of art, music, literature, and film from the target culture.

Goal 3.2: Geographical Context

7-12.WL3.3.2.1 Discuss geography in context of class themes.

Goal 3.3: Cultural Context

Objective(s): Upon completion of Levels 3 - 4, the student will be able to:

- 7-12.WL3.3.3.1 React to current events in the target language.
- 7-12.WL3.3.3.2 Use Internet resources in the target language to explore a variety of topics.
- 7-12.WL3.3.3.3 Demonstrate a willingness to be open and responsive to new and diverse perspectives.

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SUBJECT

Pending Rule – Docket 08-0202-901- Local District Evaluation Policy.

REFERENCE

December 4, 2008 Presented as a review item only, included a

presentation by the State Department of Education

staff.

April 17, 2009 To approve the request of the State Department of

Education to approve the proposed rule change to Idaho Administrative code, IDAPA 08.02.02.120, Local District Evaluation Policy. Roll call vote taken;

motion carried unanimously.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-514, Idaho Code; Section 33-514A, Idaho Code; Section 33-515, Idaho Code; and Idaho Administrative code, IDAPA 08.02.02. – Section 120, Local District Evaluation Policy

BACKGROUND/DISCUSSION

Two public comments were received for this rule during the public comment period. After reviewing the comments, the Teacher Evaluation Task Force agreed that no changes were necessary as a result and that the rule should be approved as originally proposed.

Fiscal Year 2009 public schools budget included \$50,000 for the research and development of the Teacher Evaluation Task Force. The charge of this task force was to develop minimum standards for a fair, thorough, consistent and efficient system for evaluating teacher performance in Idaho, and to present its written recommendations to the Governor, State Board of Education, and the standing Education Committees of the Idaho Legislature. Part of the recommendations made by the Teacher Evaluation Task Force included making changes to Idaho Administrative code, IDAPA 08.02.02. – Section 120, Local District Evaluation Policy.

IMPACT

The task force determined there may be a minor financial impact on some districts that must develop new teacher evaluation models to be in compliance with the revised statutes and rules. The State Department of Education plans to provide technical assistance to districts to offset these costs by utilizing existing Federal Title IIA State Activity Dollars and general fund dollars already set aside by the State Department of Education for leadership training.

ATTACHMENTS

Attachment 1 – Proposed changes to 08.02.02 – Section 120

Page 3

BOARD ACTION

ΛI	A motion Evaluation	to	 the	pending	rule,	Docket	08-0202-901,	Local	District
	Moved by		Sec	onded by		C	arried Yes	No	

IDAHO ADMINISTRATIVE CODE State Board of Education

IDAPA 08.02.02 Rules Governing Uniformity

120. LOCAL DISTRICT EVALUATION POLICY.

Each school district board of trustees will develop <u>and adopt</u> policies <u>for teacher performance evaluation</u> in which criteria and procedures for the evaluation of certificated personnel are <u>research based and aligned to Charlotte Danielson's Framework for Teaching Second Edition domains and components of instruction established. The process of developing criteria and procedures for certificated personnel evaluation will allow opportunities for input from those affected by the evaluation; i.e., trustees, administrators and teachers. The evaluation policy will be a matter of public record and communicated to the certificated personnel for whom it is written. (4 1 97)()</u>

matter of publi	ic record and communicated to the certificated personner for whom it is written.	(+ 1) // ()
	Standards. Each district evaluation model shall be aligned to state minimur clotte Danielson's Framework for Teaching Second Edition domains and composite to the composite of t	
Those domain:	s and components include:	()
<u>a.</u>	Domain 1 – Planning and Preparation:	()
<u>i.</u>	Demonstrating Knowledge of Content and Pedagogy	()
<u>ii.</u>	Demonstrating Knowledge of Students	()
<u>iii.</u>	Setting Instructional Goals	()
iv.	<u>Demonstrating Knowledge of Resources</u>	()
<u>v.</u>	Designing Coherent Instruction	()
<u>vi.</u>	Assessing Student Learning	()
<u>b.</u>	<u>Domain 2 – Learning Environment</u>	()
<u>i.</u>	Creating an Environment of Respect and Rapport	()
<u>ii.</u>	Establishing a Culture for Learning	()
<u>iii.</u>	Managing Classroom Procedures	()
<u>iv.</u>	Managing Student Behavior	()
<u>v.</u>	Organizing Physical Space	()
<u>c.</u>	<u>Domain 3 – Instruction and Use of Assessment</u>	()
<u>i.</u>	Communicating Clearly and Accurately	()
<u>ii.</u>	<u>Using Questioning and Discussion Techniques</u>	()
<u>iii.</u>	Engaging Students in Learning	()
iv.	Providing Feedback to Students	()
<u>v.</u>	Demonstrating Flexibility and Responsiveness	()
vi	Use Assessment to Inform Instruction and Improve Student Achievement	()

<u>d.</u>	<u>Domain 4 – Professional Responsibilities</u>	<u>()</u>
<u>i.</u>	Reflecting on Teaching	<u>()</u>
<u>ii.</u>	Maintaining Accurate Records	<u>()</u>
<u>iii.</u>	Communicating with Families	<u>()</u>
<u>iv.</u>	Contributing to the School and District	()
<u>v.</u>	Growing and Developing Professionally	<u>()</u>
<u>vi.</u>	Showing Professionalism	<u>()</u>
33-515, Idaho C	Participants . Each district evaluation policy will include provisions for evaluating all iffied in Section 33-1001, Idaho Code, Subsection 13, and each school nurse and librar Code). Policies for evaluating certificated employees should identify the differences, is nations for nonrenewable contract personnel and renewable contract personnel.	rian (Section
02<u>3</u>. following inform	Evaluation Policy - Content . Local school district policies will include, at a mation: (4-	inimum, the -1-97)()
a. conducted; e.g.,	Purpose statements that identify the purpose or purposes for which the evaluat individual instructional improvement, personnel decisions.	ion is being (4-1-97)
b. evaluated.	Evaluation criteria statements of the general criteria upon which certificated person	onnel will be (4-1-97)
c. personnel perfor	Evaluator identification of the individuals responsible for appraising or evaluating mance. The individuals assigned this responsibility should have received training in evaluating in evaluating the individuals assigned the responsibility should have received training in evaluating the individuals assigned the responsibility should have received training in evaluating the individuals assigned the responsibility should have received training in evaluating the responsibility should have received training the responsibility should have received the responsibility should have received training the responsibility should have received the received the receiv	
d. evaluations. For	Sources of data description of the sources of data used in conducting certificate classroom teaching personnel, classroom observation should be included as one (1) sour	•
е.	Procedure description of the procedure used in the conduct of certificated personnel	evaluations. (4-1-97)
f. results of evalua	Communication of results the method by which certificated personnel are info tion.	rmed of the (4-1-97)
result of evaluat school districts s	Personnel actions the action, if any, available to the school district as a result of the res for implementing these actions; e.g., job status change. Note: in the event the action is to not renew an individual's contract or to renew an individual's contract at a reshould take proper steps to follow the procedures outlined in Sections 33-513 through 3 assure the due process rights of all personnel.	on taken as a reduced rate,
h. regarding the res	Appeal the procedure available to the individual for appeal or rebuttal when disagresults of certificated personnel evaluations.	ement exists (4-1-97)
i. remediation is de	Remediation the procedure available to provide remediation in those instate etermined to be an appropriate course of action.	ances where (4-1-97)

SDE TAB 10 Page 4

j.

Monitoring and evaluation. -- A description of the method used to monitor and evaluate the

district's personnel evaluation system. (4-1-97)Professional development and training -- a plan for ongoing training for evaluators/administrators and teachers on the districts evaluation standards, tool and process. Funding – a plan for funding ongoing training and professional development for administrators in <u>l.</u> evaluation. Collecting and using data -- a plan for collecting and using data gathered from the evaluation tool that will be used to inform professional development. A plan for how evaluations will be used to identify proficiency and define a process that identifies and assists teachers in need of improvement. A plan for including all stakeholder including, but not limited to, teachers, board members and administrators in the development and ongoing review of their teacher evaluation plan. Evaluation Policy - Frequency of Evaluation. The evaluation policy should include a provision for evaluating all certificated personnel on a fair and consistent basis. At a minimum, the policy must provide standards for evaluating the following personnel: (4-1-97)(First-, second-, and third-year nonrenewable contract personnel will be evaluated at least once prior to the beginning of the second semester of the school year. (4-1-97)(4-1-97)b. All renewable contract personnel will be evaluated at least once annually. 045. Evaluation Policy - Personnel Records. Permanent records of each certificated personnel evaluation will be maintained in the employee's personnel file. All evaluation records will be kept confidential within the parameters identified in federal and state regulations regarding the right to privacy (Section 33-518, Idaho

Code).

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SUBJECT

Pending Rule- Docket 08-0202-903- Endorsements

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1258, Idaho Code

REFERENCE

April 17, 2009

The Board approved the request of the State Department of Education to approve the proposed rule change to Idaho Administrative code, IDAPA 08.02.02.021. Rules Governing Uniformity - Endorsements. Roll call vote taken; motion carried unanimously.

BACKGROUND/DISCUSSION

No public comments were received during the public comment period. As a result no changes were made and the pending rule and should be approved as originally proposed.

ATTACHMENTS

Attachment 1 – Pending rule change IDAPA 08.02.02.021

Page 3

BOARD ACTION

A motion to approve the pending rule Docket 08-0202-903 Rules Governing Uniformity –Endorsements.

Moved by	Seconded by	Carried Yes	No	
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IDAHO ADMINISTRATIVE CODE State Board of Education

IDAPA 08.02.02 Rules Governing Uniformity

021. ENDORSEMENTS.

Holders of a Secondary Certificate or a Standard Elementary Certificate, <u>Standard Occupational Specialist Certificate</u>, and <u>Advanced Occupational Specialist Certificate</u> may be granted endorsements in subject areas as provided herein. An official statement of competency in a teaching area or field is acceptable in lieu of courses for a teaching major or minor if such statements originate in the department or division of the accredited college or university in which the competency is established and are approved by the director of teacher education of the recommending college or university. 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.

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SUBJECT

Pending Rule- Docket 08-0202-903 - Pupil Personnel Services Certificate-Provisional Endorsement- School Nurse

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-1201 and 33-1258, Idaho Code

REFERENCE

April 17, 2009

To approve the request of the State Department of Education to approve the proposed rule change to Idaho Administrative code, IDAPA 08.02.02.027, Rules Governing Uniformity- Pupil Personnel Services Certificate-Provisional Endorsement- School Nurse Roll call vote taken; motion carried unanimously.

BACKGROUND/DISCUSSION

No public comments were received during the public comment period. As a result no changes were made and the pending rule and should be approved as originally proposed.

ATTACHMENTS

Attachment 1 – Pending rule change to IDAPA 08.02.02.027

Page 3

BOARD ACTION

A motion	to ap	prove	the	pending	rule	Docket	08-0202	-903	Rules	Go	verning
Uniformity-	Pupil	Perso	nnel	Services	Cer	tificate-P	rovisional	Endo	orsemei	nt-	Schoo
Nurse.											

Moved by	Seconded by	Carried Yes	No
woved by	Deconded by	Carried res	110

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IDAHO ADMINISTRATIVE CODE State Board of Education

IDAPA 08.02.02 Rules Governing Uniformity

- **03. 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 the following requirements. (3-16-04)
- **a.** The candidate must possess a valid nursing (RN) license issued by the Idaho State Board of Nursing, and a bachelor's degree in nursing, education, or a health-related field from an accredited institution. (SD 0805)
- **b.** 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: (SD 0805)

i. Health program management; (SD 0805)

ii. Child and adolescent health issues; (SD 0805)

iii. Counseling, psychology, or social work; or (SD 0805)

iv. Methods of instruction. (SD 0805)

c. Additionally, each candidate must have two (2) years' full-time (or part-time equivalent) school nursing, community health nursing, or any area of pediatric, adolescent, or family nursing experience. (SD 0805)

Q4. Provisional Interim Endorsement - School Nurse. This certificate will be granted for those who do not meet the educational and/or experience requirements but who hold a valid professional nursing (RN) license in Idaho. An Interim Certificate will be issued for three (3) years while the applicant is meeting the educational requirements, and it is not renewable.

(SD 0805)(

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SUBJECT

Pending Rule-Docket 08-0202-903 Rules Governing Uniformity- Endorsements M-Z Social Studies

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1258, Idaho Code

REFERENCE

April 17, 2009

The Board approved the request of the State Department of Education to approve the proposed rule change to Idaho Administrative code, IDAPA 08.02.02.024, Rules Governing Uniformity-Endorsements M-Z Social Studies. Roll call vote taken; motion carried unanimously.

BACKGROUND/DISCUSSION

One public comment was received for this rule during the public comment period. In light of the NCLB Title IIA regulations no change was made to the pending rule after reviewing the comment. As a result the rule should be approved as originally proposed.

ATTACHMENTS

Page 3

BOARD ACTION

A motion to approve the pending rule Docket 0202-903 Rules Governing Uniformity –Endorsements M-Z as submitted.

Moved by	Seconded by	Carried Yes	No
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IDAHO ADMINISTRATIVE CODE State Board of Education

IDAPA 08.02.02 Rules Governing Uniformity

024. ENDORSEMENTS M - Z.

01. Marketing Technology Education (6-12).

(3-16-04)

- **a.** Twenty (20) semester credit hours to include course work in each of the following areas: Marketing; Management; Economics; Coordination of Cooperative Programs; Merchandising/Retailing; and Curriculum and Materials Marketing, with remaining credit hours in the field of business. (3-16-04)
 - **b.** Occupational teacher preparation as provided in Sections 034 through 038. (3-16-04)
- **02. Mathematics Basic (6-12)**. Twenty (20) semester credit hours in Mathematics including course work in Algebra, Geometry, and Trigonometry. Six (6) semester credit hours of computer programming may be substituted for six (6) semester credits in Mathematics. (3-16-04)
- **03. Mathematics (6-12).** Twenty (20) semester credit hours including course work in each of the following areas: Geometry, Linear Algebra, Discrete Mathematics, Probability and Statistics, and a minimum of three (3) semester credit hours of Calculus. Statistics course work may be taken from a department other than the mathematics department. (4-11-06)
- **04. Music (6-12 or K-12).** Twenty (20) semester credit hours 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 holding a Secondary Certificate must complete an elementary music methods course. (4-11-06)
- **05. Natural Science** (6-12). An endorsement in: Biological Science, Physical Science, Physics, Chemistry, Earth Science, Geology, or Agriculture Science and Technology. Twenty-four (24) semester credit hours are required in each endorsement area as follows: (4-11-06)
- **a.** Biological Science Endorsement. Minimum of eight (8) semester credit hours in each of the following areas: Physics, Chemistry, and Earth Science or Geology. (4-11-06)
- **b.** Physics Endorsement. Minimum of eight (8) semester credit hours in each of the following areas: Biology, Chemistry, and Earth Science or Geology. (4-11-06)
- **c.** Chemistry Endorsement. Minimum of eight (8) semester credit hours in each of the following areas: Biology, Physics, and Earth Science or Geology. (4-11-06)
- **d.** Earth Science or Geology Endorsement. Minimum of eight (8) semester credit hours in each of the following areas: Biology, Physics, and Chemistry. (4-11-06)
- **e.** Agriculture Science and Technology Endorsement. Minimum of four (4) semester credit hours in each of the following areas: Biology, Chemistry, Earth Science or Geology, and Physics. Remaining course work must be from the sciences: Biology, Chemistry, Earth Science or Geology, and Physics. (4-11-06)
 - **06. Physics** (6-12). Twenty (20) semester credit hours in the area of Physics. (3-16-04)
- **O7. Physical Education (PE) (6-12 or K-12).** Twenty (20) semester credit hours to include course work in each of the following areas: Sport, Movement, and Outdoor Skills; Elementary PE Methods; Secondary PE Methods; Student Evaluation in PE; Administration of a PE Program; Safety and Prevention of Injuries; Fitness and Wellness; PE for Special Populations; Exercise Physiology; Kinesiology/Biomechanics; Sports Psychology or Sociology; Motor Behavior; and Current CPR and First Aid Certification. (3-30-07)
 - **08. Physical Education/Health**. Must have an endorsement in both physical education and health. (3-30-07)

- **09. Physical Science (6-12)**. Twenty (20) semester credit hours in the area of physical science to include a minimum of eight (8) semester credit hours in each of the following: Chemistry and Physics. (3-16-04)
 - **10. Psychology**. Twenty (20) semester credit hours in the area of Psychology. (3-16-04)
- 11. Social Studies (6-12). Must have an endorsement in History, American Government/Political Science, Economics, Sociology, Psychology, or Geography plus a minimum of twenty (20) semester credit hours of which the following are required: a minimum of six (6) twelve (12) semester credit hours in each of the remaining core endorsements areas: History, Geography, Economics, and American Government/Political Science. of general U.S. history survey; a minimum of three (3) semester credit hours of American Government. The remaining semester credit hours must include course work from all of the following areas: World History, Geography, Economics, Sociology, and Psychology.

 (4-11-06) (______)
 - 12. Sociology (6-12). Twenty (20) semester credit hours in the area of Sociology. (3-16-04)
- 13. Sociology/Anthropology (6-12). Twenty (20) semester credit hours including a minimum of six (6) semester credit hours in each of the following: Anthropology and Sociology. (3-16-04)
 - **14.** Technology Education (6-12).

(3-16-04)

- **a.** Twenty (20) semester credit hours to include course work in each of the following areas: Communication Technology; Computer Applications; Construction Technology; Electronics Technology; Manufacturing Technology; Power, Energy and Transportation; and Principles of Technology. (3-16-04)
 - **b.** Occupational teacher preparation as provided in Sections 034 through 038. (3-16-04)

SUBJECT

Temporary and Pending rule- Docket 08-0202-902- Alternative Authorization, Teacher to New Certification/Endorsement

REFERENCE

April 17, 2009

To approve the request of the State Department of Education to approve the temporary and proposed rule change to Idaho Administrative code, IDAPA 08.02.02.043, Rules Governing Uniformity, Alternative Authorization, Teacher to New Certification/Endorsement. Roll call vote taken; motion carried unanimously.

APPLICABLE STATUTE, RULE, OR POLICY

33-1201 and 33-1258, Idaho Code

BACKGROUND/DISCUSSION

Two public comments were received for this rule during the public comment period. After reviewing the comments along with the Highly Qualified Teacher (HQT) mandate and the intent of the proposed rule, the Professional Standards Commission agreed that no substantive changes were necessary. As a result the rule should be approved as originally proposed.

ATTACHMENTS

Attachment 1 – Temporary and Pending Rule change for IDAPA 08.02.02.043-Alternative Authorization, Teacher to New Certification/Endorsement Page 3

BOARD ACTION

A motion to approve the Temporary and Pending Rule for Docket 08-0202-902 Rules Governing Uniformity, Alternative Authorization, Teacher to New Certification/Endorsement.

Moved by	Seconded by	Carried Yes	No
, <u></u>	, <u></u>		

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IDAHO ADMINISTRATIVE CODE State Board of Education

IDAPA 08.02.02 Rules Governing Uniformity

043. ALTERNATIVE AUTHORIZATION – TEACHER TO NEW CERTIFICATION (EFFECTIVE JULY 1, 2006).

The purpose of this alternative authorization is to allow Idaho school districts to request—emergency endorsement/certification when a professional position cannot be filled with someone who has the correct endorsement/certification. Alternative authorization in this area is valid for up to three (3) years and is nonrenewable.

(SD 0806)(5-8-09)T

01. Initial Qualifications. Prior to application, a candidate must hold a Bachelor's degree, and a valid Idaho teacher certificate without full endorsement in content area of need. The school district must—declare an emergency and provide supportive information attesting to the ability of the candidate to fill the position. (3 20 04)(5-8-09)T

02. Alternative Route Preparation Program.

(3-20-04)

a. Option I - Teacher to New Certification/Endorsement.

(SD 0806)

- i. Candidate will work toward completion of the alternative route preparation program through a participating college/university, and the employing school district. 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. (3-20-04)
- ii. The participating college/university shall provide procedures to assess and credit equivalent knowledge, dispositions, and relevant life/work experiences. (3-20-04)
 - iii. Candidate shall meet all requirements for the endorsement/certificate as provided herein. (3-20-04)
- **b.** Option II National Board (endorsement only). By earning National Board certification in content specific areas teachers may gain endorsement in a corresponding subject area. (SD 0806)
- c. Option III Master's degree or higher (endorsement only). By earning a graduate degree in a content specific area, candidates may add an endorsement in that same content area to a valid certificate. (5-8-09)T
- **ed.** Option I<u>HV</u> Testing and/or Assessment (endorsement only). Two (2) pathways are available to some teachers, depending upon endorsement(s) already held. (SD 0806)(5-8-09)T
- i. Pathway 1 Endorsements may be added through state-approved testing only, provided that and a mentoring component. ₹The appropriate test is must be successfully completed within the first year of authorization in an area closely compatible with an endorsement for which they the candidate already qualify ies and are is experienced. Additionally requires the successful completion of a one (1)-year state-approved mentoring component.

 (SD 0806)(5-8-09)T
- ii. Pathway 2 Endorsements may be added through state-approved testing provided that in an area less closely compatible with an endorsement for which the candidate already qualifies and is experienced. ¿The appropriate test ismust be successfully completed within the first year of the authorization in an area closely compatible with an endorsement for which a teacher already qualifies and is experienced. Additionally requires the successful completion of a one (1)-year state-approved mentoring component and passing a final pedagogy assessment.

 (SD 0806)(5-8-09)T

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SUBJECT

Excision and Annexation of Land from the Independent School District of Boise City to the Meridian Joint School District- Avimor

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-308, Idaho Code; IDAPA 08.02.01.050, Rules Governing Uniformity

BACKGROUND/DISCUSSION

Section 33-308 of Idaho Code prescribes the procedure for excision and annexation of land from one school district to another. The Boise School District Board of Trustees transmitted the proposal and petition containing the required documents, which is submitted to the State Board of Education. The responsibility of the State Board of Education is to approve or disapprove the proposal for the excision/annexation. If the proposal is approved, it will be sent to the electors of the area affected.

Both districts are in support of the property transfer. Pursuant to IDAPA 08.02.01.050, a hearing officer was appointed to review the request and a public hearing was held. The hearing officer recommends approval of the proposed property transfer. The hearing officer's recommendation and exhibits are attached. These include the documents as originally submitted to the State Department of Education.

ATTACHMENTS

Attachment 1 – Hearing Officer's Recommendation Page 3
Attachment 2 – Petition to Alter the District Boundaries Page 7

BOARD ACTION

A motion to accept the findings and conclusions issued by the hearing officer and to approve the recommendation of the hearing officer to excise and annex property from the Boise Independent School District to the Meridian Joint School District .

Moved by Seconded by Carried Yes	s No	
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Telephone: (208) 342-8931
Facsimile: (208) 384-5686
Idaho State Bar No. 1757

BEFORE THE IDAHO DEPARTMENT OF EDUCATION

PETITION TO ALTER THE BOISE)	
AND MERIDIAN SCHOOL DISTRICT)	
BOUNDARY UNDER I.C. §33-308)	FINDINGS OF FACT, CONCLUSIONS
)	OF LAW AND RECOMMENDED ORDER
)	

This matter is before the Hearing Officer based upon the Petition of the Independent School District of Boise City No. 1 to excise that portion of the Avimor development which is in the Boise District and annex said property to the Meridian Joint School District No. 2. An evidentiary hearing on the Petition was conducted May 21, 2009, at 1:30 p.m. Peter Bailey and A.J. Balukoff, appeared representing the Boise School District. Bruce Gestrin, Assistant Superintendent for the Meridian School District, appeared representing the Meridian School District.

FINDINGS OF FACT

The evidence establishes that the Avimor subdivision development includes property which is partly in the Boise School District and property which is partly in the Meridian School District. There are currently no children living in that area attending school.

Both the Independent School District of Boise City No. 1 and Meridian Joint School District No. 2 met and discussed this problem and mutually agreed it would be in the best interests of the children in both districts to have all of the Avimor subdivision development fall within the Meridian Joint School District No. 2.

Pursuant to statute, the Board of Trustees of each district adopted resolutions approving the Petition of the Independent School District of Boise City No. 1 to excise any portion of the Avimor subdivision from its school district and annex the property by the Meridian Joint School District No. 2.

Both districts concurred it is in the best interests of the children who might live in that area to attend the same school district. It will be safer to transport the children to the Meridian School District than to the Boise District. The record owner of the Avimor subdivision concurred with the proposed annexation request.

The Petition establishes that the bond indebtedness of the Independent School District of Boise City No. 1 will not be affected by the proposed boundary change.

A map setting forth the proposed boundary change is attached to this report.

CONCLUSIONS OF LAW

Idaho Code §33-308 provides the procedure for requesting excision and annexation of school district territory. Subsection (1) allows a Board of Trustees of any school district to petition for annexation of an area from one school district to another

contiguous school district.

Idaho Code §33-308(4) provides that the State Board of Education shall approve the proposal if two conditions are met. First, the excision and annexation must be in the best interest of the children residing in the area described and second, excision must not leave a school district with a bonded debt in excess of the limit prescribed by law. If a proposal is approved, the matter is then submitted to the school district electors residing in the area described.

Both districts concur the proposed annexation has no effect on the bonded indebtedness of either district and the change is in the best interests of children residing in the area IDAPA 08.02.01.

RECOMMENDED ORDER

Based upon the foregoing, it is recommended that the Petition for excision of the Avimor subdivision development from the Boise School District and annexation to the Meridian School District be GRANTED.

DATED This A day of May, 2009.

JEAN R. URANGA Hearing Officer

JEAN R. URANGA

CERTIFICATE OF SERVICE

I HEREBY CERTIFY That on the day of May, 2009, I served true and correct copies of the foregoing FINDINGS OF FACT, CONCLUSIONS OF LAW AND RECOMMENDED ORDER by depositing copies thereof in the United States mail, postage prepaid, in envelopes addressed to:

A.J. Balukoff, President Board of Trustees Boise School District 8169 W. Victory Road Boise, Idaho 83709

Juan Vuittonet, Chairman Board of Trustees Joint School District No. 2 1303 E. Central Drive Meridian, Idaho 83642

Camille Wells
State Department of Education
P.O. Box 83720
Boise, Idaho 83720-0027

JEAN R. URANGA

Petition to Alter the Boise and Meridian School District Boundary under I.C. §33-308

1. **Petitioner:** The Independent School District of Boise No. 1 Board of Trustees

 a) Independent School District of Boise City No. 1 8169 W. Victory Rd. Boise, ID 83709

Phone: (208) 854-4000 Fax: (208) 854-4008

- II. Legal Description: Please see Exhibit A attached hereto.
- III. Maps: Please see Exhibit B attached hereto.
- IV. Names of School Districts: The area to be changed in this Petition would be excised from the Independent School District of Boise City No. 1 and annexed by Meridian Joint School District No. 2.
- V. Basis for Petition: The Petition being submitted is based upon the development of previously uninhabited lands. The development of Avimor on the west boundary of the Boise School District, has resulted in a section of the community to reside in the Boise School District, and a section to reside in the Meridian School District. Further, the transportation needs of the children in the portion of the planned community that is now in Boise School District would be inefficient and logistically difficult. The developer has requested that this shift take place so patrons moving to the new planned community would be served by a single district.
- VI. **Number of Children**: Currently, it is the understanding and belief of both entities that there are no children in the area.
- VII. **Board of Trustee Support**: Attached hereto as Exhibits C and D are statements of support duly passed by both Boards of Trustees.

VIII. Findings:

- a) Best Interests of Children: IDAPA 08.02.01.050
 - Safety and Distance: the Children will be more safely transported and within a shorter distance from their schools if the area under this Petition is annexed by the Meridian School District. The closest schools in the Boise system are substantially further away than those in Meridian.
 - ii) Views of Interested Parties: The Developer of Avimor has requested that the Districts take this action to allow their entire community to be serviced by a single District. The company is the record owner of all private property within the proposed annexation area.

- iii) Adjustment of the children to their home and neighborhood environment:

 Although there are no students present currently, having all students in a single planned community attend a single District will certainly improve their ability to adjust to their homes and neighborhood.
- iv) Suitability of the school which is gaining students in terms of capacity and community support. Joint School District No. 2 has adequate capacity to handle any children who move into the annexed community. Avimor is supportive of the entire community being in Meridian's boundaries.
- b) **Bonded Debt**: The Independent School District of Boise City No. 1 will not be affected by the proposed excision in a manner which would leave it with a bonded debt in excess of the limit proscribed by law.
 - i) The Independent School District of Boise City No. 1 is currently operating with 11% of its allowable bonded debt under Idaho Code. This annexation/excision will not materially affect that number.

Exibit A



Boundary Description Avimor Parcel 1 Boise - Meridian School District Exchange

A parcel of land situated the north half of Section 19, Township 5 North, Range 2 East, Boise Meridian, Ada County, Idaho; being those portions of Lots 2 and 13, Block 1, Avimor Subdivision No. 1, Book 100 of Plats at Pages 13049 through 13069, records of Ada County, lying in said Section 19; and being more particularly described as follows:

Commencing at a brass cap marking the north quarter-section corner of Section 19, Township 5 North, Range 2 East, Boise Meridian, the POINT OF BEGINNING:

Thence S87°17'17"E, 522.86 feet along the north line of Section 19 to the boundary of Avimor Subdivision No. 1;

Thence S02°42'43"W, 330.00 feet along the boundary of Avimor Subdivision No. 1;

Thence N87°17'17"W, 919.72 feet along the boundary of Avimor Subdivision No. 1 to the easterly right-of-way line of N. Horseshoe Bend Road (SH-55);

Thence 238.92 feet on a non-tangent curve to the left, concave westerly, having a radius of 1225.92 feet, a central angle of 11°09'58", a chord bearing of N02°39'30"E, and a chord length of 238.54 feet, along the easterly right-of-way line of N. Horseshoe Bend Road (SH-55) and the boundary of Avimor Subdivision No. 1;

Thence S87°04'31"W, 15.00 feet along the easterly right-of-way line of N. Horseshoe Bend Road (SH-55) and the boundary of Avimor Subdivision No. 1;

Thence 93.78 feet on a non-tangent curve to the left, concave westerly, (a 65-foot offset of a spiral curve to the left having a radius of 1145.92 feet, a deflection angle of 6°15', an arc length of 250.00 feet, a chord bearing of N7°05'29"W, and a chord length of 249.87 feet, as shown on State of Idaho Department of Highways construction plans for Federal Aid Project No. F-3271 (9)) having a chord bearing of N04°53'28"W, and a chord length of 93.76 feet, along the easterly right-of-way of N. Horseshoe Bend Road (SH-55) and the boundary of Avimor Subdivision No. 1 to the north line of Section 19;

Thence S87°17'17"E, 424.41 feet along the north line of Section 19 to the POINT OF BEGINNING.

The above-described parcel contains 6.99 acres, more or less.













1173 East Winding Creek Drive Faole, IO 83616

PH 208/246 8300 FX 208/246.8320

www.wrqdesign.com www.wrgdesign.com



Boundary Description Avimor Parcel 2 Boise - Meridian School District Exchange

The southeast quarter of the southwest quarter of Section 17, Township 5 North, Range 2 East, Boise Meridian;

AND the northwest quarter of the southwest quarter of Section 17, Township 5 North, Range 2 East, Boise Meridian;

AND the southwest quarter of the southwest quarter of Section 17, Township 5 North, Range 2 East, Boise Meridian, INCLUDING those portions within Avimor Subdivision No. 1, Book 100 of Plats at Pages 13049 through 13069, records of Ada County;

AND the northwest quarter of the northwest quarter of Section 17, Township 5 North, Range 2 East, Boise Meridian;

AND the southwest quarter of the northwest quarter of Section 17, Township 5 North, Range 2 East, Boise Meridian;

AND the northwest quarter of the southwest quarter of Section 8, Township 5 North, Range 2 East, Boise Meridian, lying south of the Ada-Boise County Line;

AND the southwest quarter of the southwest quarter of Section 8, Township 5 North, Range 2 East, Boise Meridian;

AND the southwest quarter of the northwest quarter of Section 8, Township 5 North, Range 2 East, Boise Meridian, lying south of the Ada-Boise County Line.

The above-described parcel contains 285 acres, more or less.





CIVIL ENGINEERING



LANDSCAPE



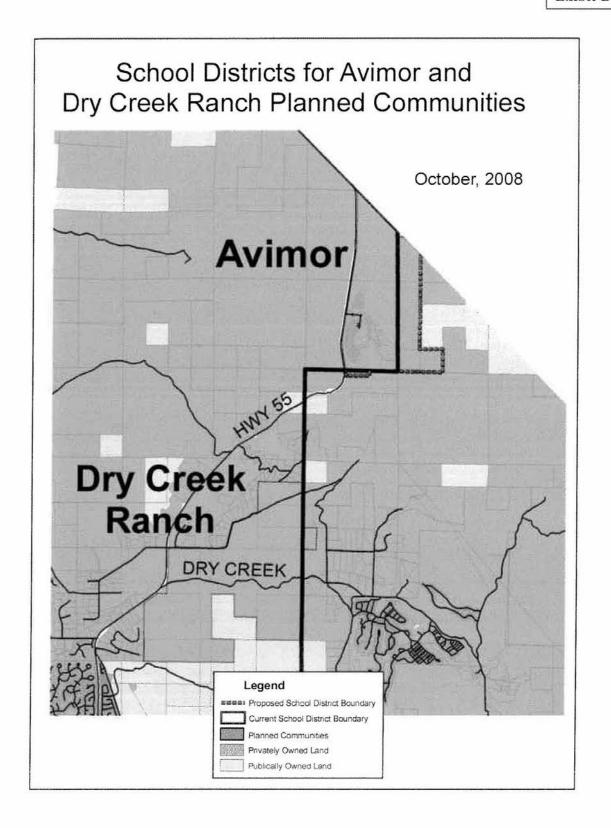


1173 East Winding Creek Drive Eagle, 1D

> PH 208/246.8300 FX 208/246.8320

www.wrgdesign.com www.wrgdesign.com

Exibit B



Exibit C

RESOLUTION No. 2-2009

FOR THE PURPOSE OF REQUESTING A BOUNDARY CHANGE BETWEEN INDEPENDENT SCHOOL DISTRICT OF BOISE CITY #1 AND JOINT SCHOOL DISTRICT No. 2

WHEREAS, the Independent School District of Boise #1 has on the west end of its District boundary the planned community of Avimor;

WHEREAS, the boundary of Avimor will result in part of the planned community being in the Independent School District of Bolse City #1 (Boise) and part in Joint School District No. 2 (Meridian). Such a division would split the planned community and send students to both Boise and Meridian schools;

WHEREAS, transporting of students in the portion of Avimor that is now in the Boise School District would be inefficient and logistically difficult;

WHEREAS, the developer of Avimor is in support of this change in school district boundaries so that all students moving into the planned community would share the same school district; and

WHEREAS, it is currently understood and believed of both the Boise and Meridian School Districts that there are no children living in the portion of Avimor affected by the proposed change as of this date;

THEREFORE, BE IT RESOLVED, that the Board of Trustees of the Independent School District of Boise request that the area within the planned community of Avimor, , referenced in the Petition to Alter the Boise and Meridian School Districts Boundary under I.C. § 33-308, be excised from its boundaries and annexed by the Joint School District No. 2.

Dated this 23rd day of February, 2009.

APPROVED:

Bv:

A. Balukoff, President, Board of Trustees

Boise School District

ATTEST:

By:

Clerk of the Board

Exibit D

RESOLUTION No. 2-2009

FOR THE PURPOSE OF REQUESTING A BOUNDARY CHANGE BETWEEN JOINT SCHOOL DISTRICT No. 2 AND INDEPENDENT SCHOOL DISTRICT OF BOISE CITY #1

WHEREAS, the Independent School District of Boise #1 has on the west end of its District boundary the planned community of Avimor;

WHEREAS, the boundary of Avimor will result in part of the planned community being in the Joint School District No. 2 (Meridian) and part in Independent School District of Boise City #1 (Boise). Such a division would split the planned community and send students to both Boise and Meridian schools;

WHEREAS, transporting of students in the portion of Avimor that is now in the Boise School District would be inefficient and logistically difficult;

WHEREAS, the developer of Avimor is in support of this change in school district boundaries so that all students moving into the planned community would share the same school district; and

WHEREAS, it is currently understood and believed of both the Boise and Meridian School Districts that there are no children living in the portion of Avimor affected by the proposed change as of this date;

THEREFORE, BE IT RESOLVED, that the Board of Trustees of the Joint School District #2 propose to annex the area to be excised by Independent School District #1 within the planned community of Avimor, referenced in the Petition to Alter the Boise and Meridian School Districts Boundary under I.C. § 33-308.

Dated this 20th day of February, 2009.

APPROVED:

Juan Vuittonet, Chairman, Board of Trustees

Joint School District No. 2

ATTEST:

SDE

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SUBJECT

Excision and Annexation of Land from the Meridian Joint School District to the Independent School District of Boise City- Orchard Ranch

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-308, Idaho Code; IDAPA 08.02.01.050, Rules Governing Uniformity

BACKGROUND/DISCUSSION

Section 33-308 of Idaho Code prescribes the procedure for excision and annexation of land from one school district to another. The Meridian Joint School District Board of Trustees transmitted the proposal and petition containing the required documents, which is submitted to the State Board of Education. The responsibility of the State Board of Education is to approve or disapprove the proposal for the excision/annexation. If the proposal is approved, it will be sent to the electors of the area affected.

Both districts are in support of the property transfer. Pursuant to IDAPA 08.02.01.050, a hearing officer was appointed to review the request and a public hearing was held. The hearing officer recommends approval of the proposed property transfer. The hearing officer's recommendation and exhibits are attached. These include the documents as originally submitted to the State Department of Education.

ATTACHMENTS

Attachment 1 – Hearing Officer's Recommendation Page 3
Attachment 2 – Petition to Alter the District Boundaries Page 7

STAFF COMMENTS AND RECOMMENDATIONS

This section will be completed by Board staff.

BOARD ACTION

A motion to accept the findings and conclusions in the recommended order issued by the hearing officer and to accept the petition for the excision and annexation of property from the Meridian Joint School District to the Boise Independent School District.

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Facsimile: (208) 384-5686
Idaho State Bar No. 1757

BEFORE THE IDAHO DEPARTMENT OF EDUCATION

PETITION TO ALTER THE MERIDIAN)
AND BOISE SCHOOL DISTRICT)
BOUNDARY UNDER I.C. §33-308)

FINDINGS OF FACT, CONCLUSIONS OF LAW AND RECOMMENDED ORDER

This matter is before the Hearing Officer based upon the Petition of the Meridian Joint School District No. 2 to excise that portion of the Orchard Ranch development which is in the Meridian District and annex said property to the Independent School District of Boise City No. 1. An evidentiary hearing on the Petition was conducted May 21, 2009, at 1:30 p.m. Peter Bailey and A.J. Balukoff, appeared representing the Boise School District. Bruce Gestrin, Assistant Superintendent for the Meridian School District, appeared representing the Meridian School District.

FINDINGS OF FACT

The evidence establishes that the Orchard Ranch subdivision development includes property which is partly in the Meridian School District and property which is partly in the Boise School District. There are currently no children living in that area attending school.

FINDINGS OF FACT, CONCLUSIONS OF LAW AND RECOMMENDED ORDER - 1

Both the Independent School District of Boise City No. 1 and Meridian Joint School District No. 2 met and discussed this problem and mutually agreed it would be in the best interests of the children in both districts to have all of the Orchard Ranch subdivision development fall within the Independent School District Boise City No. 1.

Pursuant to statute, the Board of Trustees of each district adopted resolutions approving the Petition of the Meridian Joint School District No. 2 to excise any portion of the Orchard Ranch subdivision from its school district and annex the property by the Independent School District of Boise City No. 1.

Both districts concurred it is in the best interests of the children who might live in that area to attend the same school district. It will be safer to transport the children to the Boise School District than to the Meridian District. The developer of the Orchard Ranch subdivision concurred with the proposed annexation request.

The Petition establishes that the bond indebtedness of the Meridian Joint School District No. 2 will not be affected by the proposed boundary change.

A map setting forth the proposed boundary change is attached to this report.

CONCLUSIONS OF LAW

Idaho Code §33-308 provides the procedure for requesting excision and annexation of school district territory. Subsection (1) allows a Board of Trustees of any school district to petition

FINDINGS OF FACT, CONCLUSIONS OF LAW AND RECOMMENDED ORDER - 2

for annexation of an area from one school district to another

contiguous school district.

Idaho Code §33-308(4) provides that the State Board of Education shall approve the proposal if two conditions are met. First, the excision and annexation must be in the best interest of the children residing in the area described and second, excision must not leave a school district with a bonded debt in excess of the limit prescribed by law. If a proposal is approved, the matter is then submitted to the school district electors residing in the

area described.

Both districts concur the proposed annexation has no effect on the bonded indebtedness of either district and the change is in the best interests of children residing in the area IDAPA 08.02.01. 050.

RECOMMENDED ORDER

Based upon the foregoing, it is recommended that the Petition for excision of the Orchard Ranch subdivision development from the Meridian School District and annexation to the Boise School District be GRANTED.

DATED This A day of May, 2009.

JEAN R. URANGA Hearing Officer

FINDINGS OF FACT, CONCLUSIONS OF LAW AND RECOMMENDED ORDER - 3

CERTIFICATE OF SERVICE

I HEREBY CERTIFY That on the day of May, 2009, I served true and correct copies of the foregoing FINDINGS OF FACT, CONCLUSIONS OF LAW AND RECOMMENDED ORDER by depositing copies thereof in the United States mail, postage prepaid, in envelopes addressed to:

A.J. Balukoff, President Board of Trustees Boise School District 8169 W. Victory Road Boise, Idaho 83709

Juan Vuittonet, Chairman Board of Trustees Joint School District No. 2 1303 E. Central Drive Meridian, Idaho 83642

Camille Wells
State Department of Education
P.O. Box 83720
Boise, Idaho 83720-0027

JEAN R. URANGA

FINDINGS OF FACT, CONCLUSIONS OF LAW AND RECOMMENDED ORDER - 4

Petition to Alter the Meridian and Boise School District Boundary under I.C. §33-308

Petitioner: Joint School District No. 2

 a) Joint School District No. 2 1303 E. Central Drive Meridian, ID 83642 Phone: (208) 855-4500 Fax: (208) 350-5962

II. Legal Description: Please see Exhibit A attached hereto.

- III. Maps: Please see Exhibit B attached hereto.
- IV. Names of School Districts: The area to be changed in this Petition would be excised from the Meridian Joint School District No. 2. and annexed by the Independent School District of Boise City No. 1
- V. Basis for Petition: The Petition being submitted is based upon the development of previously uninhabited lands. The development of Orchard Ranch on the east boundary of Meridian Joint School District No. 2 boundary has resulted in a section of the community to reside in the Meridian School District, and a section to reside in the Boise School District. Further, the transportation needs of the children in the portion of the planned community that is now in the Meridian School District would be inefficient and logistically difficult. The developer has requested that this shift take place so patrons moving to the new planned community would be served by a single district.
- VI. Number of Children: Currently, it is the understanding and belief of both entities that there are no children in the area.
- VII. Board of Trustee Support: Attached hereto as Exhibits C and D are statements of support duly passed by both Boards of Trustees.

VIII. Findings:

- a) Best Interests of Children: IDAPA 08.02.01.050
 - Safety and Distance: the Children will be more safely transported and within a shorter distance from their schools if the area under this Petition is annexed by the Independent School District of Boise City. The closest schools in the Meridian system are substantially further away than those in Boise.
 - ii) Views of Interested Parties: The Developer of Orchard Ranch has requested that the Districts take this action to allow their entire community to be serviced by a single District.

- iii) Adjustment of the children to their home and neighborhood environment: Although there are no students present currently, having all students in a planned community attend a single District will certainly improve their ability to adjust to their homes and neighborhood.
- iv) Suitability of the school which is gaining students in terms of capacity and community support. The Independent School District of Boise City has adequate capacity to handle any children who move into the annexed community. Orchard Ranch is supportive of the entire community being in Boise's boundaries.
- b) Bonded Debt: Joint School District No. 2 will not be affected by the proposed excision in a manner which would leave it with a bonded debt in excess of the limit proscribed by law.
 - Joint School District No. 2 is currently operating with 21.3% of its allowable bonded debt under Idaho Code. This annexation/excision will not materially affect that number.

Exibit A



208.860.3442 dtpeugh@msn.com 1506 E. Prohaska Ct. Eagle, ID 83616

February 23, 2009

Orchard Property Description Meridian School District to Boise Independent School District Boundary Change

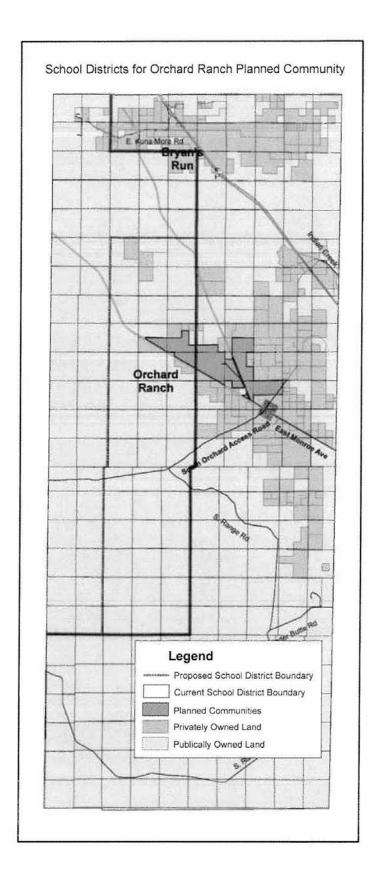
In Township 1 North, Range 3 East, Boise Meridian, Ada County, Idaho All of Sections 27, 28, 29, 32, 33, and 34.

In Township 1 South, Range 3 East, Boise Meridian, Ada County, Idaho All of Sections 3, 4, 5, 8, 9, 10, 15, 16, 17, 20, 21, 22, 27, 28, 29, 32, 33, and 34.

In Township 2 South, Range 3 East, Boise Mcridian, Ada County, Idaho All of Sections 3, 4, 5, 8, 9, 10, 15, 16, 17, 20, 21, 22, 27, 28, 29, 32, 33, and 34.



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DIP SURVEYING, LLC				SCHOOL DISTRICT BOUNDARY SWAP 99-001 SCHOOL DISTRICT BOUNDARY SWAP 1					



Exibit B

Exibit C

RESOLUTION No. 3-2009

FOR THE PURPOSE OF REQUESTING A BOUNDARY CHANGE BETWEEN
JOINT SCHOOL DISTRICT No. 2 AND INDEPENDENT SCHOOL DISTRICT OF BOISE CITY #1

WHEREAS, the Joint School District No. 2 has on the east end of its District boundary the planned community of Orchard Ranch;

WHEREAS, the boundary of Orchard Ranch will result in part of the planned community being in the Joint School District No. 2 (Meridian) and part in Independent School District of Boise City #1 (Boise). Such a division would split the planned community and send students to both Meridian and Boise schools;

WHEREAS, transporting of students in the portion of Orchard Ranch that is now in the Meridian School District would be inefficient and logistically difficult;

WHEREAS, the developer of Orchard Ranch is in support of this change in school district boundaries so that all students moving into the planned community would share the same school district; and

WHEREAS, it is currently understood and believed of both the Meridian and Boise School Districts that there are no children living in the portion of Orchard Ranch affected by the proposed change as of this date;

THEREFORE, BE IT RESOLVED, that the Board of Trustees of the Joint School District No. 2 request that the area within the planned community of Orchard Ranch, referenced in the Petition to Alter the Boise and Meridian School Districts Boundary under I.C. § 33-308, be excised from its boundaries and annexed by the Independent School District of Boise #1.

Juan Vuittonet, Chairman, Board of Trustees
Joint School District No. 2

APPROVED

Dated this 20th day of February, 2009.

ATTEST:

Clerk of the Board

Exibit D

RESOLUTION No. 3-2009

FOR THE PURPOSE OF REQUESTING A BOUNDARY CHANGE BETWEEN
JOINT SCHOOL DISTRICT #2 AND INDEPENDENT SCHOOL DISTRICT OF BOISE CITY #1

WHEREAS, the Joint School District No. 2 has on the east end of its District boundary the planned community of Orchard Ranch;

WHEREAS, the boundary of Orchard Ranch will result in part of the planned community being in the Joint School District No. 2 (Meridian) and part in Independent School District of Boise City #1 (Boise). Such a division would split the planned community and send students to both Boise and Meridian schools;

WHEREAS, transporting of students in the portion of Orchard Ranch that is now in the Meridain School District would be inefficient and logistically difficult;

WHEREAS, the developer of Orchard Ranch is in support of this change in school district boundaries so that all students moving into the planned community would share the same school district; and

WHEREAS, it is currently understood and believed of both the Boise and Meridian School Districts that there are no children living in the portion of Orchard Ranch affected by the proposed change as of this date;

THEREFORE, BE IT RESOLVED, that the Board of Trustees of the Independent School District of Boise City #1 propose to annex the area to be excised by Joint School District No. 2 within the planned community of Orchard Ranch, referenced in the Petition to alter the Boise and Meridian School Districts Boundary under I.C. § 33-308.

Dated this 23rd day of February, 2009.

APPROVED:

A. S. Balukoff, President, Board of Trustees Independent School District #1

ATTEST:

Clerk of the Board

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2009 Curricular Materials Recommendations

Curricular Materials Adoption Process



THE IDAHO STATE DEPARTMENT OF EDUCATION

TOM LUNA

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

INTRODUCTION

The State Curricular Materials Selection Committee is pleased to submit the following materials for your consideration for adoption in the state of Idaho. 2009 Session called for reviewing curricular materials in the main subject areas of Health, Physical Education, Humanities and Drivers Education. Interim materials include Mathematics, Evidence Based Mathematics and Professional Technical Education. Annual materials include Computer Applications and Limited English Proficiency.

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

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

CURRICULAR MATERIALS ADOPTION PROCEDURES FOR THE STATE OF IDAHO

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

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

Idaho adopts materials in the areas of reading, research based reading, literature, drivers education, science, health, handwriting, mathematics, business education, career education, counseling, social studies, English, applied English, spelling, dictionary, thesaurus, speech, journalism, world, languages, art, drama, music, healthy life styles, professional technical education, business computer applications (adopted annually), and limited English proficiency (adopted annually).

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

Schools are required to select curricular materials from the state approvedadoption listings. Deviation points are subtracted from the school's accreditation report if this is not followed. Materials that serve as supplements to the core curricular materials do not have to be selected from the adoption listings.

Schools may submit a waiver to the Executive Secretary of the Committee requesting to use materials that do not appear on the Approved Lisitings. Local school boards must approve this request <u>prior</u> to sending it to the Executive Secretary of the Committee. Requests are generally granted for new copyrights not currently under adoption, or materials not submitted to the Selection Committee for consideration. No requests are granted for any materials denied by the Selection Committee or for old copyrights.

Curricular Materials Adoption Procedures (continued)

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

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

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

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

The membership on the 19-member Selection Committee consists of:

- one representative from each of the state's four colleges of education
- one secondary administrator
- one elementary administrator
- two secondary teachers
- two elementary teachers
- one district school board member
- one representative from private/parochial schools
- three parent representatives
- one member who is not a public school educator nor trustee
- one content area specialist from the SDE
- one representative from the Division of Professional-Technical Education.

• the Executive Secretary

Curricular Materials Adoption Procedures (continued)

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

The Committee, assisted by health, physical education, humanities, drivers education, math, limited English proficiency, and professional technical education specialists from throughout the state, met for one week in June to review and correlate all materials to the Content Standards, NCTM guidelines, evidence based guidelines and specific course requirements. The Committee votes on the materials and those recommended are forwarded to the SBOE for official adoption for Idaho Schools. All meetings of the Committee are open to the public.

Following formal adoption (August 2009), contracts are mailed to the publishing companies (August 2009). After the return of signed contracts, the listing of newly adopted materials is published by December 1, 2009 in the annual Adoption Guide found on the Internet at

http://www.sde.idaho.gov/site/curricular materials/adoption guide.htm .

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

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

Albertson Library Boise State University Boise, Idaho

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

Instructional Materials Center Idaho State University Pocatello, Idaho

Curriculum Library Lewis-Clark State College Lewiston, Idaho

Riley Library Northwest Nazarene University Nampa, Idaho

Instructional Materials Technology Ctr University of Idaho Moscow, Idaho

Citizens of Idaho may request the Committee to reconsider any material under adoption. A form titled *Textbook Adoption Process: Request for Reconsideration of Materials* is available from the SDE. The Committee considers all requests and maintains the right to either recommend continued adoption or removal of materials from the adopted list.

2009 Health; Physical Education; Humanities and Drivers Education Recommendations Curricular Materials Adoption

Introduction iv

Idaho STATE CURRICULAR MATERIALS SELECTION COMMITTEE COMMITTEE MEMBERS LIST AS OF JUNE, 2009

Sally Harris State Div. of Prof-Tech Education PO Box 83720 Boise ID 83720-0095	Pat Stewart Health Education Director State Department of Education PO Box 83720 Boise ID 83720-0027	Patty Silvers Trustee Murtaugh Joint School Dist. 418 PO Box 117 Murtaugh, ID 83344
Judith Walling Elementary Teacher Eagle Middle School 1000 W Floating Feather Eagle ID 83616	Dr. Bruce Roberts, Asst Supt. Bonneville School Dist. 3497 North Ammon Road Idaho Falls, ID 83401-1301	Stacey Jensen Elementary Teacher Edahow Elementary School 2020 Pocatello Creek Road Pocatello, ID 83201
Rodney McConnell College of Education, ED 405B University of Idaho Moscow ID 83844	Janice Burkholder Parent Representative Boise State University 1910 University Drive Boise, ID 83725	Darlene Matson Dyer Secondary Teacher Wood River High School 950 Fox Acres Road Hailey, ID 83333.
Susan Day Scherz, Ed.D., Idaho State University Dept. of Educational Leadership 921 South 8th Avenue, Stop 8059 Pocatello, ID 83209-8059	Chris Lyon Holy Family Catholic School 3005 W. Kathleen Ave. Coeur d'Alene, ID 83815	Vicki Scaggs Secondary Teacher Vallivue High School 1407 Homedale Road Caldwell, ID 83607
Margaret Chase Boise Sate University 1910 University Drive #502 College of Education, MS1745 Boise, ID 83725	Val Fenske, Executive Secretary Curriculum & Technology Ctr. 650 West State Street, B-25 Boise, ID 83702	Linda Lofaro Coursey Lewis-Clark State College Division of Education 500 E 8th Ave. Lewiston, ID 83501

2009 Curricular Materials Health, Physical Education, Humanities and Drivers Education Recommendations

Curricular Materials Recommendations - Regular Adoptions

It was moved by **Rodney McConnell**, seconded by **Chris Lyon**, and carried that the curricular materials listed and marked as approved in the Subject Area Review Books for the *Regular Adoption* of Health, Physical Education, Humanities and Drivers Education materials and their accompanying manuals, guides, keys, and where indicated, instructional software, be recommended by the Idaho State Curricular Materials Selection Committee to the Idaho State Board of Education for adoption and use in the public schools of Idaho in accordance with the policies and regulations of the Idaho State Board of Education.

Curricular Materials Recommendations – Annual Adoptions

It was moved by <u>Darlene Dyer</u>, seconded by <u>Susan Scherz</u>, and carried that the curricular materials listed and marked as approved in the Subject Area Review Books for the *Annual Adoption* of Computer Applications, Limited English Proficiency (LEP) materials and their accompanying manuals, guides, keys, and where indicated, instructional software, be recommended by the Idaho State Curricular Materials Selection Committee to the Idaho State Board of Education for adoption and use in the public schools of Idaho in accordance with the policies and regulations of the Idaho State Board of Education.

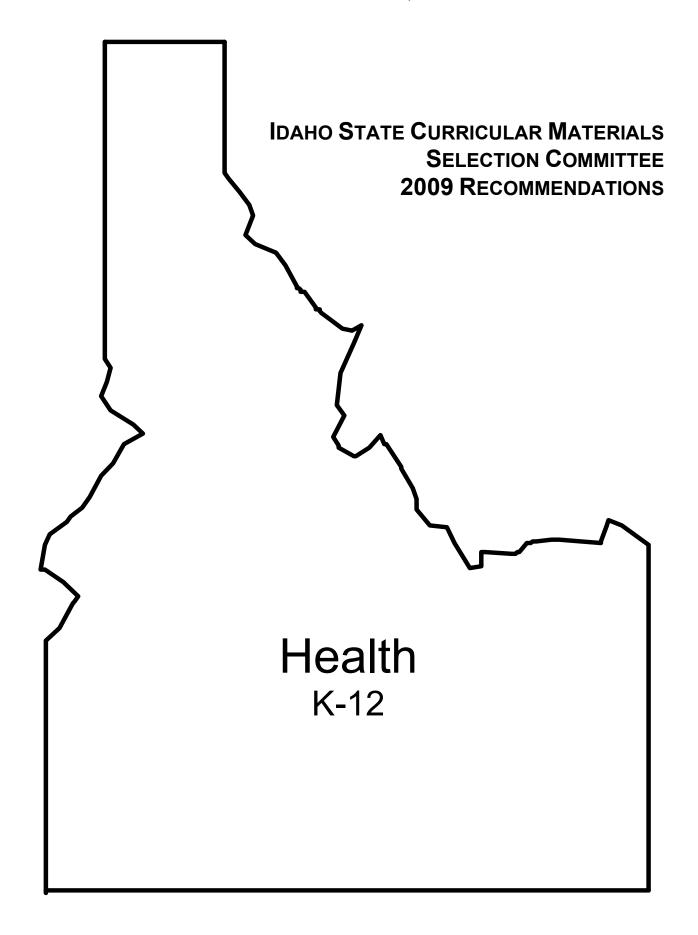
Curricular Materials Recommendations - Interim Adoptions

It was moved by <u>Stacey Jensen</u>, seconded by <u>Margaret Chase</u>, and carried that the curricular materials listed and marked as approved in the Subject Area Review Books for the *Interim Adoption* of Mathematics and Professional Technical Education materials and their accompanying manuals, guides, keys, and where indicated, instructional software, be recommended by the Idaho State Curricular Materials Selection Committee to the Idaho State Board of Education for adoption and use in the public schools of Idaho in accordance with the policies and regulations of the Idaho State Board of Education.

Adjournment

Motion for	adjournment was	made by _	Patty Silvers	s, second	ded by
Ur	nanimous Vote,	and carrie	d to adjourn the	e meeting on Ju	ne 19,
2009.	_		-	-	

Respectfully submitted, Val Fenske Executive Secretary



Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
The Children's Health Mrket	The Great Body Shop Replacement Student Issues Grade PreK	Editorial Staff	2009	Pre-K	9781606380963	Highly Recommended
	Notes: Correlates 91% to current kindergarten h Key Features:	ealth standards and 65% to	o national health stand	ards.		
	The Great Body Shop Kit Grade PreK	1	ī	1	9781606381007	
	The Great Body Shop Student Issues Grade K	Editorial Staff	2009	K	9781606380284	Highly Recommended
	Notes: Correlates 94% to national health standa Key Features:	rds.				99%
	The Great Body Shop Teacher's Edition Grade K			1	9781606380420	
	The Great Body Shop Student Issues Grade 1	Editorial Staff	2009	1	9781606380291	Highly Recommended
	Notes: Correlates 100% to national health stand Key Features:		88%			
	The Great Body Shop Teacher's Edition Grade 1	1	9781606380437			
	The Great Body Shop Student Issues Grade 2	Editorial Staff	2009	2	9781606380307	Highly Recommended
	Notes: Correlates 100% to national health stand Key Features:		87%			
	The Great Body Shop Teacher's Edition Grade 2	1	ī	1	9781606380444	
	The Great Body Shop Student Issues Grade 3	Editorial Staff	2009	3	9781606380314	Highly Recommended
	Notes: Correlates 100% to national health stand Key Features:		96%			
	The Great Body Shop Teacher's Edition Grade 3	1	ī	1	9781606380451	
	The Great Body Shop Student Issues Grade 4	Editorial Staff	2009	4	9781606380321	Highly Recommended
	Notes: Correlates 100% to national health stand Key Features:			100%		
	The Great Body Shop Teacher's Edition Grade 4	1	ı	ı	9781606380468	
	The Great Body Shop Student Issues Grade 5	Editorial Staff	2009	5	9781606380338	Highly Recommended 100%
	Notes: Correlates 100% to national health stand Key Features:	ards.				
	The Great Body Shop Teacher's Edition Grade5				9781606380475	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Houghton Mifflin Harcourt School Publishers (HMHSP)	HARCOURT HEALTH AND FITNESS PRE-KINDERGARTEN Program	Bunting, et.al	2007	PreK	9780153411724	Highly Recommended
	Notes: Correlates 80% to current kindergarten					
	Key Features: A complete, sequential health an using content standards for Health and Physical development of state and local guidelines. Thes Health Framework for California Public Schools Disease Control. The foundation of Harcourt's p coupled with health skills. Recognizing that the behaviors that put students at risk. Emphasizes	constructed by ave influenced the s, the revised the Centers for I information enough to limit				
	Lit Big Book: But Not Like Mine	onal actor act cropmont and	. promotos priyotosi sa		9780153024634	
	Lit Big Book: I Read Signs				9780153264689	
	Hound Puppet	9780153373640				
	Lit Little Book: See What I Can Do!	9780153387739				
	Lit Little Book: A Family Is Special	9780153387746				
	Fold Out Book: The Dentist		9780153387753			
	Fold Out Book: The Doctor	9780153387760				
	Fold Out Book: The Morning	9780153387777				
	Teacher Guide	9780153411694				
	Activity Book (3 Pkgs of 5)				9780153411717	
	Poster Pack (four 2 sided posters)		1	T	9780153414756	
	HARCOURT HEALTH AND FITNESS Kindergarten Program	Bunting, et.al	2007	K	9780153553165	Highly Recommended
	Notes: Correlates 76% to national health standards (Sey Features: A complete, sequential health and using content standards for Health and Physical development of state and local guidelines. These Health Framework for California Public Schools Disease Control. The foundation of Harcourt's procupled with health skills. Recognizing that the behaviors that put students at risk. Emphasizes Student Edition Big Book Teacher Edition Activity Book Teaching Resources Teaching Transparencies All-in-One Planning, CD-ROM Interactive Teaching Transparencies CD-ROM	9780153551659 9780153551284 9780153551369 9780153551512 9780153551581 9780153566288 9780153566356	100%			

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*	
Houghton Mifflin Harcourt School Publishers	HARCOURT HEALTH AND FITNESS Student Edition	Bunting, et.al	2007	1	9780153551222	Highly Recommended 100%	
(HMHSP)	Notes: Correlates 86% to national health st	andards.					
	Key Features:						
	Student Edition Big Book				9780153551666	7	
	Teacher Edition				9780153551291	7	
	Activity Book		9780153551376	7			
	Assessment Guide	9780153551451					
	Teaching Resources	9780153551529					
	Teaching Transparencies	9780153551598	_				
	Resources for Spanish Speakers				9780153411809 9780153551680	_	
		Poster					
	All-in-One Planning. CD-ROM			1	9780153566295		
	HARCOURT HEALTH AND FITNESS Student Edition	Bunting, et.al	2007	2	9780153551239	Highly Recommended	
	Notes: Correlates 86% to national health st	andards				100%	
	Key Features:						
	Student Edition Big Book	9780153551673	4				
	Teacher Edition	9780153551673	4				
	Activity Book		9780153551314	+			
	Assessment Guide	9780153551468	+				
	Teaching Resources	9780153551536	╡				
	Teaching Transparencies	9780153551604					
	Resources for Spanish Speakers	9780153411816	7				
	Posters						
	All-in-One Planning. CD-ROM				9780153566301		
	HARCOURT HEALTH AND FITNESS Student Edition	Bunting, et.al	2007	3	9780153551246	Highly Recommended	
	Notes: Correlates 90% to national health st	andards.	<u> </u>			98%	
	Key Features:						
	Teacher Edition				9780153551321		
	Activity Book		9780153551413	_			
	Assessment Guide		9780153551475	_			
	Teaching Resources		9780153551543	4			
	Teaching Transparencies				9780153551611	4	
	Resources for Spanish Speakers				9780153411823	4	
	Posters All in One Planning CD DOM				9780153551703	4	
	All-in-One Planning, CD-ROM				9780153566318		

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*	
Houghton Mifflin Harcourt School Publishers (HMHSP)	HARCOURT HEALTH AND FITNESS Student Edition	Bunting, et.al	2007	4	9780153551253	Highly Recommended 95%	
	Notes: Correlates 90% to national health standa						
	Key Features:						
	Teacher Edition				9780153551338	7	
	Activity Book	9780153551420					
	Assessment Guide	9780153551482					
	Teaching Resources	9780153551550					
	Teaching Transparencies	9780153551628					
	Resources for Spanish Speakers				9780153411830		
	Posters				9780153551710		
	All-in-One Planning, CD-ROM						
	Growth and Development	9780153570384					
	HARCOURT HEALTH AND FITNESS Student Edition	Bunting, et.al	2007	5	9780153551260	Highly Recommended %	
	Notes: Correlates 91% to national health standa Key Features:			100%			
	Teacher Edition	9780153551345					
	Activity Book		9780153551437				
	Assessment Guide						
	Teaching Resources		9780153551567				
	Teaching Transparencies						
	Resources for Spanish Speakers	9780153411847					
	Posters				9780153551727		
	All-in-One Planning, CD-ROM				9780153566332		
Macmillan/ McGraw-Hill	Macmillan/McGraw-Hill Health and Wellness Learning System (25 students)	Meeks/Heit	2008	K	9780022851033	Highly Recommended 85%	
	Notes: Correlates 100% to national health stand	dards.					
	Key Features:						
	Teacher's Edition		2008	K	9780022849610	- 	
	Big Ideas Big Book						
	Life Skills Book (Big Book)	K	9780022850463 9780022814816	\dashv			
	Health Masters with Assessment	K	9780022850074	\dashv			
	Frog Puppet						
	Elephant Puppet	K	9780021045211 9780021909926	\dashv			
	School to Home Connection						
	ELL Activity Guide		2008	K	9780022850319 9780022850388	 	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Macmillan/	Macmillan/McGraw-Hill Health and V					
McGraw-Hill	(Continued)					
	TeacherWorks 2005			К	9780022814373	
	Transparency Book (Alternate Format)		2008	K-2	9780022850197	
	Health Songs		2005	K-2	9780022814472	
	Posters		2008	K-2	9780022850289	
	Projectables (Alternate Format)		2005	K-6	9780022831158	
	Curriculum Guide		2005	K-6	9780022815295	
	Macmillan/McGraw-Hill Health and Wellness Learning System (25	Meeks/Heit	2008	1	9780022851040	Highly Recommended
	students)					92%
	Notes: Correlates 100% to national health stand	lards.				
	Key Features:					
	Teacher's Edition		2008	1	9780022849627	
	Big Ideas Big Book	2008	1	9780022850470		
	Life Skills Book (Big Book)	2005	1	9780022814823		
	Health Masters with Assessment	2008	1	9780022850081		
	Content Readers Deluxe Package (10 each of 1	2008	1	9780022851071		
	Content Readers Library (1 each of 10 titles)	2008	1	9780022851064		
	School to Home Connection Blackline Masters	2008	1	9780022850326		
	Clipboard Activities		2008	1	9780022850227	
	ELL Activity Guide		2008	1	9780022850395	
	Student Edition on Audio CD		2005	1	9780022828998	
	TeacherWorks		2005	1	9780022814380	
	Transparency Book (Alternate Format)		2008	K-2	9780022850197	
	Health Songs		2005	K-2	9780022814472	
	Posters		2008	K-2	9780022850289	
	Projectables (Alternate Format)		2005	K-6	9780022831158	
	Curriculum Guide	-	2005	K-6	9780022815295	
	Macmillan/McGraw-Hill Health and Wellness Learning System (25 students)	Meeks/Heit	2008	2	9780022851057	Highly Recommended 88%
	Notes: Correlates 100% to national health stand	lards.				
	Key Features:					
	Teacher's Edition		9780022849634	=		
	Big Ideas Book (Big Book)		9780022850487			
	Life Skills Book (Big Book)					
	Health Masters with Assessment				9780022814830 9780022850098	
	Content Readers Deluxe Package (10 each of 1	O titles)			9780022851095	
	Content Readers Library (1 each of 10 titles)	/			9780022851088	
	School to Home Connection Blackline Masters				9780022850333	7

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Macmillan/	Macmillan/McGraw-Hill Health and W	2				
McGraw-Hill	(Continued)					
	Clipboard Activities			2	9780022850234	7
	ELL Activity Guide			2	9780022850418	7
	TeacherWorks		2005	2	9780022814397	7
	Student Edition on Audio CD		2005	2	9780022829001	7
	Transparency Book (Alternate Format)		2008	K-2	9780022850197	7
	Health Songs		2005	K-2	9780022814472	7
	Posters		2008	K-2	9780022850289	7
	Projectables (Alternate Format)		2005	K-6	9780022831158	
	Curriculum Guide		2005	K-6	9780022815295	
	Macmillan/McGraw-Hill Health and Wellness Pupil Edition	Meeks/Heit	2008	3	9780022849641	Highly Recommended 92%
	Notes: Correlates 100% to national health stand Key Features: Provides a complete curriculum fo correlated to state and national standards and ha students and teachers. Is organized into 10 cont learn and practice life skills, and set and work to prior knowledge in all grades, Kindergarten throu practice provided through activities at each grade builds students' knowledge and skills. Teacher's Edition Teacher's Resource Package Health Masters Assessment Book Transparency Book (Alternate Format) School to Home Connection Blackline Masters Clipboard Activities ELL Activity Guide Student Edition on Audio CD TeacherWorks	e lesson material to m people need to gain h duces key concepts a lentally appropriate ins age-appropriate depth 2008 2008 2008 2008 2008 2008 2008 20	otivate both nealth knowledge, and builds upon struction and that sequentially 3 3 3 3 3 3-5 3 3 3 3 3 3 3 3 3 3 3 3	9780022849658 9780022851118 9780022850111 9780022850159 9780022850210 9780022850340 9780022850241 9780022850425 9780022850425 9780022829018 9780022814410		
	ExamView Assessment Suite CD-ROM (Grades Health Workout Songs Posters	3-6)	2008 2005 2008	3-6 3-6 3-5	9780022881450 9780022821579 9780022850296	_
	Projectables (Alternate Format)		2005	K-6	9780022831158	\dashv
	Curriculum Guide		2005	K-6	9780022815295	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Macmillan/ McGraw-Hill	Macmillan/McGraw-Hill Health and Wellness Pupil Edition	Meeks/Heit	2008	4	9780022849665	Highly Recommended 96%
	Notes: Correlates 97% to national health standa Key Features:	ırds.				
	Teacher's Edition		2008	4	9780022849672	
	Teacher's Resource Package		2008	4	9780022851125	
	Health Masters		2008	4	9780022850128	
	Assessment Book		2008	4	9780022850166	
	Transparency Book (Alternate Format)		2008	3-5	9780022850210	
	School to Home Connection Blackline Masters		2008	4	9780022850357	
	Clipboard Activities		2008	4	9780022850258	
	ELL Activity Guide		2008	4	9780022850432	
	Student Edition on Audio CD		2005	4	9780022829025	
	TeacherWorks		2005	4	9780022814427	
	ExamView Assessment Suite CD-ROM (Grades	2008	3-6	9780022881450		
	Health Workout Songs		2005	3-6	9780022821579	
	Posters		2008	3-5	9780022850296	
	Projectables (Alternate Format) Your Body Book		2005	K-6	9780022831158	_
			2005	4-6	9780022814847	
	Your Body Book Teachers Guide	2005	4-6	9780022814861		
	All About Boys Video		2005	4-6	9780022814281	
	All About Girls Video		2005	4-6	9780022814298	_
	Curriculum Guide	1	2005	K-6	9780022815295	
	Macmillan/McGraw-Hill Health and Wellness Pupil Edition	Meeks/Heit	2008	5	9780022849689	Highly Recommended 100%
	Notes: Correlates 97% to national health standa Key Features:	irds.				
	Teacher's Edition		2008	5	9780022849696	
	Teacher's Resource Package		2008	5	9780022851132	
	Health Masters		2008	5	9780022850135	
	Assessment Book		2008	5	9780022850173	
	Transparency Book (Alternate Format)		2008	3-5	9780022850210	
	School to Home Connection Blackline Masters		2008	5	9780022850364	
	Clipboard Activities		2008	5	9780022850265	
	ELL Activity Guide		2008	5	9780022850449	
	Student Edition on Audio CD		2005	5	9780022829032	_
	TeacherWorks	0.0)	2005	5	9780022814434	4
	ExamView Assessment Suite CD-ROM (Grades	3-6)	2008	3-6	9780022881450	4
	Health Workout Songs		2005	3-6	9780022821579	_
	Posters		2008	3-5	9780022850296	

Health Grades K -5

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Macmillan/ McGraw-Hill	Macmillan/McGraw-Hill Health and Wellness (Continued)			5		
	Projectables (Alternate Format)		2005	K-6	9780022831158	
	Your Body Book		2005	4-6	9780022814847	
	Your Body Book Teachers Guide		2005	4-6	9780022814861	
	All About Boys Video		2005	4-6	9780022814281	
	All About Girls Video		2005	4-6	9780022814298	
	Curriculum Guide		2005	K-6	9780022815295	

2009 Committee Recommendations

^{*}Correlation to Health Content Standards

^{*}Correlation to National Health Standards noted below title.

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Glencoe/ McGraw-Hill	Glencoe Teen Health Course1	Bronson	2009	6	9780078774058	Highly Recommended 100%
	Notes: Correlates 100% to national health sta	andards.				
	TeacherWorks Plus DVD (Free 1:50 Student I Teacher Classroom Resources (Free 1:50 Stu	•				
	ExamView® Assessment Suite CD-ROM (Fre	e 1:50 Student Editions Purcl	hased)		9780078774805	
	Glencoe Teen Health Course2	Bronson	2009	7	9780078774256	Highly Recommended 100%
	Notes: Correlates 100% to national health sta Key Features:					
	StudentWorks™ Plus DVD		9780078774898			
	Teacher Wraparound Edition (Free 1:35 Stude		3700070774030			
	TeacherWorks Plus DVD (Free 1:50 Student I					
	Teacher Classroom Resources (Free 1:50 Stu					
	ExamView® Assessment Suite CD-ROM (Fre	e 1:50 Student Editions Purcl	hased)	•		
	Glencoe Teen Health Course3	Bronson	2009	8	9780078774492	Highly Recommended 100%
	Notes: Correlates 100% to national health sta	andards.				
	Key Features:					
	StudentWorks™ Plus DVD				9780078774997	-
	Teacher Wraparound Edition (Free 1:35 Stude	ent Editions Purchased)			9780078774508	
	TeacherWorks Plus DVD (Free 1:50 Student I	Editions Purchased)			9780078774980	
	Teacher Classroom Resources (Free 1:50 Stu				9780078775062	
	ExamView® Assessment Suite CD-ROM (Fre	e 1:50 Student Editions Purcl	hased)	T	9780078775000	
	Health and Wellness Grade 7	Meeks, Heit	2005	7	9780022806156	100%
	Notes: Correlates 95% to national health star Key Features:					
	Teacher Wraparound Edition (Free 1:35 Stude	ent Editions Purchased)			9780022803889	
	TeacherWorks CD-ROM (Free 1:50 Student E	Editions Purchased)			9780022814458	
	Teacher Classroom Resources (Free 1:50 Stu				9780022823375	
	Test Generator (Free 1:50 Student Editions P	urchased)			9780022814359	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*		
Glencoe/ McGraw-Hill	Health and Wellness Grade 8	Meeks, Heit	2005	8	9780022806163	100%		
	Notes: Correlates 97% to national health standa Key Features:	Notes: Correlates 97% to national health standards.						
	Teacher Wraparound Edition (Free 1:35 Student	Editions Purchased)			9780022803896	\dashv		
	TeacherWorks CD-ROM (Free 1:50 Student Edit				9780022814465			
	Teacher Classroom Resources (Free 1:50 Stude				9780022823382			
	Test Generator (Free 1:50 Student Editions Purc	hased)			9780022814366			
	Foundations of Personal Fitness	Rainey	2005	8 (8-12)	9780078451270	R Grade 8 = 54%		
	Notes: "Resource Only". National Standards co Key Features:	rrelations for grade 8 = 60%	% grade 9-12 = 11%.	(0 :=)		Grade 9-12= 37%		
	Teacher Wraparound Edition (Free 1:35 Student	Editions Purchased)			9780078451287			
	TeacherWorks CD-ROM (Free 1:50 Student Edit		9780078692031	7				
	Teacher Classroom Resources (Free 1:50 Stude	9780078466182						
Houghton Mifflin Harcourt School Publishers	Harcourt Health And Fitness Student Edition	Bunting, et.al	2007	6	9780153551277	100%		
T ublidite is	Notes: Correlates 86% to national health standa							
	Key Features:							
	Teacher Edition				9780153551352			
	Activity Book		9780153551444					
	Assessment Guide	9780153551505						
	Teaching Resources		9780153551574					
	Teaching Transparencies		9780153551642					
	Resources for Spanish Speakers		9780153411854					
	Posters				9780153551734	_		
	All-in-One Plannng, CD-ROM		1	T	9780153566349			
Holt McDougal	Decisions for Health, Level Green, Student Edition	Holt McDougal	2009	6-8	9780030961564	Grade 6 = 84% Grade 7-8= 86%		
	Notes: Correlates 78% to national health standa	rds.						
	Key Features:							
	Decisions for Health, Level Green, Interactive Or		9780030999727					
	Decisions for Health, Level Green, Interactive Or				9780030999758			
	Decisions for Health, Level Green, Interactive Or (contract length subscription)		9780030999789					
	Decisions for Health, Level Green, Student One		<u> </u>	<u> </u>	9780030999666			
	Decisions for Health, Level Green, Student One purchase of 25 print student editions)	Stop™ CD-ROM, Set of 25	(with minimum		9780030999697			

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Holt McDougal	Decisions for Health, Level Green (C	Continued)		6-8		
3	Decisions for Health, Level Green, Teacher's Ed	9780030961595	7			
	Decisions for Health, Level Green, Chapter Reso	9780030999871				
	Decisions for Health, Level Green, Decision-Make	9780030999987				
	Decisions for Health, Level Green, Study Guide				9780030999932	7
	Decisions for Health, Level Green, Teaching Tra	nsparencies			9780554000404	
	Decisions for Health, Level Green, Assessments	, Spanish			9780554000060	7
	Decisions for Health, Level Green, Student Edition	on, Spanish			9780554000824	7
	Decisions for Health, Level Green, Study Guide,	9780554001265	7			
	Decisions for Health, Level Green, Guided Read	9780554000879				
	Decisions for Health, Level Green, Guided Read	9780554000411				
	Decisions for Health, Level Green, Teacher's On	9780030999819				
	Decisions for Health, Level Green, Video Health	9780554005898				
	Decisions for Health, Health Posters (for use with	9780554007786				
	Decisions for Health, Building Character Workbo	9780030788345				
	Decisions for Health, Math and Writing Workboo	9780554002064				
	Decisions for Health, Math and Writing Workboo	9780554000077				
	Decisions for Health, Risks of Sexual Activity, St	9780554000084				
	Decisions for Health, Risks of Sexual Activity, Sp				9780554002019	
	Decisions for Health, Risks of Sexual Activity, Te	9780554000480				
	Decisions for Health, Risks of Sexual Activity, Re	9780554001678				
	Holt Science Skills Workshop: Reading i	9780030644245				
	Holt Science Skills Workshop: Reading in	9780030644238				
	Exploring Food and Fitness Choices Interactive	CD-ROM (for use with all 3 le	vels)	1	9780030787942	
	Decisions for Health, Level Red, Student Edition	Holt McDougal	2009	6-8	9780030961571	Grade 6 = 96% Grade 7-8= 90%
	Notes: Correlates 89% to national health standa	ırds.				
	Key Features:					
	Decisions for Health, Level Red, Interactive Onlin				9780030999734	
	Decisions for Health, Level Red, Interactive Onlin		bscription)		9780030999765	
	Decisions for Health, Level Red, Interactive Onlin Stop™ CD-ROM (contract length subscription)		9780030999796			
	Decisions for Health, Level Red, Student One St				9780030999673	
	Decisions for Health, Level Red, Student One St (with minimum purchase of 25 print student edition	Decisions for Health, Level Red, Student One Stop™ CD-ROM, Set of 25				
	Decisions for Health, Level Red, Teacher's Edition	9780030961601	7			
	Decisions for Health, Level Red, Chapter Resources				9780030999888	7
	Decisions for Health, Level Red, Decision-Makin	9780030999994	7			
	Decisions for Health, Level Red, Study Guide					
	Decisions for Health, Level Red, Teaching Trans		9780554000800	7		
	Decisions for Health, Level Red, Assessments, S	Spanish			9780554000466	7
	Decisions for Health, Level Red, Student Edition				9780554000428	
	Decisions for Health, Level Red, Study Guide, S.	9780554001661				

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Holt McDougal	Decisions for Health, Level Red (Cor					
•	Decisions for Health, Level Red, Guided Reading				9780554001272	
	Decisions for Health, Level Red, Guided Reading	9780554000817				
	Decisions for Health, Level Red, Teacher's One-	9780030999826				
	Decisions for Health, Level Red, Video Health D	VD .			9780554006291	
	Decisions for Health, Health Posters (for use with	n all 3 levels)			9780554007786	
	Decisions for Health, Building Character Workbo	ok (for use with all 3 levels)			9780030788345	
	Decisions for Health, Math and Writing Workboo	k (for use with all 3 levels)			9780554002064	
	Decisions for Health, Math and Writing Workboo	k Answer Key (for use with a	II 3 levels)		9780554000077	
	Decisions for Health, Risks of Sexual Activity, St	udent Edition			9780554000084	
	Decisions for Health, Risks of Sexual Activity, Sp	anish Student Edition			9780554002019	
	Decisions for Health, Risks of Sexual Activity, Te	acher's Edition			9780554000480	
	Decisions for Health, Risks of Sexual Activity, Re	source File			9780554001678	
	Holt Science Skills Workshop: Reading in the Co (for use with all 3 levels)	ntent Area Student Edition			9780030644245	
	Holt Science Skills Workshop: Reading in the Co	9780030644238				
	Exploring Food and Fitness Choices Interactive	9780030787942				
	Decisions for Health, Level Blue,	Holt McDougal	2009	6-8	9780030961588	Grade 6 = 100%
	Student Edition	Holt McDougai	2009	0-0	9700030901300	Grade 7-8= 100°
	Notes: Correlates 86% to national health standa					
	Key Features:					
	Decisions for Health, Level Blue, Interactive Onli	Decisions for Health, Level Blue, Interactive Online Edition (1 year subscription)				
	Decisions for Health, Level Blue, Interactive Onli	ne Edition (contract length su	ubscription)		9780030999772	
	Decisions for Health, Level Blue, Interactive Onli	ne Edition with Student One	Stop™ CD-ROM		9780030999802	
	(contract length subscription)					
	Decisions for Health, Level Blue, Student One S				9780030999680	
	Decisions for Health, Level Blue, Student One S (with minimum purchase of 25 print student edition)	9780030999710				
	Decisions for Health, Level Blue, Teacher's Editi				9780030961618	
	Decisions for Health, Level Blue, Chapter Resou				9780030999895	
	Decisions for Health, Level Blue, Decision-Makir		ok		9780554000008	
	Decisions for Health, Level Blue, Study Guide				9780030999956	
	Decisions for Health, Level Blue, Teaching Trans	sparencies			9780554001203	
	Decisions for Health, Level Blue, Assessments,				9780554002057	
	Decisions for Health, Level Blue, Student Edition				9780554000022	
	Decisions for Health, Level Blue, Study Guide, S	9780554000862				
	Decisions for Health, Level Blue, Guided Readin	Decisions for Health, Level Blue, Guided Reading Audio Program, Spanish				
		Decisions for Health, Level Blue, Guided Reading Audio Program				
	Decisions for Health, Level Blue, Teacher's One	9780554001210 9780030999833				
	Decisions for Health, Level Blue, Video Health DVD				9780554001654	
	Decisions for Health, Health Posters (for use with				9780554007786	
	Decisions for Health, Building Character Workbo				9780030788345	
	Decisions for Health, Math and Writing Workboo				9780554002064	

Health Grades 6-8

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Holt McDougal	Decisions for Health, Level Blue (Co					
· ·	Decisions for Health, Math and Writing Workboo	9780554000077				
	Decisions for Health, Risks of Sexual Activity, St	udent Edition	•		9780554000084	
	Decisions for Health, Risks of Sexual Activity, Sp	panish Student Edition			9780554002019	
	Decisions for Health, Risks of Sexual Activity, Te	eacher's Edition			9780554000480	
	Decisions for Health, Risks of Sexual Activity, Re				9780554001678	
	Decisions for Health, Holt Science Skills Worksh Edition (for use with all 3 levels)		ea Student		9780030644245	
	Decisions for Health, Holt Science Skills Worksh Area Teacher's Edition (for use with all 3 levels)	,			9780030644238	
	Decisions for Health, Exploring Food and Fitnes	S Choices Interactive CD-RON	I (for use with all 3 I	levels)	9780030787942	
Macmillan/ McGraw-Hill	Macmillan/McGraw-Hill Health and Wellness Pupil Edition	Meeks/Heit	2008	6	9780022849719	Highly Recommended 100%
	Notes: Correlates 95% to national health standa Key Features:					
	Teacher's Edition	2008	6	9780022849726		
	Teacher's Resource Package		2008	6	9780022851149	
	Health Masters		2008	6	9780022850142	
	Assessment Book 2			6	9780022850180	
	Transparency Book (Alternate Format) 2008 6				9780022849559	
	School to Home Connection Blackline Masters 2008 6				9780022850371	
	Clipboard Activities 2008			6	9780022850272	
	ELL Activity Guide	2008	6	9780022850456		
	Student Edition on Audio CD 2005			6	9780022829049	
	TeacherWorks		2005	6	9780022814441	
	ExamView Assessment Suite CD-ROM (Grade	es 3-6)	2008	3-6	9780022881450	
	Health Workout Songs		2005	3-6	9780022821579	
	Projectables (Alternate Format)		2005	K-6	9780022831158	
	Your Body Book		2005	4-6	9780022814847	
	Your Body Book Teachers Guide		2005	4-6	9780022814861	
	All About Boys Video		2005	4-6	9780022814281	
	All About Girls Video		2005	4-6	9780022814298	
	Curriculum Guide		2005	K-6	9780022815295	
RealityWorks Inc.	ySTART Program with the PreventPak Addiction Simulator	Realityworks, Inc.	2009	6-8	9780982330869	R Highly Recommended Grade 6 = 30% Grade 7-8= 34%
	Notes: "Resource Only". Correlates 66% to nat Key Features:					

2009 Committee Recommendations

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^{*}Correlation to Health Content Standards

^{*}Correlation to National Health Standards noted below title.

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*	
Glencoe/ McGraw-Hill	Foundations of Personal Fitness	Rainey	2005	9-12 (8-12)	9780078451270	R Grade 8 = 54%	
	Notes: Resource Only". Nathional health stanhealth standards.	1% to national		Grade 9-12= 37%			
	Key Features:						
	Teacher Wraparound Edition (Free 1:35 Stude	9780078451287					
	TeacherWorks CD-ROM (Free 1:50 Student E				9780078692031		
	Teacher Classroom Resources (Free 1:50 Students)	dent Editions Purchased)			9780078466182		
	Glencoe Health	Bronson	2009	9-12	9780078758768	Highly Recommended 100%	
	Notes: Correlates 94% to national health stand						
	Key Features:		_				
	StudentWorks™ Plus DVD	9780078881749 9780078758775					
		Teacher Wraparound Edition (Free 1:35 Student Editions Purchased) TeacherWorks Plus DVD (Free 1:50 Student Editions Purchased)					
	Teacher Classroom Resources (Free 1:50 Student E				9780078881756 9780078883675		
	ExamView® Assessment Suite CD-ROM (Free		hased)		9780078881732	-	
	Glencoe Health Human Sexuality Student Mod	9780078883491					
		Teacher Edition (Free 1:50 Student Editions Purchased)					
	Health & Wellness	Meeks, Heit	2008	9-12	9780078760266	Highly Recommended 100%	
	Notes: Correlates 94% to national health stand	dards.					
	Key Features:						
	Teacher Wraparound Edition (Free 1:35 Stude	nt Editions Purchased)			9780078760273		
	TeacherWorks CD-ROM (Free 1:50 Student Ed	ditions Purchased)			9780078764080		
	StudentWorks Plus CD-ROM	•			9780078764097		
	Teacher Classroom Resources (Free 1:50 Students)				9780078778971		
	ExamView® Assessment Suite CD-ROM (Free	e 1:50 Student Editions Purc	hased)		9780078764103		
	Health: Making Life Choices	Sizer-Webb	2010	9-12	9780078800436	Highly Recommended 100%	
	Notes: Correlates 94% to national health stand	Notes: Correlates 94% to national health standards.					
	Key Features:						
	Teacher Annotated Edition (Free 1:35 Student	9780078807350					
	Teacher Classroom Resources (Free 1:50 Students)		-		9780078889769		
	ExamView® Assessment Suite CD-ROM (Free	1:50 Student Editions Purc	hased)		9780078889783		

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Holt McDougal	Lifetime Health, Student Edition	Holt McDougal	2009	9-12	9780030962196	100%
-	Notes: Correlates 95% to national health standar]		
	Key Features: The primary objective of the progr medically accurate. Teachers will find the most cu information about CPR, first aid, the USDA's MyP motivate students through real-world applications accommodate a variety of learning styles and abi emphasis on decision-making and refusal skills.	updated ogram are to y, and				
	Lifetime Health, Interactive Online Edition (1 year	9780030997204	1			
	Lifetime Health, , Interactive Online Edition (contr	9780030997211	7			
	Lifetime Health, Interactive Online Edition with Str (contract length subscription)	9780030997259				
	Lifetime Health, Student One Stop™ CD-ROM	9780030997174				
	Lifetime Health, Student One Stop™ CD-ROM (sepurchase of 25 print student editions)	9780030997198				
	Lifetime Health, Teacher's Edition				9780030962202	1
	Lifetime Health, Health Posters				9780554007786	
	Holt Science Skills Workshop: Reading in the Cor	ntent Area Student Edition			9780030644245	
	Holt Science Skills Workshop: Reading in the Cor	ntent Area Teacher's Edition			9780030644238	
	Lifetime Health, Study Guide	9780554007793	- - - -			
	Lifetime Health, Chapter Resources	9780030997242				
	Lifetime Health, Life Skills Workbook	9780030999437				
	Lifetime Health, Math and Writing Workbook	9780030999444				
	Lifetime Health, Math and Writing Workbook Answ	9780030999451				
	Lifetime Health, Teaching Transparencies				9780030798122	
	Lifetime Health, Spanish Student Edition				9780030997303	_
	Lifetime Health, Guia de estudio/ Spanish Study (9780554008196	
	Lifetime Health, Evaluaciones/Spanish Assessme				9780554008189	
	Lifetime Health, Programa de audio guiado/Spani		rogram		9780030997310	_
	Lifetime Health, Sexuality and Responsibility, Stu				9780030998560	_
	Lifetime Health, Sexuality and Responsibility, Tea				9780030997327	_
	Lifetime Health, Sexuality and Responsibility, Tea				9780554007809	_
	Lifetime Health, Sexuality and Responsibility, Gui		1		9780030998089	_
	Lifetime Health, Sexuality and Responsibility, Spa				9780030998577	
	Lifetime Health, Sexuality and Responsibility, Red		Resources		9780554008202	_
	Lifetime Health, Programa de audio guiado/Guide				9780030998584	_
	Exploring Food and Fitness Choices Interactive C				9780030787942	
	Lifetime Health, VideoHealth: Real People/Chara	icter DVD			9780030997280	
	Lifetime Health, Guided Reading Audio Program				9780030997297	
	Lifetime Health, Teacher's One-Stop Planner® D	עט			9780030997228	
	Lifetime Health, Video Health DVD	9780030997273				

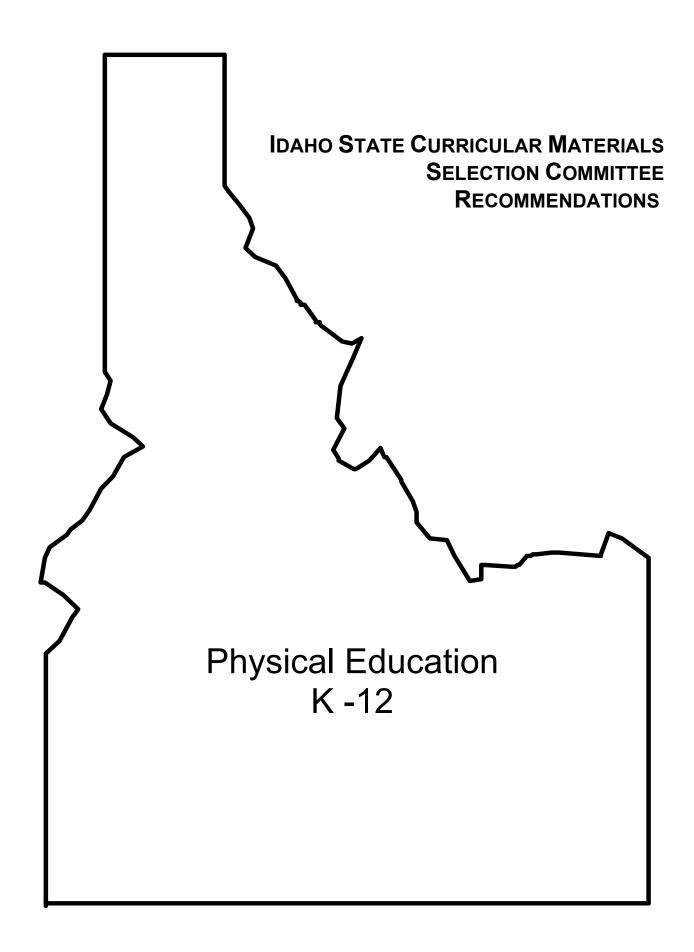
Health Grades 9-12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Pearson Prentice Hall	Prentice Hall Health, Student Edition	B. E. Pruitt, et al.	2010	9-12	9780133672503	100%
	Notes: Correlates 91% to national health standar	ds.				
	Key Features:					
	Prentice Hall Health, Student Edition CD-ROM				9780133673104	l
	Prentice Hall Health, Teacher's Edition				9780133672527	
	Prentice Hall Health, TeacherEXPRESS CD-RON	1			9780133673111	
	Prentice Hall Health, PresentationEXPRESS CD-	ROM		•	9780132510707	

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^{*}Correlation to Health Content Standards

^{*}Correlation to National Health Standards noted below title.



Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Houghton Mifflin Harcourt School Publisher (HMHSP)	BE ACTIVE! RESOURCE FOR PHYSICAL EDUCATION Be Active! Resource for Physical Education Kit (primary)	Bunting, et.al	2005	K-2	9780153414077	Highly Recommended K= 100% 1-2= 100%
	Notes: Correlates 93% to National Physical Edu Key Features:	cation Standards at the kir	ndergarten and grades	K-2.		
	BE ACTIVE! RESOURCE FOR PHYSICAL EDUCATION Be Active! Resource for Physical Education Kit (intermediate)	Bunting, et.al	2005	3-6	9780153414084	Highly Recommended 3-4= 100% 5-6 = 100%
	Notes: Correlates 96% to National Physical Edu standards is 39%. Program is not recommended grade six is part of the elelmentary school. Key Features:					
The SPARK Programs	SPARK Grades K-2 Manual, Music CD and folio (version 2008)	Rosengard	2008	K-2	1-1303150-201	Highly Recommended K= 100% 1-2= 100%
	Notes: Correlates 100% to National Physical Ed Key Features:		12 100%			
	SPARK Grades 3-6 Manual, Music CD and folio (version 2007)	Rosengard	2007	3-6	1-1278341-201	Highly Recommended 3-4= 97% 5-6 = 100%
	Notes: Correlates 92% to National Physical Edu standards is 43.5%. Program is not recommend grade six is part of the elelmentary school. Key Features:					

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Human Kinetics, Inc.	Fitness for Life; Middle School	Charles B. Corbin/ Guy C. LeMasurier/ Dolly D. Lambdin	2007	6-8	9780736065115	R Recommended w/ Reservations 5-6 = 72% 7-8 = 50%
	Notes: Recommended with Reservations as a "Standards for grades 6-8. Good knowledge bas					
	Key Features:					
	Fitness for Life Middle School: Teacher's Guide	9780736068284	<u> </u>			
	Fitness for Life Middle School: Teacher's Guide	9780736068284				

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*		
Human Kinetics,	Fitness for Life, Updated Fifth	Charles B. Corbin/	2007	9-12	9780736066754	R		
Inc.	Edition	Ruth Lindsey				Recommended w/ Reservations 68%		
	Notes: Recommended with Reservations as a "F Standards. Good knowledge base; however low Text serves well to classroom setting.							
	Key Features:							
	Fitness for Life Wraparound Teacher Edition and	Resources Kit	2007		9780736068642			
	Fitness for Life Wraparound Teacher Edition and	Resources Kit	2007		9780736068642			
	Fitness for Life-Spanish E-Book CD-ROM		2004		9780736055314			
	Fitness for Life-Spanish E-Book CD-ROM		2004		9780736055314			
	Fitness for Life In-Service DVD 2005			9780736055680				
	Fitness for Life In-Service DVD				9780736055680			
	Fitness for Life Physical Activity Pyramid for Teel	ns - Poster	2003		9780736050982			



Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*	
Human Kinetics, Inc.	A Sense of Dance, Second Edition	Constance A. Schrader	2005	9-12	9780736051897	Highly Recommended 88%	
	Notes:	Notes:					
	Key Features:						
	A Sense of Dance Instructor Guide, Second Edition				9780736055062		
	A Sense of Dance Instructor Guide, Second Edit		9780736055062				
	Experiencing Dance	Helen Scheff/ Marty Sprague/ Susan McGreevy-Nichols	2005	9-12	9780736051873	88%	
	Notes: Text is missing an index. Has great biblio						
	Key Features:						
	Experiencing Dance Instructor Guide		9780736054546	7			
	Experiencing Dance Instructor Guide		9780736054546				

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*			
Glencoe/ McGraw-Hill	Exploring Theatre	Prince	2009	6-8	9780078807787	100%			
	Notes:								
	Key Features:								
	Interactive Student Edition CD-ROM				9780078896385				
	Teacher Annotated Edition (Free 1:35 Student E	Editions Purchased)			9780078807794				
	Interactive Teacher Edition CD-ROM (Free 1:15	Student Editions Purchased)		9780078896392				
	Teacher Resource Binder (Free 1:50 Student Ed	9780078898532							
	ExamView® Assessment Suite CD-ROM (Free	1:50 Student Editions Purcha	ised)		9780078896408				
	Theatre Art In Action	Strickland	2009	9-12	9780078807763	Recommended w/ Reservations			
	Notes: Teacher manual difficult to use without a Key Features:		97%						
	Interactive Student Edition CD-ROM	9780078896330							
	Teacher Manual (Free 1:35 Student Editions Pu	9780078807770							
	Interactive Teacher Edition CD-ROM (Free 1:50	9780078896347							
	Teacher Resource Binder (Free 1:50 Student Ed	ditions Purchased			9780078898525				
	Stage & School	Schanker	2005	9-12	9780078616273	93%			
	Notes: Teacher manual difficult to use without a Key Features:								
	Interactive Student Edition CD-ROM				9780078687914				
	Teacher Manual (Free 1:35 Student Editions pur	rchased)			9780078616280				
	Teacher Resource Binder (Free 1:50 Student Ed	ditions Purchased)			9780078618949				
Perfection Learning	Basic Drama Projects, 8 th Ed. Hardcover Student Textbook and	Dr. Fran Tanner	2009	9-12	9780756916404	Highly Recommended			
•	electronic student edition					97%			
	Notes: Requires teacher edition and resource b								
	Key Features:								
	Basic Drama Projects, 8 th Edition Annotated Tea	9780789161765							
	Basic Drama Projects, 8th Edition Teacher's Res	9780789162069							

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Macmillan/ McGraw-Hill	Macmillan/McGraw-Hill Spotlight on Music Pre-K Package (25 students)	Bond, Boyer et al	2006	Pre-K	9780022962876	Highly Recommended
	Notes: Correates 86% to kindergarten content					
	Key Features:					
	Big Book of Nursery Rhymes	1 ,				
	Pre-K Audio CD				9780021901692 9780022961985	
	Pre-K Teacher's Edition				9780022959111	1
	Toucan Puppet	9780021097050	1			
	Macmillan/McGraw-Hill Spotlight on Music Big Book (25 students)	Bond, Boyer et al	2005	K	9780022958176	Highly Recommended
	Key Features:	I		100%		
	Electronic Student Edition (25 students) Alterna	2008	1	9780022965464	-	
	Audio CD Package (25 students)**		2005		9780022964580	-
	Teacher's Edition Package		2008		9780022965761	-
	Teacher's Edition		2008		9780022964481	
	Piano Accompaniments		2005		9780022958558	
	Teacher's Resource Package		2008		9780022964689	7
	Teacher's Resource Masters		2005		9780022958305	7
	Listening Map Transparencies	2005		9780022958336	7	
	TeacherWorks Plus Lesson Planner CD-ROM (Alternate Format)	2008		9780022966799	
	Macmillan/McGraw-Hill Spotlight on Music Big Book (25 students)	Bond, Boyer et al	2008	1	9780022964474	Highly Recommended
	Key Features:	•	.	•		100%
	Student Edition (Alternate Format)		2008		9780022964382	-
	Electronic Student Edition (25 students) Alterna	te Format	2008		9780022965181	-
	Spotlight on Music Projectables Package (Alternative Projectables Package)		2008		9780022965266	
	Audio CD Package (25 students)**	iato i dimati	2005		9780022964597	
	Teacher's Edition Package		2008		9780022965778	†
	Teacher's Edition		2008		9780022964498	
	Grade Level DVD		2005		9780022961268	
	Piano Accompaniments		2005		9780022958565	
	Teacher's Resource Package		2008		9780022964696	
	Teacher's Resource Masters		2005		9780022958312	_
	Listening Map Transparencies		2005 2005		9780022958343	4
		Spotlight on Orff Orchestrations			9780022958640	4
	TeacherWorks Plus Lesson Planner CD-ROM (Alternate Format)		2008		9780022966812	-
	Global Voices DVD Electronic Listening Maps		2005 2005		9780022962913 9780022961992	-
	Spotlight on MIDI w/CD-ROM (Single-user)		2005		9780022958428	→

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Macmillan/ McGraw-Hill	Macmillan/McGraw-Hill Spotlight on Music Student Edition	Bond, Boyer et al	2008	2	9780022964399	Highly Recommended 100%
	Notes:					
	Key Features:					
	Electronic Student Edition (25 students) Alterna	te Format		9780022965198	†	
	Spotlight on Music Projectables Package (Altern		2008		9780022965273	7
	Audio CD Package (25 students)**	,	2005		9780022964610	7
	Teacher's Edition Package		2008		9780022965785	7
	Teacher's Edition		2008		9780022964511	7
	Grade Level DVD		2005		9780022961275	7
	Piano Accompaniments		2005		9780022958572	7
	Teacher's Resource Package	2008		9780022964702	7	
	Listening Map Transparencies	2005		9780022958350	7	
	Teacher's Resource Masters	2005		9780022958510	7	
	Spotlight on Orff Orchestrations	2005		9780022958657		
	Spotlight on Reading Music Transparencies	2005		9780022960520		
	TeacherWorks Plus Lesson Planner CD-ROM (2008		9780022966829		
	Global Voices DVD	2005		9780022962920		
	Electronic Listening Maps	2005		9780022962012		
	Spotlight on MIDI w/CD-ROM (Single-User)	2005		9780022958435		
	Macmillan/McGraw-Hill Spotlight on Music Student Edition	Bond, Boyer et al	2008	3	9780022964412	Highly Recommended 100%
	Notes:		7			
	Key Features:					
	Electronic Student Edition (25 students) Alterna	2008	3	9780022965211	+	
	Audio CD Package (25 students)**	te Format	2005	3	9780022963211	-
	Teacher's Edition Package		2008	3	9780022965792	+
	Teacher's Edition		2008	3	9780022964528	+
	Grade Level DVD		2005	3	9780022964228	┪
	Piano Accompaniments		2005	3	9780022958589	+
	Teacher's Resource Package		2008	3	9780022964719	†
	Listening Map Transparencies		2005	3	9780022958367	┪
	Teacher's Resource Masters		2005	3	9780022958527	┪
	Spotlight on Orff Orchestrations		2005	3	9780022958664	┪
	Spotlight on Reading Music Transparencies		2005	3	9780022960537	†
	Spotlight on Recorder, Gr. 3-4		2005	3-4	9780022958244	₫
	TeacherWorks Plus Lesson Planner CD-ROM (Alternate Format)	2008	3	9780022966836	
	Global Voices DVD	,	2005	3	9780022962937	7
	Electronic Listening Maps		2005	3	9780022962029	7
	Spotlight on MIDI w/CD-ROM (Single-User)		2005	3	9780022958442	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Macmillan/ McGraw-Hill	Macmillan/McGraw-Hill Spotlight on Music Student Edition	Bond, Boyer et al	2008	4	9780022964429	Highly Recommended 100%
	Notes:					
	Key Features:					
	Electronic Student Edition (25 students) Alterna	te Format	2008	4	9780022965228	
	Audio CD Package (25 students)**		2005	4	9780022964634	
	Teacher's Edition Package		2008	4	9780022965815	
	Teacher's Edition		2008	4	9780022964535	
	Grade Level DVD		2005	4	9780022961299	
	Piano Accompaniments		2005	4	9780022958596	
	Teacher's Resource Package		2008	4	9780022964726	
	Listening Map Transparencies	2005	4	9780022958374		
	Spotlight on Orff Orchestrations	2005	4	9780022958671		
	Teacher's Resource Masters	2005	4	9780022958732		
	Spotlight on Reading Music Transparencies	2005	4	9780022960544		
	Spotlight on Recorder, Gr. 3-4	2005	3-4	9780022958244		
	TeacherWorks Plus Lesson Planner CD-ROM (2008	4	9780022966843		
	Global Voices DVD	2005	4	9780022962944		
	Electronic Listening Maps	2005	4	9780022962036		
	Spotlight on MIDI w/CD-ROM (Single-User)	2005	4	9780022958459		
	Macmillan/McGraw-Hill Spotlight on Music Student Edition	Bond, Boyer et al	2008	5	9780022964436	Highly Recommended 100%
	Notes:					
	Key Features:					
	Electronic Student Edition (25 students) Alterna	2008	5	9780022965235		
	Audio CD Package (25 students)**	te i oimat	2005	5	9780022964641	+
	Teacher's Edition Package		2008	5	9780022965822	+
	Teacher's Edition		2008	5	9780022964542	+
	Grade Level DVD		2005	5	9780022961312	
	Piano Accompaniments		2005	5	9780022958602	
	Teacher's Resource Package		2008	5	9780022964733	†
	Listening Map Transparencies		2005	5	9780022958381	
	Spotlight on Orff Orchestrations		2005	5	9780022958688	
	Teacher's Resource Masters		2005	5	9780022958930	1
	Spotlight on Reading Music Transparencies		2005	5	9780022960551	
	Spotlight on Recorder, Gr. 5-6		2005	5-6	9780022958268	
	TeacherWorks Plus Lesson Planner CD-ROM (Alternate Format)	2008	5	9780022966850	
	Global Voices DVD	•	2005	5	9780022962951	
	Electronic Listening Maps		2005	5	9780022962043	
	Spotlight on MIDI w/CD-ROM (Single-User)		2005	5	9780022958466	7

Publisher	Title of Material Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Macmillan/ McGraw-Hill	Macmillan/McGraw-Hill Spotlight on Music ancillaries c				
	Note: Component Listing is of additional resources available for grades K-	8 Spotlight on Music Pi	rogram		
	ELL Handbook, K-6	2005	K-6	9780022959357	†
	Master Index, Pre-K-8	2008	Pre-K-8	9780022965259	†
	Help! I'm a Substitute Music Teacher, K-6	2004	K-6	9780634090479	†
	Learning Music Through Movement, Teacher's Guide, Vol. 1, K-4	2006	K-4	9780022961220	†
	Learning Music Through Movement Audio CD, K-4	2006	K-4	9780022961930	†
	Learning Music Through Movement, Teacher's Guide, Vol. 2, 5-8	2006	5-8	9780022961237	†
	Learning Music Through Movement Audio CD, 5-8	2006	5-8	9780022961954	†
	Fiesta de canciones! Spanish Song Book (Primary), K-2	2005	K-2	9780022958213	7
	Fiesta de canciones! Spanish Audio CDs (Primary), K-2	2005	K-2	9780022959562	1
	Fiesta de canciones! Spanish Song Book (Intermediate), 3-6	2005	3-6	9780022958220	7
	Fiesta de canciones! Spanish Songbook CDs (Intermediate), 3-6	2005	3-6	9780022959579	1
	Festival of World Music Book, K-6	2005	K-6	9780022959944	1
	Festival of World Music Audio CDs, K-6	2005	K-6	9780022959951	1
	Festival of Caribbean Music Book, 3-5	2005	3-5	9780022958206	1
	Festival of Caribbean Music Audio CD, 3-5	2005	3-5	9780022959548	1
	DVD Resource Library Package (All 3 Collections, 24 DVDs)	2005	K-8	9780022962234	Ī
	The Variety Collection (10 DVDs - Included in the DVD Resource Library Package)	2005	K-8	9780022962272	
	Instrument Sounds DVD, K-3 (Included in The Variety Collection)	2005	K-3	9780022961350	†
	Music and Movement DVD, K-3 (Included in The Variety Collection)	2005	K-3	9780022961367	†
	Sounds of Percussion DVD, 4-8 (Included in The Variety Collection)	2005	4-8	9780022961374	1
	Blending Musical Styles DVD, 4-8 (Included in The Variety Collection)	2005	4-8	9780022961381	1
	The Mariachi Tradition DVD, K-8 (Included in The Variety Collection)	2005	K-8	9780022961428	†
	Moving with Spotlight on Music DVD (Primary), K-2 (Included in The Varie Collection)	y 2005	K-2	9780022961398	
	Moving with Spotlight on Music DVD (Intermediate), 3-5 (Included in The Variety Collection)	2005	3-5	9780022961411	
	John Jacobson's Kids Gotta Move DVD, K-5 (Included in The Variety Collection)	2005	K-5	9780634082375	
	Canadian Brass Inside Brass DVD, 4-8 (Included in The Variety Collection		4-8	9780634067082	1
	Turntable Technique: The Art of the DJ DVD, 4-8 (Included in The Variety Collection)		4-8	9780876390382	
	The Composers Collection (6 DVDs - Included in the DVD Resource Libra Package)		4-8	9780022962289	
	Bach's Fight for Freedom DVD, 4-8 (Included in The Composers Collection		4-8	9781894449441	1
	Bizet's Dream DVD, 4-8 (Included in The Composers Collection)	1995	4-8	9781894449649	1
	Handel's Last Chance DVD, 4-8 (Included in The Composers Collection)	1996	4-8	9781894449465	
	Liszt's Rhapsody DVD, 4-8 (Included in The Composers Collection)	1995	4-8	9781894449656	1
	Rossini's Ghost DVD, 4-8 (Included in The Composers Collection)	1995	4-8	9781894449663	1
	Strauss: The King of Three-Quarter Time DVD, 4-8 (Included in The Composers Collection)	1995	4-8	9781894449458	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Macmillan/	Macmillan/McGraw-Hill Spotlight on Music ancillaries components					
McGraw-Hill	(Continued)					
	The Instruments Collection (8 DVDs - Included in the DVD Resource Library Package)		2005	4-8	9780022962265	
	Play Trumpet Today! DVD, 4-8 (Included in The		2001	4-8	9780022961664	
	Play Clarinet Today! DVD, 4-8 (Included in The I		2001	4-8	9780022961671	
	Play Flute Today! DVD, 4-8 (Included in The Inst		2003	4-8	9780022961688	
	Play Drums Today! DVD, 4-8 (Included in The In		2003	4-8	9780022961695	
	Play Piano Today! DVD, 4-8 (Included in The Ins	truments Collection)	2003	4-8	9780022961718	
	Play Guitar Today! DVD, 4-8 (Included in The Ins		2003	4-8	9780022961725	
	Play Alto Sax Today! DVD, 4-8 (Included in The		2001	4-8	9780022961732	
	Play Bass Guitar Today! DVD, 4-8 (Included in T	he Instruments Collection)	2003	4-8	9780022961749	
	World Instruments CD-ROM (Single User), 3-8		2005	3-8	9780022959555	
	Orchestral Instruments CD-ROM (Single User), 1-8		2005	1-8	9780022959470	
	MIDIsaurus CD-ROM (Single User), 1-3		2005	1-3	9780022959463	
	Music Ace (Single User), 1-8	2002	1-8	9780022953188		
	Music Ace II (Single User), 3-8	2002	3-8	9780022953331		
	Music Time Deluxe (Single User), 3-8		2004	3-8	9780022961077	
	Master Tracks Pro (Single User), 3-8		2004	3-8	9780022961060	
Pearson Education Inc., publishing as Scott Foresman	Silver Burdett Making Music Pre-K Program Step Into Music Complete Package	Mary Palmer, et al	2003	Pre-K (PreK-8)	9780382349867	Highly Recommended
	Notes: Correlates 100% to the kindergarden music standards. Key Features:					
	Silver Burdett Making Music, 2008 Edition Big Book	Jane Beethoven, et al	2005	K (PreK-8)	9780382365782	Highly Recommended 100%
	Notes:					
	Key Features:					
	Audio CD Package	2005	K	9780328104352	7	
	Teacher's Resource Package * (includes indente	ed items below)	2005	K	9780382367540	7
	Teacher's Edition		2005	K	9780382365904	7
	Keyboard Accompaniments		2005	K	9780328077700	
	Resource Book		2005 2005	K	9780382366222	
	Listening Map Transparency Package	Listening Map Transparency Package		K	9780328104864	
	Binder with Tabs		2005	K	9780328077861	
	Teacher Resources Online Access Pack *		2005	K	9781418250270	
	More Music with Making Music Enhancement Gr More Music with Making Music Enhancement Te		2008 2005	K K-6	9781418255480 9781418256746	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Pearson Education Inc., publishing as Scott Foresman	Silver Burdett Making Music Student Edition	Jane Beethoven, et al	2005	1 (PreK-8)	9780382365690	Highly Recommended 90%
	Notes:					
	Key Features:					
	Audio CD Package		2005	1	9780328104369	7
		s indented items below)	2005	1	9780382367557	7
	Teacher's Edition		2005	1	9780382365911	7
	Keyboard Accompaniments		2005	1	9780328077717	†
	Resource Book		2005	1	9780382366239	7
	Listening Map Transparency Package		2005	1	9780328104871	7
	Binder with Tabs		2005	1	9780328077878	7
	Teacher Resources Online Access Pack *	2005	1	9781418250287	7	
	More Music with Making Music Enhancement C	2008	1	9781418258337	7	
	More Music with Making Music Enhancement 7	2005	K-6	9781418256746	7	
	Silver Burdett Making Music Student Edition	Jane Beethoven, et al	2005	2 (PreK-8)	9780382365706	Highly Recommended 100%
	Notes:					
	Key Features:					
	Audio CD Package				9780328104376	7
	Teacher's Resource Package * (includes inde		9780382367564	7		
	Teacher's Edition	9780382365928	7			
	Keyboard Accompaniments	9780328077724	7			
	Resource Book	9780382366246				
	Listening Map Transparency Package	9780328104888				
	Binder with Tabs	9780328077885				
	Teacher Resources Online Access Pack *	9781418250294				
	More Music with Making Music Enhancement C		9781418258344			
	More Music with Making Music Enhancement Teacher Support Package K-				9781418256746	
	Silver Burdett Making Music Student Edition	Jane Beethoven, et al	2005	3 (PreK-8)	9780382365713	Highly Recommended 100%
	Notes:		7			
	Key Features:					
	Audio CD Package		2005	3	9780328104383	
	Teacher's Resource Package * (includes i	ndented items below)	2005	3	9780382367571	
	Teacher's Edition	•	2005	3	9780382365935	
	Keyboard Accompaniments		2005	3	9780328077731	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Pearson Education Inc., publishing as Scott Foresman	Silver Burdett Making Music (Continued)			3		
	Resource Book		2005	3	9780382366253	Ī
	Listening Map Transparency Package		2005	3	9780328104895	
	Binder with Tabs		2005	3	9780328077892	
	Teacher Resources Online Access Pack *		2005	3	9781418250300	
	More Music with Making Music Enhancement Gr		2008	3	9781418255510	
	More Music with Making Music Enhancement Te	acher Support Package	2005	K-6	9781418256746	
	Silver Burdett Making Music Student Edition	Jane Beethoven, et al	2005	4 (PreK-8)	9780382365720	Highly Recommended 100%
	Notes: Key Features:					
	Audio CD Package		2005		9780328104390	
	Teacher's Resource Package * (includes indented items below)		2005		9780382367588	T
	Teacher's Edition		2005 2005		9780382365942	
		Keyboard Accompaniments			9780328077748	
		Resource Book			9780382366260	
	Listening Map Transparency Package		2005		9780328104901	
	Binder with Tabs		2005 2005		9780328077908	
		Teacher Resources Online Access Pack *			9781418250317	_
	More Music with Making Music Enhancement Gr		2008	I/ 0	9781418255527	_
	More Music with Making Music Enhancement Te	acner Support Package	2005	K-6	9781418256746	
	Silver Burdett Making Music Student Edition	Jane Beethoven, et al	2005	5 (PreK-8)	9780382365737	Highly Recommended 100%
	Notes:					
	Key Features:					
	Audio CD Package		2005	5	9780328104406	†
	Teacher's Resource Package * (includes indented items below)		2005	5	9780382367595	7
	Teacher's Edition	,	2005	5	9780382365959	7
	Keyboard Accompaniments		2005	5	9780328077755	
	Resource Book		2005	5	9780382366277	
	Listening Map Transparency Package		2005	5	9780328104918	
	Binder with Tabs		2005	5	9780328077915	_
	Teacher Resources Online Access Pack *		2005	5	9781418250324	→
	More Music with Making Music Enhancement Gr		2008	5	9781418255534	4
	More Music with Making Music Enhancement Te	acner Support Package	2005	K-6	9781418256746	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Themes & Variations	Musicplay Kindergarten Music Program - Teacher's Guide (main component)	Denise Gagne	2003	K (K-6)	1-894096-71-1	Highly Recommended 95%
	Notes: Key Features:					
	Musicplay Kindergarten Music Program Powerpo	pints (main component)	2008	K	CD	_
	Musicplay for Kindergarten Piano Accompanime		2007	K	1-897099-13-4	
	Musicplay for Kindergarten Big Book (main comp		2003	K	1-894096-73-8	
	Reproducible Story Book Volume 1		2003	K	1-894096-77-0	
	Alphabet Action Songs		2003	K	1-894096-80-0	
	Alphabet Activites	Bryant & Rovtar	2003	K	1-894096-82-7	
	Rhythm Flashcards	Denise Gagne	1994	K-6	1-894096-72-X	7
	Melody Flashcards	Denise Gagne	1994	K-4	1-894096-74-6	
	The Orff Source	Denise Gagne	2001	K-6	1-894096-58-4	-
	Word Wall	Veronica Harper	2005	K-6	1-897099-08-8	-
	Orchestra Bingo	Veronica Harper	2005	K-6	1-897099-09-6	
	So-Me Stories	Stuart Manins	1987	K-6	1-897099-45-2	
	Musicplay Grade 1 Music Program Teacher's Guide (main component)	Denise Gagne	1997	1 (K-6)	1-894096-09-6	Highly Recommended 95%
	Notes: Key Features:					
	,		0000	1 4	00	
	Musicplay Grade 1 Music Program Powerpoints	2008	1	CD		
	Musicplay Grade 1 Music Program Piano Accompaniments (main component)		2007	1	1-897099-14-2	
	Musicplay Grade 1 Music Program Big Book (main component)		2001	1	1-894096-30-4	_
	Reproducible Story Book Volume 2		2003	1	1-894096-79-7	
	Reproducible Story Book Volume 3		2003	1	1-894096-81-9	_
	Listening Resource Kit Level 1	Danier Orane	2001	1	1-894096-60-6	_
	Rhythm Flashcards	Denise Gagne	1994	K-6	1-894096-72-X	_
	Melody Flashcards	Denise Gagne	1994 2001	K-4 K-6	1-894096-74-6 1-894096-58-4	
	The Orff Source Word Wall	Denise Gagne	2001	K-6	1-897099-08-8	
	Orchestra Bingo	Veronica Harper Veronica Harper	2005	K-6	1-897099-08-8	_
	So-Me Stories	Stuart Manins	1987	K-6	1-897099-45-2	_

Teacher's Guide (main component) Notes: Key Features: Musicplay K-6 is a sequential curriculum with 40 weekly lesson plans per grade level. Musicplay is sequenced to cover all national and state standards. Music literacy (reading and writing music) is included in every lesson progressing from reading simple rhythms and melodies in K-3 to reading in treble and bass clef in Musicplay 6. Year plans, monthly outlines and detailed weekly lessons are included. Multicultural material with songs and listening examples from every continent, is included in every grade level, with a wide variety of activities suggested: identifying sounds of instruments, voices and instrument families, listening to perceive expressive elements of music (fast-slow, loud-soft, high-low, form, melody, harmony, rhythm), evaluating performances and concert ediquette. Listening selections for Grades 1-5 are in the "Listening Resource Kits 1-5". In Musicplay K and Musicplay for Middle School listening selections are included in the Teacher's Guide. Themes & Variations has a U.S. distribution center for quick and inexpensive deliveries by mail or courier. Musicplay Grade 2 Music Program Student Book (main component) 1997 2 1-894096-32-0 Musicplay Grade 2 Music Program Powerpoints (main component) 2008 2 CD Musicplay Grade 2 Music Program Piano Accompaniments (main component) 2007 2 1-894096-32-0 Listening Resource Kit Level 2 2001 2 1-894096-62-2 Rhythm Flashcards Denise Gagne 1994 K-6 1-894096-72-X Melody Flashcards Denise Gagne 1994 K-6 1-894096-72-X Melody Flashcards Denise Gagne 1994 K-6 1-894096-72-X Melody Flashcards Denise Gagne 2001 K-6 1-894096-58-4 Word Wall Veronica Harper 2005 K-6 1-897099-09-6 Orchestra Bingo Veronica Harper 2005 K-6 1-897099-09-6 So-Me Stories Stuart Manins 1987 K-6 1-897099-45-2	r	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Key Features: Musicplay K-6 is a sequential curriculum with 40 weekly lesson plans per grade level. Musicplay is sequenced to cover all national and state standards. Music literacy (reading and writing music) is included in every lesson progressing from reading simple rhythms and melodies in K-3 to reading the level and base clein Musicplay 6. Year plans, monthly outlines and detailed weekly lessons are included. Multicultural material with songs and listering examples from every continent, is included in every grade level, with a wide variety of activities suggested: identifying sounds of instrument families, listening per level, with a wide variety of activities suggested: identifying sounds of instrument families, listening to perceive express elements of music (fast-slow, loud-soft, high-low, form, melody, harmony, rhythm), evaluating performances and concert etiquette. Listening selections for Grades 1-5 are in the "Listening Resource Kits 1-5". In Musicplay K and Musicplay Offided School listening selections are included in the Teacher's Guide. Themes & Variations has a U.S. distribution center for quick and inexpensive deliveries by mail or courier. Musicplay Grade 2 Music Program Student Book (main component) 1997 2 1-894096-32-0 Musicplay Grade 2 Music Program Powerpoints (main component) 2008 2 CD Musicplay Grade 2 Music Program Powerpoints (main component) 2007 2 1-894096-32-0 Elstening Resource Kit Level 2 2 2001 2 1-894096-62-2 Rhythm Flashcards Denise Gagne 1994 K-6 1-894096-72-X Melody Flashcards Denise Gagne 1994 K-6 1-894096-74-6 The Orff Source Denise Gagne 2001 K-6 1-894096-74-6 The Orff Source Denise Gagne 2001 K-6 1-897099-08-8 Orchestra Bingo Veronica Harper 2005 K-6 1-897099-08-8 Orchestra Bingo Veronica Harper 2005 K-6 1-897099-08-8 Musicplay Grade 3 Music Program Student Book (main component) 1997 3 1-894096-34-7 Musicplay Grade 3 Music Program Brano Accompaniment (main component) 2007 3 1-894096-34-7 Musicplay Grade 3 Music Program Student Book (main component) 2007 3 1-894			Denise Gagne	1997	-	1-894096-11-8	Highly Recommended 95%
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Rhythm Flashcards						1-894096-62-2	7
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So-Me Stories	W	Vord Wall	Veronica Harper	2005	K-6	1-897099-08-8	7
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50-ivie Stories Stuart Manins 1987 K-6 1-897099-45-2							4
	So	po-ivie Stories	Stuart Manins	1987	K-0	1-09/099-45-2	

Music Grades PreK-5

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*		
Γhemes & ∕ariations	Musicplay Grade 4 Music Program D Teacher's Guide (main component)	enise Gagne	1997	4 (K-6)	1-894096-15-0	91%		
	Notes:	, ,						
	Key Features: Musicplay K-6 is a sequential curriculum with 40 weekly lesson plans per grade level. Musicplay is sequenced to cover all national and state standards. Music literacy (reading and writing music) is included in every lesson progressing from reading simple rhythms and melodies in K-3 to reading in treble and bass clef in Musicplay 6. Year plans, monthly outlines and detailed weekly lessons are included. Multicultural material with songs and listening examples from every continent, is included in every grade level, with authentic performances. There are 10-40 Classical music listening examples in each grade level, with a wide variety of activities suggested: identifying sounds of instruments, voices and instrument families, listening to perceive expressive elements of music (fast-slow, loud-soft, high-low, form, melody, harmony, rhythm), evaluating performances and concert etiquette. Listening selections for Grades 1-5 are in the "Listening Resource Kits 1-5". In Musicplay K and Musicplay for Middle School listening selections are included in the Teacher's Guide. Themes & Variations has a U.S. distribution center for quick and inexpensive deliveries by mail or courier.							
	Musicplay Grade 4 Music Program Student Book (ma	1997	4	1-894096-36-3				
	Musicplay Grade 4 Music Program Powerpoints (mai	2008	4	CD				
	Musicplay Grade 4 Music Program Piano Accompani	2007	4	1-897099-17-7				
	Listening Resource Kit Level 4		2001	4	1-89096-66-5			
	Complete Recorder Resource Teacher's Guide Level 1		1997	4	1-894096-12-6			
	Complete Recorder Level 1 Student Book		1997	4	1-894096-19-3			
	Rhythm Flashcards Denise Gagne		1994	K-6	1-894096-72-X			
		enise Gagne	1994	K-4	1-894096-74-6			
	<u> </u>	enise Gagne	2001	K-6	1-894096-58-4			
	Word Wall	eronica Harper	2005	K-6	1-897099-08-8	1		
		eronica Harper	2005	K-6	1-897099-09-6	1		
		tuart Manins	1987	K-6	1-897099-45-2			
		enise Gagne	1997	5	1-894096-17-7	79%		
	Teacher's Guide (main component)	omoo ougno	1331	(K-6)		1070		
	Notes:							
	Key Features:							
	Musicplay Grade 5 Music Program Student Book (ma	ain component)	2000	5	1-894096-38-X			
	Musicplay Grade 5 Music Program Powerpoints (mai		2008	5	CD			
	Musicplay Grade 5 Music Program Piano Accompani	ments (main component)	2007	5	1-897099-18-5			
	Listening Resource Kit Level 5	,	2001	5	1-894096-68-1			
	Complete Recorder Resource Teacher's Guide Level		1997	5	1-894096-16-9			
	Complete Recorder Resource Student Book Level 2		2004	5	1-894096-99-1			
	Rhythm Flashcards De	enise Gagne	1994	K-6	1-894096-72-X			
	Melody Flashcards De	enise Gagne	1994	K-4	1-894096-74-6	-		
		enise Gagne	2001	K-6	1-894096-58-4			
	Word Wall Ve	eronica Harper	2005	K-6	1-897099-08-8	7		
	Orchestra Bingo Ve	eronica Harper	2005	K-6	1-897099-09-6			
	So-Me Stories St	tuart Manins	1987	K-6	1-897099-45-2			

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Glencoe/ McGraw-Hill	Experiencing Choral Music Beginning Unison 2-part/3-part Student Package	Jothen	2005	6-7	9780078667107	Highly Recommended 92%
	Notes: Key Features: Experiencing Choral Music is a found development for all students and voice categories with print materials and audio recordings that enaunderstanding, while providing teachers with a fle Intermediate, Proficient, and Advanced. Written for selections per book covering a variety of styles, covices and accompaniment, accompaniment only Sight-Singing book.	s in grades 6 - 12. The serie ibles students to develop m exible, integrated program. or Treble, Mixed, or Tenor/E ultures, and historical perio	es is a multi-textbook usic skills and concep Available in 4 levels: Bass voices. Twenty-f ds.Every song is reco	orogram supported otual Beginning, our graded choral rded in 3 ways:		
	Experiencing Choral Music Beginning Unison 2-p	9780078611063	†			
	Teacher Wraparound Edition (Free 1:35 Student	9780078611056				
	Beginning Teacher Resource Binder (Free 1:50 S	9780078611186				
	Experiencing Choral Music Intermediate Mixed Voices Student Package	Jothen	2005	7-8 (7-9)	9780078667114	Highly Recommended 96%
	Notes: Correlation percentage the same for grad Key Features:					
	Experiencing Choral Music Intermediate Mixed V Teacher Wraparound Edition (Free 1:35 Student	9780078611100 9780078611094	-			
	Experiencing Choral Music Intermediate Treble Voices Student Package	Jothen	2005	7-8 (7-9)	9780078667121	Highly Recommended 92%
	Notes: Correlation percentage the same for grad Key Features: Experiencing Choral Music Intermediate Treble V	9780078611131				
	Teacher Wraparound Edition (Free 1:35 Student		ice obi ak		9780078611124	
	Experiencing Choral Music Intermediate Tenor/Bass Voices Student Package	Jothen	2005	7-8 (7-9)	9780078667138	Highly Recommended 88%
	Notes: Correlation percentage the same for grad Key Features:					
	Experiencing Choral Music Intermediate Tenor/Ba	9780078611162				
	Teacher Wraparound Edition (Free 1:35 Student	9780078611155	_			
	Intermediate Teacher Resource Binder (Free 1:5	9780078611339				

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Macmillan/ McGraw-Hill	Macmillan/McGraw-Hill Spotlight on Music Student Edition	Bond, Boyer et al	2008	6	9780022964443	Highly Recommended 100%
	Notes:					
	Key Features:					
	Electronic Student Edition (25 students) Alternate Format		2008	6	9780022965242	
	Audio CD Package (25 students)**		2005	6	9780022964658	
	Teacher's Edition Package		2008	6	9780022965839	
	Teacher's Edition		2008	6	9780022964559	<u>_</u>
	Grade Level DVD		2005	6	9780022961329	<u> </u>
	Piano Accompaniments		2005	6	9780022958619	<u> </u>
	Teacher's Resource Package	2008	6	9780022964740	<u> </u>	
	Listening Map Transparencies	2005	6	9780022958398	→	
	Spotlight on Orff Orchestrations	2005	6	9780022958695	→	
	Teacher's Resource Masters		2005	6	9780022958947	4
	Spotlight on Reading Music Transparencies		2005	6	9780022960568	4
	Spotlight on Recorder, Gr. 5-6		2005	5-6	9780022958268	4
	Spotlight on Guitar, Gr. 6-8	2005	6-8	9780022958237	4	
	TeacherWorks Plus Lesson Planner CD-ROM (Alternate Format) Global Voices DVD		2008	6	9780022966867	╡
		2005	6	9780022962968	Ⅎ	
	Electronic Listening Maps		2005 2005	6	9780022962050 9780022958473	╡
	Spotlight on MIDI w/CD-ROM (Single-User)			-		
	Macmillan/McGraw-Hill Spotlight on Music Student Edition	Bond, Boyer et al	2008	7	9780022964450	Highly Recommended 100%
	Notes:					
	Key Features:					
	Electronic Student Edition (25 students) Alterna	to Format	2008	7	9780022965471	+
	Audio CD Package (25 students)**	te Format	2005	7	9780022964665	
	Teacher's Edition Package		2008	7	9780022965846	+
	Teacher's Edition		2008	7	9780022964566	+
	Grade Level DVD		2005	7	9780022961336	┪
	Piano Accompaniments		2005	7	9780022960490	†
	Teacher's Resource Package		2008	7	9780022964757	₹
	Listening Map Transparencies		2005	7	9780022958404	†
	Teacher's Resource Masters		2005	7	9780022958954	┪
	Spotlight on Guitar, Gr. 6-8		2005	6-8	9780022958237	┪
	TeacherWorks Plus Lesson Planner CD-ROM (Alternate Format)	2008	7	9780022966874	†
	Spotlight on MIDI w/CD-ROM (Single-User), 7-8		2005	7-8	9780022958480	†
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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*		
Macmillan/ McGraw-Hill	Macmillan/McGraw-Hill Spotlight on Music Student Edition	Bond, Boyer et al	2008	8	9780022964467	Highly Recommended 100%		
	Notes:							
	Key Features:							
	Electronic Student Edition (25 students) Alternate F	ormat	2008	8	9780022965488	+		
	Audio CD Package (25 students)**	omat	2005	8	9780022964672	+		
	Teacher's Edition Package		2008	8	9780022965853	7		
	Teacher's Edition		2008	8	9780022964573	7		
	Grade Level DVD		2005	8	9780022961343	 		
	Piano Accompaniments		2005	8	9780022960513	7		
	Teacher's Resource Package		2008	8	9780022964764	7		
	Listening Map Transparencies		2005	8	9780022958411	7		
	Teacher's Resource Masters	2005	8	9780022958961	7			
	TeacherWorks Plus Lesson Planner CD-ROM (Alternate Format)		2008	8	9780022966881	7		
	Spotlight on Guitar, Gr. 6-8	·	2005	6-8	9780022958237	7		
	Spotlight on MIDI w/CD-ROM (Single-User), 7-8		2005	7-8	9780022958480	T		
	ELL Handbook, K-6		2005	K-6	9780022959357	7		
	Spotlight on MIDI w/CD-ROM (Single-User), 7-8		2005	7-8	9780022958480			
	Macmillan/McGraw-Hill Spotlight on Music ancillaries components K-8							
	ELL Handbook, K-6	2005	K-6	9780022959357	7			
	Master Index, Pre-K-8		2008	Pre-K-8	9780022965259	7		
	Help! I'm a Substitute Music Teacher, K-6		2004	K-6	9780634090479	T		
	Learning Music Through Movement, Teacher's Guid	de, Vol. 1, K-4	2006	K-4	9780022961220			
	Learning Music Through Movement Audio CD, K-4		2006	K-4	9780022961930			
	Learning Music Through Movement, Teacher's Guid	de, Vol. 2, 5-8	2006	5-8	9780022961237			
	Learning Music Through Movement Audio CD, 5-8		2006	5-8	9780022961954			
	Fiesta de canciones! Spanish Song Book (Primary)		2005	K-2	9780022958213			
	Fiesta de canciones! Spanish Audio CDs (Primary),		2005	K-2	9780022959562			
	Fiesta de canciones! Spanish Song Book (Intermed	,,	2005	3-6	9780022958220			
	Fiesta de canciones! Spanish Songbook CDs (Inter	mediate), 3-6	2005	3-6	9780022959579			
	Festival of World Music Book, K-6		2005	K-6	9780022959944			
	Festival of World Music Audio CDs, K-6		2005	K-6	9780022959951			
	Festival of Caribbean Music Book, 3-5		2005	3-5	9780022958206	_		
	Festival of Caribbean Music Audio CD, 3-5		2005	3-5	9780022959548	_		
	DVD Resource Library Package (All 3 Collections, 2		2005	K-8	9780022962234	_		
	The Variety Collection (10 DVDs - Included in the D Package)	•	2005	K-8	9780022962272			
	Instrument Sounds DVD, K-3 (Included in The Varie	ety Collection)	2005	K-3	9780022961350			
	Music and Movement DVD, K-3 (Included in The Va		2005	K-3	9780022961367			
	Sounds of Percussion DVD, 4-8 (Included in The Variety Collection)		2005	4-8	9780022961374			
	Blending Musical Styles DVD, 4-8 (Included in The	Variety Collection)	2005	4-8	9780022961381			
	The Mariachi Tradition DVD, K-8 (Included in The V	ariety Collection)	2005	K-8	9780022961428			

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Macmillan/	Macmillan/McGraw-Hill Spotlight on	Music ancillaries com	ponents	K-8		
McGraw-Hill	(Continued)					
	Moving with Spotlight on Music DVD (Primary), K-2 (Included in The Variety Collection)		2005	K-2	9780022961398	
	Moving with Spotlight on Music DVD (Intermediat Variety Collection)	e), 3-5 (Included in The	2005	3-5	9780022961411	
	John Jacobson's Kids Gotta Move DVD, K-5 (Incl Collection)	uded in The Variety	2005	K-5	9780634082375	
	Canadian Brass Inside Brass DVD, 4-8 (Included	in The Variety Collection)	2003	4-8	9780634067082	Ī
	Turntable Technique: The Art of the DJ DVD, 4-8 Collection)	,	2003	4-8	9780876390382	
	The Composers Collection (6 DVDs - Included in Package)	2005	4-8	9780022962289		
	Bach's Fight for Freedom DVD, 4-8 (Included in T	1995	4-8	9781894449441		
	Bizet's Dream DVD, 4-8 (Included in The Compos	1995	4-8	9781894449649		
	Handel's Last Chance DVD, 4-8 (Included in The	1996	4-8	9781894449465		
	Liszt's Rhapsody DVD, 4-8 (Included in The Com	posers Collection)	1995	4-8	9781894449656	<u> </u>
	Rossini's Ghost DVD, 4-8 (Included in The Comp	osers Collection)	1995	4-8	9781894449663	<u> </u>
	Strauss: The King of Three-Quarter Time DVD, 4 Composers Collection)	•	1995	4-8	9781894449458	
	The Instruments Collection (8 DVDs - Included in Package)	2005	4-8	9780022962265		
	Play Trumpet Today! DVD, 4-8 (Included in The I	2001	4-8	9780022961664	1	
	Play Clarinet Today! DVD, 4-8 (Included in The In	struments Collection)	2001	4-8	9780022961671	
	Play Flute Today! DVD, 4-8 (Included in The Instr	ruments Collection)	2003	4-8	9780022961688	
	Play Drums Today! DVD, 4-8 (Included in The Ins		2003	4-8	9780022961695	1
	Play Piano Today! DVD, 4-8 (Included in The Inst	ruments Collection)	2003	4-8	9780022961718	
	Play Guitar Today! DVD, 4-8 (Included in The Ins		2003	4-8	9780022961725	
	Play Alto Sax Today! DVD, 4-8 (Included in The I	nstruments Collection)	2001	4-8	9780022961732	1
	Play Bass Guitar Today! DVD, 4-8 (Included in Th		2003	4-8	9780022961749	
	World Instruments CD-ROM (Single User), 3-8	,	2005	3-8	9780022959555	
	Orchestral Instruments CD-ROM (Single User), 1	-8	2005	1-8	9780022959470	1
	MIDIsaurus CD-ROM (Single User), 1-3		2005	1-3	9780022959463	1
	Music Ace (Single User), 1-8		2002	1-8	9780022953188	1
	Music Ace II (Single User), 3-8		2002	3-8	9780022953331	1
	Music Time Deluxe (Single User), 3-8		2004	3-8	9780022961077	1
	Master Tracks Pro (Single User), 3-8		2004	3-8	9780022961060	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Pearson Education Inc., publishing as Scott Foresman	Silver Burdett Making Music Student Edition	Jane Beethoven, et al	2005	6	9780382365744	Highly Recommended 92%
	Notes:					
	Key Features:					
	23BAudio CD Package		2005	6	9780328104413	
	<u> </u>	ented items below)	2005	6	9780382367601	
	Teacher's Edition		2005	6	9780382365966	<u>_</u>
	Keyboard Accompaniments		2005	6	9780328077762	_
	Resource Book		2005	6	9780382366284	<u>_</u>
	Listening Map Transparency Package		2005	6	9780328104925	」
	Binder with Tabs		2005	6	9780328077922	<u>_</u>
	Teacher Resources Online Access Pack *		2005	6	9781418250331	
	More Music with Making Music Enhancement Gr		2008	6	9781418255541	
	More Music with Making Music Enhancement Te	acher Support Package	2005	K-6	9781418256746	
	Silver Burdett Making Music Student Edition	Jane Beethoven, et al	2005	7	9780382365751	Highly Recommended
	Notes:		100%			
	Key Features:					
	Audio CD Package	9780328104420	7			
		idented items below)			9780382367618	7
	Teacher's Edition	,			9780382365973	7
	Keyboard Accompaniments				9780328077779	7
	Resource Book				9780382366291	7
	Listening Map Transparency Package				9780328104932	7
	Binder with Tabs				9780328077939	7
	Teacher Resources Online Access Pack *				9781418250348	7
	Silver Burdett Making Music Student Edition	Jane Beethoven, et	2005	8	9780382365768	Highly Recommended
	Notes:	•	•	•		100%
						1
	Key Features:					<u> </u>
	Audio CD Package				9780328104437	4
	() ; ; ; ; ; ; ; ; ; ; ; ; ; ; ; ; ; ;	indented items below)			9780382367625	→
	Teacher's Edition				9780382365980	→
	Keyboard Accompaniments				9780328077786	→
	Resource Book	9780382366307	4			
	Listening Map Transparency Package	9780328104949	4			
	Binder with Tabs				9780328077946	4
	Teacher Resources Online Access Pack *				9781418250355	

Music Grades 6-8

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*	
Themes & Variations	Musicplay Middle School Music Program Teacher's Guide (main component)	Denise Gagne	2003	6	1-894096-85-1	88%	
	Notes:						
	Key Features:						
	Musicplay Middle School Music Program Student B	2003	6	1-894096-87-8			
	Musicplay Middle School Music Program Powerpoin	2008	6	CD			
	Musicplay Middle School Music Program Piano Accomponent)	2007	6	1-897099-19-3			
	Rhythm Flashcards	Denise Gagne	1994	K-6	1-894096-72-X		
	Melody Flashcards	Denise Gagne	1994	K-4	1-894096-74-6	İ	
	The Orff Source	Denise Gagne	2001	K-6	1-894096-58-4	1	
	Word Wall	Veronica Harper	2005	K-6	1-897099-08-8		
	Orchestra Bingo	Veronica Harper	2005	K-6	1-897099-09-6		
	So-Me Stories	Stuart Manins	1987	K-6	1-897099-45-2		

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Glencoe/ McGraw-Hill	Experiencing Choral Music Intermediate Mixed Voices Student Package	Jothen	2005	9 (7-9)	9780078667114	Highly Recommended 96%
	Notes: Key Features:					
	Experiencing Choral Music Intermediate Mixed Teacher Wraparound Edition (Free 1:35 Studen		9780078611100 9780078611094	-		
	Experiencing Choral Music Intermediate Treble Voices Student Package	Jothen	2005	9 (7-9)	9780078667121	Highly Recommended 92%
	Notes: Key Features:					
	Experiencing Choral Music Intermediate Treble	9780078611131				
	Teacher Wraparound Edition (Free 1:35 Studen	1	9780078611124			
	Experiencing Choral Music Intermediate Tenor/Bass Voices Student Package	Jothen	2005	9 (7-9)	9780078667138	Highly Recommended 88%
	Notes: Key Features:					
		Experiencing Choral Music Intermediate Tenor/Bass Voices Rehearsal/Performance CDPak				
	Teacher Wraparound Edition (Free 1:35 Studen Intermediate Teacher Resource Binder (Free 1:		nased)		9780078611155 9780078611339	
	Experiencing Choral Music Proficient Mixed Voices Student Package	Jothen	2005	9-12	9780078667145	Highly Recommended 96%
	Notes:					
	Key Features:					
	Experiencing Choral Music Proficient Mixed Voi		ce CDPak		9780078611216	
	Teacher Wraparound Edition (Free 1:35 Studen	,		1	9780078611209	
	Experiencing Choral Music Proficient Treble Voices Student Package	Jothen	2005	9-12	9780078667237	Highly Recommended 93%
	Notes:					
	Key Features:					
		Experiencing Choral Music Proficient Treble Voices Rehearsal/Performance CDPak				
	Teacher Wraparound Edition (Free 1:35 Studen	t Editions Purchased)			9780078611230	

Music Grades 9-12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Glencoe/ McGraw-Hill	Experiencing Choral Music Proficient Tenor/Bass Voices Student Package	Jothen	2005	9-12	9780078667244	Highly Recommended 93%
	Notes: Key Features:					
	Experiencing Choral Music Proficient Tenor/Bas Teacher Wraparound Edition (Free 1:35 Student Proficient Teacher Resource Binder (Free 1:50 S	Editions Purchased)			9780078611278 9780078611261 9780078667275	
	Experiencing Choral Music Advanced Mixed Voices Student Package	Jothen	2005	9-12	9780078667251	Highly Recommended 96%
	Notes: Key Features:					
	Experiencing Choral Music Advanced Mixed Voice Teacher Wraparound Edition (Free 1:35 Student Advanced Teacher Resource Binder (Free 1:50 Student)		9780078611315 9780078611308 9780078667282	_		
	Music! Its Role and Importance in Our Lives	Fowler	2006	9-12	9780078297564	60% overall 100% music appreciation
	Notes: Recommended for a music appreciation					
	Key Features:					
	Audio Library (15 CD Set)	·	9780078698125			
	Teacher Annotated Edition (Free 1:35 Student Edition (Free 1:50 Student Edition)		9780078297571 9780078297588	_		

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Davis Publications Inc.	Explorations in Art Kindergarten, Big Book	Cathy Weisman Topal	2008	K	9780871927767	Highly Recommended 98%
	Notes: Recommends purchasing all support mat Key Features: Instruction includes a Big Book an Images and a Studio Exploration with each lesso and use a crayon, a pair of scissors, a paintbrush and exploration. The Teacher's Edition includes: difference in ensuring a successful lesson; Image tools and art, such as the history of crayons or so support on safety, differentiated instruction, class use), games and ways to include the classroom to					
	Explorations in Art Kindergarten, e-Book (e-Book Lesson Planner, and e-Communities.)	9780871928276				
	Explorations in Art Kindergarten, Teacher's Edition	9780871927743				
	Explorations in Art Kindergarten, Music CDs (Set	9780871928030				
	Explorations in Art Kindergarten, Instructional Po	9780871928214				
	Explorations in Art, Student Edition	Marilyn G. Stewart & Eldon Katter	2008	1	9780871927644	Highly Recommended 100%
	Notes: Recommends purchasing all support mat Key Features: Offers teachers' unparalleled flexi requirements. Each grade level is designed for a Books, Big Books for grades 1 and 2 and a wrap digital formats.					
	Explorations in Art, Student e-Book (e-Book inclu	des Teacher's Edition, e-			9780871928283	
	Portfolio, e-Lesson Planner, and e-Communities.					
	Explorations in Art, Big Book				9780871927774	
	Explorations in Art, Teacher's Edition	00.001			9780871927651	_
	Explorations in Art, Fine Art and Studio Process,				9780871928047	4
	Explorations in Art, Large Reproductions (Set of Explorations in Art, Overhead Transparencies (S				9780871927866 9780871927927	
	Explorations in Art, Overnead Transparencies (Single Explorations in Art, Resource Masters, CD-ROM	et 01 30)			9780871927927	-
	Explorations in Art, Resource Masters, CD-ROW Explorations in Art, Music CDs (Set of 2)				9780871928030	
	Explorations in Art, Music CDs (Get 012) Explorations in Art, Compare & Contrast CD-ROI	И			9780871927378	_
	Explorations in Art, Vocabulary Cards (Set of 30)	9780871928108				
	Explorations in Art, Artist Cards (Set of 30)	9780871928160				
	Explorations in Art, Instructional Posters (Set of 1	0)			9780871928214	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*	
Davis Publications Inc.	Explorations in Art, Student Book	Marilyn G. Stewart & Eldon Katter	2008	2	9780871927668	Highly Recommended 100%	
	Notes: Recommends purchasing all support ma	terials.	•				
	requirements. Each grade level is designed for a						
	Explorations in Art, Student e-Book (e-Book inclu Communities.)	9780871928290	1				
	Explorations in Art, Big Book	9780871927781					
	Explorations in Art, Teacher's Edition	9780871927675					
	Explorations in Art, Fine Art and Studio Process,	9780871928054					
	Explorations in Art, Large Reproductions (Set of	9780871927873					
	Explorations in Art, Overhead Transparencies (S	9780871927934					
	Explorations in Art, Resource Masters, CD-ROM				9780871927996		
	Explorations in Art, Music CDs (Set of 2)				9780871928030		
	Explorations in Art, Compare & Contrast CD-RO				9780871927378		
	Explorations in Art, Vocabulary Cards (Set of 30)			9780871928115		
	Explorations in Art, Artist Cards (Set of 30)	9780871928177					
	Explorations in Art, Instructional Posters (Set of	9780871928214					
	Explorations in Art, Student Edition	Marilyn G. Stewart & Eldon Katter	2008	3	9780871927682	Highly Recommended 100%	
	Notes: Recommends purchasing all support ma	terials.					
	Key Features: Offers teachers' unparalleled flex requirements. Each grade level is designed for a Books, Big Books for grades 1 and 2 and a wrap digital formats.						
	Explorations in Art, Student e-Book (e-Book inclu Planner, and e-Communities.)	Explorations in Art, Student e-Book (e-Book includes Teacher's Edition, e-Portfolio, e-Lesson					
	Explorations in Art, Teacher's Edition				9780871927699		
	Explorations in Art, Fine Art and Studio Process,				9780871928061	_	
	Explorations in Art, Large Reproductions (Set of				9780871927880		
	Explorations in Art, Overhead Transparencies (S	,			9780871927941		
	Explorations in Art, Resource Masters, CD-ROM	9780871928009					
	Explorations in Art, Music CDs (Set of 2)				9780871928030	4	
	Explorations in Art, Compare & Contrast CD-RO				9780871927378		
Ţ	Explorations in Art, Vocabulary Cards (Set of 30)	9780871928122					
			Explorations in Art, Artist Cards (Set of 30)				
					9780871928184 9780871928221		

Visual Arts Grades K-5

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Davis Publications Inc.	Explorations in Art, Student Edition	Marilyn G. Stewart & Eldon Katter	2008	4	9780871927705	Highly Recommended 100%
	Notes: Recommends purchasing all support mat	Notes: Recommends purchasing all support materials.				
	Key Features:					
	Explorations in Art, Student e-Book (e-Book inclu Portfolio, e-Lesson Planner, and e-Communities.		9780871928313			
	Explorations in Art, Teacher's Edition		9780871927712			
	Explorations in Art, Fine Art and Studio Process,		9780871928078			
	Explorations in Art, Large Reproductions (Set of		9780871927897			
	Explorations in Art, Overhead Transparencies (S		9780871927958			
	Explorations in Art, Resource Masters, CD-ROM				9780871928016	
	Explorations in Art, Music CDs (Set of 2)				9780871928030	
	Explorations in Art, Compare & Contrast CD-RON	M			9780871927378	7
	Explorations in Art, Vocabulary Cards (Set of 30)				9780871928139	
	Explorations in Art, Artist Cards (Set of 30)			9780871928191		
	Explorations in Art, Instructional Posters (Set of 10)				9780871928221	
	Explorations in Art, Student Edition	Marilyn G. Stewart & Eldon Katter	2008	5	9780871927729	Highly Recommended 100%
	Notes: Recommends purchasing all support mat	erials.	<u> </u>			
	Key Features:					
	Explorations in Art, Student e-Book (e-Book inclu Portfolio, e-Lesson Planner, and e-Communities.				9780871928320	
	Explorations in Art, Teacher's Edition				9780871927736	
	Explorations in Art, Fine Art and Studio Process,	CD-ROM			9780871928085	
	Explorations in Art, Large Reproductions (Set of				9780871927903	
	Explorations in Art, Overhead Transparencies (S	et of 36)			9780871927965	
	Explorations in Art, Resource Masters, CD-ROM	, ,				
	Explorations in Art, Music CDs (Set of 2)				9780871928030 9780871927378	
	Explorations in Art, Compare & Contrast CD-RON	Explorations in Art, Compare & Contrast CD-ROM				
		Explorations in Art, Vocabulary Cards (Set of 30)				
	Explorations in Art, Artist Cards (Set of 30)				9780871928207	
	Explorations in Art, Instructional Posters (Set of 1	0)			9780871928238	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*			
Davis Publications Inc.	Explorations in Art, A Personal Journey, Student Edition	Marilyn G. Stewart & Eldon Katter	2009	6	9780871928832	Highly Recommended 96%			
	Notes: Recommends purchasing all support m								
	Key Features: Provides the type of relevant, er school/junior high student. We know that hands wide range of dynamic studio activities focuses high age group. Each book in the series is designed a wraparound Teacher's Edition. The programmer								
	Explorations in Art, A Personal Journey, e-Bool	9780871929273							
	Edition, e-Portfolio, e-Lesson Planner, and e-Co Explorations in Art, A Personal Journey, Teach	9780871928979							
	Explorations in Art, A Personal Journey, Large	9780871929204							
	Explorations in Art, A Personal Journey, Overhood	9780871929211							
	Explorations in Art, A Personal Journey, e-Galle	9780871929228							
	Explorations in Art, A Personal Journey, Studer				9780871929235				
	Explorations in Art, A Personal Journey, Resou				9780871929266				
	Explorations in Art, A Personal Journey, Art Ca	9780871927460							
	Explorations in Art, Music CDs (Set of 2)	9780871928030							
	Explorations in Art, A Community	Marilyn G. Stewart	2009	7	070007400000	Recommended			
	Connection, Student Edition	& Eldon Katter	2009	7	9780871928825				
	Connection, Student Edition Notes: Recommends purchasing all support m	& Eldon Katter aterials.			9780871928825	Recommended			
	Connection, Student Edition	& Eldon Katter aterials. ngaging learning that is so critic on learning is the foundation o on issues and ideas of particula gned for a year of instruction. In	al to motivating the of the middle school ar interest to the minstruction includes	middle art curriculum. A ddle school/junior	9780871928825	Recommended			
	Connection, Student Edition Notes: Recommends purchasing all support m Key Features: Provides the type of relevant, er school/junior high student. We know that hands wide range of dynamic studio activities focuses high age group. Each book in the series is designed a wraparound Teacher's Edition. The progression of	& Eldon Katter aterials. ngaging learning that is so critic -on learning is the foundation o on issues and ideas of particula gned for a year of instruction. It am is available in print and digit -Book (e-book includes Teache	al to motivating the if the middle school ar interest to the mi nstruction includes tal formats.	middle art curriculum. A ddle school/junior a Student Edition	9780871929174	Recommended			
	Connection, Student Edition Notes: Recommends purchasing all support m Key Features: Provides the type of relevant, er school/junior high student. We know that hands wide range of dynamic studio activities focuses high age group. Each book in the series is designed a wraparound Teacher's Edition. The progression of the series is designed as wraparound Teacher's Edition. The progression in Art, A Community Connection, elements, and e-Communities) Explorations in Art, A Community Connection, and e-Community Connection, and e-Com	& Eldon Katter aterials. ngaging learning that is so critic -on learning is the foundation o on issues and ideas of particula gned for a year of instruction. It am is available in print and digit -Book (e-book includes Teacher Feacher's Edition	al to motivating the of the middle school ar interest to the minstruction includes tal formats. er's Edition, e-Portfo	middle art curriculum. A ddle school/junior a Student Edition	9780871929174 9780871928962	Recommended			
	Connection, Student Edition Notes: Recommends purchasing all support m Key Features: Provides the type of relevant, er school/junior high student. We know that hands wide range of dynamic studio activities focuses high age group. Each book in the series is desi- and a wraparound Teacher's Edition. The progr Explorations in Art, A Community Connection, er Planner, and e-Communities) Explorations in Art, A Community Connection, Explorations in Art, A Community Connection,	& Eldon Katter aterials. Ingaging learning that is so critic Indicate on learning is the foundation of on issues and ideas of particults gned for a year of instruction. It is awailable in print and digit e-Book (e-book includes Teacher) Teacher's Edition Large Reproductions (Set of 18)	al to motivating the of the middle school ar interest to the mi nstruction includes tal formats. er's Edition, e-Portfo	middle art curriculum. A ddle school/junior a Student Edition	9780871929174 9780871928962 9780871929105	Recommended			
	Connection, Student Edition Notes: Recommends purchasing all support m Key Features: Provides the type of relevant, er school/junior high student. We know that hands wide range of dynamic studio activities focuses high age group. Each book in the series is designed a wraparound Teacher's Edition. The progression of	& Eldon Katter aterials. agaging learning that is so critic -on learning is the foundation o on issues and ideas of particula gned for a year of instruction. In am is available in print and digit e-Book (e-book includes Teacher Feacher's Edition arge Reproductions (Set of 18) Overhead Transparencies (Set	al to motivating the of the middle school ar interest to the mi nstruction includes ital formats. er's Edition, e-Portfo	middle art curriculum. A ddle school/junior a Student Edition blio, e-Lesson	9780871929174 9780871928962 9780871929105 9780871929112	Recommended			
	Notes: Recommends purchasing all support m Key Features: Provides the type of relevant, er school/junior high student. We know that hands wide range of dynamic studio activities focuses high age group. Each book in the series is designed a wraparound Teacher's Edition. The progression of the progr	& Eldon Katter aterials. agaging learning that is so critic -on learning is the foundation o on issues and ideas of particula gned for a year of instruction. In am is available in print and digit e-Book (e-book includes Teacher Feacher's Edition arge Reproductions (Set of 18) Overhead Transparencies (Set of 26) e-Gallery/Compare & Contrast (al to motivating the of the middle school ar interest to the mi nstruction includes ital formats. er's Edition, e-Portfo	middle art curriculum. A ddle school/junior a Student Edition blio, e-Lesson	9780871929174 9780871928962 9780871929105 9780871929112 9780871929129	Recommended			
	Notes: Recommends purchasing all support m Key Features: Provides the type of relevant, er school/junior high student. We know that hands wide range of dynamic studio activities focuses high age group. Each book in the series is designed a wraparound Teacher's Edition. The progression of the progr	& Eldon Katter aterials. agaging learning that is so critic -on learning is the foundation o on issues and ideas of particula gned for a year of instruction. In am is available in print and digit -Book (e-book includes Teacher -Eacher's Edition -arge Reproductions (Set of 18) -Overhead Transparencies (Set of -Gallery/Compare & Contrast of Student Gallery, CD-ROM	al to motivating the of the middle school ar interest to the mi nstruction includes ital formats. er's Edition, e-Portfo	middle art curriculum. A ddle school/junior a Student Edition blio, e-Lesson	9780871929174 9780871928962 9780871929105 9780871929112 9780871929129 9780871929136	Recommended			
	Notes: Recommends purchasing all support m Key Features: Provides the type of relevant, er school/junior high student. We know that hands wide range of dynamic studio activities focuses high age group. Each book in the series is designed a wraparound Teacher's Edition. The progression of the progr	& Eldon Katter aterials. agaging learning that is so critic -on learning is the foundation o on issues and ideas of particula gned for a year of instruction. In am is available in print and digit -Book (e-book includes Teacher -Eacher's Edition -arge Reproductions (Set of 18) -Overhead Transparencies (Set of -Gallery/Compare & Contrast of Student Gallery, CD-ROM Resource Masters, CD-ROM	al to motivating the of the middle school ar interest to the mi nstruction includes ital formats. er's Edition, e-Portfo	middle art curriculum. A ddle school/junior a Student Edition blio, e-Lesson	9780871929174 9780871928962 9780871929105 9780871929112 9780871929129 9780871929136 9780871929167	Recommended			
	Notes: Recommends purchasing all support m Key Features: Provides the type of relevant, er school/junior high student. We know that hands wide range of dynamic studio activities focuses high age group. Each book in the series is desi and a wraparound Teacher's Edition. The progri Explorations in Art, A Community Connection, er Planner, and e-Communities) Explorations in Art, A Community Connection, I Explorations in Art, A Personal Journey, Art Ca	& Eldon Katter aterials. agaging learning that is so critic -on learning is the foundation o on issues and ideas of particula gned for a year of instruction. In am is available in print and digit -Book (e-book includes Teacher -Eacher's Edition -arge Reproductions (Set of 18) -Overhead Transparencies (Set of -Gallery/Compare & Contrast of Student Gallery, CD-ROM Resource Masters, CD-ROM	al to motivating the of the middle school ar interest to the mi nstruction includes ital formats. er's Edition, e-Portfo	middle art curriculum. A ddle school/junior a Student Edition blio, e-Lesson	9780871929174 9780871928962 9780871929105 9780871929112 9780871929129 9780871929136 9780871929167 9780871927460	Recommended			
	Notes: Recommends purchasing all support m Key Features: Provides the type of relevant, er school/junior high student. We know that hands wide range of dynamic studio activities focuses high age group. Each book in the series is designed a wraparound Teacher's Edition. The progression of the progr	& Eldon Katter aterials. agaging learning that is so critic -on learning is the foundation o on issues and ideas of particula gned for a year of instruction. In am is available in print and digit -Book (e-book includes Teacher -Eacher's Edition -arge Reproductions (Set of 18) -Overhead Transparencies (Set of -Gallery/Compare & Contrast of Student Gallery, CD-ROM Resource Masters, CD-ROM	al to motivating the of the middle school ar interest to the mi nstruction includes ital formats. er's Edition, e-Portfo	middle art curriculum. A ddle school/junior a Student Edition blio, e-Lesson	9780871929174 9780871928962 9780871929105 9780871929112 9780871929129 9780871929136 9780871929167	Recommended			
	Notes: Recommends purchasing all support m Key Features: Provides the type of relevant, er school/junior high student. We know that hands wide range of dynamic studio activities focuses high age group. Each book in the series is desi and a wraparound Teacher's Edition. The progri Explorations in Art, A Community Connection, er Planner, and e-Communities) Explorations in Art, A Community Connection, I Explorations in Art, A Personal Journey, Art Ca	& Eldon Katter aterials. agaging learning that is so critic -on learning is the foundation o on issues and ideas of particula gned for a year of instruction. In am is available in print and digit -Book (e-book includes Teacher -Eacher's Edition -arge Reproductions (Set of 18) -Overhead Transparencies (Set of -Gallery/Compare & Contrast of Student Gallery, CD-ROM Resource Masters, CD-ROM	al to motivating the of the middle school ar interest to the mi nstruction includes ital formats. er's Edition, e-Portfo	middle art curriculum. A ddle school/junior a Student Edition blio, e-Lesson	9780871929174 9780871928962 9780871929105 9780871929112 9780871929129 9780871929136 9780871929167 9780871927460	Recommended			

Visual Arts Grades 6-8

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Davis Publications Inc.	Explorations in Art, A Global Pursuit, Student Edition	Marilyn G. Stewart & Eldon Katter	2008	8	9780871928818	Highly Recommended 97%
	Notes: Recommends purchasing all support	materials.				
	Key Features: Provides the type of relevant, school/junior high student. We know that han wide range of dynamic studio activities focus high age group. Each book in the series is de and a wraparound Teacher's Edition. The pro					
	Explorations in Art, A Global Pursuit , e-Book	(e-book includes Teacher's Edition	on, e-Portfolio, e-		9780871929075	
	Lesson Planner, and e-Communities)	9780871928955				
	Explorations in Art, A Global Pursuit, Teache Explorations in Art, A Global Pursuit, Large R	9780871928955	-			
	Explorations in Art, A Global Pursuit, Large R	9780871929000	-			
	Explorations in Art, A Global Pursuit, e-Galle	9780871929020	\dashv			
	Explorations in Art, A Global Pursuit, Student		(72 images)		9780871929037	-
	Explorations in Art, A Global Pursuit, Resource				9780871929068	7
	Explorations in Art, A Global Pursuit, Art Care	9780871927460	7			
	Explorations in Art, Music CDs (Set of 2)	9780871928030				
Glencoe/ McGraw-Hill	Glencoe Introducing Art	Mittler	2007	6-8	9780078735554	81%
	Notes:					
	Key Features:					
	Teacher Wraparound Edition (Free 1:35 Stud	ent Editions Purchased)			9780078735561	-
	Teacher Classroom Resources (Free 1:50 St				9780078741999	\dashv
	Glencoe Exploring Art	Mittler	2007	6-8	9780078735578	81%
	Notes:	1				
	Key Features:					
		lant Editiona Donaharad)			070007070705	4
	Teacher Wraparound Edition (Free 1:35 Stud Teacher Classroom Resources (Free 1:50 St				9780078735585 9780078742057	-
	,	,	T			
	Glencoe Understanding Art	Mittler	2007	6-8	9780078735592	80%
	Notes:					
	Key Features:					
	Teacher Wraparound Edition (Free 1:35 Stud	lent Editions Purchased)			9780078735608	
	Teacher Classroom Resources (Free 1:50 St				9780078742118	\dashv

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*	
Glencoe/ McGraw-Hill	ArtTalk	Ragan	2005	9-12	9780078305993	74%	
	Teacher Wraparound Edition (Free 1:35 Student	Teacher Wraparound Edition (Free 1:35 Student Editions Purchased)					
	Teacher Classroom Resources (Free 1:50 Stude	ent Editions Purchased)			9780078306013		
	Art In Focus	Mittler	2006	9-12	9780078685453	74%	
	Notes:						
	Key Features:						
		Teacher Wraparound Edition (Free 1:35 Student Editions Purchased)					
	TeacherWorks CD-ROM (Free 1:50 Student Edit	,			9780078694042		
	Teacher Classroom Resources (Free 1:50 Stude		9780078694202				
	ExamView® Pro Testmaker Software (Free 1:50	Student Editions Purchase	ed)	1	9780078694059		
	Creating & Understanding Drawings	Mittler	2006	9-12	9780078682193	81%	
	Notes:						
	Key Features:						
		Teacher Resource Binder (Free 1:35 Student Editions Purchased)					
Holt McDougal	Gardners Art Through the Ages: A Global History, 13 th Edition, Pupil Edition and Global Timeline	Kleiner	2009	9-12	9780078682209 9780495093077	R Highly Recommended 57% overall 82% Historical & Cultural standards	
	Notes: Highly recommended as a "Resource On	ly". May be used in an AP	course. Text includes	nudity.			
	Key Features:						
	Gardners Art Through the Ages: a Global History				9780495503910		
	Gardners Art Through the Ages: a Global History				9780495503927		
	Gardners Art Through the Ages: a Global History		/		9780495504900		
	Gardners Art Through the Ages: a Global Power	Lecture CD-ROM			9780495503972		

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
	Explora	tory World La	nguage (Courses		
Glencoe/ McGraw-Hill	Invitation To Languages	Schmitt	2007	6-8	9780078742491	100%
	Notes: Teacher edition, audio and video compon Key Features:	nents are essential for progran	n implementation.			
	Teacher Edition (Free 1:50 Student Editions Purc				9780078742507	
	Teacher Classroom Resources (Free 1:50 Stude	nt Editions Purchased)			9780078605833	
	Interactive Student Edition				9780078612558	
		Multi-World La	anguages	6		
Rosetta Stone	Rosetta Stone® Classroom Version 3	Rosetta Stone Ltd.	2008	6-12	9781603914482	R
	Notes: "Resource Only". Is a supplemental tool. context and no conversational speaking. Prograr reviewers felt findings would be consistent for all					
	Key Features: This unique Dynamic Immersion® to replicate the natural process of learning a first Immersion because students use five dynamic struction, and the immersion envirol language to the world around us. Real- life people By using multimedia technology to present the vortice Rosetta Stone uses the student's intuitive language.					
		Chines	se			
Better Chinese LLC	Discovering Chinese Volume 1 Student Set in simplified Chinese (Textbook+Workbook+Audio CD)	Better Chinese	2006	6-12	9781606031155	91%
	Notes: Teacher edition is written in Chinese simp Key Features:					
	Discovering Chinese Volume 1, Student Set in tra (Textbook+Workbook+Audio CD) (alternate formation)		2008, 2008 2006		978-1-60603-122-3	
	Discovering Chinese Volume 1 - Teacher's Guide in simplified Chinese (1 free copy for every purchase of 25 Discovering Chinese Volume 1 Student Sets. Offer cannot be combined with other freebies options.)				978-962-978-244-3	
	Discovering Chinese Volume 1 CD-ROM (1 free copy for every purchase of 25 Discovering Sets. Offer cannot be combined with other freebig	978-962-978-266-5				

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*	
Better Chinese LLC	Discovering Chinese Volume 2 Student Set simplified Chinese (Textbook+Workbook+Audio CD)	Better Chinese	2006	6-12	9781606031162	91%	
	Notes: Teacher edition is written in Chinese simp Key Features: Is for the beginning young adult with curriculum builds student's understanding of Chiralevant to their daily lives. Through 12 lessons plevel, while becoming acquainted with relevant Characters, and typing Chinese on computers. If fun and effective, while frequent recycling of prevensures long-term language retention.						
	Discovering Chinese Volume 2 Student Set in traditional Chinese (Textbook+Wo (alternate format) Discovering Chinese Volume 2 Teacher's Guide in simplified Chinese (1 free cop Discovering Chinese Volume 2 Student Sets. Off other freebies options.) Discovering Chinese Volume 2 CD-ROM (1 free copy for every purchase of 25 Discovering	2008 2008 2006 2006		978-1-60603-162-9 978-962-978-247-4 978-962-978-267-2			
	Discovering Chinese Volume 3 Student Set in simplified Chinese (Textbook, Workbook, Audio CD)	Better Chinese	2006 2006 2007	6-12	9781606031179	96%	
	Notes: Teacher edition is written in Chinese simple Key Features: Is for the beginning young adult with curriculum builds student's understanding of Chinelevant to their daily lives. Through 12 lessons plevel, while becoming acquainted with relevant Characters, and typing Chinese on computers. He fun and effective, while frequent recycling of prevensures long-term language retention.						
	Discovering Chinese Volume 3 Student Set in traditional Chinese (Textbook+Workbook+Audio CD) (alternate format) Discovering Chinese Volume 3 Teacher's Guide in simplified Chinese (1 free copy for every purchase of 25 Discovering Chinese Volume 3 Student Sets. Offer cannot be combined with other freebies options.)		2008 2008 2007 2006	6-12 Level II 6-12	978-1-60603-163-6 978-962-978-250-4		
	Discovering Chinese Volume 3 CD-ROM (1 free copy for every purchase of 25 Discovering Sets. Offer cannot be combined with other freebig		2007	6-12	978-962-978-268-9		

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Better Chinese LLC	Discovering Chinese Volume 4 Student Set in simplified Chinese (Textbook+Workbook+Audio CD)	Better Chinese	2007 2007 2007	6-12	9781606031186	96%
		Notes: Teacher edition is written in Chinese simplified.				
	Discovering Chinese Volume 4 Student Set in tr (Textbook+Workbook+Audio CD) (alternate form		2008, 2008 2007	6-12	978-1-60603-164-3	
	Discovering Chinese Volume 4, Teacher's Guid copy for every purchase of 25 Discovering Chin Offer cannot be combined with other freebies of	ese Volume 4 Student Sets.	2007		978-962-978-253-5	
	Discovering Chinese Volume 4 CD-ROM, (1 fre	Discovering Chinese Volume 4 CD-ROM, (1 free copy for every purchase of 25 Discovering Chinese Volume 4 Student Sets. Offer cannot be combined				
	Discovering Chinese Volumes 1-4 Online Lesso August 31 st , Minimum purchase of 10 students.)		dent per academic	year, ending on	978-1-60603-167-4	
	Online Group License Setup Fee (waived for 10 and Story Library)	978-1-60603-119-3				
		Frenc	h			
Glencoe/ McGraw-Hill	Bon voyage! Level 1	Schmitt	2008	6-12	9780078791444	Highly Recommended 100%
	Notes: Must have teacher edition and all audio	& video components.	•	-		
	Key Features:					
	StudentWorks™ Plus CD-ROM				9780078686573	
	Teacher Wraparound Edition (Free 1:50 student				9780078791451	
	TeacherWorks™ CD-ROM (Free 1:50 Student Teacher Classroom Resources (Free 1:50 Stud				9780078800214 9780078659942	_
	ExamView® Assessment Suite CD-ROM (Free		-d)		9780078798047	+
	Bon voyage! Level 2	Schmitt	2008	6-12	9780078791468	Highly Recommended
						100%
	Notes: Must have teacher edition and all audio Key Features:	& video components.				_ 100%
	Key Features:	& video components.		<u> </u>	9780078686580	_ 100% _
	Key Features: StudentWorks™ Plus CD-ROM	·			9780078686580 9780078791475	100%
	Key Features: StudentWorks™ Plus CD-ROM Teacher Wraparound Edition (Free 1:50 Studen	t Editions Purchased)			9780078791475	100%
	Key Features: StudentWorks™ Plus CD-ROM	t Editions Purchased) Editions Purchased)				100%

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Glencoe/ McGraw-Hill	Bon voyage! Level 3	Schmitt	2008	6-12	9780078791482	Highly Recommended 100%
	Notes: Must have teacher edition and all audio Key Features:					
	StudentWorks™ Plus CD-ROM				9780078686597	
	Teacher Wraparound Edition (Free 1:50 Studer				9780078791499	
	TeacherWorks™ CD-ROM (Free 1:50 Student				9780078800238	
	Teacher Classroom Resources (Free 1:50 Stud				9780078659973	
	ExamView® Assessment Suite CD-ROM (Free	1:50 Student Editions Purch	nased)		9780078798061	
	Trésors du temps	Leonard	2005	9-12	9780078606557	R Highly Recommended Level 3/4 = 92%
	Notes: Highly recommended for advance stude Key Features:					
	Interactive Student Edition	9780078677731				
	Teacher Annotated Edition (Free 1:35 Student	9780078607189				
	ExamView® Pro Testmaker CD-ROM (Free 1:5	9780078606601				
	Reprise: A Review Workbook for Grammar, Communication, and Culture	NTC Products	2004	9-12	9780078460531	Highly Recommended 88%
	Notes: Key Features:					
	Answer Key (Free 1:50 Student Editions Purchased)	Stillman	2004	9-12	9780078608544	
Holt McDougal	Holt French, Bien Dit!® Level 1A Student Edition	De Mado, et al.	2008	6-8	9780030797491	100%
	Notes: Level 1A and 1B contain same content assessment tools.					
	Key Features:					
	Holt French, Bien Dit!® Level 1A Student Editio Soundbooth™ (contract length subscription)				9780030942174	
	Holt French, Bien Dit!® Level 1A Interactive On CD-ROM (contract length subscription)				9780554006888 9780554004884	
	Holt French, Bien Dit!® Level 1A Interactive On	Holt French, Bien Dit!® Level 1A Interactive Online Edition with Grammar Tutor, Soundbooth™ (1-year subscription)				
	Holt French, Bien Dit!® Level 1A Interactive On subscription)		utor, Soundbooth™ (c	ontract length	9780554005270	
	Holt French, Bien Dit!® Level 1A Student CD-R	ОМ			9780030920691	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Holt McDougal	Holt French, Bien Dit!® Level 1A (Co	ntinued)	2008	6-8		
	Holt French, Bien Dit!® Level 1A Student CD-RC		ourchase of 25 print	student editions)	9780030920653	
	Holt French, Bien Dit!® Level 1A, 1B and 1 Teac	9780030422232				
	Holt French, Bien Dit!® Level 1A, 1B and 1 Asse	9780030797170				
	Holt French, Bien Dit!® Level 1A, 1B and 1 Cahi	er d'activites			9780030797187	
	Holt French, Bien Dit!® Level 1A, 1B and 1 Cahi				9780030941467	
	Holt French, Bien Dit!® Level 1A, 1B and 1 Cahi	er d'activites Online Version (contract length sub-	scription)	9780030797415	
	Holt French, Bien Dit!® Level 1A, 1B and 1 Cahi	er de vocabulaire et grammai	re		9780030797217	
	Holt French, Bien Ditl® Level 1A, 1B and 1 Cahi subscription)	9780030941474				
	Holt French, Bien Dit!® Level 1A, 1B and 1 Cahi subscription)	9780030797361				
	Holt French, Bien Ditl® Level 1A, 1B, 1, 2 and 3 Paced and Advanced Learners	9780030940934				
	Holt French, Bien Dit!® Level 1A, 1B, 1, 2 and 3	9780030920608				
	Holt French, Bien Dit!® Level 1A, 1B and 1 Joie	9780030656262				
	Holt French, Bien Dit!® Level 1A, 1B and 1 Teach	9780030797262				
	Holt French, Bien Dit!® Level 1A, 1B and 1 Audi	9780030797286				
	Holt French, Bien Dit!® Level 1A, 1B and 1 DVD	9780030769672				
	Holt French, Bien Dit!® Level 1A, 1B and 1 Inter	9780030797378				
	Holt French, Bien Dit!® Level 1A, 1B and 1 Inter	9780030797392				
	Holt French, Bien Dit!® Level 1A, 1B and 1 Inter	9780030797385				
	Holt French, Bien Dit!® Level 1A, 1B and 1 On re	appe! And Grammavision DV	D		9780030963148	
	Holt French, Bien Dit!® Level 1A, 1B, 1, 2 and 3	Holt PuzzlePro® CD-ROM			9780030920615	
	Holt French, Bien Dit!® Level 1A, 1B, 1, 2 and 3		te License		9780030920622	
	Holt French, Bien Dit!® Level 1A, 1B and 1 Teac	her's One-Stop Planner CD-F	ROM		9780030797316	
	Holt French, Bien Dit!® Level 1B	De Mado, et. al.	2008	6-8	9780030797439	100%
	Student Edition					
	Notes: Level 1A and 1B contain same content as assessment tools.	s Level 1. Must use teacher of	edition, ancillaries ar	nd on-line		
	Key Features:					
	Holt French, Bien Dit!® Level 1B Student Edition	and Interactive Online Edition	n with Grammar Tut	or and	9780030942181	
	Soundbooth™ (contract length subscription) Holt French, Bien Dit!® Level 1B Interactive Onlin	- F-1141	O II H- TM	-1 Ot -1	9780554004891	
	CD-ROM (contract length subscription)	ne Edition with Grammar Tuto	or, Soundbootn™ ar	ia Student Edition	9780554004891	
	Holt French, Bien Dit!® Level 1B Interactive Onlin	ne Edition with Grammar Tuto	or. Soundbooth™ (1	-vear subscription)	9780554005287	
	Holt French, Bien Dit!® Level 1B Interactive Onlin subscription)	ne Edition with Grammar Tuto	or, Soundbooth™ (co	ontract length	9780554005676	
	Holt French, Bien Dit!® Level 1B Student CD-RC	M			9780030920684	
	Holt French, Bien Dit!® Level 1B Student CD-RC	9780030920646				
	Holt French, Bien Dit!® Level 1A, 1B and 1 Teac		p		9780030422232	
	Holt French, Bien Dit!® Level 1A, 1B and 1 Asset				9780030797170	
	Holt French, Bien Dit!® Level 1A, 1B and 1 Cahi				9780030797187	
	Holt French, Bien Dit!® Level 1A, 1B and 1 Cahi	9780030941467	4			

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Holt McDougal	Holt French, Bien Dit!® Level 1B (Co	ntinued)	2008	6-8		
	Holt French, Bien Dit!® Level 1A, 1B and 1 Cahi	er d'activites Online Version	(contract length sub	scription)	9780030797415	
		Holt French, Bien Ditl® Level 1A, 1B and 1 Cahier de vocabulaire et grammaire				
	Holt French, Bien Dit!® Level 1A, 1B and 1 Cahi subscription)	9780030941474				
	Holt French, Bien Dit!® Level 1A, 1B and 1 Cahi subscription)	9780030797361				
	Holt French, Bien Ditl® Level 1A, 1B, 1, 2 and 3 Paced and Advanced Learners			M for Slower-	9780030940934	
	Holt French, Bien Dit!® Level 1A, 1B, 1, 2 and 3		s of French		9780030920608	
		Holt French, Bien Dit!® Level 1A, 1B and 1 Joie de lire! Beginning Reader				
	Holt French, Bien Dit!® Level 1A, 1B and 1 Teac	hing Transparencies			9780030797262	
	Holt French, Bien Dit!® Level 1A, 1B and 1 Audie				9780030797286	
	Holt French, Bien Dit!® Level 1A, 1B and 1 DVD		9780030769672			
	Holt French, Bien Dit!® Level 1A, 1B and 1 Intera	9780030797378				
	Holt French, Bien Dit!® Level 1A, 1B and 1 Intera	9780030797392				
	Holt French, Bien Dit!® Level 1A, 1B and 1 Intera	9780030797385				
	Holt French, Bien Dit!® Level 1A, 1B and 1 On ra	9780030963148				
	Holt French, Bien Dit!® Level 1A, 1B, 1, 2 and 3 l	Holt French, Bien Dit!® Level 1A, 1B, 1, 2 and 3 Holt PuzzlePro® CD-ROM				
	Holt French, Bien Dit!® Level 1A, 1B, 1, 2 and 3 l	9780030920622				
	Holt French, Bien Dit!® Level 1A, 1B and 1 Teac	9780030797316				
	Holt French, Bien Dit!® Level 1 Student Edition	De Mado, et. al.	2008	9-12	9780030398889	100%
	Notes:					
	Key Features:				070000044400	
	Holt French, Bien Dit!® Level 1 Student Edition a Tutor and Soundbooth™ (contract length subscri	ption)			9780030941436	
	Holt French, Bien Dit!® Level 1 Interactive Online and Student Edition CD-ROM (contract length su		, Soundbooth™		9780554005355	
	Holt French, Bien Dit!® Level 1 Interactive Online	Edition with Grammar Tutor	, Soundbooth™		9780554006079	
	(1-year subscription) Holt French, Bien Dit!® Level 1 Interactive Online (contract length subscription)		9780554005683			
	Holt French, Bien Dit!® Level 1 Student CD-ROM	1			9780030797149	1
	Holt French, Bien Dit!® Level 1 Student CD-RON purchase of 25 print student editions)	I, Set of 25 (with minimum			9780030797132	
	Holt French, Bien Dit!® Level 1A, 1B and 1 Teacl	ner's Edition			9780030422232	1
	Holt French, Bien Dit!® Level 1 Assessment Prog				9780030797170	1
	Holt French, Bien Dit!® Level 1A, 1B and 1 Cahi				9780030797187	1
	Holt French, Bien Dit!® Level 1A, 1B and 1 Cahi		(1-vear subscription)	9780030941467	1
	Holt French, Bien Dit!® Level 1A, 1B and 1 Cahi				9780030797415	1
	Holt French, Bien Dit!® Level 1A, 1B and 1 Cahi			/	9780030797217	1
	Holt French, Bien Ditl® Level 1A, 1B and 1 Cahi (1-year subscription)	9780030941474	1			

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Holt McDougal	Holt French, Bien Dit!® Level 1 (Conf	inued)	2008	9-12		
_	Holt French, Bien Dittl® Level 1A, 1B and 1 Cahi (contract length subscription)		ire Online Version	•	9780030797361	-
	Holt French, Bien Dit!® Level 1A, 1B, 1, 2 and 3 ROM for Slower-Paced and Advanced Learners	9780030940934				
	Holt French, Bien Dit!® Level 1A, 1B, 1, 2 and 3	Grammar Tutor for Student	s of French		9780030920608	
	Holt French, Bien Dit!® Level 1A, 1B and 1 Joie				9780030656262	
	Holt French, Bien Dit!® Level 1A, 1B and 1 Teach				9780030797262	
	Holt French, Bien Dit!® Level 1A, 1B and 1 Audi				9780030797286	
	Holt French, Bien Dit!® Level 1A, 1B and 1 DVD				9780030769672	
	Holt French, Bien Dit!® Level 1A, 1B and 1 Inter				9780030797378	
	Holt French, Bien Dit!® Level 1A, 1B and 1 Inter				9780030797392	
	Holt French, Bien Dit!® Level 1A, 1B and 1 Inter	active Tutor on CD-ROM Net	work License		9780030797385	
	Holt French, Bien Dit!® Level 1A, 1B and 1 On r	appe! And Grammavision DV	D		9780030963148	
	Holt French, Bien Dit!® Level 1A, 1B, 1, 2 and 3				9780030920615	
	Holt French, Bien Dit!® Level 1A, 1B, 1, 2 and 3	9780030920622				
	Holt French, Bien Dit!® Level 1A, 1B and 1 Teac	9780030797316				
	Holt French, Bien Dit!® Level 2 Student Edition	De Mado, et. al.	2008	9-12	9780030426971	100%
	Notes: Key Features:					
	Holt French, Bien Dit!® Level 2 Student Edition a Soundbooth™ (contract length subscription)	9780030941511	-			
	Holt French, Bien Dit!® Level 2 Interactive Online CD-ROM (contract length subscription)	9780554005690				
	Holt French, Bien Dit!® Level 2 Interactive Online	Edition with Grammar Tutor	, Soundbooth™ (1-v	ear subscription)	9780554006475	
	Holt French, Bien Dit!® Level 2 Interactive Online subscription)	9780554006086				
	Holt French, Bien Dit!® Level 2 Student CD-ROM	1			9780030882524	
	Holt French, Bien Dit!® Level 2 Student CD-ROM		rchase of 25 print s	tudent editions)	9780030882531	1
	Holt French, Bien Dit!® Level 2 Teacher's Edition		- р		9780030796234	1
	Holt French, Bien Dit!® Level 2 Assessment Prog				9780030882432	1
	Holt French, Bien Dit!® Level 2 Cahier d'activite				9780030882456	
	Holt French, Bien Dit!® Level 2 Cahier d'activites		scription)		9780030941542	
	Holt French, Bien Dit!® Level 2 Cahier d'activites				9780030920059	
	Holt French, Bien Dit!® Level 2 Cahier de vocab		.gar. casconpacii,		9780030882470	
	Holt French, Bien Dit!® Level 2 Cahier de vocab subscription)		ersion (1-year		9780030941559	
	Holt French, Bien Dit!® Level 2 Cahier de vocab length subscription)	-	·		9780030920080	1
	Holt French, Bien Ditt® Level 1A, 1B, 1, 2 and 3 Paced and Advanced Learners	M for Slower-	9780030940934			
	Holt French, Bien Dit!® Level 1A, 1B, 1, 2 and 3	Grammar Tutor for Student	s of French		9780030920608	1
	Holt French, Bien Dit!® Level 2 Joie de lire! Inter	9780030656279	1			

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
lolt McDougal	Holt French, Bien Dit!® Level 2 (Con	9-12				
•	Holt French, Bien Dit!® Level 2 Teaching Transp	9780030882555				
	Holt French, Bien Dit!® Level 2 Audio CD Progra	9780030882449				
	Holt French, Bien Dit!® Level 2 DVD Tutor				9780030796470	
	Holt French, Bien Dit!® Level 2 Interactive Tutor	on CD-ROM			9780030882609	_
	Holt French, Bien Dit!® Level 2 Interactive Tutor				9780554015576	_
	Holt French, Bien Dit!® Level 2 Interactive Tutor		se		9780554015569	
	Holt French, Bien Dit!® Level 1A, 1B, 1, 2 and 3				9780030920615	
	Holt French, Bien Dit!® Level 1A, 1B, 1, 2 and 3	Holt PuzzlePro® CD-ROM Si	ite License		9780030920622	
	Holt French, Bien Dit!® Level 2 Teacher's One-S				9780030920042	
	Holt French, Bien Dit!® Level 3 Student Edition	De Mado, et. al.	2008	9-12	9780030432187	100%
	Key Features:					
	Holt French, Bien Dit!® Level 3 Student Edition a Soundbooth™ (contract length subscription)	9780030941597	<u>-</u>			
	Holt French, Bien Ditl® Level 3 Interactive Online CD-ROM (contract length subscription)	9780554006109]			
	Holt French, Bien Dit!® Level 3 Interactive Onlin				9780554006871	
	Holt French, Bien Dit!® Level 3 Interactive Online subscription)	9780554006482	-			
	Holt French, Bien Dit!® Level 3 Student CD-RON	9780030920530				
	Holt French, Bien Dit!® Level 3 Student CD-RC	9780030920547				
	Holt French, Bien Dit!® Level 3 Teacher's Edition			,	9780030796241	
	Holt French, Bien Dit!® Level 3 Assessment Prog	gram			9780030920356	
	Holt French, Bien Dit!® Level 3 Cahier d'activite				9780030920370	
	Holt French, Bien Dit!® Level 3 Cahier d'activites	Online Version (1-year subs	cription)		9780030941627	
	Holt French, Bien Dit!® Level 3 Cahier d'activite				9780030920462	
	Holt French, Bien Dit!® Level 3 Cahier de vocab	,	· · · ·		9780030920394	
	Holt French, Bien Dit!® Level 3 Cahier de vocab	ulaire et grammaire Online V	ersion (1-year subse	cription)	9780030941634	
	Holt French, Bien Dit!® Level 3 Cahier de voca				9780030920479	
	Holt French, Bien Ditl® Level 1A, 1B, 1, 2 and 3 Paced and Advanced Learners	0		· /	9780030940934]
	Holt French, Bien Dit!® Level 1A, 1B, 1, 2 and 3		s of French		9780030920608	
	Holt French, Bien Dit!® Level 3 Joie de lire! Adv				9780030656286	
	Holt French, Bien Dit!® Level 3 Teaching Transp	parencies			9780030920578	
	Holt French, Bien Dit!® Level 3 Audio CD Progra				9780030920363	
	Holt French, Bien Dit!® Level 3 DVD Program				9780030796487	
	Holt French, Bien Dit!® Level 3 Interactive Tutor				9780030920417	
	Holt French, Bien Dit!® Level 3 Interactive Tutor				9780030920431	
	Holt French, Bien Dit!® Level 3 Interactive Tutor	on CD-ROM Network Licens	se		9780030920424	
	Holt French, Bien Dit!® Level 1A, 1B, 1, 2 and 3	9780030920615]			
	Holt French, Bien Dit!® Level 1A, 1B, 1, 2 and 3	Holt PuzzlePro® CD-ROM Si	ite License		9780030920622	
	Holt French, Bien Dit!® Level 3 Teacher's One-S	Stop Planner CD-ROM			9780030920455	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
		Germa	an			
Langenscheidt	geni@I A1 Multi-Media Student Pack (Textbook 978-3-468-96709-2, Workbook 978-3-468-96710-8, Intensive Trainer 978-3-468-98621- 5, Glossary, 978-3-468-47560-3, CD-ROM 978-3-468-47560-3, Videotrainer 978-3-468-47548-1	Funk/Koenig/ Koithan/Scherling	2003	7-9	9783468986048	97%
	Notes: For use with international students. Text set. 1A correlation is to level 1.	in German. Geni@l A1, A2, a	and B1 should be u	sed as a complete		
	Key Features: geni@I A1 Basic Student Pack Textbook 978-3-468-96709-2 Workbook 978-3-468-96710-8 Intensive Trainer 978-3-468-98621-5 Glossary 978-3-468-47560-3	978-3-468-98601-7				
	geni@l A2 Multi-Media Student Pack: Textbook 978-3-468-96714-6, Workbook 978-3-468-96715-3, Intensive Trainer 978-3-468-98622- 2, Glossary 978-3-468-47580-1, CD- ROM 978-3-468-47577-1	Funk/Koenig/ Koithan/Scherling	2004	10	9783468986079	100%
	Notes: For use with international students. Text set. 1B correlation is to level 2.					
	Key Features: geni@I A2 Basic Student Pack Textbook 978-3-468-96714-6 Workbook 978-3-468-96715-3 Intensive Trainer 978-3-468-98622-2 Glossary 978-3-468-47580-1		978-3-468-89605-5			
	geni@l B1 Basic Student Pack Textbook 978-3-468-96737-5 Workbook 978-3-468-47531-3 Intensive Trainer 978-3-468-47539-9	Funk/Koenig/ Koithan/Scherling	2004	11-12	9783468986086	100%
	Notes: For use with international students. Text set. B1 correlation is to level 3. Key Features:	in German. Geni@l A1, A2, a	and B1 should be u	sed as a complete		

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*	
		Lat	in				
Glencoe/ McGraw-Hill	Latin For Americans Level 1	Ullman	2007	6-12	9780078742514	100%	
	Notes: Must have teacher edition and all audio	& video components.					
	Key Features: Level 1 (Ullman, et al.) introduce presentation. Vocabulary, derivatives, and gran activities and practice assessments. Culture is feature.	nmar are explained carefully	and reinforced with gr	oup and paired			
	Interactive Student Edition				9780078612510		
	Teacher Annotated Edition (Free 1:35 Student				9780078742521 9780078457807		
		Teacher Manual (free 1:50 student editions purchased)					
	Teacher Classroom Resources (Free 1:50 Stud	9780078456619					
	ExamView® Pro CD-ROM (Free 1:50 Student I	1	9780078451775				
	Latin For Americans Level 2	Ullman	2007	6-12	9780078742538	95%	
	reading that your students developed in Latin for Latin for Americans, Level 2. Interactive Student Edition Teacher Annotated Edition (Free 1:35 Student Teacher Manual (free 1:50 student editions pur Teacher Classroom Resources (Free 1:50 Student ExamView® Pro CD-ROM (Free 1:50 Student I	aun merature in	9780078612527 9780078742545 9780078457814 9780078456626 9780078451799				
	Latin For Americans Level 3	Ullman	2007	6-12	9780078742552	84%	
	Notes: Must have teacher edition and all audio Key Features: Level 3 (Ullman, et al.) presents literary styles, and historical background is pres	a wide range of Latin literat	ure. Information about	authors' lives,			
	Interactive Student Edition				9780078612534		
	Teacher Annotated Edition (Free 1:35 Student	Editions Purchased)			9780078742569		
Pearson Education Inc., publishing as Prentice Hall	Ecce Romani, Level 1, Student Edition	Lawall	2009	9-12	9780133610895	Highly Recommended 93%	
	Notes: Intruction requires teacher edition.		1				
		II					
	·						
	Key Features: Ecce Romani, Level 1, Teacher's Guide				9780133610949		

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*	
Pearson Education Inc., publishing as Prentice Hall	Ecce Romani, Level 2, Student Edition	Lawall	2009	9-12	9780133610918	Highly Recommended 100%	
	Notes: Intruction requires teacher edition. Key Features:						
	,	Ecce Romani, Level 2, Interactive Textbook, 6 Year Online Access 2009 9-12					
	Ecce Romani, Level 2, Treacher's Guide	9-12	9780133611151 9780133610963				
	Ecce Romani, Level 2, Audio Program on CDs	9780133611106					
	Ecce Romani, Level 3, Student Edition	Lawall	2009	9-12 9-12	9780133610901	Highly Recommended 100%	
	Notes: Intruction requires teacher edition. Key Features:						
	Ecce Romani, Level 3, Teacher's Guide with CE	D-ROM	2009	9-12	9780133610987		
		Spar		T			
Glencoe/ McGraw-Hill	¿Cómo te va?, Intro, Nivel rojo	Schmitt	2007 2007	6-8	9780078769719	Highly Recommended 100%	
	Notes: Highly recommended for schools offering	Schmitt	2007		9780078769719		
	Notes: Highly recommended for schools offering Key Features:	Schmitt	2007			Recommended	
	Notes: Highly recommended for schools offering Key Features: StudentWorks™ Plus CD-ROM	Schmitt g elective wheel or explorati	2007		9780078769719 9780078746345 9780078769726	Recommended	
	Notes: Highly recommended for schools offering Key Features:	Schmitt g elective wheel or explorati	2007		9780078746345	Recommended	
	Notes: Highly recommended for schools offering Key Features: StudentWorks™ Plus CD-ROM Teacher Wraparound Edition (Free 1:50 Studen	Schmitt g elective wheel or exploration to Editions purchased) Editions Purchased)	2007		9780078746345 9780078769726	Recommended	
	Notes: Highly recommended for schools offering Key Features: StudentWorks™ Plus CD-ROM Teacher Wraparound Edition (Free 1:50 Student TeacherWorks™ CD-ROM (Free 1:50 Student	Schmitt g elective wheel or exploration telephone teleph	2007 ion electives as an intro		9780078746345 9780078769726 9780078605468	Recommended	
	Notes: Highly recommended for schools offering Key Features: StudentWorks™ Plus CD-ROM Teacher Wraparound Edition (Free 1:50 Student TeacherWorks™ CD-ROM (Free 1:50 Student Complete TeacherTools Set (Free 1:50 Student	Schmitt g elective wheel or exploration telephone teleph	2007 ion electives as an intro		9780078746345 9780078769726 9780078605468 9780078605475	Recommended	
	Notes: Highly recommended for schools offering Key Features: StudentWorks™ Plus CD-ROM Teacher Wraparound Edition (Free 1:50 Student TeacherWorks™ CD-ROM (Free 1:50 Student Complete TeacherTools Set (Free 1:50 Student ExamView® Pro Testmaker CD-ROM (Free 1:50 Student ExamView® Pro Testmaker C	Schmitt g elective wheel or exploration at Editions purchased) Editions Purchased) Editions Purchased) O Student Editions Purchased Schmitt	ion electives as an intro	oductory course.	9780078746345 9780078769726 9780078605468 9780078605475 9780078605451	Recommended 100% Highly Recommended	
	Notes: Highly recommended for schools offering Key Features: StudentWorks™ Plus CD-ROM Teacher Wraparound Edition (Free 1:50 Student TeacherWorks™ CD-ROM (Free 1:50 Student Complete TeacherTools Set (Free 1:50 Student ExamView® Pro Testmaker CD-ROM (Free 1:5 ¿Cómo te va?, Level A Nivel verde Notes: Committee recommends the program be Key Features:	Schmitt g elective wheel or exploration at Editions purchased) Editions Purchased) Editions Purchased) O Student Editions Purchased Schmitt	ion electives as an intro	oductory course.	9780078746345 9780078769726 9780078605468 9780078605475 9780078605451 9780078769733	Recommended 100% Highly Recommended	
	Notes: Highly recommended for schools offering Key Features: StudentWorks™ Plus CD-ROM Teacher Wraparound Edition (Free 1:50 Student TeacherWorks™ CD-ROM (Free 1:50 Student Complete TeacherTools Set (Free 1:50 Student ExamView® Pro Testmaker CD-ROM (Free 1:5 ¿Cómo te va?, Level A Nivel verde Notes: Committee recommends the program be Key Features: StudentWorks™ Plus CD-ROM	Schmitt g elective wheel or exploration to Editions purchased) Editions Purchased) Editions Purchased) O Student Editions Purchased Schmitt e used with teacher edition a	ion electives as an intro	oductory course.	9780078746345 9780078769726 9780078605468 9780078605475 9780078605451 9780078769733	Recommended 100% Highly Recommended	
	Notes: Highly recommended for schools offering Key Features: StudentWorks™ Plus CD-ROM Teacher Wraparound Edition (Free 1:50 Student TeacherWorks™ CD-ROM (Free 1:50 Student Complete TeacherTools Set (Free 1:50 Student ExamView® Pro Testmaker CD-ROM (Free 1:50 Student ExamView® Pro Testmaker CD-ROM (Free 1:50 Student ExamView® Pro Testmaker CD-ROM (Free 1:50 Student Verde Notes: Committee recommends the program be Key Features: StudentWorks™ Plus CD-ROM Teacher Edition (Free 1:50 student editions pure	Schmitt g elective wheel or exploration t Editions purchased) Editions Purchased) Editions Purchased) O Student Editions Purchase Schmitt e used with teacher edition and chased)	ion electives as an intro	oductory course.	9780078746345 9780078769726 9780078605468 9780078605475 9780078605451 9780078769733	Recommended 100% Highly Recommended	
	Notes: Highly recommended for schools offering Key Features: StudentWorks™ Plus CD-ROM Teacher Wraparound Edition (Free 1:50 Student TeacherWorks™ CD-ROM (Free 1:50 Student Complete TeacherTools Set (Free 1:50 Student ExamView® Pro Testmaker CD-ROM (Free 1:5 ¿Cómo te va?, Level A Nivel verde Notes: Committee recommends the program be Key Features: StudentWorks™ Plus CD-ROM	Schmitt g elective wheel or exploration at Editions purchased) Editions Purchased) Editions Purchased) O Student Editions Purchased Schmitt e used with teacher edition at the chased) Editions Purchased)	ion electives as an intro	oductory course.	9780078746345 9780078769726 9780078605468 9780078605475 9780078605451 9780078769733	Recommended 100% Highly Recommended	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*	
Glencoe/ McGraw-Hill	¿Cómo te va?, Level B Nivel azul	Schmitt	2007	6-8	9780078769757	Highly Recommended 100%	
	in the ¿Cómo te va? series. With this exciting pr it—and love it— and so will you. Students move Unit 6 of Nivel verde is repeated as Unit 1 of Niv of what was taught in Nivel verde. Your students have completed ¿Cómo te va? A, Nivel verde ar required, recommended, and optional materials.	Key Features: Created specifically for middle school Spanish students. ¿Cómo te va? B, Nivel azul is the third book in the ¿Cómo te va? series. With this exciting program, your students do more than just learn Spanish. They will live it—and love it— and so will you. Students move seamlessly from Nivel verde to ¿Cómo te va? B, Nivel azul because Unit 6 of Nivel verde is repeated as Unit 1 of Nivel azul Additionally, Repasos A, B, C in Nivel azul provide a review of what was taught in Nivel verde. Your students are prepared to begin Glencoe's ¡Buen viaje! Level 2 when they have completed ¿Cómo te va? A, Nivel verde and ¿Cómo te va? B, Nivel azul. Each unit of ¿Cómo te va? includes required, recommended, and optional materials. The four major language skills—listening, speaking, reading, and writing—are supported with abundant opportunities for practicing Spanish in real-life situations.					
	StudentWorks TM Plus CD-ROM	9780078742798					
	Teacher Edition (1:50 student editions purchase		9780078742798				
	Teacher Edition (1.50 student editions purchase TeacherWorks™ CD-ROM (Free 1:50 Student	9780078605604					
	Teacher Classroom Resources (Free 1:50 Students	9780078605611					
	ExamView® Pro Testmaker CD-ROM (Free 1:50	9780078605598					
	¡Asi se dice! Level 1	Schmitt	2009	6-12	9780078774003	88%	
	Notes:	3700070774003	00 /6				
	Key Features:						
	StudentWorks™ Plus CD-ROM			1	9780078886362		
	Teacher Wraparound Edition (1:50 student edition	ans purchased)			9780078804977		
	TeacherWorks™ CD-ROM (Free 1:50 Student editor				9780078886324		
	Teacher Classroom Resources (Free 1:50 Student)				9780078881831		
	ExamView® Assessment Suite CD-ROM (Free		hased)		9780078886409		
	iAsi se dice! Level 2	Schmitt	2009	6-12	9780078777837	96%	
	Notes:	Johnne	2003	0-12	3100010111031	30 /8	
	Key Features:						
	StudentWorks™ Plus CD-ROM			1	9780078886379		
	Teacher Wraparound Edition (1:50 Students Edi	tions Durchased)			9780078804984		
	TeacherWorks™ CD-ROM (Free 1:50 Students Edition (1:50 Students Edi				9780078886331	-	
	Teacher Classroom Resources (Free 1:50 Student)				9780078881855	_	
	ExamView® Assessment Suite CD-ROM (Free		hased)		9780078886416		
	:Asi se dice! Level 3	Schmitt	2009	6-12	9780078777844	92%	
	Key Features:	1 30	1 = 5 5 5		3.000.0111044		
	StudentWorks™ Plus CD-ROM			1	9780078886386		
	Teacher Wraparound Editions (Free 1:50 Stude	nts Editions Purchased)			9780078804991		
	TeacherWorks™ CD-ROM (Free 1:50 Student				9780078886348		
	Teacher Classroom Resources (Free 1:50 Student)				9780078881879		
	ExamView® Assessment Suite CD-ROM (Free	9780078886423	⊣				

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*	
Glencoe/ McGraw-Hill	¡Asi se dice! Level 4	Schmitt	2009	6-12	9780078777851	92%	
MOOIAW-I IIII	Notes: Key Features: ¡Así se dice! is a comprehensive high-interest culture and communication activitie and superior technology to meet the needs of your manageable chapters organized by themes. Chare repeated in level 3. Organized by regions lereview, journalism, and advanced literature. StudentWorks™ Plus CD-ROM Teacher Wraparound Edition (Free 1:50 student TeacherWorks™ CD-ROM (Free 1:50 Student Teacher Works™ CD-ROM (Free 1:50 Student Teacher Teacher Works™ CD-ROM (Free 1:50 Student Teacher Tea	g visual design 1 contains 11 napters 10 and I1	9780078886393 9780078805004 9780078886355				
	Teacher Classroom Resources (Free 1:50 Stude	ent Editions Purchased)			9780078882821		
	ExamView® Assessment Suite CD-ROM	1 (Free 1:50 Student Edition	ns Purchased)		9780078886430		
	El español para nosotros Level 1	Schmitt	2006	9-12	9780078271502	Highly Recommended for native speakers Level 3 = 100%	
	as Resource Only when used for non-native level Key Features:	Notes: Highly recommended for Native Speakers Only. Requires teacher editiona and ancillaries. Recommended as Resource Only when used for non-native level three students. Program focus on writing. Key Features:					
	StudentWorks™ Plus CD-ROM				9780078689611		
	Teacher Wraparound Edition (Free 1:50 student				9780078640667		
	TeacherWorks™ CD-ROM (Free 1:50 Student				9780078679186	<u> </u>	
	Teacher Classroom Resources (Free 1:50 Stude ExamView® Pro Testmaker CD-ROM (Free 1:50		ad\		9780078660016 9780078679216		
	El español para nosotros Level 2	Schmitt	2006	9-12	9780078620034	Highly Recommended fo native speakers Level 3/4 = 100%	
	Notes: Highly recommended for Native Speake as Resource Only when used for non-native level Spanish.						
	Key Features:		StudentWorks™ Plus CD-ROM				
	StudentWorks™ Plus CD-ROM				9780078689628		
	StudentWorks™ Plus CD-ROM Teacher Wraparound Edition (Free 1:50 student	t edition purchased)			9780078640650		
	StudentWorks™ Plus CD-ROM Teacher Wraparound Edition (Free 1:50 student TeacherWorks™ CD-ROM (Free 1:50 Student	Editions Purchased)			9780078640650 9780078679223		
	StudentWorks™ Plus CD-ROM Teacher Wraparound Edition (Free 1:50 student	Editions Purchased) ent Editions Purchased)	- d)		9780078640650		

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Holt McDougal	¡Avancemos! Level 1a, Student Edition	Gahala, et. al.	2010	6-8	9780554025346	Highly Recommended 93%
	Notes: Highly recommended with teacher edition and writing. Key Features: Was developed as a result of exteteachers from throughout the United States. Base cornerstone for meaningful communication; (b) p make practice purposeful; and (c) provides multipand regular checkpoints within each lesson, as we further supported with the cumulative review follomaterial, both within and between levels of the priparaterial, bevel 1a, eEdition Online (contract javancemos! Level 1a, eEdition Online (1 year stipavancemos! Level 1a, Teacher's Edition javancemos! Level 1a, Teacher's Edition javancemos! Level 1a and 1b, Resource Manage javancemos! Level 1a and 1b, Teacher's One-Stipavancemos! Level 1a, 1b, and 1, Best Prapara javancemos! Level 1a, Cuaderno para hispanoh javancemos! Level 1a, 1b, and 1, Lecturas para javancemos! Level 1a, 1b, and 1, Lecturas para javancemos! Level 1a, 1b, and 1, AvanzaComic javancemos! Level 1a, 1	ensive quantitative and qualitated on this research, ¡Avancen rovides clear goals, careful se ble opportunities for language yell as at the end of each lesso wing each unit, and the frequirogram. Length subscription) Ler Box Lop Planner Lotices Toolkit Lablantes TE Liveles TE Liveles TE Liveles TE Liveles TE Assessment Program Les with Fill-In Comic Book Les Class Set (25)	ative research with p nos! (a) integrates of equencing, and leve learning that lasts to on and unit. Langua ent recycling of pre	practicing Spanish culture as a led activities that hrough frequent ge retention is	9780547278575 9780547278766 9780547278889 9780547255408 9780618765911 9780547278636 9780618753215 9780618752256 9780618752515 9780618752317 9780618801312 9780618803460 9780547241685 9780618782666	
	¡Avancemos! Level 1a, Cuaderna para nispanon ¡Avancemos! Level 1a, Cuaderno: practica por n ¡Avancemos! Level 1a, 1b, and 1, Lecturas para ¡Avancemos! Level 1a, 1b, and 1, @HomeTutor ¡Avancemos! Level 1a, 1b, and 1, @HomeTutor ¡Avancemos! Level 1a, 1b, and 1, Audio CD Pro ¡Avancemos! Level 1a, 1b, and 1, Musica del mi ¡Avancemos! Level 1a, 1b, and 1, Power Preser ¡Avancemos! Level 1a, 1b, and 1, Sing Along Sc ¡Avancemos! Level 1a, 1b, and 1, Video Prograr ¡Avancemos! Level 1a, 1b, and 1, AvanzaRap	9780618782666 9780618782154 9780618802272 9780547241760 9780618782093 9780547241845 9780618724499 9780547241586 9780618725014 9780618866762 9780618802814 9780618585557 9780554028712				

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*		
Holt McDougal	¡Avancemos! Level 1b, Student Edition	Gahala, et. al.	2010	6-8	6-8 9780554025353 Ro			
	Notes: Highly recommended with teacher editionand writing.	Notes: Highly recommended with teacher edition and all ancillaries materials. Great balance for listening, reading						
	Key Features: Was developed as a result of exteachers from throughout the United States. Ba cornerstone for meaningful communication; (b) make practice purposeful; and (c) provides mul and regular checkpoints within each lesson, as further supported with the cumulative review fol material, both within and between levels of the							
	¡Avancemos! Level 1b. eEdition DVD-ROM	9780547278582						
	¡Avancemos! Level 1b, eEdition Online (contract	9780547278773	7					
	¡Avancemos! Level 1b, eEdition Online (1 year	9780547278865						
	¡Avancemos! Level 1b, Teacher's Edition	9780547255415	_					
	¡Avancemos! Level 1a/1b, Resource Manager I	9780618765911	_					
	¡Avancemos! Level 1a and 1b, Teacher's One-				9780547278636	_		
	¡Avancemos! Level 1a, 1b, and 1, Best Practice	es Toolkit			9780618753215	_		
	¡Avancemos! Level 1b, Cuaderno para hispano	9780618752270	_					
	¡Avancemos! Level 1b, Cuaderno: practica por	9780618751006	_					
		9780618752515						
		¡Avancemos! Level 1a, 1b, and 1, Lecturas para hispanohablantes TE ¡Avancemos! Level 1a, 1b, and 1, Lecturas para todos TE						
	¡Avancemos! Level 1a, 1b, and 1, Differentiated				9780618752317 9780618801312			
	¡Avancemos! Level 1a, 1b, and 1, AvanzaComi				9780618803460			
					9780547241685			
		¡Avancemos! Level 1a, 1b, and 1, AvanzaComics Class Set (25) ¡Avancemos! Level 1b, Cuaderna para hispanohablantes with Review						
	¡Avancemos! Level 1b, Cuaderno: practica por Bookmarks	niveles with Review			9780618782178			
	¡Avancemos! Level 1a, 1b, and 1, Lecturas par CD	•			9780618802272			
	¡Avancemos! Level 1a, 1b, and 1, Lecturas par	ra hispanohablantes Class S	Set (25)		9780547241760			
	¡Avancemos! Level 1a, 1b, and 1, Lecturas par				9780618782093			
	¡Avancemos! Level 1a, 1b, and 1, Lecturas par Class Set (25)	·	1		9780547241845			
	¡Avancemos! Level 1a, 1b, and 1, @HomeTuto				9780618724499			
	¡Avancemos! Level 1a, 1b, and 1, @HomeTuto		5)		9780547241586			
	¡Avancemos! Level 1a, 1b, and 1, Audio CD Pro				9780618725014			
	¡Avancemos! Level 1a, 1b, and 1, Musica del n	nundo hispano Audio CD			9780618866762			
	¡Avancemos! Level 1a, 1b, and 1, Power Prese	ntations CD-ROM			9780618802814 9780618776801			
	¡Avancemos! Level 1a, 1b, and 1, Sing Along S	¡Avancemos! Level 1a, 1b, and 1, Sing Along Songs with Audio CD						
	¡Avancemos! Level 1a, 1b, and 1, Video Progra	m DVD			9780618585557			
	¡Avancemos! Level 1a, 1b, and 1, AvanzaRap				9780554028712			

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Holt McDougal	¡Avancemos! Level 1, Student Edition	Gahala, et. al.	2010	9-12	9780554025315	100%
	Notes: Must use teacher edition, CDs, and and	llaries. Has good resources	for culture			
	Key Features: Was developed as a result of ex teachers from throughout the United States. Bas cornerstone for meaningful communication; (b) make practice purposeful; and (c) provides mult and regular checkpoints within each lesson, as further supported with the cumulative review foll material, both within and between levels of the provided material.	culture as a led activities that hrough frequent ge retention is				
	¡Avancemos! Level 1, eEdition DVD-ROM	9780547278599				
	¡Avancemos! Level 1, eEdition Online (contract len	9782547278780				
	¡Avancemos! Level 1, eEdition Online (1 year subs				9780547278896	
	¡Avancemos! Level 1, Teacher's Edition	9780547255378	1			
	¡Avancemos! Level 1, Resource Manager Box	9780618752959	1			
	¡Avancemos! Level 1, Teacher's One-Stop Planner	9780547278643				
	¡Avancemos! Level 1a, 1b and 1, Best Practices To	oolkit			9780618753215	
	¡Avancemos! Level 1, Cuaderno para hispanohabla	antes TE			9780618752287	1
	¡Avancemos! Level 1, Cuaderno: practica por nivel	9780618751013	1			
	¡Avancemos! Level 1a, 1b and 1, Lecturas para his	9780618752515				
	¡Avancemos! Level 1a, 1b and 1, Lecturas para too	9780618752317				
	¡Avancemos! Level 1a, 1b and 1, Differentiated Ass	9780618801312				
	¡Avancemos! Level 1a, 1b and 1, AvanzaComics w	ith Fill-In Comic Book			9780618803460	
	¡Avancemos! Level 1a, 1b, and 1, AvanzaComics	Class Set (25)			9780547241685	
	¡Avancemos! Level 1, Cuaderna para hispanohabla	antes with Review Bookmarks			9780618782680	
	¡Avancemos! Level 1, Cuaderno: practica por nivel	es with Review Bookmarks			9780618782185	
	¡Avancemos! Level 1a, 1b and 1, Lecturas para his	panohablantes with Audio CD	1		9780618802272	
	¡Avancemos! Level 1a, 1b, and 1, Lecturas para h	ispanohablantes Class Set (25	5)		9780547241760	
	¡Avancemos! Level 1a, 1b and 1, Lecturas par todo	s with Audio CD			9780618782093	
	¡Avancemos! Level 1a, 1b, and 1, Lecturas par too		s Set (25)		9780547241845	
	¡Avancemos! Level 1a, 1b and 1, @HomeTutor CD				9780618724499	
	¡Avancemos! Level 1a, 1b, and 1, @HomeTutor C				9780547241586	
	¡Avancemos! Level 1a, 1b and 1, Audio CD Progra				9780618725014	
	¡Avancemos! Level 1a, 1b and 1, Musica del muno				9780618866762	
	¡Avancemos! Level 1a, 1b and 1, Musica del mund				9780547241616	
	¡Avancemos! Level 1a, 1b and 1, Power Presentati				9780618802814	
	¡Avancemos! Level 1a, 1b and 1, Sing Songs with				9780618776801	
	¡Avancemos! Level 1a, 1b and 1, Video Program D	VD			9780618585557	
	¡Avancemos! Level 1a, 1b, and 1, AvanzaRap				9780554028712	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
lolt McDougal	¡Avancemos! Level 2, Student Ga	ıhala, et. al.	2010	9-12	9780554025322	97%
	Notes: Must use teacher edition, CDs, and ancillaries.					
	Key Features: Was developed as a result of extensive quantitative and qualitative research with practicing Spanish teachers from throughout the United States. Based on this research, ¡Avancemos! (a) integrates culture as a cornerstone for meaningful communication; (b) provides clear goals, careful sequencing, and leveled activities that make practice purposeful; and (c) provides multiple opportunities for language learning that lasts through frequent and regular checkpoints within each lesson, as well as at the end of each lesson and unit. Language retention is further supported with the cumulative review following each unit, and the frequent recycling of previously-learned material, both within and between levels of the program.					
	¡Avancemos! Level 2, eEdition DVD-ROM		2010	9-12	9780547278605	
	¡Avancemos! Level 2, eEdition Online (contract length	subscription)	2010	9-12	9780547278797	1
	¡Avancemos! Level 2, eEdition Online (1 year subscrip		2010	9-12	9780547278902	1
	¡Avancemos! Level 2, Teacher's Edition	2010	9-12	9780547255385	1	
	¡Avancemos! Level 2, Resource Manager Box	2007	9-12	9780618752966	1	
	¡Avancemos! Level 2, Teacher's One-Stop Planner	2010	9-12	9780547278650		
	¡Avancemos! Level 2, Best Practices Toolkit	2007	9-12	9780618753260		
	¡Avancemos! Level 2, Cuaderno para hispanohablante	es TE	2007	9-12	9780618752294	
	¡Avancemos! Level 2, Cuaderno: practica por niveles	2007	9-12	9780618751020		
	¡Avancemos! Level 2, Lecturas para hispanohablantes TE		2007	9-12		9780618752522
	¡Avancemos! Level 2, Lecturas para todos TE	2007	9-12	9780618752324		
	¡Avancemos! Level 2, Differentiated Assessment Prog	ram	2007	9-12	9780618801329	
	¡Avancemos! Level 2, AvanzaComics with Fill-In Comi		2007	9-12	9780618803477	
	¡Avancemos! Level 2, AvanzaComics Class Set (25)		2007	9-12	9780547241647	
	¡Avancemos! Level 2, Cuaderna para hispanohablante Bookmarks	¡Avancemos! Level 2, Cuaderna para hispanohablantes with Review				
	¡Avancemos! Level 2, Cuaderna para hispanohablante		2007	9-12	9780618765997	
	¡Avancemos! Level 2, Cuaderno: practica por niveles v	with Review Bookmarks	2007	9-12	9780618782192	
	¡Avancemos! Level 2, Cuaderno: practica por niveles		2007	9-12	9780618765942	
	¡Avancemos! Level 2, Lecturas para hispanohablantes		2007	9-12	9780618802302	
	¡Avancemos! Level 2, Lecturas para hispanohablantes		2007	9-12	9780618766079	
	¡Avancemos! Level 2, Lecturas para hispanohablantes		2007	9-12	9780547241784	1
	¡Avancemos! Level 2, Lecturas par todos with Audio C	D	2007	9-12	9780618782109	
	¡Avancemos! Level 2, Lecturas par todos		2007	9-12	9780618766048	
	¡Avancemos! Level 2, Lecturas par todos with Test Pre	eparation Class Set (25)	2007	9-12	9780547241708]
	¡Avancemos! Level 2, @HomeTutor CD-ROM		2007	9-12	9780618724505	
	¡Avancemos! Level 2, @HomeTutor CD-ROM Bundle	(Set of 25)	2007	9-12	9780547241623	
	¡Avancemos! Level 2, Audio CD Program		2007	9-12	9780618725021	
	¡Avancemos! Level 2, Musica del mundo hispano Audi	io CD	2007	9-12	9780618866762	
	¡Avancemos! Level 2, Power Presentations CD-ROM		2007	9-12	9780618802821	
	¡Avancemos! Level 2, Sing Along Songs with Audio CI	2007	9-12	9780618776818		
	¡Avancemos! Level 2, Video Program DVD		2007	9-12	9780618724475	
	¡Avancemos! Level 2, AvanzaRap		2010	9-12	9780554030524	1

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Holt McDougal	¡Avancemos! Level 3, Student Gah Edition	nala, et. al.	2010	9-12	9780554025339	90%
	Notes: Must use teacher edition, CDs, and ancillaries.					
	Key Features: Was developed as a result of extensive of teachers from throughout the United States. Based on the cornerstone for meaningful communication; (b) provides make practice purposeful; and (c) provides multiple opping and regular checkpoints within each lesson, as well as a further supported with the cumulative review following ematerial, both within and between levels of the program					
	¡Avancemos! Level 3, eEdition DVD-ROM		2010	9-12	9780547278612	•
	¡Avancemos! Level 3, eEdition Online (contract length s	subscription)	2010	9-12	9780547278810	1
	¡Avancemos! Level 3, eEdition Online (1 year subscripti		2010	9-12	9780547278803	1
	¡Avancemos! Level 3, Teacher's Edition	2010	9-12	9780547255392	1	
	¡Avancemos! Level 3, Resource Manager Box	2007	9-12	9780618752973	1	
	¡Avancemos! Level 3, Teacher One-Stop Planner	2010	9-12	9780547278667		
	¡Avancemos! Level 3, Best Practices Toolkit	2007	9-12	9780618753277		
	¡Avancemos! Level 3, Cuaderno papa hispanohablantes	s TE	2007	9-12	9780618752300	
	¡Avancemos! Level 3, Cuaderno: practica por niveles Te	2007	9-12	9780618751037	1	
	¡Avancemos! Level 3, Lecturas para hispanohablantes TE		2007	9-12	9780618752539	
	¡Avancemos! Level 3, Lecturas para todos TE	2007	9-12	9780618752331		
	¡Avancemos! Level 3, Differentiated Assessment Progra	am	2007	9-12	9780618801336	
	¡Avancemos! Level 3, AvanzaComics with Fill-In Comic	Book	2007	9-12	9780618803484	
	¡Avancemos! Level 3, AvanzaComics with Class Set (25	5)	2007	9-12	9780547241661	
	¡Avancemos! Level 3, Cuaderna para hispanohablantes Bookmarks		2007	9-12	9780618782703	
	¡Avancemos! Level 3, Cuaderna para hispanohablantes	3	2007	9-12	9780618766000	
	¡Avancemos! Level 3, Cuaderno: practica por niveles wi	ith Review Bookmarks	2007	9-12	9780618782208	
	¡Avancemos! Level 3, Cuaderno: practica por niveles		2007	9-12	9780618765959	
	¡Avancemos! Level 3, Lecturas para hispanohablantes v	with Audio CD	2007	9-12	9780618802319	
	¡Avancemos! Level 3, Lecturas para hispanohablantes		2007	9-12	9780618766086]
	¡Avancemos! Level 3, Lecturas para hispanohablantes (2007	9-12	9780547241791	
	¡Avancemos! Level 3, Lecturas par todos with Audio CD)	2007	9-12	9780618782116	
	¡Avancemos! Level 3, Lecturas par todos		2007	9-12	9780618766055	
	¡Avancemos! Level 3, Lecturas par todos with Test Prep	paration Class Set (25)	2007	9-12	9780547241715]
	¡Avancemos! Level 3, @HomeTutor CD-ROM		2007	9-12	9780618724512]
	¡Avancemos! Level 3, @HomeTutor CD-ROM Bundle (S	Set of 25)	2007	9-12	9780547241654	
	¡Avancemos! Level 3, Audio CD Program		2007	9-12	9780618725038	
	¡Avancemos! Level 2, 3 and 4, Musica del mundo hispa	no Audio CD	2007	9-12	9780618866762	
	¡Avancemos! Level 3, Power Presentations CD-ROM		2007	9-12	9780618802838	_
	¡Avancemos! Level 3, Video Program DVD		2007	9-12	9780618724482	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*	
lolt McDougal	¡Avancemos! Level 4, Student Edition	Jarvis, Labredo	2010	9-12	9780554025308	100%	
	Notes: Must use teacher edition, CDs, and anci						
	Key Features: Was developed as a result of exteachers from throughout the United States. Base cornerstone for meaningful communication; (b) make practice purposeful; and (c) provides mult and regular checkpoints within each lesson, as further supported with the cumulative review foll	Key Features: Was developed as a result of extensive quantitative and qualitative research with practicing Spanis teachers from throughout the United States. Based on this research, ¡Avancemos! (a) integrates culture as a cornerstone for meaningful communication; (b) provides clear goals, careful sequencing, and leveled activities that make practice purposeful; and (c) provides multiple opportunities for language learning that lasts through frequent and regular checkpoints within each lesson, as well as at the end of each lesson and unit. Language retention is further supported with the cumulative review following each unit, and the frequent recycling of previously-learned material, both within and between levels of the program.					
	¡Avancemos! Level 4, eEdition DVD-ROM		2010	9-12	9780547278629		
	¡Avancemos! Level 4, eEdition Online (contract	length subscription)	2010	9-12	9780547278827	1	
	¡Avancemos! Level 4, eEdition Online (1 year su	2010	9-12	9780547278759	1		
	¡Avancemos! Level 4, Teacher's Edition	•	2010	9-12	9780554030906		
	En Espanol Level 4, Lecturas literarias PE with	2007	9-12	9780618661701			
	En Espanol Level 4, Lecturas literarias TE		2007	9-12	9780618518180		
	¡Avancemos! Level 4, Video Program DVD		2010	9-12	9780547278834		
	¡Avancemos! Level 4, Cuaderno	2010	9-12	9780547255439			
	¡Avancemos! Level 4, Cuaderno Teacher Edition 2010 9-12				9780547255446		
	¡Avancemos! Level 4, Assessment Program 2010 9-12				9780547255422		
	¡Avancemos! Level 4, Teacher's One Stop Planner 2010 9-12				9780547278674		
	¡Avancemos! Level 4, Musica del mundo hispar	o Audio CD	2007	9-12	9780618866762		
	Holt Advanced Spanish, Nuevas vistas, Curso de introducción Student Edition						
	Notes: Recommended for heritage or native sp	eakers.					
	Key Features:						
	Holt Advanced Spanish, Nuevas vistas, Curso				9780030386497		
	Holt Advanced Spanish, Nuevas vistas, Curso d				9780030741517 9780030741531		
		Holt Advanced Spanish, Nuevas vistas, Curso de introducción Assessment Program Holt Advanced Spanish, Nuevas vistas, Curso de introducción Cuaderno de practica					
	Holt Advanced Spanish, Nuevas vistas, Curso d				9780030741524 9780030745935		
	AP® Language Preparation Student Workbook,		ier		9780030745935		
	AP® Language Preparation Student Workbook, AP® Language Preparation Teacher's Resource		Audio CD		9780030941825		
					9780030941623		
		Holt Advanced Spanish, Nuevas vistas, Curso de introducción Audio Compact Discs Holt Advanced Spanish, Nuevas vistas, Curso de introducción DVD Program					
	Holt Advanced Spanish, Nuevas vistas, Curso d		<u> </u>		9780030397783 9780030394072	-	
	Holt Advanced Spanish, Nuevas vistas, Holt Pu		nse		9780030413278		
	Holt Advanced Spanish, Nuevas vistas, Tior La. Test Generator for Macintosh® and Windows®	ExamView® Pro	9780030741494	4			

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*		
Holt McDougal	Holt Advanced Spanish, Nuevas vistas, Curso uno Student Edition	Holt McDougal	2006	9-12	9780030736926	100%		
	Notes: Recommended for heritage or native spe							
	Key Features: Is designed for students who have advanced English-speaking students of Spanish variety of readings throughout the chapter (at lea activities to support them and help facilitate read students to attempt the readings on their own. In needed for literary analysis. Students learn about	so uno features a and vocabulary selections allow evelop the skills						
	Holt Advanced Spanish, Nuevas vistas, Curso un	Holt Advanced Spanish, Nuevas vistas, Curso uno Student Edition CD-ROM						
	Holt Advanced Spanish, Nuevas vistas, Curso un				9780030741579	1		
	Holt Advanced Spanish, Nuevas vistas, Curso un	no Assessment Program			9780030643880	1		
	Holt Advanced Spanish, Nuevas vistas, Curso un		9780030643897					
	Holt Advanced Spanish, Nuevas vistas, Curso un	9780030397745						
	AP® Language Preparation Student Workbook,	9780030941832						
	AP® Language Preparation Teacher's Resource	9780030941825						
	Holt Advanced Spanish, Nuevas vistas, Curso un	9780030643941						
	Holt Advanced Spanish, Nuevas vistas, Curso un	9780030397790						
	Holt Advanced Spanish, Nuevas vistas, Holt Puz	9780030394072 9780030413278						
	Holt Advanced Spanish, Nuevas vistas, Holt Puz	Holt Advanced Spanish, Nuevas vistas, Holt PuzzlePro® CD-ROM Site License Holt Advanced Spanish, Nuevas vistas, Curso uno One Stop Planner® CD-ROM with ExamView® Pro Test						
	Generator for Macintosh® and Windows®	9780030741494						
	Holt Advanced Spanish, Nuevas vistas, Curso un	no Video Program	T		9780030643910			
	Holt Advanced Spanish, Nuevas vistas, Curso dos Student Edition	Holt McDougal	2006	9-12	9780030736940	100%		
	Notes: Recommended for heritage or native spe Key Features:	eakers.						
	Holt Advanced Spanish, Nuevas vistas, Curso de	os Student Edition CD-ROM			9780030361289			
	Holt Advanced Spanish, Nuevas vistas, Curso de				9780030509421			
	Holt Advanced Spanish, Nuevas vistas, Curso de	os Assessment Program			9780030643989			
	Holt Advanced Spanish, Nuevas vistas, Curso de	os Cuaderno de practica			9780030643996			
	Holt Advanced Spanish, Nuevas vistas, Curso de				9780030397776			
	AP® Language Preparation Student Workbook,				9780030941832			
	AP® Language Preparation Teacher's Resource		9780030941825					
	Holt Advanced Spanish, Nuevas vistas, Curso de		9780030644047					
	Holt Advanced Spanish, Nuevas vistas, Curso de		9780030397820					
	Holt Advanced Spanish, Nuevas vistas, Holt Puz				9780030394072			
	Holt Advanced Spanish, Nuevas vistas, Holt Puz			D T+	9780030413278			
	Holt Advanced Spanish, Nuevas vistas, Curso de	9780030509391						
	Generator for Macintosh® and Windows®			Generator for Macintosh® and Windows® Holt Advanced Spanish, Nuevas vistas, Curso dos Video Program				

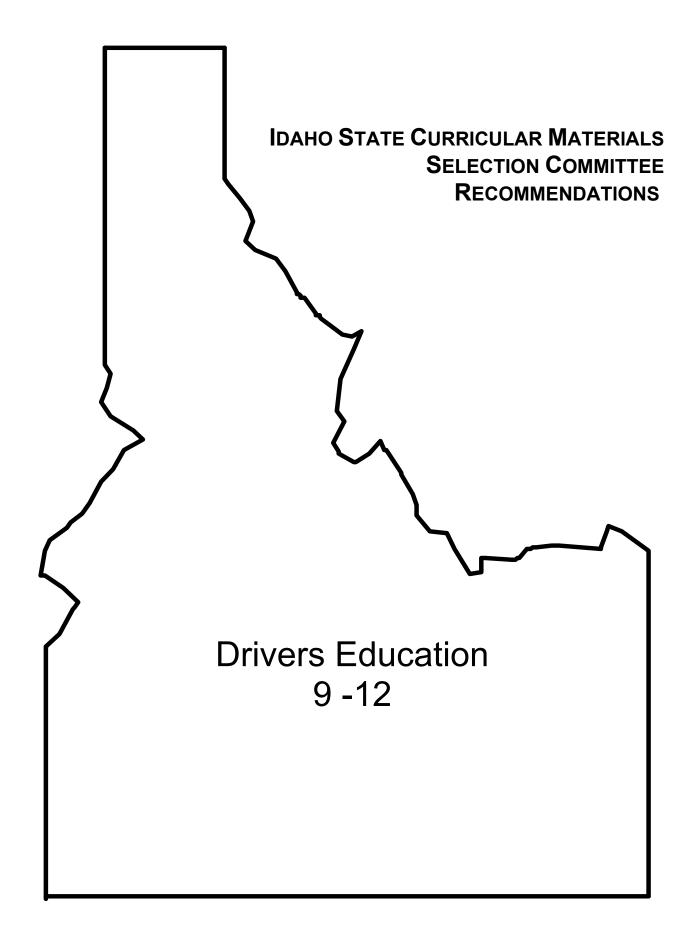
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Holt McDougal	De paseo Student Edition	Long, Macián	2010	9-12	9780495803454	96%
	Notes:					
	Key Features:					
	De paseo Instructor's Annotated Edition		9781428290037			
	De paseo Workbook/Lab Manual				9781428290020	
	De paseo Audio CD Program				9781428290051	
	De paseo PowerLecture CD with Instructor's Ro De paseo Workbook Answer Key	esource Manual			9781428290068 9781428290044	
	·		T			_
	Abriendo puertas: Lenguaje Student Edition	Armen	2007	9-12	9780618633425	R Highly Recommend 65%
	Notes: Highly recommended as "Resource On Key Features:					
	Abriendo puertas: Lenguaje Teacher's Resourc		9780618633449			
	Abriendo puertas: Lenguaje Audio Program	9780618832446				
Pearson Education Inc., publishing as Prentice Hall	Realidades A, Student Edition (Print) with Realidades.com	Boyles, et al.	2011	7-8	9780133691702	92%
	Notes: Recommended for middle school progra					
	Key Features:					
	Realidades A, My eBook Student Edition (CD-F				9780133638295	
	Realidades A, My eBook Student Edition (Onlin Realidades A. Teacher's Edition	ie) with Realidades.com			9780133692136 9780133691764	
	Realidades A, Teacher S Edition Realidades A, Teacher Express CD-ROM				9780133698251	
	Realidades A, Audio Program		2004		9780130359902	
	Realidades B, Student Edition (Print) with Realidades.com	Boyles, et al.	2011	7-8	9780133691719	93%
	Notes: Recommended for middle school progra		-			
	Key Features:					
	Realidades B, My eBook Student Edition (CD-F	9780133638301	1			
	Realidades B, My eBook Student Edition (Onlin Realidades B, Teacher's Edition	ie) with Realidades.com			9780133692143 9780133691771	_
	Realidades B, Teacher S Edition Realidades B, Teacher Express CD-ROM				9780133698251	-
	Realidades B , Audio Program		2004	7-8	9780130359902	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*		
Pearson Education Inc., publishing as Prentice Hall	Realidades 1, Student Edition (Print) with Realidades.com	Boyles, et al.	2011	9-12	9780133691726	93%		
	Notes: Instruction needs to include teacher edition a Key Features:							
	Realidades 1, My eBook Student Edition (CD-ROM)	with Realidades com	2011	9-12	9780133638318			
	Realidades 1, My eBook Student Edition (Online) wi	2011	9-12	9780133692150				
	Realidades 1. Teacher's Edition	2011	9-12	9780133691788				
	Realidades 1, Teacher Express CD-ROM	2011	9-12	9780133698251				
	Realidades 1, Audio Program	2004	9-12	9780130359933				
	Realidades 2, Student Edition (Print) with Realidades.com	Boyles, et al.	2011	9-12	9780133691733	100%		
	Notes: Instruction needs to include teacher edition and ancillaries. Key Features:							
	Realidades 2, My eBook Student Edition (CD-ROM)	with Realidades.com	2011	9-12	9780133638325			
	Realidades 2, My eBook Student Edition (Online) with Realidades.com		2011	9-12	9780133692174			
	Realidades 2, Teacher's Edition	2011	9-12	9780133691795				
	Realidades 2, Teacher Express CD-ROM	2011	9-12	9780133698275				
	Realidades 2, Audio Program	2004	9-12	9780130359940				
	Realidades 3, Student Edition (Print) with Realidades.com	Boyles, et al.	2011	9-12	9780133691757	94%		
	Notes: Instruction needs to include teacher edition and ancillaries. Key Features:							
	Realidades 3, My eBook Student Edition (CD-ROM) with Realidades.com	2011	9-12	9780133638332			
	Realidades 3, My eBook Student Edition (Online) wi		2011	9-12	9780133692181	1		
	Realidades 3, Teacher's Edition		2011	9-12	9780133691801	1		
	Realidades 3, Teacher Express CD-ROM		2011	9-12	9780133698299			
	Realidades 3, Audio Program		2004	9-12	9780130359957			
	Conexiones: Comunicación y cultura, Student Edition	Zayas-Bazán, et. al.	2010	11-12	9780131363403	96%		
	Notes: Instruction needs to include teacher edition a	and ancillaries.	•			1		
	Key Features:			1		1		
	Conexiones: Comunicación y cultura, Student Editio		SpanishLab™		9780137012534	1		
	Conexiones: Comunicación y cultura, Annotated ns				9780205647248			
	Conexiones: Comunicación y cultura, Student Audio				9780205666706			
	Conexiones: Comunicación y cultura, Audio CD to A		es Manual		9780205666782	4		
	Conexiones: Comunicación y cultura, World Langua	ige Lab 10 Pack			9780131363601			

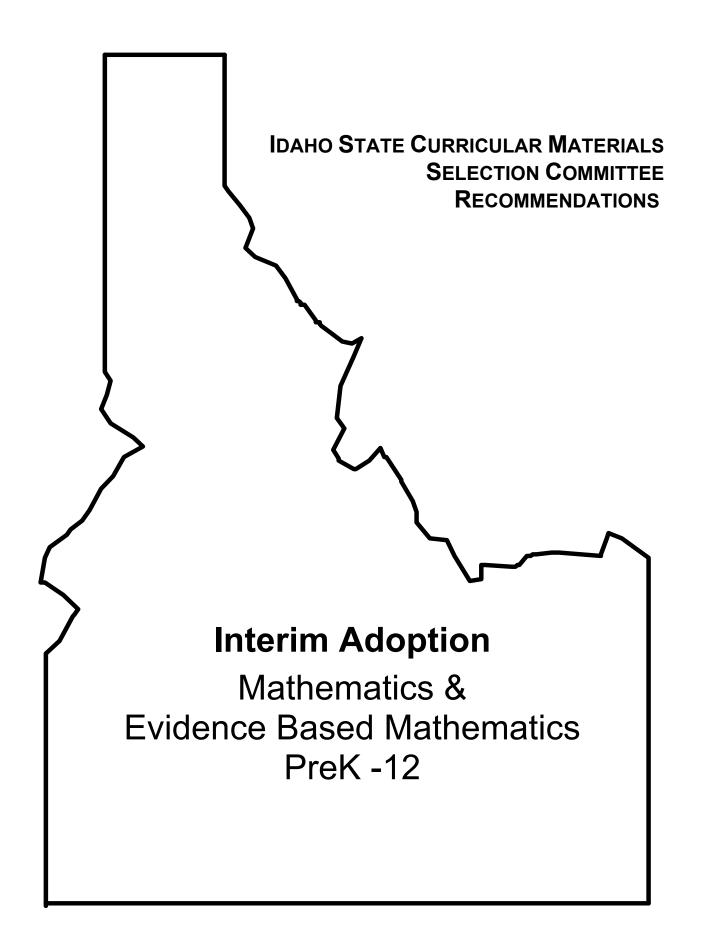
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*			
Vista Higher Learning	DESCUBRE 1 Lengua y cultura del mundo hispánico (Student Edition)	Vista Higher Learning	2008	7-12	9781600072529	Highly Recommended 100%			
	Key Features: Careful instructional design. Coh- contemporary Spanish usage . Meaningful, effe and syntax. Exciting contemporary cultural cover								
	DESCUBRE 1 Lengua y cultura del mundo hispánico - (Teache	9781600072536							
	DESCUBRE 1 Lengua y cultura del mundo hispánico - Cuaderi	9781600072550							
	DESCUBRE Level 1 Maestro® Supersite Passcode (Access to text's	9781600072604							
	DESCUBRE Level 1 TEACHER RESOURCE BOX - (Includes Teach Textbook Audio CDs, 2 Workbooks, Audio & Vid	9781600072727							
	DESCUBRE 2 Lengua y cultura del mundo hispánico (Student Edition)	Vista Higher Learning	2008	7-12	9781600072796	Highly Recommended 100%			
	Notes: Instruction needs to include teacher editi								
	Key Features: DESCUBRE 2 moves seamlessly Careful instructional design; Coherent exercise p Spanish usage; Meaningful, effective, personaliz Exciting contemporary cultural coverage of the S clips; Completely integrated website media, prac								
	DESCUBRE 2 Lengua y cultura del mundo hispánico - (Teache								
	DESCUBRE 2 Lengua y cultura del mundo hispánico- <i>Cuadern</i>	o de actividades (workbook))		9781600072826				
	DESCUBRE Level 2 Maestro® Supersite Passo (Access to text's dedicated website)	DESCUBRE Level 2 Maestro® Supersite Passcode -							
	DESCUBRE Level 2 TEACHER RESOURCE BOX - (Includes Teacher Set, Lab and Textbook Audio CDs, 2 Workbooks Cancionero)	9781600072994							

World Language Grades 6-12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Vista Higher Learning	DESCUBRE 3 Lengua y cultura del mundo hispánico (Student Edition)	Vista Higher Learning	2008	7-12	9781600073069	Highly Recommended 100%
	Notes: Instruction needs to include teacher ed Key Features:					
	DESCUBRE 3 Lengua y cultura del mundo hispánico (Teacher Edition)				9781600073076	
	DESCUBRE 3 Lengua y cultura del mundo hispánico - Cuao	lerno de actividades (workbo		9781600073090		
	DESCUBRE Level 3 Maestro® Supersite Passcode - (Access to tex	kt's dedicated website)		9781600073144		
	DESCUBRE Level 3 TEACHER RESOURCE BOX - (Includes Teac Set, Lab and Textbook Audio CDs, 2 Workbook Cancionero)			9781600073267		



Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource *Correlation
Glencoe / McGraw-Hill	Responsible Driving	AAA	2006	9-12	9780078678127	74%
	Notes:					
	Key Features:					
	Teacher Wraparound Edition (Free 1:35 Student	9780078678134	1			
	Teacher Classroom Resources (Free 1:50 Stude	9780078737770]			
	ExamView® Pro Testmaker Software (Free 1:50	9780078730528				
Pearson Ed. Inc, publishing as Prentice Hall	Drive Right, Student Edition	Owen Crabb, et al.	2010	9-12	9780133612608	Highly Recommended 86%
	Notes:					
	Key Features:					
	Drive Right, Teacher's Edition				9780133612752	



Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource *Correlation
Houghton Mifflin Harcourt School Publishers	Math Expressions Teacher Edition (2 volumes)	Dr. Karen Fuson	2009	К	978-0-547-06079-8	90% NCTM = 94%
(Interim 2009)	Notes: Must purchase manipultives kit. Key Features:					
	Math Expressions Student Activity Book (2 volum		978-0-547-06868-8	-		
	Anno's Counting Big Book	978-0-618-69735-9	1			
	Math Expressions Homework & Remembering B	978-0-547-06653-0				
	Math Expressions Homework & Remembering B	978-0-547-06711-7	1			
	Math Expressions Assessment Guide	978-0-547-06688-2	ĺ			
	Math Expressions Teacher Resource Book		978-0-547-06654-7	1		
	Math Expressions Student Manipulatives Kit	978-0-547-25429-6	ĺ			
	Math Expressions Custom Manipulatives Kit	978-0-547-06689-9	1			
	Math Expressions Manipulatives & Materials Kit	978-0-547-19789-0	1			
	Math Expressions Teacher Modeling Kit	978-0-547-05706-4	1			
	Math Expressions Differentiated Instruction Card	S			978-0-547-06658-5	1
	Math Expressions Center Challenges Easels				978-0-547-06646-2	1
	Math Expressions Literature Library				978-0-547-15420-6	1
	Lesson Planner CD-ROM					
	Math Expressions eStudent Activity Book CD-RC		978-0-547-15508-1			
	Math Expressions eStudent Activity Book Online	978-0-547-15308-7				
	Math Expressions eTeacher Edition Book CD-RC	978-0-547-15532-6				
	Math Expressions eTeacher Edition Book Online	9780-547-15330-8				
Houghton Mifflin Harcourt School	Math Expressions Teacher Edition (2 volumes)	Dr. Karen Fuson	2009	1	978-0-547-06078-1	93% NCTM = 94%
Publishers						_
(Interim 2009)	Notes: Must purchase manipultives kit.					
	Key Features:					
	Math Expressions Teacher MathBoards				978-0-618-51049-8	1
	Math Expressions Student Activity Book (2 volum	168)			978-0-547-06085-9	1
	Math Expressions Student MathBoards	100)			978-0-618-51055-9	1
	Math Expressions Homework & Remembering B	ook (2 volumes)			978-0-547-06669-1	1
	Math Expressions Homework & Remembering B				978-0-547-06712-4	1
	Math Expressions Assessment Guide				978-0-547-06700-1	1
	Math Expressions Teacher Resources Book				978-0-547-06655-4	1
	Math Expressions Student Manipulatives Kit		978-0-547-25430-2	1		
	Math Expressions Custom Manipulatives Kit				978-0-547-06693-6	1
	Math Expressions Manipulatives & Materials Kit				978-0-547-19783-8	j
	Math Expressions Teacher Modeling Kit				978-0-547-05714-9	1
	Math Expressions Differentiated Instruction Card	S			978-0-547-06660-8	1
	Math Expressions Center Challenges Easels				978-0-547-06647-9	1
	Math Expressions Literature Library	978-0-547-15425-1	1			

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource *Correlation
Houghton Mifflin	Math Expressions (Continued)					
Harcourt School	Math Expressions Lesson Planner CD-ROM	978-0-547-19769-2				
Publishers	Math Expressions eStudent Activity Book CD-RC	978-0-547-15518-0				
rubiisiieis	Math Expressions eStudent Activity Book Online	978-0-547-15317-9				
	Math Expressions eTeacher Edition CD-ROM	g.c			978-0-547-15528-9	
	Math Expressions eTeacher Edition Online Single	978-0-547-15316-2				
	Math Expressions Test Generator CD-ROM				978-0-547-19784-5	
	Soar to Success Math				978-0-547-22426-8	
Houghton Mifflin Harcourt School Publishers	Math Expressions Teacher Edition (2 volumes)	Dr. Karen Fuson	2009	2	978-0-547-06074-3	84% NCTM = 94%
(Interim 2009)	Notes: Must purchase manipultives kit. Key Features:					
	Math Expressions Teacher MathBoards				978-0-618-51049-8	
	Math Expressions Student Activity Book (2 volum	978-0-547-06084-2				
	Math Expressions Student MathBoards,	978-0-618-51055-9				
	Math Expressions Homework & Remembering B	ook (2 volumes)			978-0-547-06674-5	
	Math Expressions Homework & Remembering B				978-0-547-06713-1	
	Math Expressions Assessment Guide	978-0-547-06702-5				
	Math Expressions Teacher Resources Book	978-0-547-06656-1				
	Math Expressions Student Manipulatives Kit	978-0-547-25431-9				
	Math Expressions Custom Manipulatives Kit	978-0-547-06692-9				
	Math Expressions Manipulatives & Materials Kit	978-0-547-19795-1				
	Math Expressions Teacher Modeling Kit	978-0-547-05710-1				
	Math Expressions Differentiated Instruction Card	978-0-547-06661-5				
	Math Expressions Center Challenge Easels	978-0-547-06648-6				
	Math Expressions Literature Library	978-0-547-15426-8				
	Math Expressions Lesson Planner CD-ROM	978-0-547-19770-8				
	Math Expressions eStudent Activity Book CD-RC	978-0-547-15519-7				
	Math Expressions eStudent Activity Book Online				978-0-547-15302-5	
	Math Expressions eTeacher Edition Book CD-R	<u> </u>			978-0-547-15523-4	
	Math Expressions eTeacher Edition Book Online				978-0-547-15323-0	
	Math Expressions Test Generator CD-ROM				978-0-547-19787-6	
	Soar to Success Math		978-0-547-22426-8			
Houghton Mifflin Harcourt School Publishers	Math Expressions Teacher Edition (2 volumes)	Dr. Karen Fuson	2009	3	978-0-547-06055-2	84% NCTM = 94%
(Interim 2009)	Notes: Must purchase manipultives kit.	•	,	L		
	Key Features:					
	Math Expressions Teacher MathBoards				978-0-618-51050-4	
	Math Expressions Student Activity Book (2 volum	nes)			978-0-547-06081-1	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource *Correlation
Houghton Mifflin	Math Expressions (Continued)		2009	3		
Harcourt School	Math Expressions Hardcover Student Activity Bo	ook	2000		978-0-547-05753-8	
Publishers	Math Expressions Activity Workbook				978-0-547-15137-3	
rubiisiieis	Math Expressions Student MathBoards,				978-0-618-51056-6	
	Math Expressions Homework & Remembering B	ook (2 volumes)			978-0-547-06677-6	
	Math Expressions Homework & Remembering B				978-0-547-06714-8	
	Math Expressions Assessment Guide	,			978-0-547-06704-9	
	Math Expressions Teacher Resources Book	978-0-547-06659-2				
	Math Expressions Student Manipulatives Kit	978-0-547-25432-6				
	Math Expressions Custom Manipulatives Kit	978-0-547-06695-0				
	Math Expressions Manipulatives & Materials Kit	978-0-547-19785-2				
	Math Expressions Teacher Modeling Kit	978-0-547-05711-8				
	Math Expressions Differentiated Instruction Card	978-0-547-06664-6				
	Math Expressions Center Challenge Easels	978-0-547-06649-3				
	Math Expressions Literature Library	978-0-547-15427-5				
	Math Expressions Lesson Planner CD-ROM	978-0-547-19771-5				
	Math Expressions eStudent Activity Book CD-RC	978-0-547-15527-2				
	Math Expressions eStudent Activity Book Online	978-0-547-15322-3				
	Math Expressions eTeacher Edition CD-ROM				978-0-547-15516-6	
	Math Expressions eTeacher Edition Online Singl	e User 6-yr		978-0-547-15318-6		
	Math Expressions Test Generator	978-0-547-19788-3				
	Soar to Success Math	T.			978-0-547-22426-8	
Houghton Mifflin Harcourt School Publishers	Math Expressions Teacher Edition (2 volumes)	Dr. Karen Fuson	2009	4	978-0-547-06082-8	90% NCTM = 94%
(Interim 2009)	Notes: Must purchase manipultives kit.	•				
	Key Features:					
	Math Expressions Teacher MathBoards				978-0-547-21405-4	
	Math Expressions Student Activity Book (2 volum	nes)			978-0-547-06073-6	
	Math Expressions Hardcover Student Activity Bo				978-0-547-05752-1	
	Math Expressions Activity Workbook				978-0-547-15139-7	
	Math Expressions Student MathBoards				978-0-618-51057-3	
	Math Expressions Homework & Remembering B	ook (2 volumes)			978-0-547-06684-4	
	Math Expressions Homework & Remembering B				978-0-547-06715-5	
	Math Expressions Assessment Guide	,			978-0-547-06705-6	
	Math Expressions Teacher Resources Book				978-0-547-06662-2	
	Math Expressions Student Manipulatives Kit				978-0-547-25433-3	
	Math Expressions Custom Manipulatives Kit				978-0-547-06694-3	
	Math Expressions Manipulatives & Materials Kit				978-0-547-19786-9	
	Math Expressions Teacher Modeling Kit				978-0-547-05719-4	
	Math Expressions Differentiated Instruction Card	s			978-0-547-06657-8	
	Math Expressions Center Challenge Easels	-	978-0-547-06650-9			
	Math Expressions Center Challenge Easels	310-0-3-1-00030-3				

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource *Correlation
Houghton Mifflin	Math Expressions (Continued)		2009	4		
Harcourt School	Math Expressions Lesson Planner CD-ROM		1 =	-	978-0-547-19773-9	
Publishers	Math Expressions eStudent Activity Book CD-RO	M			978-0-547-15524-1	
abilionoro	Math Expressions eStudent Activity Book Online	Single User 6-vr			978-0-547-15313-1	
	Math Expressions eTeacher Edition CD-ROM	978-0-547-15521-0				
	Math Expressions eTeacher Edition Online Single	978-0-547-15331-5				
	Math Expressions Test Generator CD-ROM	,			978-0-547-19790-6	
	Soar to Success Math				978-0-547-22426-8	
Houghton Mifflin Harcourt School Publishers	Math Expressions Teacher Edition (2 volumes)	Dr. Karen Fuson	2009	5	978-0-547-06083-5	80% NCTM = 94%
Interim 2009)	Notes: Must purchase manipultives kit. Key Features:					
	Math Expressions Teacher MathBoards	978-0-618-51052-8				
	Math Expressions Teacher MathBoards Math Expressions Student Activity Book (2 volume	978-0-618-51052-8				
	Math Expressions Hardcover Student Activity Book (2 Volume Math Expressions Hardcover Student Activity Book	,			978-0-547-05751-4	
	Math Expressions Activity Workbook	<u>JK</u>			978-0-547-15140-3	
	Math Expressions Student MathBoards				978-0-618-51058-0	
	Math Expressions Homework & Remembering Bo	ook (2 volumes)			978-0-547-06691-2	
	Math Expressions Homework & Remembering BI	978-0-547-06716-2				
	Math Expressions Assessment Guide	978-0-547-06707-0				
	Math Expressions Teacher Resources Book	978-0-547-06663-9				
	Math Expressions Student Manipulatives Kit	978-0-547-25434-0				
	Math Expressions Custom Manipulatives Kit					
	Math Expressions Manipulatives & Materials Kit	Math Expressions Manipulatives & Materials Kit				
	Math Expressions Teacher Modeling Kit	978-0-547-05712-5				
	Math Expressions Differentiated Instruction Cards	978-0-547-06665-3				
	Math Expressions Center Challenge Easels	978-0-547-06652-3				
	Math Expressions Literature Library				978-0-547-15421-3	
	Math Expressions Lesson CD-ROM	B.4			978-0-547-19774-6	
	Math Expressions eStudent Activity Book CD-RO				978-0-547-15530-2	
	Math Expressions eStudent Activity Book Online Math Expressions eTeacher Edition CD-ROM	Single User 6-yr			978-0-547-15319-3 978-0-547-15533-3	
	Math Expressions eTeacher Edition CD-ROW Math Expressions eTeacher Edition Online Single	Lloor 6 vr			978-0-547-15333-3	
		e Oser o-yr			978-0-547-19791-3	
	Ways to Assess CD-ROM	310-0-0-1-13131-0				

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource *Correlation		
Scholastic Inc. (Interim 2009)	FASTT Math Enterprise Edition: School Plan Unlimited Site License	Ted Hasselbring	2007	3-5 (3-8)	978-0-545-11075-4	R Recommended w/ Reservations Grade 3 = 5% Grade 4 = 4% Grade 5= 2% NCTM 0%		
	Notes: "Resource Only". Intervention tool for sta Key Features:	andards strand 12.						
Scholastic Inc. (Interim 2009)	Do The Math Addition & Subtraction A	Marilyn Burns	2008	2	978-0-545-09179-4	R Highly Recommended		
	Small-Group Module for 8 Students					See notes NCTM 78%		
	Notes: "Resource Only". Intervention tool for sta Correlation percentages are for all grade level me solving.							
	Key Features: Created by Marilyn Burns, gives a Focusing on numbers and operations—the corne 2-8 build a solid foundation in computation, number learning. Do The Math helps students develop the number sense they need to reason, and the ability							
	Do The Math Addition & Subtraction A Whole-Cla	978-0-545-09214-2						
	Do The Math Addition & Subtraction B Whole	978-0-545-09217-3						
		On The Math Addition & Subtraction B WorkSpace (Consumable) 978-0-545-00999-7						
Scholastic Inc. (Interim 2009)	Do The Math Addition & Subtraction C Small-Group Module for 8 Students	Marilyn Burns	2008	3-4	978-0-545-09181-7	R Highly Recommended See notes		
	Notes: "Resource Only". Intervention tool for sta		NCTM 78%					
	Correlation percentages are for all grade level me for problem solving.	odules combined. Grade 5-	0270, 0.000	, 0				
		tudents who have fallen beherstone of Math education— per sense, and problem solve skills they need to compu	nind a chance to catch Do The Math helps sing for immediate and te with accuracy and	n up and keep up. tudents in grades d long-term efficiency, the				
	for problem solving. Key Features: Created by Marilyn Burns, gives s Focusing on numbers and operations—the corne 2-8 build a solid foundation in computation, numble learning. Do The Math helps students develop the	tudents who have fallen beherstone of Math education— per sense, and problem solve skills they need to computy to apply their skills and re	nind a chance to catch Do The Math helps sing for immediate and te with accuracy and	n up and keep up. tudents in grades d long-term efficiency, the	978-0-545-09218-0			

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource *Correlation			
Scholastic Inc. (Interim 2009)	Do The Math Multiplication A Small-Group Module for 8 Students	Marilyn Burns	2008	3	978-0-545-09124-4	R Highly Recommended See notes NCTM 78%			
	Notes: "Resource Only". Intervention tool for stathree correlation for all modules combined grade Key Features: Created by Marilyn Burns, gives Focusing on numbers and operations—the corne 2-8 build a solid foundation in computation, numl learning. Do The Math helps students develop the number sense they need to reason, and the ability of the Math Multiplication A Wools-Class Modules.	978-0-545-09198-5 978-0-545-00693-4							
Scholastic Inc. (Interim 2009)	Do The Math Multiplication A WorkSpace (Consu Do The Math Multiplication B Small-Group Module for 8 Students	Marilyn Burns	2008	3-4	978-0-545-09128-2	R Highly Recommended See notes NCTM 78%			
	Notes: "Resource Only". Intervention tool for sta Correlation percentages are for all grade level m for problem solving. Key Features:								
	,	e for 24 Students			978-0-545-09199-2				
	Do The Math Multiplication B WorkSpace (Consu	Do The Math Multiplication B Whole-Class Module for 24 Students Do The Math Multiplication B Work Space (Consumable)							
Scholastic Inc. (Interim 2009)	Do The Math Division A Small- Group Module for 8 Students	Marilyn Burns	2008	4	978-0-545-01004-7 978-0-54509182-4	R Highly Recommended See notes NCTM 78%			
	Notes: "Resource Only". Intervention tool for sta Correlation percentages are for all grade level m solving. Key Features:								
	Do The Math Division A Whole-Class Module for	24 Students			978-0-545-09201-2	+			
	Do The Math Division AWorkSpace (Consumable				978-0-545-01353-6				

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource *Correlation			
Scholastic Inc. (Interim 2009)	Do The Math Division B Small-Group Module for 8 Students	Marilyn Burns	2008	4-5	978-0-545-09184-8	R Highly Recommended See notes NCTM 78%			
	Notes: "Resource Only". Intervention tool for sta Correlation percentages are for all grade level me for problem solving. Key Features:								
	Do The Math Division B Whole-Class Module for Do The Math Division B WorkSpace (Consumable)	978-0-545-09202-9 978-0-545-02250-7							
Scholastic Inc. (Interim 2009)	Do The Math Fractions A Small-Group Module for 8 Students	Marilyn Burns	2008	4-5	978-0-545-09186-2	R Highly Recommended See notes NCTM 78%			
	Notes: "Resource Only". Intervention tool for sta Correlation percentages are for all grade level me for problem solving. Key Features: Do The Math Fractions A Whole-Class Module for Do The Math Fractions A WorkSpace (Consuma	978-0-545-09204-3 978-0-545-00988-1							
Scholastic Inc. (Interim 2009)	Do The Math Multiplication C Small-Group Module for 8 Students	Marilyn Burns	2008	4-6	978-0-545-09129-9	R Highly Recommended See notes NCTM 78%			
	Notes: "Resource Only". Intervention tool for sta Correlation percentages are for all grade level me Great program for problem solving. Key Features: Created by Marilyn Burns, gives s Focusing on numbers and operations—the corne 2-8 build a solid foundation in computation, numble learning. Do The Math helps students develop the number sense they need to reason, and the ability Do The Math Multiplication C Whole-Class Modern Do The Math Multiplication C WorkSpace (Control Control C	978-0-545-09200-5 978-0-545-02241-5							

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource *Correlation		
Scholastic Inc. (Interim 2009)	Do The Math Division C Small-Group Module for 8 Students	Marilyn Burns	2008	5-6	978-0-545-09185-5	R Highly Recommended See notes NCTM 78%		
	Notes: "Resource Only". Intervention tool for sta Correlation percentages are for all grade level mo for problem solving. Key Features:							
	Do The Math Division C Whole-Class Module for Do The Math Division CWorkSpace (Consumable		978-0-545-09203-6 978-0-545-02260-6					
Scholastic Inc. (Interim 2009)	Do The Math Fractions B	Marilyn Burns	2008	5-6	978-0-545-09187-9	R Highly		
	Small-Group Module for 8 Students					Recommended See notes NCTM 78%		
	Notes: "Resource Only". Intervention tool for sta Correlation percentages are for all grade level mo for problem solving. Key Features:							
	Do The Math Fractions B Whole-Class Module for Do The Math Fractions B WorkSpace (Consumal	978-0-545-09205-0 978-0-545-01684-1]					
Scholastic Inc. (Interim 2009)	Do The Math Fractions C Small-Group Module for 8 Students	Marilyn Burns	2008	5-6	978-0-545-09188-6	R Highly		
						Recommended See notes NCTM 78%		
	Do The Math Fractions C Whole-Class Module for		978-0-545-09206-7 978-0-545-02270-5					
SkillsTutor – Houghton Mifflin Harcourt (Interim 2009)	Do The Math Fractions C WorkSpace (Consumal Math Fact Fluency	SkillsTutor	2008	3-4	9780547291543	R Recommended w/ Reservations 2% NCTM 0%		
	Notes: "Resource Only". Intervention tool for good Key Features:	al 1.2.						

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource *Correlation
SRA/ McGraw-Hill (Interim 2009)	SRA Number Worlds Level F Intervention Package	Griffin et al.	2007	4-8	9780076052936	EBIM Recommended w/ Reservations Grade 4= 64% Grade 5 = 73% Grade 6 = 73% Grade 7= 84% Grade 8 = 88% NCTM 81%
	Notes: Evidence based, somewhat rigorous. Intare for all levels combined.					
	Key Features:					
	SRA Number Worlds Student Workbooks L	9780076053223				
	Student Workbook Level F (5 pack) N	9780076053179	_			
	Student Workbook Level F (5 pack) N	9780076053186				
	Student Workbook Level F (5 pack) A				9780076053193	
	Student Workbook Level F (5 pack) N				9780076053209	_
	Student Workbook Level F (5 pack) C				9780076053216 9780076054039	
	Student Workbook Level F (5 pack) D	ata Anaiysis				
	Level F Teacher Edition	9780076053407				
	Level F Assessment Package	9780076090891	_			
	Level F Plus Pack	1		1	9780076110292	
SRA/ McGraw-Hill (Interim 2009)	SRA Number Worlds Level G Intervention Package	Griffin et al.	2007	4-8	9780076052943	See correlations above
	Notes: Evidence based, somewhat rigorous. Int are for all levels combined.					
	Key Features:					
	SRA Number Worlds Student Workbooks Le		ck)		9780076053285	_
	Student Workbook Level G (5 pack) N	Number Sense			9780076053230	_
	Student Workbook Level G (5 pack) Number Patterns		9780076053247			
	Student Workbook Level G (5 pack) N		9780076053254			
	Student Workbook Level G (5 pack) [9780076053261			
	Student Workbook Level G (5 pack) (9780076053278			
	Student Workbook Level G (5 pack) [Data Analysis		4-8	9780076054046	
	Level G Teacher Edition			4-8	9780076053414	
1	Level G Assessment Package			4-8	9780076090907	
				-		

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource *Correlation
SRA/ McGraw-Hill (Interim 2009)	SRA Number Worlds Level H Intervention Package	Griffin et al.	2007	4-8	9780076052950	See correlations above
	Notes: Evidence based, somewhat rigorous. In are for all levels combined. Key Features:	ation percentages				
	,				07007070040	=
	SRA Number Worlds Student Workbooks Le		CK)		9780076053346	4
	Student Workbook Level H (5 pack				9780076053292 9780076053308	4
	Student Workbook Level H (5 pack Student Workbook Level H (5 pack				9780076053308	4
	Student Workbook Level H (5 pack				9780076053315	-
	Student Workbook Level H (5 pack				9780076053322	+
	Student Workbook Level H (5 pack				9780076053339	+
	Level H Teacher Edition	9780076053421	+			
	Level H Assessment Package	9780076090914	+			
SRA/ McGraw-Hill (Interim 2009)	SRA Number Worlds Level I Intervention Package	Griffin et al.	2008	4-8	9780076122875	See correlations above
	SRA Number Worlds Level I Complete S Data Analysis & Applications Workb Geometry & Measurement Workbook Number Sense Workbook (5 pack) Operation Sense & Computation Workbook (6 pack) Proportional Reasoning Workbook (6 Algebra Workbook (5 pack) Level I Teacher Edition Level I Assessment BLM Level I Practice BLM	9780076123643 9780076123636 9780076123629 9780076123582 9780076123599 9780076123605 9780076123612 9780076145447 9780076123957 9780076145218				
	Level I Instructional Activity Cards				9780076123841	
	Level I English Learner Support Guide				9780076124145	
	Level I Plus Package				9780076176861	_
	Level I eTextbook CD	9780076145416				

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource *Correlation
SRA/ McGraw-Hill (Interim 2009)	SRA Number Worlds Level J Intervention Package	Griffin et al.	2008	4-8	9780076122882	See correlations above
	Notes: Evidence based, somewhat rigorous. Intare for all levels combined.	ation percentages				
	Key Features:					
	SRA Number Worlds Level J Complete Set Stud	ent Books (30 Pack)			9780076123711	
	Algebra: Functions and Graphs Work	book (5 pack)			9780076123681	7
	Data Analysis & Applications Workbo	ok (5 pack)			9780076123704	
	Geometry & Measurement Workbook	9780076123698				
	Expressions and Equations Workboo	9780076123667	_			
	Number Sense Workbook (5 pack)	9780076123650				
	Rational Numbers and Proportional F	9780076123674	_			
	Level J Teacher Edition	9780076145454				
	Level J Assessment BLM	9780076123964	-∤			
	Level J Practice BLM Level J Instructional Activity Cards		9780076145225 9780076123858	_		
	Level J English Learner Support Guid	10			9780076124152	┥
	Level J Plus Package	9780076176878				
	Level J eTextbook CD	9780076145423				
	Additional components Level A-J		 			
	eAssess CD-ROM (Levels A-H)	9780076053575				
	eAssess CD-ROM (Levels H-J)	9780076181728	╡			
	eMath Tools CD-ROM (Levels A-J)				9780076059706	
	Building Blocks CD-ROM (Levels A-J)	9780076145317	7			
	Building Blocks Online Site License, 1-year, per	building (Levels A-J)			9780076194575	
	Building Blocks Online Site License, 1-year, per	9780076179589	7			
	Number Knowledge Test (Levels A-J)				9780076124220	
	Vocabulary Card Package I (Levels A-J)				9780076124251	
	Vocabulary Card Package II (Levels A-J)		1	1	9780076124268	
Teacher Created Materials (Interim 2009)	Exploring Math: An Intervention & Reinforcement Resource (Level A)	Teacher Created Materials Staff	03/01/2005	1	9780743987714	R 73% NCTM 83%
	Notes: Comprehensive intervention program. Key Features:					
Teacher Created Materials (Interim 2009)	Exploring Math: An Intervention & Reinforcement Resource (Level B)	Teacher Created Materials Staff	11/01/2004	2	9780743987721	R 76% NCTM 83%
	Notes: Comprehensive intervention program. Key Features:	1				

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource *Correlation
Teacher Created Materials (Interim 2009)	Exploring Math: An Intervention & Reinforcement Resource (Level C)	Teacher Created Materials Staff	06/01/2004	3	9780743987738	R 62% NCTM 83%
	Notes: Comprehensive intervention program. Key Features:					
Teacher Created Materials (Interim 2009)	Exploring Math: An Intervention & Reinforcement Resource (Level D)	Teacher Created Materials Staff	11/01/2004	4	9780743987745	R 71% NCTM 83%
	Notes: Comprehensive intervention program. Key Features:					
Teacher Created Materials (Interim 2009)	Exploring Math: An Intervention & Reinforcement Resource (Level E)	Teacher Created Materials Staff	04/01/2005	5	9780743987752	R 76% NCTM 83%
	Notes: Comprehensive intervention program. Key Features:					
Teacher Created Materials (Interim 2009)	Targeted Math Intervention: for Summer School, After School, and Other Instructional Programs (Level 1)	Teacher Created Materials Staff	05/20/2008	1	9781433301278	R 73% NCTM 83%
	Notes: Comprehensive intervention program. Si access required. Key Features:	x week program. Teacher F	Resource Guide and	PowerPoint		
Teacher Created Materials (Interim 2009)	Targeted Math Intervention: for Summer School, After School, and Other Instructional Programs (Level 2)	Teacher Created Materials Staff	04/24/2008	2	9781433301285	R 42% NCTM 83%
	Notes: Comprehensive intervention program. Si access required. Key Features:					
Teacher Created Materials (Interim 2009)	Targeted Math Intervention: for Summer School, After School, and Other Instructional Programs (Level 3)	Teacher Created Materials Staff	01/17/2008	3	9781433301292	R 55% NCTM 83%
	Notes: Comprehensive intervention program. Si access required.	x week program. Teacher F	Resource Guide and	PowerPoint		

Mathematics PreK -5

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource *Correlation
Teacher Created Materials (Interim 2009)	Targeted Math Intervention: for Summer School, After School, and Other Instructional Programs (Level 4)	Teacher Created Materials Staff	04/03/2008	4	9781433301308	R 57% NCTM 83%
	Notes: Comprehensive intervention program. Si access required. Key Features:	ix week program. Teacher F	Resource Guide and	PowerPoint		
Teacher Created Materials (Interim 2009)	Targeted Math Intervention: for Summer School, After School, and Other Instructional Programs (Level 5)	Teacher Created Materials Staff	05/19/2008	5	9781433301315	R 44% NCTM 83%
	Notes: Comprehensive intervention program. Si access required. Key Features:	ix week program. Teacher F	Resource Guide and	PowerPoint		
Teacher Created Materials (Interim 2009)	Targeted Math Intervention: for Summer School, After School, and Other Instructional Programs (Level 6)	Teacher Created Materials Staff	05/20/2008	6	9781433301322	R 32% NCTM 89%
	Notes: Comprehensive intervention program. To Key Features:	eacher Resource Guide and	PowerPoint access i	required.		
Teacher Created Materials (Interim 2009)	Targeted Math Intervention: for Summer School, After School, and Other Instructional Programs (Level 7)	Teacher Created Materials Staff	05/27/2008	7	9781433301339	R 55% NCTM 89%
	Notes: Comprehensive intervention program. To Key Features:	required.				
Teacher Created Materials (Interim 2009)	Targeted Math Intervention: for Summer School, After School, and Other Instructional Programs (Level 8)	Teacher Created Materials Staff	05/27/2008	8	9781433301346	R 32% NCTM 89%
	Notes: Comprehensive intervention program. T Key Features:	eacher Resource Guide and	PowerPoint access	required.		

2009 Committee Recommendations

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^{*}Correlation to Math Content Standards

^{*}Process Standards taken from Principles and Standards for School Mathematics from National Council of Teachers of Mathematics (NCTM) copyright 2000.

^{*}EBIM = Evidence Based Intervention Math

^{*}ICS = Idaho Content Standards

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource *Correlation
Big Ideas Learning LLC (Interim 2009)	Big Ideas Math (Pupil Edition)	Ron Larson and Laurie Boswell	2010	6	9781608400133	82% NCTM = 100%
	Key Features: Is a focal points curriculum. By n the opportunity to process and understand the m providing a complete instructional model that hel as develop and evaluate mathematical argument important mathematical connections. The prograticulus integrated differentiated instruction. Let remediation. Both formal and authentic ongoing program students are required to communicate, of the mathematical concepts they are learning. strategies as well as build mathematical knowled.	ect instruction conjectures, as well students make coopulation, homework and Throughout the nd understanding				
	Big Ideas Math Pupil Edition with English and Sp Handbook, and Basic Skills Handbook CD-ROM	9781608400881]			
	Big Ideas Math Interactive Pupil Edition with Eng access per pupil edition purchased, each year of	9781608401062				
	Big Ideas Math Teaching Edition (One per teach Teaching Edition CD-ROM, upon request)	9781608400164				
	Big Ideas Math Teaching Edition CD-ROM (One OR Teaching Edition CD-ROM, upon request)	9781608400911				
	Big Ideas Math Teaching Edition Online (One on	9781608401079				
	Big Ideas Math Record and Practice Journal (On implementation, and one per teacher, upon requi	9781608400331				
	Big Ideas Math Record and Practice Journal Onl purchased, each year of the contract, upon requi	9781608401093				
	Big Ideas Math Record and Practice Journal Ans	9781608400485				
	Big Ideas Math Record and Practice Journal Ans teacher, each year of the contract, upon request	9781608401109				
	Big Ideas Math Assessment Book (One per teach				9781608400362	
	Big Ideas Math Assessment Book Online (One o		ch year of the contra	ct, upon request)	9781608401116	
	Big Ideas Math Resources by Chapter (One per	teacher, upon request)	•		9781608400393	
	Big Ideas Math Resources by Chapter Online (O request)	ne online access per teacher	, each year of the co	ontract, upon	9781608401130	
	Big Ideas Math Dynamic Classroom Online (One request)	online access per teacher, e	ach year of the cont	ract, upon	9781608401161	
	Big Ideas Math Lesson Tutorials CD-ROM (One	per teacher, upon request, w	ith permission to cop	oy)	9781608400829	
	Big Ideas Math Lesson Tutorials Online (One online per teacher, each year of the contract, upon	9781608401086	<u> </u>			
	Big Ideas Math Dynamic Lesson Planning Tool C	9781608400850				
	Big Ideas Math Lesson Plans Online (One online			oon request)	9781608401178	
	Big Ideas Math Dynamic Teaching CD-ROM Pac ROM and Dynamic Classroom CD-ROM (One pe	9781608400942				
	Big Ideas Math Answer Presentation Tool Online the contract, upon request)	(One online access per teac	her, each year of		9781608401154	7

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource *Correlation			
Big Ideas	Big Ideas Math (Continued)		2010	6					
Learning LLC (Interim 2009)	Big Ideas Math Differentiating the Lesson Online the contract, upon request)	9781608401147							
	Big Ideas Math Worked –Out Solutions Online (Contract, upon request)	One online access per teacher	r, each year of the		9781608401123				
	Big Ideas Math Skills Review Handbook Online (and one per teacher, each year of the contract, u		edition purchased,		9781608401185				
	Big Ideas Math Basic Skills Handbook Online (O and one per teacher, each year of the contract, u	ne online access per pupil ed	ition purchased,		9781608401192				
	Big Ideas Math Editable Ancillary CD-ROM: Rec Journal Answer Key, Assessment Book, Resour Differentiating the Lesson, Lesson Plans, Skills F (One per teacher, upon request)	ord and Practice Journal, Recoces by Chapter, Worked-Out	Solutions,		9781608401031				
	Big Ideas Math Idaho Essential Skills CD-ROM (One per teacher, upon reques	st)		9781608401345	╡			
	Big Ideas Math Dynamic Assessment CD-ROM F Quiz Show CD-ROM and Vocabulary Puzzle Bui	Package includes Test General	ator CD-ROM,		9781608400317				
Big Ideas Learning LLC	Big Ideas Math (Pupil Edition)	Ron Larson and Laurie Boswell	2010	7	9781608400140	90% NCTM = 100%			
Interim 2009)	Notes:								
	Key Features:								
	Big Ideas Math Pupil Edition with English and Sp Handbook, and Basic Skills Handbook CD-ROM	9781608400898							
	Big Ideas Math Interactive Pupil Edition with Eng access per pupil edition purchased, each year of	9781608401208							
	Big Ideas MathTeaching Edition (One per teacher, choice of Teaching Edition prints)	9781608400171							
	Big Ideas Math Teaching Edition CD-ROM (One CD-ROM, upon request)	9781608400928							
	Big Ideas Math Teaching Edition Online (One on				9781608401215				
	Big Ideas Math Record and Practice Journal (On per teacher, upon request)	9781608400348							
	Big Ideas Math Record and Practice Journal Onl the contract, upon request)	ine (One online access per pu	upil edition purchase	ed, each year of	9781608401239				
	Big Ideas Math Record and Practice Journal Ans	wer Key (One per teacher, up	oon request)		9781608400492	7			
	Big Ideas Math Record and Practice Journal Ans contract, upon request)	9781608401246							
	Big Ideas Math Assessment Book (One per teach				9781608400379				
	Big Ideas Math Assessment Book Online (One o		h year of the contra	ct, upon request)	9781608401253	_			
	Big Ideas Math Resources by Chapter (One per Big Ideas Math Resources by Chapter Online (O request)	9781608400409 9781608401277	_						
	Big Ideas Math Dynamic Classroom Online (One request)	online access per teacher, e	ach year of the cont	ract, upon	9781608401307				

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource *Correlation
Big Ideas	Big Ideas Math (Continued)		2010	7		
Learning LLC	Big Ideas Math Lesson Tutorials CD-ROM (One	9781608400836				
(Interim 2009)	Big Ideas Math Lesson Tutorials Online (One onlyear of the contract, upon request)	9781608401222				
	Big Ideas Math Dynamic Lesson Planning Tool C	9781608400867				
	Big Ideas Math Lesson Plans Online (One online				9781608401314	
	Big Ideas Math Dynamic Teaching CD-ROM Pac Classroom CD-ROM (One per teacher, upon req	uest)		,	9781608400959	
	Big Ideas Math Answer Presentation Tool Online request)	9781608401291				
	Big Ideas Math Differentiating the Lesson Online request)	9781608401284				
	Big Ideas Math Worked –Out Solutions Online (C request)	9781608401260				
	Big Ideas Math Skills Review Handbook Online (teacher, each year of the contract, upon request)	9781608401321				
	Big Ideas Math Basic Skills Handbook Online (Or each year of the contract, upon request)	9781608401338				
	Big Ideas Math Editable Ancillary CD-ROM: Recc Assessment Book, Resources by Chapter, Worke Review Handbook, and Basic Skills Handbook (C	9781608401048				
	Big Ideas Math Idaho Essential Skills CD-ROM (9781608401345	1			
	Big Ideas Math Dynamic Assessment CD-ROM F and Vocabulary Puzzle Builder CD-ROM (One pe	9781608400317				
Big Ideas Learning LLC	Big Ideas Math (Pupil Edition)	Ron Larson and Laurie Boswell	2010	8	9781608400157	82% NCTM = 100%
(Interim 2009)	Notes: Key Features: Is a focal points curriculum. By narrowing the focus and taking each concept deeper, students have the opportunity to process and understand the mathematics. The program blends inquiry with direct instruction providing a complete instructional model that helps students make and investigate mathematical conjectures, as well as develop and evaluate mathematical arguments. Lessons build on previous knowledge, helping students make important mathematical connections. The program has extensive resources to support a diverse population, including integrated differentiated instruction. Lesson tutorials support independent work, such as homework and remediation. Both formal and authentic ongoing assessment is provided to help guide instruction. Throughout the program students are required to communicate, both orally and through writing, their knowledge and understanding of the mathematical concepts they are learning. The program helps students use a variety of problem solving strategies as well as build mathematical knowledge and confidence through problem solving. Big Ideas Math Pupil Edition with English and Spanish Audio, Record and Practice Journal, Skills Review Handbook, and Basic Skills Handbook CD-ROM (One per teacher, upon request, with permission to copy) Big Ideas Math Interactive Pupil Edition with English and Spanish Audio Online (One online access per pupil edition purchased, each year of the contract, upon request) Big Ideas Math Teaching Edition (One per teacher, choice of Teaching Edition print OR Teaching Edition CD-ROM, upon request)					-

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource *Correlation
Big Ideas	Big Ideas Math (Continued)		2010	8		
Learning LLC Interim 2009)	Big Ideas Math Teaching Edition CD-ROM (Or print OR Teaching Edition CD-ROM, upon req	9781608400935				
	Big Ideas Math Teaching Edition Online (One contract, upon request)	9781608401369				
	Big Ideas Math Record and Practice Journal (of implementation, and one per teacher, upon	9781608400355				
	Big Ideas Math Record and Practice Journal C purchased, each year of the contract, upon re	9781608401383				
	Big Ideas Math Record and Practice Journal A				9781608400508	
	Big Ideas Math Record and Practice Journal A teacher, each year of the contract, upon reque	9781608401390				
	Big Ideas Math Assessment Book (One per te	acher, upon request)			9781608400386	
	Big Ideas Math Assessment Book Online (One contract, upon request)	9781608401406				
	Big Ideas Math Resources by Chapter (One po	9781608400416				
	Big Ideas Math Resources by Chapter Online of the contract, upon request)	9781608401420				
	Big Ideas Math Dynamic Classroom Online (O the contract, upon request)	9781608401024				
	Big Ideas Math Lesson Tutorials CD-ROM (On	9781608400843				
	Big Ideas Math Lesson Tutorials Online (One and one per teacher, each year of the contrac	9781608401376				
	Big Ideas Math Dynamic Lesson Planning Too	ol CD-ROM (One per teache	r, upon request)		9781608400874	
	Big Ideas Math Lesson Plans Online (One onl contract, upon request)				9781608401468	
	Big Ideas Math Dynamic Teaching CD-ROM P. CD-ROM and Dynamic Classroom CD-ROM (C	ne per teacher, upon reque	est)		9781608400966	
	Big Ideas Math Answer Presentation Tool Onl year of the contract, upon request)	ine (One online access per	teacher, each		9781608401444	
	Big Ideas Math Differentiating the Lesson Onl year of the contract, upon request)	•	•		9781608401437	
	Big Ideas Math Worked –Out Solutions Online of the contract, upon request)				9781608401413	
	Big Ideas Math Skills Review Handbook Onlin purchased, and one per teacher, each year of	9781608401475				
	Big Ideas Math Basic Skills Handbook Online purchased, and one per teacher, each year of	9781608401482				
	Big Ideas Math Editable Ancillary CD-ROM: Re Practice Journal Answer Key, Assessment B Solutions, Differentiating the Lesson, Lesson Skills Handbook (One per teacher, upon reque	9781608401055				
	Big Ideas Math Idaho Essential Skills CD-ROM (st)		9781608401345	╡
	Big Ideas Math Dynamic Assessment CD-ROM F Quiz Show CD-ROM and Vocabulary Puzzle Buil	9781608400317	1			

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource *Correlation
Encyclopedia Britanica (Interim 2009)	Math In Context – 9 Units per Grade Level – Grade 6	Romberg, Thomas A, & deLange, Jan et.al. WI Ctr for Educ. Research, Univ of WI, Madison & Freudenthal Institute, Univ of Utrecht, The Netherlands		6		EBIM 88% NCTM = 81%
	Notes: Evidence Based, as somewhat rigor and real world problem solving. Must use e					
	Key Features:		_			
	Comparing Quantities SE	9781593398972	-			
	Comparing Quantities TG Expressions and Formulas SE	9781608350001 9781593398989	4			
	Expressions and Formulas TG	9781608350018	-			
	Figuring All the Angles SE	9781593399856	╡			
	Figuring All the Angles TG				9781608350209	
	Fraction Times SE				9781593399849	1
	Fraction Times TG	9781608350193	7			
	Models You Can Count On SE	9781593399009				
	Models You Can Count On TG	9781608350032	7			
	More or Less SE	9781593398996				
	More or Less TG	9781608350025	1			
	Picturing Numbers SE				9781593399863	
	Picturing Numbers TG	9781608350216	1			
	Reallotment SE				9781593399016	7
	Reallotment TG				9781608350049	7
	Take A Chance SE				9781593399870	7
	Take A Chance TG				9781608350223	1
	Key to Success SS Level 1 SE	Romberg and deLange, et.al	2010	6	9781593398910	
	Notes: Supplemental component of Math in or intervention materials.					
	Key to Success SS Level 1 TG				9781593398941	7
	Key to Success Manipulatives Kit	9781593399771	_			
	Key to Success Manipulatives Kit	9781593399771				
	Key to Success Manipulatives Kit			6-8	9781593399771	
	Number Tools Workbook			6-8	9781593399139	
	Number Tools TG			6-8	9781593399153	
	Algebra Tools Workbook			6-8	9781593399146	
	Algebra Tools TG			6-8	9781593399160	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource *Correlation
Encyclopedia Britanica (Interim 2009)	Math In Context – 9 Units per Grade Level – Grade 7	Romberg, Thomas A, & deLange, Jan et.al. WI Ctr for Educ. Research, Univ of WI, Madison & Freudenthal Institute, Univ of Utrecht, The Netherlands		7		EBIM 73% NCTM = 81%
	Notes: Evidence Based, as somewhat rigor and real world problem solving. Must use en					
	Key Features:					
	Building Formulas SE				9781593399030	
	Building Formulas TG	9781608350063				
	Dealing with Data SE	9781593399382				
	Dealing with Data TG	9781608350254				
	Facts and Factors SE				9781593399887	
	Facts and Factors TG	9781608350230				
	Made to Measure SE	9781593399894	1			
	Made to Measure TG	9781608350247 9781593399047				
	Operations SE					
	Operations TG	9781608350070 9781593399054				
	Packages and Polygons SE					
	Packages and Polygons TG Ratios and Rates SE	9781608350087 9781593399825				
	Ratios and Rates 5E				9781608350162	
	Second Chance SE				9781508350162	
	Second Chance TG				9781608350155	
	Triangles and Beyond SE				9781593399023	-
	Triangles and Beyond TG				9781608350056	
	Key to Success SS Level 2 SE	Romberg and deLange, et.al	2010	7	9781593398927	
	Notes: Supplemental component of Math in or intervention materials.					
	Key to Success SS Level 2 TG					
	Key to Success Manipulatives Kit	9781593399771				
	Key to Success Manipulatives Kit	9781593399771				
	Key to Success Manipulatives Kit			6-8	9781593399771	- - - -
	Number Tools Workbook			6-8	9781593399139	
	Number Tools TG			6-8	9781593399153	
	Algebra Tools Workbook			6-8	9781593399146	
	Algebra Tools TG			6-8	9781593399160	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource *Correlation
Encyclopedia Britanica	Math In Context – 9 Units per Grade Level – Grade 8	Romberg, Thomas A, & deLange, Jan et.al. WI Ctr for Educ. Research, Univ of WI, Madison & Freudenthal Institute, Univ of Utrecht, The Netherlands		8		EBIM 91% NCTM = 81%
	Notes: Evidence Based, as somewhat rigorous. and real world problem solving. Must use entire Key Features:	d for extra practice				
	Algebra Rules SE				9781593399085	-
	Algebra Rules 3E	9781608350117	╡			
	Graphing Equations SE	9781593399832	╡			
	Graphing Equations TG	9781608350179	†			
	Great Predictions SE	9781593399795	1			
	Great Predictions TG				9781608350186	
	Insights into Data SE	Insights into Data SE				
	Insights into Data TG	9781608350124	1			
	It's All the Same SE	9781593399061				
	It's All the Same TG	9781608350094	1			
	Looking at An Angle SE	9781593399108				
	Looking at An Angle TG					
	Patterns and Figures SE				9781608350131 9781593399115	
	Patterns and Figures TG				9781608350148	
	Ups and Downs SE				9781593399078	7
	Ups and Downs TG				9781608350100	7
	Revisiting Numbers SE				9781593399917	7
	Revisiting Numbers TG				9781608350261	1
	Key to Success SS Level 3 SE (Math in Context Supplemental materials)	Romberg & deLange, et.al	2010	8	9781593398934	
	Notes: Supplemental component of Math in Con or intervention materials.	text Correlates 38% to ICS*	and 69% to NCTM	Summer school		
	Key to Success SS Level 3 TG				9781593398965	1
	Key to Success Manipulatives Kit	9781593399771	1			
	Key to Success Manipulatives Kit					
	Key to Success Manipulatives Kit			6- 8	9781593399771	1
	Number Tools Workbook			6- 8	9781593399139	1
	Number Tools TG			6- 8	9781593399153	1
	Algebra Tools Workbook			6- 8	9781593399146	†
	Algebra Tools TG			6-8	9781593399160	7

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource *Correlation
Glencoe/ McGraw-Hill	Glencoe Pre-Algebra	Malloy	2010	8	9780078885150	94% NCTM = 89%
(Interim 2009)	Notes:					
	Key Features:					
	Teacher Wraparound Edition (Free 1:35 Student	Editions Purchased)			9780078885167	
	StudentWorks Plus DVD	<u>Lationo i di oridood</u>			9780078915253	
	TeacherWorks Plus DVD (Free 1:50 Student Edi	tions Purchased)			9780078915482	
	ExamView® Assessment Suite CD-ROM (Free 1	· · · · · · · · · · · · · · · · · · ·	20d)		9780078915222	1
	Teacher Classroom Resources (Free 1:50 Stude		seu)		9780078913587	_
	,	1	T			
Holt McDougal (Interim 2009)	Holt McDougal Mathematics Course 1 Student Edition	Bennett, Burger, Chard, et al.	2010	6	9780030994289	Highly Recommend 98% NCTM = 84%
	Notes:					
	Key Features:					
	Holt McDougal Mathematics Course 1 Interactive	9780554007595				
	Holt McDougal Mathematics Course 1 Student One Stop™ CD-ROM	9780554010496				
	Holt McDougal Mathematics Course 1 Student C minimum purchase of 25 print Student Editions)	9780554019895				
	Holt McDougal Mathematics Course 1 Teacher's	9780030994319				
	Holt McDougal Mathematics Course 1 Alternate	9780554005959				
	Holt McDougal Mathematics Course 1 Are You F	9780554007175				
	Holt McDougal Mathematics Course 1 Assessme	9780554006765				
	Holt McDougal Mathematics Course 1 Chapter F	9780554005577				
	Holt McDougal Mathematics Course 1 Classroor	9780030662737	4			
	Holt McDougal Mathematics Course 1 Homewor		9780554013671	4		
	Holt McDougal Mathematics Course 1 IDEA Wor	3	9780554007519	_		
	Holt McDougal Mathematics Course 1 Know-It N Holt McDougal Mathematics Course 1 Lab Activi		9780554012452 9780554012766	4		
	Holt McDougal Mathematics Course 1 Lab Activi		1.0		9780554012537	4
	Holt McDougal Mathematics Course 1 Problem 9				9780554013695	-{
	Holt McDougal Mathematics Course 1 Problems Holt McDougal Mathematics Course 1 Questioni		9780554012575	-		
	Holt McDougal Mathematics Course 1 Question	9780554012605	-			
	Holt McDougal Mathematics Course 1 Solutions	C13	9780554012636	1		
	Holt McDougal Mathematics Course 1 Success 1		9780554012650	†		
	Holt McDougal Mathematics Course 1 State Tes School	ool and High	9780030779510	1		
	Holt McDougal Mathematics Course 1 Teacher's	Manipulatives Kit			9780030686283	1
	Holt McDougal Mathematics Course 1 Spanish S				9780554018195	1
	Holt McDougal Mathematics Course 1 Actividad		Family Involvement	Activities)	9780554018225	1

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource *Correlation
Holt McDougal	Holt McDougal Mathematics Course	1 (Continued)	2010	6		
(Interim 2009)	Holt McDougal Mathematics Course 1 Cuaderno Workbook)	de trabajo de tarea y practica	(Spanish Homewo	rk and Practice	9780554018317	
	Holt McDougal Mathematics Course 1 Estas listo Intervention and Enrichment)	? Intervencion y enriquecimie	nto (Spanish Are Y	ou Ready?	9780554018256	
	Holt McDougal Mathematics Course 1 Listo para On? Intervention and Enrichment)	seguir? Intervencion y enrique	ecimiento (Spanish	Ready To Go	9780554018287	
	Holt McDougal Mathematics Course 1 Recursos	de evalucion (Spanish Assess	sment Resources)		9780554018348	
	Holt McDougal Mathematics Course 1 Multilingua	al Glossary			9780030781476	
	Holt McDougal Mathematics Course 1 Homework				9780554013664	
	Holt McDougal Mathematics Course 1 Know-lt N				9780554005164	
	Holt McDougal Mathematics Course 1 Problem S				9780554013688	_]
	Holt McDougal Mathematics Course 1 State Test				9780030782732	_
	Holt McDougal Mathematics Course 1 Are You R				9780554006772	
	Holt McDougal Mathematics Course 1 Interactive		ROM		9780554007540	
	Holt McDougal Mathematics Course 1 Lesson Tu	9780554012551	_			
	Holt McDougal Mathematics Course 1 Ready to	Go On? Intervention and Enric	hment CD-ROM		9780554012599	
	Holt McDougal Mathematics Course 1 Teacher C	9780554010519				
Holt McDougal Interim 2009)	Holt McDougal Mathematics Course 2 Student Edition	Bennett, Burger, Chard, et al.	2010	7	9780030994296	Highly Recommend 93% NCTM = 84%
	Notes:					
	Key Features:					
	Holt McDougal Mathematics Course 2 Interactive	Online Edition (contract length	th subscription)		9780554007601	
	Holt McDougal Mathematics Course 2 Student O	9780554010502				
	Holt McDougal Mathematics Course 2 Student O print Student Editions)	9780554019901				
	Holt McDougal Mathematics Course 2 Teacher's	9780030994326	1			
	Holt McDougal Mathematics Course 2 Alternate	9780554005553				
	Holt McDougal Mathematics Course 2 Are You R	9780554005188				
	Holt McDougal Mathematics Course 2 Assessme				9780554007168	
	Holt McDougal Mathematics Course 2 Chapter R	9780554005973				
	Holt McDougal Mathematics Courses 1, 2 and 3				9780030662737	
	Holt McDougal Mathematics Course 2 Homework	9780554013718	_			
	Holt McDougal Mathematics Course 2 IDEA Wor	9780554007526 9780554012469				
		Holt McDougal Mathematics Course 2 Know-It Notebook™ Teachers Guide Volumes 1 and 2				
	Holt McDougal Mathematics Course 2 Lab Activity		9780554012773	_		
	Holt McDougal Mathematics Course 2 Lesson Tr				9780554012544	_
	Holt McDougal Mathematics Course 1 Problem S		uide		9780554013732	_
	Holt McDougal Mathematics Course 2 Questionin	ng Strategies			9780554012582	4
	Holt McDougal Mathematics Course 2 Ready To		ichment with Answ	ers	9780554012612	_
	Holt McDougal Mathematics Course 2 Solutions	Key			9780554012643	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource *Correlation
Holt McDougal (Interim 2009)	Holt McDougal Mathematics Course					
(,	Holt McDougal Mathematics Course 2 Success f	or Every Learner with Answers	3	u.	9780554012667	
	Holt McDougal Mathematics Course 1, 2 and 3 S Middle School and High School				9780030779510]
	Holt McDougal Mathematics Course 1, 2 and 3 T	eacher's Manipulatives Kit			9780030686283	
	Holt McDougal Mathematics Course 2 Spanish S	tudent Edition			9780554018201	
	Holt McDougal Mathematics Course 2 Actividade				9780554018232	
	Holt McDougal Mathematics Course 2 Cuaderno Workbook)	, , , , ,	` .		9780554018324	
	Holt McDougal Mathematics Course 2 Estas listo Intervention and Enrichment)	? Intervencion y enriquecimie	nto (Spanish Are Y	ou Ready?	9780554018263	
	Holt McDougal Mathematics Course 2 Listo para On? Intervention and Enrichment)	seguir? Intervencion y enrique	ecimiento (Spanish	Ready To Go	9780554018294]
	Holt McDougal Mathematics Course 2 Recursos	de evalucion (Spanish Assess	ment Resources)		9780554018355	1
	Holt McDougal Mathematics Course 1, 2 and 3 N	Multilingual Glossary			9780030781476	
	Holt McDougal Mathematics Course 2 Homewor	9780554014029				
	Holt McDougal Mathematics Course 2 Know-It N	9780554007625				
	Holt McDougal Mathematics Course 2 Problem S	9780554013725				
	Holt McDougal Mathematics Course 2 State Tes	9780030790874				
	Holt McDougal Mathematics Course 1, 2 and 3 A	9780554006772				
	Holt McDougal Mathematics Course 1 Interactive	9780554007564				
	Holt McDougal Mathematics Course 1 Lesson Tu	9780554010304				
	Holt McDougal Mathematics Course 1 Ready to	9780554010328				
	Holt McDougal Mathematics Course 2 Teacher C	9780554010526				
Holt McDougal Interim 2009)	Holt McDougal Mathematics Course 3 Student Edition	Bennett, Burger, Chard, et al.	2010	8	9780030994302	Highly Recommend 95% NCTM = 84%
	Notes:					
	Key Features:					
	Holt McDougal Mathematics Course 3 Interactive	9780554007618				
	Holt McDougal Mathematics Course 3 Student C	ne Stop™ CD-ROM			9780554010489	
	Holt McDougal Mathematics Course 3 Student C print Student Editions)	9780554019918				
	Holt McDougal Mathematics Course 3 Teacher's	9780030994333				
	Holt McDougal Mathematics Course 3 Alternate	9780554006352				
	Holt McDougal Mathematics Course 3 Are You F	3	9780554005584	_		
	Holt McDougal Mathematics Course 3 Assessme		9780554005171			
	Holt McDougal Mathematics Course 3 Chapter F		er Resource Books)		9780554006376	
	Holt McDougal Mathematics Courses 1, 2 and 3	Classroom Manipulatives Kit			9780030662737	
	Holt McDougal Mathematics Course 3 Homewor				9780554013756	
	Holt McDougal Mathematics Course 3 IDEA Wor	ks! Modified Worksheets and	Tests with Answers	<u> </u>	9780554007533	

Mathematics

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource *Correlation
Holt McDougal	Holt McDougal Mathematics Course	3 (Continued)	2010	8		
Interim 2009)	Holt McDougal Mathematics Course 3 Know-It No		olumes 1 and 2	•	9780554010359	
	Holt McDougal Mathematics Course 3 Lab Activit				9780554012780	
	Holt McDougal Mathematics Course 3 Lesson Tra	ansparencies Volumes 1 and	2		9780554010397	
	Holt McDougal Mathematics Course 3 Problem S				9780554014012	
	Holt McDougal Mathematics Course 3 Questioning	ng Strategies			9780554010403	
	Holt McDougal Mathematics Course 3 Ready To	Go On? Intervention and Enr	richment with		9780554010410	
	Answers					
	Holt McDougal Mathematics Course 3 Solutions I	Key			9780554010427	
	Holt McDougal Mathematics Course 3 Success for	or Every Learner with Answers	S		9780554010434	
	Holt McDougal Mathematics Course 1, 2 and 3 S High School	·	cher's Guide for Mi	ddle School and	9780030779510	
	Holt McDougal Mathematics Course 1, 2 and 3 To	9780030686283				
	Holt McDougal Mathematics Course 3 Spanish S	9780554018218				
	Holt McDougal Mathematics Course 3 Actividade	9780554018249				
	Holt McDougal Mathematics Course 3 Cuaderno Workbook)	9780554018331				
	Holt McDougal Mathematics Course 3 Estas listo Intervention and Enrichment)	9780554018270				
	Holt McDougal Mathematics Course 3 Listo para On? Intervention and Enrichment)	seguir? Intervencion y enrique	ecimiento (Spanish	Ready To Go	9780554018300	
	Holt McDougal Mathematics Course 3 Recursos	de evalucion (Spanish Assess	sment Resources)		9780554018362	
	Holt McDougal Mathematics Course 1, 2 and 3 M				9780030781476	
	Holt McDougal Mathematics Course 3 Homework	9780554013749				
	Holt McDougal Mathematics Course 3 Know-It No	9780554007632				
	Holt McDougal Mathematics Course 3 Problem S	olving Workbook			9780554014005	
	Holt McDougal Mathematics Course 3 State Test				9780030784965	
	Holt McDougal Mathematics Course 1, 2 and 3 A	re You Ready? Intervention a	nd Enrichment CD-	ROM	9780554006772	
	Holt McDougal Mathematics Course 1 Interactive				9780554007557	
	Holt McDougal Mathematics Course 1 Lesson Tu				9780554010441	
	Holt McDougal Mathematics Course 1 Ready to 0		hment CD-ROM		9780554010465	
	Holt McDougal Mathematics Course 3 Teacher C	9780554010533				
Scholastic Inc. Interim 2009)	FASTT Math Enterprise Edition: School Plan Unlimited Site License	Ted Hasselbring	2007	6-8 (3-8)	978-0-545-11075-4	R <1% NCTM 0%
	Notes: "Resource Only". Intervention tool for sta Key Features:		NCTVIU%			

2009 Committee Recommendations

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^{*}Correlation to Math Content Standards

^{*}Process Standards taken from Principles and Standards for School Mathematics from National Council of Teachers of Mathematics (NCTM) copyright 2000.

^{*}EBIM = Evidence Based Intervention Math

^{*}ICS = Idaho Content Standards

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource *Correlation	
Apangea (Interim 2009)	Apangea Math 6.0	Louis Piconi and Dave Farrer	2009	10-12	Web based	EBIM Grade 10 =72% Algebra = 78% Geometry = 78% NCTM = 72%	
	Notes: Evidence Based, somewhat rigorous. Ar 09/10 school year, to raise correlation percentag Key Features:						
Glencoe/ McGraw-Hill (Interim 2009)	Core-Plus Mathematics: Contemporary Mathematics In Context, Course 3	Hirsch, et al	2009	9-12	9780078772610	Recommended w/ Reservations 52% NCTM 94%	
	Notes: Course 1, 2, 3 must be purchased and us	1					
	Key Features:	Key Features:					
	StudentWorks Plus CD-ROM	StudentWorks Plus CD-ROM					
	Teacher's Guide, Part A	9780078772627					
	Teacher's Guide, Part B	Teacher's Guide, Part B					
	TeacherWorks CD-ROM				9780078916793		
	ExamView® Assessment Suite CD-ROM				9780078881398		

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource *Correlation
		Personal I	inance			
EMC Publishing, LLC	Personal Finance: A Lifetime Responsibility Textbook	Grady Kimbrell, Nathan Dungan	2009	9-12	9780821942543	76% NCTM = 56%
Interim 2009	Notes: Requires supplementation of MPF 3.1 & Key Features:					
	Personal Finance: A Lifetime Responsibility Pow	er Practice: Interactive Stude	ent CD		9780821946626	7
	Personal Finance: A Lifetime Responsibility Stud				9780821942567	
	Personal Finance: A Lifetime Responsibility Math				9780821944400	7
	Personal Finance: A Lifetime Responsibility Ann				9780821942550	
	Personal Finance: A Lifetime Responsibility Less				9780821942598	7
	Personal Finance: A Lifetime Responsibility Example	9780821946640				
	Personal Finance: A Lifetime Responsibility Stud	9780821942574	7			
	Personal Finance: A Lifetime Responsibility Math	9780821944417				
	Personal Finance: A Lifetime Responsibility Asse	9780821942581				
	Personal Finance: A Lifetime Responsibility EMC	9780821946657				
	Personal Finance: A Lifetime Responsibility Micr	9780821946633				
	Personal Finance: A Lifetime Responsibility Teach	9780821942611				
	Personal Finance: A Lifetime Responsibility Acce					
Pearson Ed. Inc, publishing as Prentice Hall (Interim 2009)	Personal Financial Literacy, Student Edition with MyFinancialLitLab	Madura, et al.	2010	9-12	9780321547750	Recommended w/ Reservations 69% NCTM 53%
	Notes: Program weakness in standards: MPF 1 Key Features:					
	Personal Financial Literacy, Student Edition with	MyFinancialLitLab & Math V	/orkbook Bundle		9780137027200	
	Personal Financial Literacy, Annotated Teacher's		9780136076414			
	Personal Financial Literacy, Student Edition Mod	g	9780136087908			
	Personal Financial Literacy, Student Edition Mod		9780136087915			
	Personal Financial Literacy, Student Edition Mod		9780136087922 9780136087939			
	Personal Financial Literacy, Student Edition Mod	Personal Financial Literacy, Student Edition Module: Savings and Investments				
	Personal Financial Literacy, Workbook				9780136087564	
	Personal Financial Literacy, Student Journal				9780136076421	
	Personal Financial Literacy, Student Math Works	oook			9780136095187	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource *Correlation			
Technical Math									
Holt McDougal (formerly Cengage Learning title)	Elementary Technical Math, 9 th Edition Student Book	Dale Ewen and C. Robert Nelson	2007	9-12	9780495113492	83% NCTM = 89%			
Interim 2009	Notes: Requires supplementation of MPF 3.1 &								
	Key Features:					1			
	Elementary Technical Math Exam View			9780495117667]				
	Elementary Technical Math Test Bank				9780495019824				
			1						
			1						
						-			
						4			
						-			
						1			
						1			

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource *Correlation
		Alge	bra			
CPM Educational Program (Interim 2009)	Algebra Connections Student Set (2 volumes)	Dietiker, Kysh, Sallee, & Hoey	2006	9-12	9781931287449	Recommended w/ Reservations 70% NCTM 92%
	Notes: Lacks balance in methodology. High lev	el readability.				
	Key Features: Algebra Connections Volume 1				9781931287456	
	Algebra Connections Volume 2	9781931287463				
	Algebra Connections Hardbound (1 volume)	9781931287470				
	Algebra Connections Teacher Edition	9781931287487				
	Algebra Connections Parent Guide		9781931287494			
	Algebra Connections Extra Practice Algebra Models (Algebra Tiles) Class Set		9781603280020 9781603280136	_		
Glencoe/ McGraw-Hill	Glencoe Algebra 1	Carter	2010	9-12	9780078884801	89% NCTM = 61%
Interim 2009	Teacher Wraparound Edition (Free 1:35 Student	•	9780078884818			
	Teacher Classroom Resources (Free 1:50 Stude		9780078920981			
	StudentWorks Plus CD-ROM	,			9780078915307	
	TeacherWorks Plus DVD (Free 1:50 Student Edi		9780078915505			
	ExamView® Assessment Suite CD-ROM (Free 1		9780078915222			
Glencoe/ McGraw-Hill	Math Triumphs for Algebra 1	Carter	2010	9-12	9780078908460	R 22%
Interim 2009	Notes: Recommended as a "Classroom Resource	ıtation and drill.		NCTM = 58%		
	Key Features:					
	Teacher Edition (Free 1:35 Student Editions Pur	chased)			9780078908477	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource *Correlation
		Geom	etry			
CPM Educational Program (Interim 2009)	Geometry Connections Student Set (2 volumes)	Dietiker, Kysh, Sallee, & Hoey	2007	9-12	9781931287579	Recommended w/ Reservations 63% NCTM 92%
	Notes: Lacks balance in methodology. High level	el readability.				
	Key Features:					
	Geometry Connections Volume 1				9781931287586	
	Geometry Connections Volume 2		9781931287593	<u>_</u>		
	Geometry Connections Hardbound (1 volume)		9781931287609			
	Geometry Connections Teacher Edition	9781931287616				
	Geometry Connections Parent Guide	9781931287623				
	Geometry Connections Extra Practice	9781931287630	_			
	Geometry Connections Mirror Set			T	9781603280143	
Glencoe/ McGraw-Hill	Glencoe Geometry	Carter	2010	9-12	9780078884849	96% NCTM = 61%
Interim 2009	Notes:					
	Key Features:					
	Teacher Wraparound Edition (Free 1:35 Stud		9780078884856			
	StudentWorks Plus DVD				9780078915437	-
	TeacherWorks Plus DVD (Free 1:50 Student Edit		9780078915543			
	ExamView® Assessment Suite CD-ROM (Free 1	:50 Student Editions Purcha	ased)		9780078915222	7
	Teacher Classroom Resources (Free 1:50 Stude		9780078920998			
Glencoe/ McGraw-Hill	Math Triumphs for Geometry	Carter	2010	9-12	9780078908590	R 23%
Interim 2009	Notes: Recommended as a "Classroom Resource	utation and drill.		NCTM = 58%		
	Key Features:					
	Teacher Edition (Free 1:35 Student Editions Purc	chased)			9780078908606	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource *Correlation
		Algebi	ra 2			
CPM Educational Program (Interim 2009)	Algebra 2 Connections Student Set (2 volumes)	Kysh, Dietiker, Sallee, & Hoey	2009	9-12	9781931287951	Recommended w/ Reservations 85% NCTM 92%
	Notes: Lacks balance in methodology. High leve	el eadability.				
	Key Features:					
	Algebra 2 Connections Volume 1				9781931287968	
	Algebra 2 Connections Volume 2		9781931287975			
1	Algebra 2 Connections Hardbound (1 volume)	9781931287982				
	Algebra 2 Connections Teacher Edition	9781931287999	- 			
	Algebra 2 Connections Parent Guide with Extra Practice	9781931287821				
Glencoe/ McGraw-Hill	Glencoe Algebra 2	Carter	2010	9-12	9780078884825	92% NCTM = 61%
(Interim 2009)	Notes:	•		•		
	Key Features:					
	Teacher Wraparound Edition (Free 1:35 Student		9780078884832			
	StudentWorks Plus DVD	<u> </u>			9780078915376	
	TeacherWorks Plus DVD (Free 1:50 Student Edit	tions Purchased)			9780078915529	
	ExamView® Assessment Suite CD-ROM (Free 1		9780078915222	Ħ		
	Teacher Classroom Resources (Free 1:50 Stude	nt Editions Purchased)	•		9780078921001	
Glencoe/ McGraw-Hill (Interim 2009)	Math Triumphs for Algebra 2	Glencoe	2010	9-12	9780078916342	R 28% NCTM = 58%
	Notes: Recommended as a "Classroom Resourc	utation and drill.				
	Key Features:	h a a a d\			0700070046350	
	Teacher Edition (Free 1:35 student editions purch	naseu)			9780078916359	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource *Correlation
		Calc	ulus			
Holt McDougal (formerly Cengage Learning title)	Calculus of a Single Variable Student Book	Larson, et al.	2010	9-12	9780547212906	80% NCTM = 97%
(Interim 2009)	Key Features: The text provides opportunities for verbally, and graphically, so that they understand ongoing review and revisiting of concepts ("spiral exercises in such a way that they increase in diff and/or multiple problem-solving steps. Requires concepts to real-world situations, and even to we examples, and explanations begin and end on the their initial reading and, more importantly, during including graphing calculators and computer apportantly and their initial reading and their their their second computer apportantly of a Single Variable AP Teacher's Resolutions of a Single Variable Fast Track to a 5 fc Calculus of a Single Variable Fast Track to a 5 fc Calculus of a Single Variable HM Testing General Calculus of a Single Variable Complete Solutions of Calculus of a Single Variable Complete Solutions Calculus of a Single Variable Complete Solutions Calculus of a Single Variable DVD Program Calculus of a Single Variable Notetaking Guide	9780547212968 9780547213064 9780547213118 9780547213071 9780547213095 9780547213095 9780547213019 9780547213040 9780547213040				
	Calculus of a Single Variable Classroom Instruct	9780547212920				
	Calculus of a Single Variable HM MathSpace Stu	ident CD-ROM		T	9780547213057	
Holt McDougal (formerly Cengage Learning title)	Calculus Student Edition	Larson, et al.	2010	9-12	9780547212890	80% NCTM = 97%
(Interim 2009)	Key Features:					
	Calculus of a Single Variable AP Teacher's Reso	ource Guide			9780547212968	
	Calculus eBook				9780547213064	<u>]</u>
	Calculus of a Single Variable Test Item File		9780547213118			
	Calculus of a Single Variable Fast Track to a 5 for		9780547213071			
	Calculus of a Single Variable HM Testing General		9780547212944			
	Calculus of a Single Variable Study & Solutions (9780547213095			
	Calculus of a Single Variable Study & Solutions	Guide, Volume 2 (Chapter	12-16)		9780547213101	7
	Calculus of a Single Variable Complete Solutions				9780547212982	7
	Calculus of a Single Variable Complete Solutions	, , ,			9780547213019	7
	Calculus of a Single Variable Complete Solutions				9780547213026	7
	Calculus of a Single Variable DVD Program	,	,		9780547213040	7

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource *Correlation	
Holt McDougal	Calculus (Continued)		2010	9-12			
(formerly Cengage	Calculus of a Single Variable Notetaking Guide	9780547213088					
Learning title)		Calculus of a Single Variable Classroom Instructor CD					
- '	Calculus of a Single Variable HM MathSpace Stu	udent CD-ROM			9780547213057		
Holt McDougal (formerly Cengage Learning title) (Interim 2009)	Single Variable Calculus Student Edition	Stewart	2010	9-12	9781439049518	Highly Recommended for AP 99% NCTM 94%	
	,	Notes: Can be used for Calculus 1 or 2, contains additional chapter on inverse function. Key Features:					
	Single Variable Calculus Study Guide				9780495012337	=	
	Single Variable Calculus Student Solutions Manu	9780495012344	+				
	Single Variable Calculus Complete Solutions Ma	9780495012320					
	Single Variable Calculus Instructor's Guide	9780495012146					
	Single Variable Calculus Instructor's Guide for A	9780495012238					
	Single Variable Calculus Multimedia Manager/Inc	structor's Resource CD-RC	DM		9780495012221		
	Single Variable Calculus Text-Specific DVDs				9780495012184		
	Single Variable Calculus ExamView® Assessme	Single Variable Calculus ExamView® Assessment Suite CD-ROM					
	Single Variable Calculus Test Bank	9780495012214					
Holt McDougal (formerly Cengage Learning title) (Interim 2009)	Calculus Student Edition	Stewart	2010	9-12	9781439049273	Highly Recommended 94% NCTM 94%	
	Notes: Can be used for Calculus 1, 2, or 3; has		7				
	Key Features:						
	Calculus Study Guide Single Variable				9780495012337		
	Calculus Study Guide Multivariable	.1.			9780495012276		
	Calculus Student Solutions Manual Single Varial Calculus Student Solutions Manual Multivariable				9780495012344 9780495012283	_	
	Calculus Student Solutions Manual Multivariable Calculus Complete Solutions Manual Single Vari				9780495012283		
	Calculus Complete Solutions Manual Multivariab				9780495012320		
	Calculus Instructor's Guide		9780495012146				
	Calculus Instructor's Guide for AP® Calculus	9780495012238	=				
	Calculus Multimedia Manager/Instructor's Resou	9780495012221	_				
	Calculus ExamView® Assessment Suite CD-RO	9780495382393	7				
	Calculus Test Bank				9780495012214		
	Calculus Text-Specific DVDs				9780495012184		

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource *Correlation				
Holt McDougal (formerly Cengage Learning title) (Interim 2009)	Calculus: Early Transcendentals Student Edition	Stewart	2010	9-12	9781439049501	Highly Recommended for AP 99% NCTM 94%				
	Notes: Can be used for Calculus 1, 2, or 3.									
	Key Features:				9781439049525					
		Single Variable Calculus: Early Transcendentals Student Edition								
	Calculus: Early Transcendentals Student Solution	9780495012405								
	Calculus: Early Transcendentals Study Guide	9780495012399								
	Single Variable Calculus: Early Transcendentals	9780495012559								
	Single Variable Calculus: Early Transcendentals	9780495012238								
	Single Variable Calculus: Early Transcendentals				9780495012542					
	Single Variable Calculus: Early Transcendentals				9780495012412					
	Single Variable Calculus: Early Transcendentals		Suite CD-ROM		9780495382409					
	Single Variable Calculus: Early Transcendentals	9780495012429								
	Calculus: Early Transcendentals Text-Specific D	9780495012436								
Holt McDougal (formerly Cengage Learning title) (Interim 2009)	Single Variable Calculus: Early Transcendentals, Sixth Edition Student Edition	Stewart	2010	9-12	9781439049525	Highly Recommended for AP 99% NCTM 94%				
	Notes: Can be used for Calculus 1, 2, or 3. Key Features:									
	Calculus: Early Transcendentals Student Solutio	ns Manual			9780495012405	-				
	Calculus: Early Transcendentals Study Guide				9780495012399					
	Single Variable Calculus: Early Transcendentals	Complete Solutions Manua	I		9780495012559					
	Single Variable Calculus: Early Transcendentals				9780495012238					
	Single Variable Calculus: Early Transcendentals				9780495012542					
	Single Variable Calculus: Early Transcendentals		OM		9780495012412					
	Single Variable Calculus: Early Transcendentals				9780495382409					
	Single Variable Calculus: Early Transcendentals				9780495012429	7				
	Calculus: Early Transcendentals Text-Specific D									

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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource *Correlation
		Statis	stics			
Holt McDougal (formerly Cengage Learning title) (Interim 2009)	Understanding Basic Statistics Student Edition (High School Edition)	Brase	2010	9-12	9780547188997	85% NCTM = 100%
(Notes: For introductory course, non AP. Key Features:		-	•		
	Understanding Basic Statistics Student Instructor		9780547188522			
	Understanding Basic Statistics Student Solut		9780547145129	7		
	Understanding Basic Statistics HM Testing C	9780547188393				
	Understanding Basic Statistics Student Notet		9780547188904	7		
	Understanding Basic Statistics Statistics Formula		9780547188553			
	Understanding Basic Statistics DVD Program (St	udent Lecture DVD)			9780547188423	
	Understanding Basic Statistics Mini-tab CD-R		9780547188829			
	Understanding Basic Statistics PowerLecture		9780495831549			
	Understanding Basic Statistics SPSS CD-ROM	9780547188867	_]			
	Understanding Basic Statistics Technology G	9780547189161				
	Understanding Basic Statistics Technology Guide	9780547189222				
	Understanding Basic Statistics Technology G		9780547189260	_		
	Understanding Basic Statistics Technology Guide	e- TI83 & TI84		1	9780547188928	
Holt McDougal (formerly Cengage Learning title) (Interim 2009)	Introduction to Statistics and Data Analysis, 3rd Edition Update Edition, student edition	Peck et al.	2010	9-12	9781439047491	100% NCTM = 94%
	Notes:		•			7
	Key Features:					
	Introduction to Statistics and Data Analysis Activi	ities Workhook			9780495118831	=
	Introduction to Statistics and Data Analysis Activi		9780495557845	╡		
	Introduction to Statistics and Data Analysis Stude		9780495118763	1		
	Introduction to Statistics and Data Analysis Instru				9780495118923	1
	Introduction to Statistics and Data Analysis Instru				9780495118794	1
	Introduction to Statistics and Data Analysis Exam		CD-ROM		9780495118862	1
	Introduction to Statistics and Data Analysis Test	Bank			9780495118800	1

2009 Committee Recommendations

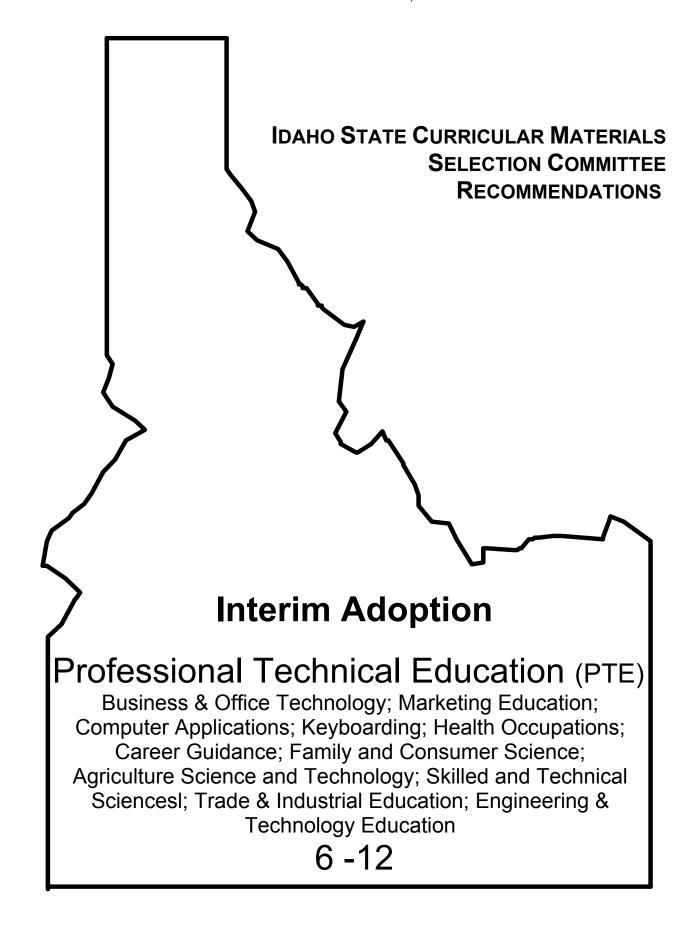
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^{*}Correlation to Math Content Standards

^{*}Process Standards taken from Principles and Standards for School Mathematics from National Council of Teachers of Mathematics (NCTM) copyright 2000.

^{*}EBIM = Evidence Based Intervention Math

^{*}ICS = Idaho Content Standards



res: s Manual for Lab Manual er CD Interactivity CD aping Principles &	Ingels	2010	9-12	9781435400979 9781435400986 9781435400993 9781435401006 9781435401020 9781435401037 9781428376410	AG 130 = 100% AG 330 = 77%	
s Manual al s Manual for Lab Manual er CD Interactivity CD aping Principles & es	Ingels	2010	9-12	9781435400993 9781435401006 9781435401020 9781435401037	AG 330 = 77%	
s Manual al s Manual for Lab Manual er CD Interactivity CD aping Principles & es	Ingels	2010	9-12	9781435400993 9781435401006 9781435401020 9781435401037	AG 330 = 77%	
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er CD Interactivity CD aping Principles & es	Ingels	2010	9-12	9781435401020 9781435401037	AG 330 = 77%	
Interactivity CD aping Principles & es	Ingels	2010	9-12	9781435401037	AG 330 = 77%	
aping Principles & es	Ingels	2010	9-12	1	AG 330 = 77%	
res:						
Manual	Notes: Key Features:					
				9781428376427		
Guide- Residential Design Workboo	k			9781428376441		
er CD	1		ı	9781428376458		
ng Our Natural Resources	Camp	2009	9-12	9781428318687	AG 520 =100%	
res:						
Manual				9781428318694	7	
Manual for Workbook				9781428318717		
er CD			1	9781428318724		
Livestock & Poultry	Gillespie	2010	9-12	9781428318083	AG 140 = 86% AG 310 = 80%	
	<u></u>	 	l .		7	
res:						
s Manual				9781428318090	7	
er	9781428318106	7				
Interactivity CD				9781428318113		
1	Livestock & Poultry es: Manual er	Livestock & Poultry Gillespie es: Manual er	Livestock & Poultry Gillespie 2010 es: Manual er	Livestock & Poultry Gillespie 2010 9-12 es: Manual er	Livestock & Poultry Gillespie 2010 9-12 9781428318083 es: Manual er 9781428318090 9781428318106	

Agriculture & Natural Resources Professional Technical Education

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource *Correlation
Cengage Learning (Interim 2009)	The Science of Animal Agriculture	Herren	2007	9-12	9781401870997	AG 530 =100%
	Notes:					
	Key Features:					
	Lab Manual		9781401871048			
	Instructor's Guide		9781401871017			
	Instructor's Guide for Lab Manual	9781401871031				
	Classmaster CD-ROM		9781401871000			
	Lab Manual CD-ROM				9781418019761	
	Classroom Interactivity CD				9781418019747	
Cengage Learning (Interim 2009)	Fish & Wildlife: Principles of Zoology and Ecology	Burton	2010	9-12	9781435419636	AG 536 =100%
,	Notes:					
	Key Features:					
	Instructor's Manual				9781435419643	_
	Classmaster		9781435419650			
Cengage Learning (Interim 2009)	Environmental Science: Fundamentals & Applications	Burton	2009	9-12	9781418053543	AG 350 = 100%
,	Notes:					
	Key Features:					
	Classmaster CD				9781418053550	

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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource *Correlation
Cengage Learning (Interim 2009)	Business Communications	Means	2010	9-12	9780538449472	
(,	Notes: No course standards. Key Features:					
	ExamView				9780538449601	-
	Instructor's Manual		9780538449618			
	Instructor's Resource CD	9780538449625				
Cengage Learning (Interim 2009)	Century 21 Accounting: Advanced	Gilbertson/ Lehman	2009	9-12	9780538447553	80% Accounting II
(Notes: Key Features:					
	Teacher's Edition Working Papers, Chapters 1-1	0			9780538447881	
	Teacher's Edition Working Papers, Chapters 11-	9780538447898				
	Teacher's Edition Tests	9780538447904				
	Working Papers, Chapters 11-24				9780538447911	
	Working Papers, Chapters 1-10				9780538447928	
	Wraparound Teacher's Edition				9780538447935	
	Teacher's Edition Working Papers, Recycling Pr	9780538447973				
	ExamView	9780538448017				
	Working Papers, Chapters 1-24 Package	9780538448055				
	Instructor's Resource CD	9780538448062				
	Instructor's Resource Kit	9780538448086				
	Assessment Binder		9780538448109			
Cengage Learning (Interim 2009)	Business Finance	Dlabay/ Burrow	2008	9-12	9780538445078	R
(Notes: "Resource Only" as a class reference. No banking and credit course. Key Features:					
	Annotated Instructor's Edition				9780538445092	
	ExamView		-		9780538445108	
	Instructor's Resource CD	9780538445115				
Cengage _earning Interim 2009)	Entrepreneurship: Ideas in Action	Greene	2009	9-12	9780538446266	100%
•	Notes:					
	Key Features:					
	Module Box				9780538446273	\dashv

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource *Correlation
Cengage Learning (Interim 2009)	Personal Financial Literacy	Ryan	2008	9-12	9780538444521	
(Notes: No course standards. Key Features:					
	Annotated Instructor's Edition ExamView				9780538444613 9780538444620	
	Instructor's Manual Instructor's Resource CD Student Activity Manual	9780538444668 9780538444637 9780538445856				
Cengage Learning	Managing Your Personal Finances	Ryan	2010	9-12	9780538449373	
(Interim 2009)	Notes: No course standards. Not recommended Key Features:					
	Annotated Instructor's Edition ExamView				9780538449380 9780538449410	
	Instructor's Resource CD				9780538449427	
Cengage Learning (Interim 2009)	Economic Education for Consumers	Miller/ Stafford	2010	9-12	9780538448888	
,	Notes: No course standards. Not recommended Key Features:					
	Instructor's Wraparound Edition ExamView				9780538448895 9780538448918	
	Instructor's Resource CD Instructor's Resource Kit	9780538448925 9780538448963				
Glencoe/ McGraw-Hill (Interim 2009)	Mathematics for Business and Personal Finance	Lange	2010	9-12	9780078805059	R 42% Personal & Family Finance- Economics
	Notes: "Resource Only". Key Features:					
	Teacher Annotated Edition (Free 1:35 Student E	ditions Purchased		9780078883637		_
	ExamView® Pro Testmaker(Free 1:50 Student E					

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource *Correlation
The Lampo Group, Inc. (Interim 2009)	Foundations in Personal Finance 5- Disc Set of Teacher's Materials – Main Component	Dave Ramsey	2008	9 – 12	9780981683904	R 29% Personal & Family Finance- Economics
	Notes: "Resource Only". Key Features:					
	Foundations in Personal Finance Student Workbo	ook			978-0-9816839-1-1	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource *Correlation		
		Computer Ap	plications					
Cengage Learning (Interim 2009)	Century 21 Computer Keyboarding, Lessons 1-80	Hoggatt/ Shank	2010	9-12	9780538449106	83%		
,	Notes:			1				
	Key Features:		0700500440400	<u> </u>				
	Wraparound Teacher's Edition Instructor's Manual/ Solution Key		9780538449182 9780538449199	1				
	ExamView		9780538449199	4				
	Instructor's Resource Kit		9780538449441	1				
	Instructor's Resource CD		9780538449137	†				
Cengage Learning (Interim 2009)	Century 21 Computer Applications and Keyboarding Lessons 1-170	Hoggatt/ Shank	2010	9-12	9780538449069	95%		
()	Notes: Key Features:			1				
	Instructor's Resource CD				9780538449137	†		
	Wraparound Teacher's Edition				9780538449175			
	Instructor's Manual/ Solution Key		9780538449199	1				
	ExamView	9780538449205						
	Instructor's Resource Kit	1	9780538449441					
Cengage Learning (Interim 2009)	Computer Concepts BASICS	Wells	2009	9-12	9781423904618	100%		
,	Notes:	•		1				
	Key Features:							
	Instructor's Resource CD				9780324598940	+		
Cengage Learning (Interim 2009)	Microsoft Office 2007: Advanced Concepts & Techniques	Shelly/ Cashman	2008	9-12	9781418843335	85%		
` ,	Notes:		•	•				
	Key Features:							
	Instructor's Resources				9781423912262	†		
Cengage Learning (Interim 2009)	Microsoft Office 2007-Illustrated Second Course	Beskeen/ Cram/ Duffy	2008	9-12	9781423905134	89%		
(mteriii 2009)	Notes: Key Features:	1		<u>I</u>		†		
	Instructor's Resources				9781423925521	+		

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource *Correlation			
Cengage Learning (Interim 2009)	Microsoft Office 2007: Illustrated Introductory, Windows Vista Edition	Beskeen/ Cram/ Duffy	2008	9-12	9781423905141	94%			
	Notes:								
	Key Features:	Key Features: Instructor's Resources							
Glencoe/ McGraw-Hill	¡Check Microsoft Office 07	Glencoe	2009	9-12	9781423905622 9780078786051	85%			
(Interim 2009)	Notes:		-						
	Key Features:		9780078802607						
	Teacher Annotated Edition Teacher Resource DVD	1							
	Lesson Planner Plus! DVD		9780078802614 9780078802690	1					
	Presentation Plus! DVD				9780078802683	†			
Glencoe/ McGraw-Hill (Interim 2009)	¡Check Microsoft Word Office 07	Glencoe	2009	9-12	9780078802645	83%			
	Notes: Key Features:			+					
	Teacher Annotated Edition (Free 1:35 student e	ditions purchased)			9780078802607				
Glencoe/ McGraw-Hill	¡Check Microsoft Excel Office 07	Glencoe	2009	9-12	9780078802652	69%			
(Interim 2009)	Notes: Key Features:								
	Teacher Annotated Edition (Free 1:35 students)		9780078802607						
Glencoe/ McGraw-Hill	¡Check Microsoft PowerPoint Office 07	Glencoe	2009	9-12	9780078802676	85%			
(Interim 2009)	Notes: Key Features:								
	Teacher Annotated Edition (Free 1:35 stu	dent editions purchased)		1	9780078802607				
Glencoe/ McGraw-Hill	¡Check Microsoft Access 07	Glencoe	2009	9-12	9780078802669	91%			
(Interim 2009)	Notes: Key Features:								
	Teacher Annotated Edition (Free 1:35 student e		9780078802607	1					

Business & Office Technology Professional Technical Education

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource *Correlation
Glencoe/ McGraw-Hill	Computer Concepts In Action	Haag	2009	9-12	9780078805776	100%
(Interim 2009)	Notes:					
	Key Features: Teacher Resource Manual (Free 1:35 student e		9780078807251	+		
	Teacher Resource DVD (Free 1:50 student edit	9780078807268	†			
	Presentation Plus! DVD (Free 1:50 student edit	9780078897726				
Pearson Education Inc., publishing as Prentice Hall	DDC Learning Microsoft® Office 2007: Advanced Skills, Student Edition	Weixel	2009	9-12	9780133691535	78%
(Interim 2009)	Notes:		"			†
	Key Features:					
	DDC Learning Microsoft® Office 2007: Advance					
		Keybo	arding			
Glencoe/ McGraw-Hill (Interim 2009)	Glencoe Keyboarding Connections: Projects & Applications	Jaehne	2006	6-8	9780078693144	70%
	Notes: Key Features:					
Glencoe/ McGraw-Hill	Keyboarding with Computer Applications	Johnson	2007	9-12	9780078693168	63%
(Interim 2009)	Notes: Key Features:					

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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource *Correlation
Cengage Learning	Sports and Entertainment Marketing	Kaser/ Oelkers	2008	9-12	9780538445146	100%
(Interim 2009)	Notes: Key Features:					
	Annotated Instructor's Edition Instructor's Resource CD	9780538445191 9780538445184				
	ExamView	9780538445177				
Cengage Learning	Entrepreneurship: Ideas in Action	Greene	2009	9-12	9780538446266	100%
(Interim 2009)	Notes:					
	Key Features:					
	Module Box				9780538446273	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource *Correlation	
Cengage Learning	Quick Skills Individual License CD	Career Solutions Training Group	2010	9-12	9780538449328	R 22%	
(Interim 2009)	Notes: "Resource Only". Key Features:						
	Instructor's Resource CD	1		_	9780538449274		
Cengage Learning	Working	Bailey	2007	9-12	9780538444026	70%	
(Interim 2009)	Notes:		<u> </u>				
	Key Features:						
	Instructor's Resource CD	9780538444064	†				
	ExamView	ExamView					
	Instructor's Resource Kit		9780538444125	<u> </u>			
	DVD				9780538444101		
	Instructor's Wrap Edition			_	9780538444040		
Hey, Get a Job (Interim 2009)	Hey, Get a Job! A Teen Guide for Getting and Keeping a Job	Jennie Withers	11/03/08	9-12	Web-based	R 22%	
	Notes: "Resource Only". Good resource for get Key Features:	as a student.					

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource *Correlation			
Cengage Learning (Interim 2009)	A+ Guide to Managing and Maintaining Your PC	Andrews	2007	9-12	9780619217587	100% Comptia A+ Certification			
	Notes: Information Systems Technology. Key Features:								
	Instructor's Resource				9781418067021				
	Lab Manual	1		1	9780619217631				
Cengage Learning	CNC Programming: Principles and Applications	Mattson	2010	9-12	9781418060992	100%			
(Interim 2009)	Notes: Engineering/STEM Education.Correlation Applications. Key Features:	n to Project Lead the Way	CNC Programing Prinic	cples and					
	Instructor's Resource CD	9781418061005							
Cengage Learning (Interim 2009)	Visualization, Modeling, and Graphics for Engineering Design	Lieu/ Sorby	2009	9-12	9781401842499	100% Engineering Design, CADD			
	Notes: Engineering/STEM Education. Key Features:		,						
	E.Resource	9781401842529							
	Solutions Manual				9781401842550				
Cengage Learning (Interim 2009)	Engineering Drawing and Design	Madsen	2007	9-12	9781418029876	91% Engineering Design, CADD			
	Notes: Engineering/STEM Education.		1						
	Key Features:								
	E.Resource				9781418029890				
	Solutions Manual	T	T	1	9781418029906				
Cengage Learning	Engineering Design: An Introduction	Karsnitz	2008	9-12	9781418062415	100%			
(Interim 2009)	Notes: Engineering/STEM Education.Correlation Applications.								
	Key Features:								
	Workbook				9781418062422				
	Instructor's Resource CD				9781418062439				
	Project Manual				9781435439054				

Engineering & Technology Education Professional Technical Education

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource *Correlation
Cengage Learning	Gateway to Engineering	Rogers	2010	9-12	9781418061784	100%
(Interim 2009)	Notes: Engineering/STEM Education.Correlation Key Features:	to Project Lead the Wa	y Gateway to Technology	·.		
	Instructor's Resource CD				9781418061807	
Pearson Ed. Inc, publishing as Prentice Hall	Learning Web Design with Adobe ® CS4, Student Edition	Murray	2010	9-12	9780135076880	80%
(Interim 2009)	Notes: Engineering/STEM Education. Correlation Key Features:					
	Learning Web Design with Adobe ® CS4, Teache	er's Manual			9780135077115	
Pearson Ed. Inc, publishing as Prentice Hall	Learning Media Design with Adobe ® CS4, Student Edition	Skintik	2010	9-12	9780135076873	80%
(Interim 2009)	Notes: Engineering/STEM Education. Correlation Key Features:					
	Learning Media Design with Adobe ® CS4, Teacl	ner's Manual			9780135077108	

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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource *Correlation	
Cengage Learning (Interim 2009)	Personal Financial Literacy	Ryan	2008	9-12	9780538444521	67% Personal & Family Finance-Economics	
	Notes: Missing economics concepts. Key Features:						
	Annotated Instructor's Edition	9780538444613	-				
	ExamView	9780538444620	-				
	Instructor's Manual	9780538444668					
	Instructor's Resource CD				9780538444637		
	Student Activity Manual	9780538445856					
Cengage Learning	Managing Your Personal Finances	Ryan	2010	9-12	9780538449373	80% Personal & Family	
(Interim 2009)						Finance-Economics	
	Notes: Missing economics concepts. Key Features:						
	Annotated Instructor's Edition	9780538449380					
	ExamView				9780538449410		
	Instructor's Resource CD	9780538449427					
Cengage Learning (Interim 2009)	Economic Education for Consumers	Miller/ Stafford	2010	9-12	9780538448888	85% Personal & Family Finance-Economics	
	Notes: Weak in economics concepts. Key Features:						
	Instructor's Wraparound Edition				9780538448895	7	
	ExamView				9780538448918		
	Instructor's Resource CD				9780538448925		
	Instructor's Resource Kit	T	T	T	9780538448963		
Cengage Learning (Interim 2009)	Working	Bailey	2007	9-12	9780538444026	95% Career & Personal Development	
	Notes: Requires all ancillaries for						
	Key Features:						
	Instructor's Resource CD	9780538444064	7				
	ExamView	9780538444071					
	Instructor's Resource Kit	9780538444125 9780538444101					
	DVD						
	Instructor's Wrap Edition						

Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource *Correlation
Succeeding in the World Of Work	Kimbrell et al	2008	9-12	9780078748288	90% Career & Personal Development
Notes: Key Features:					
	udent editions purchased)			9780078779657	
Mathematics for Business and Personal Finance	Lange	2010	9-12	9780078805059	R 42% Personal & Family Finance-Economics
Notes: "Resource Only".					
Teacher Annotated Edition (Free 1:35 Student Ed	9780078883637 978007888786		=		
Foundations in Personal Finance 5- Disc Set of Teacher's Materials – Main Component	Dave Ramsey	2008	9-12	9780981683904	R 40% Personal & Family Finance-Economics
Series has a workbook for students to complete a references. Missing many of the economic and c Key Features:					
Foundations in Personal Finance Student Workbo	ook		1	978-0-9816839-1-1	
Hey, Get a Job! A Teen Guide for Getting and Keeping a Job	Jennie Withers	11/03/08	9-12	Web-based	R 50% Teen Living
Notes: "Resource Only". Good resource for getti Key Features:					
RealCare Program & Simulator	Realityworks, Inc.	2009	9-12	9780982330807	R 14% Parenting & Child Development
Notes: "Resource Only". Key Features:					
	Notes: Key Features: Teacher Classroom Resources (Free 1:35 per stomath of the personal Finance) Notes: "Resource Only". Key Features: Teacher Annotated Edition (Free 1:35 Student Edition (Free 1:50 Student Ed	Notes: Key Features: Teacher Classroom Resources (Free 1:35 per student editions purchased) Mathematics for Business and Personal Finance Notes: "Resource Only". Key Features: Teacher Annotated Edition (Free 1:35 Student Editions Purchased ExamView® Pro Testmaker(Free 1:50 Student Editions Purchased) Foundations in Personal Finance 5- Disc Set of Teacher's Materials – Main Component Notes: "Resource Only". Good classroom resource. Offers many money con Series has a workbook for students to complete as they view DVD series. Greeferences. Missing many of the economic and careers strands. Key Features: Foundations in Personal Finance Student Workbook Hey, Get a Job! A Teen Guide for Getting and Keeping a Job Notes: "Resource Only". Good resource for getting a job and knowing how to Key Features: RealCare Program & Simulator Realityworks, Inc.	Notes: Key Features: Teacher Classroom Resources (Free 1:35 per student editions purchased)	Notes: Resource Only". Good classroom resource. Offers many money concepts in DVD form versus a textbook. Series has a workbook for students to complete as they view DVD series. Great for student needing audio & visual references. Missing many of the economic and careers strands. Key Features:	Succeeding in the World Of Work Kimbrell et al 2008 9-12 9780078748288 Notes: Key Features: Teacher Classroom Resources (Free 1:35 per student editions purchased) Mathematics for Business and Personal Finance Notes: "Resource Only". Key Features: Teacher Annotated Edition (Free 1:35 Student Editions Purchased ExamViewP Pro Testmaker(Free 1:50 Student Editions Purchased) Foundations in Personal Finance 5- Disc Set of Teacher's Materials – Main Component Notes: "Resource Only". Good classroom resource. Offers many money concepts in DVD form versus a textbook. Series has a workbook for students to complete as they view DVD series. Great for student needing audio & visual references. Missing many of the economic and careers strands. Key Features: Foundations in Personal Finance Student Workbook Hey, Get a Jobl A Teen Guide for Getting and Keeping a Job Notes: "Resource Only". Good resource for getting a job and knowing how to be successful in it as a student. Key Features: RealCare Program & Simulator Realityworks, Inc. 2009 9-12 978007884288 9-780078883637 9780078883637 9780078883637 9780078883637 978007883659 9780078883637 9780078883639 9780078883639 9780078883639 9780078883639 9780078883639 9780078883639 9780078883639 9780078883639 9780078883639 9780078883639 9780078883639 9780078883639 9780078883637 9780078883639 9780078883639 9780078883637 9780078883639 9780078883637 9780078883639 9780078883637 9780078883639 9780078883637 97800788876 9780078883637 9780078883637 97800788

Family consumer Science Professional Technical Education

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource *Correlation
Realityworks, Inc. (Interim 2009)	Basic Infant Care Curriculum & Simulator	Realityworks, Inc.	2009	9-12	9780982330814	R 17% Parenting & Child Development
	Notes: "Resource Only". Key Features:					
Realityworks, Inc. (Interim 2009)	Understanding Shaken Baby Syndrome & Simulator	Realityworks, Inc.	2009	9-12	9780982330821	R 28% Parenting & Child Development
	Notes: "Resource Only". Key Features:					
Realityworks, Inc. (Interim 2009)	Understanding Prenatal Drug Exposure & Demonstrator	Realityworks, Inc.	2009	9-12	9780982330838	R 6% Parenting & Child Development
	Notes: "Resource Only". Key Features:					
Realityworks, Inc. (Interim 2009)	Understanding Prenatal Alcohol Exposure & Manikin	Realityworks, Inc.	2009	9-12	9780982330845	R 20% Parenting & Child Development
	Notes: "Resource Only". Key Features:					
Realityworks, Inc. (Interim 2009)	Pregnancy Simulation Program & Pregnancy Profile Vest	Realityworks, Inc.	2009	9-12	9780982330852	R 45% Parenting & Child Development
	Notes: "Resource Only". Key Features:					
Realityworks, Inc. (Interim 2009)	TimeMAPS	Realityworks, Inc.	2009	9-12	9780982230876	R 14% Personal & Family
	Notes: "Resource Only". Key Features:					Finance-Economics

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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource *Correlation	
Cengage Learning	Introduction to Medical Terminology	Ehrlich	2009	9-12	9781418030179	100% HP 0630	
(Interim 2009)	Notes: Key Features:						
	Workbook	9781418030186					
	Instructor's Manual Electronic Classroom Manager	9781418030193 9781418030209					
Cengage Learning (Interim 2009)	Medical Assisting: Administrative and Clinical Competencies	Keir	2008	9-12	9781418032661	100% HP 0235	
	Notes: Key Features:						
	Workbook	9781418032678					
	Instructor's Resource Manual	9781418032685					
	Instructor's Resource CD	9781418032692					
	Online Companion	1	1	T	9781418032753		
Cengage Learning	Body Structures & Functions	Scott	2009	9-12	9781428304208	100% HP 0730	
Interim 2009)	Notes:						
	Key Features:						
	Instructor's Manual				9781428304284		
	Workbook				9781428304215		
	Electronic Classroom Manager				9781428304239		
Cengage Learning	Nursing Assistant: A Nursing Process Approach	Hegner	2008	9-12	9781418066079	100% HP 0230	
Interim 2009)	Notes:		l .	l			
	Key Features:						
	Electronic Classroom Manager				9781418066116		
	Workbook				9781418066093		
	Instructor's Manual	9781418066086					
Glencoe/ McGraw-Hill	Glencoe Health Care Science Technology: Career Foundations	Booth	2004	10-12	9780078294129	100% HP 0130	
Interim 2009)	Notes: Key Features:						
	Lab Activity Manual				9780078297373		

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource *Correlation			
Cengage Learning (Interim 2009)	Welding Skills: Processes and Practices for Entry-Level Welders: Book 3	Jeffus/ Bower	2010	9-12	9781435427969	100%			
	Notes:								
	Key Features: Lab Manual	9781435427976	-						
	Instructor's Resources				9781435428034				
Cengage Learning (Interim 2009)	Welding Skills: Processes and Practices for Entry-Level Welders: Book 2	Jeffus/ Bower	2010	9-12	9781435427907	100%			
	Notes:								
	Key Features: Lab Manual	9781435427952	<u> </u> -						
	Instructor's Resources				9781435428034	-			
Cengage Learning (Interim 2009)	Welding Skills: Processes and Practices for Entry-Level Welders: Book 1	Jeffus/ Bower	2010	9-12	9781435427884	100%			
	Notes: Key Features:								
	Lab Manual Instructor's Resources	9781435427891 9781435428034	-						
Cengage Learning (Interim 2009)	Guide to Digital Home Technology Integration	Wells	2009	9-12	9781435400627				
(Interim 2009)	Notes: No course standards. Key Features:								
	Faculty Guide		T		9781435400689				
Cengage Learning	Woodworking	MacDonald	2009	9-12	9781401862800				
(Interim 2009)	Notes: Recommended for cabinetry. No course of Key Features: A chapter on safety, in addition to importance of practicing caution in working with variety integrated into the chapters allow learners to lea project. Uniquely designed to encourage the progresser "Build-It" project for the beginner, and "Pwoodworker. "Woodworking Tips" and other feature information to further encourage success in build								
	Instructor's Manual				9781401862824	4			
	E.Resource				9781401862831				

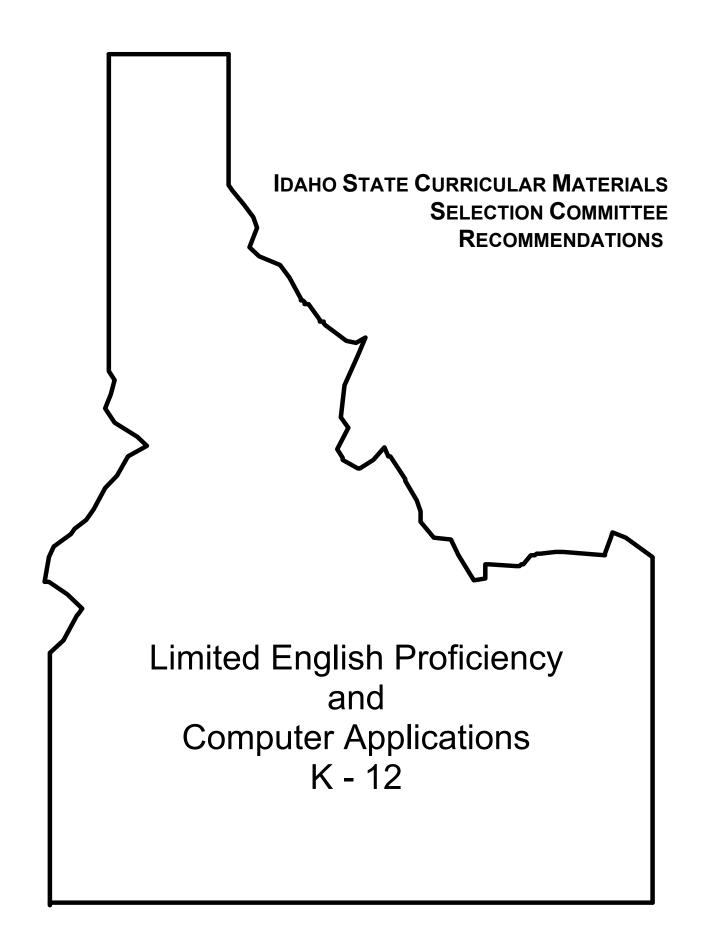
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource *Correlation		
Cengage Learning	Residential Construction Academy: Basic Principles for Construction	Huth	2008	9-12	9781418052515	22%		
(Interim 2009)	Notes: To be used in conjuction with "Carpentry" a Key Features:							
	Instructor's Manual	9781418052522						
	E.Resource				9781418052539	 -		
_	Basic Principles DVD	T	1	T	9781418052560			
Cengage Learning	Residential Construction Academy: Basic Principles for Construction	Huth	2008	9-12	9781418052515	77%		
(Interim 2009)	Notes: To be used in conjuction with "Basic Priinci Key Features:	iples for Construction" and N	ICEER curriculum.					
	Instructor's Manual				9781418052522			
	E.Resource	9781418052539						
	Basic Principles DVD	<u> </u>	1	1	9781418052560			
Cengage Learning	Residential Integrator's Basics	Delmar Learning	2007	9-12	9781418014070			
(Interim 2009)	Notes: No course standards. Key Features:							
	Faculty Guide				9781418014087			
Cengage Learning	Mathematics for Machine Technology	Smith	2010	9-12	9781428336568			
(Interim 2009)	Notes: No course standards.							
	Key Features: Instructor's Resources			1	9781428336575	-		
		1	1			1000/		
Cengage Learning	Automotive Technology Systems Approach	Erjavec	2010	9-12	9781428311497	100%		
(Interim 2009)	Notes:							
	Key Features:					-		
	Online Companion Instructor's Manual				9781435441460	-		
	Instructor's Resources				9781428311510 9781428311527	1		
Consess		Lymah	2000	0.42		+		
Cengage Learning	Exploring Journalism and the Media	Lynch	2009	9-12	9780538446136	R 66%		
(Interim 2009)	Notes: "Resource Only".							
	Key Features:]					
	Instructor's Resource CD		9780538446457					
	Annotated Instructor's Edition			1	9780538446471	-		
	ExamView		9780538446440	1				

Skilled & Technical Sciences Professional Technical Education

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource *Correlation	
Glencoe/ McGraw-Hill	High-Performance Manufacturing: Portable Production Skills	Glencoe	2006	10-12	9780078614873		
(Interim 2009)	Notes: No course standards Key Features: Instructor Resources CD-ROM (Free 1:50 Studen	Key Features:					
Holt McDougal (Interim 2009)	Introduction to Journalism Student Edition	John Reque, Susan Hathaway Tantillo, Judy Babb, Melissa McIntosh & Bryan Denham	2001	9-12	9780078611858 9780618003778	98%	
	Notes: Key Features:						
	Introduction to Journalism Teacher's Resource M	anual		_	9780618087716		
Rosen Publishing Co.	High School Journalism	Homer L. Hall and Logan H. Aimone	2009	9-12	9781404218314	78%	
(Interim 2009)	Notes:						
	Key Features:						
		Teacher's Workbook and Teacher's Guide for High School Journalism					
	Student's Workbook for High School Journalism				978-1-4042-1833-8		

2009 Committee Recommendations *Correlation to PTE Course Requirements

page 128 of 132



Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
Rosetta Stone Ltd.	Rosetta Stone® Classroom Version 3	Rosetta Stone Ltd.	2008	K-12	9781603914475	R
(2009)	Notes: "Resource Only" for beginner thru intermediate Key Features:	e levels. Program strength in i	eading and speaki	ng strands		
Scholastic, Inc. (2009)	System 44 Upper Elementary For 20 Students	Marilyn Jager Adams, Ted Hasselbring & Richard K. Wagner	2009	3-6	9780545094726	R 48%
	Notes: "Resource Only" Must have all program comp and decoding. Key Features:					
	System 44 Upper Elementary Additional Classroom Pa	978-0-545-11997-9				
	System 44 Upper Elementary Teacher Resource Book	978-0-545-11999-3				
	SYSTEM 44 44Book (consumable)	978-0-439-74159-0				
	SYSTEM 44 Decodable Digest	978-0-545-07614-2				
	SYSTEM 44 Teaching Guide	Г	978-0-545-07616-6			
Scholastic, Inc. (2009)	SYSTEM 44 Secondary For 20 Students	Marilyn Jager Adams,	2009	7-12	9780545094733	R 48%
		Ted Hasselbring & Richard K. Wagner				
	SYSTEM 44 Secondary Additional Classroom Pack	978-0-545-11998-6				
	SYSTEM 44 Secondary Teacher Resource Bookshelf				978-0-545-12000-5	
	SYSTEM 44 44Book (consumable)				978-0-439-74159-0]
	SYSTEM 44 Decodable Digest		978-0-545-07614-2			
	SYSTEM 44 Teaching Guide				978-0-545-07616-6	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
Teacher Created Materials 2009	TechTools Resource Kit for Digital Movie Making	Teacher Created Materials Staff	02/06/2007	K-12	9780743902007	R
	Notes: "Resource Only". Key Features:					
Teacher Created Materials 2009	TechTools Resource Kit for Digital Photography 4.0	Teacher Created Materials Staff	09/04/2007	K-12	9781433302077	R
	Notes: "Resource Only". Key Features:					
Teacher Created Materials 2009	TechTools Resource Kit for Microsoft PowerPoint XP/X	Teacher Created Materials Staff	12/01/2002	K-12	9780743934183	R
	Notes: "Resource Only". Key Features:	<u> </u>		<u> </u>		
Teacher Created Materials 2009	TechTools Resource Kit for Microsoft Excel XP/X	Teacher Created Materials Staff	12/01/2002	K-12	9780743934176	R
	Notes: "Resource Only". Key Features:			<u> </u>		
Teacher Created Materials 2009	TechTools Resource Kit for Microsoft Word XP/X	Teacher Created Materials Staff	12/01/2002	K-12	9780743934169	R
	Notes: "Resource Only". Key Features:					
Teacher Created Materials 2009	TechTools Resource Kit for TI Graphing Calculators	Teacher Created Materials Staff	02/24/2006	K-12	9780743902588	R
	Notes: "Resource Only". Key Features:					

Computer Applications K-12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
Teacher Created Materials 2009	TechTools Resource Kit for Inspiration 8	Teacher Created Materials Staff	09/04/2007	K-12	9781433302084	R
	Notes: "Resource Only". Key Features:					

SUBJECT

Boise State University Full Program Review Team Report

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-114 and 33-1258, Idaho Code
Idaho Administrative Code IDAPA 08 02 02 Section 100

Idaho Administrative Code, IDAPA 08.02.02 Section 100- Official Vehicle for the Approval of Teacher Education Programs

BACKGROUND/DISCUSSION

The Idaho State Department of Education review of the Boise State University (BSU) teacher preparation program was conducted January 31-February 4, 2009. The visit was in conjunction with an National Council for Accreditation of Teacher Education (NCATE) review according to the partnership-state protocol supported by the Professional Standards Commission. In preparation for the visit, the professional education unit, which is responsible for the preparation of teachers and school administrators, prepared a self-study shared by the two teams.

A ten-member State Evaluation Team and two State Department coordinators visited the BSU campus located in Boise, Idaho. Representatives from the team also visited partnership schools where candidates are placed for clinical and field experiences. The team's goal was to review programs to determine if there was sufficient evidence indicating that BSU teacher candidates have met the Idaho Standards for the Initial Certification of Professional School Personnel.

The standards used to validate the institutional report are the Idaho Standards for the Initial Certification of Professional School Personnel. Rubrics for each set of standards were used for the review process. Team members determined if there were sufficient data from at least three sources of evidence to validate each area reviewed. Examples of the sources of data reviewed include, but are not limited to: course syllabi, meeting minutes, contractual agreements, program plans and descriptions, advising checklists, class assignments, portfolios, assessment data, and work samples.

In collaboration with the NCATE review team, State reviewers visited several sites where they were able to speak with cooperating teachers, administrators, and teacher candidates. In addition to the review of documents, team members also conducted interviews with unit faculty, candidates, university administrators, university faculty, P-12 principals, P-12 cooperating teachers, and university supervisors.

Meetings were also scheduled with BSU faculty, the Teacher Education Coordinator, additional teacher candidates, department chairs related to certification areas, elementary education department faculty, coordinator and personnel responsible for assessment and analysis, the College of Education Curriculum Committee, the College of Education Dean, the President of BSU,

Department Chairs, Admissions director and staff, the Provost and Vice President for Academic Affairs, advising and academic enhancement personnel, the associate dean of teacher education and accreditation, college of education curriculum committee, and the teacher education coordinator council.

Along with the ten Core Standards, the programs reviewed were: Social Studies (economics, political science, history); Visual & Performing Arts (music, and theatre arts); Communication Arts; Early Childhood Studies; School Social Workers; Special Education; Science (biology, chemistry, earth science, physics); Physical Education; Foreign Language (French, German, Spanish); Bilingual/ESL; Administrator—Principal K-12; Reading; Mathematics; Elementary Education; and Language Arts.

IMPACT

In order to maintain their accreditation status and produce graduates eligible for Idaho teacher certification, BSU must offer a teacher preparation program adequately aligned to both NCATE and State Standards.

ATTACHMENTS

Attachment 1 – State Review Team Report

Page 3

BOARD ACTION

A motion to accept the State Review Team Report, thereby granting program approval of Administrators, Bilingual/ESL, Communication Arts, Early Childhood Studies, Elementary Education, Foreign Language (Spanish), Language Arts, Math, Physical Education, Reading, Science, Biology, Chemistry, Earth and Space Science, Physics, Social Studies, Economics, History, Political Science/Government & Civics, School Social Workers, Special Education Generalist, Visual & Performing Arts, Drama, and Music at Boise State University.

Moved by	Seconded by	Carried Yes	No
	ot the State Review Team on Language (French and		•
Moved by	Seconded by	Carried Yes	No

IDAHO STANDARDS FOR INITIAL CERTIFICATION OF PROFESSIONAL SCHOOL PERSONNEL

TEAM REPORT ON FINDINGS

in its visit to

Boise State University January 31 – February 4, 2009

For the PROFESSIONAL STANDARDS COMMISSION Idaho State Board of Education

Reviewers: Stacey Jensen, Edahow Elementary and Lana P. Elliott, Lewis-Clark State College, co-chairs; Dr. Stan Olson, Boise Schools; Marcia Beckman, Dr. Linda Clark, Meridian Schools; Joe Kelly, Meridian Schools; Terah Moore, George Fox University; Randy Schrader, Caldwell Schools; Jayne Heath, Dr. Jann Hill, Lewis-Clark State College along with Christina Linder and Katie Rhodenbaugh, Idaho State Department Coordinators.

INTRODUCTION

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Meetings were also scheduled with BSU faculty, the Teacher Education Coordinator, additional teacher candidates, department chairs related to certification areas, elementary education department faculty, coordinator and personnel responsible for assessment and analysis, the College of Education Curriculum Committee, the College of Education Dean, the President of BSU, Department Chairs, Admissions director and staff, the Provost and Vice President for Academic Affairs, advising and academic enhancement personnel, the associate dean of teacher education and accreditation, college of education curriculum committee, and the teacher education coordinator council.

Along with the ten Core Standards, the programs reviewed were: Social Studies (economics, political science, history); Visual & Performing Arts (music, and theatre arts); Communication Arts; Early Childhood Studies; School Social Workers; Special Education; Science (biology, chemistry, earth science, physics); Physical Education; Foreign Language (French, German, Spanish); Bilingual/ESL; Administrator—Principal K-12; Reading; Mathematics; Elementary Education, and Language Arts.

This report is written in three parts. Part I addresses the evaluation of Core Standards; Part II deals with the Foundation Standards and their Enhancements; Part III provides names of participants related to events they attended (e.g. the poster session, in-field visit, observations, etc.).

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RESULTS OF PROGRAM REVIEW

Ten Core Standards

Standards	Recommendations
Standard 1: Knowledge of Subject Matter	Approved
Standard 2: Knowledge of Human	Approved
Development and Learning	
Standard 3: Modifying Instruction for	Approved
Individual Needs	
Standard 4: Multiple Instructional Strategies	Approved
Standard 5: Classroom Motivation and	Approved
Management Skills	
Standard 6: Communication Skills	Approved
Standard 7: Instructional Planning Skills	Approved
Standard 8: Assessment of Student Learning	Approved
Standard 9: Professional Commitment and	Approved
Responsibility	
Standard 10: Partnerships	Approved

Foundation and Related Enhancement Standards

Foundation and Related Enhancement Standards				
Programs	Recommendations			
Administrators	Approved			
Bilingual/ESL	Approved			
Communication Arts	Approved			
Early Childhood Studies	Approved			
Elementary Education	Approved			
Foreign Language	Approved Conditionally			
 Spanish 	 Approved 			
 French 	 Approved Conditionally 			
 German 	 Approved Conditionally 			
Language Arts	Approved			
Math	Approved			
Physical Education	Approved			
Reading	Approved			
Science	Approved			
 Biology 	Approved			
 Chemistry 	Approved			
 Earth and Space Science 	Approved			
 Physics 	Approved			
Social Studies	Approved			
 Economics 	Approved			
 History 	Approved			
 Political Science/Government & 	Approved			
Civics				
School Social Workers	Approved			
Special Education Generalist	Approved			
Visual & Performing Arts	Approved			
 Drama 	Approved			
 Music 	Approved			

PART I CORE TEACHER STANDARDS

Candidate Performance Relative to the Idaho Standards

The Idaho Standards for Initial Certification provide the framework for the approval of educator preparation programs. As such, the standards/principles set the criteria by which teacher preparation programs are reviewed. The following Core Teacher Standards outline what every teacher needs to know and be able to do.

The rubrics associated with each core standard are used to evaluate the extent to which teacher preparation programs prepare teachers who meet the standards. They are designed to be used with each individual preparation program (e.g., Elementary Education, Special Education, Secondary English, Secondary Science–Biology, etc.). Consistent with NCATE accreditation standards, the rubrics describe three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification and are used to make holistic judgments. The performance indicators coupled with each standard/principle provide the lens through which the State Program Approval Team evaluates the institution's evidence that teacher candidates meet the State of Idaho Teacher Standards.

RUBRICS FOR CORE TEACHER STANDARDS

Standard 1: Knowledge of Subject Matter – The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter		X	
1.2 Making Subject Matter Meaningful		X	

- 1.1 Grade requirements for education classes, ICLA, Praxis I and II test scores, as well as portfolio analysis indicate that teacher candidates demonstrate adequate knowledge of the content that they plan to teach and understand the ways new knowledge in the content area is discovered. Discussions with candidates and lesson plans indicated a knowledge of the content that they will be teaching. Lesson plans also indicate that candidates are aware of a variety of sources available to them in order to attain additional content knowledge as necessary. Surveys taken by candidates indicated a strong belief that they had the content knowledge that they needed in order to teach their specialty area.
- 1.2 Lesson plan analysis, portfolio work, and candidate observations provides evidence that teacher candidates are able to create learning experiences that make the content taught meaningful to students. Several comments within the Professional Year Assessments mentioned the candidate's ability to make the content knowledge applicable to the students they were working with.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Element	Unacceptable	Acceptable	Target
2.1 Understanding Human Development and Learning		X	
2.2 Provide Opportunities for Development		X	

- 2.1 Syllabi for ED-CIFS 302 and required readings in ED-CIFS 203, as well as lesson plans provide evidence that teacher candidates demonstrate an adequate understanding of how students learn and develop. Coursework for the reading language arts classes as well as ICLA scores provide evidence that candidates demonstrate an adequate understanding of language and reading development.
- 2.2 Professional Year Assessments, lesson plan analysis and reflections, as well as cooperating teaching interviews provide evidence that teacher candidates provide opportunities to support students' developmental stages and growth. Comments on Professional Year Assessments indicate that candidates are able to create appropriate lessons for age of student they are working with.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are modified for students with diverse needs.

Element	Unacceptable	Acceptable	Target
3.1 Understanding of Individual Learning Needs		X	
3.2 Modifying Instruction for Individual Learning Needs		Х	

- 3.1 Assignments from ED-SPED 250 and 350, syllabi, and interviews with cooperating teachers provide evidence that teacher candidates demonstrate an adequate understanding of how students differ in their approaches to learning.
- 3.2 Lesson plan analysis, portfolios, cooperating teacher and university supervisor observation forms, provides evidence that teacher candidates are able to modify instructional opportunities to support students with diverse needs. Candidates are provided with multiple opportunities to work with students of differing abilities during education coursework as well as during internship.

Standard 4: - Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Element	Unacceptable	Acceptable	Target
4.1 Understanding of multiple instructional strategies		X	
4.2 Application of multiple instructional strategies		X	

- 4.1 Lesson plan and portfolio analysis, syllabi, and candidate interviews provide evidence that teacher candidates demonstrate an adequate understanding of instructional strategies. Lesson plans show examples of whole group lecture, small group discussion and assignments, as well as peer tutoring strategies. Assignment samples from ED-CIFS 330 (Social Studies Methods) requite candidates to create a Professional Handbook with a section specifically for instructional techniques which would work not only in teaching Social Studies but in almost all content areas as well.
- 4.2 Lesson plan reflections, observation of candidates, as well as the Professional Year Evaluation and Employer Survey provide evidence that teacher candidates use a variety of instructional strategies. It was noted in interviews and internship lesson plans that secondary candidates were less likely to use a variety of techniques than candidates working in grades K-6.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Element	Unacceptable	Acceptable	Target
5.1 Understanding of Classroom Motivation and Management Skills		X	
5.2 Creating, Managing, and Modifying for Safe and Positive Learning Environments		X	

- 5.1 Assignments from coursework in ED-CIFS 332 (Elementary Classroom Learning Environments), lesson plans, and candidate interviews provide evidence that teacher candidates demonstrate an adequate understanding of the principles of motivation and management for safe and productive student behavior. Candidates enrolled in ED-CIFS 332 are required to complete a variety of assignments which encompass a holistic view of classroom environments and management skills. Secondary Candidates enrolled in ED-CIFS 302 are also required to create a written management plan as an assignment.
- 5.2 Candidate interviews, portfolio reflections, and Professional Year Assessments provide evidence that teacher candidates are able to create, manage, and modify learning environments to ensure they are safe and

productive. Comments on professional Year Assessments for secondary candidates indicate that although most supervisors rated the candidates a 2 in this area, it was an area that was developing or a struggle for a variety of candidates. Comments on this area for candidates teaching in the K-6 classrooms tended to be more positive.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.

Element	Unacceptable	Acceptable	Target
6.1 Communication Skills		X	
6.2 Application of Communication Skills		X	

- 6.1 Portfolio and lesson plan analysis, interviews with University Faculty, and observations during the poster session provide evidence that teacher candidates demonstrate an adequate ability to model and use communication skills appropriate to professional settings. Although technology today makes it easier to write in a professional manner, candidates seemed to be able to create plans, portfolios, and other artifacts which were error free and written in a clear, concise manner.
- 6.2 Lesson plan analysis, candidate interviews, and Professional Year Assessments provide evidence that teacher candidates create learning experiences that promote student learning and communication skills. Multiple portfolios indicate that candidates are using communication such as journaling, papers, group presentations, and power points to use real world communication skills.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, and curriculum goals.

Element	Unacceptable	Acceptable	Target
7.1 Instructional Planning Skills		X	
7.2 Instructional Planning		X	

- 7.1 Required coursework assignments, syllabi goals, interviews with faculty provide evidence that teacher candidates demonstrate an adequate understanding of how to plan and prepare instruction based upon consideration of knowledge of subject matter, students, the community, and curriculum goals. Rubrics listed in syllabi for assignments often list a requirement for listing of state and district goals as well as planning needs based upon student populations.
- 7.2 Portfolio analysis, Professional Year Assessments, and lesson plan reflections provide evidence that teacher candidates plan and prepare instruction based upon consideration of subject matter, students, the community, and curriculum goal. Multiple Professional Year Assessments noted comments about candidates' ability to see short term as well as long term goals and to plan thorough lessons.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Element	Unacceptable	Acceptable	Target
8.1 Assessment of Student Learning		X	
8.2 Using and Interpreting Program and Student Assessment Strategies		X	

- 8.1 Syllabi, course assignments, and lesson plans provide evidence that teacher candidates demonstrate an adequate understanding of formal and informal student assessment strategies to evaluate and advance student performance. Most all lesson plans noted a test or quiz provided at the end of the lesson or unit to assess student learning. Discussion with candidates and faculty indicated that knowledge of Idaho's state required testing was discussed and used in coursework. Little evidence was noted in lesson plans and reflections that indicated that candidates would use or used informal assessments to adapt instruction nor did they use informal or formal assessments to determine teaching effectiveness.
- 8.2 Professional Year Assessments, the 2007 Employer survey, course assignments, and interviews with cooperating teachers and candidates provide evidence that teacher candidates use and interpret formal and informal assessment strategies to evaluate and advance student performance and determine teaching effectiveness. Lesson plans and portfolio samples noted multiple rubrics for assignments and indicated how rubrics would be used to further instruction and help evaluate teacher effectiveness.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Element	Unacceptable	Acceptable	Target
9.1 Professional Commitment and Responsibility as Reflective Practitioner		X	
9.2 Developing in the Art and science of Teaching		X	

9.1 Portfolio samples, lesson plans, and interviews with faculty provide evidence that teacher candidates demonstrate an adequate ability to be reflective practitioners who are committed to their profession. Syllabi indicated required reading from professional journals and candidate interviews indicated that candidates were aware that professional organizations existed. Lesson plans when taught noted sections for reflection.

9.2 Syllabi, 2007 Employer Survey, and candidate interviews provide evidence that teacher candidates display an adequate ability to engage in purposeful mastery of the art and science of teaching

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well being.

Element	Unacceptable	Acceptable	Target
10.1 Interacting in with Colleagues, Parents, and Community in Partnerships		X	

10.1 Lesson plans, Professional Year Assessment comments, and interviews with candidates and faculty provide evidence that teacher candidates interact in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well being. Multiple lesson plans noted communication with parents and use of outside community resources. Professional Year Assessment comments indicated positively toward candidates' abilities to work with faculty and to interact professionally. The 2007 Employer survey noted this area to be weaker for graduates at the Jr. High and High School level.

Areas of Improvement: None
Recommended Action: None
X ApprovedApproved ConditionallyNot Approved

PART II FOUNDATION STANDARDS AND THEIR ENHANCEMENTS

While the Core Teacher Standards apply to all teacher certification areas for teachers, institutions additionally must exhibit that teacher candidates are able to demonstrate their knowledge, dispositions, and performances in their content areas (e.g. secondary biology, elementary education, music education, language arts, etc.). Thus, the Foundation and their Enhancement Standards expand on the Core Standards. As a result, The Idaho Core Teacher Standards along with the Foundation and Enhancement Standards are designed to be "layered" to describe what a teacher in the content area must know and be able to do in order to be recommended to the State of Idaho for initial certification.

Important enhancements for several content areas do not fall under the ten Core Teacher Standards. For example, a science teacher must provide a safe learning environment in relation to labs, materials, equipment, and procedures. This does not relate to what every subject area teacher needs

to know. Therefore, it is listed as Standard #11 under Science Teacher Standards. In no case are there more than 12 overall Standards for any subject area.

Only pertinent foundation and enhancement standards are addressed in this section. Specific standards are omitted when they apply to the same Core Teacher Standards.

RUBRICS FOR FOUNDATION STANDARDS AND ENHANCEMENTS

IDAHO STANDARDS FOR ADMINISTRATORS PRINCIPAL K-12

Standard 1: Visionary and Strategic Leadership—A school administrator is an educational leader who promotes the success of each student and staff member by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

Element	Unacceptable	Acceptable	Target
1.1 Understanding		X	
Visionary and			
Strategic Leadership			
1.2 Application of		X	
Visionary and			
Strategic Leadership			

- 1.1 Candidate, graduate, and university supervisor interviews, work samples, and syllabi provide evidence that administrator candidates have an adequate understanding of specific models and processes of visionary leadership and how to engage stakeholders in strategic planning and data collection.
- 1.2 Candidate and university supervisor interviews, work samples, syllabi, and additional reading assignments and coursework and the practicum provide evidence that administrator candidates demonstrate an adequate ability to facilitate the development and implementation of visioning and strategic leadership, using key concepts and models.

Standard 2: Instructional Leadership—The school administrator is an educational leader who promotes the success of each student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Element	Unacceptable	Acceptable	Target
2.1 Understanding of			X
Instructional			
Leadership			
2.2 Application of			X
Instructional			
Leadership			

- 2.1 Candidate, graduate, and university supervisor interviews, work samples, and syllabi analysis provide evidence that administrator candidates have an in-depth understanding of the relationships between school culture, diverse student needs, instructional program, staff professional growth, and student achievement.
- 2.2 Candidate, graduate and university supervisor interviews, along with observations and work samples, syllabi, and additional coursework and practicum provide evidence that administrator candidates demonstrate an in-depth ability to advocate for, nurture, and sustain a school culture and instructional program conducive to student learning, diverse student needs, and staff professional growth.

Standard 3: Management and Organizational Leadership—A school administrator is an educational leader who promotes a safe, efficient, and effective learning environment, and manages the organization, operations, and resources for the success of each student.

Element	Unacceptable	Acceptable	Target
3.1 Understanding of		X	
Management and			
Organizational			
Leadership			
3.2 Application of		X	
Management and			
Organizational			
Leadership			

- 3.1 Candidate, graduate, and university supervisor interviews, work samples, and syllabi provide evidence that administrator candidates have an adequate understanding of how to promote and manage a safe, efficient, and effective learning environment for the success of each student.
- 3.2 Candidate, graduate, and university supervisor interviews, work samples, syllabi, and additional coursework and practicum provide evidence that administrator candidates demonstrate an adequate ability to promote and manage a safe, efficient, and effective learning environment for the success of each student.

Standard 4: Family and Community Partnerships—A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Element	Unacceptable	Acceptable	Target
4.1 Understanding of		X	
Family and			
Community			
Partnerships			
4.2 Application of		X	

Family and		
Community		
Partnerships		

- 4.1 Candidate, graduate, and university supervisor interviews, work samples, and syllabi provide evidence that administrator candidates have an adequate understanding of how to collaborate with families and community members, respond to diverse community interests and needs, and mobilize community resources to promote the success of each student.
- 4.2 Candidate, graduate, and university supervisor interviews, work samples, syllabi, and additional coursework and practicum provide evidence that administrator candidates demonstrate an adequate ability to collaborate with families and community members, respond to diverse community interests and needs, and mobilize community resources to promote the success of each student.

Standard 5: Professional and Ethical Leadership—The school administrator is a professional who demonstrates personal and professional values, ethics, and integrity.

Element	Unacceptable	Acceptable	Target
5.1 Understanding of			X
Professional and			
Ethical Leadership			
5.2 Application of			X
Professional and			
Ethical Leadership			

- 5.1 Candidate, graduate, and university supervisor interviews, work samples, and syllabi provide evidence that administrator candidates have an in-depth understanding of the relationship between personal and professional values, ethics, and integrity to promote the success of each student.
- 5.2 Candidate, graduate, and university supervisor interviews, work samples, syllabi, additional coursework, practicum and portfolio analysis provide evidence that administrator candidates demonstrate an in-depth ability to apply personal and professional values, ethics, and integrity to promote the success of each student.

Standard 6: Governance and Legal Leadership—A school administrator is an educational leader who promotes the success of each student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural contexts.

Element	Unacceptable	Acceptable	Target
6.1 Understanding of			X
Governance and Legal			
Leadership.			
6.2 Application of			X
Governance and Legal			
Leadership.			

- 6.1 Candidate, graduate, and university supervisor interviews, work samples, and syllabi provide evidence that administrator candidates have an in-depth understanding of school administrator in responding to and influencing the larger political, social, economic, legal, and cultural contexts to promote the success of each student.
- 6.2 Candidate, graduate, and university supervisor interviews, work samples, syllabi, additional coursework, practicum and portfolio analysis provide evidence that administrator candidates demonstrate an in-depth ability to respond to and influence the larger political, social, economic, legal, and cultural contexts to promote the success of each student.

Areas of Improvement: None	
Recommended Action:	
XApprovedApproved ConditionallyNot Approved	

IDAHO STANDARDS FOR BILINGUAL/ESL TEACHERS

Principle 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter		X	
1.2 Making Subject Matter Meaningful		X	

- 1.1 Candidate and university supervisor interviews, work samples, and syllabi analysis indicate that teacher candidates demonstrate adequate understanding of the functions and contextual usage of social and academic language in both languages, instructional design and implementation for bilingual learning, and language skill development in both the first and second language.
- 1.2 Candidate and university supervisor interviews, work samples, syllabi, along with additional coursework and practicum analysis indicate that teacher candidates demonstrate an adequate ability to integrate social and academic language into instructional design and implementation.

Principle 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Element	Unacceptable	Acceptable	Target
2.1 Understanding Human Development and Learning		X	
2.2 Provide Opportunities for Development		X	

- 2.1 Candidate and university supervisor interviews, work samples, and syllabi provide evidence that teacher candidates demonstrate adequate understanding of the impact of first language and culture on human development, and instructional strategies appropriate to the students' level of development and background.
- 2.2 Candidate and university supervisor interviews, work samples, and additional course work provide evidence that teacher candidates demonstrate an adequate ability to utilize instructional strategies appropriate to the students' level of development and first language background.

Principle 3: Adapting Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to students with diverse needs.

Element	Unacceptable	Acceptable	Target
3.1 Understanding of Individual Learning Needs		X	
3.2 Accommodating Individual Learning Needs		X	

- 3.1 Candidate and university supervisor interviews, work samples, and syllabi provide evidence that teacher candidates demonstrate adequate understanding of and appreciation for intellectual and cultural diversity including gender, age ethnicity, and socioeconomic background.
- 3.2 Candidate and university supervisor interviews, work samples, and additional course work provide evidence that teacher candidates demonstrate an adequate ability to integrate instructional adaptations in response to cultural and intellectual diversity.

Principle 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

Element	Unacceptable	Acceptable	Target
4.1 Understanding of multiple learning strategies		X	
4.2 Application of multiple learning strategies		X	

- 4.1 Candidate and university supervisor interviews, work samples, and syllabi provide evidence that teacher candidates demonstrate adequate understanding of how to select, adapt, create, and use materials for second language instruction.
- 4.2 Candidate and university supervisor interviews, work samples, and additional course work provide evidence that teacher candidates demonstrate an adequate ability to select, adapt, create, and use materials for second language instruction.

Principle 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and wellbeing.

Element	Unacceptable	Acceptable	Target
10.1 Interacting in with Colleagues, Parents, and Community in Partnerships.		X	
10.2 Interacting in with Colleagues, Parents, and Community in Partnerships.		X	

- 10.1 Candidate and university supervisor interviews, work samples, and syllabi provide evidence that teacher candidates demonstrate an adequate understanding of the importance of student, educator, family, and community linkage to the enhancement of language development in both languages.
- 10.2 Candidate and university supervisor interviews, work samples, and additional course work provide evidence that teacher candidates demonstrate an adequate ability to link instruction with family and community.

Areas of Improvement: None

Recommended Action:	<u>.</u>		
X_ApprovedApproved CondiNot Approved	tionally		
IDAH	O STANDARDS FOR CO	MMUNICATION ARTS TE	EACHERS
inquiry, and structure		t and creates learning exp	central concepts, tools of periences that make these
Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter		X	
1.2 Making Subject Matter Meaningful		X	
candidates demonstrate in communication, the effects on communication	e adequate understanding interactive roles of perception, organizational relevaliving, research concepts a	of the constructs of values ptions, meaning, symbolism ance to the presentation of	ovide evidence that teacher and ethics and their roles m, and language, and their dideas and arguments, the alysis and adaptation, and
sufficient evidence the learning experiences instructional goals; emprocesses (e.g., speed students in practices of adaptation; present control of the sufficient evidence of the suffi	at the program provides that use effective materia phasize the importance of thes, interpersonal intera of research; create lessons	evidence that teacher ca als, resources, and learni values and ethics relevant actions, journalistic writing that stress the importance as of integral components	yllabi, demonstrate there is andidates create adequate ng activities that support to various communication ng, and debate); instruct e of audience analysis and ; and explain methods of
Areas of Improvement	: None		
Recommended Action:	<u>.</u>		
X Approved Approved Condi Not Approved	tionally		

IDAHO STANDARDS FOR EARLY CHILDHOOD STUDIES

Principle 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter		X	
1.2 Making Subject Matter Meaningful		X	

- 1.1 Studies matrices, course syllabi, work samples and assessments provide evidence that teacher candidates demonstrate an adequate understanding of the traditional content areas and children's growth and development theories.
- 1.2 Professional year portfolios, work samples and professional year dispositions reports provide strong evidence that teacher candidates demonstrate an adequate ability to create a balanced curriculum that helps students successfully apply their skills to many different situations, materials, and ideas.

Principle 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Element	Unacceptable	Acceptable	Target
2.1 Understanding Human Development and Learning		X	

2.1 Studies matrices, early childhood studies rubrics, work samples and assessments provide evidence that teacher candidates demonstrate an adequate understanding of typical and atypical development of young children and the impact of family systems on child development.

Principle 3: Adapting Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to students with diverse needs.

Element	Unacceptable	Acceptable	Target
3.1 Understanding of Individual Learning Needs		X	

3.2 Modifying Instruction for Individual Learning Needs	X	

- 3.1 Early childhood studies rubrics, course syllabi, and assessments provide evidence that teacher candidates demonstrate an adequate understanding of aspects of medical care for premature development, low birth weight, and other conditions of medically fragile babies, and the concerns and priorities associated with these medical conditions, as well as their implications on child development and family resources.
- 3.2 Course syllabi, assessments and professional year portfolios provide evidence that teacher candidates demonstrate an adequate ability to access information about methods of care for young, medically fragile children who are dependent on technology

Principle 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

Element	Unacceptable	Acceptable	Target
4.1 Understanding of multiple instructional strategies		X	
4.2 Application of multiple instructional strategies		X	

- 4.1 Early childhood studies rubrics, course syllabi, work samples and assessments provide evidence that teacher candidates demonstrate an adequate understanding of the characteristics of physical environments that must vary to support the learning of children from birth through age 2, ages 3-5, and grades K-3 (i.e., schedule, routines, and transitions).
- 4.2 Work samples, assessments, professional year portfolios, and professional year dispositions reports provide strong evidence that teacher candidates demonstrate an adequate repertoire of developmentally appropriate instructional strategies (i.e., child initiated, teacher directed, and playbased activities) in the learning environment.

Principle 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Element	Unacceptable	Acceptable	Target
5.1 Understanding of Classroom Motivation and Management Skills		X	
5.2 Creating, Managing, and Modifying for Safe and Positive Learning Environments		X	

- 5.1 Studies matrices, early childhood studies rubrics, work samples and assessments provide evidence that teacher candidates demonstrate an adequate understanding of factors that promote physically and psychologically safe and healthy environments for young children.
- 5.2 Professional year portfolios and professional year dispositions reports provide strong evidence that teacher candidates demonstrate an adequate ability to promote opportunities for young children in natural and inclusive settings.

Principle 6: Communication Skills - The teacher uses a variety of communication techniques to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.

Element	Unacceptable	Acceptable	Target
6.2 Application of Communication Skills		X	

6.2 Work samples, assessments, professional year portfolios, and professional year dispositions reports provide evidence that teacher candidates demonstrate an adequate ability to adjust language and communication strategies for the developmental age and stage of the child.

Principle 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, and curriculum goals.

Element	Unacceptable	Acceptable	Target
7.1 Instructional Planning Skills		X	
7.2 Instructional Planning		X	

- 7.1 Course syllabi, studies matrices, early childhood studies rubrics, work samples, assessments, professional year portfolios, and professional year dispositions reports provide strong evidence that teacher candidates demonstrate an adequate understanding of recommended professional practice for working with families and children (birth- age 2, ages 3-5, and grades K-3).
- 7.2 The above noted documentation also provides strong evidence that teacher candidates demonstrate an adequate ability to provide information about family-oriented services based on the Individualized Family Service Plan (IFSP) and to support transitions across programs for young children and their families.

Principle 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Element	Unacceptable	Acceptable	Target
8.1 Assessment of Student Learning		X	
8.2 Using and Interpreting Assessment Strategies		X	

- 8.1 Studies matrices, work samples, and assessments provide evidence that teacher candidates demonstrate an adequate understanding of the characteristics of young children that affect testing situations and interpretations of results.
- 8.2 Early childhood studies rubrics, assessments, professional year candidate portfolios, and professional year dispositions reports provide strong evidence that teacher candidates demonstrate an adequate ability to screen major developmental domains (e.g., social-emotional, cognition).

Principle 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and wellbeing.

Element	Unacceptable	Acceptable	Target
10.1 Interacting with Colleagues, Parents, and Community in Partnerships		X	
10.2 Utilization of Community Resources		X	

- 10.1 Course syllabi, studies matrices, work samples and assessments substantiate that teacher candidates demonstrate an adequate understanding of how to explain and practice behavior congruent with the NAEYC and DEC Code of Ethics.
- 10.2 Work samples, assessments, professional year candidate portfolios, and professional year dispositions reports provide evidence that teacher candidates demonstrate an adequate ability to practice behavior congruent with the NAEYC and DEC Code of Ethics.

Areas of Improvement: N	Vone
Recommended Action:	
X_ApprovedApproved ConditionNot Approved	ally

IDAHO STANDARDS FOR ELEMENTARY EDUCATION TEACHERS

Standards 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter and structure of the discipline		X	
1.2 Making Subject Matter Meaningful		X	

- 1.1 Interviews with candidates and cooperating teachers, observations of candidates, Praxis I & II scores, candidates GPA's, candidate work samples and portfolios provide evidence that teacher candidates demonstrate adequate knowledge of elementary subject content, understand connections across the curriculum, demonstrate an ability to attain information and resources when necessary, and communicate with students the ways knowledge in a content area is discovered.
- 1.2 Observations of candidates, student candidate work samples and portfolios provide evidence that teacher candidates demonstrate an adequate ability to use materials, instructional strategies and/or methods that illustrate and promote relevance and real-life application making learning experiences and subject matter meaningful to most students.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Element	Unacceptable	Acceptable	Target
2.1 Understanding Human Development and Learning		X	

1.1 Reflections found in student candidate work samples and portfolios, university supervisor evaluations, and syllabi provide evidence that teacher candidates demonstrate adequate understanding of how young children and early adolescents learn and that their literacy and language development influence learning and instructional decisions.

Areas of Improvement: None

Recommended Action:		
X_Approved		
Approved Conditionally		
Not Approved		

IDAHO STANDARDS FOR FOREIGN LANGUAGE TEACHERS

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter			X
1.2 Making Subject Matter Meaningful	X		

- 1.1 The program provides substantial evidence that teacher candidates demonstrate an in-depth understanding of state and national foreign language standards, advanced language skills, and target cultures through extensive candidate work in specified language of study. Content area knowledge is strong. Supported by candidate coursework samples included in evidence bin. Content Praxis Scores, and Foreign language course syllabi.
- 1.2 The program provides little or no evidence that teacher candidates demonstrate adequate ability to articulate the value of foreign language learning and to plan, create, and execute a variety of language and cultural learning experiences in the target language. There is a lack of evidence that supports content knowledge into teaching practice foreign language teacher candidate work samples for student teaching are needed. Evidence demonstrated through FORLANG 'Professional Dispositions' is sufficient evidence for Spanish but insufficient evidence for German and French.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Element	Unacceptable	Acceptable	Target
2.1 Understanding Human Development and Learning		X	

2.2 Provide	X	
Opportunities for		
Development		

- 2.1 The program provides evidence that teacher candidates demonstrate adequate understanding of the process and acquisition of second language learning including viewing, listening, speaking, reading, and writing skills. This evidence is demonstrated through faculty interview, course syllabus for FORLAN 410, and candidate reflection from 410 coursework.
- 2.2 The program provides evidence that teacher candidates demonstrate adequate understanding of the process and acquisition of second language learning including viewing, listening, speaking, reading, and writing skills according to course syllabi for FORLAN 410 Approach to Foreign Languages and language content course. Candidate work includes sample lessons that indicate opportunities for candidates to develop exist.

Standard 3: Adapting Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to students with diverse needs.

Element	Unacceptable	Acceptable	Target
3.1 Understanding of Individual Learning Needs		X	
3.2 Accommodating Individual Learning Needs		X	

- 3.1 Evidence that teacher candidates demonstrate adequate understanding of how the roles of gender, age, socioeconomic background, ethnicity, and other factors relate to individual perception of self and others, including candidate's ability to grasp the significance of cultural differences and similarities can be found in course syllabi ED-CIFS 201 and ED-SPED 350, evidence is also identified in professional disposition.
- 3.2 The program provides evidence that teacher candidates demonstrate an adequate ability to create a learning activity that enables students to grasp the significance of cultural differences and similarities. Evidence is identified in course syllabi for FORLANG 410; ED-SPED 350 including ED-CIFS 201. Candidate course work from FORLANG 410 demonstrates candidate ability to meet this standard.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

Element Unacceptable Acceptable Target
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4.1 Understanding of multiple learning strategies		X	
4.2 Application of multiple learning strategies	X		

- 4.1 The program provides evidence that teacher candidates demonstrate adequate understanding of how to use and adapt authentic materials for foreign language instruction demonstrated in candidate course reflections, candidate exam work and course syllabus FORLANG 410.
- 4.2 The program provides little or no evidence that teacher candidates demonstrate an adequate ability to use and adapt authentic materials for foreign language instruction. Some evidence demonstrated through FORLANG 'Professional Dispositions' is sufficient evidence for Spanish but insufficient evidence for German and French.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Element	Unacceptable	Acceptable	Target
8.1 Assessment of Student Learning		X	
8.2 Using and interpreting program and student assessment strategies	X		

- 8.1 Evidence is provided through faculty interview and FORLANG 410 syllabi that teacher candidates demonstrate adequate understanding of ACTFL assessment guidelines and the need to assess progress in the five language skills, as well as cultural understanding.
- 8.2 The program provides little or no evidence that teacher candidates demonstrate an adequate ability to use formal and informal assessment techniques to individual student competencies in foreign language learning and modify teaching and learning strategies. Some evidence demonstrated through FORLANG 'Professional Dispositions' is sufficient evidence for Spanish but insufficient evidence for German and French.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and wellbeing.

Element	Unacceptable	Acceptable	Target
10.1 Interacting with Colleagues, Parents, and Community in Partnerships		X	
10.2 Utilization of community resources.	X		

10.1 The program provides evidence that teacher candidates demonstrate adequate understanding of foreign language career and life opportunities available to foreign language students, opportunities to communicate in the language with native speakers, and to participate in community experiences related to the target culture. Evidence is demonstrated generally through specific foreign language content course syllabi, candidate course work throughout foreign language courses and specifically in Foreign Language Senior Seminar 489.

10.2 The program provides little or no evidence that teacher candidates demonstrate an adequate ability to provide learning opportunities about career awareness, communication in the target language, and cultural enrichment. Some evidence demonstrated through FORLANG 'Professional Dispositions' is sufficient evidence for Spanish but insufficient evidence for German and French possibly due to their low enrollment numbers.

<u>Areas of Improvement:</u> Due to lack of evidence in German and French, it is recommended that additional FORLANG student teaching work samples be provided to demonstrate teacher candidates are able to meet this standard in German and French.

Reco	mmended Action:
	_Approved
X	_Approved Conditionally
	_Not Approved

IDAHO STANDARDS FOR SPANISH LANGUAGE TEACHERS

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter			X
1.2 Making Subject Matter Meaningful		X	

- 1.1 The program provides substantial evidence that teacher candidates demonstrate an in-depth understanding of state and national foreign language standards, advanced language skills, and target cultures through extensive candidate work in specified language of study. Content area knowledge is strong. Supported by candidate coursework samples included in evidence bin. Content Praxis Scores, and Foreign language course syllabi.
- 1.2 The program provides evidence that teacher candidates demonstrate an adequate ability to articulate the value of foreign language learning and to plan, create, and execute a language and cultural learning experience in the target language. Demonstrated through candidate work samples, professional dispositions, also included in course syllabi ED-CIFS 301/401.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Element	Unacceptable	Acceptable	Target
2.1 Understanding Human Development and Learning		X	
2.2 Provide Opportunities for Development		X	

2.1 Program provides evidence that teacher candidates demonstrate adequate understanding of the process and acquisition of second language learning including viewing, listening, speaking, reading,

and writing skills. This evidence is demonstrated through faculty interview, course syllabus for FORLAN 410, and candidate reflection from 410 coursework.

2.2 The program provides evidence that teacher candidates demonstrate adequate understanding of the process and acquisition of second language learning including viewing, listening, speaking, reading, and writing skills according to course syllabi for FORLAN 410 Approach to Foreign Languages and language content course, student teach experience ED-CIFS 301/401, including candidate work samples.

Standard 3: Adapting Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to students with diverse needs.

Element	Unacceptable	Acceptable	Target
3.1 Understanding of Individual Learning Needs		X	
3.2 Accommodating Individual Learning Needs		X	

- 3.1 Evidence that teacher candidates demonstrate adequate understanding of how the roles of gender, age, socioeconomic background, ethnicity, and other factors relate to individual perception of self and others, including candidate's ability to grasp the significance of cultural differences and similarities can be found in course syllabi ED-CIFS 201 and ED-SPED 350, evidence identified in professional disposition.
- 3.2 The program provides evidence that teacher candidates demonstrate an adequate ability to create a learning activity that enables students to grasp the significance of cultural differences and similarities. Evidence identified in course syllabi for FORLANG 410; ED-SPED 350 including ED-CIFS 201. Candidate course work from FORLANG 410 demonstrates candidate ability to meet this standard, including student teaching and candidate work sample lesson plans.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

Element	Unacceptable	Acceptable	Target
4.1 Understanding of multiple learning strategies		X	
4.2 Application of multiple learning strategies		X	

- 4.1 The program provides evidence that teacher candidates demonstrate adequate understanding of how to use and adapt authentic materials for foreign language instruction demonstrated in candidate course reflections, candidate exam work and course syllabus FORLANG 410.
- 4.2 The program provides evidence that teacher candidates demonstrate an adequate ability to use and adapt authentic materials for foreign language instruction. Evidence was demonstrated in candidate interviews, candidate work samples (ESL/ Spanish) and student teaching guidelines ED-CIFS 401.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Element	Unacceptable	Acceptable	Target
8.1 Assessment of Student Learning		X	
8.2 Using and interpreting program and student assessment strategies		X	

- 8.1 Evidence is provided through faculty interview and FORLANG 410 syllabi that teacher candidates demonstrate adequate understanding of ACTFL assessment guidelines and the need to assess progress in the five language skills, as well as cultural understanding.
- 8.2 The program provides evidence that teacher candidates demonstrate an adequate ability to use formal and informal assessment techniques to enhance individual student competencies in foreign language learning specifically supported by candidate interview (poster session) including professional disposition evaluation of candidate performance, candidate work sample (ESL/ Spanish).

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and wellbeing.

Element	Unacceptable	Acceptable	Target
10.1 Interacting with Colleagues, Parents, and Community in Partnerships		X	
10.2 Utilization of community resources.		X	

- 10.1 The program provides evidence that teacher candidates demonstrate adequate understanding of foreign language career and life opportunities available to foreign language students, opportunities to communicate in the language with native speakers, and to participate in community experiences related to the target culture. Evidence is demonstrated generally through specific foreign language content course syllabi, candidate course work throughout foreign language courses (located in evidence bin), and specifically in Foreign Language Senior Seminar 489.
- 10.2 The program provides evidence that teacher candidates demonstrate an adequate ability to provide learning opportunities about career awareness, communication in the target language, and cultural enrichment. Evidence supported by candidate interview (poster session) course syllabi for Foreign Language Seminar, also demonstrated in candidate work sample, including professional disposition evaluation of candidate performance.

Areas of Improvement: None
Recommended Action:
X_Approved Approved Conditionally Not Approved

IDAHO STANDARDS FOR GERMAN FOREIGN LANGUAGE TEACHERS

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter			X
1.2 Making Subject Matter Meaningful	X		

- 1.1 The program provides substantial evidence that teacher candidates demonstrate an in-depth understanding of state and national foreign language standards, advanced language skills, and target cultures through extensive candidate work in specified language of study. Content area knowledge is strong and is supported by candidate coursework samples, content Praxis scores, and course syllabi.
- 1.2 The program provides little or no evidence that teacher candidates demonstrate adequate ability to articulate the value of foreign language learning and to plan, create, and execute a variety of language and cultural learning experiences in the target language. There is a lack of evidence that supports content knowledge into teaching practice.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Element	Unacceptable	Acceptable	Target
2.1 Understanding Human Development and Learning		X	
2.2 Provide Opportunities for Development		X	

- 2.1 Program provides evidence that teacher candidates demonstrate adequate understanding of the process and acquisition of second language learning including viewing, listening, speaking, reading, and writing skills. This evidence is demonstrated through faculty interview, course syllabus for FORLAN 410, and candidate reflection from 410 coursework.
- 2.2 The program provides evidence that teacher candidates demonstrate adequate understanding of the process and acquisition of second language learning including viewing, listening, speaking, reading, and writing skills according to course syllabi for FORLAN 410 Approach to Foreign Languages and language content course. Candidate work includes sample lessons that indicate opportunities for candidates to develop exist.

Standard 3: Adapting Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to students with diverse needs.

Element	Unacceptable	Acceptable	Target
3.1 Understanding of Individual Learning Needs		X	
3.2 Accommodating Individual Learning Needs		X	

3.1 Evidence that teacher candidates demonstrate adequate understanding of how the roles of gender, age, socioeconomic background, ethnicity, and other factors relate to individual perception of self and others, including candidate's ability to grasp the significance of cultural differences and similarities can be found in course syllabi ED-CIFS 201 and ED-SPED 350, evidence identified in professional disposition.

3.2 The program provides evidence that teacher candidates demonstrate an adequate ability to create a learning activity that enables students to grasp the significance of cultural differences and similarities. Evidence identified in course syllabi for FORLANG 410; ED-SPED 350 including ED-CIFS 201. Candidate course work from FORLANG 410 demonstrates candidate ability to meet this standard.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

Element	Unacceptable	Acceptable	Target
4.1 Understanding of multiple learning strategies		X	
4.2 Application of multiple learning strategies	X		

- 4.1 The program provides evidence that teacher candidates demonstrate adequate understanding of how to use and adapt authentic materials for foreign language instruction demonstrated in candidate course reflections, candidate exam work and course syllabus FORLANG 410.
- 4.2 The program provides little or no evidence that teacher candidates demonstrate an adequate ability to use and adapt authentic materials for foreign language instruction.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Element	Unacceptable	Acceptable	Target
8.1 Assessment of Student Learning		X	
8.2 Using and interpreting program and student assessment strategies	X		

8.1 Evidence is provided through faculty interview and FORLANG 410 syllabi that teacher candidates demonstrate adequate understanding of ACTFL assessment guidelines and the need to assess progress in the five language skills, as well as cultural understanding.

8.2 The program provides little or no evidence that teacher candidates demonstrate an adequate ability to use formal and informal assessment techniques to individual student competencies in foreign language learning and modify teaching and learning strategies.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and wellbeing.

Element	Unacceptable	Acceptable	Target
10.1 Interacting with Colleagues, Parents, and Community in Partnerships		X	
10.2 Utilization of community resources.	X		

10.1 The program provides evidence that teacher candidates demonstrate adequate understanding of foreign language career and life opportunities available to foreign language students, opportunities to communicate in the language with native speakers, and to participate in community experiences related to the target culture. Evidence is demonstrated generally through specific foreign language content course syllabi, candidate course work throughout foreign language courses (located in evidence bin), and specifically in Foreign Language Senior Seminar 489.

10.2 The program provides little or no evidence that teacher candidates demonstrate an adequate ability to provide learning opportunities about career awareness, communication in the target language, and cultural enrichment.

<u>Areas of Improvement:</u> Program needs to provide evidence of candidate application of required standards as noted in 1.2, 4.2, 8.2, and 10.2.

<u>Reco</u>	mmended Action:
	_Approved
X	_Approved Conditionally
	_Not Approved

IDAHO STANDARDS FOR FRENCH FOREIGN LANGUAGE TEACHERS

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter			X
1.2 Making Subject Matter Meaningful	X		

- 1.1 The program provides substantial evidence that teacher candidates demonstrate an in-depth understanding of state and national foreign language standards, advanced language skills, and target cultures through extensive candidate work in specified language of study. Content area knowledge is strong. Supported by candidate coursework samples included in evidence bin. Content Praxis Scores, and foreign language course syllabi.
- 1.2 The program provides little or no evidence that teacher candidates demonstrate adequate ability to articulate the value of foreign language learning and to plan, create, and execute a variety of language and cultural learning experiences in the target language. There is a lack of evidence that supports content knowledge into teaching practice.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Element	Unacceptable	Acceptable	Target
2.1 Understanding Human Development and Learning		X	
2.2 Provide Opportunities for Development		X	

2.1 Program provides evidence that teacher candidates demonstrate adequate understanding of the process and acquisition of second language learning including viewing, listening, speaking, reading, and writing skills. This evidence is demonstrated through faculty interview, course syllabus for FORLAN 410, and candidate reflection from 410 coursework.

2.2 The program provides evidence that teacher candidates demonstrate adequate understanding of the process and acquisition of second language learning including viewing, listening, speaking, reading, and writing skills according to course syllabi for FORLAN 410 Approach to Foreign Languages and language content course. Candidate work includes sample lessons that indicate opportunities for candidates to develop exist.

Standard 3: Adapting Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to students with diverse needs.

Element	Unacceptable	Acceptable	Target
3.1 Understanding of Individual Learning Needs		X	
3.2 Accommodating Individual Learning Needs		X	

- 3.1 Evidence that teacher candidates demonstrate adequate understanding of how the roles of gender, age, socioeconomic background, ethnicity, and other factors relate to individual perception of self and others, including candidate's ability to grasp the significance of cultural differences and similarities can be found in course syllabi ED-CIFS 201 and ED-SPED 350, evidence identified in professional disposition.
- 3.2 The program provides evidence that teacher candidates demonstrate an adequate ability to create a learning activity that enables students to grasp the significance of cultural differences and similarities. Evidence identified in course syllabi for FORLANG 410; ED-SPED 350 including ED-CIFS 201. Candidate course work from FORLANG 410 demonstrates candidate ability to meet this standard.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

Element	Unacceptable	Acceptable	Target
4.1 Understanding of multiple learning strategies		X	
4.2 Application of multiple learning strategies	X		

- 4.1 The program provides evidence that teacher candidates demonstrate adequate understanding of how to use and adapt authentic materials for foreign language instruction demonstrated in candidate course reflections, candidate exam work and course syllabus FORLANG 410.
- 4.2 The program provides little or no evidence that teacher candidates demonstrate an adequate ability to use and adapt authentic materials for foreign language instruction.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Element	Unacceptable	Acceptable	Target
8.1 Assessment of Student Learning		X	
8.2 Using and interpreting program and student assessment strategies	X		

- 8.1 Evidence is provided through faculty interview and FORLANG 410 syllabi that teacher candidates demonstrate adequate understanding of ACTFL assessment guidelines and the need to assess progress in the five language skills, as well as cultural understanding.
- 8.2 The program provides little or no evidence that teacher candidates demonstrate an adequate ability to use formal and informal assessment techniques to individual student competencies in foreign language learning and modify teaching and learning strategies.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and wellbeing.

Element	Unacceptable	Acceptable	Target
10.1 Interacting with Colleagues, Parents, and Community in Partnerships		X	
10.2 Utilization of community resources.	X		

10.1 The program provides evidence that teacher candidates demonstrate adequate understanding of foreign language career and life opportunities available to foreign language students, opportunities to communicate in the language with native speakers, and to participate in community experiences related to the target culture. Evidence is demonstrated generally through specific foreign language

content course syllabi, candidate course work throughout foreign language courses (located in evidence bin), and specifically in Foreign Language Senior Seminar 489.

10.2 The program provides little or no evidence that teacher candidates demonstrate an adequate ability to provide learning opportunities about career awareness, communication in the target language, and cultural enrichment.

Areas for Improvement: Performance piece is missing due to lack of candidate numbers in program.

Recommended Action:		
Approved _X_Approved Conditionally _Not Approved		

IDAHO STANDARDS FOR LANGUAGE ARTS TEACHERS

Principle 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the English language arts and creates learning experiences that make these aspects of subject matter meaningful for students.

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter		X	
1.2 Making Subject Matter Meaningful		X	

- 1.1 Syllabi, English candidate interviews, and Praxis II test scores indicate that teacher candidates demonstrate an adequate ability to use resources and learning activities that support instructional and curriculum goals that reflect effective teaching practice, and accurately reflect language arts content.
- 1.2 Candidate work samples with evidence of faculty feedback, Professional Year Dispositions Report data , and interviews with English faculty and university supervisors indicate that teacher candidates demonstrate an adequate ability to use resources and learning activities that support instructional and curriculum goals that reflect effective teaching practice, and accurately reflect language arts content.

Principle 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Element	Unacceptable	Acceptable	Target
2.1 Understanding Human Development and Learning		X	
2.2 Provide Opportunities for Development		X	

- 2.1 Syllabi, unit planning, and candidate interviews indicate that teacher candidates demonstrate adequate knowledge of the role of maturation in growth in writing, language acquisition, and understanding of literary concepts.
- 2.2 Candidate work samples with evidence of faculty feedback, candidate journal and unit reflections, and Professional Year Dispositions Report data indicate that teacher candidates demonstrate an adequate ability to recognize students' levels of language maturity and identify strategies to promote growth.

Principle 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

Element	Unacceptable	Acceptable	Target
4.1 Understanding of multiple learning strategies		X	
4.2 Application of multiple learning strategies		X	

- 4.1 Syllabi, unit planning, and candidate interviews indicate candidates demonstrate adequate knowledge of a variety of instructional strategies needed to develop students' critical thinking, problem solving, and performance skills at varying literacy levels.
- 4.2 Candidate work samples with evidence of faculty feedback, Professional Year Dispositions report data, and interviews with English faculty and university supervisors indicate teacher candidates demonstrate an adequate ability to use a variety of basic instructional strategies to develop students' critical thinking, problem solving, and performance skills; and engage students through a variety of language activities (e.g. reading, writing, speaking, listening) and teaching approaches (e.g. small group, whole-class discussion, projects).

Principle 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Element	Unacceptable	Acceptable	Target
8.1 Assessment of Student Learning		X	
8.2 Using and interpreting program and student assessment strategies		X	

- 8.1. Syllabi, unit planning, and candidate interviews indicate teacher candidates demonstrate adequate knowledge of formal and informal student assessment strategies for evaluating and advancing student performance in reading, writing, speaking, listening, and viewing, and to determine teaching effectiveness (i.e., portfolios of student work, project, self- and peer assessment, journals, response logs, rubrics, tests, and dramatic presentations).
- 8.2 Candidate work samples with evidence of faculty feedback, candidate journal and unit reflections, and Professional Year Dispositions Report data indicate teacher candidates demonstrate an adequate ability to use formal and informal student assessment strategies for evaluating and advancing student performance in reading, writing, speaking, listening, and viewing, and to determine teaching effectiveness (i.e., portfolios of student work, project, self- and peer assessment, journals, response logs, rubrics, tests, and dramatic presentations).

Principle 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Element	Unacceptable	Acceptable	Target
9.1 Professional Commitment and Responsibility as Reflective Practitioners		X	
9.2 Developing in the Art and science of Teaching		X	

9.1 Syllabi, Professional Year Dispositions Report data, and unit planning indicate teacher candidates demonstrate an adequate understanding of reflection and a commitment to their profession.

9.2 English Candidate interviews, interviews with English faculty and university supervisors, and candidate journal and work sample reflections indicate teacher candidates demonstrate an adequate ability to engage in reading and writing for professional and personal growth and an awareness of professional organizations and resources for English language arts teachers, such as the National Council of Teachers of English.

<u>Areas of Improvement</u>: It appears that it is possible for candidates to complete a major in English with secondary certification without a course in multicultural literature. Courses, however, are available in multicultural literature if students choose to include them and students are advised to select these courses as part of their program. Assessment strategies included in the materials reviewed indicate that candidates have a limited repertoire of strategies for assessing students' literacy skills. Discussion and participation were listed frequently as assessments in units and work samples; scoring rubrics, portfolios, etc. were seldom included. Documentation of candidates' involvement in professional organizations and activities was minimal.

Recommended Actions:	
X Approved	.nollv
Approved ConditionNot Approved	папу

IDAHO STANDARDS FOR MATH TEACHERS

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of mathematics and creates learning experiences that make these aspects of mathematics meaningful for students.

Element	Unacceptable	Acceptable	Target
1.1 Subject Matter and Structure of Mathematics		X	
1.2 Making Mathematics Meaningful		X	

- 1.1 Interviews with candidates, Praxis II scores, candidates GPA's, student candidate work samples, and syllabi provide evidence that teacher candidates demonstrate an adequate understanding of mathematics, as delineated in professional and institutional standards.
- 1.2 Interviews with candidates, candidate portfolios, and syllabi provide some evidence that teacher candidates demonstrate an adequate ability to make mathematics inquiry, critical analysis, synthesis, and structures meaningful to students.

Standard 4: Multiple Instructional Strategies – The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skill.

Element	Unacceptable	Acceptable	Target
4.1 Understanding of multiple mathematical learning strategies		X	
4.2 Application of multiple learning strategies		X	

- 4.1 Interviews with candidates, syllabi, candidate work samples and portfolios provide evidence that teacher candidates demonstrate adequate understanding of a variety of mathematical tools, models, and technologies; problem-solving approaches; and other strategies to investigate, communicate, and understand mathematics.
- 4.2 Interviews with Candidates, syllabi, and portfolios provide evidence that teacher candidates demonstrate an adequate ability to use and develop learning activities that foster multiple viewpoints and ways of knowing and engage students in exploring, conjecturing, justifying hypotheses, mathematical discourse, and problem solving.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Element	Unacceptable	Acceptable	Target
8.2 Using and Interpreting Program and		X	
Student Assessment Strategies			

8.2 Interviews with candidates and cooperating teachers, syllabi, and portfolios provide evidence that teacher candidates demonstrate an adequate ability to assess students' mathematical reasoning.

Standard 11: Connections among Mathematical Ideas – The teacher understands significant connections among mathematical ideas and their applications in contexts outside of mathematics.

Element	Unacceptable	Acceptable	Target
11.1 Significant mathematical connections		X	
11.2 Application of mathematical connections		X	

- 11.1 Interviews with candidates and university faculty, candidate portfolios, and syllabi provide evidence that teacher candidates demonstrate adequate understanding of the inter-connectedness between strands of mathematics and linkages between mathematics and other fields.
- 11.2 Interviews with candidates, candidate portfolios, and syllabi provide evidence that teacher candidates demonstrate an adequate ability to help students make connections between the strands of mathematics and to apply mathematics in other contexts.

Areas of Improvement: None	
Recommended Action:	
ApprovedApproved ConditionallyNot Approved	

IDAHO TEACHER STANDARDS FOR PHYSICAL EDUCATION TEACHERS

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Element	Unacceptable	Acceptable	Target
1.1 Subject Matter and Structure of the Discipline		X	
1.2 Making Subject Matter Meaningful		X	

1.1 The program provides acceptable evidence that teacher candidates demonstrate adequate understanding of the components of physical fitness and their relationship to a healthy lifestyle; Human anatomy and physiology – evidence identified through faculty interview and course syllabi (KINES 301; 352; ad 451) (structure and function), exercise physiology appropriate rules, etiquette, instructional cues, and skills for physical education activities; Adaptive Physical Education and how to work with special and diverse student needs; and the sequencing of motor skills (K-12); opportunities for enjoyment, challenge, self-expression, and social interaction; Evidence of this above mentioned is identified in candidate Work Samples, verified in syllabi, and confirmed in standards alignment matrix. Technology operations and concepts pertinent to physical activity in 451; 116; 351/352; 458; 301 according to enhancement standards evidence from ED 202 and faculty interview. Technology evidence found in KINES 301 and Block I portfolio.

1.2 The program also provides acceptable evidence that teacher candidates demonstrate an adequate ability to create learning experiences that make physical education meaningful to students. This is noted in PE Work Sample lessons; connection to state/ national standards very evident. Candidate interview demonstrated understanding and application of standards to create meaningful lessons.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Element	Unacceptable	Acceptable	Target
2.2 Provide Opportunities for Development		X	

2.2 The program provides evidence that teacher candidates demonstrate an adequate ability to assess the individual physical activity, movement, and fitness levels of students, make developmentally appropriate adaptations to instruction, and promote physical activities that contribute to good health. In the elementary setting, candidates demonstrate an in-depth ability. This evidence is demonstrated through candidate field experience, observed by state evaluator in student teaching and block one placements; documentation of this evidence was also found in candidate work sample.

Standard 3: Modifying instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to students with diverse needs.

Element	Unacceptable	Acceptable	Target
3.2 Accommodating Individual Learning		X	
Needs			

3.2 The program provides evidence that teacher candidates demonstrate adequate ability to create opportunities that incorporate individual variations to movement and to help students gain physical competence and positive self-esteem through candidate interview, observations of candidate field experience; Work Sample (specific lesson reflections), and coursework from KINES 305.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Element	Unacceptable	Acceptable	Target
5.1 Understanding of Classroom Motivation and Management		X	

Skills		
5.2 Creating,	X	
Managing, and		
Modifying for Safe		
and Positive Learning		
Environments		

- 5.1 The program provides acceptable evidence that teacher candidates demonstrate an adequate understanding of how to help students cultivate responsible personal and social behaviors through specified course syllabi in KINES 351/451 methodology courses and ED-CIFS 302 Learning and Instruction, also demonstrated in candidate work sample, including reflections.
- 5.2 Program provides evidence that teacher candidates demonstrate an adequate ability to effectively manage physical activity in indoor and outdoor settings and promote positive peer relationships and appropriate motivational strategies for participation in physical activity demonstrated through candidate and faculty interview and in course syllabi ED-CIFS 302 and KINES 351/ KINES 451. Most influential evidence is found in candidate Work Sample in lesson preparation and field experiences.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, and curriculum goals.

Element	Unacceptable	Acceptable	Target
7.1 Instructional Planning Skills in Connection with Knowledge of Subject Matter and Curriculum Goals		X	
7.2 Instructional Planning Skills in Connection with Students' Needs and Community Contexts		X	

- 7.1 Program provides evidence that teacher candidates demonstrated adequate understanding of strategies to maximize physical education activity time and student success in physical education through observation/ interview of candidate in student teaching field experience, and candidate teaching Work Sample. Documentation of professional dispositions also provided evidence that candidates meet this standard.
- 7.2 The program provides evidence that teacher candidates demonstrate an adequate ability to plan and prepare instruction to maximize physical education activity time and student success and to utilize community resources to expand the curriculum. Through course syllabi for KINES 305, student teaching work samples, and professional dispositions evaluation.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Element	Unacceptable	Acceptable	Target
8.1 Assessment of Student Learning		X	
8.2 Using and Interpreting Program and Student Assessment Strategies		X	

- 8.1 The program provides evidence that teacher candidates demonstrate an adequate understanding of how to select and use a variety of developmentally appropriate assessment techniques (e.g., summative, formative, and cumulative evidence identified in Block I, II and student teaching work samples) congruent with physical education activity, movement, and fitness goals (aligned with state benchmarks, evidence identified in candidate work sample). See also KINES 301 for stellar assessment piece.
- 8.2 Program provides evidence that teacher candidates demonstrate adequate ability to use a variety of developmentally appropriate assessment techniques refer to course syllabi KINES 301, 305, and methods course work. Evidence from candidate and faculty interviews also supports that this target is acceptable, including professional dispositions candidate evaluation.

Standard 11: Safety – The teacher provides for a safe learning environment.

Element	Unacceptable	Acceptable	Target
11.1 Understanding of Student and Facility Safety		X	
11.2 Creating a Safe Learning Environment		X	

- 11.1 The program provides evidence that teacher candidates must participate in KINES 141; KINES 460/461. Evidence is clearly presented in syllabus for required course demonstrating adequate understanding of CPR, first aid, and factors that influence safety in physical education activity settings and the supervision and response required. Evidence includes observation of CPR certified candidates in student teaching placements.
- 11.2 The program provides evidence that teacher candidates demonstrate an adequate ability to provide and monitor for a safe learning environment documented through candidate interview/

observation in student teaching placement, student experience in Blocks I & II, course work for KINES 351/451 methods course work, including candidate work samples.

Areas of Improvement: None		
Recommended Action:		
X_ApprovedApproved ConditionallyNot Approved		

IDAHO STANDARDS FOR READING TEACHERS

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter and structure of the discipline		X	
1.2 Making Subject Matter Meaningful		X	

- 1.1 Candidate, graduate, instructor, and university supervisor interviews, work samples, and syllabi provide evidence that teacher candidates demonstrate adequate understanding of the relationships and roles of the components of a balanced literacy program; a variety of research-based instructional strategies to enhance student comprehension; the relationships between reading, writing, speaking, listening, and viewing; and a wide range of children's literature encompassing all genres.
- 1.2 Candidate, graduate, instructor, and university supervisor interviews, work samples, syllabi, and additional coursework and practicum provide evidence that teacher candidates demonstrate an adequate ability to implement the components of a balanced literacy program and to provide literacy lessons and opportunities congruent with best research practices to make subject matter meaningful to all students.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

2.1 Understanding Human Development and Learning	X	
2.2 Provide Opportunities for Development	X	

- 2.1 Candidate, graduate, instructor, and university supervisor interviews, work samples, and syllabi provide evidence that teacher candidates demonstrate adequate understanding of historical and current research related to reading and the significance of home language and culture on the development of literacy in the classroom.
- 2.2 Candidate, graduate, instructor, and university supervisor interviews, work samples, syllabi, additional coursework, and practicum provide evidence that teacher candidates demonstrate an adequate ability to implement cognitively compatible strategies in developing reading instruction and to utilize the home language and culture of students to foster the development of literacy in the classroom.

Standard 3: Adapting Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to students with diverse needs.

Element	Unacceptable	Acceptable	Target
3.1 Understanding of Individual Learning Needs.		X	
3.2 Modifying Instruction for Individual Learning Needs.		X	

- 3.1 Candidate, graduate, instructor and university supervisor interviews, work samples, and syllabi provide evidence that teacher candidates demonstrate an adequate understanding of research-based best practices in prevention identification, intervention, and remediation of reading difficulties; methods for accelerating and scaffolding students' development of reading strategies, and impact of learning disabilities, giftedness, and language histories on literacy development.
- 3.2 Candidate, graduate, instructor and university supervisor interviews, work samples, syllabi, additional coursework, and practicum provide evidence that teacher candidates demonstrate an adequate ability to demonstrate structured, sequential, multi-sensory reading instruction, differentiate reading instruction, and utilize flexible grouping in response to student performance.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

Element	Unacceptable	Acceptable	Target
4.1 Understanding of multiple instructional strategies		X	
4.2 Application of multiple instructional strategies		X	

- 4.1 Candidate, graduate, instructor, and university supervisor interviews, work samples, and syllabi provide evidence that teacher candidates demonstrate an adequate understanding of specific literacy difficulties not being the basis for excluding students from classroom interactions.
- 4.2 Candidate, graduate, instructor, and university supervisor interviews, work samples, syllabi, and additional coursework provide evidence that teacher candidates demonstrate an adequate ability to incorporate literacy instruction into all academic content areas in ways that engage each student.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Element	Unacceptable	Acceptable	Target
5.1 Understanding of Classroom Motivation and Management Skills.		X	
5.2 Creating, Managing, and Modifying for Safe and Positive Learning Environments		X	

- 5.1 Candidate, graduate, instructor, and university supervisor interviews, work samples, and syllabi provide evidence that teacher candidates demonstrate an adequate understanding of how literacy relates to academic success and life-long learning and the importance of extensive reading in a variety of genres for developing literacy skills.
- 5.2 Candidate, graduate, instructor, and university supervisor interviews, work samples, syllabi, additional coursework, and practicum activities provide evidence that teacher candidates demonstrate an adequate ability to relate literacy to academic success and life-long learning and to demonstrate the importance of reading a variety of genres for developing literacy skills.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

8.1 Assessment of Student Learning.	X	
8.2 Using and Interpreting Assessment Strategies	X	

- 8.1 Candidate, graduate, instructor, and university supervisor interviews, work samples, and syllabi provide evidence that teacher candidates demonstrate an adequate understanding of the use of assessments for different literacy purposes and how to choose, administer, and interpret multiple assessments for various aspects of reading.
- 8.2 Candidate, graduate, instructor, and university supervisor interviews, work samples, syllabi, additional coursework, and practicum provide evidence that teacher candidates demonstrate an adequate ability to gather and interpret data from multiple assessments to plan instruction.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well being.

Element	Unacceptable	Acceptable	Target
10.1 Interacting with		X	
Colleagues, Parents,			
and Community in			
Partnerships			
10.2 Utilization of			
Community		X	
Resources			

- 10.1 Candidate, graduate, instructor, and university supervisor interviews, and work samples provide evidence that teacher candidates understand sources and programs that promote family literacy community-based programs that promote literacy development.
- 10.2 Candidate, graduate, instructor, and university supervisor interviews, work samples, syllabi, and additional coursework provide evidence that teacher candidates demonstrate an adequate ability to engage with colleagues, community, other professionals, and parents to improve the literacy-learning environment. Although the program meets the minimum requirements, a recommendation would be to increase the emphasis on parental involvement in student literacy development.

Areas of Improvement: None

Recom	mended Action:
\mathbf{X}	Approved
	Approved Conditionally
	Not Approved

IDAHO STANDARDS FOR SCIENCE TEACHERS

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Element	Unacceptable	Acceptable	Target
1.1 Subject Matter and Structure of Science		X	
1.2 Making Science Meaningful		X	

- 1.1 Science Department syllabi, course samples and student work samples indicate teacher candidates demonstrate an adequate understanding of their science content, the nature of scientific knowledge and how to articulate the importance of engaging in the process of science.
- 1.2 Methods course syllabi, course samples, candidate work samples, candidate interviews and cooperating teacher / college supervisor evaluation of candidate performance indicate teacher candidates demonstrate an adequate ability to create learning experiences that make the concepts of science, tools of inquiry, structure of scientific knowledge, and the processes of science meaningful to students through the use of materials and resources that support instructional goals and learning activities, including laboratory and field activities, that are consistent with curriculum goals and reflect principles of effective instruction.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Element	Unacceptable	Acceptable	Target
2 1 II dougtou din a		V	
2.1 Understanding		A	
Human			
Development and			
Learning			

2.2 Provide	X	
Opportunities for		
Development		

- 2.1 Syllabi, course assignment samples, sample candidate lesson plans and candidate interviews indicate teacher candidates demonstrate an adequate understanding of the conceptions students are likely to bring to class that can interfere with learning the science.
- 2.2 Candidate work samples, lesson plans, interviews and cooperating teacher/college supervisor evaluation of candidate performance indicate teacher candidates demonstrate an adequate ability to carry out activities that facilitate students' conceptual development in science.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

Element	Unacceptable	Acceptable	Target
4.1 Understanding		X	
Multiple Learning			
Strategies			
4.2 Application of		X	
Multiple Learning			
Strategies			

- 4.1 Science and Education Department syllabi, assignments, work samples and candidate interviews indicate that teacher candidates demonstrate an adequate understanding of methods of inquiry, how to apply mathematics and technology to analyze, interpret, and display data.
- 4.2 Candidate interviews, unit plan, lesson plan samples and cooperating teacher/college supervisor evaluation of candidate performance indicate teacher candidates demonstrate an adequate ability to appropriately use models, simulations, laboratory and field activities, and demonstrations for larger groups, to facilitate students' critical thinking, problem solving, and performance skills.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.

Element	Unacceptable	Acceptable	Target
6.1 Communication Skills		X	
6.2 Application of Thinking and Communication Skills		X	

- 6.1 Science Department Syllabi, assignments and candidate work samples indicate teacher candidates demonstrate an adequate knowledge of how to use standard forms of scientific communications in their fields (i.e., graphs, technical writing, results of mathematical analysis, scientific posters, and multimedia presentations).
- 6.2 Sample candidate lesson plan, candidate interviews and cooperating teacher/college supervisor evaluation of candidate performance indicate teacher candidates demonstrate an adequate ability to engage students in the use of standard forms of scientific communications in their fields (i.e., graphs, technical writing, results of mathematical analysis, scientific posters, and multimedia presentations).

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Element	Unacceptable	Acceptable	Target
9.1 Professional		X	
Commitment and			
Responsibility as			
Reflective			
Practitioners			
9.2 Developing in the		X	
Art and Science of			
Teaching			

- 9.1 Methods class lesson documents and interviews with instructional staff and candidates indicate teacher candidates demonstrate an adequate knowledge of recent developments in their fields and of how students learn science.
- 9.2 Candidate lesson plans, interviews and cooperating teacher/college supervisor evaluation of candidate performance indicate teacher candidates demonstrate an adequate ability to incorporate an understanding of recent developments in their fields and knowledge of how students learn science into instruction.

Principle 11: Safe Learning Environment – The science teacher provides for a safe learning environment.

Element	Unacceptable	Acceptable	Target
11.1 Creating a Safe Learning		X	
Environment			

11.1 Course syllabi, course assignment, course works samples, candidate lesson plans, candidate interviews and cooperating teacher/college supervisor evaluation of candidate performance indicate teacher candidates demonstrate an adequate ability to implement safe practices in classroom and storage area in their subject area.

Principle 12: Laboratory and Field Activities – The science teacher demonstrates competence in conducting laboratory and field activities.

Element	Unacceptable	Acceptable	Target
12.1 Understanding of Laboratory and Field Experiences		X	
12.1 Effective Use of Laboratory and Field Experiences		X	

- 12.1 Course lab documents, candidate work samples and interviews indicate teacher candidates demonstrate an adequate ability to explain the importance of laboratory and field activities in the learning of science.
- 12.1 Sample course overview documents, unit plan, lesson plans, interviews and cooperating teacher/college supervisor evaluation of candidate performance indicate teacher candidates engage students in experiencing the phenomena they are studying by means of laboratory and field exercises.

Areas of Improvement: None	
Recommended Action:	
ApprovedApproved ConditionallyNot Approved	

IDAHO TEACHER STANDARDS FOR BIOLOGY TEACHERS

Principle 1: Knowledge of Biology - The teacher understands the central concepts, tools of inquiry, and structures of Biology and creates learning experiences that make these aspects of Biology meaningful for students.

Element	Unacceptable	Acceptable	Target
1.1 Subject Matter		\mathbf{X}	
and Structure of			
Biology			
1.2 Making Biology		X	
Meaningful			

- 1.1 Course Syllabi, work samples and interviews with candidates indicate that teacher candidates demonstrate adequate of understanding of biology content and the nature of biological knowledge.
- 1.2 Candidate interviews, unit plans, lesson plans and cooperating teacher/college supervisor evaluation of candidate performance indicate teacher candidates demonstrate an adequate ability to create learning experiences that make the concepts of biology, tools of inquiry, structure of biological knowledge, and the processes of biology meaningful to students through the use of materials and resources that support instructional goals, use of learning activities, including laboratory and field activities that are consistent with curriculum goals and reflect principles of effective instruction.

Areas of Improvement: None
Recommended Action:
X Approved Approved Conditionally Not Approved

IDAHO TEACHER STANDARDS FOR CHEMISTRY

Principle 1: Knowledge of Chemistry - The teacher understands the central concepts, tools of inquiry, and structures of Chemistry and creates learning experiences that make these aspects of Chemistry meaningful for students.

Element	Unacceptable	Acceptable	Target
1.1 Subject Matter and Structure of Chemistry		X	
1.2 Making Chemistry Meaningful		X	

- 1.1 Course Syllabi and assignments indicate teacher candidates demonstrate adequate understanding of chemistry content.
- 1.2 Given the evidence provided by the Chemistry Department about their program of instruction and the evidence of candidates from other science disciplines, a holistic analysis indicates that teacher candidates would demonstrate an adequate ability to create learning experiences that make the concepts of chemistry, tools of inquiry, structure of chemistry knowledge, and the processes of chemistry meaningful to students through the use of materials and resources that support instructional goals, use of learning activities, including laboratory and field activities that are consistent with curriculum goals and reflect principles of effective instruction.

Areas of Improvement: Increase number of students in the program

<u> Rec</u>	ommended Action:
X	_Approved
	_Approved Conditionally
	_Not Approved

IDAHO STANDARDS FOR EARTH AND SPACE SCIENCE TEACHERS

Principle 1: Knowledge of Earth and Space Science - The teacher understands the central concepts, tools of inquiry, and structures of Earth and Space Science and creates learning experiences that make these aspects of earth and space science meaningful for students.

Element	Unacceptable	Acceptable	Target
1.1 Subject Matter		X	
and Structure of			
Earth and Space			
Science			

1.2 Making Earth	X	
and Space		
Science		
Meaningful		

- 1.1 Course Syllabi, assignments, work samples and interviews with candidates indicate that teacher candidates demonstrate adequate of understanding of earth science content and the nature of geological science knowledge.
- 1.2 Candidate interviews, unit plans, lesson plans and cooperating teacher/college supervisor evaluation of candidate performance indicate teacher candidates demonstrate an adequate ability to create learning experiences that make the concepts of earth science, tools of inquiry, structure of earth science knowledge, and the processes of earth science meaningful to students through the use of materials and resources that support instructional goals, use of learning activities, including laboratory and field activities that are consistent with curriculum goals and reflect principles of effective instruction.

Areas of Improvement: None
Recommended Action:
ApprovedApproved ConditionallyNot Approved

Principle 1: Knowledge of Physics - The teacher understands the central concepts, tools of inquiry, and structures of physics and creates learning experiences that make these aspects of physics

meaningful for students.

Element	Unacceptable	Acceptable	Target
1.1 Subject Matter and Structure of Physics		X	
1.2 Making Physics Meaningful		X	

IDAHO STANDARDS FOR PHYSICS TEACHERS

- 1.1 Course syllabi and work samples indicate that teacher candidates demonstrate adequate understanding of physics content and the nature of physics knowledge.
- 1.2 A unit sample, lesson plans, student work samples and cooperating teacher/college supervisor evaluation of candidate performance indicate teacher candidates demonstrate an adequate ability to create learning experiences that make the concepts of physics, tools of inquiry, structure of physics knowledge, and the processes of physics meaningful to students through the use of materials and

resources that support instructional goals, use of learning activities, including laboratory and field activities that are consistent with curriculum goals and reflect principles of effective instruction.

Areas of Improvement: None	
Recommended Action:	
X_ApprovedApproved ConditionallyNot Approved	

IDAHO STANDARDS FOR SOCIAL STUDIES TEACHERS

Standard 1: Knowledge of Subject Matter – The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter		X	
1.2 Making Subject Matter Meaningful		X	

- 1.1 Candidate and university supervisor interviews, work samples and course syllabi analysis indicate that teacher candidates demonstrate an adequate knowledge of the social studies disciplines (i.e., history, economics, geography, and political science) that they plan to teach and the ways new knowledge in social studies disciplines is discovered; the ways various governments and societies have changed over time; and the impact that cultures, religions, technologies, vision/structure of social justice, and other factors have on historical processes. Student interviews underscored a strong focus placed upon multi-disciplinary Social Science subject matter knowledge for all candidates.
- 1.2 Candidate and university supervisor interviews, work samples and course syllabi analysis indicate that teacher candidates demonstrate an adequate ability to create learning experiences that provide opportunities to trace and analyze chronological periods and to examine the relationships of significant historical concepts; encourage and guide investigation of various governments and cultures in terms of their diversity, commonalties, and interrelationships; and incorporate current events, global perspectives and scholarly research into the curriculum; and integrate social sciences and humanities knowledge in order to prepare students to live in a world with limited resources, ethnic diversity, cultural pluralism, and increasing interdependence.

Standard 2: Knowledge of Human Development and Learning – The teacher understands how students learn and develop and provides opportunities that support their intellectual, social, and personal development.

Element	Unacceptable	Acceptable	Target
2.1 Understanding Human Development and Learning		X	
2.2 Provide Opportunities for Development		X	

- 2.1 Work samples, candidate and university supervisor interviews, and candidate lesson plan samples indicate that teacher candidates demonstrate an adequate understanding of how leadership, groups, and cultures influence intellectual, social, and personal development.
- 2.2 Work samples, candidate and university supervisor interviews, and candidate lesson plan samples indicate that teacher candidates demonstrate an ability to provide students with opportunities for engagement in civic life, politics, and government relevant to the social sciences.

Areas for Improvement: Nor	ne
Recommended Actions:	
XApproved Approved Conditionall Not Approved	y
IDAH	IO STANDARDS FOR ECONOMICS TEACHERS

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structure of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter		X	
1.3 Making Subject Matter Meaningful		X	

1.1 Candidate interviews, review of subject area assessment samples and syllabi analysis indicate that teacher candidates demonstrate an adequate understanding of the foundations and principles of the United States political system; the organization and formation of the United States government and how power and responsibilities are organized, distributed, shared, and limited as defined in the United States Constitution; the significance of United States foreign policy; the role of international relations in shaping the United States political system; an awareness of global perspectives; and the civic responsibilities and rights of all inhabitants of the United States.

1.2 Review of teacher candidate unit plans, candidate interviews, review of subject area assessment samples and syllabi analysis indicate that teacher candidates demonstrate an adequate ability to create opportunities for students to engage in civic life, politics, and government.

Areas for Improvement: None		
Recommended Action:		
X_ApprovedApproved ConditionallyNot Approved		

IDAHO STANDARDS FOR HISTORY TEACHERS

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter		X	
1.5 Making Subject Matter Meaningful		X	

- 1.1 Teacher candidate interviews, analysis of course assessments and work samples, and analysis of course syllabi indicate that teacher candidates demonstrate an adequate understanding of historical themes and concepts; the political, social, cultural, and economic development of the United States and the world; how the development of the United States is related to international relations and significant conflicts; and the impact of gender, race, ethnicity, religion, and national origin on history.
- 1.2 Teacher candidate and university supervisor interviews, analysis of course assessments and work samples, and analysis of course syllabi indicate that teacher candidates demonstrate an adequate ability to provide opportunities for students to make connections between political, social, cultural, and economic themes and concepts; to enable students to incorporate the issues of gender, race, ethnicity, religion, and national origin into their examination of history; to facilitate student inquiry on how international relationships impact the United States; to relate the role of conflicts to continuity and change across time.

Areas for Improvement: None
Recommended Action:
X_Approved Approved Conditionally
Not Approved

IDAHO STANDARDS FOR POLITICAL SCIENCE/GOVERNMENT AND CIVICS TEACHERS

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structure of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter		X	
1.7 Making Subject Matter Meaningful		X	

- 1.1 Candidate interviews, review of subject area assessment samples and syllabi analysis indicate that teacher candidates demonstrate an adequate understanding of the foundations and principles of the United States political system; the organization and formation of the United States government and how power and responsibilities are organized, distributed, shared, and limited as defined in the United States Constitution; the significance of United States foreign policy; the role of international relations in shaping the United States political system; an awareness of global perspectives; and the civic responsibilities and rights of all inhabitants of the United States.
- 1.2 Review of teacher candidate unit plans, candidate interviews, review of subject area assessment samples and syllabi analysis indicate that teacher candidates demonstrate an adequate ability to create opportunities for students to engage in civic life, politics, and government.

Areas for Improvement: None
Recommended Action:
X_ApprovedApproved Conditionally
Not Approved

IDAHO STANDARDS FOR SCHOOL SOCIAL WORKERS

Principle 1: National Standards - The school social worker meets the national standards of school social work practice.

Element	Unacceptable	Acceptable	Target
1.1 Knowledge and application of national standards.		X	

- 1.1 Accreditation for the school social worker program was reaffirmed externally by the Commission on Accreditation of the Council on Social Work Education pursuant to a letter dated February 23, 2008. This reaffirmation was granted (with three noted areas of concern) for an eight year cycle, ending February 2008. The university was scheduled for a program reaffirmation review between September 2, 3309 and October 31, 2009.
- 1.2 Due to efforts to combine undergraduate and graduate programs in social work, Boise State University applied for, and received an extension for a reaffirmation date of February 2010 (letter dated October 8, 2008).

Principle 2: School Climate - The school social worker understands the importance of a safe and positive school climate to maximize the development of all students' educational potential and social skills.

Element	Unacceptable	Acceptable	Target
2.1 Ability to evaluate and foster a safe and positive school climate.		X	
2.2 Collaboration		X	

- 2.1 Accreditation for the school social worker program was reaffirmed externally by the Commission on Accreditation of the Council on Social Work Education pursuant to a letter dated February 23, 2008. This reaffirmation was granted (with three noted areas of concern) for an eight year cycle, ending February 2008. The university was scheduled for a program reaffirmation review between September 2, 3309 and October 31, 2009.
- 2.2 Due to efforts to combine undergraduate and graduate programs in social work, Boise State University applied for, and received an extension for a reaffirmation date of February 2010 (letter dated October 8, 2008

Principle 3: Students with Special Needs - The school social worker understands the importance of participating on a multidisciplinary team(s) to determine the education plan for students with special needs.

Element	Unacceptable	Acceptable	Target
3.1 Knowledge and application of mandates related to special education policies and procedures.		X	
3.2 Knowledge and ability to work with multidisciplinary teams		X	

- 3.1 Accreditation for the school social worker program was reaffirmed externally by the Commission on Accreditation of the Council on Social Work Education pursuant to a letter dated February 23, 2008. This reaffirmation was granted (with three noted areas of concern) for an eight year cycle, ending February 2008. The university was scheduled for a program reaffirmation review between September 2, 2009 and October 31, 2009.
- 3.2 Due to efforts to combine undergraduate and graduate programs in social work, Boise State University applied for, and received an extension for a reaffirmation date of February 2010 (letter dated October 8, 2008).

Areas for Improvement: None
Recommended Action:
X_ApprovedApproved ConditionallyNot Approved

IDAHO STANDARDS FOR SPECIAL EDUCATION GENERALIST

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Element			Target
	Unacceptable	Acceptable	
1.1 Understanding Subject Matter		X	
1.2 Making Subject Matter Meaningful		X	

- 1.1 Course syllabi, studies matrices, candidate work samples, and candidate portfolios from the professional year provide evidence that teacher candidates demonstrate adequate understanding of the benefits, strengths, and constraints of theories and educational models in special education practice.
- 1.2 Candidate portfolios, interviews with cooperating teachers, and the professional year disposition report substantiate that teacher candidates demonstrate an adequate ability to apply the theories and educational models of special education practice.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Element	Unacceptable	Acceptable	Target
2.1 Understanding Human Development and Learning		X	
2.2 Provide Opportunities for Development		X	

- 2.1 Studies matrices, course syllabi, course work samples, and candidate professional year portfolios provide evidence that teacher candidates demonstrate adequate understanding of how the learning patterns of students with disabilities may differ from the norm.
- 2.2 Candidate work samples, assessments, and candidate professional year portfolios provide strong evidence that teacher candidates demonstrate adequate ability to use research-supported, developmentally and age-appropriate instructional strategies and practices, to provide effective instruction in academic and non-academic areas for students with disabilities.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

Element	Unacceptable	Acceptable	Target
4.1 Understanding of multiple instructional strategies		X	
4.2 Application of multiple instructional strategies		X	

4.1 Studies matrices and course syllabi, supported by course assessments, work samples and portfolios from the professional preparation year provide evidence that teacher candidates demonstrate an adequate understanding of how to design and implement instructional programs to support academic and social development of students with disabilities

4.2 Work samples, professional preparation year portfolios, assessments, and the professional year disposition reports provide strong evidence that teacher candidates demonstrate an adequate ability to design and implement instructional programs to support academic and social development of students with disabilities.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Element	Unacceptable	Acceptable	Target
5.1 Understanding of Classroom Motivation and Management Skills		X	
5.2 Creating, Managing, and Modifying for Safe and Positive Learning Environments		X	

- 5.1 Studies matrices, course syllabi and work samples provide evidence that teacher candidates demonstrate adequate knowledge of theories of behavior concerning students with disabilities.
- 5.2 This documentation coupled with interviews with cooperating teachers and professional year dispositions reports provide evidence that teacher candidates demonstrate an adequate ability to develop and implement positive behavior supports for students with disabilities.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Element	Unacceptable	Acceptable	Target
8.1 Assessment of Student Learning		X	
8.2 Using and Interpreting Assessment Strategies		X	

- 8.1 Course work samples, candidate portfolios for the professional year, and course syllabi provide evidence that teacher candidates demonstrate an adequate understanding of the instruments and procedures that comply with legal and ethical concerns regarding the assessment of students.
- 8.2 Candidate portfolios, professional year disposition reports, assessments, and interviews with cooperating teachers and candidates provide strong evidence that teacher candidates demonstrate an adequate ability to facilitate and/or conduct assessments that comply with legal and ethical concerns regarding students with disabilities.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Element	Unacceptable	Acceptable	Target
9.1 Professional Commitment and Responsibility as Reflective Practitioners		X	

9.1 Course syllabi, candidate work samples, and professional year dispositions reports provide evidence that candidates demonstrate an adequate understanding of the Council for Exceptional Children's Code of Ethics and have the ability to facilitate and/or comply with legal and ethical concerns regarding students with disabilities.

Areas for Improvement: None		
Recommended Action:		
X Approved Approved Conditionally Not Approved		

IDAHO STANDARDS FOR VISUAL AND PERFORMING ARTS TEACHERS

Principle 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and, creates learning experiences that make these aspects of subject matter meaningful for students.

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter		X	
1.2 Making Subject Matter Meaningful		X	

- 1.1 A review of syllabi and student work samples along with candidate interviews indicate the program provides evidence that teacher candidates demonstrate adequate knowledge of historical, critical, performance, and aesthetic concepts, and a technical and expressive proficiency in a particular area of the visual and performing arts.
- 1.2 A review of syllabi and student work samples along with candidate interviews indicate the program provides evidence that teacher candidates demonstrate an adequate ability to help students create, understand, and participate in the traditional, popular, folk and contemporary arts as relevant

to the students' interests and experiences and an ability to instruct students in interpreting and judging their own artworks, as well as the works of others.

Principle 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

Element	Unacceptable	Acceptable	Target
4.1 Understanding of Classroom Motivation and		X	
Management Skills			

4.1 Teacher evaluations of work samples, student work samples and syllabi indicate the program provides evidence that teacher candidates demonstrate adequate knowledge of how to integrate kinesthetic learning into arts instruction

Principle 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Element	Unacceptable	Acceptable	Target
5.1 Understanding of Classroom Motivation and Management Skills.		X	

5.1 A review of syllabi, student work samples, and interviews with candidates show that the program provides sufficient evidence that teacher candidates demonstrate adequate knowledge of how to integrate whole body learning into arts instruction

Principle 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, and curriculum goals.

Element	Unacceptable	Acceptable	Target
7.1 Instructional		X	
Planning Skills in			
Connection with			
Knowledge of Subject			
Matter and Curriculum			
Goals			

7.1 Syllabi and student work samples demonstrate that the program provides evidence that teacher

candidates demonstrate adequate knowledge of sequential, holistic, and cumulative processes and the use of the tools necessary for the communication of ideas.

Principle 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Element	Unacceptable	Acceptable	Target
8.1 Assessment of Student Learning		X	
8.2 Using and interpreting program and student assessment strategies		X	

- 8.1 A review of student work samples and syllabi in addition to interviews with candidates show that the program provides evidence that teacher candidates demonstrate adequate knowledge of how to assess students' learning and creative processes, as well as finished products.
- 8.2 Student work samples, candidate interviews, and syllabi indicate the program provides evidence that teacher candidates demonstrate an adequate ability to provide students with appropriate opportunities for display, performance, and assessment for what they know and can do in the arts.

Principle 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Element	Unacceptable	Acceptable	Target
9.1 Professional Commitment and Responsibility as		X	
Reflective Practitioners			

9.1 A review of syllabi and student work samples in addition to interviews with candidates indicate the program provides evidence that teacher candidates contribute to their disciplines by engaging in the art and science of teaching.

Principle 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and wellbeing.

Element	Unacceptable	Acceptable	Target
10.1 Interacting		X	
in with			
Colleagues,			
Parents, and			
Community in			
Partnerships			

10. 1 A review of student work samples, syllabi and interviews with candidates indicate the program provides evidence that teacher candidates demonstrate adequate knowledge of how to promote the arts for the enhancement of the school and the community.

Principle 11: Learning Environment - The teacher creates and manages a safe, productive learning environment.

Element	Unacceptable	Acceptable	Target
1.1 Safe learning		X	
environment			

1.1 A review of syllabi and student work along with interviews with candidates provides evidence that teacher candidates demonstrate an adequate ability to instruct students in procedures that are essential to safe arts activities, to manage the simultaneous daily activities of the arts classroom, and to operate/manage performance and/or exhibit technologies safely.

Area	as of Improvement: None
Reco	ommended Action:
X	_Approved
	_Approved Conditionally Not Approved

IDAHO STANDARDS FOR DRAMA TEACHERS

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter		X	
1.2 Making Subject Matter Meaningful		X	

- 1.1 A review of the teachers' syllabi, student work samples, and candidate interviews indicate the program provides evidence that teacher candidates demonstrate an adequate understanding of the history of theater as a form of entertainment and as a societal influence; the basic theory
- 1.2 Interviews with teacher candidates, student work samples, and teachers' syllabi indicate the program provides evidence that teacher candidates demonstrate an adequate ability to incorporate various styles of acting and production techniques to communicate the ideas of actors, playwrights, and directors; and support individual interpretation of character, design, and other elements inherent to theater.

Areas of Improvement: None
Recommended Action:
X Approved
Approved Conditionally
Not Approved

IDAHO STANDARDS FOR MUSIC TEACHERS

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Element	Unacceptable	Acceptable	Target
1.1 Understanding		X	
Subject Matter			
1.2 Making Subject		X	
Matter Meaningful			

1.1 Teachers' syllabi, student work samples, and candidate interviews demonstrate the program

provides evidence that teacher candidates demonstrate an in-depth understanding of how to improvise, compose, and arrange in a variety of styles and settings, to perform vocally and on wind/string/percussion instruments to teach individual beginning students, and to perform as a vocalist or instrumentalist.

1.2 Teachers' syllabi, student work samples, and candidate interviews demonstrate the program provides evidence that teacher candidates demonstrate an adequate ability to improvise, compose, and arrange in a variety of styles and settings, to perform sufficiently vocally and on wind/string/percussion instruments to teach groups of beginning students, and to perform as a vocalist or instrumentalist.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Element	Unacceptable	Acceptable	Target
7.1 Instructional		X	
Planning Skills in			
Connection with			
Knowledge of Subject			
Matter and Curriculum			
7.2 Instructional		X	
Planning Skills in			
Connection with			
Students' Needs and			
Community Contexts			

- 7.1 Teachers' syllabi, student work samples, and candidate interviews demonstrate the program provides evidence that teacher candidates demonstrate adequate knowledge of how to design a variety of musical learning opportunities for students in addition to traditional performance groups.
- 7.2 Teachers' syllabi, student work samples, and candidate interviews demonstrate the program provides evidence that teacher candidates exhibit an adequate ability to modify teaching plans based on a discriminating aural perception of in-class activities, that teacher candidates show an adequate ability to modify teaching plans based on a discriminating aural perception of in-class activities, and that teacher candidates are able to show they have adequate discriminating aural perception of student musical skills.

Areas of Improvement: None
Recommended Action:
X Approved Approved Conditionally Not Approved

PART III PARTICIPANTS AND EVENTS

Poster Session

Name	Teacher	Faculty	Other	College/
	Candidate			Department
1. Beret Norman		X		MLL/COAS
2. Becky Paslay	X			Early Ed/Spec. Ed
3. Sharon Walen		X		Mathematics
4. Margaret Kinzie		X		Mathematics
5. Kristian Klebofsla	X			Early Ed/Spec Ed
6. Ross Burkhart		X		Political Science
7. Evelyn Johnson		X		ECS/ SPED
8. Bobbie Birdsell		X		Counsel Ed
9. David Wilkins		X		COAS/
10. Kim Gaines			Key Partner	Math Ed
11. Rebecca McLennen	X			Spec. Ed
12. MaryAnn Cahill		X		Literacy
13.Alicia Cole	X			Curr & Instr
14. Robin Betcher	X			Math Ed
15. Stan Steiner		X		Literacy
16. Joy Steiner		X		Literacy
17. Adam Johnson	X			Elem Ed
18. Connie Semmelroth	X			Spec Ed
19. David Mathie		X		Music
20. Jennifer Violethe	X			Spanish/Spec Ed
21. Luis-Miguel Molinery		X		Modern Languages
22. Marcelo Serpe		X		Biology
23. Robbie Robinson	X	X		COL EST
24. Tucker Sweeney	X			KINES
25. Beatrice Harris		X		ECS
26. Leslie Burock	X			Modern Language
27. Dana Burak			Guest	
28. Bob Larson	X			MelbaC School District
29. Diana Esbensen		X		COE-CSI & PS
30. Ted J. Singletary		X		CIFS
31. Leon Mayoras		X		COE
32. Chris Haskell		X		Ed Tech
33. Lee Dubert		X		LTCY
34. Scott Willison		X		CHJ Center
35. L Rogien		X		CIFS
36. Kim Barker	X			Art Ed
37. Tara Harsin	X			CIFS
38. Cory Gaskle	X			CIFS
39. Stephany Wright	X			POLS
40. Tracey-Mae Gonsalves	X			KINES
41. John M. Payne	X			Foreign Language
42. Jimmy Ross Schultz	X			History
43. Rick Bauscher			Guest	
44. Keith Allred		X		Sp & ECS
45. Andrew Grover			Key Partner	Principal/MHS
46. Ron Pfeiffer		X	,	COE

47. Rich Osgutherdes		X		CIFS
48. Donnie Heb		X		CIFS
49. Roger Stuwart		X		Literacy
50. Roberto Bahruth		X		Bilingual Ed
51. Arturo Rodriguez		X		Bilingual Ed
52. Viviana Lopez		X		Bilingual Ed
53. Blanco Calderon	+	X		Bilingual Ed
54. Martha Mendoron	+	X		Bilingual Ed
		X		Bilingual Ed
55. Raine Simplot		X		
56. Vanessa Vega	V	A		CAMP
57. Brenda Wilson	X	37		Ed Leadership
58. Greg Misting	37	X		Center for M/E Opp
59. Lisa Kinnaman	X	***		Center for SI
60. Elva Reza-Lopez	+	X		Bilingual Ed
61. Jessica Verbana	X			Bilingual Ed
62. Angela Young	X			Ed Leadership
63. Deborah Carter		X		Spec ECS
64. Steve Smylie		X		ED-CIFS
65. Marsha Smylie		X	Guest	
66. Dottie Stimpson			Guest	
67. Jack Pelton			Guest	Grad College
68. Anne Gregory		X		Dept. of Lit.
69. Michael Humphrey		X		SPED ECS
70. Lee Woods		X		SPED ECS
71. Deborah Weatherspoon			X	CSIPS
72. Sara Secy		X		Library
73. Michael Fisher	X			ED-CIFS
74. Katherine Fisher			Guest	
75. Henry Charles			Key Partner	Chemistry
76. Keith Thieve		X		ED-CIFS
77. Marcia Beckman			Key Partner	
78. Tom Beckman			Guest	
79. Jim Girvan		X		College of Health
80. Georgian Girvan		X		ISA & Science KINES
81. Lana P. Elliott			Idaho Team	
82. Sumpy Puarkute			Guest	
83. Vidya Nandikilla		X		Engineering
84. Elliott Lessen			NCATE	
85. Freddy Thomas			NCATE	
86. Jonathan Brenclair		X		CIFS
87. Connie Olson			Guest	
88. Frank MCrink			Guest	
89. Ray Bradshaw			Administration	
90. Katie Rhodenbaugh			Idaho Team	
91. Dewey Dykstra		X		A&S Physics
92. Richard Hart		X		Dean Emeritus
93. Michael Wiscouse			Guest	* ****
94. Beatrice Black			Key Partner	
95. Jim Munger		X	/ - 3101101	Provost's Office
96. Ken Coll		X		COE
97. Karol Nyberg		1	NCATE	
98. Elaine Francis			NCATE	
99. Sue Powell			NCATE	
77. Suc I Owell		1	HOME	

100. Bess Vaughn		X		BSU COE
101. Shawn Quilter			NCATE	
102. Janet LaV			NCATE	
103. Stan Olson			Idaho Team	
104. Vera McCrink		X		BSU
105. Alyson McCrink			Guest	
106. Lori Pierce-French			Teacher	
107. Heath McInerney			Key Partner	Mt. View H.S.
108. Juli Pool		X	·	SPED/ECS
109. Natalie Nepals			Guest	
110. Kris Ryals			Guest	
111. Ursula Ryals			Guest	
112. Jay Hummel			Key Partner	Kuna S.D.
113. Marilyn Mosk			Library	
114. Holly MacLean			Guest	TUMSC-Boise
115. Connie Stauffe			Guest	Nampa School
116. Anne Stafford		X		Dept. of Ed.
117. Brian Lee			Guest	Ed. Leadership
118. Kathleen Keys		X		Art
119. Linda Bouczyask		X		Art
120. Jan Shimon		X		KINES
121. Linda Kirby			Adjunct Ed	
122. Andrew Egan	X			Geo Science
123. Barbara Morgan		X		Coll of Engineering
124. Dottie Mericle		X		Literacy COF
125. Monty Mericle			Guest	
126. Sara Fry		X		CIFS
127. Tara Bastian	X			COE
128. Jamie Armstrong		X		Library
129. Kathleen Budge		X		CIFS
130. Holly Anderson		X		CIFS
131. Jack Hourcade		X		SPED ECS
132. Maybeth Flaehbart			Idaho Team	
133. Terri Breshears	X			Art Ed
134. Lynn Breshears			Guest	
135. Diane Booth		X		Dean, COE

Exit Conference

Name	Teacher	Faculty	Other	College/
	Candidate			Department
Ken Coll		X		COE
Freddy Thomas			X	NCATE
Ross Vaughn		X		COE
Sona Andrews			X	Provost
Diane Booth			X	Dean, COE
Shawn Quilter			X	NCATE, chair
Lana Elliott			X	State Team, Chair

School Visits

Name	Candidate	Mentor/	Other	School	Grade
		Teacher			
Luke Wolf	X			Mt. View	High School
2. Anna Bradshaw		X		Mt. View	High School
3. Randy Lance				Mr. View	High School
4. Ernie Garrison	X			Mt. View	High School
5. ERW Logue	X			Mt. View	High School
6. Andy Morris	X			Mt. View	High School
7. Anna Daley		X		Mt. View	High School
8. Tracili Huccorher	X			Reed El.	Kindergarten
9. Alicia Martinez	X			Reed El.	1 st grade
10. Jennifer Biery	X		Admin.	Reed El.	K-6
11. Courtney Shearer				Mt. Alumni	2 nd grade
12. Jessica Verbonac	X			Reed El.	2 nd grade
13. Erica Velasco		X		Reed El.	1 st grade
14. Larry Bond			Principal	Riverside El.	
15. Gary Gaskell	X			Riverside El.	
16. Bonnie Difty			Teacher	Riverside El.	
17. Kari Merkley			Teacher	Riverside El.	
18. Tara Harsin	X			Riverside El.	
19. John Bale			Teacher	Riverside El.	

Interviews

Interviewee	Interviewer(s) StateTeam/NCATE	Location	Candidate	Faculty	Adjunc Faculty	Alumni	Admir	Coop Teache
1. Araceli	Katie	Reed El			Faculty	BSU		Teache
Huicochea	Rhodenbaugh, State	K, 1, 2				DSC		
2. Alicia	Katie	Reed El	X					
Martinez	Rhodenbaugh, State	K, 1, 2						
3. Courtney	Katie	Reed El				BSU		
Shearer	Rhodenbaugh, State	K, 1, 2						
4. Jennifer	Katie	Reed El					V.P.	
Biery	Rhodenbaugh, State	K, 1, 2						
5. Jessica	Katie	Reed El	X					
Verbanac	Rhodenbaugh, State	K, 1, 2						
6. Erika	Katie	Reed El				BSU		
Velasco	Rhodenbaugh, State	K, 1, 2						
7. Erma	Linda Clark, State	Trailwinds	X					
Russell								
8. Cindy	Linda Clark, State	Trailwinds						X
Girard								
9. Juli Pool	Linda Clark, State	BSU		X				
10. Evelyn	Linda Clark, State	BSU		X				
Johnson	Linda Clark, State	BSC		71				
	Linda Clark, State	BSU		X				
12. Shams	State & NCATE	BSU		X				
Kadre	Members							
13. Jennifer	State & NCATE	BSU	X					

Hesse	Members						1	
14. Dawn	State & NCATE	BSU	X					
Engle	Members	ВВС	1					
15. Jimmy	State & NCATE	BSU	X					
Schultz	Members	ВЗС	A					
16. Robby	State & NCATE	BSU	X	1				
	State & NCATE	BSU	Δ.					
Seals	C O NICLATED	DCII	N/				-	
17. Rebekah	State & NCATE	BSU	X					
Bishop	C T	DCII	37					
18. Marcia	State Team	BSU	X					
Buckman	17.G. (PP							
19. Karol	NCATE	BSU	X					
Nyberg								
20. Joe	State Team	BSU	X					
Miller								
21. Larry	Jayne Heath, State	BSU					X	
Bond	Team							
22. Cory	Jayne Heath, State	BSU	X					
Gaskell							<u> </u>	<u> </u>
23. Bonnie	Jayne Heath, State	BSU						X
Dufty							<u>L</u>	<u></u>
24. Kari	Jayne Heath, State	BSU				X		
Merkley	,							
25. Tara	Jayne Heath, State	BSU	X				1	
Harsin	• ,							
26. Jennifer	Jayne Heath, State	BSU		X				
Snow	,, ~~~~							
27. Margaret	Jayne Heath, State	BSU		X			1	
Kinzel	, 210am, Suite	220						
28. Rick	Jayne Heath, State	BSU		X			<u> </u>	
Moore	sayne main, state	טטע		**				
29. Bruce	Christina Linder/Jann	BSU		X	+		<u> </u>	
Robbins	Hill, State	שטע						
30. Lawrence	Christina Linder/Jann	BSU	+	X	+			
Rogien	Hill, State	טטע		\ \frac{1}{2}				
31. Rich	Christina Linder/Jann	BSU		X			 	
Osgothorpe	Hill, State	DSU		^				
32. Darren		DCII	X		+		-	
	Christina Linder, State	BSU	A.					
Carpenter	Chariotino I in dea Co	DCII	v	+	-		-	
33. Ernie	Christina Linder, State	ROA	X					
Garrison	CI ' I' I' C	DOLL	37				-	
34. Erin	Christina Linder, State	BSU	X					
Logue	2							***
35. Anna	?							X
Daley				 			L	
36. Larry	Terah Moore, State	BSU				X	X	
Bond								
37. Travis	Terah Moore, State	BSU	X					
Botkin								
38. Crystal	Terah Moore, State	BSU	X					
Ganlde								
39. Jennifer	Terah Moore, State	BSU		X				
Snow							<u> </u>	<u> </u>
40. Ken	Terah Moore, State	BSU		X				
Bell							L	
	101411 1110010, Diate			11				

School Partners

Name	School
Sherry Dismuke	Trail Wind El, Boise District
Shannon Cullen	Shadow Hills El, Boise District
Tora Leach	BSU Supervisor
Dennis Anderson	BSU Supervisor
Berlene Mace	BSU Supervisor
Stacey Stands	Whittier El, Boise District
Nolene Weaver	Owyhee El
Sharon Tennent	Owyhee El
Lonnie Honaker	BSU Supervisor

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SUBJECT

Brigham Young University -Idaho, Agriculture Education Focused Review Team Report

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-114 and 33-1258, Idaho Code Idaho Administrative Code, IDAPA 08.02.02 Section 100- Official Vehicle for the Approval of Teacher Education Programs

BACKGROUND/DISCUSSION

The Professional Standards Commission conducted an on-site focus visit of the Early Childhood/Early Childhood Special Education Blended Program and the Agriculture Education teacher preparation programs at Brigham Young University (BYU)-Idaho on October 10, 2006. The team evaluation recommended approval of the Early Childhood/Early Childhood Special Education Blended Program and conditional approval for the Agriculture Education program. This review found Standard 1: Knowledge of Subject Matter – Enhancement: 1.1 as unacceptable. This recommendation was approved by the State Board of Education. Conditional approval by the State Board requires a focus review within two years from the date of the visit.

On March 18-20, 2009, the required two-year focus visit was conducted at BYU-ldaho by a state team composed of two evaluators and two state observers. To evaluate the program, the team reviewed syllabi, student work samples, university supervisor and cooperating teacher evaluations and interviewed faculty, cooperating teachers, and program candidates. Standards 1.1 and 7.1 were evaluated for the Agriculture Education program.

According to the BYU-Idaho Institutional Program report submitted prior to this visit, "The department has addressed this deficiency by increasing the required AGTEC credits and by adding a new required course, **AGED 460** – Experiential Laboratory Methods. This course is focused on developing a specific set of laboratory and shop skills necessary to teach experiential agriculture courses in high school. Students are also required to take at least four credits selected from a variety of advanced Agriculture Mechanics courses." (page 32)

AgEd 460 was intended to fulfill the areas of weakness stated in the 2006 Focus Visit. However, it was determined that AgEd 460 has not yet been implemented. It is still in the planning stages with only a course outline to describe the content and knowledge to be taught in the course. As a result there is insufficient evidence to show that the unit provides instruction to teacher candidates in the area of philosophical principles and practices of professional-technical education, specifically in the area of agricultural mechanics. This gap in the curriculum was also supported in an on-site interview with a cooperating teacher.

Because successful passage of the Praxis II, #0700, is a not a requirement for program completers, BYU Idaho candidates are not eligible to apply for the 6-12 Idaho Education Teaching License in all cases.

The state team recommends conditional approval of this program, thus requiring another focus visit, at which time the entire teacher preparation program will be up for full review. The Agriculture Education program will be revisited as part of the full teacher preparation program review.

During the April 2009 meeting of the Professional Standards Commission, the Standards Committee had the opportunity to comprehensively review the Agriculture Education program report submitted by the state review team. The purpose of the on-site visit conducted in March 2009 was to determine that program deficits found during the 2006 focus visit had been addressed.

The 2009 BYU-Idaho institutional report indicated a clear understanding of the previously identified deficiencies with the development of a required course titled AG ED 460. It was noted that this course was created to specifically address the areas of need identified in 2006. During the on-site visit, however, the state review team discovered that AG ED 460 had not yet been implemented, even though the institutional report and university catalog stated otherwise.

The Professional Standards Commission is charged with the responsibility to ensure that all teacher preparation programs adhere to state standards, and it, therefore, does not accept the state review team's recommendation to conditionally approve BYU-Idaho's Agriculture Education program for another two-year term. The Professional Standards Commission recommends to the Idaho State Board of Education that the Agriculture Education Program at BYU-Idaho not be approved with the following accommodations and conditions:

- 1. Letters to current candidates informing them of the program status will be withheld at this time:
- An on-site focused visit will be conducted no sooner than fall 2010 and no later than September 1, 2011 at which time sufficient performance evidence must be available; and
- 3. New candidate enrollment in the program will be suspended until the program achieves approved status.

If these conditions are not met by the time of the focused visit, letters stating the non-approved status of the program will be sent to all candidates. The institution will then have the opportunity to apply for approval as a new program.

IMPACT

In order to achieve status as an Idaho approved program and produce graduates eligible for Idaho teacher certification, BYU-Idaho must offer an Agriculture Education preparation program adequately aligned to State Standards.

ATTACHMENTS

Attachment 1 – State Review Team Report	Page 5
Attachment 2 – BYU-Idaho Institutional Rejoinder	Page 13
Attachment 3 - Professional Standards Commission Letter to	BYU Idaho Page 17

BOARD ACTION

A motion to accept the Professional Standards Commission recommendation to not approve with specific accommodations and conditions the Agriculture Education program at Brigham Young University-Idaho.

Moved by	Seconded by		Carried Yes	N	lo
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STATE REVIEW FOCUS VISIT TEAM REPORT BRIGHAM YOUNG UNIVERSITY – IDAHO

AGRICULTURE EDUCATION

March 18-20, 2009

Professional Standards Commission

Idaho State Board of Education

State Team: Stacey Jensen Glenn Orthel

State Observers:

Christina Linder Katie Rhodenbaugh

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IV	Interview Index	7

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I. INTRODUCTION

The Professional Standards Commission conducted an on-site focus visit of the Early Childhood/Early Childhood Special Education Blended Program and the Agriculture Education teacher preparation programs at Brigham Young University (BYU)-Idaho on October 10, 2006. The team evaluation recommended approval of the Early Childhood/Early Childhood Special Education Blended Program and conditional approval for the Agriculture Education program. This recommendation was approved by the State Board of Education. Conditional approval by the State Board requires a focus review within two years from the date of the visit.

On March 18-20, 2009, the required two-year focus visit was conducted at BYU-ldaho by a state team composed of two evaluators and two state observers. The focus visit consisted of an evaluation of the Agricultural Education program by Glenn Orthel and Stacey Jensen.

To evaluate the program, the team reviewed syllabi, student work samples, university supervisor and cooperating teacher evaluations and interviewed faculty, cooperating teachers, and program candidates.

Standards 1.1 and 7.1 were evaluated for the Agriculture Education program. The state team recommends conditional approval of this program, thus requiring another focus visit, at which time the entire teacher preparation program will be up for full review. The Agriculture Education program will be revisited as part of the full teacher preparation program review.

The review discussion for the Agriculture Education program is included in the next section of this report. A list of the BYU-ldaho program review interviewees concludes the report.

II. PROGRAM REVIEW

BYU-ldaho March 18-20, 2009

PROGRAMS	RECOMMENDATIONS
Agriculture Education	Approved Conditionally

4

III. TEAM FINDINGS

IDAHO STANDARDS FOR INITIAL CERTIFICATION OF PROFESSIONAL SCHOOL PERSONNEL

PROFESSIONAL STANDARDS COMMISSION State Department of Education State Program Approval Team Report

College/University: BYU-ldaho Review Dates: March 18-20, 2009

Standards(s) Reviewed: Agriculture Education

Standard 1: Knowledge of Subject Matter – The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates meaningful learning experiences that make these aspects of subject matter meaningful for students.

Element ENHANCEMENT	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter	X		

A review on October 10, 2006, found Standard 1: Knowledge of Subject Matter – Enhancement: 1.1 as unacceptable.

According to the BYU-Idaho Institutional Program report submitted prior to this visit, "The department has addressed this deficiency by increasing the required AGTEC credits and by adding a new required course, **AGED 460** – Experiential Laboratory Methods. This course is focused on developing a specific set of laboratory and shop skills necessary to teach experiential agriculture courses in high school. Students are also required to take at least four credits selected from a variety of advanced Agriculture Mechanics courses." (page 32)

AgEd 460 was intended to fulfill the areas of weakness stated in the 2006 Focus Visit. However, it was determined that AgEd 460 has not yet been implemented. It is still in the planning stages with only a course outline to describe the content and knowledge to be taught in the course. As a result there is insufficient evidence to show that the unit provides instruction to teacher candidates in the area of philosophical principles and practices of professional-technical education, specifically in the area of agricultural mechanics. This gap in the curriculum was also supported in an on-site interview with a cooperating teacher.

Additionally, candidates are not required to pass the Praxis II #0700, <u>Agriculture</u>, <u>Science</u>, and <u>Technology</u> 6-12 in order to complete the program.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Element CORE	Unacceptable	Acceptable	Target
7.1 Instructional Planning Skills in Connection with Knowledge of Subject Matter and Curriculum Goals		х	

A focus visit on October 10, 2006, found Standard 7: Instructional Planning Skills Core 7.1 as unacceptable. Candidate, faculty, and cooperating teacher interviews, evaluations of interns, and work samples indicate that the program provides evidence that candidates now demonstrate an adequate understanding of subject matter, students, the community, curriculum goals, and the work place.

Areas of Improvement:

Enhancement Standards

1.1 - Knowledge of Subject Matter

Due to the lack of implementation of AgEd 460 there is insufficient evidence that candidates have sufficient knowledge of subject matter to understand the philosophical principles and practices of professional-technical education.

Because successful passage of the Praxis II, #0700, is a not a requirement for program completers, BYU Idaho candidates are not eligible to apply for the 6-12 Idaho Education Teaching License in all cases.

Recommended Action for the Agriculture Education Program at BYU-Idaho.

	Approved
Х	Approved Conditionally
	Not Approved

Another Focus Visit will be conducted in fall 2010. At this time, full implementation of, and enrollment in, AgEd 460 must be verifiable in order for this program to receive approval. If these conditions are not met, the program will not be approved.

BYU-Idaho Program Review Interviewees

Administration

Larry Thurgood Van Christman Ralph Kern

BYU-Idaho Faculty

Mel Dewsnup Larry Stephens Kevin Anderson Garth A. Waddoups

Adjunct Faculty

Robert Hale

<u>Cooperating Teachers</u> Tom Jacobsen

Tom Jacobsen Jason Blaire Robert Hale

Student Teachers

Shawnee Orr Brenden Ellis Billie Jo Blackson

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Institutional Rejoinder

Brigham Young University – Idaho Focused Visit: March 18-20, 2009 Agriculture Education (Submitted June 3, 2009)

On behalf of the faculty and staff in the Agriculture Education program, and the Teacher Education Department at BYU-Idaho, I wish to express appreciation to the members of the Review Team who gave of their time and expertise to review our Agriculture Education program, to ensure compliance with State Department of Education Teacher Preparation Standards. The Review Team was composed of Stacey Jensen and Glenn Orthel along with Christina Linder and Katie Rhodenbaugh as State Observers. They were cordial and professional in every respect and we thank them for their desire to assist us in this important responsibility.

We are disappointed that the Professional Standards Commission did not approve of the Review Team's recommendation for Conditional Approval, but we are much more concerned about the reason for this disapproval. According to Christina Linder's Letter of Explanation (April, 27 2009), reporting the decision of the PSC, there appears to be a serious misunderstanding which needs to be explained and corrected. She wrote:

The 2009 BYU-Idaho institutional report indicated a clear understanding of the previously identified deficiencies with the development of a required course titled AG ED 460. It was noted that this course was created to specifically address the areas of need identified in 2006. During the on-site visit, however, the state review team discovered that AG ED 460 had not yet been implemented, even though the institutional report and university catalog stated otherwise.

It is the implementation of the AG Ed 460 course that must first be addressed. The background for the development of this course and its intended implementation requires the following explanation. When the Focus Review team visited BYU-Idaho on October 10, 2006, the team reported that Standard 1.1 (Enhancement of Subject Matter Understanding) was unacceptable. Some deficiencies were noted in providing sufficient "instruction to teacher candidates in the area of philosophical principles and practices of professional-technical education, specifically in the area of agricultural mechanics" needed for teaching agriculture courses in high school (Focus Visit Team Report, March 18-20, 2009, p. 5). In order to strengthen the Agriculture Education program, the chair of the Department of Agribusiness, Plant and Animal Sciences (in which the Agriculture Education program is housed) responded by preparing a proposal for a new course – AG ED 460. This course would be designed to strengthen prospective teachers in the deficiencies noted above. (Please see the timeline for the development of and scheduling of the AG Ed 460 course in Appendix B)

This proposal went before the BYU-Idaho Curriculum Council (the authorized body that approves new and restructured courses) in early 2007. It was not approved because with the addition of this new course and some additional proposed credits in other areas of Agriculture

Education, the total number of credits for the degree would have exceeded the maximum number of 120 credits allowed for any degree from BYU-Idaho. In 2007, this 120 credit limit included 44-46 credits of General Education, 45 credits for a composite major (Agriculture Education is a composite major), and 23 credits of Education Core courses, with only six credits remaining for student choice as electives.

BYU-Idaho had been preparing to replace the General Education program with a new, 40 credit "Foundations" program beginning in Fall 2008. This change would allow a composite education major a maximum of 60 credits toward the major, 40 credits for Foundations, and 20 credits for the Education Core courses (with a three-credit methods course included in the major credits total). When the department chair made a second attempt to have the 460 course approved in January 2008, (together with the other credit increases, designed to further strengthen the Ag. Ed. program), the course was approved and the implementation process began, including scheduling the course for the first time in Fall Semester, 2009 (See Appendix B).

To help understand the implementation process, it is important to know that the 460 course is a senior-level course. It takes up to four years longer to have students enrolled in a new senior level class than a new freshman level class. Listing it as a degree requirement in the 2008-2009 University Catalog does not obligate students to take the course, who had enrolled at BYU-Idaho in a previous catalog year. The earliest semester in which the course could have been offered is Fall Semester 2009. To accomplish this, it was necessary to schedule the course through the Registrars' office in fall 2008 (courses and instructors are scheduled approximately one year prior to when they can actually be offered), and this was done with the 460 course, even though it was anticipated that there would be no students enrolled in the course until Fall Semester of 2011. However, it appears that three students will take the course this fall (2009). A detailed syllabus for the course is included in Appendix A.

When this course was approved it was included in the list of required courses for the Agriculture Education degree on the department website as a means of informing potential students. However, students have a contractual obligation to take required courses according to the year they begin their university studies as listed in the official catalog. This is the statement from page 44 of the 2008-2009 BYU-Idaho Catalog:

Graduation Catalog Requirement

A student is responsible for the General Education and Major Requirements listed in any one Brigham Young University – Idaho Catalog (chosen by the student) from the year of first registration to the year of graduation, provided the Brigham Young University – Idaho Catalog chosen is not more than seven years old.

One of the items of concern about the Agriculture Education degree stems from the listing of these new requirements on the Department website, rather than providing a link to the official university catalog. The Department of Agribusiness, Plant and Animal Sciences listed the AG ED 460 course as a requirement for the "2007-2008 Year Program Table". This was a typographical error. The year should have been "2008-2009", because the Curriculum Council approved this course on January 8, 2008. Because of this, the 460 course was not scheduled to be listed in the official catalog until Fall 2008 (which is what has occurred). Listing it on the

Department website as a degree requirement beginning in Fall 2007 was inaccurate, but clearly a mistake, as was the failure to provide a link to the official university catalog.

An additional concern for the Review Team was that BYU-Idaho Teacher Education students, including Agriculture Education students, have <u>not</u> been required to pass the Praxis content knowledge exams prior to student teaching. This has been our educational program policy (not just in Ag Ed) for a number of years. We have a number of students who have chosen not to take the Praxis because they plan on teaching in a state that requires a different content knowledge-based test and also because some of the female students planned on being stay-at-home mothers, rather than teaching. And though we have had program completers, some, both male and female, didn't plan on becoming certificated teachers in Idaho. There had been some confusion about using Praxis passage to determine program completion. I was informed in a phone conversation with ETS in February or March of 2006 that the Praxis was not to be used as a requirement for program completion. As a result, we continued to not require passing the Praxis as a condition for graduation or for student teaching.

We can see that this has been a problem and in order to resolve it, the Department of Teacher Education, on May 7, 2009, introduced a proposal to all department chairs whose departments sponsor education majors, to require passing the Praxis as a condition for student teaching. We feel this will strengthen the Teacher Education program and ensure that all student teachers have adequate content knowledge for student teaching. This change will include Agriculture Education students. The proposal is awaiting approval from Academic Council and should be in place for all student teachers in Spring Semester, 2010.

Though not related to the Agriculture Education focus visit, it was brought to my attention that on page 381 of the 2008-2009 BYU-Idaho Catalog, it states: "Students successfully completing a secondary education program will be eligible to apply for the Grade 6-12 Idaho Education Teaching License." We recognize that a major requirement for certification in the state of Idaho is that the applicants must have passed the Praxis. The Catalog statement will be accurate as students are required to pass the Praxis before student teaching.

In summary, we apologize for the mistakes that have occurred. They were not intentional, nor has there ever been any attempt to deceive or "get by" with a less-than-adequate program. We highly value the opportunity and responsibility to prepare excellent teachers for their service in the public school system in Idaho, and in other locations. We feel the Agriculture Education program is a solid and well-designed major. We receive compliments and commendations on the good teachers who come from our programs, including the Agriculture Education graduates. In the areas in which we were informed of our deficiencies, we have taken steps to correct those deficiencies. Though our request for approval to continue to offer this major was denied by the Professional Standards Commission, we ask that you reconsider that decision in light of the explanations given above.

Thank you for considering this request and thank you for the extra time and effort you give, not only for this and other programs at BYU-Idaho, but for the entire educational system in the state of Idaho. I have had the privilege of serving for a time on the PSC and I have gained

great appreciation for the unselfish work you do, along with your great interest in and desire to provide a high quality education for all the children, youth and adults in this great state.

Respectfully,

Larry L. Thurgood, Dean College of Education and Human Development Brigham Young University – Idaho



STATE OF IDAHO
PROFESSIONAL STANDARDS COMMISSION
STATE DEPARTMENT OF EDUCATION
PO BOX 83720
BOISE, IDAHO 23720-0027

July 7, 2009

Larry Thurgood, Dean College of Education and Human Development Brigham Young University- Idaho 308 Hinckley Rexburg, Idaho 83460-1940

Dear Mr. Thurgood:

This letter is to inform you of the resolution by the Professional Standards Commission during the June 15-16, 2009 meeting regarding the status of the Agriculture Education program at Brigham Young University – Idaho. The PSC has agreed to recommend to the Idaho State Board of Education that the Agriculture Education Program at BYU-Idaho not be approved with the following accommodations and conditions:

- 4. Letters to current candidates informing them of the program status will be withheld at this time:
- 5. An on-site focused visit will be conducted no sooner than fall 2010 and no later than September 1, 2011 at which time sufficient performance evidence must be available: and
- 6. New candidate enrollment in the program will be suspended until the program achieves approved status.

If these conditions are not met by the time of the focused visit, letters stating the non-approved status of the program will be sent to all candidates. The institution will then have the opportunity to apply for approval as a new program.

A copy of this letter along with a copy of the state team report including the institutional rejoinder will be submitted for consideration by the State Board of Education at its August 20-21, 2009 meeting. You will be notified by our office once a final decision has been granted by the State Board of Education.

Sincerely,

Christina Linder, Director Certification/Professional Standards

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SUBJECT

University of Idaho, School Counselor Focused Review Team Report

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-114 and 33-1258, Idaho Code Idaho Administrative code, IDAPA 08.02.02 section 100- Official Vehicle for the Approval of Teacher Education Programs

BACKGROUND/DISCUSSION

The Idaho State Department of Education review of the University of Idaho, Coeur d'Alene Center occurred March 12-13, 2009, in Coeur d'Alene, Idaho. The purpose of the visit was to determine approval of the M.Ed./M.S. School Counseling and School Psychology (CASP) blended program. In the past this program did not require State approval because it had maintained accreditation through Council for Accreditation of Counseling and Related Educational Programs (CACREP). Because the University of Idaho decided to relinquish this accreditation, the state was called in for an approval visit. A two-member state of Idaho review team and two Idaho State Department of Education observers visited the Coeur d'Alene site located in Coeur d'Alene, Idaho.

In preparation for the visit, the professional education unit, which is responsible for the preparation for school counselors, prepared a self-study. The standards used to validate the report were the Idaho Standards for the Initial Certification of Professional School Personnel. Rubrics for each set of standards were followed for the evaluation. Team members determined if there were sufficient data from three major sources of evidence: the program, the candidate school counselors, and professionals serving in the field. The team reviewed evidence provided by the program such as: curriculum along with its alignment with State of Idaho Professional Standards, CACREP and NASP standards, faculty vita, interviews with faculty, course syllabi, program handbook, and assessment data. Candidate school counselor performance evidence reviewed related to evidence such as: course assignments, in-field supervisors and university supervisors' evaluations of performance, portfolios, research papers, journals, PRAXIS II scores along with National Counseling exam results, course and in-field rubrics. Team members spoke to in-field practitioners regarding program viability and candidates' performance.

The review centered on the State of Idaho Department of Education Professional Teacher Standards. The results of the review specific to each standard together with its principles and related elements have been considered. In addition, the team's written comments and recommendations are addressed in the rubrics. The evidence was evaluated using three ratings: approved, approved conditionally, not approved. Based upon the evidence, the Professional Standards Commission recommends full approval of the school counseling program as presented by the University of Idaho Coeur d'Alene service center.

IMPACT

In order to maintain their status as an Idaho approved program and produce graduates eligible for Idaho teacher certification, U of I must offer a school counselor preparation program adequately aligned to State Standards.

ATTACHMENTS

Attachment 1 – State Review Team Report

Page 5

BOARD ACTION

A motion to accept the State Review Team Report, thereby granting program approval of the M.Ed./M.S. School Counseling and School Psychology (CASP) blended program at the University of Idaho.

Moved by	Seconded by	Carried Yes	No	
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STATE REVIEW FOCUS VISIT TEAM REPORT BRIGHAM YOUNG UNIVERSITY – IDAHO

AGRICULTURE EDUCATION

March 18-20, 2009

Professional Standards Commission

Idaho State Board of Education

State Team: Stacey Jensen Glenn Orthel

State Observers:

Christina Linder Katie Rhodenbaugh

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I. INTRODUCTION

The Professional Standards Commission conducted an on-site focus visit of the Early Childhood/Early Childhood Special Education Blended Program and the Agriculture Education teacher preparation programs at Brigham Young University (BYU)-Idaho on October 10, 2006. The team evaluation recommended approval of the Early Childhood/Early Childhood Special Education Blended Program and conditional approval for the Agriculture Education program. This recommendation was approved by the State Board of Education. Conditional approval by the State Board requires a focus review within two years from the date of the visit.

On March 18-20, 2009, the required two-year focus visit was conducted at BYU-ldaho by a state team composed of two evaluators and two state observers. The focus visit consisted of an evaluation of the Agricultural Education program by Glenn Orthel and Stacey Jensen.

To evaluate the program, the team reviewed syllabi, student work samples, university supervisor and cooperating teacher evaluations and interviewed faculty, cooperating teachers, and program candidates.

Standards 1.1 and 7.1 were evaluated for the Agriculture Education program. The state team recommends conditional approval of this program, thus requiring another focus visit, at which time the entire teacher preparation program will be up for full review. The Agriculture Education program will be revisited as part of the full teacher preparation program review.

The review discussion for the Agriculture Education program is included in the next section of this report. A list of the BYU-Idaho program review interviewees concludes the report.

II. PROGRAM REVIEW

BYU-Idaho March 18-20, 2009

PROGRAMS	RECOMMENDATIONS
Agriculture Education	Approved Conditionally

4

III. TEAM FINDINGS

IDAHO STANDARDS FOR INITIAL CERTIFICATION OF PROFESSIONAL SCHOOL PERSONNEL

PROFESSIONAL STANDARDS COMMISSION State Department of Education State Program Approval Team Report

College/University: BYU-ldaho Review Dates: March 18-20, 2009

Standards(s) Reviewed: Agriculture Education

Standard 1: Knowledge of Subject Matter – The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates meaningful learning experiences that make these aspects of subject matter meaningful for students.

Element ENHANCEMENT	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter	X		

A review on October 10, 2006, found Standard 1: Knowledge of Subject Matter – Enhancement: 1.1 as unacceptable.

According to the BYU-Idaho Institutional Program report submitted prior to this visit, "The department has addressed this deficiency by increasing the required AGTEC credits and by adding a new required course, **AGED 460** – Experiential Laboratory Methods. This course is focused on developing a specific set of laboratory and shop skills necessary to teach experiential agriculture courses in high school. Students are also required to take at least four credits selected from a variety of advanced Agriculture Mechanics courses." (page 32)

AgEd 460 was intended to fulfill the areas of weakness stated in the 2006 Focus Visit. However, it was determined that AgEd 460 has not yet been implemented. It is still in the planning stages with only a course outline to describe the content and knowledge to be taught in the course. As a result there is insufficient evidence to show that the unit provides instruction to teacher candidates in the area of philosophical principles and practices of professional-technical education, specifically in the area of agricultural mechanics. This gap in the curriculum was also supported in an on-site interview with a cooperating teacher.

Additionally, candidates are not required to pass the Praxis II #0700, <u>Agriculture</u>, <u>Science</u>, and <u>Technology</u> 6-12 in order to complete the program.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Element CORE	Unacceptable	Acceptable	Target
7.1 Instructional Planning Skills in Connection with Knowledge of Subject Matter and Curriculum Goals		x	

A focus visit on October 10, 2006, found Standard 7: Instructional Planning Skills Core 7.1 as unacceptable. Candidate, faculty, and cooperating teacher interviews, evaluations of interns, and work samples indicate that the program provides evidence that candidates now demonstrate an adequate understanding of subject matter, students, the community, curriculum goals, and the work place.

Areas of Improvement:

Enhancement Standards

1.1 - Knowledge of Subject Matter

Due to the lack of implementation of AgEd 460 there is insufficient evidence that candidates have sufficient knowledge of subject matter to understand the philosophical principles and practices of professional-technical education.

Because successful passage of the Praxis II, #0700, is a not a requirement for program completers, BYU Idaho candidates are not eligible to apply for the 6-12 Idaho Education Teaching License in all cases.

Recommended Action for the Agriculture Education Program at BYU-Idaho.

	Approved
Х	Approved Conditionally
	Not Approved

Another Focus Visit will be conducted in fall 2010. At this time, full implementation of, and enrollment in, AgEd 460 must be verifiable in order for this program to receive approval. If these conditions are not met, the program will not be approved.

BYU-Idaho Program Review Interviewees

Administration

Larry Thurgood Van Christman Ralph Kern

BYU-Idaho Faculty

Mel Dewsnup Larry Stephens Kevin Anderson Garth A. Waddoups

Adjunct Faculty

Robert Hale

Cooperating Teachers

Tom Jacobsen Jason Blaire Robert Hale

Student Teachers

Shawnee Orr Brenden Ellis Billie Jo Blackson

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SUBJECT

Appointment to the Professional Standards Commission

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1252, Idaho Code

BACKGROUND/DISCUSSION

Idaho Statute sets forth criteria for membership in the Professional Standards Commission. Two vacancies are being filled from this pool of candidates

Nominations were sought for the position from the Idaho Education Association and Northwest Professional Educators. Resumes for interested individuals are attached.

Secondary Classroom Teacher:

- Valerie Williams, Blackfoot School District
- Esther Henry, Jefferson County School District
- Lourene Wellman, Jefferson County School District
- Jean Robinson, Coeur d'Alene School District
- Daylene Petersen, Nampa School District

ATTACHMENTS

Attachment 1 – Resume for Valerie Williams	Page 3
Attachment 2 – Resume for Esther Henry	Page 11
Attachment 3 – Resume for Lourene Wellman	Page 15
Attachment 4 – Resume for Jean Robinson	Page 19
Attachment 5 – Resume for Daylene Petersen	Page 21

BOARD ACTION

		as a member of the Professi resenting secondary classroom	
Moved by	_ Seconded by _	Carried Yes	No
• •		as a member of the Professi resenting secondary classroom	
Moved by	_ Seconded by _	Carried Yes	No

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VALERIE WILLIAMS

4436 Burley Drive Chubbuck, ID 83202 Phone: 208-681-3179, Fax: 208-237-1919 wasiyale@cableone.net

OBJECTIVE

 To obtain a classroom teacher's position on the Idaho Professional Standards Commission.

SKILL SUMMARY

Excellent teaching skills in settings from child to adult; exceptional written and
oral communication; experienced in diplomacy; outstanding organization skills;
first-rate leadership abilities; practiced committee member; superb written and
oral Spanish language skills; experienced working with diverse learning groups;
continuing respect for the teaching profession and commitment to maintain high
standards for teachers and certification.

EDUCATION

Idaho State University, Pocatello, Idaho
 Doctoral Student in the Education Leadership Program
 Expected Graduation: December 2010, GPA 4.0
 Prospective Degree: Ed.D. Higher Education Administration

Idaho State University, Pocatello, Idaho
 Graduation: August 1999, GPA: 4.0
 Degree Held: M.Ed. Curriculum & Instruction

Boise State University, Boise, Idaho Graduation: August 1980, Cum Laude Degree Held: B.A. Spanish

CERTIFICATION

- Idaho Standard Secondary Teaching Certificate. Endorsement: Spanish, History, Social Studies. 1980-present.
- Idaho Technology Certificate, 1998.

RELATED WORK EXPERIENCE

 High School Teacher, Blackfoot High School, Blackfoot School District #55, Blackfoot, ID (August 2007-present). Teach Honors American History A-B;

Williams, 2

American History A-B; Honors Economics; and Economics to high school juniors and seniors.

- Powder Puff Football Coach to junior and senior girls (2007 to present).
- BEA, (Blackfoot Education Association) building representative (2008 to present).
- Associate Lecturer, Idaho State University (ISU), College of Education,
 Educational Foundations (August 2002-May 2007). Served as an instructor for
 lower and upper division education courses, including planning, assessment,
 delivery, motivation, management, human development, and adaptations for
 diversity; conduct workshops for practicing classroom teachers; plan, organize,
 and coordinate all-day workshops for interns; serve on various curriculum
 alignment committees; maintain a focus on current research in the educational
 field; advise teacher education candidates; and serve as the advisor for the
 University student program organization branch for the Idaho Education
 Association.
- Teacher-In-Residence, ISU (August 2001-2002). Served as an instructor and team-teacher for upper division education courses; served on various curriculum alignment committees; and supervised pre-interns & interns in their field experience.
- High School Teacher, Blackfoot High School, Blackfoot School District #55,
 Blackfoot, ID (August 1989-2001). Taught Spanish IA-B; Spanish IIA-B; World
 Cultures and History A-B; American History A-B; U.S. Government & Politics
 A-B; Advanced Placement U.S. Government & Politics A-B; Teens, Crime, and
 the Community; and Street Law.
 - Law-Related Education Coordinator (August 1998-2001) Provided the district's teachers with materials and instruction for law-related education (LRE) activities in their classrooms and administered the LRE budget.
 - Social Studies Department Chair (August 1998-2001) Supervised seven social studies teachers, conducted staff meetings; discussed curriculum and job duties; created department course schedules, class offerings, and course catalog descriptions; served on faculty search and interview teams for social studies teachers.
 - **BEA, IEA, NEA Building Representative** (1990-1992)
 - o BEA Negotiations Committee Caucus Chair (1995-2001)
 - o District Insurance Committee Chair (1998-2001)

Williams, 3

- District Substitute, Blackfoot School District #55, Blackfoot, ID (August 1987-1989).
- Spanish Bilingual Program Director, Blackfoot School District #55,
 Blackfoot, ID (August 1984-1987). Administered a K-5 bilingual program in
 three elementary schools, supervised three instructional aides, assisted classroom
 teachers, and provided materials to support Spanish-speaking children and their
 learning activities, also taught two class periods of Beginning Spanish to high
 school students.
- Migrant Aide for the Migrant Education Program, Blackfoot High School, Blackfoot School District #55, Blackfoot, ID (September 1984-1985).
- Migrant Resource Teacher, Mountain Home School District, Mountain Home, ID (September 1980-August 1982) Administered a K-12 migrant education program in three elementaries, a junior high school, and senior high school; taught migrant students English language skills; and tutored students in other academic subjects.

PRESENTATIONS

- Representative of the College of Education, ISU Day at the State Capitol and Recruitment Night in various cities across the state.
- ISU, College of Education faculty on Adaptations and assessments.
- Various conferences for professional teaching organizations statewide.

ADDITIONAL ACTIVITIES

- Participant of various public education grant programs.
- Committee member on various state-wide committees & professional organizations.
- · State Champion Mock Trial Team Coach, Blackfoot High School
- Youth Government Club Advisor, Blackfoot High School
- Performing Arts Center fund raiser / volunteer, Blackfoot High School
- Model for Arctic Cat Snowmobiles brochures

AWARDS

- Most Influential Professor, College of Education, ISU, 2005 & 2007
- National Dean's List, 2007
- Teacher of the Month, Blackfoot High School, April 1997
- Who's Who Among America's Teachers (two nominations public school and higher education)
- Empire Who's Who of Women in Education
- Who's Who Empowering Executives & Professionals

Williams, 4

AFFILIATIONS

- ISU Women's Studies Program board member (2005-2007)
- American Association of University Women (2005-2007)
- ISU Professional Women board member (2005-2007)
- Kappa Delta Pi (2004-2007)
- Delta Kappa Gamma (1998-2008)
- Association for Supervision and Curriculum Development (1999 to present)
- Pocatello Pathfinders Association (2004-present)
- National Education Association, Idaho Education Association, Blackfoot Education Association member (1980-2002 & 2007 to present)
- National Council for the Social Studies (1987-2006)
- Idaho Council of History Educators (2000-2006)

REFERENCES

Dr. Peter Denner Professor and Assistant Dean Teacher Education College of Education Campus Box 8059 Pocatello, ID 83209 208-282-4143

Dr. Scott Crane Superintendent Blackfoot School District #55 270 E. Bridge Blackfoot, ID 83221 208-785-8800

Mr. Michael O'donnel Business Education Teacher Blackfoot High School 870 S. Fisher Blackfoot, ID 83221 (208-785-8810)



BLACKFOOT SCHOOL DISTRICT NO. 55

270 East Bridge Street, Blackfoot, ID 83221 Phone (208) 785-8800 Fax (208) 785-8809 Web Site: www.d55.k12.id.us

February 11, 2009

Idaho Education Association Professional Standards Commission Selection Committee

Dear Selection Committee:

The Professional Standards Commission has the responsibility of determining the course of Idaho certification standards, education fair practices, and education ethical standards. These paramount responsibilities effect all professional educators in the state of Idaho, and are responsible for creating high professional standards for Idaho educators.

Due to the importance of this commission, I believe that the members of the commission need to be representatives of the highest quality of Idaho educators. It is, therefore, a privilege and honor to recommend Ms. Valerie Williams to serve as a member of this prestigious commission. I truly believe that Ms. Williams represents the best qualities of a professional educator as exemplified by her years of teaching at Blackfoot High School, Idaho State University, and her continuing efforts to complete her doctorate.

Ms. Williams has the knowledge, expertise, and skills necessary to provide well thought out advise and input. Her oral communication, written, and leadership skills are superb in both English and Spanish. I believe that Ms. Williams would be a great asset to the Professional Standards Commission and pledge my support in allowing her to attend meetings and accomplishing the tasks necessary to enhance the education profession in the state of Idaho. I have no reservation in recommending Ms. Valerie Williams for this position.

BOARD OF TRUSTEES

Rick Bigler Chairman

J. D. Tolman Vice Chairman

Bryce C. Lloyd Cierk/Treasurer

Mary Jo Marlow

Patricia L. Colman Member

ADMINISTRATIVE OFFICES

Dr. Scott L. Crane Superintendent of Schools

Chad R. Struhs Assistant Superintendent

Patricia Farmer Director – Student Support Services

Sincerely

Scott L. Crane, Ed.D.
Superintendent of Schools

mac

pc: File



February 17, 2009

Page 1 of 2

Dear Idaho Education Association Board of Directors.

I am writing this letter of support on behalf of Ms. Valerie Williams, who has applied for selection as a member of the Professional Standards Commission. Ms. Williams is a classroom teacher at Blackfoot High School (District #55), where she currently teaches American History and Economics. Before serving as a Teacher-In-Residence and Associate Lecturer at Idaho State University (ISU) in Pocatello, Valerie also taught Spanish, History, and Government at Blackfoot High School from 1989 to 2001. Earlier in her career, Valerie served as the Spanish Bilingual Program Director for the Blackfoot School District for three years and as a Migrant Resource Teacher for the Mountain Home School District. Ms. Williams is an outstanding teacher who would bring a wealth of experience and a unique perspective to the Professional Standards Commission. As her resume attests, Ms. Williams has also been an active member of the Idaho Education Association and the National Education Association.

I first met Ms. Williams in the fall of 2001 after she had been selected to be a Teacher-In-Residence in the College of Education. The Teacher-In-Residence program was funded a by grant from the J. A. & Kathryn Albertson Foundation. The program paired outstanding teachers for one year at a time residencies with university professors to work on the transformation of the ISU undergraduate teacher preparation programs. A major goal of the grant was to support the development of a standards-driven assessment system for teacher education. Valerie's involvement in the efforts of our college to undertake this transformation gives her a deep appreciation for the complexities of building assessment systems and for the value of linking standards with assessments. I believe this experience makes her an excellent candidate for serving on the Professional Standards Commission.

Toward the end of her year as a Teacher-In-Residence, an opportunity arose for Valerie to be hired as an instructor in the College of Education to teach undergraduate courses in teacher education. This turned into an opportunity for her to teach with us for several years. Valerie also served as a supervisor of student teaching interns and as the advisor for the College of Education student chapter of the Idaho Education Association. Valerie brought her wealth of classroom teaching experience to our undergraduate teacher preparation programs, where she demonstrated great versatility in her teaching. She was regarded by both her colleagues and her students as an outstanding teacher educator. Valerie's commitment to the professional education and development of teachers is another reason she is an excellent candidate to serve as a member on the Professional Standards Commission.

While at ISU, Ms. Williams was also active on a variety of college committees, including serving as a member of the Teacher Education Core Assessment Committee, which I chaired. Valerie was an articulate advocate for her views and an

Office of the Assistant Dean College of Education

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Phone (208) 282-3807

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Email dennpete@isu.edu

ISU Is An Equal Opportunity Employer

"BRONCO COUNTRY"

Principal
Blaine E. McInelly
Assistant Principal
Brian J. Kress

870 South Fisher Ave. Blackfoot, Idaho 83221-3305 Phone (208) 785-8810 Fax (208) 785-2329 Assistant Principal Thomas B. Harrington Athletic Director Jeff Marshall

February 20, 2009

Dear Idaho Education Association Board of Directors:

I have had the privilege of working with Valerie Williams at Blackfoot High School for several years both before her departure to complete graduate work and assume a teaching position at Idaho State University, and after her welcomed return to our faculty. Her teaching efforts here at Blackfoot High have allowed me valued contact for collaboration, feedback and friendship.

Ms. Williams also serves at the building representation for the Blackfoot Education Association and has been an excellent sounding board and liaison for association members at the high school. She is always willing to listen and has made a commitment to stay abreast of association and global education issues as they impact students and teachers.

Because of my position providing the high school its on-site technical support as well as fulfilling my duties at a business education teacher, I have had several opportunities to observe Ms. Williams in her classroom and in my computer lab, where her classes have made use of equipment during my prep period. Her organizational skills are apparent. You don't move a classroom of high school students from point A to point B and get them on task without a keen understanding of the challenge.

One of the most outstanding traits Ms. Williams possesses is respect for the value of other people's time. She is always sure to secure permission to use my lab facilities well in advance and quick to thank me for my assistance. She is a joy to work with and a real asset to our faculty. Any team faced with an endeavor that requires intelligence, humor and grace would be stronger with her among its ranks.

Sincerely,

Michael F. O'Donnell

Blackfoot High School

The Higher We Climb the Better the View

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Esther Kaye Henry 271 North 3900 East, Rigby, ID 83442

(208) 745-6783

ehenry@sd251.org

Objective	Become a member of the Idaho Professional Standards Commission	
Association And Community Involvement	 Merit Badge Counselor, BSA Jefferson County Fair participant Farm Bureau Talent Show Winner Church leadership, teaching, music Snake River Flood Relief volunteer Tutoring for remedial college English classes Alliance Canal weed control—20 years Jefferson Co. Ed. Assoc. Building Rep. JCEA Pres. Elect, 1996 JCEA President, 1997-1998 JCEA Negotiations Team, 1994-1998 JCEA Grievance Committee, chair—19 IEA campaign worker for 1% Initiative 	999-2001 Years
Teaching/ Professional	English Teacher Rigby High School, Rigby, Idaho Grades 10-12 remedial, regular, AP courses—15 years	1992 to Present
Professional Experience	 National Honor Society Advisor—9 years National Honor Society Advisor—9 years District English curriculum alignment committee—7 years School Improvement Committee, chair—4 years AP Institute participant—6 years Senior class advisor—3 years District principal selection committee member—4 years Textbook adoption committee—4 years 10-year accreditation committee chair—1998 District Harmony Committee member—7 years Mentor teacher—8 years English Dept. chair—4 years Cooperating teacher for student teachers—5 years Recognition/ Awards: Jefferson County Teacher of the Year, 2002 Who's Who Among American Educators—1995, 1996, 1997, 2001, 2003 Marquis Who's Who Among American Women, 2008 	
	English Teacher Springville High School, Springville, Utah	1985 - 1992
Education	Master of Arts—Instruction and Technology Western Governors University, Salt Lake City, Utah	2004
	National Board Certified Teacher—Adolescent/Young Adult Language Arts	2001
	Bachelor of Arts—English Education, Communications Minor Brigham Young University, Provo, Utah	1985
References	Enclosed	

TAB 21 Page 11 SDE

Rigby High School

Esther Henry Inglish Instructor, Rigby High School Rigby, ID 83442 290 North 3800 East Rigby, Idaho 83442 Phone: (208) 745-7704 Fax: (208) 745-7707

February 13, 2008

RE: Letter of Recommendation

It is a privilege to write a letter of recommendation for Ms. Esther Henry. She is an exceptional teacher and has the experience and knowledge needed to be a part of the Professional Standards Commission for the State of Idaho. I have complete trust in her work ethic and dedication to students in the field of education. I have observed her teaching, her interactions with students, and can attest of her professionalism.

Ms. Henry's experience is broad and diversified. Following high school graduation as valedictorian, Ms. Henry graduated from BYU-Provo with a BA degree in English and a minor in communications. She has been a teacher for over 22 ½ years. Seven (7) of those years were at Springville High School in Utah. She has taught for over fifteen (15) years here at Rigby High School, Jefferson County School District #251 in Rigby, Idaho.

In 2001 Ms. Henry added to her teaching credentials by becoming recognized as a National Board Certified Teacher. Three years later in 2004 she earned a MA degree in Instruction and Technology from Western Governor's University. She is named in several editions of Who's Who among American Educators, as well as the Marquis Who's Who of America.

In addition to being a building representative for the Jefferson County Education Association, she has also been on the negotiations and membership recruitment committees, and grievance committee. She has served as grievance chair, and has served on the district's Harmony Committee for seven (7) years. She has served the JCEA as vice president, president-elect, and association president. She has assisted staff members and support staff when they need to speak with building and district administration. For many years she has been elected by her peers to be an Idaho Education Association representative. On the floor she has spoken openly in support of issues affecting teachers, and she has also been involved in several IEA grassroots campaigns and initiatives. Such actions prove her commitment and dedication to students.

At RHS she has served several times as a mentor teacher, and has assisted as a cooperating teacher. She was chair of the 1998 school accreditation committee, and has been a department head for the English department. Her service includes numerous committees dealing with curriculum alignment, principal selection, textbook adoption, and senior graduation. For the past ten (10) years, she has spearheaded common end-of-course assessments for her department and has proofread district-sponsored grants that were eventually approved. She is an AP English teacher and has three (3) years experience teacher AP English.

Ms. Henry's experience is broad and extensive. Her classroom experiences coupled with her service to education qualify her for being considered for the Professional Standards Commission. Should you need more information concerning this excellent educator, please contact me.

Sincerely,

bary Comstock, Principal

Righy High School

290 North 3800 East Rigbý, Idaho 83442 Phone: (208) 745-7704 – Fax: (208) 745-7707

To Whom It May Concern:

I am writing this letter of recommendation for Esther Henry who is an English teacher at Rigby High School. I have worked with Ms. Henry for seven years and know her to be an excellent teacher who is knowledgeable in her subject area. She has a Masters in Teaching with Technology and has attended AP workshops for both English Language and Literature. Ms. Henry has helped proofread district grants that were submitted and approved. Her knowledge extends into her experience. She has served as a mentor for new teachers, was the chair of the last school accreditation committee in 1998, has been head of the English department for four years, and has been on many district committees for curriculum alignment, principal selection, and textbook adoptions. She is considered a leader in our school and district.

Esther has been a teacher for almost 23 years. She has a reputation in the school as an outstanding teacher. Ms. Henry loves her job and that love translates into learning in her classroom. As a teacher she gives concise instruction so students know exactly what to do. She has exceptional classroom management; students like and respect Ms. Henry, and they enjoy learning in her classroom.

Ms. Henry's organization skills are supreme. Any job she is given is done, done well, and done on time. Her willingness to use her time to help both faculty members and students is invaluable. Her desire to help students succeed compels her to organize her lesson plans and keep grades current. She is genuinely concerned about each student and the progress they are making.

Intelligent and respected, Ms. Henry works well with the other faculty members. She represents the high school faculty on a district Harmony Committee and has also been a local IEA representative for the school. She has worked many after school hours on behalf of her fellow teachers as a representative or advisor. She is always willing to help or do any task necessary.

I can sincerely recommend Ms. Henry for the position on the Professional Standards Commission. If you have any questions about Ms. Henry, feel free to call me at 745-1077 after 4:00.

Sincerely

English Department Chair

"Motivating students to improve their lives through education"

Suzanne K. Kenny 147 N. 4000 E. Rigby, Idaho 83442

February 18, 2008

Sherri Wood, President Idaho Education Association PO Box 2638 Boise, Idaho

President Wood,

I would like to recommend Ms. Esther Henry for the position that is available on the Idaho Standards Commission. I have known Ms. Henry for 14 years and we have worked together in a variety of circumstances and I feel that I know her well.

Ms. Henry is by far one of the most dedicated educators that I know. She is diligent as a professional educator and leader. She is National Board Certified, has her MA in instruction and technology and she has been included in several editions of Who's Who among American Educators. But more important than this, is that she is an incredible teacher. I have seen her teach and interact with her students in positive and interacting ways. I have talked to students that have had her as a teacher and they all have said that she is fair, kind, diligent and firm. She believes in public education and believes in her students.

I have worked with Ms. Henry through our local association, the Jefferson County Education Association. She has led this association through very difficult situations and I never saw her be anything but professional and strong. Her code of ethics guides her in all that she does and this was demonstrated in many tense situations. Her code of ethics guides her teaching and her relationship with her colleagues. She has guided new teachers and experienced teachers look to her for direction and expertise.

I find Ms. Henry to be fair but will also stand up for what is right for educators. She will be nothing but a strong advocate for educators and she will be an asset on the PSC. She will be a leader on the Commission and they will soon learn of her abilities and will value her professionalism and credibility.

Sincerely,

Board of Directors

Idaho Education Association

Lourene Wellman

3770 E. 200 N. Rigby, Idaho 83442 208-521-8376

Career Objective

To obtain a position on the Professional Standards Committee

Education

Western Governor's University (WGU 2005), Salt Lake City, Masters in Learning and Technology. Idaho State University, (1/1983-5/1989) obtained Bachelor of Arts degree with honors majored in secondary education with endorsements in Mathematics and Social Sciences. Have taken the following computer languages: Fortran, Pascal, Basic, and Visual Basic. Other computer skills include Microsoft Word, PowerPoint, Excel, Access, Power School Teacher, and Netscape. Have taken courses and learned how to operate scanners, digital cameras, computer aided overheads, and various PCs, received a technology certification from the State of Idaho in addition to the 65 college credit hours taken between receiving the Bachelor's degree and beginning the Master's degree. In 2004, I completed the Citizens' Law Academy, a public information program offered by the Idaho State Bar and the 7th District Bar Association. I worked 2 summers in the INEEL Teaming Teachers with Industry course offered by Lockheed Martin Idaho Technologies Company in 1999 & 2000.

Teaching Exp.

Teaching secondary math at Rigby High School in Rigby, Idaho (1998-current). Previous experience includes Bonneville High School (1989), Ririe Junior/Senior High School (1990), District #91 Summer school (1994-6), substitute taught for 20 years within the Rigby school district #251, and private tutoring. Class teaching experience includes General Math, Pre-Algebra, Algebra I & II, Geometry, Pre-Calculus, World Geography, Reading, Writing with Technology, Statistics (dual enrollment), and Trigonometry.

Other work

Exp.

Managed a rental house for 20 years. Worked at ZCMI as a sales associate dealing with customers, handling the till, filling and accounting for customer orders, returns, voids, sales, and promotions for 3 years. Coached scholastic bowl teams and math counts teams and National Honor Society.

Personal

Enjoy a personal home computer, finding information on the internet, gardening, sewing, hiking, horseback riding, dancing, bicycling, playing piano, and listening to music. I am married and have 6 children, one in High School and the others have graduated.



Rigby High School

290 North 3800 East Rigby, Idaho 83442 Phone: (208) 745-7704 Fax: (208) 745-7707

February 28, 2007

Dear Idaho Education Association Leaders,

I am writing this letter on behalf of Lourene Wellman pursuant to her application for a seat on the Idaho Professional Standards Commission. I have served as a colleague of Lourene's for the past two and a half years; I as the Principal at Rigby High School and she as a math teacher at our school.

Along with being an excellent teacher, I have always been impressed with the fact that Mrs. Wellman exhibits a solid analytical and critical mind. It has been manifest, particularly in department meetings, that Lourene has the ability to think deeply upon matters and voice her views, ideas and concerns in a precise, succinct and professional manner. I also believe that Lourene has the personal courage to challenge the status quo and look at matters from new perspectives, a trait that I highly regard and one which I like people on our staff to have, for as George S. Patton said, "If everybody is thinking alike, then somebody isn't thinking."

I believe another indication of Mrs. Wellman's knowledge of the art of teaching is her mentoring and supervision of student teachers. She is currently working with a student teacher and things are going very well. Lourene has the experience, knowledge and background to know what makes for, not only effective, but exemplary classroom instruction.

Due to her experience, expertise and analytical skills, I heartily recommend that the I.E.A. give Mrs. Wellman all due consideration for an appointment to the Idaho Professional Standards Commission, for I believe much consideration is due her. Thanks for your consideration of this most worthy candidate.

Sincerely,

Dr. Mark A. Neish

Principal

Righy High School

290 North 3800 East Rigby, Idaho 83442

February 26, 2007 hone: (208) 745-7704 - Fax: (208) 745-7707

To Whom it May Concern:

I would like to recommend Mrs. Lourene Wellman for your consideration. I have worked with Mrs. Wellman for several years and have known her to be an excellent teacher and a wonderful person. She is energetic and enthusiastic. Her excitement for her subject instills a desire for accomplishment in her students. She strives to make her classes interesting and fun while challenging her students to accomplish much more that they would without her direction.

Lourene goes the extra mile for her students in her attempts to reward them for their progress and to stimulate their interest in Mathematics. She is a considerate, caring lady who treats her students and fellow workers with courtesy and respect. She is genuinely interested in helping her students overcome difficulties that may be affecting their performance in her classroom. She is always willing to spend extra time with students when they require it.

Lourene has many professional qualifications for the position she seeks. She has worked to achieve her Master's degree and has served on several professional committees. She has also been active in community affairs. I'm certain she will be an asset to your committee.

Thank you for considering Mrs. Lourene Wellman.

Sincerely,

Mrs. Pat Waddell, Chair

Department of Mathematics

Rigby High School Rigby, ID 83442

Pwaddell@d251.k12.id.us

"Motivating students to improve their lives through education"

Rigby High School

290 North 3800 East Rigby, Idaho 83442 Phone: (208) 745-7704 – Fax: (208) 745-7707

February 23, 2007

To Whom It May Concern:

It is a pleasure for me to write a letter of recommendation for Lourene Anawalt as she applies to be a member of the Professional Standards Commission. Mrs. Wellman has been a math teacher at Rigby High School for the last nine years. During that time, I have supervised her teaching several times and know her to be an outstanding teacher of the highest professionalism and integrity.

Lourene has had a variety of professional experiences. She is a member of the Idaho and the National Council of Teachers of Mathematics and is currently serving as a state committee member. Here at Rigby High School, she has served as the Scholastic Bowl Coach, Math Counts Coach and as an advisor to the National Honor Society. Currently, she is a member of the regional emergency response team for regional and state emergencies. In 1980 she served as a 4-H teacher, and from 1980 to 1995as a teacher/leader of a local church youth group.

As a former high school principal, I have worked with the Professional Standards Commission and have a basic understanding of what is required. Lourene is a hardworking professional who would be an outstanding member of that commission. I highly recommend her to you.

Sincerely

Assistant D.

Assistant Principal

"Motivating students to improve their lives through education"

Jean Robinson Current Vitae

(Home) 3508 Moccasin Road (School) Coeur d'Alene Charter Academy

Coeur d'Alene, Idaho 83815 4904 Duncan Drive

Coeur d'Alene, Idaho 83815

Employment History

2000-present Earth and Life Science Teacher Coeur d'Alene Charter Academy
2003-present Facilitator JASON Project
1995-present Facilitator Project WET Idaho

1988-1999 Earth and Life Science Teacher Pocatello, Idaho

Education History

1996Master of Natural ScienceIdaho State University1985Bachelor of Arts in EducationIdaho State University1985Bachelor of Arts in GeologyIdaho State University

Teaching Activities

1995-present Adjunct Instructor, Idaho State University 2000-present Adjunct instructor, University of Idaho

2005-present Coach, Middle School Science Coeur d'Alene Charter Academy

Bowl Coach

2004-present Member, JASON Teacher Advisory

Council

2004-present Facilitator, JASON Project 1995-present Facilitator, Project WET Idaho

2000 Facilitator Idaho Virtual Campus Idaho State University

Other Activities

2007-present Region I Representative, Board of Directors, Idaho Science Teachers

Association

JASON Project Argonaut Mysteries of Earth and Mars
 Idaho State Department of Education Curricular Materials

Selection Committee

2007-present Education Liaison Idaho Seismic Risk Assessment Team

2001-present Presenter at Idaho Science Teachers Association annual meetings

2006-2008 Regional Secretary Northwest Middle School Science Bowl

1995 Field Scout Project WET

Awards

2006 Runner-up JASON/National Geographic Hilda Taylor Award for

Exemplary Teaching

2002 Who's Who Among American Teachers nomination

2000 Simplot Outstanding Teacher nominee 1996 Who's Who Among American Teachers

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Daylene R. Petersen

12	24 W Orchard Avenue,	Nampa, ID 83651	208-463-7504	daypeters@msn.com

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M.A. Art Education 2004

Boise State University, Boise, ID B.A. Home Economics Education 197

Nanthana Nanana Hairanita Nanan

Northwest Nazarene University, Nampa, ID

Post-graduate courses 2004-2008

University of Idaho, Moscow, ID

Northwest Nazarene University, Nampa, ID

CREDITIALS

State of Idaho Teaching Certificate 1971-2011 Standard Family & Consumer Science 6-12

Standard Art K-12

EXPERIENCE

2006-present Teacher, Art Specialist grades K-12 Nampa, ID

Idaho Arts Charter School

2006-2007 Adjunct Faculty University of Idaho Caldwell, ID 1998-2006 Notus, ID

Teacher: Family & Consumer Science, Art, and Health Prof/Tech. Coordinator, Notus High School

1992-1998 Caldwell, ID

Church Administrator, Canyon Hill Nazarene Church

1991-1992 Caldwell, ID

Latch-key Coordinator & Lead Teacher, Lincoln School

1974-1978 Canyon County, ID

Extension Home Economics Educator, University of Idaho

1971-1973 Payette County, ID

Extension Home Economics Educator, University of Idaho

1971 Nampa, ID

Home Economics Teacher, Nampa Christian High School

PROFESSIONAL INVOLVEMENT

2006-2009	Northwest Professional Educators
2004-2006	Idaho Administrators: Project Leadership Fifth Cohort
2005-2006	PTE Curriculum Integration Academy Treasure Valley
1998-2006	Idaho Education Association
1998-2007	Career & Technical Educators of Idaho
1998-2006	Idaho Association of Family & Consumer Sciences
1989-2009	Trinity Pines Camp & Conference Center Board of Directors

PUBLICATIONS

1979	University of Idaho Exter	nsion Info Series	s Making Sausage at Home
2004	School Arts Magazine	February	Quilt Blocks Teach Diversity

SKILLS

- Organize and execute youth and adult curriculum and programs
- Ability to attend to detail and thoroughness

- Maintain good working relationship with youth and adults in both volunteer and professional levels
- Ability to write and administer grants and cooperate on grant teams
- Collaborates on state and local curriculum development teams

SUBJECT

Idaho Special Education Manual

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-116, 33-2002, Idaho Code 20 U.S.C. 1411-1419; 34 CFR 300,100-300.174, Individuals with Disabilities Education Act (IDEA)

BACKGROUND/DISCUSSION

The Individuals with Disabilities Education Act (IDEA) requires that states and districts establish policies, procedures and criteria for special education consistent with the federal regulations - in accordance Idaho developed the Special Education Manual for this function and purpose. IDEA also requires that each state establish eligibility criteria for special education services. Idaho's evaluation and eligibility requirements are included in the Manual. One of the groups that provides technical assistance to Idaho related to Special Education has recommended that the Manual be reviewed and officially adopted by the Idaho State Board of Education. The state's application for the IDEA grant requires that the state give assurances related to policies and procedures and having the State Board of Education approve and adopt the Manual officially as the policies and procedures will further strengthen these assurances. The Manual has recently been updated as regulations have changed; districts have needed more clarity and direction on certain items; and to address clerical issues. A number of stakeholders have been included and consulted in updating the Manual including, state staff, regional consultants, and district special education directors and staff. Any revisions made to the Manual in the future will be brought to the Board for approval.

The Manual is designed to help districts and schools understand the provisions of IDEA and meet the guidelines contain within the law. To receive federal funds available under the IDEA, districts must adopt and implement appropriate special education policies and procedures which must be approved by the State Department of Education consistent with state and federal laws, rules, regulations, and legal requirements. The manual contains a sample set of approved policies and procedures that school district boards of trustees may adopt if they choose to do so. In addition to guidance, policies and procedures, the manual includes documents and forms covering different aspects of special education.

The Manual is made available through CD and hard copy when requested. It is also made available for the public through the State Department of Education website.

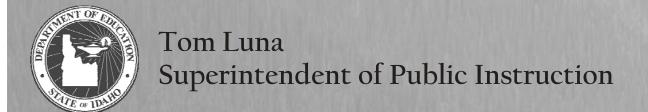
IMPACT

There is no fiscal impact. Districts in Idaho already adhere to the Idaho Special Education Manual and adopt it as policy through local board action.

ATTACHM Attac	ENTS chment 1 –Idaho S	Special Education	Manual			Page 3
	CTION notion to adopt the edures for special	• •	Education N	Manual as	Idaho's	policies,
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IDAHO SPECIAL EDUCATION MANUAL 2007

Division of Student Achievement and School Accountability Idaho State Department of Education



Nondiscrimination Clause

Federal law prohibits discrimination on the basis of race, color, religion, sex, national origin, age, or disability in any educational programs or activities receiving federal financial assistance. (Title VI and VII of the Civil Rights Act of 1964; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; and the Americans with Disabilities Act of 1990.)

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

Inquiries regarding compliance with this nondiscriminatory policy may be directed to Tom Luna, State Superintendent of Public Instruction, P.O. Box 83720, Boise, Idaho 83720-0027, (208) 332-6800, or to the Director, Office of Civil Rights, Department of Education, Washington, D.C.

This document was developed and printed by the Idaho State Department of Education using grant funds from the Individuals with Disabilities Act, PR/Award #H027A030088.



STATE DEPARTMENT OF EDUCATION

P.O. BOX 83720 BOISE, IDAHO 83720-0027 TOM LUNA STATE SUPERINTENDENT PUBLIC INSTRUCTION

INTRODUCTION

A message from Superintendent Tom Luna:

One of the most important things we do at the state Department of Education is support the work done at the local level by our teachers, administrators and other school staff. We offer that support by providing technical expertise and assistance in a variety of areas.

The *Idaho Special Education Manual, 2007*, is designed to help you understand the provisions of the Individuals with Disabilities Education Improvement Act and meet the guidelines contained within the law. To receive federal funds available under the IDEA, districts must adopt and implement appropriate special education policies and procedures. Those policies and procedures. must be approved by the State Department of Education (SDE) consistent with state and federal laws, rules, regulations, and legal requirements.

To help you, this manual contains a sample set of approved policies and procedures that boards of trustees may adopt if they choose to do so. The appendices in this manual are meant to clarify and assist you in adopting policies; they should not be viewed or adopted as policies in and of themselves.

To the extent possible, we try to make the process of understanding state and federal regulations as easy as possible. If you have questions or comments about this manual or any service offered by the department, I hope you will take the time to contact us.

Sincerely,

Tom Luna

Superintendent of Public Instruction

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Special Education Manual 2007

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Acronyms and Abbreviations

ACRONYMS AND ABBREVIATIONS

Section 504 Section 504 of the Rehabilitation Act of 1973

ABS American Association on Mental Retardation Adaptive Behavior Scale

ADA Americans with Disabilities Act
A.D.A. Average Daily Attendance
ADD Attention Deficit Disorder

ADHD Attention Deficit Hyperactivity Disorder

ADR Alternative Dispute Resolution APR Annual Performance Report ASD Autism Spectrum Disorder

ASHA American Speech/Language Hearing Association

AT Assistive Technology

ATRC Assistive Technology Resource Center

AU Autism

AYP Adequate Yearly Progress
BIP Behavioral Intervention Plan

CALP Cognitive Academic Language Proficiency

CAP Corrective Action Plan

CBM Curriculum-Based Measurement
CDC Child Development Center
CEC Council for Exceptional Children
C.F.R. Code of Federal Regulations
CI Cognitive Impairment

CIP Continuous Improvement Plan
CLD Culturally or Linguistically Diverse
Co-Ad Comprehensive Advocacy, Inc.

CS Consultant Specialist (ends June 30, 2006)

DB Deaf-Blindness
DD Developmental Delay

DDA Developmental Disabilities Agency
DHW Department of Health and Welfare
DJC Department of Juvenile Corrections

DMA Direct Math Assessment DOC Department of Correction

DP Due Process

DSM Diagnostic Services Manual
DWA Direct Writing Assessment
ECR Early Complaint Resolution
ECSE Early Childhood Special Education

ED Emotional Disturbance ENT Ear, Nose and Throat

ESEA Elementary and Secondary Education Act

ESL English as a Second Language

ESY Extended School Year

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Acronyms and Abbreviations

FAE Fetal Alcohol Effect

FAPE Free and Appropriate Public Education

Fetal Alcohol Syndrome FAS

Functional Behavioral Assessment **FBA**

FERPA Family Educational Rights and Privacy Act

General Education Development **GED** General Education Provisions Act **GEPA**

GPA Grade Point Average

GRPA Government Performance Review Act

Gifted/Talented G/T **Health Impairment** HI Hard of Hearing HH

Highly Objective Uniform State Standard of Evaluation **HOUSSE**

Idaho Alternate Assessment IAA

Interim Alternative Educational Setting IAES Improving America's School Act **IASA** Idaho Assistive Technology Project **IATP** Idaho Board of Education Data System **IBEDS** Intensive Behavioral Interventions IBI

IC Idaho Code

IDAPA Idaho Administrative Procedures Act Idaho Early Learning Standards **IELS**

Individuals with Disabilities Education Improvement Act 2004 **IDEA 2004**

Individuals with Disabilities Education Law Report **IDELR**

IDVR Idaho Division of Vocational Rehabilitation

Independent Educational Evaluation IEE **IELS** Idaho Early Learning Standards Individual Education Program **IEP** Individual Family Services Plan **IFSP** Individual (Medicaid Service Code) IN **IPUL** Idaho Parents Unlimited, Inc.

Intelligence Quotient IQ Idaho Reading Indicator IRI

ITC

Idaho Standards Achievement Test **ISAT ISBOE** Idaho State Board of Education **ISDB** Idaho School for the Deaf and Blind **ISEAP** Idaho Special Education Advisory Panel

Idaho Training Clearinghouse Infant and Toddler Program ITP **JDC** Juvenile Detention Center Learning Disability LD Local Education Agency **LEA** Limited English Proficiency LEP Language Impairment LI Learning Disability LD

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Acronyms and Abbreviations

LG Large Group, 3 or more (Medicaid Service Code) LOA Letter of Authorization (ends June 30, 2006)

Least Restrictive Environment LRE

MD Multiple Disabilities **MDT** Multidisciplinary Team

National Assessment of Educational Progress **NAEP**

NCLB No Child Left Behind Act O & M Orientation and Mobility OCR Office of Civil Rights Orthopedic Impairment OI

Federal Office of Management and Budget OMB Office of Special Education Programs OSEP

Office of Special Education and Rehabilitation Services **OSERS**

Occupational Therapy OT

PBIS Positive Behavioral Interventions and Supports

Positive Behavioral Supports **PBS PERC** Parent Education Resource Center PGI Performance Goals and Indicators Plan for Improving Results PIR Present Levels of Performance **PLOP PSR** Psycho-Social Rehabilitation

Physical Therapy PT

Parent Training and Information Center PTI

Prior Written Notice **PWN** Response to Intervention RTI Serious Bodily Injury SBI State Board of Education SBE Scientifically-Based Research SBR

SD Standard Deviation

State Department of Education SDE State Education Agency **SEA**

Special Education Advisory Panel **SEAP** Small Group, 2 (Medicaid Service Code) SG

Speech Impairment SI State Improvement Grant SIG Speech-Language Pathologist SLP

Summary of Performance (secondary) SOP

SP Services Plan

SPP State Performance Plan

SS Standard Score

TBI Traumatic Brain Injury Visual Impairment VI

VI B Entitlement dollars that are allocated to a state based on the number of children

with disabilities that are reported to OSEP.

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Acronyms and Abbreviations	
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GLOSSARY

- **Academic achievement.** A student's level of performance in basic school subjects, measured either formally or informally.
- Accommodation. Changes in the curriculum, instruction, or testing format or procedures that enable students with disabilities to participate in a way that allows them to demonstrate their abilities rather than disabilities. Accommodations are generally considered to include assistive technology as well as changes in presentation, response, timing, scheduling, and settings that do not fundamentally alter the requirements.

 Accommodations do not invalidate assessment results.
- Adaptation. Changes to curriculum, instruction, or assessments that fundamentally alter the requirements, but that enable a student with an impairment that significantly impacts performance an opportunity to participate. Adaptations include strategies such as reading the reading portion of a test, using spell/grammar check for language arts assessments, and substituting out-of-level testing. Adaptations invalidate assessment results and provide noncomparable results.
- **Adaptive behavior.** Behavior that displays an age-appropriate level of self-sufficiency and social responsibility which includes the following areas: communication, self-care, home living, social/interpersonal skills, use of community resources, direction, functional academic skills, work, leisure, health, or safety.
- **Adverse Educational Impact.** Any harmful or unfavorable influence that a disability has on a student's educational performance in academic (reading, math, communication, etc.) or non-academic areas (daily life activities, mobility, pre-vocational and vocational skills, social adaptation, self-help skills, etc.)
- **Adult student.** A student with a disability, age 18 or older, to whom rights have transferred under the IDEA 2004 and Idaho Code.
- **Age-appropriate activities.** Activities that typically-developing children of the same age would be performing or would have achieved.
- **Age of majority.** The age at which, by law, a child assumes the responsibilities of an adult. In Idaho, the age of majority is 18.
- **Aggregated data.** Information that is considered as a whole. In this manual, the term refers to collective data on all students, including students with disabilities.
- **Alternate assessment.** A specific assessment, developed by the state in lieu of statewide assessments or by the district in lieu of districtwide assessments, designed to measure functional skills within the same domains required by the regular statewide or

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Glossary

- districtwide assessments. It is designed for students who are unable to demonstrate progress in the typical manner and who meet the state-established criteria.
- Alternative Authorization/Teacher to New Certification. One of the State Board of Education's alternative routes to teacher certification as outlined in the Idaho Certification Manual distributed by the Idaho State Department of Education. Effective July 1, 2006.
- **Alternative or supplementary curriculum.** Curriculum not based on or drawn directly from the general education curriculum.
- **Alternative school.** A public school placement option that may be utilized for students who are not succeeding in the traditional school environment but may benefit through the use of modified curriculum or flexible programming.
- **Articulation.** The ability to speak distinctly and connectedly.
- **Articulation disorder.** Incorrect productions of speech sounds, including omissions, distortions, substitutions and/or additions that may interfere with intelligibility.
- Assessment. The formal or informal process of systematically observing, gathering, and recording credible information to help answer evaluation questions and make decisions. It is an integral component of the evaluation process. A test is one method of obtaining credible new information within the assessment process. Assessment data may also include observations, interviews, medical reports, data regarding the effects of general education accommodations and adaptations and interventions, and other formal or informal data.
- **Assistive technology device.** Any item, piece of equipment, or product system whether acquired commercially, off a shelf, modified, or customized that is used to increase, maintain, or improve the functional capabilities of a student with a disability. Excludes surgically implanted medical devices.
- **Assistive technology service.** Any service that directly assists a student with a disability with the assessment, selection, acquisition, or use of an assistive technology device.
- Attention deficit disorder (ADD). A biologically based mental disorder that has these typical characteristics: short attention span; distractive behavior; difficulty following directions and staying on task; and an inability to focus behavior. The disorder compromises many skills needed for academic success, including starting, following through with, and completing tasks; moving from task to task; and following directions.
- **Attention deficit hyperactivity disorder (ADHD).** A biologically based mental disorder in which a person has inappropriate degrees of inattention, impulsiveness and hyperactivity.

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- **Audiologist.** A licensed health care professional who diagnoses hearing loss and selects and fits hearing aids.
- **Autism.** An IDEA 2004 disability category in which a developmental disability, generally evident before age 3, significantly affects verbal and nonverbal communication skills and social interactions and adversely affects educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences.
- **Behavioral intervention plan (BIP).** A plan comprising practical and specific strategies designed to increase or reduce a definable behavior. These strategies address preventative techniques, teaching replacement behaviors, how to respond or resolve behaviors, and crisis management, if necessary.
- **Benchmark.** A major milestone which describes the progress the student is expected to make toward annual goals within a specified period of time. Similar to an objective.
- **Braille.** A tactile system of reading and writing, used by students who are blind or visually impaired, with an official code composed of Braille characters or cells that consist of various patterns of raised dots that correspond to alphabetic letters, punctuation marks and other symbols.
- **Business day.** A workday (Monday through Friday) except for federal and state holidays, unless specifically included.
- Case manager. A member of the evaluation and/or IEP team (usually the special education teacher) who is designated to perform administrative functions for the team, including: (1) setting up meetings; (2) ensuring appropriate forms are completed; (3) ensuring timelines are met; and (4) notifying participants of the times and dates of meetings.
- **Change of placement.** Removal of a child with a disability from the child's current educational placement. When the removal is for disciplinary purposes, regulations apply, 34 CFR §300.536.
- Change of placement for disciplinary reasons. A removal from the current educational placement for more than 10 consecutive school days or a series of removals that constitute a pattern when they total more than 10 school days in a school year. Factors such as the length of the removal, the proximity of the removals to one another, and the total amount of time the student is removed are indicators of a pattern.
- **Charter School within a District.** A publicly funded, nonprofit, nonsectarian public school that is created by a formal agreement (charter) between a group of individuals and the board of trustees of the local school district and operates independently within the district. It is governed by the conditions of its approved charter and federal and state laws. It is the

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Glossary

- responsibility of the local district to ensure that students attending such charter schools receive appropriate services as required by IDEA 2004, section 504 and the ADA.
- **Charter School LEA.** A publicly funded, nonprofit, nonsectarian public school that operates as its own local education agency or district. Charter LEAs do not have an agreement with the local school district within whose boundaries they operate. Charter LEAs must be authorized by the Idaho Public Charter School Commission and are required to provide services in accordance with IDEA 2004, section 504 and the ADA.
- **Child.** An individual who has not attained age 18.
- **Child Find.** A process to locate, identify, and evaluate students who reside in the district and may be in need of special education.
- **Civil action.** A judicial action that any party who is aggrieved by the final decision of a due process hearing officer may bring in either a federal district court or a state court of competent jurisdiction (as designated by the state).
- **Cognitive Academic Language Proficiency (CALP).** A test to determine a student's appropriate language dominance/usage.
- **Cognitive impairment.** An IDEA 2004 disability category in which subaverage intellectual functioning exists concurrently with deficits in adaptive behavior. These deficits are manifested during the student's developmental period and adversely affect the student's educational performance. The term "mental retardation" was previously used to refer to this condition.
- Comparable benefit. The IDEA 2004 requirement that obligates districts to ensure that private school students with disabilities receive benefits that are comparable in quality, scope, and opportunity for participation in special education services funded by the IDEA 2004 to those students with disabilities enrolled in public schools.
- **Compensatory education.** Educational services which are above and beyond those normally due a student under his or her state's education law. The principle is acknowledged by most courts that have considered the issue to be an appropriate remedy when a student has been denied free appropriate public education.
- Compensatory remedy. A judicial order or administrative action intended to redress a violation of the rights of a student with a disability who has suffered a loss as a result of the wrongful or negligent act of another and to restore the student to the position he or she would have been in if the wrongful or negligent act had not occurred. The remedy may include the award of monetary reimbursement or other corrective actions as appropriate to the needs of the student.

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Complaint. A formal written statement submitted to the Idaho State Department of Education by an individual or organization that contains one or more allegations and the facts on which the statement is based that a district or agency has violated a requirement of Part B of the IDEA 2004.

Consensus. Has two common meanings.

- (1) A general <u>agreement</u> among the members of a given group or <u>community</u>, each of which exercises some discretion in decision making and follow-up action.
- (2) A <u>decision-making</u> process that not only seeks the agreement of most participants, but also to resolve or mitigate the objections of the minority to achieve the most agreeable decision.

<u>Consensus</u> is usually defined as meaning both: a) general agreement, and b) the process of getting to such agreement. Consensus decision-making is thus concerned primarily with that process.

- **Consent.** Voluntary, written approval of a proposed activity, as indicated by a parent/adult student signature. The parent/adult student must be fully informed in his or her native language or other mode of communication and must understand all information relevant to the activity to make a rational decision.
- Conservator. A person appointed by the court to handle financial decisions for a person who is incapacitated or debilitated. In Idaho the conservator has all of the powers conferred in Idaho Statute 15-5-424 and any additional powers conferred by law on trustees in this state. In addition, a conservator of the estate of an unmarried minor under the age of eighteen (18) years, as to whom no one has parental rights, has the duties and powers of a guardian of a minor described in section 15-5-209 of this code until the minor attains the age of eighteen (18) or marries, but the parental rights so conferred on a conservator do not preclude appointment of a guardian as provided by part 2 of this chapter. Idaho Statute 15-5-424
- **Consultant Specialist (CS).** The SDE may issue a Consultant Specialist letter of approval to use a highly and uniquely qualified individual in an educational position that normally requires formal certification. This provision expires June 30, 2006.
- **Controlled substance.** Any drug so designated by law whose availability is restricted; i.e., so designated by federal Controlled Substances Acts. Included in such classifications are narcotics, stimulants, depressants, hallucinogens, and marijuana.
- **Core Academic Subjects.** These include English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography under the ESEA (NCLB).

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- **Corrective Action Plan (CAP).** A plan that orders a district as a result of an IDEA 2004 complaint to take corrective actions to resolve legal deficiency as found by the SDE.
- **Critical life skill.** Skills that lead to independent functioning. Development of these skills can lead to reduced dependency on future caretakers and enhance students' integration with nondisabled individuals. Skills may include such things as toileting, feeding, mobility, communication, dressing, self-help, and social/emotional functioning.
- **Dangerous weapon.** A weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2 ½ inches in length.
- **Data-based decision making.** The collecting of information that can be charted or graphed to document performance over time followed by an analysis of the information to determine needed changes in policies, programs, or procedures.
- **Day.** Refers to a calendar day unless otherwise indicated as a business or school day.
- **Deaf-blindness.** An IDEA 2004 disability category in which a student demonstrates hearing and visual impairments, and where the combination of these two disabilities causes such severe communication and other developmental and educational needs that the student cannot be accommodated with special education services designed solely for students with deafness or blindness.
- **Deafness.** An IDEA 2004 disability category in which a hearing impairment is so severe that the student, with or without amplification, is limited in processing linguistic information through hearing, which adversely affects educational performance.
- **Detained youth.** Anyone aged 3 through 21 who is being held for a crime regardless of whether or not that person has appeared before the court.
- **Developmental achievement.** Gains a student makes which follow the pedagogic theory that all children learn in the same basic way and in the same sequence, although at different rates
- **Developmental delay.** An IDEA 2004 disability category used only for students ages 3 through 9 for whom a significant delay exists in one or more of the following skill areas: receptive/expressive language; cognitive abilities; gross/fine motor functioning; social/emotional development; or self-help/adaptive functioning. The use of this category is optional for districts.
- **Disaggregated data.** Information that is reported and/or considered separately on the basis of a particular characteristic. In this manual, the term refers to data on special education

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- students as a group that is reported and/or considered separately from the same data on all students in a school, district, or state.
- **Discipline.** A set of rules or techniques designed by a district for the purpose of minimizing disruption and promoting positive interaction.
- **Disclosure.** The access to or the release, transfer or other communication of education records, or personally identifiable information contained in these records by oral, written, electronic, or other means.
- **Discrepancy formula.** A method of determining the difference between a student's expected level of academic achievement and intellectual ability used to establish eligibility for special education under the category of learning disability.
- **Disproportionality.** A disparity or inequality. In this manual, the term refers to a statistical range of data where students of a specific race or ethnicity are identified in either greater or fewer numbers than expected when compared to the representation of that race or ethnicity within the general school population. The areas addressed in the IDEA 2004 are: (1) identification as a student with a disability; (2) identifications a student with a specific category of disability; and (3) placement in a particular educational setting.
- **Dropout.** A student who has left an education system before completion of requirements and is not known to be enrolled in any other educational program.
- **Dual enrollment.** A child of school age who is enrolled in a nonpublic school or a public charter school and enrolled in a public school to participate in public school programs and activities, Idaho Statue 33-203.
- **Due process hearing.** An administrative hearing conducted by an SDE-appointed hearing officer to resolve disputes on any matter related to identification, evaluation, educational placement, or the provision of a free appropriate public education.
- **Early Intervening Services.** Services for students who need additional academic and behavioral support to succeed in a general education environment. These students have not been identified has having a disability.
- **Education record.** A student's record maintained by an educational agency or institution, or by a party acting for the agency or institution, which may include, but is not limited to print, handwriting, computer media, video or audio tape, film, microfilm, and microfiche, but is not within the exceptions set out in FERPA.
- **Educational services agency, other public institution or agencies.** (1) An educational service agency, as defined in 34 CFR §300.12; and (2) Any other public institution or agency having administrative control and direction of a public elementary school or secondary

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school, including a public nonprofit charter school that is established as an LEA under State law.

- **Elementary school.** The term 'elementary school' means a nonprofit institutional day or residential school, including a public elementary charter school, that provides elementary education, as determined under State law, 34 CFR §300.13. An elementary school includes a grade configuration of grades one (1) through eight (8) inclusive, or any combination thereof, Idaho Code 33-119.
- **Emotional disturbance.** An IDEA 2004 disability category in which a student has a condition exhibiting one or more of five behavioral or emotional characteristics over a long period of time, and to a marked degree, that adversely affects educational performance. The term *does not* include students who are socially maladjusted unless it is determined they have an emotional disturbance. The term emotional disturbance *does* include students who are diagnosed with schizophrenia.
- **Essential Components of Reading Instruction.** The term means explicit and systematic instruction in (a) phonemic awareness, (b) phonics, (c) vocabulary development, (d) reading fluency, including oral reading skills, and (e) reading comprehension strategies.
- **Evaluation.** A term that means using all required procedures to determine whether a child has a disability and the nature and extent of the special education and related services that the child needs.
- **Evaluation team.** A group of people, including the parent/adult student, charged with the responsibility to make decisions regarding evaluation, assessments, and eligibility. This team includes the same membership as the IEP team (although not necessarily the same individuals) and other qualified professionals as appropriate. The evaluation team may conduct its business with or without a meeting. However, if requested by the parent/adult student, a team meeting will be held.
- **Expedited due process hearing.** An administrative hearing conducted by an SDE-appointed hearing officer to resolve disputes concerning discipline for which shortened timelines are in effect in accordance with the IDEA 2004.
- **Expulsion.** Removal of a student from school for an extended period of time. For general education students, services usually cease during an expulsion.
- **Extended school year (ESY).** A program to provide special education and related services to an eligible student with a disability beyond the conventional number of instructional days in a school year and at no cost to the parents. An ESY program must be based on an IEP team decision and meet Idaho standards.
- **Extracurricular activities.** Programs sponsored by a district that are not part of the required curriculum but are offered to further the interests and abilities of students.

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FAPE (see Free Appropriate Public Education).

FERPA (see Family Educational Rights and Privacy Act).

- **Family Educational Rights and Privacy Act (FERPA).** A federal law protecting the privacy of students and parents by mandating that personally identifiable information about a student contained in education records must be kept confidential. FERPA also contains provisions for access to records by parents, students, staff, and others.
- **Fluency disorder.** Stoppages in the flow of speech that are abnormally frequent and/or abnormally long. These interludes take the form of repetitions of sounds, syllables, or single syllable words; prolongations of sounds; or blockages of airflow and/or voicing in speech.
- Free Appropriate Public Education (FAPE). A basic IDEA 2004 requirement which states that special education and related services are provided at public expense (free); in conformity with an appropriately developed IEP (appropriate); under public supervision and direction (public); and include preschool, elementary, and secondary education that meets the education standards, regulations, and administrative policies and procedures issued by the State Department of Education (education).
- **Functional achievement and performance.** Gains made by a student which include programming in community living, reading, communication, self-care, social skills, domestic maintenance, recreation, employment or vocational skills. Also called independent living skills.
- **Functional behavioral assessment (FBA).** A systematic process for defining problem behavior and gathering medical, environmental, social, and instructional information that can be used to hypothesize about the function of student behavior.
- General education curriculum. The curriculum that is designed for all students, usually consisting of a common core of subjects and curriculum areas adopted by a district that are aligned to the Idaho Achievement Standards or district standards. The general education curriculum is defined by either the Idaho Achievement Standards or the district content standards if they are as rigorous.
- General education interventions. Educational interventions designed to address 95% of the students using the core and supplemental curriculum interventions. Such interventions use whole-school approaches, scientifically based programs, and positive behavior supports, including accommodations and instructional interventions conducted in the general education environment. These interventions may also include professional development for teachers and other staff to enable such personnel to deliver scientifically based literacy instruction and/or instruction on the use of adaptive and instructional software.

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- **Goal.** A measurable statement that includes behavior, evaluation procedures and performance criteria and describes what the student is reasonably expected to accomplish from the specialized education program within the time covered by the IEP (generally one year).
- **Graduation.** The point in time when a student meets the district requirements for receipt of a regular high school diploma.
- **Guardianship.** A judicial determination under which a competent adult has the legal right and duty to deal with problems, make decisions, and give consent for an adult with a disability (at least 18 years of age) who cannot act on his or her own behalf. The court will specify the nature and scope of the guardian's authority.
- **Gun-Free Schools Act.** Federal legislation enacted in 1994 requiring school districts and similar public agencies to adopt a policy generally requiring the expulsion from school for a period of not less than one year of any student determined to have brought a weapon to school, although permitting exceptions to be made on a case-by-case basis for students, including students with disabilities whose behavior is determined to be a manifestation of their disability.
- **Health impairment.** An IDEA 2004 disability category in which a student exhibits limited strength, vitality or alertness, including heightened alertness to environmental stimuli that is due to chronic or acute health problems (such as asthma, ADD or ADHD, cancer, diabetes, epilepsy, Fetal Alcohol Syndrome, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, Tourette syndrome and stroke) to such a degree that it adversely affects the student's educational performance.

Health services. See "School health services".

- **Hearing impairment.** An IDEA 2004 disability category in which a student has a permanent or fluctuating hearing loss that adversely affects the student's educational performance but is not included under the category of deafness.
- **Highly Objective Uniform State Standard of Evaluation (HOUSSE).** A rubric developed by the State Department of Education that can be used by a district as one way to determine if a teacher meets the federal definition of being "highly qualified" to teach in a given core academic subject and grade level designation.
- **Highly Qualified.** The standard which personnel must possess with the appropriate certification, endorsement, licensure, coursework, training, skills and qualifications to provide educational services to students.

High school. A high school is any school that contains grade twelve (12). IDAPA 08.02.03 c.iii.

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- **Homeless children and youth.** Children and youth who lack a fixed, regular, and adequate nighttime residence.
- **Honig Injunction.** A court order to remove a special education student from school or current educational placement due to factors of dangerousness. Districts are required to continue with the provision of FAPE.
- **Illegal use of drugs.** The unlawful use, possession or distribution of substances identified under the Controlled Substances Act, but does not include the use of a drug taken under supervision by a licensed health care professional.
- **Independent educational evaluation (IEE).** One or more assessment(s) conducted by a qualified examiner(s) who is not employed by or contracted by the public agency or district responsible for the education of the student in question.
- **Individualized Education Program (IEP).** A written document (developed collaboratively by parents and school personnel) which outlines the special education program for a student with a disability. This document is developed, reviewed and revised at an IEP meeting at least annually.
- **Individualized Education Program (IEP) Team.** A team established by the IDEA 2004 and comprised of the student's general education teacher, a special education teacher, a district representative, parents, the student when appropriate, and other knowledgeable persons. The team is responsible for developing an IEP, determining placement, and reviewing and revising the student's IEP and placement at least annually.
- **Individualized Family Service Plan (IFSP).** A written individualized plan for an infant or toddler with a disability that is developed by a multidisciplinary team, including the parents, reference Public Law 108-446, Section 636(C).
- **Initial provision of service.** The first time that a child with a disability is provided special education services. This is also referred to as the "initial placement" and means the first time a parent is offered special education and related services for their child after an initial evaluation.
- **In-lieu of transportation.** Alternate method of transporting students to and from school.
- **In-school suspension.** A disciplinary technique, considered a less restrictive alternative to sending a student home, that involves excluding the student from the regular classroom and assigning him or her to a temporary location where students work and receive a minimum amount of privileges.
- **Instructional intervention.** An action or strategy based on an individual student's problem that is designed to remedy, improve, or eliminate the identified problem.

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- Intensive Behavioral Intervention (IBI). Individualized, comprehensive, proven interventions used on a short-term, one-to-one basis that produce measurable outcomes which diminish behaviors that interfere with the development and use of language and appropriate social interaction skills or broaden an otherwise severely restricted range of interest. Students who may be eligible for IBI display self-injurious, aggressive or severely maladaptive behavior and severe deficits in the areas of verbal and nonverbal communication, social interaction or leisure and play skills.
- **Interagency agreement.** A written document that defines the coordination between the state and/or public/private agencies and/or districts with respect to the responsibilities of each party for providing and funding programs and services.
- Interim alternative educational setting (IAES). The educational setting in which a district may place a student with a disability, for not more than 45 school days, if the student while at school, on school premises or at a school function carries a weapon or possesses a weapon; possesses, uses, sells or solicits the sale of drugs or controlled substances; or has inflicted serious bodily injury upon another person. An IAES may also be ordered by a due process hearing officer based upon evidence that maintaining the current placement is substantially likely to result in injury to the student or others.
- **Interim IEP.** A short-term IEP with all the components of a standard IEP developed by the IEP team. It may be used for students transferring from other districts pending the development of the standard IEP.
- **Interpreting services.** Oral transliteration services, cued language transliteration services, sign language transliteration and interpreting services, and transcription services, such as communication access real-time translation (CART), C-Print, and TypeWell; and special interpreting services for children who are deaf-blind. (34 CFR §300.34.4.i)
- **Intervention Plan (I-Plan).** An individual intervention plan designed by a team to improve a student's academic performance or behavior through general education interventions. This plan must be documented, and include the development, implementation and monitoring of the plan.
- **Itinerant specialist.** A teacher who normally travels and provides services to students in different schools or in the home or consults with teachers and administrators.
- **Joint custody.** A court order awarding custody of a minor child to both parents and providing that physical and/or legal custody shall be shared by the parents.
- **Joint legal custody.** A court order providing that the parents of a child are required to share the decision-making rights, responsibilities, and authority relating to the health, education, and general welfare of the child.

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- **Joint physical custody.** A court order awarding each of the parents significant periods of time in which a child resides with or is under the care and supervision of each of the parents. The actual amount of time is determined by the court.
- Language impairment. An IDEA 2004 disability category in which a delay or disorder exists in the development of comprehension and/or the uses of spoken or written language and/or other symbol systems and which adversely affects the student's educational performance. A language impairment may involve any one or a combination of the following: the form of language (morphological and syntactic systems); the content of language (semantic systems); and/or the function of language in communication (pragmatic systems).
- Learning disability. An IDEA 2004 disability category in which a specific disorder of one or more of the basic psychological processes involved in understanding or in using spoken or written language may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or do mathematical calculations, adversely affecting the student's educational performance. The term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia. The term does not include a student who has needs that are primarily the result of visual, hearing, or motor disabilities; cognitive impairment; emotional disturbance; or environmental, cultural, or economic disadvantage.
- **Least Restrictive Environment (LRE).** The IDEA 2004 requirement that students with disabilities, including those in public or private institutions or other care facilities, be educated with students who are nondisabled to the maximum extent appropriate.
- Limited English proficient (LEP). Students from language backgrounds other than English who need language assistance services in their own language or in English in the schools and who meet one or more of the following conditions: (1) the student was born outside of the United States or his or her native language is not English; (2) the student comes from an environment where a language other than English is dominant; or (3) the student is American Indian or Alaskan Native and comes from an environment where a language other than English has had a significant impact on his or her level of English language proficiency. The student also has sufficient difficulty speaking, reading, writing, or understanding the English language to deny him or her the opportunity to learn successfully in English-only classrooms.
- **Local Educational Agency (LEA).** A public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary or secondary schools in a city, county, township, school district, or other political subdivision of a State, or for a combination of school districts or counties as are recognized in a State as an administrative agency for its public elementary schools or secondary schools.
- **Manifestation determination.** A determination by the IEP team of whether or not the misconduct of a student with a disability was (1) a demonstration of the disability, that is,

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- an inability to understand impact and consequences or an inability to control behavior; (2) the result of an inappropriate placement; and/or (3) the lack of provision of services consistent with the IEP and placement.
- **McKinney-Vento Homeless Assistance Act.** This law is designed to address the problems that homeless children and youth have faced in enrolling, attending, and succeeding in school. Under this program, state educational agencies (SEAs) must ensure that each homeless child and youth has equal access to the same free, appropriate public education, including a public preschool education, as other children and youth.
- **Mediation.** A voluntary, informal process in which an impartial third party mediator helps parents and district or agency personnel resolve a conflict. Mediation usually results in a written agreement that is mutually acceptable to both parties.
- **Medicaid Services (School-Based).** Those related services, assessment and plan development for students receiving Medicaid which school districts may bill for reimbursement.
- **Medical Services.** Medical services means services provided by a licensed physician to determine a child's medically related disability that results in the child's need for special education and related services, as defined in 34 CFR §300.34(c)(5).
- **Middle school.** A middle school is a school that does not meet the definition of an elementary school and contains grade eight (8) but does not contain grade twelve (12). IDAPA 08.02.03 c.ii.
- **Migrant Student.** A student of compulsory school attendance age who has not graduated from high school or completed a high school equivalency certificate and resides within a family that is composed of migrant fisher or agricultural workers. The student has moved within the preceding 36 months in order for the family to obtain or seek this type of temporary or seasonal employment that is a principal means of livelihood.
- **Monitoring.** An activity conducted by the State Department of Education to review a school district's compliance with federal laws, regulations, and state rules.
- **Multiple disabilities.** An IDEA 2004 disability category in which two or more impairments coexist (excluding deaf-blindness), whose combination causes such severe educational problems that the student cannot be accommodated in special education services designed solely for one of the impairments. Multiple disabilities are generally lifelong, significantly interfere with independent functioning, and may necessitate environmental accommodations and adaptations to enable the student to participate in school and society.
- **Native language.** The language or mode of communication normally used by an individual or, in the case of a student, the language normally used by the student's parents. In direct contact with a student, the native language would be the language or mode of

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communication normally used by the student and not the parents, if there is a difference between the two.

New teacher. A teacher who has less than one year of teaching experience.

- **Nonpublic school.** An educational institution providing instruction outside a public school, including but not limited to a private school or home school.
- **Nonpublic school student.** Any student who receives educational instruction outside a public school classroom, including but not limited to a private school or home school student.
- **Nonprofit.** The term `nonprofit', as applied to a school, agency, organization, or institution, means a school, agency, organization, or institution owned and operated by 1 or more nonprofit corporations or associations no part of the net earnings of which inures, or may lawfully inure, to the benefit of any private shareholder or individual, Public Law 108-446, Section 602 (21).

Nursing Services. See "School health services"

- **Objectives.** Measurable, intermediate steps that describe the progress the student is expected to make toward an annual goal in a specified amount of time; similar to a benchmark.
- **Occupational therapist.** A professional licensed through the Bureau of Occupational Licenses who, in a school setting, is responsible for assessing fine motor skills, including student's use of hands and fingers and developing and implementing plans for improving related motor skills. The occupational therapist focuses on daily living skills such as eating, dressing, schoolwork, play, and leisure.
- Office of Special Education Programs (OSEP). The branch of the Office of Special Education and Rehabilitative Services (OSERS) within the U.S. Department of Education which is responsible for administering programs relating to the free appropriate public education to all eligible beneficiaries.
- Orientation and mobility (O&M) services. Services provided by qualified personnel to blind and visually impaired students to enable these students to attain systematic orientation to and safe movement within the home, school, and community, including teaching (1) spatial and environmental concepts and use of information received by the senses to establish, maintain, or regain orientation and line of travel; (2) use of the long white cane, or a service animal, as appropriate to supplement visual travel skills or as a tool for safely negotiating the environment for students with no available travel vision; (3) understanding and use of remaining vision and distance aids; and (4) other concepts, techniques, and tools.
- **Orthopedic impairment.** An IDEA 2004 disability category that includes physical impairments that adversely affects a student's educational performance and are caused by congenital

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anomaly (e.g., clubfoot, absence of an appendage, etc.); disease (e.g., poliomyelitis, bone tuberculosis, etc.); or from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contracture).

- **Paraprofessional.** A noncertified, nonlicensed individual who is employed by a district and who is appropriately trained and supervised in accordance with state standards to assist in the provision of special education and related services.
- **Parent.** A biological, adoptive or foster parent, a legal guardian, a person acting as a parent, or a surrogate parent who has been appointed by the district. The term "acting as a parent" includes persons such as a grandparent or stepparent with whom the student lives as well as persons who are legally responsible for a student's welfare. The term does not include state agency personnel if the student is a ward of the state. A foster parent may act as a parent if the biological parent's authority to make education decisions on behalf of his or her child has been terminated by legal action and the foster parent meets the criteria outlined in Chapter 11.

Parent and/or Adult student.

- (1) A biological or adoptive parent of a child;
- (2) A foster parent who has lived with the child for 6 or more months;
- (3) A guardian generally authorized to act as the child's parent, or authorized to make educational decisions for the child (but not the State if the child is a ward of the State);
- (4) An individual acting in the place of a biological or adoptive parent (including a grandparent, stepparent, or other relative) with whom the child lives, or an individual who is legally responsible for the child's welfare; or
- (5) A surrogate parent who has been appointed by the school district. If the child is a ward of the state, the judge overseeing the child's case may appoint the surrogate. The surrogate may not be an employee of the state or local education agency or any other agency that is involved in the education or care of the child, has no personal or professional interest which conflicts with the interest of the child, has knowledge and skills that ensure adequate representation of the child.
- **Part B.** Part of the IDEA 2004 that relates to the assistance to states for the education of students with disabilities who are ages 3 through 21. Part B is administered by the State Department of Education and carried out by school districts and other public agencies.
- **Part C.** Part of the IDEA 2004 that relates to the assistance to states for the education of children with disabilities and the early intervention programs for infants and toddlers, ages birth through 2, with disabilities. In Idaho, Part C is administered by the Department of Health and Welfare.
- **Peer-reviewed research.** A higher level of non-biased research, which has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective and scientific review.

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- **Personally identifiable information.** Includes but not limited to, student's name, name of parent or other family member, address of student or family, social security number, student number, list of personal characteristics that would make the student's identity easily traceable, or other information that would make it possible to identify the student with reasonable certainty.
- **Phonology.** The process used in our language that has common elements (sound patterns) which affect different sounds.
- **Phonology disorders.** Phonology disorders are errors involving phonemes, sound patterns and the rules governing their combinations.
- **Physical therapist.** A professional licensed through the Bureau of Occupational Licenses who, in the school setting, assesses students' needs and provides interventions related to gross motor skills. In working with students with disabilities, the physical therapist provides treatment to increase muscle strength, mobility, endurance, physical movement and range of motion; improve posture, gait and body awareness; and monitor function, fit and proper use of mobility aids and devices.
- **Plan for Improving Results (PIR).** A plan developed collaboratively between the SDE and a district to address needs identified as a result of the district's self-evaluation and/or an SDE monitoring visit.
- **Positive Behavioral Supports (PBS).** Positive reinforcers, rewards or consequences provided to a child for specific instances of behavior that impedes learning or the learning of others (or refraining from behavior) as appropriate for the purpose of allowing the student to meet his or her behavioral goals/benchmarks.
- **Power of attorney.** The designation, in writing, by a competent person of another to act in place of or on behalf of another person.
- **Present level of performance.** A statement of the student's current level of achievement or development in an area of need and how the student's disability affects his or her involvement and progress in the general education curriculum offered to students without disabilities.
- **Private school.** A school that is not funded by or under federal or state control or supervision.
- Problem-solving team. A general education team established at the local level, whose name may vary, with the purpose to problem solve regarding the educational needs of any student. Procedures, meeting schedules, and team membership are established locally. The team is likely to include general educators and administrators and could include counselors, specialists, and special education personnel. Parent participation is valuable, but not required.

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- **Procedural safeguards.** The formal requirements of Part B of the IDEA 2004 that are designed to allow a parent/adult student to participate meaningfully in decisions concerning an appropriate educational program for a student with a disability and, if necessary, dispute such decisions. Also referred to as special education rights.
- **Professional Development.** High-quality comprehensive programs that are essential to ensure that persons responsible for the education or transition of students with disabilities possess the skills necessary to address the educational and related needs of these students. These should be scientifically-based and reflect successful practices including strategies for recruiting, hiring, preparing and retaining personnel.
- **Psychosocial Rehabilitation (PSR).** These services assist the student in gaining and utilizing skills necessary to participate in school, such as training in behavior control, social skills, communication skills, appropriate interpersonal behavior, symptom management, activities of daily living, study skills, and coping skills. This service is to prevent placement of the student into a more restrictive educational situation.
- **Public expense.** When a district or public agency either pays for the full cost of an evaluation or special education services or ensures that it is otherwise provided at no cost to the parent; for example, through joint agreements with other state agencies.
- **Reading Components.** The term "reading" means a complex system of deriving meaning from print that requires all of the following skills, which are the essential components of reading instruction:
 - (1) Phonemic awareness: The skills and knowledge to understand how phonemes, or speech sounds, are connected to print;
 - (2) Phonics: The ability to decode unfamiliar words;
 - (3) Reading fluency: The ability to read fluently;
 - (4) Vocabulary development: Sufficient background information and vocabulary to foster reading comprehension; and
 - (5) Reading comprehension: The development of appropriate active strategies to construct meaning from print.
- **Reasonable measures.** A combination of recorded written and/or oral documentation to meet notification requirements of the district to parents/adult students.

Reasonable time. A period of approximately 10 calendar days.

Reevaluation. A periodic evaluation conducted at least every three years, or more frequently if conditions warrant, or if the student's parent or teacher requests an evaluation of a student already identified as eligible for services under the IDEA 2004. Reevaluations may occur not more than once a year, unless the parent and the district agree otherwise.

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- **Related services.** Refers to transportation and such developmental, corrective, and other supportive services required to assist a student with a disability to benefit from special education and includes the following: speech therapy, language therapy, audiology services, psychological services, physical therapy, occupational therapy, recreation, therapeutic recreation, early identification and assessment of disabilities in children, counseling services, rehabilitation counseling, orientation and mobility services, interpreting services, medical services for diagnostic or evaluation purposes, school health/nursing services (excluding surgically implanted medical devices), social work services in schools, and parent counseling and training.
- **Response to Intervention (RTI).** A formal process for evaluating student response to scientifically research-based interventions, consisting of the core components of: (1) problem identification, (2) problem analysis, (3) applying research-based interventions, and (4) progress monitoring/decisions rules.
- **Resolution session.** A preliminary meeting involving the parents, relevant members of the IEP team, and a representative of the district who has decision-making authority, required prior to a due process hearing.
- **School age.** Includes all persons 5 (i.e., turns 5 on or before September 1) through 21 years who reside in Idaho. For students with disabilities who qualify for special education and related services under the IDEA 2004, school age begins at age 3 and continues through the semester of school in which the student attains the age of 21.
- **School day.** Any day, including a partial day, that students are in attendance at school for instructional purposes.
- School health services. School health services and school nurse services means health services that are designed to enable a child with a disability to receive FAPE as described in the child's IEP. School nurse services are services provided by a qualified school nurse. School health services are services that may be provided by either a qualified school nurse or other qualified person.
- **School psychologist.** A professional who holds an Idaho Pupil Personnel Services Certificate with an endorsement in Psychology and is charged with the responsibility to conduct assessments and determine a student's cognitive, academic, social, emotional, and/or behavioral functioning. This professional also provides direct services to students, consults with district staff, and may be a member of the evaluation and/or IEP team.
- Scientifically-Based Research (SBR). The term scientifically-based research means research that applies rigorous, systematic, and objective procedures to obtain valid knowledge relevant to core academic development, instruction, and difficulties; and includes research that: (a) employs systematic, empirical methods that draw on observation or experiment; (b) involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn; (c) relies on measurements or

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observational methods that provide valid data across evaluators and observers and across multiple measurements and observations; and (d) has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.

- **Screening.** An informal, although organized process, of identifying students who are not meeting or who may not be meeting Idaho Content Standards.
- **Secondary school.** The term `secondary school' means a nonprofit institutional day or residential school, including a public secondary charter school, that provides secondary education, as determined under State law, except that it does not include any education beyond grade 12, 34 CFR §300.36. The term "secondary school" is not defined in Idaho Code, see "high school."
- **Secular.** An adjective used to describe a private, non-religious educational entity.
- **Serious Bodily Injury (SBI).** Bodily injury which involves (a) a substantial risk of death; (b) extreme physical pain; (c) protracted and obvious disfigurement; or (d) protracted loss or impairment of the function of bodily member, organ, or mental faculty.
- **Services Plan** (SP). Services plan means a written statement that describes the special education and related services the LEA will provide to a parentally-placed child with a disability enrolled in a private school who has been designated to receive services, including the location of the services and any transportation necessary, consistent with Section 34 CFR §300.132, and is developed and implemented in accordance with Sections 34 CFR §300.137 through 34 CFR §300.139, 34 CFR §300.37.
- **Setting.** The location where special education services occur.
- **Social worker.** A professional who holds an Idaho Pupil Personnel Services Certificate with an endorsement in Social Work and helps students and teachers address social and emotional issues. This professional may be a member of the evaluation and/or IEP team.
- **Socially maladjusted.** A child who has a persistent pattern of violating societal norms with truancy, substance abuse, a perpetual struggle with authority, is easily frustrated, impulsive, and manipulative, <u>Doe v. Board of Education of the State of Connecticut</u>, (D. Conn. Oct. 24, 1990).
- **Special education.** Specially designed instruction or speech/language therapy at no cost to the parent to meet the unique needs of a student with a disability including instruction in the classroom, the home, hospitals, institutions, and other settings; instruction in physical education; speech therapy and language therapy; transition services; travel training; assistive technology services; and vocational education.

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- **Special educational placement.** Refers to the provision of special education services, rather than a specific place, such as a specific classroom or school. The balance of setting and services to meet an individual student's needs.
- **Specially designed instruction.** Adapting the content, methodology, or delivery of instruction to address the unique needs of an eligible student that result from the student's disability and to ensure access to the general education curriculum so that the student can meet the education standards of that district that apply to all students.
- **Speech impairment.** An IDEA 2004 disability category that includes articulation/phonology, voice, and fluency disorders.
- **Speech-language pathologist.** A professional holding an Idaho Pupil Personnel Services Certificate who can assess and treat persons with speech, language, voice, and fluency disorders. This professional coordinates with and may be a member of the evaluation and IEP teams.
- **Student (School Age).** For resident children with disabilities who qualify for special education and related services under the federal individuals with disabilities education act (IDEA) and subsequent amendments thereto, and applicable state and federal regulations, "school
 - age" shall begin at the attainment of age three (3) and shall continue through the semester of school in which the student attains the age of twenty-one (21) years.
- **Stay put.** A requirement that a district or agency maintain a student with a disability in his or her present educational placement while a due process hearing or subsequent judicial proceeding is pending unless the parties agree otherwise.
- **Substantial evidence.** A legal term that means "beyond a preponderance of the evidence" or "beyond more likely than not."
- **Summary of Performance (SOP).** A document given to secondary students when a student exits special education as a result of earning a diploma or aging out. This document describes the academic achievement and functional performance along with recommendations to assist the student in meeting post secondary goals.
- **Supplementary aids and services.** Accommodations and adaptations that must be made to the general education classroom and/or curriculum to ensure the satisfactory participation of a student with a disability, including supports to the general education teacher.
- **Surrogate parent.** An individual assigned and trained by a district or an agency to assume the rights and responsibilities of a parent under the IDEA 2004 when no parent can be identified or located for a particular student or when the child is a ward of the state.

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Suspension. A temporary stop, delay, interruption, or cessation of educational services.

- **Traditional public school**. "Traditional public school" means any school existing or to be built that is operated and controlled by a school district in this state, Idaho Statute, Chapter 33-5202A(7).
- **Transition Services.** A coordinated set of activities for a student with a disability designed within an outcome-oriented process. Services are based on individual student needs addressing instruction, related services, community experiences, employment, postschool adult living objectives, and, when appropriate, acquisition of daily living skills and functional vocational evaluation.
- **Traumatic brain injury (TBI).** An IDEA 2004 disability category that refers to an injury to the brain caused by an external physical force and resulting in a total or partial functional disability or psychosocial impairment, or both, that adversely affects educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas such as cognition, language, memory, attention, reasoning, abstract thinking, judgment, problem solving, sensory perception and motor abilities, psychosocial behavior, physical functions, information processing, and speech. The term does not apply to congenital or degenerative brain injuries or to brain injuries induced by birth trauma.
- **Travel training.** Instruction to students with significant cognitive disabilities and any other students with disabilities who require instruction to enable them to develop an awareness of the environment in which they live and to learn the skills necessary to move effectively and safely from place to place within the home, school, and community.
- **Twice Exceptional**. Twice exceptional students are identified as gifted and talented in one or more areas of exceptionality (specific academics, general intellectual ability, creativity, leadership, visual or performing arts) and also identified with a disability defined by State eligibility criteria (LD, ED, Autism, Orthopedic Impairments, or ADHD) that qualifies the student for an IEP or a 504 plan.
- **Unilateral placement.** A decision by a parent, at his or her own discretion, to remove his or her child with a disability from a public school and enroll the student in a private facility because the parent believes that the district did not provide FAPE in a timely manner.
- **Universal Design.** A concept or philosophy for designing and delivering products and services that are usable by people with the widest possible range of functional capabilities, which include products and services that are directly usable (without requiring assistive technologies) and products and service that are made usable with assistive technologies.
- **Visual impairment including blindness.** An IDEA 2004 disability category characterized by an impairment in vision that, even with correction, adversely affects a student's educational performance. The term includes partial sight, which refers to the ability to use vision as

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one channel of learning if educational materials are adapted, and blindness, which refers to the prohibition of vision as a channel of learning, regardless of the adaptation of materials.

- **Voice disorder.** An IDEA 2004 disability category that refers to the absence or abnormal production of voice quality, pitch, intensity, or resonance. Voice disorders may be the result of a functional or an organic condition.
- **Voluntary enrollment in a private placement.** Enrollment by a parent of a student with a disability in a private facility or home school for religious, philosophical, curricular, or other personal reasons.
- Ward of the State. A child who, as determined by the State where the child resides, is a foster child (unless the foster parent meets the definition of a parent in Section 34 CFR §300.30), a ward of the State, or in the custody of a public child welfare agency. (34 CFR §300.45)

Weapon. See "Dangerous Weapon."

Written notice. A written statement provided by the district to a parent/adult student within a reasonable amount of time proposing or refusing to initiate or change the identification, evaluation, educational placement, or the provision of FAPE.

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CHAPTER 1 OVERVIEW

LEGAL CITATIONS

Section	Topic	IDEA	Idaho Code/IDAPA
	1	Regulations	
		34 CFR §	
1.	Child Find	300.111	IDAPA 08.02.03.109.02.a
1.		500.111	IDAPA 08.02.03.109.02.d
2.	Procedural Safeguards	300.504	IDAPA 08.02.03.109.05
		300.121	
3.	Student Eligibility under the IDEA	300.8	Idaho Code 33-2001(3)
	2004	300.122	Idaho Code 33-2001(5)
			IDAPA 08.02.03.109.03
			IDAPA 08.02.03.109.01.g
4.	Free Appropriate Public Education	300.17	Idaho Code 33-201
		300.101	Idaho Code 33-2002
		300.102	Idaho Code 33-2009
		300.148	Idaho Code 33-2010
		300.304	Idaho Code 20-504a(3)
			IDAPA 08.02.03.109.02.c
5.	District Programs and Services		Idaho Code 33-2002
5A	Educational Programs & Services	300.110	
5B	Physical Education	300.108	
5C	Nonacademic & Extracurricular	300.107	
	Services and Activities	300.117	
6.	Individualized Education Program	300.22	IDAPA 08.02.03.109.04
		300.320-300.324	
7.	Least Restrictive Environment	300.114-300.120	IDAPA 08.02.03.109.04.c
8.	Summary of Activities that May Lead		
	to Special Education Services		
8A	General Education Interventions	300.302	IDAPA 08.02.03.109.02.i
8B	Referral to Consider a Special	300.301	
	Education Evaluation		
8C	Written Notice and Consent	300.300	
		300.503-300.504	
		300.622	
8D	Evaluation & Eligibility	300.301	Idaho Code 33-2002
	Determination	300.304-300.307	IDAPA 08.02.03.109.03
		300.309-300.311	
		300.112	
8E	IEP Development & Implementation	300.320-300.324	IDAPA 08.02.03.109.04
		300.112	
8F	Review & Revision of IEP and	300.324	IDAPA 08.02.03.109.04(a)
	Placement Decision	300.116	

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8G	Reevaluation	300.303	
		300.305	
8H	Discontinuation of Services	300.102 (a)	IDAPA 08.02.03.109.07
		300.305(e)(2)	

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CHAPTER 2 FREE APPROPRIATE PUBLIC EDUCATION (FAPE) LEGAL CITATIONS

Section	Topic	IDEA	Idaho Code/IDAPA
		Regulations	
		34 CFR §	
1.	Definition of FAPE	300.17	
2.	FAPE Considerations		Idaho Code 33-201
2A	District Obligation	300.101	Idaho Code 33-2002
		300.226 (c)	Idaho Code 33-2009
2B	Limit to District Obligation When	300.132	Idaho Code 33-2010
2C	District Obligation to Provide FAPE	300.102	Idaho Code 20-504a
	ends		IDAPA 08.02.03.109.02.c
2F	Applicability to Charter &	300.209	
	Alternative Schools		
2G	Applicability to Detained Youth	300.149 (c-d)	
		300.102	
2H	Using Public & Private Insurance	300.154	
	Funds to Provide FAPE		

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CHAPTER 3 CHILD FIND

LEGAL CITATIONS

Section	Topic	IDEA	Idaho Code/IDAPA
		Regulations	
		34 CFR §	
1.	District Responsibility	300.111	IDAPA 08.02.03.109.02.a
		300.131	IDAPA 08.02.03.109.02.c
			IDAPA 08.02.03.109.02.d
2.	Locating Students		Idaho Code 16-103
2A	Coordination	300.124	
		300.154	
2B	Public Awareness	300.111	
3.	Identification		IDAPA 08.02.03.109.02.i
3A	Screening	300.302	IDAPA 08.02.02.140
3B	General Education Intervention	300.226	
4.	Referral to Consider a Special		IDAPA 08.02.03.109.02.a
	Education Evaluation		
4A	Evaluation Team	300.306	
		300.308	
4B	Referral	300.301	
		300.302	
		300.309	
		300.305	
		300.504	
		300.174	

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CHAPTER 4 ELIGIBILITY

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Section	Topic	IDEA	Idaho Code/IDAPA
		Regulations	
		34 CFR §	
1.	Evaluation Team	300.301	
		300.15	
		300.8	
		300.39	
		300.304(b)	
2.	Purpose of an Evaluation	300.116	
3.	Written Notice and Consent for	300.503	
	Assessment	300.9	
		300.300	
		300.302	
4.	Information from Other Agencies or	300.622	
	Districts	99 FERPA	
5.	Evaluation and Eligibility	300.301	IDAPA 08.02.03.109.04
	Determination Procedures	300.39	IDAPA 08.02.03.109.01.g
		300.8	IDAPA 08.02.03.109.03
		300.304-300.311	
6.	Reevaluation and Continuing	300.300	
	Eligibility	300.303	
		300.305	
		300.324	
7.	State Eligibility Criteria	300.8	IDAPA 08.02.03.109.03

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CHAPTER 5 INDIVIDUALIZED EDUCATION PROGRAMS

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Section	Topic	IDEA	Idaho Code/IDAPA
		Regulations 34 CFR §	
1.	IEP Initiation	Ü	
	IEP Definition	300.22	IDAPA 08.02.03.109.04
	Special Education Definition	300.39	
	IÊPs	300.320-300.324	
	Meeting Definition	300.501.3	IDAPA 08.02.03.111.04
	When IEP must be in effect	300.323(c)(2)	
	Determination of Eligibility	300.306	IDAPA 08.02.03.107.05
	Development, review, revision	300.324	
	IEP Team	300.321	
	IEP Team Attendance	300.321(e)	
	Private School Representative	300.325.(a)(2)	
	General Education Teacher	300.324(a)(3)	
	Consolidation of Meetings	300.321(a)(5)	
	Invitation to IEP Meeting	300.322	
	Invitation to Student	300.321(b)	
	Invitation Requirements at 16	300.322(b)(2)	
	Alternative Participation	300.328	
	Language of Construction	300.320(d)	
2.	IEP Development	300.320-300.325	IDAPA 08.02.03.109.04
2A	IEP Contents	300.320	
	Progress toward Goals	300.320(a)(3)	
	Related Services	300.34	IDAPA 08.02.03.102.01
	Medicaid or Insurance	300.154	IDAPA 08.02.03.200
	Supplementary Aids, Services	300.42	IDAPA 08.02.03.210
	Accommodations	300.320(a)(6)	
	Assistive Technology	300.5-300.6	IDAPA 08.02.03.211
			Idaho Code 33-1304
	Assistive Technology in the Home	300.105(b)	IDAPA 08.02.03.112
	Universal Design	300.44	ID A DA 00 02 02 100 07
	Hearing Aids and Devices	300.113	IDAPA 08.02.03.109.05
	Extended School Year	300.106	IDAPA 08.02.03.105.05
	Least Restrictive Environment	300.114-300.116	IDAPA 08.02.03.104.02
	Parents as part of Decision	300.327	Idaho Code 33-2002(4)
	Disciplinary Placement	300.536	IDADA 00 02 02 100 07
	Parent Objection to IEP	200.42	IDAPA 08.02.03.109.05
	Transition Services	300.43	
	Consent for Services	300.300(b)	
	Consent for Reevaluation	300.300(c)	
	Summary of Performance	300.305(e)	

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-	Λ	fter the Meeting	300 323(d)	
	А	After the Meeting	300.323(u)	
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CHAPTER 6 LEAST RESTRICTIVE ENVIRONMENT

LEGAL CITATIONS

Section	Topic	IDEA	Idaho Code/IDAPA
		Regulations	
		34 CFR §	
	Overview	300.114	IDAPA 08.02.03 (04) (c)
1.	Least Restrictive Environment		
	Considerations		
1A	When to Make and Review Placement	300.116 (b) (1)	
	Decisions	(2)	
1B	Considerations in Placement	300.116	
	Decisions		
1C	Documentation of Placement	300.120	
	Decisions		
2.	District Responsibility for Continuum of Services	300.116	

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CHAPTER 7 DISCONTINUATION OF SERVICES, GRADUATION, AND GRADING LEGAL CITATIONS

Section	Topic	IDEA Regulations 34 CFR §	Idaho Code/IDAPA
1. 1A	Discontinuation of Services Students Who Are No Longer Eligible for Services	300.305 300.306 300.102 (a) (3) (i-ii) 300.503	Idaho Code 33-201
1B	Change in District Obligation to Provide Services		Idaho Code 33-209
1C	Request for Withdrawal from Special Education	300.305 300.306 300.503	
2. 2A	Graduation Individualized Education Program Team Requirements regarding Graduation	300.306 300.102. (a) (3) (i-iii) 300.320 (a) (7) (b) (2)	IDAPA 08.02.03. 109.07
2B	Graduation Ceremonies		
3.	Transcripts and Diplomas		IDAPA 08.02.03.105.03 IDAPA 08.02.03.109.07 IDAPA 08.02.03.107.c Letter to Runkel, 25 IDELR 387 (OCR 1996)
4.	Grades, Class Ranking, and Honor Roll		Letter to Runkel, 25 IDELR 387 (OCR 1996)

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CHAPTER 8 CHARTER SCHOOLS

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Section	Topic	IDEA	Idaho Code/IDAPA
Section	Topic	Regulations	Taurio Code/15/11/1
		34 CFR §	
1.	Definition and Parent/Student Rights	5+ C1 K §	Idaho Code 33-5205
1.	Definition of Charter Schools		Idaho Code 33-5206
1A	Berning of Charter Schools	300.7	Idano Code 33 3200
171	The Rights of Charter School	300.7	
1B	Students and Their Parents	300.209(a)	
12	Students and Then Tarents	500.205(u)	
2.	Responsibility for Services	300.2	Idaho Code 33-5205
2A	Charter School Authorized by the	300.209(b)	
	District		
2B	Charter School Operating as an LEA	300.209(c)	
	1 8		
3.	Essential Components of a Special	300.209	Idaho Code 33-5205
	Education Program		IDAPA 08.02.03.109.02.c
	_		IDAPA 08.02.04.201.01
			IDAPA 08.02.04.202
			IDAPA 08.02.04.203.02
			IDAPA 08.02.04.300.02
			IDAPA 08.02.04.301.01
4.	Charter Schools and Dual Enrollment		Idaho Code 33-203
			Idaho Code 33-2002
5.	Funding		
5A	State Funds		Idaho Code 33-5208
			Idaho Code 33-1002B
			Idaho Code 33-2004
			Idaho Code 33-2005
5B	Federal Funds	300.704(b)(4)(ix)	Idaho Code 33-5208 (8)
		300.705	
		300.209	

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CHAPTER 9 PRIVATE SCHOOL STUDENTS

LEGAL CITATIONS

Section	Topic	IDEA	Idaho Code/IDAPA
Section	Topic	Regulations	Idano Code/IDAFA
		34 CFR §	
Overview	Private School Students	300.2-300.146	
1.	Definitions	300.2-300.140	
1.	Private School		
		200.12	
	Elementary School	300.13	
1 4	Secondary School	300.36	
1A	Definition of Voluntary Enrollment	300.130	
1D	by a Parent	200 145	
1B	Definition of District Placement	300.145	
1C	Definition of Students with	300.148	
	Disabilities Enrolled by their Parents		
	when FAPE is an Issue		
2.	Students Voluntarily Enrolled by		
2.	Parents		
2A	District Consultation	300.134	
2A 1	Child Find	300.134 (a)	IDAPA 08.02.03.109.05
2A 1 2A 2	Proportionate Share of Funds	300.134 (a) 300.133 (b)	IDAI A 08.02.03.109.03
2A 2 2A 3	Determination of Special Education	300.133 (d)	
2A 3	and Related Services	300.133 (d)	
2A 4	On-going Communication	300.134 (c)	
2A 5	Written Affirmation	300.135 (a-b)	
2A 6	District Decisions	300.137 (b) (2)	
2A 7	Written Explanation by the District	300.134 (e)	
	Regarding Services		
2B 1	Compliance with the Consultation	300.136 (a) (1-2)	
	Process		
2B 2	Procedures for Complaint	300.136 (b) (1-3)	
2C	Child Find Requirements	300.111 (1) (i-ii)	
2D	Annual Count of Eligible Students	300.131 (a-f)	
		300.133 (c) (1-2)	
2E	Provision of Services	300.137 (a)	
2E 1(a-e)	District Responsibilities	300.138 (a) (1-2)	
		300.138 (c) (2)	
		300.134 (c-d)	
		(1-3)	
		300.148	
2E 2	Eligibility for Services	300.132 (a-b)	
(a-c)		300.138 (2) (b)	
2E 3 (a)	Service Plan Development	300.132 (b)	
(1-5)	•	300.136	

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		300.138 (2) (b)
		300.320
		300.323 (b)
		300.139 (b) (1)
		(i)
		300.139 (b) (2)
2F	Dispute Resolution	300.140 (a-c)
2G	Determining the Proportionate	300.133
	Funding for Private School Students	300.139 (2)
2H	Expenditure Guidelines	300.144
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CHAPTER 10 IMPROVING RESULTS

LEGAL CITATIONS

Section	Topic	IDEA	Idaho Code/IDAPA
	-	Regulations	
		34 CFR §	
1.	Monitoring Priorities and Indicators	300.600-604	
2.	Early Intervening Services	300.226	
		300.205 (d)	
		300.226 (c)	
		300.226 (a)	
		300.208 (a) (2)	
		300.226 (b)	
		300.226 (a)	
		300.711	
3.	Personnel	300.156	
		300.704 (b) (4)	
		(vii)	

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CHAPTER 11 PROCEDURAL SAFEGUARDS

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Section	Topic	IDEA Regulations 34 CFR §	Idaho Code/IDAPA
1.	Procedural Safeguards Notice	0	
1A	Contents		
1B	When is Provided	300.504	
2.	Domestic Considerations		
2A	Parent	300.30	
2B	Surrogate Parent	300.519	
		300.639	
2C	Transfer of Rights	300.320	
2D	Emancipated Minors		
2E	Ward of the State	300.030	
2F	Child Custody		Idaho Code 32-717A
			Idaho Code 32-717B
3.	Informed Consent		
3A	Definition	300.9	
3B	Actions Requiring Consent	300.300	
3C	When Consent Not Required	300.300(d)	
3D	Refusal to Give Consent	300.300	
3E	Failure to Respond for Consent	300.300	
3F	Revoking Consent	300.300	
4.	Written Notice		
4A	Definition	300.503	
4B	Criteria for Written Notice	300.503	
4C	Written Notice is Required	300.504	
4D	Written Notice not Required	300.300	
4E	Content of Written Notice	300.503	
4F	Objection to District Proposal		IDAPA 08.02.03.109.05a
5.	Confidentiality and Access to Records		
5A	Definition	300.611	IDAPA 08.02.03.109.05k
			34 CFR 99.3 (FERPA)
5B	Protection of Records	300.610	34 CFR 99.7 (FERPA)
		300.622	34 CFR 99.10d (FERPA)
			34 CFR 99.11 (FERPA)
5C	Access to Records	300.613	IC 32-717A
		300.616	
5D	Disclosure Not Requiring Consent		34 CFR 99.31
5E	Destruction of Records	300.611	34 CFR 81(GEPA)
		300.624	34 CFR 76 (EDGAR)

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5F	Request for Amendment of Records	300.618	
5G	District Hearings	300.619	34 CFR 99.22 (FERPA)
		300.620	
		300.621	
5H	Student Rights	300.625	34 CFR 99.5a (FERPA)
6.	Independent Educational Evaluations		
6A	Definition	300.502	
6B	Right to an IEE	300.502(b)	
6C	Procedures for Requesting an IEE	300.502	IDAPA 08.02.03.109.05j
6D	District Responsibility	300.502	
6E	Consideration of Results	300.502	

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CHAPTER 12 DISCIPLINE

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Section	Topic	IDEA Regulations 34 CFR §	Idaho Code/IDAPA
Overview	Discipline	300.530-300.536	Idaho Code 33-205
1.	General Discipline Guidelines	300.530(b) 300.534	Idaho Code 33-205
2.	Actions Involving a Change of Placement	300.530(d) 300.530(e) 300.536	
2A	District Actions Resulting in a Change of Placement	300.530(g) 300.536	
2B	Hearing Officer Actions Resulting in a Change of Placement	300.531	
2C	Court Actions Resulting in a Change of Placement (Honig Injunction)	Part 300 Summary of Changes Pg. 12415 Questions #3	
3. 3A	FAPE Considerations District Actions When There is Not a Change of Placement	300.530(a) 300.530(d)	
3B	District Actions When There is a Change of Placement	300.530(d) 300.530(e)	
3C	FAPE Requirements in an IAES	300.530(d)	
3D	Transportation		Idaho Code 33-1501
4.	Procedures for a Manifestation Determination		
4A	Actions Involving a Manifestation Determination	300.530(e)	
4B	When Behavior is a Manifestation of the Disability	300.530(f)	
4C	When Behavior is Not a Manifestation of Disability		Idaho Code 33-205
5. 5A	Other Considerations Request for an Expedited Hearing	300.532(a) 300.532(c) 300.533	

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5B	Protections for Students Not Yet	300.534	
5C	Eligible for Special Education Parent/Adult Student Request for Evaluation of a Disciplined	300.534(d)	
5D	Student Referrals to and Action by Law Enforcement and Judicial	300.535(a)	Idaho Code 330-209
5E	Authorities Transfer of Discipline Records	300.535(b)	

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CHAPTER 13 DISPUTE RESOLUTION

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Section	Topic	IDEA Regulations 34 CFR §	Idaho Code/IDAPA
1.	IEP Facilitation		
1A	Definition		
1B	IEP Facilitation Request		
2.	Mediation		
2A	Definition	300.506	
2B	Mediation Policies	300.506	IDAPA 08.02.03.109.05.b
2C	Contracted Mediators	300.506	
2D	Confidentiality	300.506	
2E	Mediation Agreement	300.506	
3.	Formal Complaints		
3A	Filing Complaint	300.151	
3B	SDE Complaint Procedures	300.152	
3C	Methods of Resolving	300.151	
4.	Due Process Hearings		
4A	Definition	300.507	IDAPA 08.02.03.109.05.c
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Chapter 1 OVERVIEW

The education of students with disabilities is firmly rooted in the constitutional guarantees involved in the "protection of vulnerable minorities." This relationship means that the provision of services to students with disabilities is a basic civil right protected by the Constitution. Three federal laws have been passed to ensure these constitutional guarantees for individuals with disabilities:

- ▶ the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004)
- ▶ Section 504 of the Rehabilitation Act of 1973 (Section 504)
- the Americans with Disabilities Act of 1990 (ADA)

The reauthorization of the IDEA 2004 was aligned with the Elementary and Secondary Education Act of 2001—also known as the No Child Left Behind (NCLB) Act. The IDEA 2004 preserves the basic structure and civil rights of previous reauthorizations and emphasizes both *access* to education and *improved results* for students with disabilities based on data and public accountability.

This manual provides detailed information regarding district responsibilities under the IDEA 2004 and the IDEA regulations of 2006, which took effect on October 13, 2006.

Section 1. Child Find

The district is responsible for establishing and implementing an ongoing Child Find system. Child Find activities are conducted (1) to create public awareness of special education programs, (2) to advise the public of the rights of students, and (3) to alert community residents of the need for identifying and serving students with disabilities from the age of 3 through the semester in which they turn 21.

The district is also responsible for coordinating with the Department of Health and Welfare regarding the Child Find system for children ages birth through 2 years. The Child Find system includes children with disabilities who are homeless, as defined by the McKinney-Vento Homeless Act (see Glossary), wards of the state, or attending private schools, regardless of the severity of the disability.

See Chapter 3 for more information on Child Find.

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Section 2. Procedural Safeguards

A parent and/or adult student has specific procedural safeguards assured by the IDEA 2004 and state law. The district provides a document titled *Procedural Safeguards Notice* to parent and/or adult students that contain a full explanation of special education rights.

See Chapter 11 for more information on procedural safeguards.

Section 3. Student Eligibility under the IDEA 2004

The existence of a disability or medical diagnosis does not, by itself, mean that a student is eligible under the IDEA 2004. To be eligible for services under the IDEA 2004, a student must have a disability that:

- 1. meets the state disability criteria;
- 2. adversely affects educational performance; and
- 3. results in the need for special education, that is, specially designed instruction.

The process used to make this determination is called "eligibility evaluation." During an eligibility evaluation, an evaluation team (which includes educators and the parent and/or adult student) reviews information from multiple sources including, but not limited to, general education interventions, formal and informal assessments, and progress in the general curriculum.

See Chapter 4 for more information on eligibility and evaluation.

Section 4. Free Appropriate Public Education (FAPE)

The local education agency (district) is required to ensure that a free appropriate public education (FAPE) is available to students who reside in the district and are eligible for special education. FAPE is individually determined for each student that qualifies for special education. FAPE *must* include special education in the least restrictive environment (LRE) and *may* include related services, transition services, supplementary aids and services, and/or assistive technology devices and services. A definition of each of these terms can be found in the glossary.

See Chapter 2 for more information on FAPE.

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Section 5. District Programs and Services

The district shall ensure that the same array of academic, nonacademic, and extracurricular activities and services is available to students with disabilities as is available to students without disabilities.

A. Educational Programs and Services

The district shall take steps to ensure that students with disabilities have the variety of educational programs and services that are available to all other students served by the district. These may include art, music, industrial arts, consumer and homemaking education, vocational education, and other programs in which students without disabilities participate.

B. Physical Education

Physical education services, specially designed if necessary, shall be made available to every student with a disability receiving FAPE, unless the public agency enrolls children without disabilities and does not provide physical education to children without disabilities in the same grades.

C. Nonacademic and Extracurricular Services and Activities

The district shall take steps, including the provision of supplementary aids and services determined appropriate and necessary by the student's Individualized Education Program (IEP) Team, to provide nonacademic and extracurricular services and activities in a manner that affords students with disabilities an equal opportunity to participate in those services and activities. This includes counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the district, referrals to agencies that provide assistance to persons with disabilities, and employment of students, including both employment by the district and assistance in making outside employment available.

Section 6. Individualized Education Program (IEP)

The IEP is a document that outlines how a particular student with a disability will receive a free appropriate public education (FAPE) in the least restrictive environment (LRE). It is a working document that can be amended as the student's needs change. The IEP is created collaboratively by IEP team members, including parents, the student, if appropriate, the student's teachers and other district personnel.

See Chapter 5 for more information on IEP development.

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Section 7. Least Restrictive Environment (LRE)

The IDEA 2004 states that, to the maximum extent appropriate, students with disabilities are to be educated with students who are not disabled. The IEP team should consider what constitutes LRE for the individual student. This includes considering that a continuum of alternative placements is available to meet the needs of children with disabilities and for special education and related services.

See Chapter 6 for more information on LRE.

Section 8. Summary of Activities That May Lead to Special Education Services

This section describes the steps that may lead to special education services. The activities that are within each step are often sequential, but could occur simultaneously. The process might occur in a different sequence for emergency or interim placements. A flowchart of these steps is provided at the end of this chapter.

A. General Education Interventions (carried out by the problem-solving team)

A general education problem-solving team addresses student learning needs and ensures that referrals to consider special education are appropriate. The general education problem-solving process may include early intervening services based on whole-school approaches such as: a three-tiered model using scientifically based reading (and other content area) programs, positive behavior supports, and a response-to-intervention system. Accommodations and instructional interventions shall be attempted during the problem-solving process. These accommodations and interventions shall be of sufficient scope and duration to determine the effects on the student's educational performance and shall be clearly documented.

If the student shows adequate progress with general education interventions and accommodations, a referral to consider a special education evaluation may be unnecessary. However, if general education interventions and accommodations need to be provided on an ongoing basis or if the student shows limited or no progress *and* the student's performance is significantly discrepant from peers, a referral to consider a special education evaluation may be warranted.

See Chapter 4 and Appendixes 3 and 4 for more information on problem-solving activities and the three tiered model.

B. Referral to Consider a Special Education Evaluation

Following the problem-solving team's review of the student's response to general education interventions, if the team suspects that the student has a disability that adversely impacts his or her education, the problem-solving team shall initiate a referral to consider a special education evaluation. The purpose of this referral is to bring a student to the attention of an evaluation team so that it can determine whether to conduct a special education evaluation.

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A referral to consider a special education evaluation marks the point at which procedural safeguards are activated. The parent and/or adult student shall be involved in decisions once a written referral has been made to the evaluation team to consider a special education evaluation.

The evaluation team shall review existing data, including assessments and information provided by the parent and/or adult student, to determine the need for further assessment.

See Chapter 3 for more information on the referral process to consider a special education evaluation and who can make a referral.

C. Written Notice and Consent (completed by an evaluation team)

Before administering assessments as part of the special education evaluation, written notice shall be provided to the parent and/or adult student and written consent shall be obtained from the parent and/or adult student. The district may use a single form that meets the requirements of written notice and consent for assessment. In addition, if the evaluation team needs information for an evaluation from a non-educational agency or an individual, such as a doctor, written consent for the release of information shall be obtained from the parent and/or adult student. See Chapter 4 and Chapter 11 for more information.

D. Evaluation and Eligibility Determination (completed by evaluation team)

After receiving consent, the evaluation team shall schedule assessments and ensure they are conducted. Next, the evaluation team reviews the assessment data, the response to general education interventions, and parent and/or adult student input and recommendations to determine whether the student is eligible for special education services. Then the evaluation team compiles an *Eligibility Report* using data collected from individual assessments and provides the parent and/or adult student with a copy of the report.

If the student is not eligible, the district shall provide written notice to the parent and/or adult student that the data does not indicate eligibility under the IDEA 2004. The district shall maintain documentation in permanent records. (A student ineligible under the IDEA 2004 may be considered to have a disability under Section 504.)

If the parent and/or adult student disagrees with the district's evaluation and/or the eligibility determination, he or she has the right to request mediation, file a due process hearing challenging the decision, or seek an independent educational evaluation (IEE). See Chapter 11 for more information.

E. IEP Development and Implementation (completed by IEP team)

The time between receiving consent for assessment and implementing the IEP cannot exceed 60 calendar days, excluding periods when regular school is not in session for five or more consecutive school days. The parent and district may agree in writing to extend the 60-day period

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for the purpose of initial assessment as long as federal IDEA 2004 time requirements are met. See Chapter 4 for guidance on timeline exceptions.

The following activities are included in the development and implementation of the IEP:

- 1. Conduct an IEP team meeting to develop an IEP within 30 calendar days of a determination that the student is eligible for special education and related services. For eligible students, the IEP can be developed at the same meeting at which eligibility is determined if all required IEP team members are present and agree to proceed.
- 2. After determining goals and services, determine the placement in the LRE in which the IEP can be implemented. For those goals that are aligned to the alternate standards, benchmarks/objectives shall be written.
- 3. Obtain documentation indicating participation in the IEP team meeting.
- 4. Obtain consent from the parent and/or adult student for initial placement in special education.
- 5. Provide copies of the IEP to the parent and/or adult student and other participants, as appropriate.
- 6. Provide written notice to the parent and/or adult student before implementing the IEP if the provision of FAPE or the educational placement is proposed to change.
- 7. Make arrangements for IEP services by informing staff of their specific responsibilities under the IEP.
- 8. Implement the IEP as soon as possible after it is developed.
- 9. Provide the parent and/or adult student with periodic reports of the student's progress towards IEP goals (such as quarterly or other periodic reports, concurrent with the issuance of report cards).

See Chapter 5 for more information on IEP development.

F. Review and Revision of IEP and Placement Decision (completed by IEP team)

- 1. Send the parent and/or adult student a *Procedural Safeguards Notice* with an invitation to attend an IEP meeting (required at least once annually).
- 2. Convene an IEP team meeting under these circumstances:
 - a. when changes in the IEP are requested or if the student is not making progress; and
 - b. at least annually to review eligibility, develop a new IEP, and determine placement.

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3. Provide a copy of the revised IEP to the parent and the adult student when an IEP is amended or rewritten and when the student is no longer eligible for special education services. In addition, written notice is required if the district is proposing to change or refusing to change the educational placement and/or provision of FAPE.

4. Under Idaho regulations, the parent and/or adult student has the right to file a written objection to changes proposed by the district. If, within 10 calendar days of receiving written notice from the district, the parent and/or adult student files a written objection to all or part of the proposed IEP or placement, the district shall not implement the changes to which the parent and/or adult student objects. See Chapter 11 for more information.

See Chapter 5 for more information on IEP reviews.

G. Reevaluation (completed by evaluation team)

Reevaluations are conducted by the evaluation team. A reevaluation to determine whether a student continues to be eligible for special education services is completed as follows: (a) at least every three years, (b) when requested by the student's teacher or the parent and/or adult student, and (c) whenever conditions warrant. Approximately one month before conducting the reevaluation, the district shall inform the parent and/or adult student that a reevaluation is due. The parent and/or adult student and district may agree in writing that a three-year reevaluation is not necessary. In addition, a reevaluation need not be conducted more than once per year unless the district and the parents agree.

The evaluation team shall include the following activities in the reevaluation process:

- Invite the parent and/or adult student to participate in the review of existing data and to
 determine what additional data, if any, is needed as part of the reevaluation. Unless the
 parent and/or adult student requests that the evaluation team members meet as a group
 in a formal meeting, data can be gathered from individual team members at various
 times using a variety of methods.
- Obtain written consent from the parent and/or adult student if additional assessments shall be conducted. After gaining consent, ensure the completion of assessments and eligibility reports.
- 3. If the evaluation team determines that additional assessments are not needed, provide written notice to the parent and the adult student of this decision and of the parent and/or adult student's right to request assessments.
- 4. Prepare an *Eligibility Report* that details the eligibility requirements for the student, even when no new assessments are conducted. The report shall address each required eligibility component.

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- 5. Provide the parent and/or adult student with a copy of the *Eligibility Report*.
- 6. Develop and implement an IEP, if the student continues to be eligible. If the student is not eligible, follow procedures to discontinue services.

See Chapter 4 for more information on reevaluation.

H. Discontinuation of Services

Provide prior written notice to the parent and the adult student informing them of the discontinuation of services when:

- 1. The evaluation team determines the student no longer meets eligibility requirements for special education services; or
- 2. The student meets the district and state requirements that apply to all students for receipt of a regular high school diploma; or
- 3. The student completes the semester in which he or she reaches the age of 21 years.

When a student exits from special education as a result of graduating or aging out, the district shall provide the student with a summary of his or her academic achievement and functional performance, along with recommendations on how to assist the student in meeting postsecondary goals.

See Chapter 7 for more information on the discontinuation of services.

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Chart

General Education Interventions (completed by problem-solving team)

- Team considers components of the three tiered model of Response to Intervention.
- Problem solve, plan and implement interventions and accommodations; document results.

Special Education Activities

A. Child Find Activities

B. Referral to Consider a Special Education Evaluation (completed by problem-solving team and evaluation team)

- Problem-solving team submits a formal referral to consider special education evaluation.
- Provide the parent and/or adult student with a *Procedural Safeguards Notice*. (required)
- Seek parent and/or adult student input and afford opportunity for a meeting.
- Evaluation team decides whether to conduct further assessments.

C. Written Notice and Consent (completed by the evaluation team)

- Provide written notice to the parent and/or adult student.
- Seek consent from the parent and/or adult student for assessments.
- Receive written consent for assessment from the parent and/or adult student.

D. Evaluation and Eligibility Determination (completed by evaluation team)

- Schedule and conduct assessments.
- Review assessment information with parent and/or adult student. Determine eligibility and complete the *Eligibility Report*. (Meeting with the entire team is a parent and/or adult student option.)
- Provide the parent and/or adult student with a copy of the *Eligibility Report*.

E. IEP Development and Implementation (completed by IEP team)

- Invite the parent and/or adult student to the IEP team meeting.
- Provide a *Procedural Safeguards Notice* to the parent and/or adult student. (at least once annually)
- Develop IEP and determine placement in LRE.
- Provide a copy of the IEP with written notice to the parent and/or adult student.
- Receive consent for initial placement from the parent and/or adult student.
- Implement IEP.

F. Review/Revision of IEP and Placement Decision (completed by IEP team)

- Provide a *Procedural Safeguards Notice* to the parent and/or adult student if applicable.
- Invite the parent and/or adult student to the IEP team meeting.
- Review eligibility, develop an IEP, and determine placement annually.
- Provide a copy of IEP with written notice to the parent and/or adult student.

G. Reevaluation (completed by evaluation team)

- Inform the parent and/or adult student that reevaluation is due.
- Provide a *Procedural Safeguards Notice* to the parent and/or adult student if applicable.
- Seek parent and/or adult student input on reevaluation and afford opportunity to request a meeting.
- Receive consent from the parent and/or adult student for assessments if planning to assess OR Provide the parent and/or adult student with written notice that no further assessments shall be conducted if the evaluation team determines that existing information is adequate. Inform parent and/or adult student of his or her right to request additional assessments.
- Schedule and conduct assessments.
- Review assessment information with parent and/or adult student. Determine eligibility and complete the *Eligibility Report*. (Meeting with the entire team is a parent and/or adult student option.)
- Provide the parent and/or adult student with a copy of the *Eligibility Report*.
- Go to steps in Box F or Box H.

H. Discontinuation of Services

- Provide written notice to the parent and/or adult student before discontinuing special education services.
- Upon graduation provide a summary of performance to the parent and/or adult student.

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Chapter 2

Free Appropriate Public Education

Chapter 2 Free Appropriate Public Education

The local education agency (district) is required to ensure that a free appropriate public education (FAPE) is available to students in the district and who are eligible for special education. FAPE is individually determined for each student with a disability. FAPE *must* include special education in the least restrictive environment (LRE) and *may* include related services, transition services, supplementary aids and services, and/or assistive technology devices and services. A definition of each of these terms can be found in the glossary.

Section 1. Definition of a Free Appropriate Public Education (FAPE)

The definition of FAPE under the Disabilities Education Improvement Act of 2004 (IDEA 2004) means special education and related services that:

- 1. are provided at public expense (free);
- 2. are provided in conformity with an appropriately developed individualized education program, or IEP (appropriate);
- 3. are provided under public supervision and direction (public); and
- 4. include an appropriate preschool, elementary, and secondary education that meets the education standards, regulations, and administrative policies and procedures issued by the State Department of Education (education).

Section 2. Provision of FAPE

A. District Obligation

The district is required to ensure that FAPE is available to students in the district who are eligible for special education. This includes students who reside in group, personal care, or foster homes, as well as institutions, if their legal guardian is a resident of Idaho, even though the guardian may reside in another Idaho school district. It also includes students who are migratory or homeless as defined by the McKinney-Vento Homeless Act (see Glossary). If a student from another state is placed in Idaho by an out-of-state agency, parent, or district, the placing district, parent, or agency is responsible for the educational costs. If a student is placed in a district by an Idaho agency, the student is entitled to FAPE and the responsible agency is determined upon Idaho Code regarding the specific situation.

The district is obligated to make FAPE available to each eligible student in the district as follows:

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Free Appropriate Public Education

- 1. The district shall provide FAPE to an individual who is at least 3 years old and who qualifies for special education services unless the parent and/or adult student has refused special education services.
- 2. The district shall offer FAPE to parentally placed private students in accordance to statutory and regulatory language, which states that parentally placed private school students with disabilities do not have an individual right to some or all of the special education and related services that the student would receive if enrolled in a public school.
- 3. A free appropriate education shall be available to any individual child with a disability who needs special education and related services, even though the child has not failed or been retained in a course, and is advancing from grade to grade.

Note: Participation in Early Intervening Services neither limits nor creates a right to FAPE.

B. Limit to District Obligation

- The district is not obligated to provide some or all special education and related services, if it has been offered, but a parent elected to place the student in a private school or facility. However the district shall include that student in the population whose needs are addressed consistent with Child Find requirements. See Chapter 9 for more information.
- 2. Students who are home schooled and dually enrolled are considered private school students for the purposes of dual enrollment. The same procedures would be available to these students as parentally placed private school students who are dually enrolled.

C. When District Obligation to Provide FAPE Ends

- 1. the semester in which the student turns 21 years old; or
- 2. when the student meets the district requirements that apply to all students for receipt of a regular high school diploma; a regular high school diploma does not include an alternative degree that is not fully aligned with the Idaho Content Standards, such as a certificate or a general educational development credential (GED).
- 3. when the student no longer meets the eligibility criteria for special education services, as determined by the team after a reevaluation.

D. Temporary Suspension of FAPE

The district is not required to provide FAPE to an eligible student during the suspension of 10 cumulative school days or less during a school year; however, FAPE must be provided following this 10-day exception.

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Section 3. FAPE Considerations

A. Case Law Interpretations of FAPE

The courts have further defined the term FAPE as a result of lawsuits between parents and districts. In 1982, the United States Supreme Court ruled in the case of *Hendrix Hudson Central School District Board of Education v. Rowley*. This landmark case set a standard for FAPE that is commonly referred to as the *Rowley Standard*. The *Rowley* decision defines FAPE as including these two components:

- 1. an IEP developed in adequate compliance with the IDEA 2004 procedures; and
- 2. an IEP reasonably calculated to enable the student to receive educational benefit.

The *Rowley* decision also states that, if a student is being educated in the general education classroom, the IEP should be reasonably calculated to enable the student to achieve passing marks and advance from grade to grade.

B. Applicability to Charter and Alternative Schools

Federal law requires the district to provide students with disabilities educational choices comparable to those choices offered to students without disabilities. These choices include the opportunity to attend a public charter school or alternative school. Students enrolled in public charter and alternative schools are entitled to FAPE and retain all the rights and protections that are available under the IDEA 2004.

C. Applicability to Detained Youth

Students with disabilities or suspected disabilities who are detained in city or county jails, juvenile detention centers, juvenile correctional facilities, or in Idaho prisons are entitled to FAPE.

1. Services to Youth Detained in City or County Jails

The district in which the facility is located has the responsibility for the provision of FAPE to eligible youth.

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2. Services to Youth Detained in Juvenile Detention Centers (JDC)

The district in which the facility is located has the responsibility for the provision of FAPE to eligible youth. Typically, detention in a JDC is short term, and the student most likely returns to his or her home district. If a district has a student who is detained in a JDC not located within the district boundaries, the district may find it beneficial to coordinate school assignments through the JDC's education staff while the student is in the facility.

3. Services to Youth Placed in the Custody of the Department of Juvenile Corrections (DJC)

When a student is placed in the custody of the Department of Juvenile Corrections, the responsibility for the provision of FAPE resides with the Department of Juvenile Corrections.

4. Services to Youth in the Custody of the Department of Correction (DOC)

When a student is placed in the custody of the Department of Correction, the responsibility for the provision of FAPE resides with the Department of Correction through an agreement between the SDE and the Department of Correction.

D. Using Public and Private Insurance Funds to Provide FAPE

If a student is covered by a parent's private or public insurance or benefits, the district may access this insurance only if the parent provides informed consent. Each time the district proposes to access the private insurance, the district shall obtain written parental consent and inform the parent that his or her refusal to permit the district to access the private insurance does not relieve the district of its responsibility to ensure that all required services are provided at no cost to the parent.

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Chapter 3 Child Find

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Chapter 3 CHILD FIND

The Child Find system involves three basic steps leading to the determination of whether or not a student has a disability and requires special education. The steps are location, identification, and evaluation. This chapter describes location and identification activities. The evaluation process is covered in Chapter 4.

Section 1. District Responsibility

The district is responsible for establishing and implementing an ongoing Child Find system to locate, identify, and evaluate students suspected of having a disability, ages 3 through the semester they turn 21, who may need special education, regardless of the severity of the disability. The district is also responsible for coordinating with the Department of Health and Welfare (DHW) regarding the Child Find system for children ages birth through 2 years. The district may appoint an individual to coordinate the development, revision, implementation, and documentation of the Child Find system.

The Child Find system shall include all students within the district's geographic boundaries including students who are:

- 1. enrolled in public school;
- 2. enrolled in charter and alternative schools;
- 3. enrolled in home school;
- 4. enrolled in private elementary and secondary schools (including religious schools) located in the district; including out-of-state parentally-placed private school children with disabilities;
- 5. not enrolled in elementary or secondary school, including children ages 3 through 5;
- 6. advancing from grade to grade;
- 7. highly mobile students (such as migrant and homeless as defined by the McKinney-Vento Homeless Act [see Glossary]); and
- 8. wards of the state.

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Section 2. Locating Students

Locating students who may have disabilities involves coordinating with other agencies and promoting public awareness.

A. Coordination

For infants and toddlers, birth through 2 years of age, Child Find is provided by the Idaho Infant Toddler Program. Although lead responsibility for the Infant Toddler Program has been designated to the DHW, interagency agreements provide for collaboration and coordination. The district shall use local interagency agreements for efficient use of resources and ease of service accessibility for students and families.

B. Public Awareness

The district shall take the necessary steps to ensure that district staff and the general public are informed of the following:

- 1. the availability of special education services;
- 2. a student's right to a free appropriate public education (FAPE);
- 3. confidentiality protections; and
- 4. the referral process.

This information may be provided through a variety of methods such as distributing brochures or flyers, including information in school or district publications, disseminating articles and announcements to newspapers, arranging for radio and television messages and appearances, speaking at faculty meetings or district in-services and making presentations.

Section 3. Identification

The identification component of Child Find includes screening, early intervening through a problem-solving process, and referral to consider a special education evaluation. The procedural rights under the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004) are afforded when the student is referred for a special education evaluation by the parent and/or adult student or the district.

A. Screening

Screening is an informal, although organized process, of identifying students who are not meeting or who may not be meeting Idaho Content Standards or Idaho Early Learning Standards. A variety of methods may be used to screen students, including performance on statewide

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assessments, curriculum-based measures, daily work in the classroom, teacher observations, hearing and vision screeners, developmental milestones, and/or kindergarten readiness measures.

Screening for instructional purposes is not an evaluation. The screening of a student by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation shall not be considered to be an evaluation for eligibility for special education and related services.

Although screening is an important part of the Child Find system, screening cannot be used to delay processing a referral to consider a special education evaluation where immediate action is warranted.

B. General Education Intervention (Early Intervening Services)

Under the LEA funding option, early intervening services are services for K-12 students who need additional academic and behavioral support to succeed in the *general education environment*. When a school's screening process reveals that a student or groups of students are at risk of not meeting the Idaho Content Standards, the general education problem-solving team shall consider the students' need for "supported" instructional interventions in order to help the students succeed. These interventions are referred to as early intervening services or general education interventions, accommodations, and strategies. It is important to remember that students who receive early intervening services are not currently identified as needing special education or related services and do not have a right to FAPE. Therefore, the IDEA 2004 procedural safeguards are not applicable at this time.

Districts shall implement coordinated services and activities that involve providing educational and behavioral evaluations, services, and supports. These services may also include professional development for teachers and other staff to enable them to deliver scientifically based academic and behavioral interventions, including scientifically based literacy instruction, and where appropriate, instruction on the use of adaptive and instruction al software. Early intervening services should be based on whole-school approaches such as; the three-tiered model, scientifically based curriculum and instruction, positive behavior supports, and a response to intervention system.

If a district chooses to use up to 15% of Title VI-B federal funds for Early Intervening Services for students in K-12 who are not currently identified as needing special education but who need additional support in the general education environment, additional requirements may apply that will affect maintenance of effort .

If a district is found to have a significant disproportionate representation in special education, there are additional requirements for use of funds in Early Intervening Services. Please see Chapter 10 for more information on Early Intervening Services.

General Education Problem Solving

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1. Establishing a Problem-Solving Team

The district shall establish a problem-solving team and a process to plan accommodations and interventions in general education and to ensure that referrals to consider a special education evaluation are appropriate. Team membership is established by the school or the district and would likely involve general educators and administrators, and could include counselors, specialists, and special education personnel. While parent and/or adult student involvement is valuable and encouraged, the district is not required to include the parent and/or adult student on the team.

When problem solving involves a child 3-5 years of age, the team should seek input from family members, child care programs, private preschools, or Head Start programs, as appropriate. An early childhood problem-solving process needs to consider early childhood environments and the preschool student's need for supported instructional interventions in order for the student to participate in appropriate activities.

2. Referrals to the Problem-Solving Team

Referrals to the problem-solving team may come from a variety of sources including parents, students, other family members, public or private school personnel, agencies, screening programs, or as a result of annual public notice. Referrals may be made for a variety of reasons dealing with academic and behavioral concerns and may involve, but are not limited to, teaching strategies, material accommodations, social skills training, cooperative learning concepts, classroom organization, and scheduling.

3. Interventions

- Interventions in general education or an early childhood environment shall be attempted before a student is referred to an evaluation team, unless an evaluation is needed immediately.
- b. Interventions shall be of sufficient scope and duration to determine the effects on the student's educational performance and should be clearly documented.
- c. Documentation of the success or failure of accommodations and interventions shall be reviewed and discussed by the problem-solving team.

4. Problem-Solving Team Decisions Following General Education Intervention

Based on a review of data and information presented by the referring party and others, the team has several decision options. In the case of a preschool student, data and information shall be gathered and reviewed from such settings as child care programs, private preschools, Head Start Programs, or the home.

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Following an intervention, the problem-solving team shall review progress monitoring data from the intervention and other relevant information to determine what action is warranted. The team considers a variety of options, including whether to:

- a. continue the general education intervention because the student is making adequate progress but needs more time to reach goals;
- b. continue the intervention in a modified form:
- c. explore services or programs outside of special education (such as Title I of the Elementary and Secondary Education Act, including English language programs; Section 504 accommodations; counseling); or
- d. make a referral to consider a special education evaluation.

Although problem-solving activities are an important part of the system, they cannot be used to delay processing a referral for consideration of a special education evaluation where immediate action is warranted. Either a parent or a public agency may initiate a request for an initial evaluation.

Section 4. Referral to Consider a Special Education Evaluation

A. Evaluation Team

The evaluation team is the group of people established by the IDEA 2004 that has the responsibility for making decisions regarding evaluation, assessments, and eligibility. The composition of the evaluation team will vary depending on the nature of the student's suspected disability and other relevant factors. The evaluation team shall include the same membership (although not necessarily the same individuals) as the IEP team and other professionals as needed to ensure that appropriate, informed decisions are made.

Unlike an IEP team, an evaluation team has the flexibility of conducting business with or without a meeting. The case manager can gather input from evaluation team members in a variety of ways. The parent and/or adult student shall be included in the evaluation team and shall be given the opportunity to indicate whether he or she wishes the team to hold a meeting with all members attending.

B. Referrals to Consider Special Education

The procedure for handling referrals to consider a special education evaluation for students suspected of having a disability includes the following:

1. Unless immediate action is warranted and documented, a referral to consider a special education evaluation is sent to the evaluation team *after* the problem-solving team has determined:

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a. the student's response to research-based interventions in general education (or ageappropriate activities for preschool) has not resulted in adequate progress; and

- b. language and cultural issues are not the main source of the student's academic or behavioral discrepancy from peers.
- 2. A *Referral to Consider a Special Education Evaluation/Reevaluation* form shall be completed.
- 3. Procedural safeguards are activated when a referral is made to consider a special education evaluation. If the referral came from someone other than the parent and/or adult student (see Glossary) the parent and/or adult student shall be notified. In either case, the parent and/or adult student shall be provided with a copy of the *Procedural Safeguards Notice*. At the same time, the parent and/or adult student shall be afforded an opportunity to provide input regarding the need for and scope of the initial evaluation, including the opportunity to hold a meeting if desired.
- 4. The evaluation team (including the parent and/or adult student) reviews all available records, including family and health history, past school experiences, the results of general education interventions, and previous assessments and evaluations. The evaluation team shall decide what additional assessments, if any, are needed. This review and determination process can take place at a face-to-face meeting of the evaluation team or through an alternate format, unless the parent and/or adult student desires that a meeting be held.
 - a. If the evaluation team determines that an evaluation is warranted, written notice shall be provided to the parent and/or adult student and written consent shall be obtained from the parent and/or adult student.
 - b. If the evaluation team determines that an evaluation is not warranted at this time, the team should seek other avenues for services to meet the student's needs. The person initiating the referral, if other than the parent and/or adult student, may be informed as to why the evaluation is not being conducted. Written notice of the district's refusal to evaluate a student for special education services shall be provided to the parent and/or adult student when he or she makes a referral for a special education evaluation and the district determines that the evaluation is not warranted.

Note: Districts are prohibited from requiring that a student obtain a prescription for a substance covered by the Controlled Substances Act as a condition of attending school, receiving an evaluation, or receiving services under the IDEA 2004.

See Chapter 4 for more information on evaluation and eligibility.

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Chapter 4 EVALUATION AND ELIGIBILITY

Chapter 3 discusses child find procedures used to locate and identify students with suspected disabilities. This chapter contains the requirements for the special education evaluation and eligibility process, from referral to consider special education through to the determination of eligibility. The Idaho State Department of Education has provided state eligibility criteria for special education services for eligibility consistent with the Individuals with Disabilities Education Act for districts to use while determining eligibility.

Section 1. Evaluation Team

The evaluation team is a group of people outlined by IDEA 2004 with the responsibility to make decisions regarding evaluation, assessments, and eligibility. This team includes the same membership as the individualized education program (IEP) team (although not necessarily the same individuals) and other qualified professionals as needed to ensure that appropriate and informed decisions are made. The specific composition of the evaluation team reviewing existing data will vary depending upon the nature of the student's suspected disability and other relevant factors. The parent and/or adult student is a member of the evaluation team and shall be provided an opportunity to provide input and participate in making team decisions. The evaluation team may conduct its review without a meeting unless the parent /adult student requests that a meeting be held.

Additional Membership Requirements:

The determination of whether a student suspected of having a *learning disability* shall be made by the student's parents and a team of qualified professionals, which shall include:

- The student's regular teacher; or if the child does not have a regular teacher, a regular classroom teacher qualified to teach a child of his or her age; and
- At least one person qualified to conduct individual diagnostic examinations of children, such as a school psychologist, speech-language pathologist, or remedial reading teacher.

Section 2. Purpose of an Evaluation

The purpose of the evaluation process is to determine the eligibility of a student for special education services. This pertains to both initial determination and three year review of eligibility, or re-evaluation. It is also a process for gathering important information about a student's strengths and needs. An evaluation process should include a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the student, including information provided by the parent.

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A. Definitions

Although the terms "evaluation" and "assessment" are often interchanged, there are significant differences between the meaning of the two terms. In an effort to clarify, the terms are defined as follows:

- 1. **Evaluation** refers to procedures used to determine whether a child has a disability and the nature and extent of the special education and related services that the child needs. The screening of a student by a teacher or specialist to determine appropriate *instructional* strategies for curriculum implementation shall not be considered to be an evaluation for eligibility for special education and related services.
- 2. Assessment is integral to the evaluation process and includes the formal or informal processes of systematically observing, gathering, and recording credible information to help answer evaluation questions and make decisions. A test is one method of obtaining credible information within the assessment process. Tests may be standardized or non-standardized, criterion-referenced (e.g. curriculum-based measures) or norm-referenced, and usually elicit responses from students to situations, questions, or problems to be solved. Assessment data may also include observations, interviews, medical reports, data regarding the effects of general education accommodations and interventions, and other formal or informal data.

B. Evaluation Components

The district shall conduct a full and individual initial evaluation before the provision of special education and related services are provided to a student suspected of having a disability. A parent or a public agency may initiate a request for an initial evaluation to determine eligibility.

This initial evaluation will consist of procedures to determine whether:

- 1. the student has a disability according to the established Idaho Criteria;
- 2. the student's condition adversely affects academic performance; and
- 3. the student needs special education, that is, specially designed instruction and related services:

In addition, the information from the evaluation can be used to consider the following:

- 1. the nature and extent of special education and related services needed by the student in order to participate and progress in the general education curriculum or curriculum aligned to the Idaho Content Standards or the Idaho Early Learning Standards; and
- 2. the least restrictive environment (LRE) for the student.

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The above information also pertains to evaluations for determining Part B eligibility for children transitioning from the Infant/Toddler Program.

Section 3. Written Notice and Consent for Assessment

Written notice shall be provided and informed consent shall be obtained before assessments are administered to a student as part of an evaluation.

A. Written Notice Requirements

Written notice shall be provided to the parent and/or adult student within a reasonable time before the district proposes to initiate the evaluation or re-evaluation of a student. Written notice shall be in words understandable to the general public. It shall be provided in the native language or other mode of communication normally used by a parent or adult student unless it is clearly not feasible to do so.

If the native language or other mode of communication is not a written language, the district shall take steps to ensure the following:

- 1. The notice is translated orally or by other means in the native language or other mode of communication;
- 2. The parent or adult student understands the content of the notice; and
- 3. There is written evidence that the above two requirements have been met.

The written notice shall *include* the following:

- 1. a description of the evaluation or reevaluation proposed or refused by the district;
- 2. an explanation of why the district proposes to evaluate or reevaluate the student;
- 3. a description of any other options the district considered and the reasons why those options were rejected;
- 4. a description of each assessment procedure, test, record, or report that the district used as a basis for the proposed or refused evaluation or reevaluation;
- 5. a description of any other factors relevant to the evaluation or reevaluation;
- 6. a statement that the parent or adult student has special education rights and how to obtain a copy of the *Procedural Safeguards Notice*; and

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7. sources for parents to contact in obtaining assistance in understanding the *Procedural Safeguards Notice*.

Written notice shall be *provided* to the parent and/or adult student within a reasonable time in the following instances:

- 1. to conduct any assessments for initial evaluation or reevaluation
- 2. to explain refusal to initiate assessment
- 3. when the evaluation team determines that additional assessments are not required

See Chapter 11 for more information on written notice.

B. Consent Requirements

Definition of Consent

Consent means that the parent and/or adult student:

- 1. has been fully informed in his or her native language or other mode of communication of all information relevant to the assessment for which consent is sought;
- 2. understands and agrees in writing (as indicated by signature) to the activities described; and
- 3. understands that granting of consent is voluntary on the part of the parent. A parent or/adult student who has provided consent shall understand that granting consent is voluntary and may be revoked in writing at any time *before* the assessment. However, once the assessment has been completed, revocation of consent cannot be used to have the assessment disregarded.

Consent for initial evaluation

- 1. Informed written consent shall be obtained from the parent or adult student before the district conducts assessments as a part of an initial evaluation of the student to determine if he/she qualifies as a child with a disability;
- 2. Parental consent for initial evaluation should not be construed as consent for initial provision of special education and related services;
- 3. The school district shall make reasonable efforts to obtain the informed consent from the parent for an initial evaluation to determine whether the child has a disability and to identify the educational needs of the child. If a parent refuses consent, the district does not violate its obligation to provide FAPE if it declines to pursue the evaluation.

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- 4. If the child is a ward of the State and is not residing with the child's parent, the district is not required to obtain informed consent from the parent for an initial evaluation to determine eligibility if,
 - a. despite reasonable efforts to do so, the district cannot locate the parent;
 - b. the rights of the parents of the child have been terminated in accordance with Idaho law; or
 - c. the rights of the parent to make educational decisions have been subrogated by a judge in accordance with Idaho law and consent for initial evaluation has been given by an individual appointed by the judge to represent the child
- 5. If a district is using the Response to Intervention process to determine eligibility the district shall promptly request consent to evaluate the student
 - a. Whenever the parent requests an evaluation during the RTI process.
 - b. At such time that the problem solving team has determined that the student is suspected of having a disability and shall be considered for special education services.

Note: If using an RTI process, there shall be documentation that the parent of the student was notified about the State's policies regarding the amount and nature of student performance data that would be collected and the general education services that would be provided, the strategies for increasing the student's rate of learning, and the parent's right to request an evaluation. This documentation should be a part of the RTI process and may be documented on the intervention plan used by the district.

Consent and/or Written Notice for Reevaluation

- 1. Written consent shall be sought for reevaluation that requires new assessments. Reevaluation consisting of review of existing data requires written notice.
- 2. If the parent refuses to consent to the reevaluation, the district is not required to, but may pursue the reevaluation using mediation or a due process hearing. If the district pursues the override provision and that results in consent to assess, or if a hearing officer's decision indicates that assessment is appropriate and there is no appeal, then the student may be assessed. However, the district does not violate its obligations to provide FAPE if it declines to pursue the evaluation.
- 3. Informed parental consent need not be obtained if the public agency can demonstrate through documentation that it made reasonable efforts to obtain consent and the child's parent has failed to respond.

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C. When Consent Is Not Required

Parental consent is *not* required for:

- 1. the review of existing data as part of an evaluation or reevaluation;
- 2. the administration of a test or other assessment that is administered to all students, unless consent is required of parents of all students;
- teacher or related service provider observations, ongoing classroom evaluations, or criterion-referenced tests that are used to determine the student's progress toward achieving goals on the IEP; and
- 4. screening by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation.

D. Refusing Consent or Failure to Respond to a Request for Consent

- 1. The parent and/or adult student can refuse consent for general areas of assessment, for specific procedures, or for assessment altogether.
- 2. For an initial evaluation, if consent is refused or the parent and/or adult student fails to respond, the student cannot be assessed. However, the district may request SDE mediation or a due process hearing. If the mediation results in consent to assess, or if a hearing officer's decision indicates that assessment is appropriate and there is no appeal, then the student may be assessed. However, the district does not violate its obligations to provide FAPE if it declines to pursue the evaluation. The district shall not initiate initial provision of services without written consent from the parent and shall not pursue due process for initial provision of services.
- 3. If a parent of a child who is home schooled or placed in a private school by the parents at their own expense does not provide consent for initial evaluation or reevaluation, or the parent fails to respond to a request to provide consent, the district may not use mediation or due process procedures in order to gain consent and the district is not required to consider the child eligible for services.

Note: A district shall not use a parent's refusal for consent to one service or activity to deny the parent or student any other service, benefit, or activity.

See Chapter 11 for more information on consent and reasonable efforts.

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E. Timeline

The time between receiving written consent for initial assessment and implementing the IEP cannot exceed 60 calendar days, excluding periods when regular school is not in session for five or more consecutive school days. With the exception that the meeting to develop the IEP shall be held within 30 days of a determination that the student needs special education and related services.

In unusual circumstances, all parties may agree in writing to an extension of the 60-day period for the purpose of initial assessment. These circumstances may include the following:

- 1. The child enrolls in a school in another school district after the 60-day timeline began and prior to the determination by the child's eligibility in the previous school district. If the new school district is making sufficient progress in determining eligibility, the parent and district may agree to a different timeline.
- 2. The parent repeatedly fails or refuses to produce the student for an evaluation after the district has made reasonable efforts to schedule an evaluation.

Section 4. Information from Other Agencies or Districts

Consent for release of information shall be received before the district seeks to obtain information about the student from other agencies. Upon receipt of consent, the case manager will send letters requesting information to individuals or agencies that have relevant information about the student. A copy of the signed consent form for release of information shall be included with the letters and a copy shall be retained in the student's confidential file. Sources of this additional information may include records from health and social service agencies, private preschool programs, legal service agencies, and non-school professionals such as physicians, social workers, and psychologists.

Federal laws and regulations do not require consent for the district to:

- 1. request information from other districts that the student has attended; or
- 2. send information to other districts in which the student intends to enroll.

For children transferring from the Infant-Toddler Program (ITP), eligibility shall be determined and the IEP developed by the date that the child turns 3 years of age. See Chapter 5 and Appendix 5C for additional information on collaboration with the ITP throughout the transition process.

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Section 5. Evaluation and Eligibility Determination Procedures

A. Areas to Assess

The student shall be assessed in all areas related to the suspected disability, which includes functional, developmental, and academic skills needed to participate and progress in the general education curriculum. If needed, qualified personnel shall conduct an individual assessment of assistive technology needs, including a functional evaluation in the individual's customary environment. The evaluation of each student with a disability shall be sufficiently comprehensive to identify all of the student's special education and related service needs, whether or not commonly linked to the disability category in which the student may be classified. If secondary transition services are needed, appropriate transition assessments shall be conducted.

Evaluation teams shall be especially mindful of cultural and linguistic differences during the evaluation and eligibility process. Caution is advised in the selection of informal or formal assessments that are nonbiased, administration of assessments, interpretation, and application of outcomes in order to appropriately identify culturally or linguistically diverse students for special education services.

See Appendix 4 for more guidance on determining eligibility for culturally and linguistically diverse students.

B. Determination of Needed Initial or Reevaluation Data

As part of an initial evaluation or reevaluation, the evaluation team will review existing evaluation data depending on the student's suspected disability and other relevant factors including:

- 1. assessments and information provided by the parent and/or adult student concerning the student;
- 2. current classroom-based assessments and observations, and/or data regarding the student's response to scientific research-based interventions;
- 3. observations by teachers and related service providers; and
- 4. results from statewide and district wide testing.

Based on that review, and input from the parent and/or adult student, the evaluation team will decide on a case-by-case basis what additional data, if any, are needed to determine:

1. whether the student meets eligibility criteria for special education;

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- 2. the student's present levels of performance, including academic achievement and related developmental needs of the student
- 3. whether the student needs special education and related services; or
- 4. whether any additions to the special education and related services are needed to enable the student to:
 - a. meet the measurable annual goals set out in the student's IEP and
 - b. participate, as appropriate, in the general education curriculum (for preschool students, to participate in appropriate activities).

If the evaluation team determines additional assessments are not required for the purpose of determining whether the student meets eligibility criteria during an evaluation or a reevaluation, the district shall provide written notice to the parent and/or adult student of the decision and the reasons for that decision. The parent and/or adult student shall also be informed of his or her right to request assessments to determine eligibility and to determine the child's educational needs.

C. Assessment Procedures and Instruments

The district shall ensure the evaluation or reevaluation meets the following requirements:

- 1. The child shall be assessed in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, motor abilities, and transition needs.
- 2. Assessments and other materials shall be selected and administered so as not to be discriminatory on a racial or cultural basis.
- 3. Assessments and other materials shall be provided and administered in the student's native language and in the form most likely to yield accurate information on what the student knows and can do academically, developmentally and functionally unless it is not feasible to do so. Attempts to provide a qualified examiner in the student's native language or mode of communication shall be documented.
 - In all direct contact with a student, the language normally used by the student in the home or learning environment shall be used. For an individual with deafness or blindness, or for an individual with no written language, the mode of communication is that which is normally used by the individual (e.g., sign language, Braille, or oral communication).
- 4. Materials used to assess a student with limited English proficiency shall be selected and administered to ensure that they measure the extent to which the student has a disability

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and needs special education, rather than solely measuring the student's English language skills. (See Appendix 4C for further information.)

- 5. A variety of assessment tools and strategies shall be used to gather relevant academic,, developmental and functional information about the student, including information provided by the parent and/or adult student and information related to enabling the student to be involved in and progress in the general education curriculum (or, for a preschooler, to participate in appropriate activities).
- 6. Assessments are used for the purposes for which the assessments or measures are valid and reliable.
- 7. Assessments shall be administered by trained and knowledgeable personnel in accordance with any instructions provided by the producer of the tests.
- 8. Assessments and other evaluation materials shall include those tailored to assess specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient or standard score.
- 9. Assessments shall be selected and administered to ensure that if a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills (unless those are the factors that the test purports to measure).
- 10. No single measure or assessment may be used as the sole criterion for determining whether a student is a student with a disability and for determining an appropriate educational program for the student.
- 11. The district shall use technically sound instruments that may assess the relative contribution of cognitive and behavioral factors in addition to physical or developmental factors.
- 12. The district shall provide and use assessment tools and strategies that produce relevant information that directly assists persons in determining the educational needs of the student.
- 13. All services and assessments shall be provided at no expense to the parent and/or adult student.
- 14. Assessments of children with disabilities who transfer from one public agency to another public agency in the same school year are coordinated with the child's prior and subsequent schools to ensure prompt completion of the full evaluation.

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15. The evaluation shall be sufficiently comprehensive to identify all of the child's special education and related service needs, whether or not commonly linked to the disability category.

D. Eligibility Determination

Upon completion of the student's evaluation or reevaluation, the evaluation team will consider the findings and determine whether the student meets or continues to meet eligibility criteria found in Section 7 of this chapter. The evaluation team will draw upon information from a variety of sources, including aptitude and achievement tests, parent and/or adult student input, teacher input, physical condition, social or cultural background, adaptive behavior, and functional assessments to interpret evaluation data and determine eligibility

Special Rule for Eligibility Determination

A student cannot be identified as a student with a disability if the primary reason for such a decision is:

- lack of appropriate instruction in reading, including the essential components of reading instruction as defined by the Elementary and Secondary Education Act—phonemic awareness, phonics, vocabulary development, reading fluency, including oral reading skills and reading comprehension strategies,
- 2. lack of appropriate instruction in math, or
- 3. Limited English Proficiency.

Related Services:

Related services means transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education. An IEP team may determine that a student found eligible for special education has a need for a related service. However, if a student with a disability needs only a related service and not special education, then the student is not eligible for the related service, unless it is considered to be special education under state standards, as in the case of speech therapy and language therapy.

E. The Eligibility Report

The evaluation team shall prepare an *Eligibility Report* and provide a copy of the report to the parent and/or adult student.

The *Eligibility Report* shall include:

1. names and positions of all evaluation team members;

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- 2. all data on the student as required in the State Eligibility Criteria for the area of suspected disability.
- 3. confirmation and supporting data that the disability is not due to lack of appropriate instruction in reading, including the essential components of reading —phonemic awareness, phonics, vocabulary development, reading fluency, including oral reading skills and reading comprehension strategies or math;
- 4. confirmation and supporting data that the disability is not due to Limited English Proficiency;
- 5. information about how the student's disability adversely affects his or her educational performance;
- 6. information regarding the student's need for specially designed instruction (special education and related services);
- 7. the date of the eligibility determination; and
- 8. the name and position of all those administering assessments.
- 9. In the case of Learning Disability eligibility determination, certification in writing that the report reflects each member's conclusions, (agreement) and in the case of disagreement with the conclusions a written statement shall be attached to the eligibility report presenting the dissenting team member's conclusions.

Section 6. Reevaluation and Continuing Eligibility

A. Reevaluation Requirements

The district shall ensure that an individual reevaluation of each student with a disability is conducted in accordance with all the required evaluation procedures outlined in this chapter.

A Reevaluation:

- 1. shall occur at least once every 3 years unless the parent and/or adult student and the district agree in writing that a 3-year reevaluation is not necessary. However, an updated Eligibility Report, documenting all eligibility criteria, shall be completed by the reevaluation due date to establish and document continuing eligibility;
- 2. a reevaluation is not required more than once per year unless the parent or/adult student and the district agree otherwise. If the parent makes a request within the year and the district does not agree, the district shall send written notice of refusal.

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The district shall ensure a reevaluation is conducted if:

- 1. it is determined that the education or related service needs, including academic achievement and functional performance, of the student warrants a reevaluation; or
- 2. if the parent and/or adult student or the student's teacher requests a reevaluation.

B. Reevaluation Prior to Discontinuation

- 1. The district shall evaluate a student with a disability before determining that the student is no longer eligible for special education.
- 2. Reevaluation is not required in the following two circumstances:
 - a. before the termination of a child's eligibility due to graduation, if the student meets comparable academic requirements that are equally as rigorous as those required of non-disabled students and receives a regular diploma.
 - b. the student has reached the end of the semester in which he or she turns 21 years of age;

Note: Although a reevaluation is not required in these two cases, the district shall provide the child with a summary of his or her academic achievement and functional performance, including recommendations on how to assist the child in meeting his or her post school goals.

C. Informing the Parent and/or Adult Student

Approximately one month before the reevaluation is due, contact shall be made with the parent and/or adult student informing him or her that:

- 1. the reevaluation will be scheduled within the month, unless the district and parent and/or adult student agree it is unnecessary;
- 2. input will be sought from the parent and/or adult student; and
- 3. the reevaluation process may be accomplished without a meeting, although the parent and/or adult student has the option of requesting a meeting.

D. Nature and Extent of Reevaluation

Before any reassessment of the student, the evaluation team will determine the nature and extent of the student's needs by reviewing existing data. See Section 5 of this chapter for more information regarding the determination of needed data.

1. No Additional Information Needed

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- a. If the evaluation team decides that no additional assessments are needed to determine whether the student continues to be a student with a disability, the district shall provide written notice to the parent and/or adult student of his or her right to request further assessment to determine whether the student continues to have a disability for the purpose of services under the IDEA.
- b. If the parent and/or adult student requests an additional assessment to determine whether the student continues to have a disability under the IDEA 2004, then the district shall conduct the assessment.
- c. If the parent and/or adult student requests an additional assessment for reasons other than eligibility, such as admission to college, then the district shall consider the request and provide written notice of its decision.

2. Additional Assessments Needed

Based on recommendations from the evaluation team, the district will seek consent to administer the needed assessments and provide the parent and/or adult student with information regarding proposed assessments. If the parent and/or adult student fails to respond after the district has taken reasonable measures to obtain consent for assessments as part of a reevaluation, the district may proceed with the assessments. See section 3B of this chapter for a definition of reasonable measures.

If the parent and/or adult student denies consent to reassess, the student cannot be assessed. However, the district may request mediation or a due process hearing. If the mediation results in consent to assess, or if a hearing officer's decision indicates the assessment is appropriate and there is no appeal, then the student may be assessed. All reevaluation procedures shall be provided at no cost to the parent and/or adult student.

E. Eligibility Report for Reevaluations

The evaluation team will consider evaluation findings and determine whether the student continues to have a disability.

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The evaluation team is required to prepare an *Eligibility Report* detailing how review of existing data demonstrates that the student continues to meet eligibility requirements even if no new assessments were conducted. The report shall address each required eligibility component and include results of previous assessments if they are being used to determine eligibility. Refer to Section 5 of this chapter for *Eligibility Report* requirements.

Section 7. State Eligibility Criteria

The district will use the eligibility criteria and assessment procedures set forth by the SDE for placement in special education. This section contains a definition and the eligibility criteria for each specific disability that shall be used to determine whether an individual qualifies as a student with a disability in need of special education.

All disabilities except Learning Disability (LD) and Developmental Delay (DD) are applicable for students 3 through 21 years of age. For Learning Disability, students must be legal kindergarten age through 21 years. Only students ages 3 through 9 can be identified in the Developmental Delay (DD) category. Use of the DD category is optional for the district. If the district elects to use the DD category, it will use the 3 through 9 age range and the criteria outlined in this chapter.

Three-Prong Test of Eligibility

To demonstrate eligibility for special education services all three of the following criteria shall be met and documented. This is often called the three-prong test for eligibility.

The Eligibility Report shall document each of the following three criteria:

- 1. the eligibility requirements established by the state for a specific disability are met;
- 2. the disability must have an adverse impact on the student's education, and
- 3. the student must need special education in order to benefit from his or her education.

<u>Meets State Eligibility Requirements</u>: The state eligibility requirements for specific disabilities are listed in this chapter.

Experiences Adverse Effect on Educational Performance: The term "adverse effect on educational performance" is broad in scope. An adverse effect is a harmful or unfavorable influence. Educational performance includes both academic areas (reading, math, communication, etc.) and nonacademic areas (daily life activities, mobility, pre-vocational and vocational skills, social adaptation, self-help skills, etc.). Consideration of all facets of the student's condition that adversely affect educational performance involves determining

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any harmful or unfavorable influences that the disability has on the student's academic or daily life activities.

<u>Needs Special Education</u>: Special education is specially designed instruction, provided at no cost to the parents, to meet the unique needs of the child with a disability. Specially designed instruction means adapted, as appropriate to meet the needs of an eligible student, the content, methodology, or delivery of instruction to address the unique needs of the student that result from the student's disability and to ensure access of the child to the general curriculum so that he or she can meet Idaho Content Standards that apply to all students.

A. Autism

Definition: Autism is a developmental disability, generally evident before age 3, significantly affecting verbal and nonverbal communication and social interaction, and adversely affecting educational performance. A student who manifests the characteristics of autism after age 3 could be diagnosed as having autism. Other characteristics often associated with autism include, but are not limited to, engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. Characteristics vary from mild to severe as well as in the number of symptoms present. Diagnoses may include, but are not limited to, the following autism spectrum disorders: Childhood Disintegrative Disorder, Autistic Disorder, Asperger's Syndrome, or Pervasive Developmental Disorder: Not Otherwise Specified (PDD:NOS).

State Eligibility Criteria for Autism: An evaluation team will determine that a student is eligible for special education services as a student with autism when all of the following criteria are met:

- 1. An evaluation that meets the procedures outlined in Section 5 of this chapter has been conducted.
- 2. The student has a developmental disability, generally evident before age 3, that significantly affects verbal and nonverbal communication and social interaction.
- 3. The student is diagnosed as having a disorder in the autism spectrum by a school psychologist and a speech-language pathologist; or by a psychiatrist, a physician, or a licensed psychologist.
- 4. The student's condition adversely affects educational performance.
- 5. The student needs special education.

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B. Cognitive Impairment

Definition: Cognitive impairment is defined as significantly sub-average intellectual functioning that exists concurrently with deficits in adaptive behavior. These deficits are manifested during the student's developmental period, and adversely affect the student's educational performance.

State Eligibility Criteria for Cognitive Impairment: An evaluation team will determine that a student is eligible for special education services as a student with a cognitive impairment when all of the following criteria are met:

- 1. An evaluation that meets the procedures outlined in Section 5 of this chapter has been conducted.
- 2. The student has a full-scale intelligence standard score (IQ) at or below 70, plus or minus the standard error of measurement (at the 95 percent confidence level) of the test being used. This determination is made by a qualified psychologist using an individually administered intelligence test.
- 3. The student exhibits concurrent deficits in adaptive functioning expected for his or her age in at least two of the following areas: communication, self-care, home living, social/interpersonal skills, use of community resources, self-direction, functional academic skills, work, leisure, health, or safety.
- 4. The student's condition adversely affects educational performance.
- 5. The student needs special education.

Caution is advised when assessing students with cultural and language issues to prevent inappropriate identification of these students as having a cognitive impairment. When determining eligibility, tests measuring intellectual ability shall be used with care; that is, only those tests designed and normed for the population being tested may be used. Tests measuring intellectual ability that are translated into another language by the examiner or an interpreter yield invalid test results and shall not be used. Evaluation teams shall consider using nonverbal tests of intellectual ability when the student is culturally or linguistically diverse.

C. Deaf-Blindness

Definition: A student with deaf-blindness demonstrates both hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that the student cannot be appropriately educated with special education services designed solely for students with deafness or blindness.

State Eligibility Criteria for Deaf-Blindness: An evaluation team will determine that a student is eligible for special education services as a student with deaf-blindness when all of the following criteria are met:

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- 1. An evaluation that meets the procedures outlined in Section 5 of this chapter has been conducted.
- The student exhibits simultaneous hearing and visual impairments, the combination of
 which causes such severe communication and other developmental and educational
 needs that the student cannot be accommodated with special education services
 designed solely for students with deafness or blindness.
- 3. The student is diagnosed by an optometrist or ophthalmologist for vision loss and by an otologist, audiologist, or physician for hearing loss to make a final diagnosis as deafblindness.
- 4. The student's condition adversely affects educational performance.
- 5. The student needs special education.

D. Deafness

Definition: Deafness is a hearing impairment that adversely affects educational performance and is so severe that with or without amplification the student is limited in processing linguistic information through hearing.

State Eligibility Criteria for Deafness: An evaluation team will determine that a student is eligible for special education services as a student who is deaf when all of the following criteria are met:

- 1. An evaluation that meets the procedures outlined in Section 5 of this chapter has been conducted.
- 2. The student exhibits a severe hearing impairment that hinders his or her ability to process linguistic information through hearing, with or without amplification.
- 3. The student has been diagnosed by an otologist, audiologist, or physician as deaf.
- 4. The student's condition adversely affects educational performance.
- 5. The student needs special education.

E. Developmental Delay

Definition: The term developmental delay may be used only for students ages 3 through 9 who are experiencing developmental delays as measured by appropriate diagnostic instruments and procedures in one or more of the following areas:

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- 1. cognitive development includes skills involving perceptual discrimination, memory, reasoning, academic skills, and conceptual development;
- 2. physical development includes skills involving coordination of both the large and small muscles of the body (i.e., gross, fine, and perceptual motor skills);
- 3. communication development includes skills involving expressive and receptive communication abilities, both verbal and nonverbal;
- 4. social or emotional development includes skills involving meaningful social interactions with adults and other children including self-expression and coping skills; or
- 5. adaptive development includes daily living skills (e.g., eating, dressing, and toileting) as well as skills involving attention and personal responsibility.

The category of developmental delay should not be used when the student clearly meets the eligibility criteria for another specific disability category.

A student cannot qualify for special education services under developmental delay beyond his or her 10th birthday unless he or she has been determined to be eligible as having a disability other than developmental delay.

State Eligibility Criteria for Developmental Delay: An evaluation team may determine that a student is eligible for special education services as a student with a developmental delay when all of the following criteria are met:

- 1. An evaluation that meets the procedures outlined in Section 5 of this chapter has been conducted.
- 2. The student is at least 3 years of age but less than 10 years of age.
- 3. The student has developmental and/or learning problems that are not primarily the result of limited English proficiency, cultural difference, environmental disadvantage, or economic disadvantage.
- 4. The student meets either of the following two criteria, in one or more of the broad developmental areas listed below.

Criteria:

a. The student functions at least 2.0 standard deviations below the mean in one broad developmental area (30 percent delay in age equivalency, or functions at or below the 3rd percentile)

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b. The student functions at least 1.5 standard deviations below the mean in two or more broad developmental areas (25 percent delay in age equivalency, or functions at or below the 7th percentile)

Broad Developmental Areas:

- a. cognitive skills (e.g., perceptual discrimination, memory, reasoning, pre-academic, and conceptual development);
- b. physical skills (i.e., fine, gross, and perceptual motor skills);
- c. communication skills (i.e., including verbal and nonverbal, and receptive and expressive);
- d. social or emotional skills; or
- e. adaptive skills, including self-help skills.
- 5. The student's condition adversely affects educational performance.
- 6. The student needs special education.

F. Emotional Disturbance

Definition: A student with emotional disturbance has a condition exhibiting one or more of the following characteristics over a long period of time, and to a marked degree, that adversely affects his or her educational performance:

- 1. an inability to learn that cannot be explained by intellectual, sensory, or health factors;
- 2. an inability to build or maintain satisfactory interpersonal relationships with peers and teachers;
- 3. inappropriate types of behavior or feelings under normal circumstances;
- 4. a general pervasive mood of unhappiness or depression; or
- 5. a tendency to develop physical symptoms or fears associated with personal or school problems.

The term *does not* include students who are socially maladjusted unless it is determined they have an emotional disturbance. The term emotional disturbance *does* include students who are diagnosed with schizophrenia.

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State Eligibility Criteria for Emotional Disturbance: An evaluation team will determine that a student is eligible for special education services as a student with emotional disturbance when all of the following criteria are met:

- 1. An evaluation that meets the procedures outlined in Section 5 of this chapter has been conducted.
- 2. The student has been documented as having an emotional condition consistent with the criteria in this chapter by one or more of the following: school psychologist, licensed psychologist, psychiatrist, physician, or certified social worker.
- 3. The student has been observed exhibiting one or more of the five behavioral or emotional characteristics listed in the definition of emotional disturbance.
- 4. The characteristic(s) has been observed:
 - a. for a long period of time (at least 6 months); and
 - b. by more than one knowledgeable observer; and
 - c. in more than one setting; and
 - d. at a level of frequency, duration, and/or intensity that is significantly different from other students' behavior in the same or similar circumstances.
- The student's condition adversely affects educational performance in the area of academics, peer and teacher interaction, participation in class activities, and/or classroom conduct.
- 6. The student needs special education.
- See Appendix 4A for additional information on determining eligibility for Emotional Disturbance.

G. Health Impairment

Definition: A student classified as having a health impairment exhibits limited strength, vitality, or alertness, including heightened alertness to environmental stimuli that results in limited alertness with respect to the educational environment that is due to chronic or acute health problems. These health problems may include, but are not limited to, asthma, attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD), cancer, diabetes, epilepsy, Fetal Alcohol Syndrome, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, Tourette syndrome, and stroke to such a degree that it adversely affects the student's educational performance.

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A student with ADD/ADHD may also be eligible under another category (generally learning disability or emotional disturbance) if he or she meets the criteria for that other category and needs special education and related services. All students with a diagnosis of ADD/ADHD are not necessarily eligible to receive special education under the IDEA 2004, just as all students who have one of the other conditions listed under health impairment are not necessarily eligible, unless it is determined to adversely affect educational performance and require special education.

State Eligibility Criteria for Health Impairment: An evaluation team will determine that a student is eligible for special education services as a student with a health impairment when all of the following criteria are met:

- 1. An evaluation that meets the procedures outlined in Section 5 of this chapter has been conducted.
- 2. The student exhibits limited strength, vitality, or alertness, including heightened alertness to environmental stimuli that results in limited alertness with respect to the educational environment that is due to chronic or acute health problems.
- 3. The student has been diagnosed by a physician as having a health impairment. In the case of ADD/ADHD, an educational determination may be provided by a school psychologist or a licensed psychologist.
- 4. The student's condition adversely affects educational performance.
- 5. The student needs special education.

H. Hearing Impairment

Definition: A hearing impairment is a permanent or fluctuating hearing loss that adversely affects a student's educational performance but is not included under the category of deafness.

State Eligibility Criteria for Hearing Impairment: An evaluation team will determine that a student is eligible for special education services as a student with a hearing impairment when all of the following criteria are met:

- 1. An evaluation that meets the procedures outlined in Section 5 of this chapter has been conducted.
- 2. The student does not qualify as deaf.
- 3. The student is diagnosed by an otologist, audiologist or physician as having a hearing impairment.
- 4. The student's condition adversely affects educational performance.

5. The student needs special education.

I. Learning Disability

Definition: A learning disability means a specific disorder of one or more of the basic psychological processes involved in understanding, or in using spoken or written language, that may manifest itself in an impaired ability to listen, think, speak, read, write, spell, or do mathematical calculations, which adversely affects the student's educational performance. It is not necessary to identify the specific psychological processes that a student has, as long as the student meets the State Eligibility Criteria.

The term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include a student who has needs that are primarily the result of visual, hearing, or motor disabilities; cognitive impairment; emotional disturbance; or environmental, cultural, or economic disadvantage.

For learning disability, students must be within the range of legal kindergarten age through the semester that they turn 21.

State Eligibility Criteria for Learning Disability: An evaluation team will determine that a student is eligible for special education services as a student with a learning disability when all of the following criteria are met and documented on the eligibility report. The documentation of Learning Disability requires an additional form (400a & 400b) used to address the additional requirements.

1. Requirements for Learning Disability

There are two ways to determine eligibility for students with a Learning Disability: *either* Response to Intervention (RTI) or the traditional discrepancy model. Regardless of the process used for identification the following criteria shall be met and documented:

- a. An evaluation that meets the procedures outlined in Section 5 of this chapter has been conducted.
- b. The child has not achieved adequately for the child's age or has failed to meet Idaho Content Standards in one or more of the following areas, when provided with learning experiences and instruction appropriate for the child's age or Idaho Content grade-level Standards.
 - (1) Oral expression
 - (2) Listening comprehension
 - (3) Written expression
 - (4) Basic reading skills

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- (5) Reading fluency skills
- (6) Reading comprehension
- (7) Mathematics calculation
- (8) Mathematics problem solving
- c. To ensure that underachievement is not due to a lack of appropriate instruction in reading or math, the team shall consider:
 - (1) data that demonstrate that prior to, or as part of, the referral process, the child was provided appropriate instruction in regular education settings, delivered by qualified personnel; and
 - (2) data-based documentation of repeated assessments of achievement at reasonable intervals, that reflect student progress during instruction, have been provided to the parent. In Idaho, this refers specifically to the use of local or national progress monitoring systems (e.g. district CBMs, AimsWEB, DIBELS).
- d. An observation of the student's academic performance and behavior in the child's learning environment, (including the regular classroom setting), has been conducted by an evaluation team member other than the student's general education classroom teacher. The purpose of the observation is to document how the areas of concern impact the student's performance in the classroom. The observation should also document the name and title of the observer and the site, date, and duration of the observation. The team shall decide to:
 - (1) use information from an observation in routine classroom instruction and monitoring of the child's performance that was conducted before the child was referred for an evaluation or;
 - (2) have at least one member of the team conduct an observation of the child's academic performance in the regular classroom after the child has been referred for an evaluation, and parental consent has been obtained.
 - (3) In the case of a student who is out of school, a team member shall observe the student in an environment appropriate for a student of that age.
- e. The team shall determine the student's difficulty is not primarily the result of any of the following factors:
 - (1) visual, hearing, or motor disability
 - (2) cognitive impairment
 - (3) emotional disturbance
 - (4) cultural factors
 - (5) environmental or economic disadvantage

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- (6) Limited English Proficiency
- f. The student's disability adversely affects his or her educational performance.
- g. The student needs special education.

2. Additional Requirements Specific to Response to Intervention

Eligibility for special education through the RTI process is substantiated by the convergence of data from the general education interventions *and* other sources, which may include record reviews, interviews, observations, and tests (formal and informal).

In addition to the required learning disability eligibility criteria listed above in Section A, the evaluation team shall make a determination using a convergence of multiple sources of data that demonstrate the following:

- a. Resistance to General Education Intervention: The student has demonstrated significant resistance to general education interventions.
- b. Discrepancy: The student has a discrepancy from peers' performance in the area of concern as evidenced by two or more measures

Resistance to General Education Intervention

The student has demonstrated significant resistance to general education interventions. The student's actual rate of learning is lower than reasonably expected rate of learning, despite scientific, research-based interventions that have been attempted for an adequate period (generally deemed 8-12 weeks).

Significant resistance means that there must be evidence that the problem is

- a. ongoing and severe; and
- b. the student requires resources beyond those available in general education alone to adequately benefit from instruction.

The significant resistance to general education interventions shall be documented in an intervention plan and on a progress monitoring graph, indicating aimline, trendline, phaseline, and decision rules.

See Appendix 4D for additional information on RTI Components.

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Discrepancy:

The student has a discrepancy from peers' performance in the area of concern as evidenced by two or more measures, with at least one measure being curriculum based measurements, (CBM) or national progress monitoring systems with cut scores (i.e. DIBELS, Aimsweb).

- 1. <u>Curriculum Based Measurement:</u> The evaluation team shall identify the type of norm being applied, i.e., school, district, regional, or national norm. The student's median score on a curriculum based measurement shall be one of the following:
 - a. At or below the 16th percentile (1.0 SD below) on material one grade level below the student's current grade placement, e.g., comparing a fourth-grade student to third-grade norms; or
 - b. At or below the 7th percentile (1.5 SD below) on material at the student's grade placement, e.g., comparing a fourth-grade student to fourth grade norms.

2. Other Measures:

- a. The student's score on a nationally normed, standardized test is at least 1.75 standard deviations below the mean (a standard score of 74 or lower).
- b. The student's median performance is below the median performance of his or her grade-placement peers by a discrepancy ratio of at least 2.0.
- c. The student's instructional performance is at least two grade-levels below his or her current grade placement.

Documentation of RTI process shall be done through an intervention plan and graphs.

The components that shall be represented on the intervention plan are as follows:

- a. the targeted skill, including the present level of performance and a measurable goal
- b. the scientific, research based intervention used, including intensity, frequency, and duration
- c. evidence that the student does not achieve adequately for his or her age or t o meet Idaho grade level Content Standards given interventions typical in general education and a summary of significant resistance to those general education interventions, including that the resistance is on- going and severe and the student requires resources beyond general education alone to benefit from instruction
- d. documentation from two or more measures, one of which is a curriculum based measure, indicating the discrepancy from peers' performance on skills

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e. An observation documenting the student's academic performance and behavior in the areas of concern

The graph shall include, among other relevant components, an aimline, trendline, phaselines, and decision rules.

3. Additional Requirements Specific to Traditional Discrepancy Model:

In addition to the required learning disability eligibility criteria listed above in Section A, the evaluation team shall make a determination using assessments and procedures that demonstrate the following:

a. A Pattern Indicative of a Learning Disability

The child exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, Idaho Content Standards for the child's age, or intellectual development that is determined by the team, using appropriate assessments, to be indicative of a learning disability; **and**

b. A Severe Discrepancy between Ability and Achievement

A severe discrepancy exists between intellectual ability and academic achievement when the broad area standard score is equal to or greater than 15 points below a regressed full-scale intellectual ability score. The severe discrepancy must not be due to the effects of any of the exclusionary factors listed in Section 5 of this chapter.

The district shall use the Regressed Intelligence Quotient Scores table, found in the document section of this chapter, or another appropriate regression table or procedure. This conversion chart can be used in determining the regressed intelligence score from which the achievement score is subtracted in arriving at a discrepancy.

J. Multiple Disabilities

Definition: Multiple disabilities are two or more co-existing severe impairments, one of which usually includes a cognitive impairment, such as cognitive impairment/blindness, cognitive impairment/orthopedic, etc. Students with multiple disabilities exhibit impairments that are likely to be life long, significantly interfere with independent functioning, and may necessitate environmental modifications to enable the student to participate in school and society. The term does not include deaf-blindness.

State Eligibility Criteria for Multiple Disabilities: An evaluation team will determine that a student is eligible for special education services as a student with multiple disabilities when all of the following criteria are met:

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- 1. An evaluation that meets the procedures outlined in Section 5 of this chapter has been conducted.
- The student meets eligibility criteria for severe concomitant impairments, the
 combination of which causes such significant educational problems that the student
 cannot be accommodated by special education services designed solely for one of the
 disabilities.
- 3. The student meets State Eligibility Criteria as outlined for each disability category.
- 4. The student's condition adversely affects educational performance.
- 5. The student needs special education.

K. Orthopedic Impairment

Definition: Orthopedic impairment means a severe physical limitation that adversely affects a student's educational performance. The term includes impairments caused by congenital anomaly (clubfoot, or absence of an appendage), an impairment caused by disease (poliomyelitis, bone tuberculosis, etc.), or an impairment from other causes (cerebral palsy, amputations, and fractures or burns that cause contracture).

State Eligibility Criteria for Orthopedic Impairment: An evaluation team will determine that a student is eligible for special education services as a student with an orthopedic impairment when all of the following criteria are met:

- 1. An evaluation that meets the procedures outlined in Section 5 of this chapter has been conducted.
- 2. The student exhibits a severe orthopedic impairment. The term includes congenital anomalies, impairments caused by disease, and impairments from other causes that are so severe as to require special education services.
- 3. The student has documentation of the condition by a physician or other qualified professional.
- 4. The student's condition adversely affects educational performance.
- 5. The student needs special education.

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L. Speech or Language Impairment: Language

Definition: A language impairment exists when there is a disorder or delay in the development of comprehension and/or the uses of spoken or written language and/or other symbol systems. The impairment may involve any one or a combination of the following:

- 1. the form of language (morphological and syntactic systems);
- 2. the content of language (semantic systems); and/or
- 3. the function of language in communication (pragmatic systems).

A language disorder does not exist when language differences are due to non-standard English or regional dialect or when the evaluator cannot rule out environmental, cultural, or economic disadvantage as primary factors causing the impairment.

State Eligibility Criteria for Language Impairment: An evaluation team will determine that a student is eligible for special education and related services as a student who has a language impairment when all of the following criteria are met:

- 1. An evaluation that meets the procedures outlined in Section 5 of this chapter has been conducted.
- 2. At least two procedures, at least one of which yields a standard score, are used to assess receptive language and/or expressive language.
- 3. The student has attained scores on a standardized measure that are 1.5 standard deviations or more below the mean, or at or below the 7th percentile, in either receptive or expressive language.
- 4. The student's disability adversely affects educational performance.
- 5. The student needs special education. (Speech/language therapy can be special education or a related service.)

Caution is advised when evaluating a student whose native language is other than English. The acquisition of the English language is not to be mistaken as a language impairment.

M. Speech or Language Impairment: Speech

The term speech impairment includes articulation/phonology disorders, voice disorders, or fluency disorders that adversely impact a child's educational performance. The following eligibility criteria and minimum assessment procedures have been established for all three types of speech impairments.

1. Articulation/Phonology Disorder

Definition: Articulation is the ability to speak distinctly and connectedly. Articulation disorders are incorrect productions of speech sounds including omissions, distortions, substitutions, and/or additions that may interfere with intelligibility. Phonology is the process used in our language that has common elements (sound patterns) that affect different sounds. Phonology disorders are errors involving phonemes, sound patterns, and the rules governing their combinations.

- a. An articulation/phonology disorder exists when:
 - (1) the disorder is exhibited by omissions, distortions, substitutions, or additions;
 - (2) the articulation interferes with communication and calls attention to itself; and
 - (3) the disorder adversely affects educational or developmental performance.
- b. An articulation/phonology disorder does not exist when:
 - (1) errors are temporary in nature or are due to temporary conditions such as dental changes;
 - (2) differences are due to culture, bilingualism or dialect, or from being non-English speaking; or
 - (3) there are delays in developing the ability to articulate only the most difficult blends of sound or consonants within the broad range for the student's age.

State Eligibility Criteria for Articulation/Phonology Disorder: An evaluation team will determine that a student is eligible for special education and related services as a student who has an articulation/phonology disorder (speech impairment) when all of the following criteria are met:

- a. An evaluation that meets the procedures outlined in Section 5 of this chapter has been conducted.
- b. At least two procedures are used to assess the student, one of which yields a standard score.
- c. The student must have a score that is at least 1.5 standard deviations below the mean, at or below the 7th percentile, on a standardized articulation/phonological assessment, or the speech impairment is judged as moderate on the standardized measure for students ages 3 through 21 years.
- d. The student's disability adversely affects educational performance.

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e. The student needs special education. (Speech/language therapy can be special education or a related service.)

2. Fluency Disorder

Definition: A fluency disorder consists of stoppages in the flow of speech that is abnormally frequent and/or abnormally long. The stoppages usually take the form of repetitions of sounds, syllables, or single syllable words; prolongations of sounds; or blockages of airflow and/or voicing in speech.

- A fluency disorder exists when an abnormal rate of speaking, speech, interruptions, repetitions, prolongations, blockages of airflow and/or voicing interferes with effective communication.
- b. A fluency disorder does not exist when developmental dysfluencies are part of normal speech development and do not interfere with educational or developmental performance.

State Eligibility Criteria for Fluency Disorder: An evaluation team will determine that an individual is eligible for special education and related services as a student who has a fluency disorder (speech impairment) when all of the following criteria are met:

- a. An evaluation that meets the procedures outlined in Section 5 of this chapter has been conducted.
- b. The student has a fluency rating of moderate or severe on the Fluency Communication Rating Scale for student's age 3 through 21 years. See the documents section of this chapter for the Fluency Communication Rating Scale.
- c. The student's disability adversely affects educational performance.
- d. The student needs special education. (Speech/language therapy can be special education or a related service.)

3. Voice Disorder

Definition: Voice disorders are the absence or abnormal production of voice quality, pitch, intensity, or resonance. Voice disorders may be the result of a functional or an organic condition.

A student who has a suspected laryngeal-based voice disorder and has not been evaluated by an ear, nose, and throat physician (ENT) (otorhinolaryngologist) may not receive voice therapy services from a speech-language pathologist.

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- a. A voice disorder exists when the vocal characteristics of quality, pitch, intensity, or resonance:
 - (1) interfere with communication;
 - (2) draw unfavorable attention to the speaker;
 - (3) adversely affect the speaker or listener; or
 - (4) are inappropriate to the age and gender of the speaker.
- b. A voice disorder does not exist when the vocal characteristics of quality, pitch, intensity, or resonance:
 - (1) are the result of temporary physical factors such as allergies, colds, or abnormal tonsils or adenoids:
 - (2) are the result of regional dialectic or cultural differences or economic disadvantage; or
 - (3) do not interfere with educational or developmental performance.

State Eligibility Criteria for Voice Disorder: An evaluation team will determine that a student is eligible for special education and related services as a student who has a voice disorder (speech impairment) when all of the following criteria are met:

- a. An evaluation that meets the procedures outlined in Section 5 of this chapter has been conducted.
- b. The student has a voice production rating of moderate or severe on the Voice Rating Scale for students aged 3 through 21 years. See the document section of this chapter for the Voice Rating Scale.
- c. A physician's statement documents that voice therapy is not contraindicated.
- d. The student's disability adversely affects educational performance.
- e. The student needs special education. (Speech/language therapy can be special education or a related service.)

See the documents section of this chapter for information on documenting adverse effects on educational performance for students with speech/language disorders.

NOTE: A student may receive speech or language services if he or she under is eligible for special education and needs speech or language services as a related service in order to benefit

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from special education without meeting the eligibility criteria for speech and language impairment.

N. Traumatic Brain Injury

Definition: Traumatic brain injury refers to an acquired injury to the brain caused by an external physical force resulting in a total or partial functional disability or psychosocial impairment, or both, that adversely affects educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas such as cognition, language, memory, attention, reasoning, abstract thinking, judgment, problem solving, sensory, perceptual and motor abilities, psychosocial behavior, physical functions, information processing, and speech. The term does not apply to congenital or degenerative brain injuries or to brain injuries induced by birth trauma.

State Eligibility Criteria for Traumatic Brain Injury: An evaluation team will determine that a student is eligible for special education services as a student who has a traumatic brain injury when all of the following criteria are met:

- 1. An evaluation that meets the procedures outlined in Section 5 of this chapter has been conducted.
- 2. The student has an acquired injury to the brain caused by an external physical force resulting in a total or partial functional disability or psychosocial impairment, or both.
- 3. The student has documentation of diagnosis by a licensed physician as having a traumatic brain injury.
- 4. The student's condition adversely affects educational performance.
- 5. The student needs special education.

O. Visual Impairment Including Blindness

Definition: Visual impairment refers to an impairment in vision that, even with correction, adversely affects a student's educational performance. The term includes both partial sight and blindness. Partial sight refers to the ability to use vision as one channel of learning if educational materials are adapted. Blindness refers to the prohibition of vision as a channel of learning, regardless of the adaptation of materials.

State Eligibility Criteria for Visual Impairment: An evaluation team will determine that a student is eligible for special education services as a student with a visual impairment when all of the following criteria are met:

1. An evaluation that meets the procedures outlined in Section 5 of this chapter has been conducted.

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- 2. The student has documentation of a visual impairment, not primarily perceptual in nature, resulting in measured acuity of 20/70 or poorer in the better eye with correction, or a visual field restriction of 20 degrees as determined by an optometrist or ophthalmologist.
- 3. The student's physical eye condition, even with correction, adversely affects educational performance.
- 4. The student needs special education.

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**Documents Documents *

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February 2007		

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REGRESSED INTELLIGENCE QUOTIENT SCORES

Instructions:

A conversion table to regress intelligence quotient (IQ) scores is located on the following pages. The table has 4 columns. Column 1 indicates full-scale IQ scores. Columns 2-4 indicate corresponding correlation scores. Follow the instructions below to determine the regressed IQ score to be used in determining whether the 15-point discrepancy between ability and achievement exists.

- 1. Determine the correlation between the intellectual measure and the achievement measure that was used to assess the student. Correlations are usually stated in the instructor's manual for each test.
- 2. Determine the appropriate column (2, 3, or 4) to use based on the correlation between the two tests. The table provides correlations at .7, .6, and .5. Use .6 if you cannot find the correlation in the instructor's manual or test literature.
- 3. Locate the student's full-scale IQ score on the intellectual measure in column 1 of the table.
- 4. Follow the IQ score across to a correlation score in the appropriate column. That score is the regressed IQ score.
- 5. Subtract the student's actual achievement standard score from the regressed IQ score.

Example:

If the correlation between the IQ test and the achievement test is .6 and the student's full-scale score is 86, the student's regressed IQ score would be 92.

Regressed full-scale IQ score	92
Minus achievement standard score	-75
Equals discrepancy	17

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Conversion Table to Regress IQ Scores

Correlation between full-scale IQ score and achievement scores				
Full-Scale IQ Score	.7 Correlation	.6 Correlation	.5 Correlation	
150	135	130	125	
149	134	129	125	
148	134	129	124	
147	133	128	124	
146	132	128	123	
145	132	127	123	
144	131	126	122	
143	130	126	122	
142	129	125	121	
141	129	125	121	
140	128	124	120	
139	127	123	120	
138	127	123	119	
137	126	122	119	
136	125	122	118	
135	125	121	118	
134	124	120	117	
133	123	120	117	
132	122	119	116	
131	122	119	116	
130	121	118	115	
129	120	117	115	
128	120	117	114	
127	119	116	114	
126	118	116	113	
125	118	115	113	
124	117	114	112	
123	116	114	112	
122	115	113	111	
121	115	113	111	
120	114	112	110	
119	113	111	110	
118	113	111	109	
117	112	110	109	
116	111	110	108	
115	111	109	108	
114	110	108	107	
113	109	108	107	
112	108	107	106	

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Full-Scale IQ Score	.7 Correlation	.6 Correlation	.5 Correlation
111	108	107	106
110	107	106	105
109	106	105	105
108	106	105	104
107	105	104	104
106	104	104	103
105	104	103	103
104	103	102	102
103	102	102	102
102	101	101	101
101	101	101	101
100	100	100	100
99	99	99	100
98	99	99	99
97	98	98	99
96	97	98	98
95	97	97	98
94	96	96	97
93	96	96	97
92	94	95	96
91	94	95	96
90	93	94	95
89	92	93	95
88	92	93	94
87	91	92	94
86	90	92	93
85	89	91	93
84	89	90	92
83	88	90	92
82	87	89	91
81	87	89	91
80	86	88	90
79	85	87	90
78	85	87	89
77	84	86	89
76	83	86	88
75	83	85	88
74	82	84	87
73	81	84	87
72	80	83	86
71	80	83	86
70	79	82	85

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FLUENCY COMMUNICATION RATING SCALE

Student:		_
School: _	Date:	

	Nondisabling Condition	Mild	Moderate	Severe
Frequency	Frequency of dysfluent behavior is within normal limits for student's age, gender, and speaking situation and/or less than 1 stuttered word per minute.	Transitory dysfluencies are observed in specific speaking situation(s) and/or 1-2 stuttered words per minute.	Frequent dysfluent behaviors are observed in specific speaking situations(s) and/or 4-10 stuttered words per minute.	Habitual dysfluent behaviors are observed in a majority of speaking situations and/or more than 10 stuttered words per minute.
Descriptive Assessment	Speech flow and time patterning are within normal limits. Developmental dysfluencies may be present.	Rate of speech interferes with intelligibility. Sound, syllable, and/or word repetitions or prolongations are present with no other secondary symptoms. Fluent speech periods predominate.	Rate of speech interferes with intelligibility. Sound, syllable, and/or prolongations are present. Secondary symptoms including blocking, avoidance, and physical concomitants may be observed.	Rate of speech interferes with intelligibility, sound, syllable, and/or word repetitions and/or prolongations are present. Secondary symptoms predominate. Avoidance and frustration behaviors are observed.
Comments:				

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VOICE RATING SCALE

Student:	School:	Date:	

	Nondisabling Condition	Mild Descriptive	Moderate Descriptive	Severe Wilson Voice Profile Scale
Pitch	Pitch is within normal limits.	There is a noticeable difference in pitch that may be intermittent.	There is a persistent, noticeable inappropriate raising or lowering of pitch for age and gender, or evidence of dysphonia.	+3 Pitch -3 Pitch -2 Pitch +2 Pitch
Intensity	Intensity is within normal limits.	There is a noticeable difference in intensity that may be intermittent.	There is a persistent, noticeable inappropriate increase or decrease in the intensity of speech, or the presence of aphonia.	-3 Intensity +2 Intensity -2 Intensity
Quality	Quality is within normal limits.	There is a noticeable difference in quality that may be intermittent.	There is a persistent, noticeable breathiness, glottal fry, harshness, hoarseness, tenseness, strident, or other abnormal vocal quality.	-2 Laryngeal +3 Laryngeal +2 Laryngeal -3 Laryngeal
Resonance	Nasality is within normal limits.	There is a noticeable difference in nasality that may be intermittent.	There is a persistent noticeable cul-de-sac, hyper- or hypo-nasality, or mixed nasality.	-2 Resonance +3 Resonance +4 Resonance
Description of Current Physical Condition	No consistent laryngeal pathology; physical factors influencing quality, resonance, or pitch, if present at all, are temporary and may include allergies, colds, or abnormal tonsils and adenoids.	Laryngeal pathology may be present. Physical factors indicated in moderate and/or severe levels may be present.	Probable presence of laryngeal pathology. Physical factors may include nodules, polyps, ulcers, edema, partial paralysis of vocal folds, palatal insufficiency, enlarged/insufficient tonsils and/or adenoids, neuromotor involvement, or hearing impairment.	Physical factors may include: - unilateral or bilateral paralysis of vocal folds - laryngectomy - psychosomatic disorders - neuromotor involvement of larynx muscles, i.e., cerebral palsy
Comments:	,			

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DOCUMENTATION OF ADVERSE EFFECTS ON EDUCATIONAL PERFORMANCE FOR STUDENTS WITH SPEECH/LANGUAGE DISORDERS

Documentation of adverse effects on educational performance can be gathered from a thorough assessment of communication skills. The assessment shall include student, parent, and teacher input.

Information shall be recorded by the speech-language pathologist (SLP) on the *Eligibility Report* form.

An assessment of a student's ability to communicate, rather than isolated skill assessment, will provide information on how the impairment affects the student overall. The following errors and problems should be considered when determining how the student's ability to communicate may adversely affect educational performance:

- 1. Sound errors, voice quality, or fluency disorders inhibit the student from reading orally in class, speaking in front of the class, or being understood by teachers, peers, or family members.
- 2. Sound errors, voice quality, or fluency disorders embarrass the student. Peer relationships suffer as a result, or peers may make fun of the student.
- 3. Sound errors cause the student to make phonetic errors in spelling or have difficulty in phonics.
- 4. Grammatical errors create problems with a student's orientation in time.
- 5. Morphological errors inhibit the student from using or making complete sentences.
- 6. Semantic problems slow the student's ability to follow directions, give directions, make wants and needs known, make oneself understood, relate information to others, or fully participate in daily living.

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Chapter 5 INDIVIDUALIZED EDUCATION PROGRAMS

If a student is eligible for special education services, they have met the requirements of eligibility under IDEA 2004, including a disability that meets the criteria, adversely affects the student's educational performance, and requires specially designed instruction.

Special education means specially designed instruction, at no cost to the parents, to meet the unique needs of a student with a disability including instruction in the classroom, the home, hospitals, institutions, and other settings. The definition of special education also includes instruction in physical education, speech/language pathology, travel training, and vocational education.

Specially designed instruction means adapting, as appropriate to the needs of an eligible student, the content, methodology, or delivery of instruction to (1) address the unique needs of the student that result from his or her disability and (2) to ensure access to the general curriculum so that the student can meet the Idaho Content Standards that apply to all students.

The Individualized Education Program (IEP) is a written document that is developed for each eligible student with a disability and documents the specially designed instruction and related services. The IEP is the product of collaboration among a parent and/or adult student, district personnel, and other IEP team members who, through full and equal participation, identify the unique needs of a student with a disability and plan the special education services to meet those needs.

In developing each student's IEP, the IEP team shall consider:

- ▶ The strengths of the student;
- ▶ The concerns of the parents for enhancing the education of their child;
- The results of the initial or most recent evaluation of the student; and
- ▶ The academic achievement, developmental, and functional needs of the student.

Section 1. IEP Initiation

A. Purpose of Meeting

The primary purpose of an IEP team meeting is to design an IEP that shall meet the unique needs of a student with a disability. The IEP team plans the special education and related services calculated to enable the student to receive educational benefits in the least restrictive environment. The parent and/or adult student shall be invited to the meeting and in order to participate meaningfully, the parent and/or adult student should be informed of his or her role as

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a team member. The parent and/or adult student, district personnel, and other IEP team members should come prepared to discuss specific information about the student's individual needs and the type of services to be provided to address those needs.

The meeting format should invite open discussion that allows participants to identify and consider all the relevant needs of the student related to their disability. Placement decisions shall be considered *after* the special education services are determined. Placement is based on the IEP services and accommodations and shall not be the determining factor in developing the IEP content.

Informal or unscheduled conversations involving district personnel on various issues (e.g., teaching methodology, lesson plans, or coordination of service provisions) are not considered a meeting as long as no decisions are made regarding issues addressed on the student's IEP. A meeting does not include preparatory activities in which district personnel engage to develop a proposal or a response to a parent and/or adult student proposal that will be discussed at a later meeting.

B. Team Decision Making

The IEP meeting serves as a communication vehicle between the parent and/or adult student, district personnel, and other IEP team members that enables them, as equal participants, to make joint, informed decisions regarding the student's special education services. All members of the IEP team are expected to work toward consensus regarding the services that will be included in the student's IEP to ensure that he or she receives a free appropriate public education (FAPE). Consensus means that all members are in general agreement regarding what is written.

If there is a lack of consensus between the parent and/or adult student, district personnel, and other IEP team members regarding an IEP decision, then school personnel on the IEP team should seek consensus and make the decision subject to the due process rights of the parent and/or adult student. If there is a lack of consensus among school personnel, then the district representative on the IEP team shall make the decision.

The district shall follow the procedures in Section 1, "Parent and/or Adult Student Objection to the IEP," if necessary.

C. When IEP Meetings Are Held

An IEP meeting shall be held for one or more of the following reasons:

1. To develop and implement an IEP within 60 calendar days of receiving parent and/or adult student consent for initial evaluation, excluding periods when regular school is not in session for 5 or more consecutive days. With the exception that the meeting to develop the IEP shall be held within 30 days of a determination that the student needs special education and related services. Refer to Chapter 4, Section 3.E regarding

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additional timeline exceptions. The IEP shall be implemented as soon as possible following the meeting during which the IEP was developed.

- 2. To review the IEP periodically, but no longer than 365 days from the date of development of the current IEP. An IEP shall be in effect at the beginning of each school year;
- 3. When another agency fails to deliver transition or other services outlined in the IEP;
- 4. To consider revisions to the IEP if there is any lack of expected progress toward annual goals and in the general education curriculum, where appropriate;
- 5. At the reasonable request of any member of the IEP team;
- 6. To review behavioral intervention strategies and/or develop a behavioral plan as part of the IEP; or
- 7. To address the IDEA 2004 discipline requirements (see Chapter 13).

NOTE: Under the IDEA 2004, an IEP team meeting may not be required to amend the IEP (see IEP Amendments).

D. IEP Team Members and Roles

The IEP Team means a group of individuals who are responsible for developing, reviewing, or revising an IEP for a child with a disability.

NOTE: The general education teacher, special education teacher, district representative, or individual who can interpret implications of evaluation results may be excused from an IEP meeting, in whole or in part, if the parent and/or adult student and district agree to this in writing. If the meeting deals with the excused member's areas, he or she shall provide written input to the IEP team prior to the meeting. Written input shall include substantive data (e.g., based on assessment, providing meaningful guidance to the team, regarding the purpose of the meeting, reflecting on general education curriculum). If the district representative is excused, a staff member in attendance shall have the authority to bind the district to the decisions of the team.

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Role	Description
Parent of the student or Adult Student if rights have transferred	The term "parent" refers to a biological or adoptive parent, foster parent, a judicially decreed guardian (does not include state agency personnel if the student is a ward of the state), a person acting in place of a parent, or a surrogate parent who has been appointed by the district. The term "acting in place of a biological or adoptive parent" includes persons such as a grandparent, stepparent, or other relative with whom the student lives as well as persons who are legally responsible for a student's welfare. A foster parent may act as a parent if the natural parent's authority to make educational decisions on behalf of his or her child has been terminated by law. A foster parent shall be an individual who is willing to make educational decisions required of a parent, and has no interest that would conflict with the interests of the student.
	If more than the biological or adoptive parents meet the definition of parent, the biological or adoptive parents serve as the parents in the IEP process, unless a judicial decree or order identifies a specific person or persons to make educational decisions for the student.
	An "adult student" is a student with a disability who is 18 years of age or older to whom special education rights have transferred under the IDEA 2004 and Idaho Code. (See Chapter 11, Section 2C, for more information.) In this case, the parent may attend the IEP meeting as an individual who has knowledge or special expertise regarding the student at the invitation of the adult student or the district.
District Representative	The district representative or designee shall be qualified to provide or supervise the provision of special education to meet the unique needs of students with disabilities. The representative shall be knowledgeable about the general education curriculum and about the availability of resources in the district. They should have the authority to allocate resources and to ensure that whatever services are outlined in the IEP shall be provided. Examples of the district representative include the building principal, the special education director, the district superintendent and others who meet the criteria described above. The district representative may be another member of the IEP team if all the criteria above are met.

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Role	Description
Special Education Teacher/Provider—not less than one	This individual will generally be the student's special education teacher or service provider who is responsible for implementing the student's IEP. In the case of a student receiving services from a speech-language pathologist, but not a special education teacher, it would be more appropriate for the speech-language pathologist to fill this role on the IEP team.
General Education Teacher—not less than one	A general education teacher of the student is required to participate in developing the IEP if a student is, or may be, participating in the general education environment. Regardless, a representative that is knowledgeable of the general education curriculum shall be present. For preschool-age students, the general education teacher may be the kindergarten teacher or an appropriate designee. Designees at the preschool level may include a care provider, Head Start teacher, or community preschool teacher if that person meets state and/or national licensing standards.
Individual who can interpret evaluation results and implications	This person may be someone who participated in the evaluation of the student. He or she shall be able to explain the results, the instructional implications, and the recommendations of the evaluation.
Student	Whenever appropriate, the IEP team includes the student with a disability. A student shall be invited by the district to attend any IEP meeting at which post-secondary goals and transition services needed to assist the student in reaching those goals will be discussed. If the student does not attend the IEP team meeting, the public agency shall take other steps to ensure that the student's preferences and interests are considered.
Representative of a Private School (if applicable)	If a student is enrolled in or referred to a private school, the district shall ensure that a representative of the private school is invited to the IEP meeting. If a representative cannot attend, the district shall use other methods to ensure participation by the private school, including individual or conference telephone calls.

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Role	Description
Representative of Transition Agency(s) (Parental consent shall be obtained in order for the Transition Agency Representative to participate in the IEP) Team meeting.	If transition services are being discussed, a representative of any public agency that is likely to be responsible for providing or paying for transition services shall be invited. If a representative does not attend, steps shall be taken to obtain participation from the agency in transition planning.
Part C Coordinator or Representative	At the request of the parent of a student who previously was served under Part C, the Part C coordinator or other representative of the Part C system will be invited to the initial IEP meting.
Other	At the discretion of the parent and/or adult student or the district, other individuals who have knowledge or special expertise regarding the student, including related service personnel, may be included as IEP team members. The determination of having knowledge and special expertise regarding the student shall be made by the parent and/or adult student or district person who invited the individual to be a member of the IEP team.

E. The General Educator's Role in IEP Development

If a student is participating in the general education curriculum or environment, not less than one of the student's general education teachers who are responsible for implementing any portion of the IEP shall participate to the extent appropriate in developing the IEP. Regardless, a representative that is knowledgeable of the general education curriculum shall participate.

The general education teacher's role in the development, review, and revision of the IEP includes:

- 1. Discussion of the student's involvement and progress in the general education curriculum;
- 2. Determination of appropriate positive behavioral interventions and other strategies for the student; and
- 3. Determination of supplementary aids and services, program accommodations/adaptations, and supports for school personnel.

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F. Invitation to IEP Team Meetings

To the extent possible, the district should encourage the consolidation of all IEP team meetings, including meetings that may involve eligibility, reevaluation and IEP development.

The district shall do the following:

- 1. Schedule the meeting at a place and time mutually agreed on by the parent and/or adult student and the district.
- 2. Invite the parent and/or adult student to the meeting early enough to ensure that he or she can attend. The district shall keep a record of this invitation. The invitation shall include the following:
 - a. the purpose, time, and location of the meeting;
 - b. who will attend the meeting; and
 - c. information regarding the parent's/adult student's right to bring other people to the meeting.

The invitation should clarify the parent's/adult student's role on the team and request that he or she come prepared to discuss the unique needs and characteristics of the student, the types of services that may be needed, and the goals that would indicate the success of the services.

- 3. Invite the student, if appropriate or required, to attend and participate in his or her IEP team meeting. If the student is a minor, the parent shall make the decision regarding the student's attendance. If a purpose of the meeting is to consider transition, and the student does not attend, the district shall take other steps to ensure that the student's preferences and interests are considered.
- 4. The invitation may be either written or oral. In either case, the district shall document that all the required components noted in item 2 above were included in the invitation. In addition, the parent and/or adult student shall be provided with a copy of the *Procedural Safeguards Notice* once annually, preferably at the annual review.
- 5. When one of the purposes of the IEP team meeting is to consider transition services, the invitation shall also:
 - a. indicate this purpose;
 - b. indicate that the district shall invite the student; and

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- c. identify any other agency that will be invited, with parent's or adult student's consent, to send a representative.
- 6. The district shall take appropriate action to ensure that a parent and/or adult student understands the proceedings at an IEP team meeting, including arranging for an interpreter for a parent and/or adult student who has a hearing impairment or whose native language is other than English.
- 7. The IEP team may meet without the parent and/or adult student if he or she cannot attend the meeting or cannot be convinced to attend the meeting. However, the district shall document its attempts to arrange a mutually agreed upon time and place for the meeting. Documentation could include records of telephone calls or conversations, copies of correspondence sent to the parent and/or adult student and any responses received, and detailed records of any visits made to the parent and/or adult student. If a meeting is held without the parent and/or adult student, the district shall offer and document alternative methods, such as conference calls, to gain his or her participation in the development of the IEP.
- 8. Alternatives to physical meetings such as video and telephone conferencing may take the place of physical IEP meetings if the parent and/or adult student and district agree.

Section 2. IEP Development

Nothing requires additional information be included in a student's IEP beyond what is explicitly required by IDEA 2004 or requires the IEP team to include information under one component of a student's IEP that is already contained under another component of the student's IEP.

NOTE: IEP Team meeting minutes are not part of the official IEP document.

A. General Demographic Components for All IEPs

All IEPs shall include the date of the IEP meeting and the following general demographic components: the student's name as it appears in school records, native language, birth date, and identification number (for state reporting or Medicaid purposes only), names of parents, address, phone number, school, and grade.

B. Documentation of Participants

The district shall ensure the attendance and participation of the IEP team members at the IEP meeting. Documentation of attendance can be accomplished by listing team members on the IEP and checking their attendance status.

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The attendance list is not a reflection of agreement or disagreement with the IEP; it is only an indication of attendance. As with any team member, the parent's/adult student's name on the list does not indicate agreement or disagreement with the IEP contents. If the parent and/or adult student disagrees with all or part of the IEP, the district should remind the parent and/or adult student that he or she may file a written objection.

NOTE: See Section 1J for additional information on parent and/or adult student objections.

C. Present Levels of Performance, Goals, and Benchmarks/Objectives

The IEP identifies present levels of academic achievement and functional performance and measurable goals that enable the IEP team to track the effectiveness of services and to easily report progress toward goals.

- 1. Statements of present levels of academic achievement, and functional performance in an area of need include:
 - a. How a school-age student's disability affects his or her involvement and progress in the general education curriculum (i.e., the same curriculum used by students without disabilities).
 - b. For preschool students, present levels of performance should reference the Idaho Early Learning Standards and describe how the disability affects the student's participation in appropriate activities.
- 2. Although the content of present levels of performance statements are different for each student, each statement shall:
 - a. be written in objective, measurable terms and easy-to-understand non-technical language;
 - b. show a direct relationship with the other components of the IEP, including special education services, annual goals, and, if applicable, benchmarks/objectives for students who participate in an Idaho Alternate Assessment;
 - c. provide a starting point for goal development; and
 - d. reference general education Idaho Content Standards.
- 3. Annual goals shall be related to the needs described in the present levels of performance statements. Measurable academic achievement, developmental, and functional annual goals are designed to meet the student's needs that result from the student's disability, to enable the student to be involved in and make progress in the general education curriculum, and to meet each of the student's other educational needs that result from the student's disability.

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- a. A goal is a written, measurable statement that describes what a student is reasonably expected to accomplish within the time period covered by the IEP, generally one year.
- b. Goals are written to enable the student to be involved in and make progress in the general education curriculum and to meet other educational needs that result from the disability.
- c. A goal shall include the behavior, the performance criteria, and the evaluation procedure.
- 4. For students taking an Idaho Alternate Assessment aligned to the alternate standards, each goal shall have at least two benchmarks/objectives. Benchmarks/objectives shall include a statement of how far the student is expected to progress toward the annual goal and by what date. The district has the discretion to use benchmarks/objectives as described in this paragraph for all students eligible for IEP services.

D. Progress Toward Goals

The IEP shall include a statement describing:

- 1. How the student's progress toward IEP goals will be measured;
- 2. How the parent and/or adult student will be informed of the student's progress toward the annual goals, including the extent to which progress is sufficient to enable the student to achieve the goals by the end of the IEP time period.

Periodic progress reports, concurrent with the issuance of report cards shall be provided.

E. Statements of Special Education and Related Services

Each student's IEP shall describe the special education and related services, based on peer-reviewed research to the extent practicable, which will be provided to or on behalf of the student. Special education includes specially designed instruction to meet the unique needs of the student.

The term "related services" refers to transportation and such developmental, corrective, and other supportive services required to assist a student with a disability to benefit from special education as described in the IEP. These services include, but are not limited to:

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- audiology
- speech therapy
- language therapy
- psychological services
- physical therapy
- occupational therapy
- therapeutic recreation,
- early identification and assessment of students' disabilities
- ▶ rehabilitation counseling services
- orientation and mobility services
- medical services for diagnostic or evaluative purposes
- school nurse services
- social work services in school
- supports for school staff
- parent counseling and training. Parent counseling and training includes helping a parent (a) understand child development and the special needs of his or her child and (b) acquire skills to support the implementation of his or her child's IEP.
- interpreter services

NOTE: An Idaho State Department of Education document provides guidance regarding educational interpreter standards. The Idaho Legislature has established standards which take effect in 2009.

This list of related services is not exhaustive and may include other developmental, corrective, or supportive services, transition services or assistive technology. Although services may be of benefit to a student with a disability, all of the services listed above may not be required for each individual student. Related services are the responsibility of the district only if the IEP team determines they are required to assist the student to benefit from special education. Further, the student is not entitled to related services if (a) he or she is not eligible for special education or (b) the parent and/or adult student does not consent to initial provision of special education services.

EXCEPTION: The term does not include a medical device that is surgically implanted or the replacement of such device, the optimization of that device's functioning (e.g., mapping), maintenance of that device, or the replacement of that device. The district is responsible to appropriately monitor and check devices to make sure the devices are functioning properly. This responsibility applies to devices that are needed to maintain the health and safety of the child, including breathing, nutrition, or operation of other bodily functions, while the child is transported to and from school or is at school.

THIRD PARTY PAYERS: Consent from the parents or adult student is required when the district bills Medicaid or the parent's insurance for services provided. See Chapter 11 for details.

F. Supplementary Aids, Services, and Other IEP Considerations

Supplementary aids and services may include general education curriculum accommodations and/or adaptations, support for school staff, positive behavioral intervention plans, extended school year services, transportation, transition services, assistive technology services, and travel training services deemed appropriate by the IEP Team shall be provided whether or not the district currently has these services in place.

The description of services in the IEP shall:

- 1. Identify the program accommodations and supplementary aids to be provided to the student in the areas of need.
- 2. List the specific services that will meet the unique needs of the student, allowing him or her to advance appropriately toward attaining the annual goals, and:
 - a. be involved in and make progress in the general education curriculum;
 - b. participate in extracurricular and other nonacademic activities; and
 - c. be educated and participate with other students with disabilities and with students without disabilities to the maximum extent appropriate.

NOTE: The public agency shall ensure that each student with a disability has the supplementary aids and services determined by the student's IEP Team to be appropriate and necessary for the student to participate in nonacademic settings.

- 3. State the projected starting date and expected duration of the services, and accommodations/adaptations.
- 4. List the anticipated time per session and frequency of sessions per week or month. The amount of service may not be stated as a range.
- 5. State the location where services and accommodations/adaptations will be provided.

Based on the unique needs of each student, the IEP team should consider any of the following services that may be appropriate for the student and should document such services on the IEP accordingly:

1. Supplementary Aids and Services

"Supplementary aids and services" means aids, services, and other supports that are provided in general education classes or other education-related settings and in extracurricular and nonacademic settings to enable students with disabilities to be

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educated with students without disabilities to the maximum extent appropriate in accordance with LRE requirements.

The determination of which supplementary aids and services are appropriate for a particular student shall be made on an individual basis. Supplementary aids and services may include the following: assistance of an itinerant special education teacher, related service provider, or paraprofessional; support or training for the general educator; use of resource services; provision of note takers; supports for extracurricular or other nonacademic activities; and supports for participation in statewide or district wide achievement testing.

2. Accommodations and Adaptations

NOTE: "Modifications" include accommodations and adaptations. Idaho uses the terms accommodations and adaptations to describe two separate instructional and assessment practices.

Accommodations and adaptations include any changes that allow students with disabilities the same opportunity as students without disabilities to participate in and benefit from the educational program, activities, and services of the district.

Accommodations are intended to make educational opportunities more accessible. This may involve the setting, communication modality, equipment, and/or supplemental aids and services. Examples include Braille editions, large print, pencil grips, tape recorders, note takers, and computers with spell check.

Adaptations are changes in educational expectations for the student with a disability compared to peers without disabilities. These adaptations include actual changes in the general education curriculum and instruction or the use of an alternative or supplemental curriculum. Examples include fewer concepts to be mastered, different test questions, and material at a different reading level.

Whenever the IEP team determines that accommodations and/or adaptations are needed to ensure academic progress, these shall be indicated in the IEP. Any accommodations and/or adaptations required in physical education, vocational education, and statewide or district wide assessments shall be included in the IEP.

3. Assistive Technology Devices and/or Services

The district shall ensure that assistive technology devices and/or services are made available to a student, if required, as special education, related services, or supplementary aids and services. The following points are definitions and clarifications of terms:

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a. "Assistive technology device" means any item, piece of equipment, or product system, whether acquired commercially, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a student with a disability. The term does not include a device that is surgically implanted or the replacement of such device.

The district shall permit the student to use school-purchased assistive technology devices at home and in other settings if the IEP team determines that the student needs access to these devices in non-school settings to receive FAPE. An example of this would be to complete homework. The district may hold a parent and/or adult student liable for the replacement or repair of an assistive technology device that is purchased or otherwise procured by the district if it is lost, stolen, or damaged because of negligence or misuse at home or in another setting outside of school time.

Assistive technology devices should be designed using "universal design" principles. The term "universal design" means a concept or philosophy for designing and delivering products and services that are usable by people with the widest possible range of functional capabilities. This includes products and services that are directly accessible (without requiring assistive technologies) and products and services that are interoperable with assistive technologies.

- b. "Assistive technology service" means any service that directly assists a student with a disability in the selection, acquisition, or use of an assistive technology device. The term includes the following:
 - (1) an evaluation of the student's assistive technology needs, including a functional assessment in the student's customary environment;
 - (2) purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices;
 - (3) selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing assistive technology devices;
 - (4) coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs;
 - (5) training or technical assistance for a student with a disability or, if appropriate, that student's family; and
 - (6) training or technical assistance for professionals, including individuals providing education or rehabilitation services, employers, or other individuals

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who provide services or are otherwise substantially involved in the major life functions of a student with a disability.

- c. The district shall ensure that the hearing aids worn by deaf or hard-of-hearing students in school are functioning properly.
- d. The district is responsible to appropriately monitor and check surgically implanted devices to make sure the devices are functioning properly, if the team has determined that those services are necessary. This responsibility applies to devices that are needed to maintain the health and safety of the child, including breathing, nutrition, or operation of other bodily functions, while the child is transported to and from school or is at school.

4. Extended School Year Services

The district shall provide extended school year (ESY) services for students with disabilities who qualify for such services. The ESY programs for eligible students shall meet the requirements of FAPE. The student's educational program is based on individual needs and is not determined by what programs are readily available within the district. The student cannot be required to fail, or to go for an entire school year without ESY services, simply to prove a need. The IEP team shall consider the following in the development and provision of an ESY program:

- a. The term "extended school year services" means special education and/or related services that are provided beyond the regular school year:
 - (1) to a student with a disability;
 - (2) in accordance with the student's IEP; and
 - (3) at no cost to the parent and/or adult student.

The goal of ESY services is to assist students with disabilities with the emergence and maintenance of specific IEP goals addressed during the school year preceding the ESY. These may include goals related to independence, behavior, socialization, communication, and academics. The ESY services for special education students provide a different focus from general summer school programs.

- b. The ESY services shall be considered in light of the totality of the circumstances, including the following:
 - (1) **Emerging skill**: Few, if any, gains are made during the regular school year. A skill is in the process of emerging, and the IEP team believes that with ESY services the student would make reasonable gains; or

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- (2) **Regression-Recoupment**: The student would regress to such an extent and the amount of time required to relearn a skill or behavior becomes so significant that the student would be unable to benefit from his or her special education; or
- (3) Self-Sufficiency: An interruption in services would threaten the acquisition of critical life skills that aid in the student's ability to function as independently as possible, thereby continuing the student's reliance on caretakers, including institutionalized care. Critical life skills relate to those skills that lead to independent functioning. Development of these skills can lead to reduced dependency on future caretakers and enhance the student's integration with individuals without disabilities. Skills may include such things as toileting, feeding, mobility, communication, dressing, self-help, and social/emotional functioning.
- c. Decisions concerning ESY services shall be based on collected data and written documentation. Types of data and information may include, but are not limited to, the following:
 - (1) **Criterion-referenced test data**: Consider daily/weekly probes or pretest/post-test data.
 - (2) Norm-referenced test data: Consider pre-test/post-test data.
 - (3) **Anecdotal records:** Consider information collected throughout the school year.
 - (4) **Physical, mental, or emotional health factors**: Consider the educational, medical, and psychological records of the student as well as the prognosis or judgments of educators, medical personnel, parents, and others that work with the student. Consider degenerative types of difficulties that may become intensified during breaks in educational programming.
 - (5) **History**: Consider evidence of past regression or past ESY services. The IEP team should not automatically assume that a student who has received ESY services in the past will be eligible for ESY services in the future, but it is a factor to consider.
 - (6) **Data on observed performance**: Consider data maintained on the student concerning performance observed in the classroom, during community-based activities, and as part of IEP progress monitoring.

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- (7) **Teacher interviews and recommendations**: Consider progress reports by teachers, therapists, and others who have direct contact with the student before and after breaks in educational programming.
- (8) **Parent and/or adult student input**: Consider parent observations of the student as well as parent and/or adult student requests for ESY services.
- d. The ESY services shall be clearly delineated in an IEP. The district can meet this requirement by amending the current IEP using an amendment form or by developing a complete ESY IEP. See Section 1C of this chapter for more information.
- e. The district may not limit ESY services to particular categories of disability or unilaterally limit the amount or duration of these services.

5. Transportation

Transportation is a related service if special arrangements resulting from the student's disability are required to assist a student with a disability to benefit from special education. The student's individual needs concerning his or her education are the main considerations in determining services—this includes transportation services.

The IEP team shall consider how the student's disability affects his or her need for transportation, including determining whether the student's disability prevents the student from using the same transportation provided to students without disabilities, or from getting to school in the same manner as students without disabilities. This includes transporting a preschool-age student to the site at which the district provides special education and related services to the student, if that site is different from the site at which the student receives other preschool or day-care services.

When the IEP team determines that special transportation is required and documents it on the IEP, all procedural safeguards under the IDEA 2004 shall be afforded to the student in matters concerning transportation.

Transportation needs may include, but are not limited to, the following:

- a. travel to and from school and between schools to access special education;
- b. travel in and around school buildings;
- c. specialized equipment including lifts and ramps, if required to provide special transportation; or
- d. other services that support the student's use of transportation, such as:

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- (1) special assistance (e.g., an aide on the bus and assistance getting on and off the bus);
- (2) safety restraints, wheelchair restraints, and child safety seats;
- (3) accommodations (e.g., preferential seating, a positive behavioral support plan for the student on the bus, and altering the bus route); or
- (4) training for the bus driver regarding the student's disability or special health-related needs.
- (5) attending non-academic and extracurricular activities if required by the IEP.

6. Special Considerations

As appropriate, the IEP team shall also consider and include in the IEP the following:

- a. If the student's behavior impedes his or her learning or that of others, the IEP team shall consider the use of positive behavioral supports and other strategies to address that behavior.
- b. If the student has limited English proficiency, the IEP team shall consider the language needs of the student. Cognitive academic language proficiency (CALP) shall be determined by administering appropriate language dominance tests.
- c. If the student is blind or visually impaired, the IEP team shall provide for instruction in Braille and the use of Braille unless the IEP team determines that Braille is not appropriate for the student. This determination can only be made after an evaluation of the student's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the student's future needs for instruction in Braille or the use of Braille).
- d. The IEP team shall consider the communication needs of the student. In the case of the student who is deaf or hearing impaired, the IEP team shall consider the language needs of the student, opportunities for direct communication with peers and professional personnel in the student's language and communication mode, the student's academic level, and his or her full range of needs including opportunities for direct instruction in the student's language and communication mode.

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G. Statewide and Districtwide Achievement Testing

Students with disabilities are to be included in all statewide and district wide assessments. Participation rates and performance data, both aggregate and disaggregate, for students with disabilities are reported to the public annually.

The IEP team shall determine how the student will participate in statewide and district wide assessments—without accommodations, with accommodations, with adaptations, or by means of an alternate assessment. The IEP team determines what accommodations and/or adaptations to use based on those that are used regularly by the student during instruction or classroom testing and on what is listed in the accommodations section of the IEP.

The IEP team shall determine whether the student meets the state criteria for the alternate assessment. It should be noted that some students might participate in parts of the regular assessment and parts of the alternate assessment. For example, a student may participate with accommodations in the *regular* reading portion of the statewide assessment and may participate in the math portion of the statewide assessment using the *alternate* assessment.

The following guidelines shall be used to determine how the student will participate in statewide and district wide assessments:

1. Regular Assessment without Accommodations

The IEP team determines and documents in the IEP that a student with a disability can adequately demonstrate his or her knowledge, abilities, or skills on statewide and district wide assessments without accommodations.

2. Regular Assessment with Accommodations

Appropriate accommodations for students with disabilities shall be based on the individual needs of each student. Accommodation decisions are made by the IEP team and shall be recorded in the IEP. Accommodations should facilitate an accurate demonstration of academic achievement, developmental, and functional performance on state and district wide assessments. They should not provide the student with an unfair advantage or change the underlying skills that are being measured by the test. Accommodations shall be the same or nearly the same as those used by the student in completing classroom assignments and assessment activities. The accommodations shall be necessary for enabling the student to demonstrate knowledge, ability, skill, or mastery. Accommodations *do not* do not invalidate test results.

3. Regular Assessments with Adaptations

A student may be unable to demonstrate what he or she knows or is able to do without using an adaptation. However, an adaptation inherently circumvents the underlying

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skills that the test is measuring; therefore, an adaptation *always* invalidates the assessment result. If an adaptation is included in the IEP for statewide and/or district wide assessments, it shall be one that the student uses in completing classroom assignments and assessment activities on a regular basis. Further, the use of an adaptation in statewide and district wide assessments shall be clearly coded on the student's score sheet.

The IEP team has the authority to make the decision that a student needs an adaptation in order to participate in statewide and district wide assessments, even though the adaptation *will* cause the student to score as "not proficient" and to be counted as NOT participating in the assessment under AYP determinations. All IEP team members, including the parent and/or adult student, shall understand (a) the possible consequences that could result from this decision and (b) its effect on diploma options and post school activities involving education, career opportunities, military service, and community participation.

4. Idaho Alternate Assessments

If the student cannot participate in some or all of the general assessments, the IEP shall contain a statement that includes the reason the student cannot participate in the general assessment and the alternate assessments—language arts, reading, math or science—in which the student will participate.

a. Students Eligible to Take an IAA

The IEP team shall find that the student meets all of the criteria listed below to determine that he or she is eligible to participate in an alternate assessment:

- The student's demonstrated cognitive ability and adaptive behavior prevent completion of the general academic curriculum even with program accommodations and/or adaptations;
- (2) The student's course of study is primarily functional-skill and living-skill oriented (typically not measured by state or district assessments); and
- (3) The student is unable to acquire, maintain, or generalize skills in multiple settings and to demonstrate performance of these skills without intensive and frequent individualized instruction.

Students Not Eligible to Take an IAA

Students are *not* to be included in an alternate assessment for any of the following reasons:

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- (1) The only determining factor is that the student has an IEP;
- (2) The student is academically behind because of excessive absences or lack of instruction; or
- (3) The student is unable to complete the general academic curriculum because of socioeconomic or cultural differences.

H. LRE Explanation and Placement Decisions

The IEP shall explain the extent, if any, to which the student will *not* participate in the general education classroom, the general education curriculum, or extracurricular or other nonacademic activities.

In recommending the most appropriate placement in the least restrictive environment (LRE) for the student with a disability, the IEP team shall consider the student's needs and the continuum of services available to meet those needs. The parent and/or adult student shall be involved in the placement decision. Removal from the general education environment occurs only when the nature or severity of the disability is such that education in general classes with the use of supplementary aids and services cannot be achieved satisfactorily. A student with a disability is not to be removed from age-appropriate general education classrooms solely because of needed accommodations and adaptations in the general education curriculum. In addition, a student with a disability shall be educated with students without disabilities in the general education classroom to the maximum extent appropriate..

NOTE: The district's reassignment of students (with or without disabilities) to another classroom or building in the district is *not* a change of placement for a student with a disability as long as the IEP goals remain unchanged and the degree of interaction with peers without disabilities remains the same. Examples include, but are not limited to, dividing a class because of overcrowding; moving an entire grade level to a different building; and going to a different school as a result of moving from one grade level to another grade level.

See Chapter 6 for more information on placement in the LRE

I. Consent for Initial Provision of Special Education and Related Services

The district shall make reasonable effort to obtain informed consent from the parent or the adult student before the initial provision of special education and related services to the student.

If the parent and/or adult student communicates in writing, he or she refuses special education and related services following the evaluation and determination of eligibility, the district shall not provide special education and related services to the student. If the parent and/or adult student fails to respond to a district's documented efforts to gain consent for initial provision of special

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education and related services, the district shall not provide special education and related services to the student. In both cases:

- 1. The district shall not be in violation of the requirement to provide FAPE to the student or the requirement to provide special education and related services; and
- 2. The district shall not be required to convene an IEP meeting or develop an IEP for the student.
- 3. The district shall not use due process in order to obtain consent or a ruling allowing initial placement.

If the parent and/or adult student wishes to move forward with the provision of services stated on the IEP and placement in special education, consent for initial placement in special education shall be obtained after the development of an IEP. Consent means that the parent and/or adult student understands and agrees in writing to the carrying out of the activity for which consent is sought.

J. Parent and/or adult Student Objection to the IEP

If the parent and/or adult student disagrees with an IEP change or placement change proposed by the district, he or she may file a written objection to all or parts of the proposed change. If the parent and/or adult student files a written objection that is postmarked or hand delivered within 10 days of the date he or she receives written notice from the district of the proposed change, the changes to which the parent and/or adult student objects cannot be implemented. If the changes have already been implemented, implementation of those changes shall cease. The district and parent and/or adult student may use informal methods such as additional IEP team meetings, IEP facilitation, or SDE mediation to resolve the disagreement. If these informal attempts to resolve the dispute fail, the district may request a due process hearing to obtain a hearing officer's decision regarding the proposed change, unless it is an initial IEP.

If the parent and/or adult student files a written objection to an IEP change or placement change proposed by the district any time *after* 10 days of receiving written notice, the student shall "stay put" in the placement described in the disputed IEP, and that IEP is implemented as written until the disagreement is resolved unless the parent and/or adult student agree otherwise. However, the written objection cannot be used to prevent the district from placing a student in an interim alternative educational setting (IAES) in accordance with the IDEA 2004 procedures for discipline of a student.

See Chapter 11 for information about the prior written notice requirements regarding the provision of FAPE and educational placement.

See Chapter 13 for more information about the various forms of dispute resolution.

K. Additional Transition Components for Secondary-Level IEPs

Secondary transition services are defined as a coordinated set of activities for a student with a disability that are designed within a results-oriented process focused on improving the academic and functional achievement of the student to facilitate movement from school to post school activities including postsecondary education, vocational education, integrated employment (including supported employment), continuing in adult education, adult services, independent living, or community participation.. The activities include instruction, community experiences, development of employment and other post school adult-living objectives and, if appropriate, acquisition of daily living skills and a functional vocational evaluation. These activities are based on the individual student's needs, taking into account the student's strengths, preferences and interests. The following are required components for all secondary students receiving special education services.

- 1. Beginning with the IEP to be in effect when a student is 16 years old (or younger if determined appropriate by the IEP team), the IEP shall include:
 - a. present levels of educational performance based on an age appropriate transition evaluation;
 - appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills;
 - c. transition services (including courses of study) needed to assist the student in reaching postsecondary goals identified on the IEP;
 - d. graduation requirements for the student receiving special education services, refer to Chapter 7 for more detailed information on documentation of high school graduation in the IEP.

The goals and transition services shall be updated on the IEP annually.

2. Not later than the student's 17th birthday, the IEP shall include a statement that the student has been informed whether or not special education rights will transfer to the student on his or her 18th birthday. Special education rights will transfer from the parent to the student when the student turns 18 years old unless the IEP team determines that:

(For more information on the transfer of rights see Chapter 11)

- a. the student is unable to provide informed consent with respect to his or her special education program; or
- b. the parent has obtained legal guardianship.

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3. When a student exits from special education as a result of earning a regular diploma or aging out, the district shall provide the student with a summary of his or her academic achievement and performance along with recommendations concerning how to assist the student in meeting postsecondary goals.

L. Following the Meeting

Following the IEP team meeting, a copy of the IEP and written notice of proposed or refused actions shall be given to the parent and/or adult student. IEPs and written notice should also be given to the parent and/or adult student whenever a change is made to the IEP or upon request.

Each general education teacher, special education teacher, related service provider, and any other service provider who is responsible for implementing any portion of the IEP shall have access to the IEP and be informed of his or her specific responsibilities. This includes being informed of any specific accommodations, adaptations, or supports that shall be provided to the student to ensure that the IEP is implemented appropriately.

Section 3. IEP Reviews

A. Annual Reviews

Each student's IEP shall be reviewed at least annually, once every 365 days. Meetings may be held any time throughout the school year, as long as the IEP is reviewed annually and is in effect at the beginning of each school year. Either at or after the annual review, written notice that the new IEP changes will be implemented shall be provided to the parent and/or adult student.

The IEP review includes the following purposes:

- 1. to determine whether the student's annual goals have been achieved;
- 2. to revise the IEP if there is any lack of expected progress toward annual goals and in the general education curriculum, where appropriate;
- 3. to determine whether any additional assessments are necessary and to address the results of those conducted;
- 4. to address information about the student provided to, or by, the parent and/or adult student;
- 5. to address the student's anticipated needs;

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- 6. to monitor the continuing eligibility of the student based on an evaluation or review of a variety of data, which may include formal or informal assessment, progress toward IEP goals and when applicable benchmarks/objectives;
- 7. to write a new IEP; and
- 8. to consider a reevaluation to determine if a student is no longer eligible and special education services should be discontinued.

B. IEP Amendments

In making changes to a student's IEP after the annual IEP meeting for a school year, the parent and/or adult student and the district may agree in writing not to convene an IEP meeting for the purposes of making such changes, and instead may develop a written document to amend the student's current IEP. The parent and/or adult student will be provided with a revised copy of the IEP with the amendments incorporated. The annual review date remains the date of the original IEP.

If the parent and/or adult student believes that the student is not progressing satisfactorily or that there is a problem with the current IEP, he or she may request an IEP team meeting. The district shall grant any reasonable request for such a meeting. If the district refuses to convene an IEP meeting requested by the parent and/or adult student, the district shall provide written notice to the parent and/or adult student, including an explanation of why the district has determined the meeting is unnecessary.

If any other member of the IEP team feels that the student's placement or IEP services are not appropriate, that team member may request an IEP team meeting.

Each general education teacher, special education teacher, related service provider, and any other service provider who is responsible for implementing any portion of the amended IEP shall have access to the amendment and be informed of his or her specific responsibilities.

Section 4. IEPs for Transfer Students

A. Transfer from an Idaho School District

When a student with a disability transfers school districts with a current IEP in Idaho, the district shall provide the student with FAPE. This includes services comparable to those described in the previously held IEP, in consultation with the parent and/or adult student, until such time as the district adopts the previously held IEP or develops, adopts, and implements a new IEP. The receiving district shall promptly request records from the sending district and once the district has formally received a request for a student's record from another Idaho district, the district shall forward copies or the original documents within 10 days of the request. If originals are sent, the sending district shall maintain a copy for audit purposes.

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B. Transfer from an Out-of-State District

When a student with a disability transfers from out of state to an Idaho school district with a current IEP in that other state, the district shall provide the student with FAPE. This includes services comparable to those described in the previously held IEP, in consultation with the parent and/or adult student, until such time as the district conducts an evaluation, if determined necessary, and develops, adopts, and implements a new IEP.

If the district has formally received a request from an out-of-state school, the district shall forward copies or the original documents within 10 days of the request. If originals are sent, the district shall maintain a copy for audit purposes.

Section 5. IEPs for Children from the Infant Toddler Program

A. Interagency Agreement and Protocols

The school district, as the local lead agency for Part B, shall initiate the development of a signed interagency protocol with the regional Infant Toddler Program (ITP) of the Department of Health and Welfare (DHW), the lead agency under Part C of the IDEA 2004. The protocol shall be in accordance with the current state <u>Interagency Agreement for Early Childhood Special Education Services and Early Intervention for Children Ages Two through Five. See Appendix 5C.</u>

The protocol will outline the obligations of each agency to ensure:

- 1. a smooth and effective transition of children served under Part C to early childhood special education services (ECSE) under Part B,
- 2. by the child's third birthday, eligibility for Part B services has been determined and an IEP or Individual Family Service Plan (IFSP) has been developed and implemented, and
- 3. each district and agency shall participate in transition planning conferences.

NOTE: A child, who turns three after May 1, has been determined eligible for Part B services, and parental consent has been obtained for initial placement for Part B services, can be served as outlined in the IFSP by the ITP until school starts in the fall. This is the case unless specified differently in the local interagency protocol.

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B. Part C to Part B Transition Planning

In the case of a child who may be eligible for ECSE services, the district shall participate in a transition planning conference with the family arranged by the Infant Toddler Program. The conference will be conducted at least 90 calendar days (and up to 9 months at the discretion of all parties) before the child's 3rd birthday to discuss eligibility requirements under Part B of the IDEA 2004, needs and concerns of the child and family, and any services the child may receive.

For a complete and detailed description of all required transition activities, documentation and timelines, refer to Appendix 5C.

The Infant Toddler Program has the responsibility to:

- 1. notify the school district of potentially eligible children,
- 2. invite and coordinate a transition planning meeting to review the process to determine eligibility and assess service options available,
- 3. establish a plan for facilitating the transition of the toddler with a disability to early childhood special education services,
- 4. provide the district with a copy of the Child Outcome Summary Form (COSF) completed at exit, and
- 5. upon invitation, attend the initial IEP meeting.

The school district has the responsibility to:

- 1. attend and participate in the transition planning meeting,
- 2. determine eligibility and develop an IEP or IFSP prior to child's third birthday,
- 3. consider the Part C COSF exit outcome data for Part B early childhood entry outcome data,
- 4. invite Infant Toddler Program representatives, at the request of the parent, to the initial IEP meeting, and
- 5. obtain consent for initial provision of special education and related services under Part B.

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C. IEP or IFSP Required

- 1. By the child's third birthday, the district shall have an IEP or IFSP in place for each student 3 through 5 years old who is eligible for ECSE services.
- 2. In developing the IEP, the IEP Team shall consider the content of the IFSP including:
 - a. the natural environments statement, and
 - b. the educational component that promotes school readiness, pre-literacy, language and numeracy skills
- 3. The IFSP may serve as the IEP of the child, if:
 - a. agreed by the district and the child's parents,
 - b. a detailed explanation of the differences between the IFSP and the IEP is provided to the parents (See Appendix 5C),
 - c. parental written informed consent is obtained, and
 - d. developed according to the IEP procedures outlined in Section 2 of this chapter. If the district elects to use an IFSP, the district is required to implement only the educational components of the IFSP.

D. Consent and Notice Requirements

- 1. <u>Notice Announcing Initial IEP Team Meeting</u>: The district shall inform the parents of their rights to request the participation of Infant Toddler representatives at the initial IEP Team Meeting for children previously served by Part C.
- Release of Information: The district shall obtain written parental consent for the release
 of information to obtain pertinent student records from non-educational agencies such
 as Infant Toddler Programs (ITC), developmental disabilities agencies, medical
 providers, day-care centers, and Head Start.
- 3. <u>Assessments</u>: At the transition planning conference, if further assessments are necessary to determine eligibility, the student's present levels of performance, and goals or services on the IEP, informed consent to evaluate is required. (Parental consent for assessment under Part B is required even though the parent may have given consent earlier under Part C). Otherwise, only written notice to inform the parent of the district's decision to use the current evaluation data, and not to conduct any further assessments, shall be provided to the parent. The parent shall also be informed of his or her right to request additional assessments.

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4. Consent for Initial Provision of Special Education and Related Services: Parental consent for the initial provision of special education and related services and written notice for the implementation of the IEP or IFSP under Part B is required. Eligibility, initial provision of services, and LRE placement shall be documented for Part B services.

E. Child's Status During Due Process Hearing Proceedings

If an educational placement dispute arises involving a child transitioning from Part C to Part B, the child cannot remain in Part C services when he or she is over the age of three. If the child is found eligible for special education and related services under Part B and the parent consents to the initial provision of special education and related services, then the school district shall provide those special education and related services that are not in dispute between the parent and district until completion of all the hearing proceedings. If the parent does not give written consent for the special education or related services, the student will not receive services until completion of the hearing proceedings.

Section 6. Students with Disabilities in Adult Prisons

The following requirements do not apply for students with disabilities who are convicted as adults under Idaho law and incarcerated in adult prisons:

- 1. The student will not participate in statewide assessments.
- 2. Transition planning and services do not apply if the student will remain in prison beyond his or her 21st birthday.

The IEP team may revise the student's IEP and placement, regardless of the LRE requirements, if the state has demonstrated a bona fide security or other compelling penological interest that cannot be otherwise accommodated.

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The Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004) states that, to the maximum extent appropriate, all students with disabilities, 3-21 years of age, are to be educated with age appropriate peers, both with and without disabilities. This is known as the least restrictive environment (LRE). The LRE is the appropriate balance of settings and services to meet the student's individual needs. The district shall have an array of services and a continuum of educational setting options available to meet the individual LRE needs of each student.

An appropriate LRE is one that enables the student to make reasonable gains toward goals identified in an individualized education program (IEP). The student's IEP shall indicate the LRE for the student and explain to what extent, if any, the student will or will not participate in the general education classroom environment, the general education curriculum, and extracurricular or other nonacademic activities. This provision includes students with disabilities placed in public or private institutions or other care facilities.

Special classes, separate schooling, and other removals of a student with a disability from the general education environment may occur only when the nature or severity of the disability is such that education in the general education class, even with the use of supplementary aids and services, cannot be achieved satisfactorily.

Section 1. Least Restrictive Environment Considerations

A. When to Make and Review Placement Decisions

- 1. Placement decisions for a student with a disability are made following the determination of the individual needs, goals, and required services.
- 2. Placement decisions are revisited at least annually by the IEP team, which includes the parent and/or adult student and other persons knowledgeable about the student, the meaning of the evaluation data, and the placement options available in the district.
- 3. Placement decisions are reconsidered when an IEP team is convened to review a student's academic, functional, or developmental progress.

B. Considerations in Placement Decisions Reference:

LRE decisions are made individually for each student. The IEP team shall consider the following when determining the LRE in which the IEP can be implemented:

1. <u>Based on student's IEP</u>: The student's IEP is developed prior to the determination of the location of services and settings. The services and settings needed by each student with

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a disability must be based on the student's IEP and unique needs that result from his or her disability, not on the student's category of disability.

- 2. <u>Age Appropriate Peers</u>: Students with disabilities shall be educated with age-appropriate peers to the maximum extent appropriate. A student with a disability is not removed from age-appropriate general education environments solely because of needed accommodations and/or adaptations in the general education curriculum.
- 3. <u>School of Attendance</u>: A student with a disability shall be educated in the school as close as possible to the student's home and unless the IEP requires some other arrangement, the student is educated in the school he or she would attend if not disabled.
- 4. <u>Harmful Effects</u>: Consideration shall be given to any potential current or long term harmful effect on the student or on the quality of services the student needs, including the student's ability to graduate and achieve their post high-school goals.
- 5. <u>Accommodations and/or Adaptations</u>: A student with a disability is not removed from general education settings solely because of needed accommodations and/or adaptations in the general education curriculum.
- 6. Participation in Nonacademic and Extracurricular Services and Activities:
 - a. A student with a disability shall be allowed to participate with students without disabilities in nonacademic and extracurricular services and activities to the maximum extent appropriate. These services and activities may include meals, recess, field trips, counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the district, referrals to community agencies, career development, and assistance in making outside employment available.
 - b. The IEP team determines the supplementary aids and services that are appropriate and necessary for the student to participate in nonacademic settings and extracurricular services and activities.

C. Documentation of Placement Decisions

If the student will not participate *entirely* in the general education classroom, curriculum, and/or nonacademic and extracurricular activities, the IEP shall include a written explanation justifying the IEP team's decisions.

Section 2. District Responsibility for Continuum of Settings and Services

The continuum of settings includes instruction in general classes, special classes, special schools, home instruction and instruction in hospitals and institutions. In addition, the continuum makes

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provision for supplemental services, such as resource services or itinerant instruction, to be provided in conjunction with the general classroom. In determining appropriate settings and services for a student with a disability, the IEP team shall consider the student's needs and the continuum of alternate placements and related services available to meet those needs. Regardless of placement, the student shall be given appropriate access to the general education curriculum, as determined by the IEP team. The district shall be able to justify the available continuum of services and placement decisions for individual students.

All LRE considerations also apply to **preschool** students ages 3 to 5 years with disabilities who are entitled to receive a free appropriate public education (FAPE). Settings for implementing IEPs for students of legal kindergarten-age are the same as for all other school-age students. Settings for implementing IEPs for preschool age students may include public or private early childhood programs. Public schools that do not operate early childhood programs for preschool students without disabilities are not required to initiate such programs solely to satisfy LRE requirements. Public schools that do not have an inclusive public preschool that can provide all the appropriate services and supports to meet the individual needs of preschool students with disabilities, shall explore alternative methods to ensure LRE requirements are met for preschool students ages 3 to 5 years, which may include:

- 1. providing opportunities for participation (even part-time) of preschool students with disabilities in public or private regular early childhood programs operated for preschool students without disabilities by other agencies, such as Head Start;
- 2. placing preschool students with disabilities in the following:
 - a. private early childhood programs for preschool students without disabilities; or
 - b. private early childhood programs or other community-based early childhood settings that integrate students *with and without* disabilities; and
- 3. locating classes for preschool students with disabilities in elementary schools.

See Chapter 11 for information regarding prior written notice requirements that apply to proposed or refused changes in educational placement.

Section 3. Federal Reporting of LRE

The IEP includes a section for reporting the educational environments required for the Federal December 1 Child Count. This section is for reporting the amount of time the student spends in the general education environment, with or without special education and related services. After determining the LRE and the educational environments in which the student will receive their general education instruction and special education services, the IEP team will document the educational environment for federal reporting Data regarding LRE placements is collected from the district by the State Department of Education (SDE) and becomes public information.

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Discontinuation of Services, Graduation, and Grading

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Chapter 7 DISCONTINUATION OF SERVICES, GRADUATION, AND GRADING

Section 1. Discontinuation of Services

A. Students Who Are No Longer Entitled to Services

The district will follow appropriate procedures to discontinue special education services to students who are no longer entitled to those services.

1. Student No Longer Meets Eligibility Criteria

If it is suspected that a student no longer meets the eligibility criteria for the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004), the evaluation team will conduct a reevaluation and arrange to have additional assessments conducted if necessary. If the student is no longer eligible, the district will provide the parent and adult student with written notice of this decision prior to discontinuing special education services.

2. Student Completes Requirements for a High School Diploma

The district's obligation to provide special education services ends when the student meets the district and state requirements that apply to all students for receipt of a high school diploma without adaptations. Although this is considered a change of placement, a reevaluation is not required. Prior to graduation and the discontinuation of special education services the district shall:

- a. provide the parent and/or adult student with written notice the district's obligation to provide special education services ends when the student obtains a regular high school diploma; and
- b. provide the parent and/or adult student with a written summary of academic achievement and functional performance which shall include recommendations to assist the student in meeting his or her postsecondary goals. This summary is known as the Summary of Performance (SOP).

3. Student Reaches Maximum Age

For students who have not yet graduated from high school by meeting requirements without adaptations to regular graduation requirements, the district's obligation to provide special education services ends at the completion of the semester in which the student turns 21 years of age. This is considered a change of placement that does not require a reevaluation. If a student is turning 21, the district shall:

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- a. provide the parent and/or adult student with written notice the district's obligation to provide special education services ends at the completion of the semester in which the student turns 21 years of age; and
- b. provide the parent and/or adult student written summary of academic achievement and functional performance which shall include recommendations to assist the student in meeting his or her postsecondary goals. This summary is known as the Summary of Performance (SOP).

B. Change in District Obligation to Provide Services

Under certain circumstances, a student may continue to be eligible for special education services, but the district's obligation to provide services changes.

1. Transfer to Another District

When a student moves out of the district, the district will forward the student's special education records electronically or by mail within 10 calendar days of the request from the new district. The records shall include, at least, the student's most recent individualized education program (IEP) and eligibility documentation. The sending district will retain copies or originals of the most recent 5 years of records, including IEPs and eligibility documentation. During an audit, Child Count verification, or monitoring, this documentation may be needed to demonstrate that the student was eligible for special education and received special education services from the district.

2. Enrollment in Private School or Receives Home Schooling

When a parent and/or adult student withdraws a student from public school and enrolls him or her in a private school or provides home schooling, the district's responsibilities vary depending on the circumstances. See Chapter 9 for more information.

3. Dropouts

When a student drops out of school, written notice will be sent to the parent and/or adult student and a copy of the notice will be placed in the student's special education confidential file. If the student reenrolls and is still eligible for special education, the previous IEP can be implemented if it is current and appropriate. A new IEP shall be developed if needed.

C. Request for Withdrawal from Special Education

When a parent and/or adult student requests withdrawal from special education services, an evaluation team shall determine whether the student is still eligible for special education services. Written notice shall be sent to the parent and/or adult student following the determination of whether or not the student is still eligible to receive special education services.

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If the evaluation team determines that the student is still eligible for special education, the district will continue to provide services unless SDE mediation or a due process hearing decision determines otherwise.

Section 2. Graduation

Graduation means meeting district and state requirements for receipt of a high school diploma. If a student is not granted a regular high school diploma or if the high school diploma is granted based on completion of adapted graduation requirements, the student is entitled to receive a free appropriate public education (FAPE) through the semester in which he or she turns 21 years of age or determined no longer eligible as a result of a reevaluation. A General Education Development (GED) certificate does not meet district requirements that are comparable to a regular high school diploma. The IEP team making these decisions shall include a district representative knowledgeable about state and local graduation requirements.

A. Individualized Education Program (IEP) Team Requirements regarding Graduation

- 1. Determine whether the student will meet all state and local requirements to be eligible to graduate from high school and anticipated graduation date.
- 2. Develop the course of study in collaboration with the Parent Approved Student Learning Plan required for every student prior to the end of 8th grade.
- 3. Beginning no later than the end of the student's 9th grade, the IEP team shall review annually the student's course of study. The IEP team shall identify and make changes to the course of study needed for the student to meet graduation requirements.
- 4. The IEP team shall document any accommodations and adaptations made to the district's and state's regular graduation requirements on the student's behalf.
 - a. Graduation Requirements with Accommodations

Accommodations to graduation requirements are determined by the IEP team and are deemed necessary for the student to complete graduation requirements. Further:

- 1) Accommodations to graduation requirements must specifically address completion of the student's secondary program.
- 2) Accommodations will maintain the same level of rigor to the district and state graduation requirements. For example, a teacher may use different instructional strategies or alternate methods for assessing the student's acquisition of skills that are equally rigorous.

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- 3) Accommodations made to any district or state graduation requirement shall be stated in the student's IEP.
- b. Graduation Requirements with Adaptations

Long-term consequences for the student shall be considered when adaptations are made to graduation requirements. Further:

- 1) Adaptations to graduation requirements shall specifically address completion of the student's secondary program.
- 2) Adaptations may alter the level of rigor required in the district or state graduation requirements. Examples of adaptations include changes made to course content, objectives, or grading standard that alter the level of rigor.
- 3) Adaptations of any district or state graduation requirement shall be stated on the student's IEP. The team should discuss with the parents the effect of adaptations on regular education diploma and FAPE.
- 5. Demonstration of Proficiency of State Achievement Standards State Board of Education rule (IDAPA 08.02.03.105.03) requires a demonstration of proficiency regarding the 10th-Grade Idaho Achievement Standards as a condition of graduation. Each student receiving special education services will include as part of his or her IEP a statement of how the student will demonstrate proficiency in the Idaho Achievement Standards as a condition of graduation. If the method is different than meeting proficient or advanced scores on the high school ISAT or an IAA, a student with an IEP may meet this requirement by:
 - a. achieving the proficient or advanced score on the Idaho Standards Achievement Test (ISAT) or, for eligible students, on the IAA; or
 - b. using the local alternate route established by the local school board as an alternate method of demonstrating proficiency; or
 - c. completing alternate graduation requirements outlined in the IEP.

B. Graduation Ceremonies

A special education student who completes his or her secondary program through meeting graduation requirements or criteria established on his or her IEP will be afforded the same opportunity to participate in graduation ceremonies, senior class trips, etc., as students without disabilities.

Section 3. Transcripts and Diplomas

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A. Transcript

The transcript serves as a record of individual accomplishments, achievements, and courses completed. Transcripts shall adhere to the following conditions:

- 1. Accommodations that allow the student to complete and demonstrate that he or she has met graduation requirements will not be noted on the transcript.
- 2. Adapted course work may be noted on the transcript if the parent and/or adult student is informed in advance and the designation is not discriminatory. More specifically, cannot identify the student as having a disability or receiving special education.
- 3. Course designations, titles, or symbols that are used solely to identify adapted course work that is taken by students with disabilities will not be used.

B. Diploma

- 1. For students who are eligible for special education services, the district will issue a high school diploma at the completion of their secondary program; this includes students who meet the graduation requirements with accommodations and/or adaptations.
- 2. A modified or differentiated diploma or certificate may not be used for students who are eligible for special education unless the same diploma or certificate is granted to students without disabilities in the same graduating class.

Section 4. Grades, Class Ranking, and Honor Roll

Grades earned by students with disabilities will not be categorically disregarded or excluded from district wide grade point average (GPA) standing. The district may establish objective criteria for class rankings, honors, etc., that weight courses according to degree of difficulty or exclude non core courses so long as such practices are nondiscriminatory. The district may use contracts with a student to establish grading criteria.

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Chapter 8 Charter Schools

Chapter 8 CHARTER SCHOOLS

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Federal law requires that students with disabilities be offered educational choices comparable to those offered to students without disabilities. One of these choices is the opportunity to attend a public charter school. Each public charter school, whether a charter school within a district (LEA) or a charter school LEA (Local Education Agency), shares in the obligation to accept and appropriately serve students with disabilities under the IDEA 2004 in the same manner as any other public school.

Section 1. Definition and Parent/Student Rights

A. Definition of Charter Schools

In Idaho, a charter school is a public school authorized by Chapter 52, Title 33-5205, Idaho Code. A charter school operates as a nonprofit, publicly funded, nonsectarian school in one of two ways:

- 1. as a school within a district, if_authorized by the local board of trustees of a school district (LEA); or
- 2. as its own LEA, if authorized by the Idaho Public Charter School Commission.

A charter school is bound by the conditions of its charter, all federal laws, and Idaho Code.

B. The Rights of Charter School Students and Their Parents

A charter school student is a public school student. Students with disabilities who attend charter schools and their parents have all of the same rights granted to students who attend other public schools. These rights are provided under the Individuals with Disabilities Education Improvement Act 2004 (IDEA 2004); the Elementary and Secondary Education Act (ESEA), reauthorized as the No Child Left Behind Act (NCLB); Section 504 of the Rehabilitation Act (Section 504), the Americans with Disabilities Act (ADA); and the Family Education Rights and Privacy Act (FERPA). Idaho law specifically states that charter schools cannot discriminate against any student on any basis prohibited by federal or state constitutions or any federal, state, or local law. Under Idaho State Law, the charter of an authorized charter school outlines specific mission statements, policies and procedures.

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Section 2. Responsibility for Services

A. Charter School Authorized by the District (See definition in Section 1.A.1)

The district is ultimately responsible to ensure that the requirements of the IDEA 2004 are met with respect to students attending charter schools authorized by the district. A charter school's compliance with the IDEA 2004, Part B, is required regardless of whether the charter school receives any Part B funds.

- To ensure that a charter school authorized by the district meets IDEA 2004
 requirements, the district shall ensure services to students with disabilities attending the
 charter schools are provided in the same manner as the district serves students with
 disabilities in its' other schools, including providing supplementary and related services
 onsite at the charter school to the same extent to which the district has a policy or
 practice of providing such services on the site to its' other public schools.
- 2. The district shall have information on file with the State Department of Education (SDE) that demonstrates students with disabilities who attend charter schools authorized by the district will receive special education and related services from either the district or the charter school (or a combination of both).
- 3. The district will ensure that its charter schools participate in all monitoring activities conducted by the SDE.

B. Charter School Operating as an LEA (See definition in Section 1.A.2)

Only the Idaho Public Charter School Commission has the authority to allow the creation of a public charter school that operates as an LEA. A charter school LEA, whether virtual or brick-and-mortar or combination thereof, has an obligation to accept and appropriately serve students with disabilities and is solely responsible to ensure that the requirements of the IDEA 2004 are met with respect to students enrolled. Compliance with the IDEA 2004, Part B, is required regardless of whether the public charter school receives any Part B funds. A charter school LEA shall:

- 1. participate in all monitoring activities conducted by the SDE; and,
- in its first year of operation, participate in an onsite technical assistance visit by an SDE special education monitoring team to ensure that the essential components of a special education program are in place.

Section 3. Essential Components of a Special Education Program

The Idaho charter school law requires each petition for a charter to describe the manner by which special education and related services will be provided to eligible students with disabilities.

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Prior to approving a petition for a charter school, the authorizing entity—either the district or the Idaho Public Charter School Commission—shall ensure the petition includes:

- 1. Nondiscriminatory enrollment procedures.
- 2. Adequate plans, policies, procedures, contractual or other arrangements, and budget to ensure that students with disabilities attending the charter school will receive special education and related services that meet all the requirements of the IDEA 2004. The petition should describe how the charter school and its authorizing entity will:
 - a. have special education and related services as identified in student IEPs, in place by the first day of the school year;
 - b. conduct Child Find activities and evaluations;
 - c. develop, review, and revise IEPs in accordance with state and federal law;
 - d. employ and use highly qualified special education personnel;
 - e. meet LRE requirements;
 - f. implement the IDEA 2004 discipline procedures; and
 - g. protect student and parent rights.
- 3. Provisions to employ special education and related services professionals who are appropriately licensed and/or certificated for the duties they are assigned.
- 4. A professional development plan for the training needs of special education personnel as well as general education teachers in order to meet the needs of students with disabilities who are enrolled in the charter school.
- 5. A plan that ensures access to charter school programs, as required by the ADA. This plan may include the actual location of the school, classrooms, and settings within the classrooms to permit access by students with disabilities.
- 6. A transportation plan for special education students who may, because of the nature of their disabilities, be entitled to specialized transportation as a related service, even if the charter school does not provide transportation to other students.
- 7. Provisions for notifying the authorizing entity in the event that a formal complaint or due process hearing request is filed by or on behalf of a charter school student.

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Section 4. Charter Schools and Dual Enrollment

The Board of Trustees of a district shall adopt procedures governing dual enrollment. The parent or guardian of a student of school age who is enrolled in a public charter school shall be allowed to enroll the student in a public non-charter school for dual enrollment purposes. Any charter school student participating in dual enrollment may enter into any program in the non-charter public school that is available to other students. Special education services (specially designed instruction and related services designed to meet the unique needs of a student with a disability) will be provided as appropriate only in conjunction with enrollment in academic or non-academic programs so the students can meet the education standards of the district.

For detailed requirements and responsibilities governing dual-enrollment of charter school students, see Idaho Code 33-203 in Appendix 8.

Section 5. Funding

A. State Funds

The SDE will make apportionment payments (from state general funds) to each charter school based on attendance figures. The SDE will pay state funds directly to charter schools using the funding formula described in state law. A charter school may also be eligible for the following funds:

- 1. state funds for special education students who live in licensed group, foster, or personal care services homes under the provision of Idaho Code 33-1002B;
- 2. district-to-agency contract funds under a provision of Idaho Code 33-2004;
- 3. funds to serve high numbers of students with emotional disturbance under Idaho Code 33-2005; and
- 4. state enhancement funding sources.

B. Federal Funds

The SDE disburses federal flow-through funds to all authorized local education agencies (LEA's).

1. Charter School Authorized by the District

The district provides funds under Part B to those charter schools that are part of the district on the same basis as the district provides funds to the other public schools. This includes proportional distribution based on relative enrollment of students with

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disabilities. This distribution is made at the same time as the district distributes funds to their other public schools and must be consistent with Idaho's charter school law. The individual school's approved charter will identify whether the district will provide funding or services of comparable value.

- a. The amount of funds or comparable services will generally be equal to the per student amount the district is allocated from the SDE in the current year multiplied by the charter school's December 1 Child Count from the **previous** school year.
- b. Under certain circumstances the district shall allocate Part B funds to an eligible charter school based on the number of special students enrolled and served in the current school year.
 - (1) The district will allocate funds to a charter school within 5 months of opening or significantly expanding its enrollment if the charter school notifies the district at least 120 calendar days before it opens or significantly expands its enrollment due to a significant event that is unlikely to occur on a regular basis (such as the addition of one or more grades or educational programs in major curriculum areas), and it takes place before February 1.
 - (2) When these conditions are met, the district will allocate funds to the charter school as follows:
 - i. If the opening or expansion occurs prior to November 1, the charter school will be allocated funds in the current school year based on the current school year's December 1 Child Count.
 - ii. If the opening or expansion occurs after November 1 but before February 1, the charter school will be allocated a pro-rata share of funds in the current school year based on the number of enrolled special education students with active IEPs 30 days after the opening or expansion. The prorata share will be the number of days the charter school will be open or expanded, divided by the number of days in the school year, multiplied by the number of special education students.
 - (3) If the opening or expansion occurs on or after February 1, the charter school will be allocated funds in the following school year based on the **following** school year's December 1 Child Count.
- c. For school districts that have authorized a virtual charter school and the charter school's students are enrolled in the district but live outside district boundaries and receive education outside the district, the SDE will determine the district's Title VI-B funding in the following way:

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(1) The calculation of the district's allocation will be made exclusive of the charter school's enrollment and special education enrollment (student count).

- (2) After calculating the allocations for all districts using the federal funding formula and the distribution formula for any supplemental award, the SDE will determine the statewide average per-student allocation.
- (3) The SDE will add to the district's base allocation an amount equal to the statewide average per-student allocation times the number of students with disabilities enrolled in and determined to be eligible for and receiving special education services.

2. Charter School Operating as an LEA

Public charter schools that are LEA's are responsible for adopting and implementing approved policies and procedures for special education and providing an assurance that funds will be used in accordance with Part B allowable uses.

- a. In the second and subsequent years of operation, Charter School LEAs will be allocated Part B funds in the same manner as all school districts – in accordance with the federally prescribed funding formula for the distribution of flowthrough funds.
- The policy for providing federal special education funds to new charter LEAs in the first year of operation, as required by federal regulation, includes the following steps:
 - (1) The LEA submits its December 1 Child Count as required by IDEA 2004.
 - (2) A Special Education Section monitoring team visits the new LEA to review the files of the students reported on the Child Count.
 - (3) The monitoring team determines the number of students meeting all eligibility requirements <u>and</u> receiving appropriate special education and related services.
 - (4) Based upon the number of students determined to be eligible, amounts of first-year Part B funds for allocation to the charter LEA are calculated as follows:
 - i. The statewide average per-student amount of Part B funding in the current year is determined.
 - ii. That amount is multiplied by the number of students who meet all eligibility requirements and are receiving appropriate special education services to determine the total allocation.

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- (5) The charter LEA then shall complete the Title VI-B application documents. These include:
 - i. Assurances and Policies and Procedures Adoption
 - ii. Maintenance of Effort Assurance
 - iii. Title VI-B Budget Form
- (6) Once the application is submitted and approved, the charter LEA may begin drawing down these funds for the approved special education purposes.

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Chapter 9 Private School Students

Chapter 9

Private School Students

Chapter 9 PRIVATE SCHOOL STUDENTS

The Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004) and Idaho Administrative Code includes the following:

- statutory and regulatory language, which states that students who are voluntarily enrolled in private schools are not entitled to all of the same services, including the right to FAPE, as public school students;
- district responsibilities for special education students under Idaho's dual enrollment law; and
- the legal requirements that come into play when a parent unilaterally enrolls his or her child in a private school and asks the district for reimbursement of these costs.

Section 1. Definitions of Private School Placements

In order to describe the district's responsibilities for serving private school students, it is helpful to distinguish three separate ways that students are placed in private schools. These are defined by who enrolls or places the student in a private school and why.

A. Definition of Voluntary Enrollment by a Parent

A parent may choose to enroll his or her child in a private school for a variety of personal reasons, such as to obtain a religious education, to attend a school with a particular philosophy or curriculum, or because the parent is dissatisfied with the services offered or provided by the district. This is considered a voluntary enrollment. See Section 2 and Section 4 of this chapter for district responsibilities.

B. Definition of District Placement

At times, the district may place a student in a private school or facility to fulfill its obligation to provide a free appropriate public education (FAPE). These placements are always made by an individualized education program (IEP) team in accordance with the requirements of Section 3 of this chapter.

C. Definition of Unilateral Placement of Students with disabilities by their Parents when FAPE is an issue

A parent may withdraw a student with a disability from a public school and then enroll the student in a private school or provide services from a private provider at parent expense because he or she believes the district has not provided FAPE in a timely manner. The parents may attempt to seek-reimbursement for the costs associated with the placement. All students who are

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placed by a parent when FAPE is an issue are also voluntarily enrolled in a private school. Specific information regarding a parent's request for reimbursement of costs of student enrollment in a private school in this situation is included in Section 5 of this chapter.

Section 2. Students Voluntarily Enrolled by Parents

A. District Consultation with Private School Representatives (may be done in coordination with Title 1 requirements for consultation)

To ensure timely and meaningful consultation a district will consult with private school representatives and representatives of parents of parentally placed private school students with disabilities during the design and development of special education and related services for the students. The consultation process shall include;

- 1. <u>Child Find</u>: The Child Find process and how parentally placed private school children suspected of having a disability can participate equitably, including how parents, teachers, and private school officials will be informed of the process.
- 2. <u>Proportionate Share of Funds</u>: The determination of the proportionate amount of federal funds available to serve parentally placed private school children with disabilities under this subparagraph, including the determination of how the amount was calculated. Refer to Section 2 for information regarding the calculation of the proportionate share of funds.
- 3. <u>Determination of Special Education and Related Services</u>: Given the amount of funds to be dedicated by the district, the discussion will include the consideration of how, where, and by whom special education and related services will be provided for parentally placed private school students with disabilities, including:
 - a. types of services, including direct services and alternate service delivery mechanisms;
 - b. how such services will be apportioned if funds are insufficient to serve all students;
 - c. how and when these decisions will be made; and
 - d. how the provided services will be evaluated.
- 4. Ongoing Communication: Clarify how the private schools and district will operate throughout the school year to ensure that parentally placed private school students with disabilities identified through the Child Find process can meaningfully participate in special education and related services Annual consultation is not required to make these decisions. The district determines the period between consultations based on changing circumstances within the district, such as significant changes in the total amount of

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funds to be expended and/or the number and location of private school students with disabilities.

- 5. Written Affirmation: When timely and meaningful consultation has occurred:
 - a. the district will obtain a written affirmation signed by the representatives of participating private schools;
 - b. if the representatives do not provide the affirmation within a reasonable period of time the district will forward the documentation of the consultation process to the State Department of Education (SDE).
- 6. <u>District Decisions:</u> Following consultation with the private school representatives, the district will make final decisions concerning items a-d addressed above in number 3.
- 7. Written Explanation by the District Regarding Services: If the district disagrees with the views of the private school officials on the provision of services or the types of services, whether provided directly or through a contract, the district will provide to the private school officials a written explanation of the reasons why the district chose not to provide services directly or through a contract.

B. Compliance with Consultation Process

- 1. General Compliance: A private school official has the right to submit a complaint to the SDE that the district:
 - a. did not engage in consultation that was meaningful and timely; or
 - b. did not give due consideration to the views of the private school official.
- 2. Procedure for Complaint
 - a. If the private school official wishes to submit a complaint, the official will provide the basis of the complaint to the SDE.
 - b. The district will forward the appropriate documentation to the SDE.
 - c. If the private school official is dissatisfied with the decision of the SDE, the official may submit a complaint to the Secretary of the US Department of Education by providing the basis of the complaint against the district to the Secretary, and the SDE will forward the appropriate documentation to the Secretary.

C. Child Find Requirements

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The district shall have an ongoing Child Find system to locate, identify, and evaluate all students with disabilities ages 3 through 21 who are educated within the district's geographic boundaries. This includes students who have been placed by a parent in a private elementary or secondary school (including a religious school) located in the district regardless of the student's state or local residency.

The Child Find process will be designed to encompass the following:

- 1. The Child Find process will ensure the equitable participation of parentally placed private and home school students with disabilities.
- 2. Child Find activities for private school students will be similar to Child Find activities for public school students, which include the evaluation process within comparable timelines.
- 3. The district will consult with private school representatives and representatives of parents who place their children in private schools regarding the Child Find procedures.

D. Annual Count of Eligible Students

The district shall conduct an annual count on December 1 and report to the State Department of Education the number of private school children evaluated, the number found eligible and the number who are provided with special education services. This includes 3-5 year olds identified though the child find process that are enrolled in private schools that meet the definition of an elementary school. This count will be used to determine the amount of funds the district shall expend providing special education and related services to private school students in the next school year (see Section 2E). The district will consult with representatives of private school students to determine how to conduct the count.

E. Provision of Services

Provision of services applies to all eligible students who attend private schools within the district's geographical boundaries regardless of where they reside. Parentally placed private school students with disabilities do not have an individual right to receive some or all of the special education and related services that the student would receive if enrolled in a public school. Services offered to parentally placed private school students are determined through the district and private school consultation process.

1. District Responsibilities

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a. Private school students with disabilities may receive a different amount of services than public students with disabilities; they are not entitled to every service or the amount of service that they would receive if enrolled in public school. This means that it is possible for a private school student to receive only a related service or piece of equipment.

- b. Special education and related services provided to parentally placed private school students with disabilities, including materials and equipment, will be secular, neutral and non-ideological.
- c. The district is required to offer FAPE to private school students who reside in their district, including when the student attends a private school outside of the district boundaries unless the parent makes clear their intention to keep their child in the private school.
- d. Services may be provided at a public school building or another agreed upon site (including parochial schools to the extent consistent with the law) determined by the district in consultation with appropriate representatives of private school students.
- e. Services provided to private school students with disabilities must be provided by personnel meeting the same standards as personnel providing services in the public schools.

2. Eligibility for Services

If an evaluation team determines that a student needs special education and related services:

- a. The district of residence shall offer to make FAPE available upon enrollment or dual enrollment in a district public school; or
- b. If the parent chooses not to enroll the student in the district of residence and designated funds are available in the district in which the private school is located, a meeting will be held to develop a Services Plan (SP). The meeting will include a representative of the private school to develop a Services Plan (SP).
- c. Any services the district provides to a private school student shall be in accordance with an SP.

3. Service Plan Development

The Service Plan (SP) shall describe the specific special education and related services that will be provided to the student in light of the determinations that have been made

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by the district. To the extent appropriate, the district shall initiate and conduct meetings to develop, review, and revise SPs in accordance with the following requirements:

- a. Given the services that the district has elected to provide to private school students, the SP must meet the requirements of the IEP to the extent appropriate (see Chapter 5). The SP excludes sections pertaining to:
 - (1) extended school year (ESY) services;
 - (2) participation in statewide and district wide assessments;
 - (3) placement determination (LRE);
 - (4) December 1 federal report settings; and
 - (5) elements that, although typical for an IEP, would be inappropriate given the services the district has elected to provide.
- b. An SP shall be in effect at the beginning of each school year and accessible to each person responsible for its implementation.
- c. Meetings shall be held to review and revise SPs at least annually to address any lack of student progress toward goals and in the general education curriculum.
- d. The SP team members include the same members as an IEP team. The district will ensure that a representative of the private school attends these meetings or participates by some other means.
- e. A parent shall be invited to SP meetings at a mutually agreed upon date and time. The invitation must indicate the purpose, time, and location of the meeting. The parent shall be informed that he or she may bring other persons knowledgeable about the student to the meeting. A copy of the SP will be given to the parent.
- f. The team developing the SP will consider the student's strengths and results of the most recent evaluations. The private school general education teacher should participate in the development, review, and revision of the SP.
- g. If necessary for a private school student to benefit from or participate in the services the district has selected to provide, the district shall provide transportation from the student's school or home to the site where services will be provided. The district shall take the student back to either the private school or the home, depending on the timing of the services. In this sense, transportation is not a related service but a means of making the services offered accessible. Transportation costs may be included in the district's expenditure requirement. The district is not required to transport the student from home to the private school.

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F. Dispute Resolution

Due process hearings are available to parents of private school students only on the issue of Child Find and evaluation. Parents may challenge decisions regarding the provision of services by filing a formal complaint with the SDE.

G. Determining the proportionate funding for private school students

IDEA 2004 requires school districts to dedicate a proportionate share of funds received under Part B to provide services for parentally placed students with disabilities who attend private schools within the boundaries of the district, regardless of their place of residence. To determine this proportionate amount, the district shall first determine the number of these private school students through the Child Find activities developed in the consultation process with private school representatives.

The number of parentally placed private school students is divided by the total (public and private) number of students with disabilities in the district to arrive at the percentage of private school students with disabilities. This percentage is then applied to the total funding received by the district under Part B grants Section 611 (ages 3-21) and Section 619 (ages 3-5) to determine the district's obligation.

Example for the XYZ School District:

- A. The number of parentally placed private school children within the district on December 1, 2005: **10**
- B. The number of public school children with disabilities on December 1, 2005: 90
- C. Percentage of private school children with disabilities: A divided by A+B = 10%
- D. Total Part B funds allocated for school year 2006-2007: \$150,000
- E. Amount the district shall spend on providing special education and related services to parentally-placed private school students in 2006-2007: $\mathbf{C} \times \mathbf{D} = \$15,000$
- State and local funds may supplement but may not supplant the proportionate amount of Federal funds required to be expended for parentally-placed private school children with disabilities.
- 2. The costs of private school consultations and of carrying out child find activities may not be paid from the proportionate share of funds.
- 3. The cost of any special education or related service, such as direct service, consultation, equipment, materials, or transportation may be used to determine that the district has

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satisfied its expenditure requirement for private school students with disabilities.

4. If all proportionate funds set aside for private school students in a given fiscal year are not expended in that year they shall be carried forward into the next year for the purpose of providing equitable services.

H. Expenditure Guidelines

- 1. The district may place equipment and supplies that are purchased with Part B funds in a private school for a period of time needed for a program for eligible students with disabilities; however, the district shall:
 - a. retain title and exercise continuing administrative control over all equipment and supplies;
 - b. ensure that all equipment and supplies are used only for Part B purposes;
 - c. ensure that all equipment and supplies can be removed without remodeling the private school; and
 - d. remove equipment and supplies if necessary to prevent unauthorized use.
- 2. The district may use Part B funds to pay an employee of a private school to provide services to students with disabilities when the employee performs the services:
 - a. outside of his or her regular hours of duty; and
 - b. under public supervision and control.
- 3. Part B funds shall not be used to:
 - a. finance the existing level of instruction in the private school or otherwise benefit the private school;
 - b. meet the needs of the private school; or
 - c. meet the general needs of students enrolled in the private school.
- 4. Part B funds shall not be used for repairs, remodeling, or construction of private school facilities.
- 5. If it is possible for classes to include students enrolled in both public and private schools, then the classes must not be organized separately on the basis of school enrollment or religion.

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6. The district shall not appropriate any funds to private schools controlled by any church, sectarian, or religious denomination.

Section 3. Students Placed by the District

When the district places a student with a disability in a private school or facility, as a means of providing special education services, the district shall ensure the following:

- 1. All special education procedures and timelines are followed.
- 2. Special education and related services are provided in accordance with an IEP.
- 3. A representative of the private school or facility attends or participates in the meeting to develop the IEP.
- 4. The responsibility for reviewing and revising IEPs remain with the district.
- 5. Services are provided at no cost to the parent, including reimbursement to the parent for transportation and other costs associated with participation at an IEP meeting conducted in a geographical area outside the jurisdiction of the district.
- 6. The placement in the private school or facility is the LRE for that student.
- 7. The student is provided an education that meets state and district standards.
- 8. The student is afforded the same rights as students with disabilities who attend public schools.
- 9. The parent is afforded the same rights as parents of students attending public schools.

In accordance with federal and state law, the SDE shall approve special education programs in private schools and facilities. The district shall ensure a program is approved prior to placing a student in that school or facility.

At the discretion of the district, once a student with a disability enters a private school or facility, meetings to review and revise the IEP may be initiated and conducted by the private school or facility. If the private school conducts a meeting, the district shall ensure that the parent and a district representative are involved in and agree to any proposed changes in the IEP before the changes are implemented.

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Section 4. Dual Enrollment of Private School Students by Parents

According to Idaho Code, parents of private school students "shall be allowed to enroll the student in a public school for dual enrollment purposes." Private school students who are dually enrolled are considered to be nonpublic school students. The district shall allow private school students who are eligible for special education and who are otherwise qualified to participate in school programs under the dual enrollment law to:

- 1. enroll in general education courses under the same criteria and conditions as students without disabilities; and
- 2. receive accommodations in the general education courses for which they are enrolled on a 504 plan, if needed.

Private school students may not dually enroll solely for special education. The dual enrollment statute does not establish an entitlement to FAPE for a student with a disability. This means that there is no individual right to receive some or all special education services that the student would receive if enrolled in public school.

The reporting of attendance for private school students in the district is allowed under dual enrollment. If a student attends at least 2.5 hours per week without rounding hours, he or she shall be included in the weekly aggregate attendance. The average daily attendance (A.D.A.) is computed as .5 if the aggregate weekly hours are 2.5 or greater but less than 4.0 hours. When there are 4.0 hours or greater, divide by 4 to get the A.D.A.

Dually enrolled private school students could also be eligible to receive services that have been agreed upon through the district and private school consultation process. These services would be delivered through a Service Plan.

Section 5. Unilateral Placement of Student by Parents When FAPE is an Issue

A. General Provisions for Reimbursement to the Parent

- The district is required to make FAPE available to all eligible students with disabilities.
 If parents do not access FAPE, then the district is required to make provisions for
 private school students to receive Part B services consistent with Section 2E of this
 chapter.
- 2. The district is not required to pay for costs of tuition, special education, or related services and associated costs at a private school or facility for a student who was unilaterally placed there by a parent if the district made FAPE available to the student in a timely manner. If a parent disagrees with the availability of FAPE and there is a question about financial responsibility, the parent may request a due process hearing

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- 3. If the parent of a student with a disability, who previously received special education and related services from the district, enrolls the student in a private elementary or secondary school without the consent of the district, a court or hearing officer may order the district to reimburse the parent for the costs of unilaterally placing the student in a private school if the court or a hearing officer determines that:
 - a. the district had not made FAPE available to the eligible student in a timely manner prior to the time the parent enrolled the student in the private school; and
 - b. the parent's placement is appropriate.
- 4. A hearing officer may find a student's placement in a private school or facility by a parent appropriate even if the private school or facility does not meet state standards.

B. Denial or Reduction of Reimbursement to the Parent

A court or hearing officer may reduce or deny reimbursement to a parent for the cost of a unilateral placement in a private school or facility under the following circumstances:

- 1. The parent did not inform the district that he or she rejected the placement proposed by the district to provide FAPE and did not state his or her concerns and intent to enroll the student in a private school. This written notification by the parent shall be provided to:
 - a. the IEP team at the most recent IEP meeting prior to removing the student from the public school; or
 - b. the district at least 10 business days (including any holidays that occur on a business day) prior to removing the student from public school.
- 2. Prior to removal of the student from the public school, the district informed the parent of its intent to evaluate the student (including a statement of the purpose of the evaluation that was appropriate and reasonable), but the parent did not make the student available for the evaluation.
- 3. A judicial decision finds unreasonableness with respect to the actions taken by the parent.

Reimbursement shall not be reduced or denied under any of the following circumstances:

- 1. The district did not notify the parent of his or her obligation to provide the notice set forth in number 3 above or the district/school prevented the parent from providing that notice.
- 2. The parent had not received written notice.

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3. The district's proposed placement would likely result in physical harm to the student.

Reimbursement may not be reduced or denied at the discretion of a court or hearing officer for failure to provide this notice if:

- 1. The parents are not literate or can not write in English, or
- 2. The district's proposed placement would likely result in serious emotional harm to the student.

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**Documents Documents *

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AFFIRMATION OF CONSULTATION WITH PRIVATE SCHOOL OFFICIALS AND REPRESENTATIVES OF PARENTS

P.L. 108-448 Individuals with Disabilities Education Improvement Act of 2004 (IDEA, 2004) requires that timely and meaningful consultation occur between the district and private school representatives and representatives of parents of parentally placed private school students with disabilities.

The following topics are to be discussed during the consultation:

- The child find process and how parentally placed private school students suspected of having a disability
 can participate equitably, including how parents, teachers, and private school officials will be informed of
 the process;
- The determination of the proportionate amount of Federal funds available to serve such students, including
 the determination of how the amount was calculated;
- The consultation process among the district, private school officials, and representatives of such students, including how such process will operate throughout the school year to ensure that such students identified through the child find process can meaningfully participate in special education and related services;
- How, where, and by whom special education and related services will be provided for such students, including a discussion of types of services, including direct services and alternate service delivery mechanism, how such services will be apportioned if funds are insufficient to serve all [such students], and how and when these decisions will be made; and
- If the district and a private school official disagree on the provision of services or types of services, the district will provide a written explanation of its decision to the private school official.

The district shall obtain a written affirmation signed by the representatives of participating private schools. If such representatives do not provide such affirmation within a reasonable period of time, the district shall forward documentation of the consultation process to the State Department of Education (SDE).

A private school official shall have the right to submit a complaint to the SDE that the district did not engage in consultation that was meaningful and timely or did not give due consideration to the views of the private school official. The district shall forward the appropriate documentation to the SDE. If the private school official is dissatisfied with the decision of the SDE, such official may submit a complaint to the Secretary of Education by providing the basis for the noncompliance.

Provision of equitable services shall be provided by employees of the district or through contract by the district with an individual, association, agency, organization, or other entity. Special education and related services provided to such students, including materials and equipment, shall be secular, neutral, and nonideological.

The control of funds used to provide special education and related services, and title to materials, equipment, and property purchased with [Federal special education] funds shall be in the district for the uses and purposes provided, and the district shall administer the funds and property.

We agree that the district provided timely and meaningful consultation regarding the bulleted items above.

District Official Date Private School Official Date

District Name & Number Private School Name

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This chapter reflects the changes in the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004) that focus on improving educational outcomes, analyzing and reporting data to the public, and ensuring that personnel who work with students with disabilities are prepared to meet their unique needs.

Section 1. Monitoring Priorities and Indicators

IDEA 2004 requires increased accountability for programs serving students with disabilities. Monitoring priorities include both performance and compliance goals. Accountability areas established by IDEA 2004 include FAPE in the LRE, Effective General Supervision, and Disproportionality. Each priority area encompasses specific performance indicators. These indicators include both performance and compliance components. Data on those indicators shall be collected, submitted to the SDE, and publicly reported annually. That data shall be used to evaluate the effectiveness of programs and identify strategies to improve student outcomes.

The district is required to submit timely and accurate data from which the district's performance will be calculated on the following goals:

A. FAPE in the LRE

- 1. Graduation Rate
- 2. Dropout Rate
- 3. Participation and Performance of Students with Disabilities on Statewide Assessments
- 4. Suspension and Expulsion Rates for students with disabilities
- 5. Students ages 6-21 educated with typically developing peers
- 6. Students ages 3-5 educated with typically developing peers
- 7. Students ages 3-5 developing positive social-emotional skills, early literacy, and behavior
- 8. School facilitation of parent involvement to improve services and results

B. Disproportionality

- 1. Representation of race/ethnicity in special education programs
- 2. Representation of race/ethnicity in specific disability categories

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C. Effective General Supervision

- 1. Initial eligibility established within 60 days of consent
- 2. Eligibility established for children referred from Part C and receiving services by their 3rd birthday
- 3. By age 16, students have a coordinated, measurable post-secondary goal(s) and transition services needed to meet their goals
- 4. Students no longer in secondary school who are employed, in post-secondary school, within one year of leaving high school
- 5. Identify and correct noncompliance as soon as possible, but no later than 1 year from identification

D. SDE Responsibility

The SDE is required to collect, review, and analyze data on an annual basis to determine if the state and districts are making adequate progress toward the required performance goals. This monitoring process includes:

- 1. Measuring performance on goals both for the state and the districts.
- 2. Monitoring based on district data, compliance with IDEA Regulations, and progress made toward meeting state goals.
- 3. Identifying districts in one of the following categories: Meets requirements; Needs Assistance; Needs Intervention; Needs Substantial Intervention.
- 4. Providing technical assistance statewide, and targeted technical assistance to districts demonstrating the highest needs.
- 5. Reporting to the public on the state and districts' performance on state goals.
- 6. Developing and submitting an Annual Performance Report and revising the State Performance Plan, as needed, to address state performance on required goals.

E. District Responsibility

Progress on the state's performance goals is directly linked to the districts' efforts and progress in these same areas. On an annual basis and as part of Continuous Improvement Monitoring, the district shall:

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- 1. ensure the data it collects and reports to the SDE regarding special education students and personnel is accurate;
- 2. use data-based decision-making procedures to review and analyze data to determine if the district is making adequate progress toward performance goals;
- 3. adjust strategies, as needed, to meet goals and improve student outcomes.

Section 2. Early Intervening Services

Under IDEA 2004, the district may use up to 15% of its IDEA Part B allocation in any fiscal year to provide early intervening services for students in kindergarten through grade 12 (with a particular emphasis on students in kindergarten through grade three) who are not currently identified as needing special education or related services, but who need additional academic and behavioral support to succeed in a general education environment.

These funds may be used for activities that include:

- Professional development for teachers and other school staff to enable such personnel
 to deliver scientifically based academic and behavioral interventions, including
 scientifically based literacy instruction, and, where appropriate, instruction on the use
 of adaptive and instructional software
- 2. Providing educational and behavioral evaluations, services, and supports, including scientifically based literacy instruction.

A. Budget Requirements

If the district chooses to use IDEA Part B funds in any fiscal year to provide early intervening services, the district will budget the amount used to provide these services, up to a maximum of 15% of the total allocation, in the Title VI-B budget that is submitted annually to the SDE as part of the Title VI-B and Preschool Application.

B. Reporting Requirements

When the district uses IDEA Part B funds to provide early intervening services, an annual report shall be submitted to the SDE on:

- 1. The number of children who received early intervening services; and
- 2. The number of children who received early intervening services and subsequently receive special education and related services during the preceding two year period.

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C. Relationship between FAPE and Early Intervening Services

Early intervening services provided by the district shall not be construed to either limit or create a right to FAPE under IDEA 2004 or to delay appropriate evaluation of a student suspected of having a disability.

Section 3. Personnel

The district shall ensure that personnel working with students with disabilities meet the qualifications established by the State Department of Education and have the content knowledge and skills to meet the needs of these students.

A. Appropriate Certification or Licensure

Public school personnel shall meet the appropriate certification or licensure requirements for position assignments. Complete certification standards for personnel providing special education or related services may be found in the handbook titled Idaho Standards for the Initial Certification of Professional School Personnel (June 2005). This handbook is available from the SDE Division of Innovation and Choice.

The lists that follow are general guidelines only. They do not include every possible position or licensing situation. For more information call the SDE Division of Innovation and Choice at 208/332-6800.

- 1. The following special education and related services positions require individuals who are employed by the district to be certificated and to meet any additional licensure requirements:
 - a. audiologist;
 - b. consulting teacher;
 - c. counselor;
 - d. director of special education;
 - e. early childhood special education teacher;
 - f. school psychologist;
 - g. special education teacher;
 - h. speech-language pathologist; and

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- i. supervisor/coordinator of special education.
- 2. Some special education service providers need both licensure in their area of expertise and certification from the SDE.
 - a. School nurses are certificated by the SDE and licensed by the State Board of Nursing.
 - b. School social workers are certificated by the SDE and licensed by the Bureau of Occupational Licenses.
- Some special education service providers must meet the licensure or certification requirements in their respective professions, but certification from the SDE is not required.
 - a. Occupational therapists and physical therapists are licensed by the State Board of Medicine.
 - b. Vocational education teachers are certificated by the Idaho Division of Professional-Technical Education.
 - c. Vocational rehabilitation counselors must meet national standards for Certified Rehabilitation Counseling (CRC) to be employed by the Idaho Division of Vocational Rehabilitation.
- 4. Individuals who used a consultant specialist provision or a letter of authorization in the past are no longer able to use these emergency certificates as an alternative for individuals to become certificated teachers in Idaho. The district shall use the alternative authorization options to request alternative endorsement/certification when a professional position cannot be filled with someone who holds the appropriate endorsement/certification.

B. Highly Qualified Special Education Teachers

In addition to being certified, K-12 special education teachers in the district shall meet the "highly qualified teacher standards" identified in the No Child Left Behind (NCLB) Act. The highly qualified special education teacher requirement does not apply to preschool programs since early childhood education is not a part of the Idaho public elementary and secondary school system at this time.

1. General Requirements for Special Education Teacher

Any K-12 special education teacher who is not teaching a core academic subject and only consults with regular education teachers or reinforces instruction from a regular education teacher is highly qualified if the teacher holds a K-12 Exceptional Child Certificate. No waiver or temporary certification qualifies. However, a special education

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teacher can meet the general requirements of highly qualified if they are enrolled in an approved alternative route to certification program.

2. Requirements for Special Education Teachers teaching a core academic subject

If a special education teacher is the primary deliverer of instruction in a core content subject, they shall have met the highly qualified teacher standard in each area taught.

3. Requirements for Special Education Teachers teaching multiple subjects

In the case of a teacher who is not new to the profession, the special education teacher shall demonstrate competence in all the core academic subjects which the teacher teaches in the same manner as is required for elementary, middle, or secondary school teachers who are not new to the profession.

In the case of a new special education teacher who teaches multiple subjects, and who is highly qualified in mathematics, language arts, or science, the teacher shall demonstrate competence in the other core academic subjects which the teacher teaches not later than two years after the date of employment.

4. Requirements for Special Education Teachers teaching to Alternate Standards

Both new and veteran special education teachers who teach core academic subjects exclusively to students assessed against alternate achievement standards (students with significant cognitive disabilities) shall be highly qualified by either:

- (1) meeting the NCLB Act requirement for any elementary, middle school, or high school teachers who are new or not new to the profession; or
- (2) meeting the requirements of the ESEA as applied to an elementary school teacher, or, in the case of instruction above the elementary level, demonstrate subject matter knowledge appropriate to the level of instruction being provided and needed to effectively teach to those grade level standards.
- 5. Assurance of Highly Qualified Standards

The district shall take measurable steps to recruit, train, hire, and retain highly qualified special education teachers. The district will collect and monitor data about special education personnel qualifications and ensure that personnel are appropriately and adequately prepared to serve students with disabilities.

In Title I schools, parents will be notified if students are taught for 4 or more consecutive weeks by a special education teacher who is not highly qualified.

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B. Shortage of Personnel

If there is a shortage of highly qualified personnel, the district shall take measurable steps to recruit and hire highly qualified personnel to provide special education and related services to students with disabilities. However, when a professional position cannot be filled with an individual who has the appropriate certification, vacant positions may be filled with personnel on the following approved alternate pathways to teaching:

- 1. Teacher to New Certification An individual holds a Bachelor's degree and a valid teaching certificate without full endorsement in area of need. The candidate works towards completing a preparation program for special education certification and is employed by the district.
- 2. Content Specialist An individual who is highly and uniquely qualified in an area holds a Bachelor's degree. The candidate works towards completing a preparation program while employed by the district. The preparation program must include mentoring, one classroom observation per month until certified, and prior to entering the classroom; the candidate completes an accelerated study in education pedagogy.
- 3. Computer Based Route to Teacher Certification An individual may acquire interim certification through a computer-based alternative route to teacher certification that is approved by the State Board of Education. On November 4, 2003, the Idaho State Board of Education passed a temporary rule approving ABCTE (American Board for Certification of Teacher Excellence) as an alternate route to Idaho certification. During the interim certification, teaching shall be done in conjunction with a two year mentoring program approved by the Board.

Further information and all requirements for each alternative route to certification are available in Idaho Administrative Code (IDAPA 08.02.02) and the Idaho Standards for the Initial Certification of Professional School Personnel document (June 2005).

Nothing in the IDEA 2004 creates a right of action for due process on behalf of a student or class of students for failure to employ highly qualified staff.

C. Paraprofessionals, Assistants, and Aides

The district may employ paraprofessionals, assistants, and aides who are appropriately trained and supervised to assist in the provision of special education and related services to students with disabilities if they meet standards established by the SDE (see pages 147-156).

Appropriate duties to be performed by paraprofessionals are:

- 1. Provide one-on-one tutoring for eligible students during non-instructional time by a teacher or related service provider.
- 2. Assist with classroom management and organizing materials.
- 3. Provide assistance in a computer lab or media center.

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- 4. Conduct parental involvement activities.
- 5. Act as a translator.
- 6. Assist in provision of instructional services only under the direct supervision of a certified teacher or related service provider.
 - a. Teacher plans instruction and evaluates student achievement.
 - b. Paraprofessional works in close and frequent physical proximity to teacher or related service provider.

A special education paraprofessional working in a Title I school-wide program shall be highly qualified as demonstrated by the competencies listed in the NCLB Act.

1. Strategies to Assist Individuals in Meeting Paraprofessional Standards

The district shall assist individuals in meeting the paraprofessional standards established by the SDE. A variety of strategies may be used to assist individuals in developing the skills necessary to meet the paraprofessional standards, including:

- a. participating in on-the-job training with follow-up provided by the supervising teacher;
- b. reading printed materials;
- c. participating in workshops;
- d. viewing videos;
- e. completing university course work;
- f. conducting personal research and studying; or
- g. training sponsored by the district.
- 2. Verifying that an Individual Has Met Paraprofessional Standards

The district will determine the means of verification that will be used to assess whether individuals working with students with disabilities have met the paraprofessional standards. Competence may be demonstrated in a variety of ways, such as:

- a. successful performance of duties;
- b. interview with the paraprofessional;
- c. observation;
- d. portfolio assessment;

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- e. completion of a course or workshop; or
- f. verification from a former employer.

The district may encourage qualified para-educators employed in their classrooms to become certified teachers. The alternative route preparation program for para-educator to teacher must be completed within five years of admission to the program. Candidates work toward completion of a preparation program while employed by the school district.

D. Educational Interpreters

The district may only employ an individual as an educational interpreter if they have met the state qualifications identified in Idaho Code 33-1304. Educational interpreters employed by the district shall complete a minimum of eighty (80) hours of training in the areas of interpreting or translating every five years.

E. Supervision of Staff

A teacher and/or a related service provider with appropriate certification or licensure who has been informed of his or her specific responsibilities related to a student's IEP has the primary responsibility to ensure the appropriate implementation of the IEP. The district has policies and procedures for the supervision and evaluation of all certificated/licensed or contracted employees.

The certificated/licensed teacher and/or related service provider will generally be responsible for the supervision of all paraprofessionals, assistants, and aides who provide direct services to students with disabilities. All paraprofessionals, assistants, and aides must have a supervision plan developed by a certificated or licensed professional.

F. Professional Development Plan

The district will take measures to ensure that all personnel necessary to provide special education and related services according to IDEA 2004 are appropriately and adequately prepared. Personnel may use a variety of opportunities for technical assistance and training activities to further develop professional knowledge and skills in order to meet the needs of students with disabilities.

To the extent the district determines it is appropriate, paraprofessional personnel may use the technical assistance and training activities offered by the district or SDE to fulfill part of the Standards for Paraprofessionals Supporting Special Needs Students. See pages 151-160 for a list of the standards.

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STANDARDS FOR PARAPROFESSIONALS SUPPORTING STUDENTS WITH SPECIAL NEEDS

State and federal law requires paraprofessionals who assist in the provision of special education and related services have the skills and knowledge necessary to meet the needs of students with disabilities. To this end, the State Department of Education has developed "Standards for Paraprofessionals Supporting Special Needs"

Orientation and training in the paraprofessional's first year of employment target entry-level standards to ensure that all paraprofessionals are knowledgeable, have the skills needed to support the programs to which they are assigned, and comply with legal and policy requirements. Training to address intermediate standards can extend over a two-year period and is planned according to the needs of the paraprofessional, as determined by the annual evaluation. Training to address advanced standards is not required.

(E) = Entry Level

(I) = Intermediate

(A) = Advanced

Principle 1: The paraprofessional has a basic knowledge of the discipline(s) taught and supports the teacher/provider in creating learning experiences that make the subject matter meaningful for students.

Knowledge

- 1. The paraprofessional has the basic academic skills needed to perform his or her assignments. (E)
- 2. The paraprofessional possesses basic educational terminology regarding students, programs, roles, and instructional activities. (I)

Disposition

1. The paraprofessional realizes how the application of learning is useful in life.

Performance

- 1. The paraprofessional demonstrates the academic skills needed to perform his or her assignment(s). (E)
- 2. The paraprofessional is able to use basic educational terminology to understand assigned tasks. (I)
- 3. The paraprofessional presents subject area content accurately to students. (I)

Principle 2: The Paraprofessional has a basic knowledge of how students learn and develop and assists in providing opportunities that support the students' intellectual, social, and personal development.

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Knowledge

1. The paraprofessional understands which materials and activities are chronologically age appropriate. (I)

Disposition

1. The paraprofessional appreciates individual variations within each domain of development.

Performance

1. The paraprofessional uses developmentally-appropriate and age-appropriate strategies, equipment, materials, and technologies as directed by the teacher/provider. (I)

Principle 3: The paraprofessional knows that students differ in their approaches to learning and assists in creating instructional opportunities that are adapted to students with diverse needs.

Knowledge

- 1. The paraprofessional understands the impact that a disability or a combination of disabilities may have on a student's life. (E)
- 2. The paraprofessional knows about different methods that are used by teacher/providers to accommodate individual student learning needs. (I)
- 3. The paraprofessional has a basic knowledge of the strategies used to support the learning of students whose first language is not English. (I)
- 4. The paraprofessional has an awareness of common assistive technology devices used to accommodate student learner needs. (I)
- 5. The paraprofessional understands, in general terms, Idaho's special education requirements, including definitions, qualifications, and services. (I)
- 6. The paraprofessional knows about areas of exceptionality, such as learning disabilities, visual and perceptual difficulties, emotional and behavioral problems, physical and cognitive delays, and giftedness. (I)
- 7. The paraprofessional understands variations of beliefs, traditions, and values regarding disability across cultures and their effect on relationships among the student, the family, and school personnel. (A)

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Disposition

- 1. The paraprofessional has an appreciation of programs for students with diverse needs.
- 2. The paraprofessional believes that all students can learn.
- 3. The paraprofessional believes his or her role includes advocating for, encouraging, motivating, and facilitating individual learning.
- 4. The paraprofessional respects students as individuals with differing backgrounds, skills, talents, and interests.
- 5. The paraprofessional is sensitive to community and cultural norms.

Performance

- 1. The paraprofessional uses his or her understanding of program requirements to carry out assignments. (E)
- 2. The paraprofessional persists in helping all students achieve success. (E)
- 3. The paraprofessional assists in adapting instructional strategies and materials according to student needs and ability levels. (I)
- 4. The paraprofessional assists the teacher/provider to maintain assistive/adaptive/medical services. (I)
- 5. The paraprofessional demonstrates the ability to carry out a variety of teacher/provider directed accommodations and adaptations to address the individual student's needs. (I)
- 6. The paraprofessional demonstrates proper lifting, carrying, and transferring techniques. (I)
- 7. The paraprofessional uses a number of teacher/provider directed strategies to support the learning of students whose first language is not English. (I)

Principle 4: The paraprofessional understands and uses a variety of instructional strategies to assist the teacher/provider.

Knowledge

- 1. The paraprofessional knows where to access a variety of learning resources. (E)
- 2. The paraprofessional understands that students from diverse experiential, cultural, economic, and language backgrounds may need different strategies for learning. (I)

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3. The paraprofessional has a basic understanding of a variety of instructional techniques used by the teacher/provider. (I)

4. The paraprofessional understands basic instructional, remedial, and accelerated methods, techniques, and materials for teaching a variety of students. (A)

Disposition

- 1. The paraprofessional believes that a variety of instructional strategies may be necessary to meet individual needs.
- 2. The paraprofessional values flexibility and resourcefulness in supporting the teacher/provider in adapting and modifying instruction to address student needs.

Performance

- 1. The paraprofessional uses a variety of instructional techniques as modeled by the teacher/provider. (I)
- 2. The paraprofessional locates and maintains a variety of instructional resources as directed by the teacher/provider. (I)

Principle 5: The paraprofessional understands the impact of the educational environment on student learning, self-motivation, and positive social interaction and assists in creating a positive learning environment.

Knowledge

- 1. The paraprofessional understands district guidelines for protecting the safety, health, and well-being of students and staff (e.g., universal precautions for preventing illnesses and infections, the proper body mechanics for lifting students and heavy objects, CPR, and first aid). (E)
- 2. The paraprofessional understands how social groups function and influence people and how people influence groups. (I)
- 3. The paraprofessional recognizes factors and situations that are likely to promote or diminish intrinsic motivation and knows how to help students become self-motivated. (I)
- 4. The paraprofessional understands the goal of promoting student self-determination and self-advocacy skills and his or her role in supporting that goal. (I)
- 5. The paraprofessional has a general understanding of positive behavioral supports. (I)

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6. The paraprofessional understands the demands of various classroom and nonclassroom environments on individuals with diverse learning needs. (A)

Disposition

- 1. The paraprofessional values the role of students in promoting one another's learning and recognizes the importance of peer relationships in establishing a climate of learning.
- 2. The paraprofessional recognizes the value of intrinsic motivation to students' lifelong growth and learning.
- 3. The paraprofessional values and understands student independence and the "dignity of risk."
- 4. The paraprofessional respects a wide diversity of beliefs, traditions, and values found across cultures and environments.
- 5. The paraprofessional is committed to helping students develop self-confidence and competence.

Performance

- 1. The paraprofessional carries out school behavior management policies and practices. (E)
- 2. The paraprofessional uses positive behavioral supports, crisis intervention, and restraint techniques consistent with the district/agency policy. (E)
- 3. The paraprofessional assists in establishing a positive climate in the classroom and participates in maintaining such a climate in the school as a whole. (E)
- 4. The paraprofessional plans for smooth transitions between activities and environments. (E)
- 5. The paraprofessional maintains a safe and effective learning environment for academic and nonacademic settings (e.g., lunchrooms, study halls, playgrounds, and buses). (E)
- 6. The paraprofessional supports a learning community in which individual differences are respected and valued. (E)
- 7. The paraprofessional assists in creating a learning community in which students assume responsibility for themselves and one another, participate in decision making, work collaboratively and independently, resolve conflicts, and engage in purposeful learning activities. (I)
- 8. The paraprofessional assists in modifying the learning environment to manage behavior. (I)

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9. The paraprofessional implements behavioral prevention, intervention, and reinforcement plans that have been developed by the teacher/provider. (I)

Principle 6: The paraprofessional uses a variety of communication techniques, including verbal, nonverbal, and media in and beyond the classroom.

Knowledge

- 1. The paraprofessional is aware of effective communication styles. (I)
- 2. The paraprofessional understands how diversity affects community in the classroom. (I)
- 3. The paraprofessional has an understanding of verbal and nonverbal communication. (I)
- 4. The paraprofessional has knowledge of the basic functions of multimedia technology (e.g., computer, video, recorder, projector). (I)
- 5. The paraprofessional has knowledge of basic computer software and functions, e-mail, and the Internet. (I)
- 6. The paraprofessional knows strategies and techniques that facilitate communication for students with diverse needs. (A)

Disposition

1. The paraprofessional values the ways in which people seek to communicate and encourages various modes of communication in the classroom.

Performance

- 1. The paraprofessional effectively communicates with team members. (E)
- 2. The paraprofessional is a thoughtful and responsive listener. (E)
- 3. The paraprofessional demonstrates sensitivity to cultural and other differences in communication methods (e.g., appropriate use of eye contact, interpretation of body language and verbal statements, acknowledgement of and responsiveness to different modes of communication and participation). (I)
- 4. The paraprofessional uses a variety of media communication tools, including audiovisual aids and computers, to enrich learning opportunities. (I)

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Principle 7: The paraprofessional implements teacher/provider designed instructional plans based upon knowledge of subject matter, students, the community, and curriculum goals.

Knowledge

- 1. The paraprofessional understands that instruction is more effective when designed around student strengths, interests, and abilities. (I)
- 2. The paraprofessional knows that a variety of elements (instructional materials, individual student interests, needs, aptitudes, and community resources) are considered when planning instruction for students. (I)
- 3. The paraprofessional understands that curriculum and instructional planning are based on learning theory and child and adolescent development. (A)

Disposition

- 1. The paraprofessional believes that plans shall always be open to adjustment and revision, as directed by the teacher/provider, based on student needs, student input, and changing circumstances.
- 2. The paraprofessional values planning as a collegial and collaborative activity.
- 3. The paraprofessional values both long-term and short-term planning.

Performance

1. The paraprofessional follows teacher/provider written and verbal plans, seeking clarification as needed. (E)

Principle 8: The paraprofessional supports the teacher/provider in evaluating the intellectual, social, and physical development of the student.

Knowledge

- 1. The paraprofessional understands the purposes of formative and summative assessment and evaluation. (I)
- 2. The paraprofessional realizes the need to use multiple strategies to assess individual student progress. (I)
- 3. The paraprofessional understands the distinctions in the roles of teachers/providers, other licensed district/agency professionals, and paraprofessionals in assessing student strengths and needs. (I)

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Disposition

1. The paraprofessional values ongoing assessment as essential to the instructional process and recognizes that many different assessment strategies, accurately and systematically used, are necessary for monitoring and promoting student learning.

Performance

- 1. The paraprofessional assists teachers/providers with maintaining student records required by the state or the district. (E)
- 2. The paraprofessional gathers information by using informal and functional assessment methods under teacher/provider direction. (I)
- 3. The paraprofessional objectively shares relevant information about student performance to assist the teacher/provider in the planning process. (I)
- 4. The paraprofessional assists in providing assessment accommodations and adaptations as designed by the teacher/provider. (I)
- 5. The paraprofessional administers formal assessments when given appropriate training and supervision. (A)

Principle 9: The paraprofessional engages in continued professional improvement toward an identified goal.

Knowledge

- 1. The paraprofessional has an awareness of his or her professional strengths and needs. (E)
- 2. The paraprofessional is aware of the personal biases and differences that affect job performance. (I)
- 3. The paraprofessional is knowledgeable about resources that provide opportunities for professional growth. (I)

Disposition

- 1. The paraprofessional embraces lifelong learning.
- 2. The paraprofessional is committed to ongoing reflection, assessment, and learning as a process.
- 3. The paraprofessional is committed to seeking, developing, and continually refining practices.

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- 4. The paraprofessional values constructive feedback as a learning tool.
- 5. The paraprofessional values competency and integrity.

Performance

- 1. The paraprofessional uses self-reflection as a means of improving job performance. (E)
- 2. The paraprofessional asks for and accepts feedback from the teacher/provider. (E)
- 3. The paraprofessional documents progress toward his or her professional development. (I)
- 4. The paraprofessional participates in meaningful professional development opportunities in order to demonstrate current, effective practices. (I)

Principle 10: The paraprofessional interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Knowledge

- 1. The paraprofessional understands the distinction between the roles of all team members in support of student learning. (E)
- 2. The paraprofessional understands the relationships among school personnel, families, and the larger community and how such partnerships foster student learning. (E)
- 3. The paraprofessional understands the common concerns that the parents of students with diverse needs may have. (E)
- 4. The paraprofessional knows how to respond respectfully to a parent, the community, or another educator in conflict situations. (E)
- 5. The paraprofessional knows the rights and responsibilities of parents, students, teachers, professionals, and schools as they relate to students with learning needs. (E)
- 6. The paraprofessional knows signs of emotional distress, child abuse, substance abuse, and neglect in students and how to follow the procedures to report known or suspected abuse or neglect to the appropriate authorities. (E)
- 7. The paraprofessional understands the expectations for professional conduct, policies, procedures, and laws with regard to student and parent rights. (E)

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Disposition

- 1. The paraprofessional respects the need for beneficial relationships among families, school personnel, and community members.
- 2. The paraprofessional is concerned about all aspects of the student's well-being and is alert to signs of difficulties.
- 3. The paraprofessional respects the dignity, rights, and privacy of students and families.
- 4. The paraprofessional is respectful of distinctions among the roles and responsibilities of paraprofessionals, professionals, and other team members.

Performance

- 1. The paraprofessional respects student privacy, student rights, and the confidentiality of information. (E)
- 2. The paraprofessional effectively collaborates with team members. (E)
- 3. The paraprofessional follows teacher/provider instructions and honors team decisions in daily practice. (E)
- 4. The paraprofessional provides positive representation of the student, school, and district. (E)
- 5. The paraprofessional develops a rapport with students (e.g., talks with and listens to students) is sensitive and responsive to clues of distress, and seeks outside help as needed. (E)
- 6. The paraprofessional demonstrates professional conduct in accordance with district policies and state laws. (E)
- 7. The paraprofessional exercises objective and prudent judgment. (E)
- 8. The paraprofessional follows policy regarding reporting suspected child abuse, neglect, or threat of harm to the student or others. (E)

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Chapter 11 PROCEDURAL SAFEGUARDS

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Chapter 11 PROCEDURAL SAFEGUARDS

This chapter reflects changes in procedural safeguards as a result of the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004).

Section 1. Procedural Safeguards Notice

A parent and/or adult student has specific procedural safeguards given to him or her by the IDEA 2004 and state law. Each district has a document titled *Procedural Safeguards Notice* that is provided to parents/adult students which contains a full explanation of the special education rights. The *Procedural Safeguards Notice* shall include a full explanation of the procedural safeguards, written in the native language of the parents (unless it clearly is not feasible to do so) and written in an easily understandable manner.

A. Procedural Safeguards Notice Contents

The following table lists various topics contained in the *Procedural Safeguards Notice* and identifies what chapter in this manual provides more information about each topic.

То	pic	Chapter
1.	parental consent	11
2.	2. written notice	
3.	. access to educational records	
4.	. independent educational evaluation (IEE)	
5.	the opportunity to present and resolve complaints, including:	13
	a. the time period in which to make a complaint	
	b. the opportunity for the district to resolve the complaint	
	c. the availability of mediation	
	d. the differences between a due process hearing complaint and state administrative complaint	
6.	the student's placement during pendency of due process proceedings	13
7.	procedures for students who are subject to placement in an interim alternative educational setting (IAES)	12
8.	requirements for unilateral placement by parents of students in private schools at public expense	9
9.	due process hearings, including requirements for disclosure of evaluation results and recommendations	13
10.	civil actions, including the time period in which to file such actions	13
11.	attorney fees	13

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B. When the Procedural Safeguards Notice Is Provided

The district will provide a *Procedural Safeguards Notice* that includes a full explanation of the special education rights afforded the parent and/or adult student only once per year, except that a copy will be given to the parent and/or adult:

- 1. upon an initial referral or parent and/or adult student request for evaluation;
- 2. upon the first occurrence of a filing of a due process hearing or an administrative complaint;
- 3. when a decision is made to take a disciplinary action that constitutes a change of placement; and
- 4. upon request by the parent.

A *Procedural Safeguards Notice* suitable for copying can be found in the document section of this chapter.

Section 2. Domestic Considerations

A. Parent

1. Definition

The term "parent" means:

- a. a biological, adoptive, or foster parent of a child;
- b. a guardian (but not the state if the child is a ward of the state);
- c. an individual acting in the place of a biological or adoptive parent (including a grandparent, step parent, or other relative) with whom the child lives;
- d. an individual who is legally responsible for the child's welfare
- e. an adult student; or
- f. a surrogate parent who has been appointed by the district.
- 2. Determining Who Has Parental Rights

In determining who has parental rights, individuals should be considered in the following order of priority:

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- a. a biological parent who retains guardianship;
- b. a person who has legal documentation (guardianship, power of attorney, custody agreement) of being responsible for the student's welfare;
- c. a grandparent, stepparent, other relative, or foster parent with whom the student lives and who is acting as a parent; or
- d. a surrogate parent appointed by the district to represent the student's interests in educational decisions.

B. Surrogate Parent

1. Definition

A "surrogate parent" is an individual assigned by the district to assume the rights and responsibilities of a parent under the IDEA 2004 in any of the following circumstances:

- a. No parent can be identified or located for a particular student.
- b. The student is a ward of the state.
- c. The student is an unaccompanied homeless youth.

The surrogate parent has the same rights as a biological parent throughout the special educational decision-making process.

2. Referral for a Surrogate Parent

Any person who is aware that a student may need a surrogate parent may make a referral for a determination to the district's special education director or an appropriate district administrator. The district will appoint a surrogate in any of the following circumstances:

- a. A parent cannot be identified.
- b. A parent cannot be found after reasonable efforts to locate the parent.
- c. The student is a ward of the state. If a state judge has appointed a surrogate to oversee the care of a student who is a ward of the state, the judge-appointed surrogate may make decisions regarding the student's education, including special education, provided he or she meets the criteria for a district-appointed surrogate.
- d. The student is a homeless youth who is unaccompanied.

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The district will make a good faith effort and maintain records of attempts to locate a parent. The district cannot appoint a surrogate parent when the biological parent is available but chooses not to participate. When a surrogate parent is needed for a student, the district will appoint a surrogate who meets the conditions set forth in item 3, below. The district will make reasonable efforts to assign a surrogate within 30 calendar days after it determines that the student needs a surrogate.

3. Criteria for Serving as a Surrogate Parent

A surrogate parent may represent the student in all matters relating to identification, evaluation, placement, and the provision of FAPE. The surrogate parent shall:

- a. Have knowledge and skills that ensure effective representation.
- b. Have no personal or professional interest that conflicts with the interest of the student.
- c. Meet one of the following conditions:
 - (1) is not an employee of the SDE, the district, or any other agency that is involved in the education or care of the student; or
 - (2) is not an employee of a nonpublic agency that provides educational care for the student.

Note: A person who otherwise qualifies to be a surrogate parent is not an employee of the district or agency solely because he or she is paid to serve as a surrogate parent.

In the case of a student who is an unaccompanied homeless youth, appropriate staff of emergency shelters, transitional shelters, independent living programs, and street outreach programs may be appointed as temporary surrogate parents until a surrogate can be appointed that meets all the requirements.

C. Adult Students and the Transfer of Rights

An "adult student" is a student who is at least 18 years of age to whom special education rights have transferred under the IDEA 2004 and Idaho Code.

- 1. <u>Discussion of the Transfer of Rights</u>: Not later than the student's 17th birthday, the IEP team shall discuss the transfer of special education rights to the student. Special education rights will transfer from the parent to the adult student when the student turns 18 years of age unless:
 - a. the IEP team determines that the student does not have the ability to make informed decisions with respect to his or her educational program; or

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b. a parent has obtained legal guardianship including the scope of educational matters.

- 2. <u>Basis for Denial of Transfer</u>: During the IEP meeting to discuss the transfer of rights, the IEP team will use the following as the basis for any denial of the transfer:
 - a. Evaluation data, test results, written reports, teacher observation, education records, and parent input, including whether the parent intends to seek guardianship.
 - b. Answers to the following questions:
 - (1) Is the student capable of understanding his or her rights?
 - (2) Is the student capable of exercising his or her rights?
 - (3) Is the student capable of understanding the consequences and impact of his or her decisions?
- 3. <u>Following a Determination Concerning the Transfer of Rights</u>: When the student's special education rights transfer at age 18, the parent and student will be informed that rights have transferred. The IEP shall contain a statement referring to the transfer (or not) of rights:
 - a. If the team determines that there is no relevant information about the student to prohibit the transfer of rights at age 18, the student's IEP shall contain a statement that the student has been informed that special education rights will transfer to him or her. The parent retains the right to receive notices required by the IDEA 2004.
 - b. If the IEP team determines that the student lacks the ability to provide informed consent with respect to his or her educational program, a statement will be included in the IEP indicating that the parent, or other individual if the parent is not available, will retain all special education rights after the student reaches age 18.
 - c. If rights have transferred, the district shall continue to provide notices to the parent, but nothing under the IDEA 2004 requires parent participation in the process.
- 4. Revoking a Transfer of Rights: There is nothing in federal or state law that prohibits the IEP team from changing its decision later, based on new information and input. Under state law, a parent can provide legal documentation of a student's incompetence *after* the student reaches age 18.

D. Emancipated or Married Minors

Idaho law does not provide for the emancipation of minors. However, minors who have been emancipated by a court of law in another state are considered an adult in Idaho. Emancipated minors should be able to provide the legal court document awarding them the power and capacity of an adult. A student under age 18 who claims to be an emancipated minor but is

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unable to provide documentation should be assigned a surrogate parent by the district if a parent cannot be located.

Students under the age of 18 who are married to an adult, 18 years or older, are not emancipated minors in Idaho and do not have the power and capacity of an adult student. Instead, the spouse acts as the guardian of the student regarding legal rights and responsibilities.

E. Ward of the State

The term "ward of the state" means a child who, as determined by the state where the child resides, is a foster child, or a ward of the state *or* is in the custody of a public child welfare agency. The term does not include a foster child who has a foster parent who meets the definition of a parent in Section 2A.

F. Child Custody

1. Definitions of Custody

The following definitions of custody are used by Idaho courts in divorce proceedings:

- a. **Joint custody** means an order awarding custody of a minor child to both parents and providing that physical custody shall be shared by the parents in such a way as to assure the child frequent or continuing contact with both parents. A court may award either joint physical custody or joint legal custody, or both. If the court has declined an order awarding joint custody, the court order shall state in the decision the reason for denial of joint custody.
- b. Joint physical custody means awarding each of the parents significant periods of time in which a child resides with or is under the care and supervision of each of the parents. The actual amount of time with each parent is determined by the court. Generally, one of the parents is awarded primary physical custody.
- c. Joint legal custody means that the parents or parties are required to share the decision-making rights, responsibilities, and authority relating to the health, education, and general welfare of a child. In Idaho, parents have joint legal custody unless the rights of one or both parents have been terminated.
- 2. Conflicts Between Parents Who Have Joint Custody
 - a. **Custody questions**: When it is known that a custody question exists that involves the relevant legal status of one or both parents of a student, the district will ask the parent(s) to furnish a copy of the pertinent court order or decree, if one exists, to clarify the question at issue. School personnel will abide by the most recent court order or decree.

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When district personnel receive conflicting information about custody, they will (a) initially follow the instructions of the parent with whom the child currently resides and (b) request a certified court document to clarify the custody issue.

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- b. Conflicting instructions: When parents who have joint legal custody give conflicting instructions, the district's obligation is to inform the parents that any action proposed or refused will be based on the needs of the student and in accordance with the IDEA 2004 requirements. Both the district and either parent have options under the IDEA 2004 to resolve disagreements, including SDE mediation and due process hearings.
- c. Access to records: A parent who does not have primary physical custody has the same right to access records and to participate in special education decision making as does the parent with primary physical custody, unless otherwise stipulated by a court. Idaho Code states, "Notwithstanding any other provisions of law, access to records and information pertaining to a minor child including, but not limited to medical, dental, health, and school or educational records, shall not be denied to a parent because the parent is not the child's custodial parent." Another provision of the law allows the parent with primary physical custody to request in writing that a minor child's address be deleted from any record to prohibit the other parent from learning the child's address by having access to school records.

Section 3. Informed Consent

A. Definition

Consent is written approval given by a parent and/or adult student who has been fully informed of and understands all information relevant to the activity for which consent is sought. The request for consent describes the activity for which consent is sought and lists the records, if any, that will be released and to whom. All information shall be provided in the native language or mode of communication of the parent and/or adult student, unless not feasible. The parent and/or adult student shall be informed that the approval is voluntary and may be revoked at any time prior to the action. Consent is indicated by the parent's/adult student's signature.

B. Actions Requiring Consent

The following actions require the district to obtain written consent. Some of the actions that require written consent from the parent and/or adult student also require prior written notice from the district.

- 1. Informed written consent and written notice are required when:
 - a. Conducting assessments as part of an initial evaluation to determine whether a student is eligible for special education.

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- b. Conducting any assessment for reevaluation. This includes any assessments that are conducted after a student has been determined eligible for special education. If a specific assessment was not listed on the *Consent for Assessment* form, then the district shall secure written consent again in order to conduct that particular assessment.
- Initially providing special education and related services to a student with a disability.
- 2. Informed written consent only is required when:
 - a. Using an individual family service plan (IFSP) instead of an IEP for students ages 3 through 5.
 - b. Disclosing personally identifiable information to unauthorized persons, unless provided as an exception under the Family Educational Rights and Privacy Act (FERPA) regulations. The written consent shall specify the records that may be disclosed, state the purpose of the disclosure, and identify the party to whom the disclosure will be made.
 - c. Accessing private insurance to pay for services listed in the IEP.
 - d. When the district bills Medicaid. The parent and/or adult student shall be informed of the frequency, amount, and type of services that the district will be submitting to Medicaid for reimbursement.
 - e. Inviting outside agency representatives providing transition services to an IEP team meeting.
 - f. Sharing of information between the district of location and the district of residence with a parentally placed elementary or secondary student.

C. When Consent Is Not Required

The district is not required to obtain informed consent when:

- 1. A review of existing data is part of an evaluation or a reevaluation.
- 2. Tests are administered to both general and special education students in a grade or class and consent is not required for all students.
- 3. Teacher or related-service-provider observations, ongoing classroom evaluation, or criterion-referenced tests are used as assessments in determining the student's progress toward goals and benchmarks/objectives on the IEP.

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- 4. Screening to determine appropriate instruction strategies for curriculum implementation.
- 5. A disclosure of personally identifiable information to persons authorized to have access under FERPA.
- 6. An IEP team reviews and revises a student's IEP. However, the parent and/or adult student may file a written objection if he or she disagrees with all or part of the changes to the IEP.

D. Refusal to Give Consent

At times, a parent and/or adult student may refuse to give written consent for an assessment or the release of information that the district believes is necessary to ensure FAPE during the reevaluation process.

If the parent does not provide consent for the reevaluation assessment, the district may choose not to pursue requesting SDE mediation and/or a due process hearing if the district determines through a review of existing data, that the information does not continue to support the determination of eligibility for special education services. In this case the district shall provide the parent with written notice of the proposed action to discontinue the provision of FAPE to the student based on a review of existing data.

The district may also choose to pursue the reevaluation through SDE mediation and/or by requesting a due process hearing. If the hearing officer determines that the action is necessary, and the parent and/or adult student does not appeal the decision, the district may proceed with the proposed action. The district shall provide the parent with written notice of the proposed actions.

The district shall secure written consent for the initial provision of special education and related services. There is no mechanism available to overturn a parent's/adult student's decision *not* to provide written consent for initial evaluation or initial provision of services. In the case of an initial evaluation or initial provision of services, if a parent and/or adult student fails to respond to reasonable measures to gain consent or does not consent the district cannot be charged with failing to provide FAPE to the student and is not required to convene an IEP meeting or develop an IEP for special education or related services.

E. Failure to Respond to a Request for Consent Regarding Reevaluation Assessment

When a parent and/or adult student fails to respond to reasonable measures taken by the district to obtain written consent to determine continued eligibility, the district may proceed with the evaluation. The district shall have a record of its attempts to gain consent by documenting telephone calls made or attempted, correspondence sent, or visits made to the home or place of employment. Failure to respond is not the same as refusing consent for reevaluation.

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F. Revoking Consent

Consent previously given for an evaluation or an individual assessment, the initial provision of special education and related services, and the disclosure of information may be revoked only before the action occurs. If consent is revoked, the district may continue to pursue the action by using SDE IEP Facilitation, mediation and/or requesting a due process hearing (this does not include the initial provision of special education and related services). If the hearing officer determines that the action for which consent is sought is necessary, and the decision is not appealed, the district may proceed with the action without the written consent of the parent and/or adult student. Consent must be revoked in writing.

Section 4. Written Notice

A. Definition

Written notice is the act of informing a parent and/or adult student, in writing within a reasonable amount of time, before the district proposes or refuses to initiate or change the student's identification, the evaluation, educational placement, or provision of FAPE.

B. Criteria for Written Notice

- 1. Written notice must be provided in a reasonable amount of time before implementing the proposed action.
- 2. Written notice shall be in a language understandable to the general public. It must be provided in the native language or other mode of communication normally used by the parent and/or adult student unless it is clearly not feasible to do so. If the native language or other mode of communication is not a written language, the district shall take steps to ensure the following:
 - a. The notice is translated orally or by other means in the native language or other mode of communication.
 - b. The parent and/or adult student understands the content of the notice.
 - c. There is written evidence that the notice requirements of this section have been met, such as a written record in the student's special education file documenting what was discussed.

When a parent and/or adult student disagrees with the district's written notice of a proposed or refused action, he or she can attempt to remedy the dispute using SDE IEP Facilitation, mediation, formal complaint procedures, or due process hearing procedures afforded by the IDEA 2004. In addition, the parent and/or adult student may have the right to prevent the district from taking action by filing a written objection with the district.

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C. Written Notice Is Required

- 1. The district shall provide written notice before proposing to initiate or change the following:
 - a. identification of the student;
 - b. any assessments for initial evaluation or reevaluation;
 - c. educational placement; or
 - d. the provision of FAPE.
- 2. After the district's decision to refuse a parent and/or adult student's request to initiate or change the identification, assessment, placement, or provision of FAPE.
- 3. If the district refuses to convene an IEP team meeting at the request of a parent and/or adult student.
- 4. When the evaluation team determines that additional assessments are not required during a reevaluation to determine whether the student continues to meet eligibility criteria, the district shall provide written notice to the parent and/or adult student of the decision and the reasons for that decision. The parent and/or adult student must also be informed of his or her right to request assessments when necessary to determine continued eligibility.
- 5. The district is required to give written notice specifically to the issues raised in the due process hearing request within 10 days of receiving the request.

D. Written Notice is Not Required

The district is not required to provide written notice in the following situations:

- When reviewing existing data as part of an evaluation or a reevaluation. However, the
 parent and/or adult student shall be afforded the opportunity to participate in the review
 of existing data.
- 2. When tests are administered to both general and special education students in a grade or class.
- 3. When teacher or related service provider observations, ongoing classroom evaluation, or criterion-referenced tests are used as assessments in determining the student's progress toward goals and benchmarks/objectives on the IEP.
- 4. Notice is not required if outside observation is in relation to teacher's general practices.

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E. Content of Written Notice

The content of written notice is intended to provide the parent and/or adult student with enough information so that he or she is able to fully understand the district's proposed action or refused action and to make informed decisions, if necessary. The written notice shall include the following:

- 1. a description of the action proposed or refused by the district;
- 2. an explanation of why the district proposes or refuses to take the action;
- a description of any other options the IEP team considered and the reasons why those options were rejected;
- 4. a description of each procedure, assessment, record, or report that the district used as a basis for the proposed or refused action;
- 5. a description of any other factors relevant to the proposed or refused action;
- 6. a statement that the parent and/or adult student has special education rights and a description of how to obtain a copy of the *Procedural Safeguards Notice*; and
- 7. sources to contact in obtaining assistance in understanding the *Procedural Safeguards Notice*.

F. Objection to District Proposal

If a parent and/or adult student disagrees with an IEP change or placement change that is proposed by the district, he or she may file a written objection to all or part of the proposed change. The district will respond as follows:

- 1. If the objection is postmarked or hand delivered within 10 calendar days of the date the parent and/or adult student received the written notice, the changes to which the parent and/or adult student objects cannot be implemented.
- 2. If a proposed change is being implemented during the 10-day period and an objection is received, the implementation of that change shall cease.
- 3. If an objection is made after 10 calendar days, the district may continue to implement the change, but the parent and/or adult student retains the right to exercise other procedures under the IDEA 2004.

The parties may resolve a disagreement using informal methods, such as additional IEP team meetings, IEP facilitation, and SDE mediation. If these informal attempts fail, the district may request a due process hearing regarding the proposed change. A parent's/adult student's written

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objection to an IEP or placement change cannot be used to prevent the district from unilaterally placing the student in an IAES in accordance with the IDEA 2004 procedures for discipline of a student.

Section 5. Confidentiality and Access to Records

The district shall collect, use, and maintain information about a student to make appropriate decisions concerning special education and the provision of FAPE. A student's special education case manager, usually the special education teacher, should organize all relevant records specific to district guidelines and the IDEA 2004 requirements.

The IDEA 2004 and FERPA contain provisions to protect the confidentiality of personally identifiable information in student special education records. These statutes also provide for the right to review and inspect records.

A. Definition

A "record" is defined as personally identifiable information directly related to the student and maintained by the district. A student record can be written or electronic.

- 1. The term "record" may include, but is not limited to, the following:
 - a. identifying data (name, address, parents, siblings, Social Security number, list of personal characteristics making identification possible);
 - b. academic work completed (courses taken, transcript);
 - c. level of achievement (grades, portfolios, performance assessments, scores on standardized achievement tests, etc);
 - d. attendance data;
 - e. scores and protocols of standardized intelligence, aptitude, and psychological tests;
 - f. records of teachers, counselors, medical personnel, and psychologists working directly with a student if disclosed to others;
 - g. interest inventory results;
 - h. observations and verified reports of serious or recurring behavior patterns;
 - i. videotapes or audiotapes;
 - j. health data including medical assessments;
 - k. family background information;

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- 1. transportation records; and
- student records maintained by agencies and individuals contracting with the district.
- 2. The term "record" does not include:
 - records of instructional, supervisory, ancillary, and administrative personnel that
 are kept in the sole possession of the maker of the record and are not accessible or
 revealed to any other person except a temporary substitute for the maker of the
 record;
 - records created by law enforcement units of schools and maintained separately for non-educational purposes; and
 - c. employment records about a student who is employed by a school or district.

B. Protection of Records

The district shall prevent unauthorized disclosure of personally identifiable information pertaining to students with disabilities. "Disclosure" is the release, transfer, or other communication of education records or of personally identifiable information contained in those records to any party, by any means, including oral, written, or electronic.

To ensure protection of records, the district shall do the following:

- 1. Obtain written and dated consent from the parent and/or adult student before disclosing personally identifiable information:
 - a. to unauthorized individuals; or
 - b. for any purpose except as required by the IDEA 2004, Part B.

In the event that a parent and/or adult student refuses consent for disclosure, SDE mediation may be offered as a voluntary way of resolving the disagreement

- Designate and train a records manager to assure security of confidential records for students with disabilities.
- 3. Maintain a log of requests for access to education records if the disclosure is not to:
 - a. a parent and/or adult student;
 - b. a school employee with a legitimate educational interest;

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- c. a party seeking designated directory information; or
- d. a party receiving the records as directed by a federal jury or other subpoena ordering no one to disclose the existence of the request to access records.

This log includes the name, agency affiliation, date, and purpose for accessing the records. A log documenting denials for records and partially fulfilled requests should also be maintained.

- 4. Maintain, for public inspection, a current listing of names and positions of employees who have access to personally identifiable information.
- 5. Establish procedures to ensure the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages.
- 6. Ensure that, if any education record includes information on more than one student, a parent and/or adult student will only be allowed to inspect, review, or be informed about the record of the student at issue.
- 7. Ensure that each person collecting or using personally identifiable information receives training or instruction regarding the policies and procedures governing confidentiality. All staff members, even those who do not have access to special education records, should be informed about what is considered appropriate and inappropriate access to and use of information within the records. The district may maintain a record of the training provided—including the name of the person or persons providing the training, dates of the training, those attending, and the subjects covered—for the purpose of documenting that new staff members have been trained as soon as possible after they have been hired.

C. Access to Records

The district shall:

- 1. Annually notify the parents of all students, including students with disabilities currently in attendance, of their rights under FERPA. The notice shall include all of the following:
 - a. procedures for exercising the right to inspect and review education records;
 - b. procedures for requesting amendment of records; and
 - a specification of criteria for determining who constitutes a school official or employee in the district and what constitutes a legitimate educational interest.
- 2. Permit a parent and/or adult student, or his or her representative, to inspect and review any record relating to educational matters that is collected, maintained, or used by the

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district. The district will presume that a custodial or non-custodial parent has the authority to inspect and review a record relating to his or her child unless there are legal documents limiting access to those records under state law. A minor student's address will be deleted from any record if requested in writing by a custodial parent to prohibit a non-custodial parent from learning the address simply by having access to the school records.

The district will make records available to a parent and/or adult student for review:

- a. without delay but no later than 45 days after the request;
- b. before any meeting regarding an IEP;
- c. before a resolution session; and
- d. not less than 5 business days before any due process hearing.

The district should note that test protocols may be part of a student's educational record. Test publishers require districts to maintain the integrity and validity of tests. Parents or others interested in a student's test results are allowed to view the student's responses to test items, but only if the information is shared in the presence of a person qualified to explain the results and meaning of the various items and data contained in the protocol.

- 3. Upon request, provide a parent and/or adult student with a list of the types of education records the school collects, maintains, or uses and where they are kept.
- 4. Respond to any reasonable request made by a parent and/or adult student for an explanation and interpretation of a record.
- 5. Provide a copy of education records if a parent and/or adult student would otherwise be unable to exercise his or her right to inspect and review those records. An education record may include test protocols. Even though it is important that standardized test items are protected from general release so that tests remain usable and valid, FERPA and the IDEA 2004 allow copies in these unique situations. A fee may be charged for the copies, but not to search for or retrieve information. The district will publish a schedule of fees it intends to charge.
- 6. Always provide a parent and/or adult student a copy of the IEP and any documentation of identification and eligibility.

D. Disclosures Not Requiring Consent

Consent is generally required to disclose personally identifiable information to others. However, consent is not required when:

1. A school official or employee has a legitimate educational interest to access the records.

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2. A representative of the Federal Comptroller General, the United States Department of Education, or the State Department of Education (SDE) accesses records necessary for an audit or evaluation of a federal program or for enforcement or compliance with federal regulations.

- 3. A student transfers to another school or school system in which the student intends to enroll unless a district has adopted a procedure requiring consent. However, the parent and/or adult student should be notified of the request for records at the last known address of the parent and/or adult student unless he or she initiated the request.
- The health and safety of the student or other individuals is in jeopardy because of an emergency.
- 5. The disclosure concerns the juvenile justice system's ability to effectively serve the student or the ability to respond to court orders or subpoenas, as specified in state law. The district will make a reasonable effort to notify the parent of the court order in advance of compliance, unless the subpoena specifically states that it is not to be disclosed.
- 6. An organization conducts studies on behalf of education agencies or institutions under specified FERPA criteria.
- 7. The disclosure is in connection with an application for financial aid and is necessary to determine eligibility for the aid, the amount of the aid, conditions for the aid, or to enforce the terms and conditions of the aid ("financial aid" means a payment of funds to an individual that is conditioned on the individual's attendance at an education agency or institution).
- 8. The district has designated information as "directory information" under the conditions in FERPA.

E. Destruction of Records

The district will maintain education records, including eligibility documentation and IEPs, for at least 5 years after disenrollment from the district to demonstrate fiscal accountability and program compliance with the IDEA 2004 requirements. The district shall inform a parent and/or adult student when personally identifiable information collected, maintained, or used is to be destroyed because the information is no longer needed to provide educational services to the student.

The parent and/or adult student must be informed of the personally identifiable information that the district intends to destroy and that the information will be destroyed no earlier than 45 calendar days from the date of the notice. The parent and/or adult student must also be informed of the procedure to follow if he or she wishes to formally object to the destruction of the information and wants the records sent to him or her.

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Written records of individual students are confidential and shall be shredded or burned under supervision of the staff member responsible for the records if not released to the parent and/or adult student. The records manager should maintain a log that documents the date of destruction or release of records.

A permanent record of the student's name, address, phone number, grades, classes attended, immunization records, test scores, attendance record, grade level, and year completed may be maintained by the district without a time limitation. Any other personally identifiable information shall be destroyed at the request of the parent and/or adult student if it is older than 5 years and no longer needed to provide special education. When informing the parent and/or adult student of his or her rights, the district should remind the parent and/or adult student that the records might be needed for Social Security benefits or other purposes in the future.

F. Request for Amendment of Records

A parent and/or adult student may request that the district amend the student's records if he or she believes that information collected, maintained, or used in the education record is inaccurate, misleading, or in violation of the privacy or other rights of the student. The district will use the following procedure:

- 1. The district, within a reasonable period of time—not to exceed 45 days of receipt of the request—must decide whether to amend the record. If the district refuses to amend the record, the parent and/or adult student must be informed of the refusal and be advised of the right to and procedure for requesting a district hearing. A district hearing is an informal hearing that does not have all the requirements of a due process hearing.
- 2. If a district hearing is requested and the district decides that the information is inaccurate, misleading, or in violation of the student's rights, the district shall amend the record and inform the parent and/or adult student in writing.
- 3. If a district hearing is requested and the district decides the information is accurate and does not violate the student's rights, the district shall inform the parent and/or adult student that he or she may place a statement in the record. This statement may comment on the information in the record or set forth the parent's/adult student's reasons for disagreeing with the district. Any statement placed with a record must accompany the record for as long as the district maintains the record. If the district discloses the record to any person, the district shall also disclose the statement.

G. District Hearings on Procedures for Records

If a parent and/or adult student requests a district hearing on a proposed amendment of education records, the district will follow these procedures:

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1. The district hearing will be held within a reasonable amount of time after receiving the request. The district will give the parent and/or adult student notice of the date, time, and place reasonably in advance of the hearing.

- 2. The district's hearing will be conducted by an employee of the district or other individual who does not have a direct interest in the outcome of the hearing. The district will give the parent and/or adult student a full and fair opportunity to present evidence relevant to the issues raised. The parent and/or adult student may, at his or her own expense, be assisted or represented by one or more individuals of his or her own choice, including an attorney.
- 3. The district will make its decision in writing within a reasonable period of time after the hearing. The decision shall be based solely on the evidence presented at the district's hearing and shall include a summary of the evidence and the reasons for the decision.

H. Students' Rights

When special education rights transfer to a student under the IDEA 2004 and Idaho Code, the FERPA rights regarding education records also transfer to the student. The district shall inform the adult student and the parent that both the IDEA 2004 and FERPA rights regarding education records transfer.

Section 6. Independent Educational Evaluations

A. Definition

An independent educational evaluation (IEE) means one or more individual assessments, each completed by a qualified examiner who is not employed by the district responsible for the education of the student in question.

B. Right to an IEE

- 1. A parent and/or adult student has the right to obtain an IEE at public expense if he or she disagrees with an evaluation obtained or conducted by the district. The parent and/or adult student is entitled to only one IEE at public expense for each district evaluation.
- 2. The parent and/or adult student has the right to an IEE at his or her own expense at any time, and the IEP team shall consider the results.
- 3. The parent and/or adult student is not automatically entitled to have additional assessments beyond those determined necessary for an evaluation. However, if the parent and/or adult student is interested in additional or different assessments and the district refuses to provide them, he or she may pursue additional assessments through a due process hearing request. In addition, the district may initiate a due process hearing,

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without undue delay, to determine if the evaluation it conducted is appropriate. If the final decision of a hearing officer, or a court of law's decision on an appeal, is that the evaluation conducted by the district was appropriate, the parent and/or adult student still has the right to an IEE but at his or her own expense.

4. A hearing officer may order an IEE at public expense if he or she determines that the evaluation conducted by the district was not appropriate.

C. Procedures for Requesting an IEE

If a parent and/or adult student requests an IEE at public expense, the district may ask why he or she disagrees with the evaluation obtained by the district, but the district cannot require an explanation. The district shall give the parent and/or adult student the criteria under which an IEE can be obtained. The district's IEE criteria shall include the following information:

- 1. the location for the evaluation;
- 2. the required qualifications of the examiner;
- 3. the eligibility requirements for the specific disability categories; and
- 4. reasonable cost containment criteria applicable to personnel for specified assessments to eliminate unreasonably excessive fees.

Except for the criteria listed above, the district may not impose other conditions or timelines if doing so would be inconsistent with the parent's/adult student's right to an IEE. Upon request, a list of qualified examiners who can conduct an IEE will be provided.

A parent and/or adult student may request an opportunity to demonstrate that unique circumstances justify an IEE that does not fall within the district's cost criteria. If an IEE that falls outside the district's cost criteria is justified, that IEE will be publicly funded.

D. District Responsibilities Following IEE Requests

- If a parent and/or adult student requests an IEE at public expense, the district shall do one of the following without unnecessary delay:
 - a. Provide the district's IEE criteria and information about where an IEE may be obtained.
 - b. Offer SDE mediation to try to resolve differences.
 - c. Request a due process hearing to show that the district's evaluation is appropriate. If the final hearing decision is that the district's evaluation is appropriate, the parent and/or adult student may pursue an IEE, but at his or her own expense.

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2. If a parent and/or adult student asks the district to pay for an IEE that has already been obtained, the district shall pay for the IEE if it meets the criteria for publicly funded IEEs. If the district believes that its evaluation was appropriate but agrees to pay for the IEE, the district should state this in writing within the same document in which it agrees to pay. The district can also request mediation.

E. Consideration of the IEE Results

If a parent and/or adult student obtains an IEE and makes that evaluation available to the district, the results must be considered by the district in any decision made with respect to the provision of FAPE. The results may also be presented as evidence at a hearing regarding the student. This is true regardless of whether the IEE is at the expense of the parent and/or adult student or district.

The results of an IEE cannot be the sole determining factor for eligibility. The evaluation team has the responsibility to use existing evaluation data in addition to the IEE to determine whether a student has or continues to have a disability under the IDEA 2004.

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**Documents Documents *

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APPLICATION FOR SURROGATE PARENT

The District shall ensure that the rights of a student are protected when: no parent can be identified; the District, after reasonable efforts, cannot locate a parent; the child is a ward of the State under the laws of Idaho; or the child is an unaccompanied homeless youth. The duties of District include the assignment of an individual to act as a surrogate for the parents. This shall include a method for determining whether a student needs a surrogate parent and for assigning a surrogate parent to the student. The District shall ensure that a person selected as a surrogate parent is not an employee of the State Department of Education, the District or any other agency that is involved in the education or care of the student; has no personal or professional interest that conflicts with the interest of the student the surrogate parent represents; and has knowledge and skills that ensure adequate representation of the student. A person otherwise qualified to be a surrogate parent is not an employee of the District solely because he or she is paid by the District to serve as a surrogate parent.

Your name:		Date:			
Home address:					
Home Phone:		Work Phone	e:		
Do you have children in your of the second o	care who are foster	children or children with dis	sabilities?	[] Yes	[] No
Are you conversant in any languages other the		nglish?		[] Yes	[] No
Are you able to attend meeting Do you have sufficient time to Are you willing to serve as a s Please list your experiences w	devote as a surroga surrogate parent for	ate parent?at least one full academic ye	ear?	Yes	[] No [] No
Please list your previous traini	ng or experience wi	ith special education process	ses.		
Please list your previous exper	riences as a surrogat	te parent.			
Please list any preferences or o	exceptions regarding	g the student's school location	on or disability.		
Please list three references we Name:Name:	Ad	ldress:		Phone:Phone:	
Name:	Ad	ldress:		Phone:	
Documentation of reference cl Date trained as a surrogate par	necks:	For District Use Only			
Appointment history	Student Student	School	Date Appointed	Date Termin	nated

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PROCEDURAL SAFEGUARDS NOTICE

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The Individuals with Disabilities Education Act (IDEA 2004), the Federal law concerning the education of students with disabilities, requires schools to provide parents of a student with a disability with a notice containing a full explanation of the procedural safeguards available under the IDEA 2004 and U.S. Department of Education regulations.

A copy of this notice under 34 CFR §300.504(a) must be given to parents only one time a school year, except that a copy must be given to the parents:

- (1) upon initial referral or parent request for evaluation;
- (2) upon receipt of an initial State complaint and upon receipt of an initial due process hearing request in a school year;
- (3) when a decision is made to take a disciplinary action that constitutes a change of placement; and
- (4) upon parent request.

Your school district can provide more information on these rights. If you have questions, you should speak to the special education teacher, school principal, director of special education, or superintendent in the district.

For further explanation on any of these rights you may also contact:

Idaho State Department of Education
Division of Student Achievement and School Accountability

P.O. Box 83720 Boise, Idaho 83720-0027 (208) 332-6910 TT: 800-377-3529

Idaho Parents Unlimited, Inc. 600 North Curtis, Suite 145 Boise, Idaho 83705 800-242-4785

Comprehensive Advocacy, Inc. (Co-Ad) 4477 Emerald St., Suite B-100 Boise, Idaho 83706 866-262-3462

V/TT: (208) 336-5353

Office of Special Education Programs

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GENERAL INFORMATION

PRIOR WRITTEN NOTICE

34 CFR §300.503

Notice

Your school district must give you written notice (provide you certain information in writing), whenever it:

- Proposes to initiate or to change the identification, evaluation, or educational placement of your child, or the provision of a free appropriate public education (FAPE) to your child; or
- 2. Refuses to initiate or to change the identification, evaluation, or educational placement of your child, or the provision of FAPE to your child.

Content of notice

The written notice must:

- 1. Describe the action that your school district proposes or refuses to take;
- 2. Explain why your school district is proposing or refusing to take the action;
- 3. Describe each evaluation procedure, assessment, record, or report your school district used in deciding to propose or refuse the action;
- 4. Include a statement that you have protections under the procedural safeguards provisions in Part B of the IDEA;
- Tell you how you can obtain a description of the procedural safeguards if the action that your school district is proposing or refusing is not an initial referral for evaluation;
- 6. Include resources for you to contact for help in understanding Part B of the IDEA;
- 7. Describe any other choices that your child's individualized education program (IEP) Team considered and the reasons why those choices were rejected; **and**
- 8. Provide a description of other reasons why your school district proposed or refused the action.

Notice in understandable language

The notice must be:

- 1. Written in language understandable to the general public; and
- 2. Provided in your native language or other mode of communication you use, unless it is clearly not feasible to do so.

If your native language or other mode of communication is not a written language, your school district must ensure that:

- 1. The notice is translated for you orally by other means in your native language or other mode of communication;
- 2. You understand the content of the notice; and
- 3. There is written evidence that 1 and 2 have been met.

NATIVE LANGUAGE

34 CFR §300.29

Native language, when used with an individual who has limited English proficiency, means the following:

- 1. The language normally used by that person, or, in the case of a child, the language normally used by the child's parents;
- 2. In all direct contact with a child (including evaluation of the child), the language normally used by the child in the home or learning environment.

For a person with deafness or blindness, or for a person with no written language, the mode of communication is what the person normally uses (such as sign language, Braille, or oral communication).

ELECTRONIC MAIL

34 CFR §300.505

If your school district offers parents the choice of receiving documents by e-mail, you may choose to receive the following by e-mail:

- 1. Prior written notice;
- 2. Procedural safeguards notice; and
- 3. Notices related to a due process complaint.

PARENTAL CONSENT - DEFINITION

34 CFR §300.9

Consent

Consent means:

1. You have been fully informed in your native language or other mode of communication (such as sign language, Braille, or oral communication) of all information about the action for which you are giving consent.

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- 2. You understand and agree in writing to that action, and the consent describes that action and lists the records (if any) that will be released and to whom; **and**
- 3. You understand that the consent is voluntary on your part and you may withdraw your consent at anytime.

Your withdrawal of consent does not negate (undo) an action that has occurred after you gave your consent and before you withdrew it.

PARENTAL CONSENT

34 CFR §300.300

Consent for initial evaluation

Your school district cannot conduct an initial evaluation of your child to determine whether your child is eligible under Part B of the IDEA to receive special education and related services without first providing you with prior written notice of the proposed action and without obtaining your consent as described under the heading *Parental Consent*.

Your school district must make reasonable efforts to obtain your informed consent for an initial evaluation to decide whether your child is a child with a disability.

Your consent for initial evaluation does not mean that you have also given your consent for the school district to start providing special education and related services to your child.

If your child is enrolled in public school or you are seeking to enroll your child in a public school and you have refused to provide consent or failed to respond to a request to provide consent for an initial evaluation, your school district may, but is not required to, seek to conduct an initial evaluation of your child by utilizing the Act's mediation or due process complaint, resolution meeting, and impartial due process hearing procedures (unless required to do so or prohibited from doing so under State law). Your school district will not violate its obligations to locate, identify and evaluate your child if it does not pursue an evaluation of your child in these circumstances, unless State law requires it to pursue the evaluation.

Special rules for initial evaluation of wards of the State

If a child is a ward of the State and is not living with his/her parent —

The school district does not need consent from the parent for an initial evaluation to determine if the child is a child with a disability if:

- Despite reasonable efforts to do so, the school district cannot find the child's parent;
- 2. The rights of the parents have been terminated in accordance with State law; or
- 3. A judge has assigned the right to make educational decisions and to consent for an initial evaluation to an individual other than the parent.

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Ward of the State, as used in the IDEA, means a child who, as determined by the State where the child lives, is:

- 1. A foster child;
- 2. Considered a ward of the State under State law; or
- 3. In the custody of a public child welfare agency.

Ward of the State does not include a foster child who has a foster parent.

Parental consent for services

Your school district must obtain your informed consent before providing special education and related services to your child for the first time.

The school district must make reasonable efforts to obtain your informed consent before providing special education and related services to your child for the first time.

If you do not respond to a request to provide your consent for your child to receive special education and related services for the first time, or if you refuse to give such consent, your school district may not use the procedural safeguards (i.e., mediation, due process complaint, resolution meeting, or an impartial due process hearing) in order to obtain agreement or a ruling that the special education and related services (recommended by your child's IEP Team) may be provided to your child without your consent.

If you refuse to give your consent for your child to receive special education and related services for the first time, or if you do not respond to a request to provide such consent and the school district does not provide your child with the special education and related services for which it sought your consent, your school district:

- Is not in violation of the requirement to make a free appropriate public education (FAPE) available to your child for its failure to provide those services to your child; <u>and</u>
- 2. Is not required to have an individualized education program (IEP) meeting or develop an IEP for your child for the special education and related services for which your consent was requested.

The timeline from consent to IEP implementation is 60 calendar days which excludes vacation time exceeding 5 consecutive school days, unless parties agree otherwise. IDAPA 8.02.03.109.04

Parent's Right to Object

Once you consent to the initial start of services, the school district is not required to obtain your consent to make changes to the IEP. However, if you do not want the school district to implement the changes to the IEP, you must submit your objections in writing. Your written objections must either be postmarked or hand-delivered to the school district within 10 days of receiving the written notice of the changes. IDAPA 8.02.03.109.05a

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Parental consent for reevaluations

Your school district must obtain your informed consent before it reevaluates your child, unless your school district can demonstrate that:

- 1. It took reasonable steps to obtain your consent for your child's reevaluation; and
- 2. You did not respond.

If you refuse to consent to your child's reevaluation, the school district may, but is not required to, pursue your child's reevaluation by using the mediation, due process complaint, resolution meeting, and impartial due process hearing procedures to seek to override your refusal to consent to your child's reevaluation. As with initial evaluations, your school district does not violate its obligations under Part B of the IDEA if it declines to pursue the reevaluation in this manner.

The school district must develop and implement procedures to ensure that your refusal to consent to any of these other services and activities does not result in a failure to provide your child with a free appropriate public education (FAPE).

Documentation of reasonable efforts to obtain parental consent

Your school must maintain documentation of reasonable efforts to obtain parental consent for initial evaluations, to provide special education and related services for the first time, to reevaluation and to locate parents of wards of the State for initial evaluations. The documentation must include a record of the school district's attempts in these areas, such as:

- 1. Detailed records of telephone calls made or attempted and the results of those calls;
- 2. Copies of correspondence sent to the parents and any responses received; and
- 3. Detailed records of visits made to the parent's home or place of employment and the results of those visits.

Other consent requirements

Your consent is not required before your school district may:

- 1. Review existing data as part of your child's evaluation or a reevaluation; or
- 2. Give your child a test or other evaluation that is given to all children unless, before that test or evaluation, consent is required from all parents of all children.

Your school district may not use your refusal to consent to one service or activity to deny you or your child any other service, benefit, or activity.

If you have enrolled your child in a private school at your own expense or if you are home schooling your child, and you do not provide your consent for your child's initial evaluation or your child's reevaluation, or you fail to respond to a request to provide your consent, the school district may not use its consent override procedures (i.e., mediation, due process complaint, resolution meeting, or an impartial due process hearing) and is not required to consider your child as eligible to receive equitable

services (services made available to parentally-placed private school children with disabilities).

INDEPENDENT EDUCATIONAL EVALUATIONS

34 CFR §300.502

General

As described below, you have the right to obtain an independent educational evaluation (IEE) of your child if you disagree with the evaluation of your child that was obtained by your school district.

If you request an independent educational evaluation, the school district must provide you with information about where you may obtain an independent educational evaluation and about the school district's criteria that apply to independent educational evaluations.

Definitions

Independent educational evaluation means an evaluation conducted by a qualified examiner who is not employed by the school district responsible for the education of your child.

Public expense means that the school district either pays for the full cost of the evaluation or ensures that the evaluation is otherwise provided at no cost to you, consistent with the provisions of Part B of the IDEA, which allow each State to use whatever State, local, Federal and private sources of support are available in the State to meet the requirements of Part B of the Act.

Parent right to evaluation at public expense

You have the right to an independent educational evaluation of your child at public expense if you disagree with an evaluation of your child obtained by your school district, subject to the following conditions:

- 1. If you request an independent educational evaluation of your child at public expense, your school district must, without unnecessary delay, <u>either</u>: (a) File a due process complaint to request a hearing to show that its evaluation of your child is appropriate; <u>or</u> (b) Provide an independent educational evaluation at public expense, unless the school district demonstrates in a hearing that the evaluation of your child that you obtained did not meet the school district's criteria.
- 2. If your school district requests a hearing and the final decision is that your school district's evaluation of your child is appropriate, you still have the right to an independent educational evaluation, but not at public expense.
- If you request an independent educational evaluation of your child, the school district may ask why you object to the evaluation of your child obtained by your school district. However, your school district may not require an explanation and

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may not unreasonably delay either providing the independent educational evaluation of your child at public expense or filing a due process complaint to request a due process hearing to defend the school district's evaluation of your child.

You are entitled to only one independent educational evaluation of your child at public expense each time your school district conducts an evaluation of your child with which you disagree.

Parent-initiated evaluations

If you obtain an independent educational evaluation of your child at public expense or you share with the school district an evaluation of your child that you obtained at private expense:

- Your school district must consider the results of the evaluation of your child, if it
 meets the school district's criteria for independent educational evaluations, in any
 decision made with respect to the provision of a free appropriate public education
 (FAPE) to your child; and
- 2. You or your school district may present the evaluation as evidence at a due process hearing regarding your child.

Requests for evaluations by hearing officers

If a hearing officer requests an independent educational evaluation of your child as part of a due process hearing, the cost of the evaluation must be at public expense.

School district criteria

If an independent educational evaluation is at public expense, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the examiner, must be the same as the criteria that the school district uses when it initiates an evaluation (to the extent those criteria are consistent with your right to an independent educational evaluation).

Except for the criteria described above, a school district may not impose conditions or timelines unrelated to obtaining an independent educational evaluation at public expense.

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CONFIDENTIALITY OF INFORMATION

DEFINITIONS

34 CFR §300.611

As used under the heading Confidentiality of Information:

- Destruction means physical destruction or removal of personal identifiers from information so that the information is no longer personally identifiable.
- Education records means the type of records covered under the definition of "education records" in 34 CFR Part 99 (the regulations implementing the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. 1232g (FERPA)).
- Participating agency means any school district, agency or institution that collects, maintains, or uses personally identifiable information, or from which information is obtained, under Part B of the IDEA.

PERSONALLY IDENTIFIABLE

34 CFR §300.32

Personally identifiable means information that has:

- (a) Your child's name, your name as the parent, or the name of another family member;
- (b) Your child's address;
- (c) A personal identifier, such as your child's social security number or student number; **or**
- (d) A list of personal characteristics or other information that would make it possible to identify your child with reasonable certainty.

NOTICE TO PARENTS

34 CFR §300.612

The State Educational Agency must give notice that is adequate to fully inform parents about confidentiality of personally identifiable information, including:

- 1. A description of the extent to which the notice is given in the native languages of the various population groups in the State;
- A description of the children on whom personally identifiable information is maintained, the types of information sought, the methods the State intends to use in gathering the information (including the sources from whom information is gathered), and the uses to be made of the information;

- A summary of the policies and procedures that participating agencies must follow regarding storage, disclosure to third parties, retention, and destruction of personally identifiable information; <u>and</u>
- 4. A description of all of the rights of parents and children regarding this information, including the rights under the Family Educational Rights and Privacy Act (FERPA) and its implementing regulations in 34 CFR Part 99.

Before any major identification, location, or evaluation activity (also known as "child find"), the notice must be published or announced in newspapers or other media, or both, with circulation adequate to notify parents throughout the State of the activity to locate, identify, and evaluate children in need of special education and related services.

ACCESS RIGHTS

34 CFR §300.613

The participating agency must permit you to inspect and review any education records relating to your child that are collected, maintained, or used by your school district under Part B of the IDEA. The participating agency must comply with your request to inspect and review any education records on your child without unnecessary delay and before any meeting regarding an individualized education program (IEP), or any impartial due process hearing (including a resolution meeting or a hearing regarding discipline), and in no case more than 45 calendar days after you have made a request.

Your right to inspect and review education records includes:

- 1. Your right to a response from the participating agency to your reasonable requests for explanations and interpretations of the records;
- Your right to request that the participating agency provide copies of the records if you cannot effectively inspect and review the records unless you receive those copies; <u>and</u>
- 3. Your right to have your representative inspect and review the records.

The participating agency may presume that you have authority to inspect and review records relating to your child unless advised that you do not have the authority under applicable State law governing such matters as guardianship, or separation and divorce.

RECORD OF ACCESS

34 CFR §300.614

Each participating agency must keep a record of parties obtaining access to education records collected, maintained, or used under Part B of the IDEA (except access by parents and authorized employees of the participating agency), including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records.

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RECORDS ON MORE THAN ONE CHILD

34 CFR §300.615

If any education record includes information on more than one child, the parents of those children have the right to inspect and review only the information relating to their child or to be informed of that specific information.

LIST OF TYPES AND LOCATIONS OF INFORMATION

34 CFR §300.616

On request, each participating agency must provide you with a list of the types and locations of education records collected, maintained, or used by the agency.

FEES

34 CFR §300.617

Each participating agency may charge a fee for copies of records that are made for you under Part B of the IDEA, if the fee does not effectively prevent you from exercising your right to inspect and review those records.

A participating agency may not charge a fee to search for or to retrieve information under Part B of the IDEA.

AMENDMENT OF RECORDS AT PARENT'S REQUEST

34 CFR §300.618

If you believe that information in the education records regarding your child collected, maintained, or used under Part B of the IDEA is inaccurate, misleading, or violates the privacy or other rights of your child, you may request the participating agency that maintains the information to change the information.

The participating agency must decide whether to change the information in accordance with your request within a reasonable period of time of receipt of your request.

If the participating agency refuses to change the information in accordance with your request, it must inform you of the refusal and advise you of the right to a hearing for this purpose as described under the heading *Opportunity For a Hearing*.

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OPPORTUNITY FOR A HEARING

34 CFR §300.619

The participating agency must, on request, provide you an opportunity for a hearing to challenge information in education records regarding your child to ensure that it is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of your child.

HEARING PROCEDURES

34 CFR §300.621

A hearing to challenge information in education records must be conducted according to the procedures for such hearings under the Family Educational Rights and Privacy Act (FERPA).

RESULT OF HEARING

34 CFR §300.620

If, as a result of the hearing, the participating agency decides that the information is inaccurate, misleading or otherwise in violation of the privacy or other rights of the child, it must change the information accordingly and inform you in writing.

If, as a result of the hearing, the participating agency decides that the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of your child, it must inform you of your right to place in the records that it maintains on your child a statement commenting on the information or providing any reasons you disagree with the decision of the participating agency.

Such an explanation placed in the records of your child must:

- Be maintained by the participating agency as part of the records of your child as long as the record or contested portion is maintained by the participating agency; and
- 2. If the participating agency discloses the records of your child or the challenged portion to any party, the explanation must also be disclosed to that party.

CONSENT FOR DISCLOSURE OF PERSONALLY IDENTIFIABLE INFORMATION

34 CFR §300.622

Unless the information is contained in education records, and the disclosure is authorized without parental consent under the Family Educational Rights and Privacy

Act (FERPA), your consent must be obtained before personally identifiable information is disclosed to parties other than officials of participating agencies. Except under the circumstances specified below, your consent is not required before personally identifiable information is released to officials of participating agencies for purposes of meeting a requirement of Part B of the IDEA.

Your consent, or consent of an eligible child who has reached the age of majority under State law, must be obtained before personally identifiable information is released to officials of participating agencies providing or paying for transition services.

If your child is in, or is going to go to, a private school that is not located in the same school district you reside in, your consent must be obtained before any personally identifiable information about your child is released between officials in the school district where the private school is located and officials in the school district where you reside.

SAFEGUARDS

34 CFR §300.623

Each participating agency must protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages.

One official at each participating agency must assume responsibility for ensuring the confidentiality of any personally identifiable information.

All persons collecting or using personally identifiable information must receive training or instruction regarding your State's policies and procedures regarding confidentiality under Part B of the IDEA and the Family Educational Rights and Privacy Act (FERPA).

Each participating agency must maintain, for public inspection, a current listing of the names and positions of those employees within the agency who may have access to personally identifiable information.

DESTRUCTION OF INFORMATION

34 CFR §300.624

Your school district must inform you when personally identifiable information collected, maintained, or used is no longer needed to provide educational services to your child.

The information must be destroyed at your request. However, a permanent record of your child's name, address, and phone number, his or her grades, attendance record, classes attended, grade level completed, and year completed may be maintained without time limitation.

STATE COMPLAINT PROCEDURES

DIFFERENCE BETWEEN DUE PROCESS HEARING COMPLAINT AND STATE COMPLAINT PROCEDURES

The regulations for Part B of IDEA set forth separate procedures for State complaints and for due process complaints and hearings. As explained below, any individual or organization may file a State complaint alleging a violation of any Part B requirement by a school district, the State Educational Agency, or any other public agency. Only you or a school district may file a due process complaint on any matter relating to a proposal or a refusal to initiate or change the identification, evaluation or educational placement of a child with a disability, or the provision of a free appropriate public education (FAPE) to the child. While staff of the State Educational Agency generally must resolve a State complaint within a 60-calendar-day timeline, unless the timeline is properly extended, an impartial due process hearing officer must hear a due process complaint (if not resolved through a resolution meeting or through mediation) and issue a written decision within 45-calendar-days after the end of the resolution period, as described in this document under the heading Resolution Process, unless the hearing officer grants a specific extension of the timeline at your request or the school district's request. The State complaint and due process complaint, resolution and hearing procedures are described more fully below.

ADOPTION OF STATE COMPLAINT PROCEDURES

34 CFR §300.151

General

Each State Educational Agency must have written procedures for:

- **1.** Resolving any complaint, including a complaint filed by an organization or individual from another State;
- 2. The filing of a complaint with the State Educational Agency;
- **3.** Widely disseminating the State complaint procedures to parents and other interested individuals, including parent training and information centers, protection and advocacy agencies, independent living centers, and other appropriate entities.

Remedies for denial of appropriate services

In resolving a State complaint in which the State Educational Agency has found a failure to provide appropriate services, the State Educational Agency must address:

- 1. The failure to provide appropriate services, including corrective action appropriate to address the needs of the child; **and**
- 2. Appropriate future provision of services for all children with disabilities.

MINIMUM STATE COMPLAINT PROCEDURES

34 CFR §300.152

Time limit; minimum procedures

Each State Educational Agency must include in its State complaint procedures a time limit of 60 calendar days after a complaint is filed to:

- 1. Carry out an independent on-site investigation, if the State Educational Agency determines that an investigation is necessary;
- 2. Give the complainant the opportunity to submit additional information, either orally or in writing, about the allegations in the complaint;
- 3. Provide the school district or other public agency with the opportunity to respond to the complaint, including, at a minimum: (a) at the option of the agency, a proposal to resolve the complaint; **and** (b) an opportunity for a parent who has filed a complaint and the agency to agree voluntarily to engage in mediation;
- Review all relevant information and make an independent determination as to whether the school district or other public agency is violating a requirement of Part B of the IDEA; <u>and</u>
- Issue a written decision to the complainant that addresses each allegation in the complaint and contains: (a) findings of fact and conclusions; <u>and</u> (b) the reasons for the State Educational Agency's final decision.

Time extension; final decision; implementation

The State Educational Agency's procedures described above also must:

- 1. Permit an extension of the 60 calendar-day time limit only if: (a) exceptional circumstances exist with respect to a particular State complaint; **or** (b) the parent and the school district or other public agency involved voluntarily agree to extend the time to resolve the matter through mediation or alternative means of dispute resolution, if available in the State.
- Include procedures for effective implementation of the State Educational Agency's final decision, if needed, including: (a) technical assistance activities; (b) negotiations; <u>and</u> (c) corrective actions to achieve compliance.

State complaints and due process hearings

If a written State complaint is received that is also the subject of a due process hearing as described below under the heading *Filing a Due Process Complaint*, or the State complaint contains multiple issues of which one or more are part of such a hearing, the State must set aside the State complaint, or any part of the State complaint that is being addressed in the due process hearing until the hearing is over. Any issue in the State complaint that is not a part of the due process hearing must be resolved using the time limit and procedures described above.

If an issue raised in a State complaint has previously been decided in a due process hearing involving the same parties (you and the school district), then the due process hearing decision is binding on that issue and the State Educational Agency must inform the complainant that the decision is binding.

A complaint alleging a school district's or other public agency's failure to implement a due process hearing decision must be resolved by the State Educational Agency.

FILING A COMPLAINT

34 CFR §300.153

An organization or individual may file a signed written State complaint under the procedures described above.

The State complaint must include:

- 1. A statement that a school district or other public agency has violated a requirement of Part B of the IDEA or its regulations;
- 2. The facts on which the statement is based;
- 3. The signature and contact information for the complainant; and
- 4. If alleging violations regarding a specific child:
 - (a) The name of the child and address of the residence of the child;
 - (b) The name of the school the child is attending;
 - (c) In the case of a homeless child or youth, available contact information for the child, and the name of the school the child is attending;
 - (d) A description of the nature of the problem of the child, including facts relating to the problem; **and**
 - (e) A proposed resolution of the problem to the extent known and available to the party filing the complaint at the time the complaint is filed.

The complaint must allege a violation that occurred not more than one year prior to the date that the complaint is received as described under the heading *Adoption of State Complaint Procedures*.

The party filing the State complaint must forward a copy of the complaint to the school district or other public agency serving the child at the same time the party files the complaint with the State Educational Agency.

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DUE PROCESS COMPLAINT PROCEDURES

FILING A DUE PROCESS COMPLAINT

34 CFR §300.507

General

You or the school district may file a due process complaint on any matter relating to a proposal or a refusal to initiate or change the identification, evaluation or educational placement of your child, or the provision of a free appropriate public education (FAPE) to your child.

The due process complaint must allege a violation that happened not more than two years before you or the school district knew or should have known about the alleged action that forms the basis of the due process complaint.

The above timeline does not apply to you if you could not file a due process complaint within the timeline because:

- 1. The school district specifically misrepresented that it had resolved the issues identified in the complaint; **or**
- The school district withheld information from you that it was required to provide you under Part B of the IDEA.

Information for parents

The school district must inform you of any free or low-cost legal and other relevant services available in the area if you request the information, <u>or</u> if you or the school district file a due process complaint.

DUE PROCESS COMPLAINT

34 CFR §300.508

General

In order to request a hearing, you or the school district (or your attorney or the school district's attorney) must submit a due process complaint to the other party. That complaint must contain all of the content listed below and must be kept confidential.

You or the school district, whichever one filed the complaint, must also provide the State Educational Agency with a copy of the complaint.

Content of the complaint

The due process complaint must include:

1. The name of the child;

- 2. The address of the child's residence;
- 3. The name of the child's school;
- 4. If the child is a homeless child or youth, the child's contact information and the name of the child's school:
- 5. A description of the nature of the problem of the child relating to the proposed or refused action, including facts relating to the problem; **and**
- 6. A proposed resolution of the problem to the extent known and available to you or the school district at the time.

Notice required before a hearing on a due process complaint

You or the school district may not have a due process hearing until you or the school district (or your attorney or the school district's attorney), files a due process complaint that includes the information listed above.

Sufficiency of complaint

In order for a due process complaint to go forward, it must be considered sufficient. The due process complaint will be considered sufficient (to have met the content requirements above) unless the party receiving the due process complaint (you or the school district) notifies the hearing officer and the other party in writing, within 15 calendar days of receiving the complaint, that the receiving party believes that the due process complaint does not meet the requirements listed above.

Within five calendar days of receiving the notification the receiving party (you or the school district) considers a due process complaint insufficient, the hearing officer must decide if the due process complaint meets the requirements listed above, and notify you and the school district in writing immediately.

Complaint amendment

You or the school district may make changes to the complaint only if:

- The other party approves of the changes in writing and is given the chance to resolve the due process complaint through a resolution meeting, described below; <u>or</u>
- 2. By no later than five days before the due process hearing begins, the hearing officer grants permission for the changes.

If the complaining party (you or the school district) makes changes to the due process complaint, the timelines for the resolution meeting (within 15 calendar days of receiving the complaint) and the time period for resolution (within 30 calendar days of receiving the complaint) start again on the date the amended complaint is filed.

Local educational agency (LEA) or school district response to a due process complaint

If the school district has not sent a prior written notice to you, as described under the heading *Prior Written Notice*, regarding the subject matter contained in your due

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process complaint, the school district must, within 10 calendar days of receiving the due process complaint, send to you a response that includes:

- 1. An explanation of why the school district proposed or refused to take the action raised in the due process complaint;
- 2. A description of other options that your child's individualized education program (IEP) Team considered and the reasons why those options were rejected;
- 3. A description of each evaluation procedure, assessment, record, or report the school district used as the basis for the proposed or refused action; **and**
- 4. A description of the other factors that are relevant to the school district's proposed or refused action.

Providing the information in items 1-4 above does not prevent the school district from asserting that your due process complaint was insufficient.

Other party response to a due process complaint

Except as stated under the sub-heading immediately above, *Local educational* agency (*LEA*) or school district response to a due process complaint, the party receiving a due process complaint must, within 10 calendar days of receiving the complaint, send the other party a response that specifically addresses the issues in the complaint.

MODEL FORMS

34 CFR §300.509

The State Educational Agency must develop model forms to help you file a due process complaint and a State complaint. However, your State or the school district may not require you to use these model forms. In fact, you can use this form or another appropriate model form, so long as it contains the required information for filing a due process complaint or a State complaint.

MEDIATION

34 CFR §300.506

General

The school district must make mediation available to allow you and the school district to resolve disagreements involving any matter under Part B of the IDEA, including matters arising prior to the filing of a due process complaint. Thus, mediation is available to resolve disputes under Part B of the IDEA, whether or not you have filed a due process complaint to request a due process hearing as described under the heading *Filing a Due Process Complaint*.

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Requirements

The procedures must ensure that the mediation process:

- 1. Is voluntary on your part and the school district's part;
- 2. Is not used to deny or delay your right to a due process hearing, or to deny any other rights you have under Part B of the IDEA; **and**
- 3. Is conducted by a qualified and impartial mediator who is trained in effective mediation techniques.

The school district may develop procedures that offer parents and schools that choose not to use the mediation process, an opportunity to meet, at a time and location convenient to you, with a disinterested party:

- Who is under contract with an appropriate alternative dispute resolution entity, or a parent training and information center or community parent resource center in the State; and
- 2. Who would explain the benefits and encourage the use of the mediation process to you.

The State must have a list of people who are qualified mediators and know the laws and regulations relating to the provision of special education and related services. The State Educational Agency must select mediators on a random, rotational, or other impartial basis.

The State is responsible for the cost of the mediation process, including the costs of meetings.

Each meeting in the mediation process must be scheduled in a timely manner and held at a place that is convenient for you and the school district.

If you and the school district resolve a dispute through the mediation process, both parties must enter into a legally binding agreement that sets forth the resolution and that:

- 1. States that all discussions that happened during the mediation process will remain confidential and may not be used as evidence in any subsequent due process hearing or civil proceeding; **and**
- 2. Is signed by both you and a representative of the school district who has the authority to bind the school district.

A written, signed mediation agreement is enforceable in any State court of competent jurisdiction (a court that has the authority under State law to hear this type of case) or in a district court of the United States.

Discussions that happened during the mediation process must be confidential. They cannot be used as evidence in any future due process hearing or civil proceeding of any Federal court or State court of a State receiving assistance under Part B of IDEA.

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Impartiality of mediator

The mediator:

- 1. May not be an employee of the State Educational Agency or the school district that is involved in the education or care of your child; **and**
- 2. Must not have a personal or professional interest which conflicts with the mediator's objectivity.

A person who otherwise qualifies as a mediator is not an employee of a school district or State agency solely because he or she is paid by the agency or school district to serve as a mediator.

THE CHILD'S PLACEMENT WHILE THE DUE PROCESS COMPLAINT AND HEARING ARE PENDING

34 CFR §300.518

Except as provided below under the heading **PROCEDURES WHEN DISCIPLINING CHILDREN WITH DISABILITIES,** once a due process complaint is sent to the other party, during the resolution process time period, and while waiting for the decision of any impartial due process hearing or court proceeding, unless you and the State or school district agree otherwise, your child must remain in his or her current educational placement.

If the due process complaint involves an application for initial admission to public school, your child, with your consent, must be placed in the regular public school program until the completion of all such proceedings.

If the due process complaint involves an application for initial services under Part B of the IDEA for a child who is transitioning from being served under Part C of the IDEA to Part B of the IDEA and who is no longer eligible for Part C services because the child has turned three, the school district is not required to provide the Part C services that the child has been receiving. If the child is found eligible under Part B of the IDEA and you consent for the child to receive special education and related services for the first time, then, pending the outcome of the proceedings, the school district must provide those special education and related services that are not in dispute (those which you and the school district both agree upon).

RESOLUTION PROCESS

34 CFR §300.510

Resolution meeting

Within 15 calendar days of receiving notice of your due process complaint, and before the due process hearing begins, the school district must convene a meeting with you and the relevant member or members of the individualized education program (IEP)

Team who have specific knowledge of the facts identified in your due process complaint. The meeting:

- 1. Must include a representative of the school district who has decision-making authority on behalf of the school district; and
- 2. May not include an attorney of the school district unless you are accompanied by an attorney.

You and the school district determine the relevant members of the IEP Team to attend the meeting.

The purpose of the meeting is for you to discuss your due process complaint, and the facts that form the basis of the complaint, so that the school district has the opportunity to resolve the dispute.

The resolution meeting is not necessary if:

- 1. You and the school district agree in writing to waive the meeting; or
- 2. You and the school district agree to use the mediation process, as described under the heading *Mediation*.

Resolution period

If the school district has not resolved the due process complaint to your satisfaction within 30 calendar days of the receipt of the due process complaint (during the time period for the resolution process), the due process hearing may occur.

The 45-calendar-day timeline for issuing a final decision begins at the expiration of the 30-calendar-day resolution period, with certain exceptions for adjustments made to the 30-calendar-day resolution period, as described below.

Except where you and the school district have both agreed to waive the resolution process or to use mediation, your failure to participate in the resolution meeting will delay the timelines for the resolution process and due process hearing until you agree to participate in a meeting.

If after making reasonable efforts and documenting such efforts, the school district is not able to obtain your participation in the resolution meeting, the school district may, at the end of the 30-calendar-day resolution period, request that a hearing officer dismiss your due process complaint. Documentation of such efforts must include a record of the school district's attempts to arrange a mutually agreed upon time and place, such as:

- 1. Detailed records of telephone calls made or attempted and the results of those calls:
- 2. Copies of correspondence sent to you and any responses received; and
- 3. Detailed records of visits made to your home or place of employment and the results of those visits.

If the school district fails to hold the resolution meeting within 15 calendar days of receiving notice of your due process complaint **or** fails to participate in the resolution

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meeting, you may ask a hearing officer to order that the 45-calendar-day due process hearing timeline begin.

Adjustments to the 30-calendar-day resolution period

If you and the school district agree in writing to waive the resolution meeting, then the 45-calendar-day timeline for the due process hearing starts the next day.

After the start of mediation or the resolution meeting and before the end of the 30-calendar-day resolution period, if you and the school district agree in writing that no agreement is possible, then the 45-calendar-day timeline for the due process hearing starts the next day.

If you and the school district agree to use the mediation process, at the end of the 30-calendar-day resolution period, both parties can agree in writing to continue the mediation until an agreement is reached. However, if either you or the school district withdraws from the mediation process, then the 45-calendar-day timeline for the due process hearing starts the next day.

Written settlement agreement

If a resolution to the dispute is reached at the resolution meeting, you and the school district must enter into a legally binding agreement that is:

- 1. Signed by you and a representative of the school district who has the authority to bind the school district; **and**
- 2. Enforceable in any State court of competent jurisdiction (a State court that has authority to hear this type of case) or in a district court of the United States or by the State Educational Agency, if your State has another mechanism or procedures that permit parties to seek enforcement of resolution agreements.

Agreement review period

If you and the school district enter into an agreement as a result of a resolution meeting, either party (you or the school district) may void the agreement within 3 business days of the time that both you and the school district signed the agreement.

HEARINGS ON DUE PROCESS COMPLAINTS

IMPARTIAL DUE PROCESS HEARING

34 CFR §300.511

General

Whenever a due process complaint is filed, you or the school district involved in the dispute must have an opportunity for an impartial due process hearing, as described in the *Due Process Complaint* and *Resolution Process* sections.

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Impartial hearing officer

At a minimum, a hearing officer:

- Must not be an employee of the State Educational Agency or the school district that is involved in the education or care of the child. However, a person is not an employee of the agency solely because he/she is paid by the agency to serve as a hearing officer;
- 2. Must not have a personal or professional interest that conflicts with the hearing officer's objectivity in the hearing;
- 3. Must be knowledgeable and understand the provisions of the IDEA, and Federal and State regulations pertaining to the IDEA, and legal interpretations of the IDEA by Federal and State courts; and
- 4. Must have the knowledge and ability to conduct hearings, and to make and write decisions, consistent with appropriate, standard legal practice.

Each school district must keep a list of those persons who serve as hearing officers that includes a statement of the qualifications of each hearing officer.

Subject matter of due process hearing

The party (you or the school district) that requests the due process hearing may not raise issues at the due process hearing that were not addressed in the due process complaint, unless the other party agrees.

Timeline for requesting a hearing

You or the school district must request an impartial hearing on a due process complaint within two years of the date you or the school district knew or should have known about the issue addressed in the complaint.

Exceptions to the timeline

The above timeline does not apply to you if you could not file a due process complaint because:

- 1. The school district specifically misrepresented that it had resolved the problem or issue that you are raising in your complaint; **or**
- 2. The school district withheld information from you that it was required to provide to you under Part B of the IDEA.

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HEARING RIGHTS

34 CFR §300.512

General

Any party to a due process hearing (including a hearing relating to disciplinary procedures) has the right to:

- 1. Be accompanied and advised by a lawyer and/or persons with special knowledge or training regarding the problems of children with disabilities;
- 2. Present evidence and confront, cross-examine, and require the attendance of witnesses;
- 3. Prohibit the introduction of any evidence at the hearing that has not been disclosed to that party at least five business days before the hearing;
- 4. Obtain a written, or, at your option, electronic, word-for-word record of the hearing; **and**
- 5. Obtain written, or, at your option, electronic findings of fact and decisions.

Additional disclosure of information

At least five business days prior to a due process hearing, you and the school district must disclose to each other all evaluations completed by that date and recommendations based on those evaluations that you or the school district intend to use at the hearing.

A hearing officer may prevent any party that fails to comply with this requirement from introducing the relevant evaluation or recommendation at the hearing without the consent of the other party.

Parental rights at hearings

You must be given the right to:

- 1. Have your child present;
- 2. Open the hearing to the public; and
- 3. Have the record of the hearing, the findings of fact and decisions provided to you at no cost.

HEARING DECISIONS

34 CFR §300.513

Decision of hearing officer

A hearing officer's decision on whether your child received a free appropriate public education (FAPE) must be based on substantive grounds.

In matters alleging a procedural violation, a hearing officer may find that your child did not receive FAPE only if the procedural inadequacies:

- 1. Interfered with your child's right to a free appropriate public education (FAPE);
- Significantly interfered with your opportunity to participate in the decision-making process regarding the provision of a free appropriate public education (FAPE) to your child; <u>or</u>
- 3. Caused a deprivation of an educational benefit.

Construction clause

None of the provisions described above can be interpreted to prevent a hearing officer from ordering a school district to comply with the requirements in the procedural safeguards section of the Federal regulations under Part B of the IDEA (34 CFR §§300.500 through 300.536).

Separate request for a due process hearing

Nothing in the procedural safeguards section of the Federal regulations under Part B of the IDEA (34 CFR §§300.500 through 300.536) can be interpreted to prevent you from filing a separate due process complaint on an issue separate from a due process complaint already filed.

Findings and decision to advisory panel and general public

The State Educational Agency or the school district, (whichever was responsible for your hearing) after deleting any personally identifiable information, must:

- Provide the findings and decisions in the due process hearing or appeal to the State special education advisory panel; <u>and</u>
- 2. Make those findings and decisions available to the public.

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APPEALS

FINALITY OF DECISION; APPEAL; IMPARTIAL REVIEW

34 CFR §300.514

Finality of hearing decision

A decision made in a due process hearing (including a hearing relating to disciplinary procedures) is final, except that any party involved in the hearing (you or the school district) may appeal the decision by bringing a civil action, as described below.

TIMELINES AND CONVENIENCE OF HEARINGS AND REVIEWS

34 CFR §300.515

The State Educational Agency must ensure that not later than 45 calendar days after the expiration of the 30-calendar-day period for resolution meetings <u>or</u>, as described under the sub-heading *Adjustments to the 30-calendar-day resolution period*, not later than 45 calendar days after the expiration of the adjusted time period:

- 1. A final decision is reached in the hearing; and
- 2. A copy of the decision is mailed to each of the parties.

A hearing officer may grant specific extensions of time beyond the 45-calendar-day time period described above at the request of either party.

Each hearing must be conducted at a time and place that is reasonably convenient to you and your child.

CIVIL ACTIONS, INCLUDING THE TIME PERIOD IN WHICH TO FILE THOSE ACTIONS

34 CFR §300.516

General

Any party (you or the school district) who does not agree with the findings and decision in the due process hearing (including a hearing relating to disciplinary procedures) has the right to bring a civil action with respect to the matter that was the subject of the due process hearing. The action may be brought in a State court of competent jurisdiction (a State court that has authority to hear this type of case) or in a district court of the United States without regard to the amount in dispute.

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Time limitation

The party (you or the school district) bringing the action shall have 42 calendar days from the date of the decision of the hearing officer to file a civil action.

IDAPA 08.02.03.109.05g

Additional procedures

In any civil action, the court:

- 1. Receives the records of the administrative proceedings;
- 2. Hears additional evidence at your request or at the school district's request; **and**
- 3. Bases its decision on the preponderance of the evidence and grants the relief that the court determines to be appropriate.

Jurisdiction of district courts

The district courts of the United States have authority to rule on actions brought under Part B of the IDEA without regard to the amount in dispute.

Rule of construction

Nothing in Part B of the IDEA restricts or limits the rights, procedures, and remedies available under the U.S. Constitution, the Americans with Disabilities Act of 1990, Title V of the Rehabilitation Act of 1973 (Section 504), or other Federal laws protecting the rights of children with disabilities, except that before the filing of a civil action under these laws seeking relief that is also available under Part B of the IDEA, the due process procedures described above must be exhausted to the same extent as would be required if the party filed the action under Part B of the IDEA. This means that you may have remedies available under other laws that overlap with those available under the IDEA, but in general, to obtain relief under those other laws, you must first use the available administrative remedies under the IDEA (i.e., the due process complaint, resolution meeting, and impartial due process hearing procedures) before going directly into court.

ATTORNEYS' FEES

34 CFR §300.517

General

In any action or proceeding brought under Part B of the IDEA, if you prevail, the court, in its discretion, may award reasonable attorneys' fees as part of the costs to you.

In any action or proceeding brought under Part B of the IDEA, the court, in its discretion, may award reasonable attorneys' fees as part of the costs to a prevailing State Educational Agency or school district, to be paid by your attorney, if the attorney: (a) filed a complaint or court case that the court finds is frivolous, unreasonable, or without

foundation; **or** (b) continued to litigate after the litigation clearly became frivolous, unreasonable, or without foundation; **or**

In any action or proceeding brought under Part B of the IDEA, the court, in its discretion, may award reasonable attorneys' fees as part of the costs to a prevailing State Educational Agency or school district, to be paid by you or your attorney, if your request for a due process hearing or later court case was presented for any improper purpose, such as to harass, to cause unnecessary delay, or to unnecessarily increase the cost of the action or proceeding.

Award of fees

A court awards reasonable attorneys' fees as follows:

- Fees must be based on rates prevailing in the community in which the action or hearing arose for the kind and quality of services furnished. No bonus or multiplier may be used in calculating the fees awarded.
- Fees may not be awarded and related costs may not be reimbursed in any action or proceeding under Part B of the IDEA for services performed after a written offer of settlement to you if:
 - a. The offer is made within the time prescribed by Rule 68 of the Federal Rules of Civil Procedure or, in the case of a due process hearing or State-level review, at any time more than 10 calendar days before the proceeding begins;
 - b. The offer is not accepted within 10 calendar days; and
 - c. The court or administrative hearing officer finds that the relief finally obtained by you is not more favorable to you than the offer of settlement.

Despite these restrictions, an award of attorneys' fees and related costs may be made to you if you prevail and you were substantially justified in rejecting the settlement offer.

 Fees may not be awarded relating to any meeting of the individualized education program (IEP) Team unless the meeting is held as a result of an administrative proceeding or court action.

A resolution meeting, as described under the heading **Resolution meeting**, is not considered a meeting convened as a result of an administrative hearing or court action, and also is not considered an administrative hearing or court action for purposes of these attorneys' fees provisions.

The court reduces, as appropriate, the amount of the attorneys' fees awarded under Part B of the IDEA, if the court finds that:

- 1. You, or your attorney, during the course of the action or proceeding, unreasonably delayed the final resolution of the dispute;
- The amount of the attorneys' fees otherwise authorized to be awarded unreasonably exceeds the hourly rate prevailing in the community for similar services by attorneys of reasonably similar skill, reputation, and experience;

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- 3. The time spent and legal services furnished were excessive considering the nature of the action or proceeding; **or**
- 4. The attorney representing you did not provide to the school district the appropriate information in the due process request notice as described under the heading *Due Process Complaint*.

However, the court may not reduce fees if the court finds that the State or school district unreasonably delayed the final resolution of the action or proceeding or there was a violation under the procedural safeguards provisions of Part B of the IDEA.

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PROCEDURES WHEN DISCIPLINING CHILDREN WITH DISABILITIES

AUTHORITY OF SCHOOL PERSONNEL

34 CFR §300.530

Case-by-case determination

School personnel may consider any unique circumstances on a case-by-case basis, when determining whether a change of placement, made in accordance with the following requirements related to discipline, is appropriate for a child with a disability who violates a school code of student conduct.

General

To the extent that they also take such action for children without disabilities, school personnel may, for not more than **10 school days** in a row, remove a child with a disability who violates a code of student conduct from his or her current placement to an appropriate interim alternative educational setting (which must be determined by the child's individualized education program (IEP) Team), another setting, or suspension. School personnel may also impose additional removals of the child of not more than **10 school days** in a row in that same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement (see *Change of Placement Because of Disciplinary Removals* for the definition, below).

Once a child with a disability has been removed from his or her current placement for a total of **10 school days** in the same school year, the school district must, during any subsequent days of removal in that school year, provide services to the extent required below under the sub-heading **Services**.

Additional authority

If the behavior that violated the student code of conduct was not a manifestation of the child's disability (see *Manifestation determination*, below) and the disciplinary change of placement would exceed **10 school days** in a row, school personnel may apply the disciplinary procedures to that child with a disability in the same manner and for the same duration as it would to children without disabilities, except that the school must provide services to that child as described below under *Services*. The child's IEP Team determines the interim alternative educational setting for such services.

Services

The services that must be provided to a child with a disability who has been removed from the child's current placement may be provided in an interim alternative educational setting.

A school district is only required to provide services to a child with a disability who has been removed from his or her current placement for **10 school days or less** in that

school year, if it provides services to a child without disabilities who has been similarly removed.

A child with a disability who is removed from the child's current placement for **more than 10 school days** must:

- 1. Continue to receive educational services, so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; and
- 2. Receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not happen again.

After a child with a disability has been removed from his or her current placement for **10 school days** in that same school year, and <u>if</u> the current removal is for **10 school days** in a row or less **and** if the removal is not a change of placement (see definition below), <u>then</u> school personnel, in consultation with at least one of the child's teachers, determine the extent to which services are needed to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP.

If the removal is a change of placement (see definition below), the child's IEP Team determines the appropriate services to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP.

Manifestation determination

Within **10 school days** of any decision to change the placement of a child with a disability because of a violation of a code of student conduct (except for a removal that is for **10 school days** in a row or less and not a change of placement), the school district, the parent, and relevant members of the IEP Team (as determined by the parent and the school district) must review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine:

- 1. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; **or**
- 2. If the conduct in question was the direct result of the school district's failure to implement the child's IEP.

If the school district, the parent, and relevant members of the child's IEP Team determine that either of those conditions was met, the conduct must be determined to be a manifestation of the child's disability.

If the school district, the parent, and relevant members of the child's IEP Team determine that the conduct in question was the direct result of the school district's failure to implement the IEP, the school district must take immediate action to remedy those deficiencies.

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Determination that behavior was a manifestation of the child's disability

If the school district, the parent, and relevant members of the IEP Team determine that the conduct was a manifestation of the child's disability, the IEP Team must either:

- Conduct a functional behavioral assessment, unless the school district had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and implement a behavioral intervention plan for the child; <u>or</u>
- 2. If a behavioral intervention plan already has been developed, review the behavioral intervention plan, and modify it, as necessary, to address the behavior.

Except as described below under the sub-heading **Special circumstances**, the school district must return the child to the placement from which the child was removed, unless the parent and the district agree to a change of placement as part of the modification of the behavioral intervention plan.

Special circumstances

Whether or not the behavior was a manifestation of the child's disability, school personnel may remove a student to an interim alternative educational setting (determined by the child's IEP Team) for up to 45 school days, if the child:

- Carries a weapon (see the definition below) to school or has a weapon at school, on school premises, or at a school function under the jurisdiction of the State Educational Agency or a school district;
- Knowingly has or uses illegal drugs (see the definition below), or sells or solicits
 the sale of a controlled substance, (see the definition below), while at school, on
 school premises, or at a school function under the jurisdiction of the State
 Educational Agency or a school district; or
- Has inflicted serious bodily injury (see the definition below) upon another person while at school, on school premises, or at a school function under the jurisdiction of the State Educational Agency or a school district.

Definitions

Controlled substance means a drug or other substance identified under schedules I, II, III, IV, or V in section 202(c) of the Controlled Substances Act (21 U.S.C. 812(c)).

Illegal drug means a controlled substance; but does not include a controlled substance that is legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under that Act or under any other provision of Federal law.

Serious bodily injury has the meaning given the term "serious bodily injury" under paragraph (3) of subsection (h) of section 1365 of title 18, United States Code.

Weapon has the meaning given the term "dangerous weapon" under paragraph (2) of the first subsection (g) of section 930 of title 18, United States Code.

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Notification

On the date it makes the decision to make a removal that is a change of placement of the child because of a violation of a code of student conduct, the school district must notify the parents of that decision, and provide the parents with a procedural safeguards notice.

CHANGE OF PLACEMENT BECAUSE OF DISCIPLINARY REMOVALS

34 CFR §300.536

A removal of a child with a disability from the child's current educational placement is a **change of placement** if:

- 1. The removal is for more than 10 school days in a row; or
- 2. The child has been subjected to a series of removals that constitute a pattern because:
 - a. The series of removals total more than 10 school days in a school year;
 - b. The child's behavior is substantially similar to the child's behavior in previous incidents that resulted in the series of removals:
 - Of such additional factors as the length of each removal, the total amount of time the child has been removed, and the proximity of the removals to one another; and

Whether a pattern of removals constitutes a change of placement is determined on a case-by-case basis by the school district and, if challenged, is subject to review through due process and judicial proceedings.

DETERMINATION OF SETTING

34 CFR § 300.531

The individualized education program (IEP) Team must determine the interim alternative educational setting for removals that are **changes of placement**, and removals under the headings **Additional authority** and **Special circumstances**, above.

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APPEAL

34 CFR § 300.532

General

The parent of a child with a disability may file a due process complaint (see above) to request a due process hearing if he or she disagrees with:

- 1. Any decision regarding placement made under these discipline provisions; or
- 2. The manifestation determination described above.

The school district may file a due process complaint (see above) to request a due process hearing if it believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others.

Authority of hearing officer

A hearing officer that meets the requirements described under the sub-heading *Impartial Hearing Officer* must conduct the due process hearing and make a decision. The hearing officer may:

- Return the child with a disability to the placement from which the child was removed if the hearing officer determines that the removal was a violation of the requirements described under the heading *Authority of School Personnel*, or that the child's behavior was a manifestation of the child's disability; <u>or</u>
- 2. Order a change of placement of the child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of the child is substantially likely to result in injury to the child or to others.

These hearing procedures may be repeated, if the school district believes that returning the child to the original placement is substantially likely to result in injury to the child or to others.

Whenever a parent or a school district files a due process complaint to request such a hearing, a hearing must be held that meets the requirements described under the headings *Due Process Complaint Procedures, Hearings on Due Process Complaints*, except as follows:

- The State Educational Agency or school district must arrange for an expedited due process hearing, which must occur within <u>20</u> school days of the date the hearing is requested and must result in a determination within <u>10</u> school days after the hearing.
- 2. Unless the parents and the school district agree in writing to waive the meeting, or agree to use mediation, a resolution meeting must occur within <u>seven</u> calendar days of receiving notice of the due process complaint. The hearing may proceed unless the matter has been resolved to the satisfaction of both parties within <u>15</u> calendar days of receipt of the due process complaint.

 A State may establish different procedural rules for expedited due process hearings than it has established for other due process hearings, but except for the timelines, those rules must be consistent with the rules in this document regarding due process hearings.

A party may appeal the decision in an expedited due process hearing in the same way as they may for decisions in other due process hearings (see *Appeals*, above).

PLACEMENT DURING APPEALS

34 CFR §300.533

When, as described above, the parent or school district has filed a due process complaint related to disciplinary matters, the child must (unless the parent and the State Educational Agency or school district agree otherwise) remain in the interim alternative educational setting pending the decision of the hearing officer, or until the expiration of the time period of removal as provided for and described under the heading *Authority* of *School Personnel*, whichever occurs first.

PROTECTIONS FOR CHILDREN NOT YET ELIGIBLE FOR SPECIAL EDUCATION AND RELATED SERVICES

34 CFR §300.534

General

If a child has not been determined eligible for special education and related services and violates a code of student conduct, but the school district had knowledge (as determined below) before the behavior that brought about the disciplinary action occurred, that the child was a child with a disability, then the child may assert any of the protections described in this notice.

Basis of knowledge for disciplinary matters

A school district must be deemed to have knowledge that a child is a child with a disability if, before the behavior that brought about the disciplinary action occurred:

- The parent of the child expressed concern in writing that the child is in need of special education and related services to supervisory or administrative personnel of the appropriate educational agency, or a teacher of the child;
- 2. The parent requested an evaluation related to eligibility for special education and related services under Part B of the IDEA; **or**
- The child's teacher, or other school district personnel expressed specific
 concerns about a pattern of behavior demonstrated by the child directly to the
 school district's director of special education or to other supervisory personnel of
 the school district.

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Exception

A school district would not be deemed to have such knowledge if:

- 1. The child's parent has not allowed an evaluation of the child or refused special education services; **or**
- 2. The child has been evaluated and determined to not be a child with a disability under Part B of the IDEA.

Conditions that apply if there is no basis of knowledge

If prior to taking disciplinary measures against the child, a school district does not have knowledge that a child is a child with a disability, as described above under the subheadings **Basis of knowledge for disciplinary matters** and **Exception**, the child may be subjected to the disciplinary measures that are applied to children without disabilities who engaged in comparable behaviors.

However, if a request is made for an evaluation of a child during the time period in which the child is subjected to disciplinary measures, the evaluation must be conducted in an expedited manner.

Until the evaluation is completed, the child remains in the educational placement determined by school authorities, which can include suspension or expulsion without educational services.

If the child is determined to be a child with a disability, taking into consideration information from the evaluation conducted by the school district, and information provided by the parents, the school district must provide special education and related services in accordance with Part B of the IDEA, including the disciplinary requirements described above.

REFERRAL TO AND ACTION BY LAW ENFORCEMENT AND JUDICIAL AUTHORITIES

34 CFR §300.535

Part B of the IDEA does not:

- 1. Prohibit an agency from reporting a crime committed by a child with a disability to appropriate authorities; **or**
- 2. Prevent State law enforcement and judicial authorities from exercising their responsibilities with regard to the application of Federal and State law to crimes committed by a child with a disability.

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Transmittal of records

If a school district reports a crime committed by a child with a disability, the school district:

- Must ensure that copies of the child's special education and disciplinary records are transmitted for consideration by the authorities to whom the agency reports the crime; and
- 2. May transmit copies of the child's special education and disciplinary records only to the extent permitted by the Family Educational Rights and Privacy Act (FERPA).

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REQUIREMENTS FOR UNILATERAL PLACEMENT BY PARENTS OF CHILDREN IN PRIVATE SCHOOLS AT PUBLIC EXPENSE

GENERAL

34 CFR §300.148

Part B of the IDEA does not require a school district to pay for the cost of education, including special education and related services, of your child with a disability at a private school or facility if the school district made a free appropriate public education (FAPE) available to your child and you choose to place the child in a private school or facility. However, the school district where the private school is located must include your child in the population whose needs are addressed under the Part B provisions regarding children who have been placed by their parents in a private school under 34 CFR §§300.131 through 300.144.

Reimbursement for private school placement

If your child previously received special education and related services under the authority of a school district, and you choose to enroll your child in a private preschool, elementary school, or secondary school without the consent of or referral by the school district, a court or a hearing officer may require the agency to reimburse you for the cost of that enrollment if the court or hearing officer finds that the agency had not made a free appropriate public education (FAPE) available to your child in a timely manner prior to that enrollment and that the private placement is appropriate. A hearing officer or court may find your placement to be appropriate, even if the placement does not meet the State standards that apply to education provided by the State Educational Agency and school districts.

Limitation on reimbursement

The cost of reimbursement described in the paragraph above may be reduced or denied:

- 1. If: (a) At the most recent individualized education program (IEP) meeting that you attended prior to your removal of your child from the public school, you did not inform the IEP Team that you were rejecting the placement proposed by the school district to provide FAPE to your child, including stating your concerns and your intent to enroll your child in a private school at public expense; or (b) At least 10 business days (including any holidays that occur on a business day) prior to your removal of your child from the public school, you did not give written notice to the school district of that information;
- If, prior to your removal of your child from the public school, the school district
 provided prior written notice to you, of its intent to evaluate your child (including a
 statement of the purpose of the evaluation that was appropriate and reasonable),
 but you did not make the child available for the evaluation; or
- 3. Upon a court's finding that your actions were unreasonable.

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However, the cost of reimbursement:

- Must not be reduced or denied for failure to provide the notice if: (a) The school
 prevented you from providing the notice; (b) You had not received notice of your
 responsibility to provide the notice described above; or (c) Compliance with the
 requirements above would likely result in physical harm to your child; and
- 2. May, in the discretion of the court or a hearing officer, not be reduced or denied for the parents' failure to provide the required notice if: (a) The parent is not literate or cannot write in English; or (b) Compliance with the above requirement would likely result in serious emotional harm to the child.

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Schools are encouraged to address student misconduct through appropriate school wide discipline policies, instructional services, and/or related services. If a student has behavior problems that interfere with his or her learning or the learning of others, an individualized education program (IEP) team shall consider the use of strategies, including positive behavioral supports and interventions, to address the behavior. If the IEP team determines that such services are needed, they be included in the IEP and be implemented.

Students with disabilities who are subject to disciplinary actions by a district are entitled to all of the due process rights afforded students without disabilities under Idaho Code 33-205. In addition to these rights, the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004) provides special education rights and additional discipline procedures to a student with a disability whom the district is removing from his or her current educational placement. These procedures come into play when the district is unable to work out an appropriate placement for the student with the parent and/or adult student. Further, these procedures do not prevent district personnel from maintaining a safe environment conducive to learning that is critical for all students.

Even though Idaho Code allows district personnel to "temporarily suspend" students for up to 20 school days, all students with disabilities who have been suspended or expelled for more than 10 cumulative school days in a school year retain the right to a free appropriate public education. (FAPE).

Section 1. General Discipline Guidelines

The general requirements pertaining to the discipline procedures of special education students are as follows:

- 1. District personnel may remove a student from his or her current placement to an appropriate interim alternative education setting (IAES) or another setting for not more than 10 consecutive days to the extent those alternatives are applied to students without disabilities.
- 2. District personnel may suspend any student, including a special education student, for up to 10 cumulative school days in a school year if he or she violates the code of student conduct, and services may cease during this period. In accordance with Idaho Code:
 - a. A school principal has the authority to order a disciplinary suspension for up to 5 school days.
 - b. The superintendent can extend the disciplinary suspension for up to 5 additional school days.

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3. A series of suspensions exceeding 10 days in a school year shall not constitute a pattern of removals resulting in a change of placement, without following the procedures discussed in this chapter.

- 4. Students who have not been determined eligible for special education may be entitled to an evaluation and other IDEA 2004 rights—including the right to FAPE during periods of disciplinary suspension that extend beyond 10 cumulative school days in a school year if:
 - a. The district had knowledge that the student met the IDEA 2004 eligibility prior to the behavior that precipitated the disciplinary suspension; and
 - b. The parent and/or adult student asserts the right to FAPE.

Section 2. Actions Involving a Change of Placement

A change of placement is a removal from the student's current educational placement for more than 10 consecutive school days or a series of removals that constitute a pattern when they total more than 10 cumulative school days in a school year. Factors such as the student's behavior is substantially similar to behavior in previous incidents that resulted in series of removals, the length of the removal, the proximity of the removals to one another, and the total amount of time the student is removed are indicators of a pattern. Whether a pattern of removals constitutes a change of placement will be determined on a case-by-case basis by the district; the district's determination is subject to review through an expedited due process hearing and judicial proceedings. The District may consider any unique circumstances in determining whether to pursue a disciplinary change of placement.

Even if the disciplinary action is to suspend or expel a student, FAPE [educational services] cannot cease for more than 10 cumulative school days in a school year.

A manifestation determination is required if the district is considering removing a student with a disability from his or her educational placement for disciplinary reasons which constitute a change of placement. A manifestation determination is defined as a review of the relationship between the student's disability and the behavior subject to disciplinary action. See Section 4 of this chapter for more information.

A. District Actions Resulting in a Change of Placement

District administrators change a student's placement by:

- 1. Unilaterally removing a special education student from his or her current placement for:
 - a. More than 10 consecutive school days in a school year; or

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- b. Subjecting a special education student to a series of removals that constitute a pattern:
 - (1) Because the series of removals total more than 10 school days in a school year:
 - (2) Because the student's behavior is substantially similar to behavior in previous incidents that resulted in the series of removals; and
 - (3) Because of such additional factors as the length of each removal, the total amount of time the student is removed, and the proximity of the removals to one another.
- 2. District personnel may remove a student to an IAES for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the student's disability if the student:
 - a. Carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function under the jurisdiction of an SEA or an LEA; or
 - b. Knowingly possesses or uses illegal drugs *or* sells or solicits the sale of a controlled substance while at school, on school premises, or at a school function under the jurisdiction of an SEA or an LEA; or
 - c. Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of an SEA or an LEA, defined as bodily injury that involves:
 - (1) A substantial risk of death;
 - (2) Extreme physical pain; or
 - (3) Protracted and obvious disfigurement; or protracted loss or impairment of the function of the bodily member, organ, or mental faculty.

B. Hearing Officer Actions Resulting in a Change of Placement

Through an expedited due process hearing, district administrators may ask a hearing officer to place a student with a disability in an appropriate IAES.

- 1. In requesting a hearing officer to place a student in an IAES, the district must:
 - a. Demonstrate by substantial evidence that maintaining the current placement is substantially likely to result in injury to the student or others; and
 - b. Indicate whether the request is for an *initial* period of not more than 45 school days or an *additional* period of not more than 45 school days.

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2. In determining whether to grant a district's request to place a student in an IAES, the hearing officer must:

a. Determine that the IAES proposed by district personnel in consultation with the student's special education teacher or the IEP team is appropriate.

C. Court Actions Resulting in a Change of Placement (Honig Injunction)

District administrators may seek a court order (Honig Injunction) to remove a special education student from school or the current placement at any time. FAPE [educational services] shall not cease during an injunction.

Section 3. FAPE Considerations

Services may not cease and the district shall always provide FAPE to the student with a disability:

- 1. After a student with a disability is removed for 10 school days in the same school year and subsequent days of removal do not constitute a change of placement;
- 2. There is a disciplinary change of placement.

A. District Actions When There is Not a Change in Placement Reference:

- 1. Notify the parent and/or adult student of the disciplinary action to be taken on the date of the decision;
- School personnel, in consultation with at least one of the child's teachers, determine the
 extent to which services are needed so as to enable the child to continue to participate in
 the general education curriculum although in another setting and to progress towards
 meeting IEP goals;
- 3. Conduct as appropriate a functional behavioral assessment (FBA) and provide behavioral intervention services and modifications designed to address the behavior violation so that it does not recur.

B. District Actions When There is a Change of Placement

Whenever disciplinary action results in a change in placement, the district must:

1. Notify the parent and/or adult student of the disciplinary action to be taken on the date of the decision and provide a copy of the *Procedural Safeguards Notice*;

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2. The IEP team determines the extent to which services are needed so as to enable the child to continue to participate in the general education curriculum although in another setting and to progress towards meeting IEP goals;

3. Conduct a manifestation determination immediately, if possible, but not later than 10 school days after the date on which the decision to take the disciplinary action is made.

C. FAPE Requirements in an IAES

If the student's placement will change to an IAES, the IEP team shall select an IAES that enables the student to:

- 1. Continue to participate in the general education curriculum;
- 2. Progress toward meeting the goals set out in his or her IEP; and
- 3. Receive, as appropriate, an FBA and behavioral intervention services to address the behavior violation so that it does not recur.

D. Transportation

If the IEP team determines that special transportation is required and documents it on the IEP, all procedural safeguards under the IDEA 2004 shall be afforded to the student in matters concerning transportation. Whether a suspension from the bus counts as a suspension from school depends on whether bus transportation is identified on the IEP:

- 1. If bus transportation is on the IEP, a suspension from the bus would be treated as a suspension from school (unless the district provides transportation services in some other way, such as "transportation in lieu of") because transportation is necessary for the student to obtain access to the location where all other services will be delivered.
- 2. If bus transportation is not on the IEP, a suspension from the bus would not be counted as suspension from school. In these cases, the student and the parent would have the same obligation to get to and from school as a student without a disability who had been suspended from the bus.

If the student's behavior on the bus results in a suspension from the bus, the IEP team shall consider whether the behavior should be addressed in a BIP

Section 4. Procedures for a Manifestation Determination

A manifestation determination by the parent and relevant IEP team members (as determined by the district and parents) involves a review of the relationship between the student's disability and the behavior subject to disciplinary action.

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A. Actions Involving a Manifestation Determination

When a disciplinary action results in a change of placement, the district will take the following actions:

- 1. The parent and/or adult student will be notified of the disciplinary action and provided with a copy of the *Procedural Safeguards Notice* not later than the date on which the decision to take disciplinary action is made.
- 2. A meeting will be held immediately, if possible, but no later than 10 school days after the date on which the decision to take disciplinary action is made. This meeting will include the district, the parent and/or adult student, and other relevant members of the IEP team (as determined by the parent and the district). The purpose of the meeting is to review all relevant information in the student's file including:
 - a. The student's IEP; and
 - b. Any teacher observations; and
 - c. Any relevant information provided by the parent and/or adult student.
- 3. Based on a review of the information, the IEP team, (relevant members determined by the parent and the district) will determine if the conduct in question was:
 - a. Caused by or had a direct and substantial relationship to the student's disability; or
 - b. The direct result of the district's failure to implement the IEP. [If so, the deficiencies must be immediately remedied.]

If the IEP team, (relevant members determined by the parent and the district), finds that either a or b above is true, the student's behavior will be determined to be a manifestation of his or her disability.

B. When Behavior Is a Manifestation of the Disability

If a student's behavior is determined to be a manifestation of his or her disability, the IEP team, (relevant members determined by the parent and the district), will:

- 1. Conduct an FBA and implement a BIP for the student if the district had not conducted such an assessment prior to the behavior that resulted in a change in placement;
- 2. Review the BIP if one had previously been developed and modify it as necessary to address the behavior;

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3. Return the student to the placement from which he or she was removed, unless the parent and district agree in writing to a change of placement as part of the modification of the BIP.

C. When Behavior Is Not a Manifestation of Disability

If the IEP team, (relevant members determined by the parent and the district), determines that the student's behavior was not a manifestation of his or her disability, the same disciplinary procedures applicable to students without disabilities, including long-term suspension or expulsion, may be applied to the student with a disability. The district will forward special education and disciplinary records for consideration to the board of trustees, which makes the final decision regarding the disciplinary action.

Even if the disciplinary action is to suspend or expel, the following provisions shall be met:

- 1. Educational services cannot cease for more than 10 school days in a school year. Educational services shall be provided to the extent necessary to allow the student with a disability access to the general education curriculum and the opportunity to advance toward achieving the goals set out in his or her IEP.
- 2. An IEP team shall convene to develop an IEP that specifies what special education and related services will be provided during the period of suspension or expulsion.

Section 5. Other Considerations

A. Request for an Expedited Hearing

An expedited hearing is a hearing that occurs within 20 school days of the request with a decision rendered within 10 school days of the hearing.

- The parent and/or adult student may request an expedited due process hearing if he or she:
 - a. Disagrees with the determination that the behavior was not a manifestation of the student's disability;
 - b. Disagrees with any decision of the IEP team regarding a change of placement during a disciplinary proceeding; or
 - c. Disagrees with the decision regarding the student's placement in an IAES.
- 2. The district may request an expedited hearing if it believes that maintaining the current placement is substantially likely to result in injury to the student or to others.

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3. When an appeal of a disciplinary action is requested (either by the parent to challenge the action or by the district to seek removal to an interim setting), the student remains in the IAES pending the decision of the hearing officer or the expiration of the disciplinary placement term, whichever occurs first unless the parent and district agree otherwise.

- 4. Resolution meeting requirements apply but are shortened to 15 and 7 days. No challenge for sufficiency of request is available.
- 5. A decision of a hearing officer in an expedited hearing may be appealed to federal or state district court.

See Chapter 13, Sections 4 and 5, for an explanation of regular and expedited due process hearing rights and procedures.

B. Protections for Students Not Yet Eligible for Special Education

A student who has not been determined eligible for special education and who has violated any rule or code of conduct of the district may assert the protections of the IDEA 2004 *if* the district had knowledge that the student was a student with a disability before the behavior that precipitated the disciplinary action.

1. Basis of knowledge

With limited exceptions, which are described in item 2 below, the district will be deemed to have knowledge that an individual is a student with a disability if one or more of the following is true:

- a. The parent and/or adult student has expressed concern to supervisory or administrative district personnel or a teacher of the child that the student is in need of special education and related services. The concern must be expressed in writing unless the parent and/or adult student is unable to write or has a disability that prevents a written statement.
- b. The parent and/or adult student has requested that the student be evaluated for special education.
- c. The student's teacher or other district personnel have expressed specific concerns about a pattern of behavior demonstrated by the student directly to the director of special education or to other district supervisory personnel in accordance with the district's established Child Find system or special education referral system.

2. No basis of knowledge

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The district will be deemed not to have knowledge that an individual is a student with a disability if one or more of the following is true:

- a. An evaluation was conducted and a determination was made that the student did not have a disability.
- b. The parent and/or adult student did not give written consent for an evaluation.
- c. The parent and/or adult student refused special education services.

If the district did not have a basis of knowledge that a student was a student with a disability prior to taking disciplinary measures, the student is subjected to the same disciplinary measures applied to all other students who engage in comparable behaviors.

C. Parent and/or adult student Request for Evaluation of a Disciplined Student

If a request for an evaluation of a student who is not currently eligible for special education is made during the period in which the student is subject to disciplinary measures, the evaluation will be conducted in an expedited manner. Pending the results of the evaluation, the student will remain in the educational placement determined by district officials, which can include suspension or expulsion without educational services.

- 1. If the student is subsequently determined eligible for special education, the district will:
 - a. Convene an IEP team meeting to develop an IEP.
 - b. Conduct a manifestation determination.
 - If the behavior is caused by or had a substantial relationship to the student's
 disability, the disciplinary action must be set aside, and the student must be
 provided appropriate educational services in the least restrictive environment
 (LRE).
 - (2) If the behavior is not caused by nor had a substantial relationship to the student's disability, the student is subject to the disciplinary placement that had been determined, but he or she is still entitled to receive FAPE, which is determined by the IEP team. Educational services cannot cease for more than 10 school days in a school year. Educational services shall be provided to the extent necessary to allow the student with a disability access to the general education curriculum and the opportunity to advance toward achieving the goals set out in his or her IEP.
- 2. If the evaluation team determines that the student is not eligible for special education, he or she will be subject to the same disciplinary actions as all other students.

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D. Referrals to and Action by Law Enforcement and Judicial Authorities

- The district may report a crime committed by a student with a disability to appropriate authorities. The IDEA 2004 does not prevent state law enforcement or judicial authorities from exercising their responsibilities, with regard to the application of federal and state law, for crimes committed by a student with a disability.
- 2. If a student brings a firearm to school, law enforcement shall be contacted pursuant to the Gun-Free Schools Act.
- 3. If the district reports a crime, it will ensure that copies of the special education and disciplinary records of the student are given to the appropriate law enforcement authorities for their consideration, to the extent the release of records is permitted by the Family Educational Rights and Privacy Act (FERPA). Generally, the release of records requires consent, but exceptions are listed in Chapter 11, Section 5.

E. Transfer of Discipline Records

Idaho Code 33-209 requires that whenever a student transfers to a new school and a school record contains information concerning violent or disruptive behavior or disciplinary action involving the student, this information will be included in the transfer of records to the new school. The transmission of the student's record shall include both the student's current IEP, including the FBA, BIP, and any current or previous disciplinary action taken. This information will be contained in a sealed envelope marked to indicate the confidential nature of the contents and addressed to the principal or other administrative officer of the school.

When the district initiates disciplinary proceedings applicable to all students, the special education and disciplinary records of students with disabilities shall be given to authorized district personnel for their consideration in making the final determination regarding the disciplinary action.

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On occasion, conflicts arise between school districts and parents/adult students. Several mechanisms are available through the State Department of Education (SDE) to assist in resolving disputes. The processes are individualized education program (IEP) facilitation, mediation, formal complaint, due process hearings, and expedited due process hearings. This chapter contains information on each of these processes.

Contact Information

The SDE accepts formal complaints and requests for IEP facilitation, mediation and hearings via fax, mail, and personal delivery. Additionally, requests for IEP facilitation and mediation may also be made by telephone. The SDE does not accept requests for any type of dispute resolution identified in this chapter via email because a parent signature is required. Formal complaints and requests should be directed to:

Dispute Resolution Coordinator State Department of Education Division of Student Achievement and School Accountability Special Education P.O. Box 83720 Boise, ID 83720-0027 208/332-6912 800/432-4601

TT: 800/377-3529 Fax: 208/334-4664

For further assistance in matters relating to dispute resolution, you may contact:

Comprehensive Advocacy, Inc. (Co-Ad) 4477 Emerald Street, Suite B-100 Boise, ID 83706 V/TT: 208/336-5353 V/TT: 866/262-3462

Idaho Parents Unlimited, Inc. (IPUL) 4696 Overland Road, Suite 478 Boise, ID 83705 800/242-IPUL

V/TT: 208/342-5884

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Comparing Dispute Resolution Systems

IEP Facilitation	Mediation	Complaint	Impartial Due Process Hearing
Oral and written requests accepted	Oral and written requests accepted	Only written requests with signature accepted (e-mail requests not acceptable)	Only written requests with signature accepted (e-mail requests not acceptable)
Non-adversarial	Non-adversarial	Adversarial	Adversarial
Informal	Informal	Formal	Formal
Confidential	Confidential	Confidential	Confidential
No cost to parties	No cost to parties	Could be costly	Costly for schools/parents
Supports mutual problem-solving	Supports mutual problem-solving	SDE investigator makes final determination	Hearing officer orders solution
May take more than one IEP meeting	Takes less than a day	May take several weeks	May take several days
	Efforts made to complete entire process within 21 days	Investigation shall be completed within 60 days with a final written report	Decision shall be issued within 45 days of the request unless the timeline is extended by the hearing officer
Includes a legally constituted IEP Team	Up to three people on either side	As determined by the investigator	No limits on participants
Supports open, direct communication	Supports open, direct communication	Communication with investigator	Communication through attorneys and hearing officer
Agreements made by IEP Team	Agreements made jointly	Any corrective actions determined by SDE	Law-based solution
If unsuccessful, either party may pursue other alternatives	If unsuccessful, either party may pursue other alternatives	Currently no formal appeal	Decision is binding, but may be appealed to state or federal court

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Section 1. IEP Facilitation

A request for IEP facilitation may be made by the parent and/or adult student or by a district representative, such as a director of special education. Requests may be made in writing or by phone to the SDE Dispute Resolution Coordinator as directed in the Introduction to this chapter.

A. Definition

IEP facilitation is a voluntary process during which an SDE-contracted individual is appointed to facilitate an IEP team meeting. The role of the facilitator is to help team members communicate more effectively and efficiently. IEP facilitation supports early dispute resolution, providing assistance to the IEP team before a potential conflict develops into a more serious dispute. The facilitator is an impartial third party, not a member of the IEP team, and has no stake in decisions made by the team. All IEP facilitators have received specialized training provided by the SDE. Facilitators are selected on a rotational and/or geographical basis.

The SDE provides IEP facilitation at no charge to the district or the parent and/or adult student.

B. IEP Facilitation Requests

A request for IEP facilitation may be made by either a parent and/or adult student or a designated district representative, such as a special education director, who has the authority to allocate resources and has knowledge of special education. A request for IEP facilitation:

- 1. may concern an initial, annual, or amended IEP that may be considered too difficult to manage; and
- 2. should be made at least two weeks prior to the scheduled IEP meeting.

The SDE will consider IEP facilitation requests on a case-by-case basis. As part of this consideration, the SDE Dispute Resolution Coordinator will contact the other party to determine whether that party is willing to participate; both parties shall agree to IEP facilitation for the process to go forward.

Section 2. Mediation

The SDE has developed a mediation system to help resolve disagreements between districts and parents/adult students regarding the identification, evaluation, educational placement, and the provision of a free appropriate public education (FAPE). A request for mediation may be made by either the parent and/or adult student or the district at any point without the necessity to request a due process hearing. Requests may be made in writing or by phone to the SDE Dispute Resolution Coordinator as directed in the introduction to this chapter.

The ultimate goal of mediation is to obtain a written agreement that is acceptable to both parties. Even if a written agreement is not achieved, mediation may be helpful in clarifying issues.

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A. Definition of Mediation

Mediation is a structured, voluntary, informal process in which an impartial third party (a mediator) assists parents/adult students and district personnel resolve disputes. Mediation builds positive working relationships, encourages mutual understanding, and helps the parties focus on their common interest—the student. The district will not use the term "mediation" to refer to any district-level process for resolving disputes.

The Special Education Mediation Process Is:

Voluntary for parents and school personnel;

Offered when disputes arise, including, but not limited to, formal complaints and due process hearing requests;

Confidential, thus encouraging all participants to speak freely;

A **No-Cost Service** to parents and schools provided by the Idaho State Department of Education (SDE); and

An **Alternative** that does not delay the status of a due process hearing or formal complaint.

B. Mediation Policies

- 1. No video or audio recording of the mediation proceedings will be made.
- 2. Each party is limited to no more than three participants and shall designate a person who has the authority to make final resolution decisions.
- 3. The district shall have at least one representative present who has the authority to commit resources.
- 4. Because mediation is a non adversarial process that offers the parties the opportunity to communicate directly with each other, legal representation during a mediation session is strongly discouraged.
- 5. Except for the signed agreement, confidentiality pledge, and mediator evaluation forms, all notes or records taken during the proceedings will be collected and destroyed by the mediator at the conclusion of the mediation session.
- 7. The mediator will provide signed copies of the agreement to each party and the SDE.

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8. The mediator will be excluded from subsequent actions—complaint investigations, due process hearings, and legal proceedings.

- 9. A due process hearing requested prior to mediation may be canceled by the requesting party.
- 10. If for any reason the mediation fails, the mediator will provide each party and the SDE with a statement certifying that the mediation was unsuccessful.
- 11. Either party has the option to make another request for mediation.

C. Mediation System

Mediation offered by the SDE is voluntary, confidential, and at no cost to the parent and/or adult student or district.

- 1. Both the district and the parent and/or adult student may request mediation at any time.
- 2. The SDE has the discretion to suggest mediation to either party at any time it deems appropriate, but is required to make mediation available to the parties after a formal complaint or a request for a due process hearing has been filed.

Following a request for mediation, the SDE will contact the other party and ask whether they are willing to participate in mediation. Mediation may not be used to deny or delay the right to a due process hearing or any other rights afforded to students and parents.

D. SDE Contracted Mediators

Idaho SDE **contracted** mediators are impartial and trained in effective mediation, communication, negotiation, and problem-solving skills, and in laws and regulations relating to the provision of special education and related services. A mediator assists the parent and/or adult student and the district in resolving disputes. The SDE will select the mediator on a random, rotational, or other impartial basis from a list of highly qualified mediators. At times, the SDE may appoint two individuals to serve as co-mediators.

- 1. In all cases a mediator shall not:
 - a. be an employee of the SDE or district involved in the dispute;
 - b. have children enrolled in the district involved in the dispute; or
 - c. have a personal or professional interest that conflicts with the person's objectivity.
- 2. Additionally, if the parties have agreed to mediation following a due process hearing requested:

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- a. co-mediators may not be used; and
- the mediator may not be an employee of any district or state agency providing services that are publicly funded under the IDEA 2004, Part B.

The mediator:

- a. Contacts the parties to explain the mediation process, identify issues, and help the parties establish a date, time, and place to hold the mediation.
- b. Establishes the ground rules for all parties to follow.
- c. Guides the process.
- d. Encourages open and honest communication.
- e. Ensures that each party is heard.
- f. Rephrases information and summarizes issues.
- g. Facilitates the writing of the agreement.

E. Mediation Timelines

The SDE will appoint a mediator within 3 business days of a request for mediation. The mediation will be held in a location convenient to the parties involved, and every effort will be made to complete the process within 21 calendar days.

F. Confidentiality

Discussions that occur during the SDE mediation process are confidential and cannot be used as evidence in any subsequent due process hearing or civil proceeding. The parties in the SDE mediation process will be required to sign a confidentiality pledge before mediation begins.

G. Mediation Agreement

An agreement reached by the parties through SDE mediation shall be set forth in writing and is enforceable in state and federal courts.

Section 3. Formal Complaints

A formal complaint may be filed with the SDE by any individual or organization from Idaho or another state who believes the district or other education agency has violated a requirement of Part B of the IDEA 2004, including the alleged failure to comply with a due process hearing decision rendered. The SDE will accept a complaint received by mail, fax or hand delivery. A

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complaint filed by email will not be accepted. Contact information is listed in the introductory paragraph to this chapter.

See the document section at the end of this chapter for "Procedures for Resolving Complaints."

A. Filing Complaints

A formal complaint can be made by any person or organization. The complaint shall be in writing and include the following information:

- 1. current date;
- 2. the name, address, and telephone number of the person making the complaint (or available contact information);
- 3. the signature of the person making the complaint;
- 4. if alleging violations regarding a specific student, the name and address of the student involved (or available contact information in the case of a homelessness student or family);
- 5. the school and district or other education agency that is the subject of the complaint;
- 6. one or more statements (allegations) that the district has violated one or more requirements of Part B of the IDEA 2004;
- 7. the facts and/or a description of the events that support each allegation; and
- 8. proposed resolution of the problem or the relief sought.

The complaint shall allege a violation that occurred not more than one year prior to the date that the complaint is received. The SDE has a form available that may be used.

B. SDE Complaint Procedures

Upon receipt of a written complaint, the SDE will do the following:

- 1. Determine whether the complaint meets all of the required criteria. The SDE will notify the complainant if his or her submission is sufficient as listed in Section A, above.
- 2. Notify the district that a complaint has been received and offer both parties SDE mediation. Parents shall receive a copy of the Procedural Rights statement.
- 3. Set aside all or any part of the written complaint that is being addressed in a due process hearing until the conclusion of the hearing. Any issue that is not a part of the due process action will be resolved using the SDE complaint procedures and timelines. If a

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hearing officer's decisions are not adequately addressed by the district, the SDE will investigate.

- 4. Give the complainant the opportunity to provide additional information about the allegations, either orally or in writing.
- 5. Resolve the complaint and issue a Final Report that includes the findings of fact, conclusions, and resolution for each allegation within 60 calendar days of receipt of the complaint. This time period may be extended, but only under exceptional circumstances, which shall be documented by the SDE. The resolution will state:
 - a. how to remedy any denial of services, which may include the award of compensatory services, monetary reimbursement or other corrective action as appropriate to the needs of the student; and
 - b. the future provision of services for a student with a disability, if such clarification is needed.
- 6. Ensure the district takes corrective action if it is determined that the district was out of compliance.

C. Methods of Resolving Complaints

The SDE will make every effort to resolve complaints in the least adversarial manner possible. Mediation will be offered to the disputing parties. If mediation is not accepted by the parties or fails to resolve the allegation(s), then resolution of a formal complaint may be achieved through one or more of the following four processes:

- 1. **Verification of resolution**: Upon receipt of the initial complaint from the SDE outlining the allegations, the district may submit information to the SDE to document that one or more of the allegations of the complaint have been resolved. The SDE may also receive similar information from other sources.
- 2. **Corrective action plan (CAP)**: The district may propose a CAP to address the allegations in the complaint. The SDE may accept, reject, or negotiate the proposed CAP or require other corrective actions or timelines to ensure the district will achieve compliance for each allegation stated in the complaint. If this process is not successful, the SDE will conduct a full investigation.
- 3. **Early complaint resolution (ECR)**: The SDE may propose the use of ECR to resolve the complaint. This approach, which shall be mutually agreed upon, provides the complainant and the district an opportunity to immediately resolve the issues prompting the complaint, even though the parties may not agree on particular allegations. The SDE Dispute Resolution Coordinator or an SDE-contracted complaint investigator will facilitate a resolution through the development of a written agreement to be signed by both parties. If this process is not successful the SDE will conduct a full investigation.

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4. **Full investigation**: If necessary, the SDE will investigate the complaint by conducting interviews and reviewing files, correspondence, and other information. An on-site investigation may occur if necessary. The SDE will write a Final Report, including Findings of Fact, Conclusions, and identify appropriate Corrective Actions, if required.

Section 4. Due Process Hearings

A request for a due process hearing may be made by either a parent and/or adult student or the district.

A parent and/or adult student or district may file a request for hearing with the other party. The request shall be mailed, faxed, or hand delivered. When the request is filed with the district, the parent and/or adult student shall send copies to the Dispute Resolution Coordinator at the SDE.

All applicable timelines for due process hearing and resolution sessions will start when the request has been filed with the other party and the SDE.

A. Definition

Idaho's due process system has two types of hearings, a regular due process hearing and an expedited due process hearing:

- 1. A regular due process hearing is an administrative hearing to resolve disputes on any matter related to the identification, evaluation, educational placement, and the provision of FAPE.
- 2. An expedited due process hearing is as an administrative hearing to resolve disputes concerning discipline occurring within 20 school days of the request, with a decision rendered within 10 school days of the hearing.

B. Due Process Hearing Request from Parent and/or adult Student

A due process hearing may be requested on behalf of a student by a parent, adult student or by an attorney representing the student.

- 1. A due process hearing shall be initiated within two years of the date the parent and/or adult student knew or should have known of the dispute. The two-year timeline will not apply if the parent and/or adult student was prevented from requesting a hearing due to misrepresentations or the withholding of information by the district.
- 2. A due process hearing can be initiated regarding issues pertaining to identification, evaluation, educational placement, or the provision of FAPE if:
 - a. the district proposes to initiate or change any of these matters; or

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b. the district refuses the parent's and/or adult student's request to initiate or change any of these matters.

See the Documents Section of this chapter for a *Due Process Hearing Request* form. The parent and/or adult student, or his or her attorney filing a due process hearing request shall forward a copy to the SDE and the district. The SDE will provide reasonable accommodations to individuals who need assistance in filing a written request.

C. Due Process Hearing Request by a District

A district may initiate a due process hearing within two years of the dispute in an attempt to accomplish one or more of the following:

- 1. override a parent's/adult student's refusal of consent for an initial evaluation or the release of information;
- 2. override a parent's/adult student's written objection to an IEP change, an educational placement change, or disciplinary actions when there is an imminent threat to safety;
- 3. ask a hearing officer to place a student in an interim alternate education setting (IAES) when there is substantial evidence that maintaining the current educational placement is likely to result in injury to the student or others; or
- 4. request that a hearing officer determine whether an evaluation conducted by the district was appropriate or whether an evaluation obtained by a parent and/or adult student meets the criteria for a publicly funded independent educational evaluation (IEE).

If the district initiates a hearing, the district will inform the parent and/or adult student and the SDE.

D. Contents of a Request for a Due Process Hearing

A request for a due process hearing shall be made in writing and shall include the following information:

- 1. the current date;–
- 2. the student's name, address (or available contact information in the case of a homeless student), and school district;
- 3. the signature of the individual make the request for a due process hearing;
- 4. a description of the nature of the problem, including supporting facts; and
- 5. a proposed resolution of the problem or the relief sought.

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E. Actions for Due Process Hearings

- 1. A Due Process Request Is Filed
 - a. A request may be filed by either party.
 - b. Either party may challenge the sufficiency of the due process hearing request within 15 days of the receipt of the hearing request. The hearing officer shall render a decision regarding the sufficiency within five calendars days and immediately notify the parties of the decision in writing.
 - c. The district superintendent has the responsibility for informing the district's board of trustees of any request for a hearing.
 - d. The district shall inform a parent and/or adult student of any free or low-cost legal or other relevant services available to him or her and provide a copy or the Procedural Safeguards if a due process hearing is requested or if the parent and/or adult student requests such information.

2. A Hearing Officer Is Assigned

- a. Within 10 calendar days of a request for a hearing, an impartial hearing officer will be assigned by the SDE. The SDE maintains a list of trained hearing officers, along with their qualifications, and assignments are made on a rotational basis.
- b. A hearing officer may not be an employee of the district or the SDE, an individual having any personal or professional interest that would conflict with his or her objectivity in the hearing, or a member of the board of trustees of the district.
- c. The district will pay for all actual expenses incurred by the hearing officer and for the cost of a verbatim transcript of the hearing. The hearing officer will be compensated at rates set by the SDE.

SDE Mediation Is Offered

The SDE is required to offer mediation as an alternative dispute resolution mechanism to the involved parties.

3. Response to a Due Process Request

- a. The other party shall file a response with 10 calendar days addressing the issues raised.
- b. If the district has not sent a written notice to the parent and/or adult student regarding the subject matter contained in the due process request, the district will,

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within 10 calendar days of receiving the request, send the parent and/or adult student a response that includes all the components of written notice.

c. Either party may amend the request, upon obtaining written consent from the other party or as granted by the hearing officer, at least 5 calendar days prior to the hearing. If the request is amended, timelines for resolution and resolving the issues begin again as of the date of the amended request.

5. Pre-hearing Resolution Session

- a. A resolution session will be held within 15 calendar days of a request for a due process hearing unless: (the IDEA 2004 requires the resolution session only if the parent has requested the due process hearing. Some states, through state regulations, are expanding this also to hearing requests initiated by the district.)
 - (1) Both parties agree in writing to waive the resolution meeting.
 - (2) Both parties agree to go to mediation.
- b. A "resolution team" includes the parent and/or adult student, a representative of the district who has decision-making authority, and relevant members of the IEP team who have specific knowledge of the facts identified in the request for a due process hearing as determined by the parties. The district's attorney will not attend the resolution session unless the parent and/or adult student will be accompanied by an attorney. Note: The SDE will offer the services of a facilitator with the approval of both parties.
- c. The purpose of the meeting is for the parent of the student to discuss the due process hearing request, and the facts that form the basis of the request, so that the district has the opportunity to resolve the dispute.
- d. If a resolution is reached regarding the issues raised in the request for a due process hearing, the district representative and parent and/or adult student will sign a legally binding document that is enforceable in state and federal court. Either party may void this agreement within 3 business days of signing the agreement.
- e. A due process hearing will be scheduled if no resolution is reached within 30 calendar days of receiving the request for a due process hearing.
- f. If the district is unable to obtain the participation of the parents after reasonable efforts have been made and documented, at the conclusion of the 30 calendar day period, the district may request that the hearing officer dismiss the parents due process hearing request.

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g. A parent may request an immediate due process hearing from the hearing officer if the district has not scheduled or participated in a resolution session within 15 days of the request.

The 45 day timeline for the due process hearing request starts the day after one of the following events:

- a. Both parties agree in writing to waive the resolution meeting;
- b. After either the mediation or resolution meeting starts but before the end of the 30 day period, the parties agree in writing that no agreement is possible;
- c. If both parties agree in writing to continue the mediation at the end of the 30 day resolution period, but later, the parent or public agency withdraws from the mediation process.

6. Hearing Preparation

- a. A parent and/or adult student will be allowed to inspect and review reports, files, and records pertaining to the student not less than 5 business days prior to a due process hearing. A district may charge a fee for copies of records if the fee does not effectively prevent a parent and/or adult student from exercising his or her right to inspect and review those records. The district may not charge a fee to search for or retrieve records.
- b. Not less than 5 business days prior to a due process hearing, each party will disclose to all other parties:
 - (1) Evaluations completed by that date; and
 - (2) Recommendations based on those evaluations intended to be used at the hearing.
 - (3) Copies of exhibits which will be introduced and a list of witnesses each party intends to call at the hearing.
- c. The hearing officer will provide notification as to the time and place of the due process hearing to the parent and/or adult student, district officials, and the SDE. The hearing shall be conducted at a time and place reasonably convenient to the parent and/or adult student.

7. The Due Process Hearing

a. The hearing officer will preside over and conduct the proceedings in a fair and impartial manner, permitting all parties an opportunity to present their information

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and opinions pursuant to the Idaho Administrative Procedure Act (IDAPA) and IDEA 2004 requirements.

- b. A parent and/or adult student and district personnel may be accompanied and advised by legal counsel and other persons with special knowledge or training about students with disabilities.
- c. A parent and/or adult student has the right to open the hearing to the public and to have the student who is the subject of the hearing present.
- d. Only a parent and/or adult student, a district, and their respective attorneys have the right to present evidence, to compel the attendance of witnesses and the production of documents, and to confront and cross examine witnesses.
- e. New issues (issues not in the original due process request) may not be raised at the hearing unless agreed to by the other party. Any party may, however, prohibit the introduction of any evidence at the hearing that was disclosed less than 5 business days before the hearing.
- f. During the hearing the district will provide reasonable accommodations as required by federal regulations. Disputes will be referred to the SDE for resolution.
- g. A record of the hearing will be made. The record will be a written verbatim transcript. The parent and/or adult student may choose an electronic verbatim record. The district will pay the transcript costs, and a copy of the transcript will remain with the SDE. The parent and/or adult student and district personnel have the right to obtain a copy of the record upon formal request.
- 8. Decision of the Hearing Officer
 - a. The decision of the hearing officer will be based solely on presentations made at the due process hearing.
 - b. The decision made by the hearing officer will be made on substantive grounds based on a determination of whether a student received FAPE.
 - (1) In matters alleging a procedural violation, a hearing officer may find that a student did not receive FAPE only if the procedural inadequacies:
 - (a) impeded the student's right to FAPE;
 - (b) significantly impeded a parent's/adult student's opportunity to participate in the decision-making process; or
 - (c) caused a deprivation of educational benefit.

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(2) A hearing officer may order a district to comply with procedural requirements, regardless of whether a district's failure in this area did or did not result in a denial of FAPE.

- c. The decision will include findings of fact and conclusions of law.
- d. The hearing officer's written decision shall be available within 45 calendar days from the date of the request for a hearing. The 45-calendar-day timeframe begins when the written request is actually received by the district or the SDE, whichever is earlier.
- e. The findings of fact and decision shall be sent to the parent and/or adult student at no cost. Copies will also be mailed to the district superintendent, the SDE, and representatives of the district.
- f. After deleting personally identifiable information, the SDE will transmit the decision to the Special Education Advisory Panel (SEAP) and make the decision available to the public upon request.
- g. A hearing officer's decision will be enforceable in state and federal court. It will be implemented not later than 14 calendar days from the date of issuance unless:
 - (1) the decision specifies a different implementation date; or
 - (2) either party appeals the decision by initiating civil action in state or federal district court.
- h. Nothing in the section can be interpreted to prevent a parent from filing a separate due process hearing request on an issue separate from the request already filed. The SDE may consolidate multiple hearing requests involving the same IEP.
- i. Stay Put
 - (1) During the pendency of any due process hearing, the student shall remain, or "stay put," in his or her current educational placement unless the district and parent and/or adult student agree otherwise.
 - (2) The stay-put placement continues during any subsequent appeals unless a hearing officer agrees with a parent and/or adult student that a change of placement is appropriate, in which case, the placement identified in the hearing officer's decision becomes the stay-put placement.
 - (3) If the dispute involves an application for initial admission to public school in Idaho, the student, with the written consent of his or her parent, shall be placed in the public school program until the proceedings are completed.

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(4) "Stay put" does not apply when a student is transitioning from Part C (the Infant Toddler program) to Part B services in Idaho. Following the development of an IEP or an individual family service plan (IFSP), if an educational placement dispute arises involving a student transitioning from Part C to Part B, the student cannot "stay put" in Part C:

- (a) With written consent of the parent, the student shall be placed in the public school until completion of all the hearing proceedings.
- (b) If the parent does not give written consent, the student will not receive services until completion of the hearing proceedings.
- (c) If the student is eligible for special education and related services, and the parent consents, then the district shall provide those special education and related services which are not in dispute.

Section 5. Expedited Due Process Hearings

A request for an expedited due process hearing may be made by either a parent and/or adult student or the district. The request should be mailed, faxed or hand delivered to the Dispute Resolution Coordinator at the SDE. A request for an expedited due process hearing filed by email will not be accepted. Contact information is listed in the Introduction to this chapter.

A. Definition

An expedited due process hearing is defined as an administrative hearing to resolve disputes concerning discipline occurring within 20 school days of the request, with a decision rendered within 10 school days of the hearing.

B. Expedited Hearing Requests

- 1. A district may request an expedited hearing if the district believes maintaining the current placement or returning the student to the prior placement is substantially likely to result in injury to the student or others.
- 2. A parent and/or adult student may request an expedited hearing if:
 - a. he or she disagrees with a determination that the student's behavior was not a manifestation of the disability; or
 - b. he or she disagrees with the district's discipline decision, which resulted in a change of placement.

See Section 5D of this chapter for additional information regarding placement during a hearing.

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C. The Expedited Hearing Process and Decisions

An expedited hearing will be conducted in a fair and impartial manner. Guidelines and proceedings will be the same as those in a regular due process hearing, except for the following changes:

- 1. The SDE will appoint a hearing officer within 2 business days of a request.
- 2. A resolution session shall occur within 7 days of receiving a due process hearing request unless the parties agree in writing to waive the resolution session or go to mediation.
- 3. A due process hearing may proceed unless the matter has been resolved to the satisfaction of both parties within 15 day of the receipt of the expedited due process hearing request.
- 4. Any party may prohibit the introduction of any evidence at the hearing that was not disclosed at least 2 business days before the hearing.
- 5. The hearing shall occur within 20 school days of the request, with a decision rendered within 10 school days of the hearing. A written decision will be mailed to both parties.
- 6. A party may appeal the decision in an expedited due process hearing in the same way as they may for decisions in other original due process hearings.

D. Placement During an Expedited Hearing

When a hearing has been requested by either the parent and/or adult student or the district regarding placement decisions, the student shall "stay put" during the pendency of the hearing. In relation to disciplinary proceedings, stay put means:

- 1. The student will remain in the IAES until the timeline for the disciplinary action expires or the hearing officer renders a decision, whichever occurs first.
- 2. Upon expiration of the IAES placement, the student will be placed in the setting he or she was in prior to the IAES. However, if district personnel maintain that it is dangerous for the student to return to that placement, the district may request an expedited hearing to continue the IAES for up to an additional 45 school days. This procedure may be repeated as necessary.

If the hearing officer finds for the parent and/or adult student, the change of placement cannot occur and the IEP team will need to determine the extent of services that are appropriate to meet the student's individual needs and to address the student's behavior. If the hearing officer finds for the district, the district may use the same disciplinary procedures, including expulsion, as it uses for any other student, except that FAPE shall be provided according to the requirements in Chapter 12, Section 3.

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Section 6. Appeals and Civil Action

- 1. An appeal to state or federal court shall be filed within 42 calendar days from the date of issuance of the hearing officer's decision.
- 2. Either party shall exhaust all dispute resolution procedures available under the IDEA 2004 prior to filing action in civil court. However, nothing in the IDEA 2004 restricts or limits the rights, procedures, and remedies available under the U.S. Constitution, the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, or other Federal laws protecting the rights of children with disabilities. This means either party may have remedies available under these laws that overlap with IDEA 2004. To obtain relief under those other laws, either party shall first use the available dispute resolution procedures under the IDEA 2004 before going directly into court.

Section 7. Attorney Fees

A district court will have jurisdiction in the awarding, determination, or prohibition of attorney fees. The court may:

- 1. award reasonable attorney fees as part of the costs to the prevailing party; and
- 2. determine the amount of attorney fees, using prevailing rates in the community in which the action occurred, for the kind and quality of services provided. No bonus or multiplier may be used in calculating the amount of fees awarded.

Funds under Part B of the IDEA 2004 cannot be used by the district to pay any attorney fees or costs of a party related to an action or proceeding, such as deposition, expert witnesses, settlements, and other related costs. However, Part B funds may be used to pay hearing officer fees or the costs of a meeting room to conduct the hearing.

A. Prohibition of Attorney Fees

- 1. Attorney fees may not be awarded:
 - a. for legal representation at an IEP meeting, including a resolution session, unless such a meeting is convened as a result of a due process hearing or a judicial action; or
 - b. for mediation that is conducted prior to a request for a due process hearing.
- 2. Attorney fees may not be awarded and related costs may not be reimbursed in any action or proceeding for services performed subsequent to the time of a written offer of settlement to a parent and/or adult student if:

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 the district makes an offer at least 10 calendar days before a due process hearing or a civil proceeding begins;

- b. the offer is not accepted by the parent and/or adult student within 10 calendar days after it is made; and
- c. a court or due process hearing officer finds that the relief obtained by the parent and/or adult student is not more favorable to the parent and/or adult student than the offer of settlement.

B. Exception to the Prohibition of Attorney Fees

An award of attorney fees and related costs may be made to a parent and/or adult student who is a prevailing party and who was substantially justified in rejecting the district's settlement offer.

C. Reduction in the Amount of Attorney Fees

A court may reduce an award for attorney fees under any of the following circumstances:

- 1. During the course of the action or proceeding, the parent and/or adult student or his or her attorney unreasonably extended the final resolution.
- 2. The amount of the award unreasonably exceeds the prevailing rate in the community for similar services by attorneys of reasonably comparable skills, reputation, and experience.
- The time spent and legal services rendered were excessive considering the nature of the action.
- 4. The attorney representing the parent and/or adult student did not provide the information required in a due process hearing request.

D. Exception to the Reduction of Attorney Fees

The amount of attorney fees will not be reduced if the court finds that the district or SDE unreasonably extended the final resolution of the action or proceeding.

E. Special Provisions Regarding Attorney Fees

- 1. A district or SDE that prevails may seek attorney fees from a court against the parent's/adult student's attorney if the action is deemed frivolous, unreasonable, without foundation or prolongs the litigation.
- 2. A district or SDE that prevails may seek attorney fees from a court against the parent's/adult student's attorney or the parent and/or adult student if the hearing request

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was presented for improper purposes such as to harass the district, cause unnecessary delay or needlessly increase the cost of litigation.

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**Documents Documents *

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SPECIAL EDUCATION MEDIATION IN IDAHO

MANAGING PARENT AND SCHOOL CONFLICT THROUGH EFFECTIVE COMMUNICATION

If conflict occurs between a parent and school personnel regarding the educational program of a special education student, mediation provides a non-adversarial alternative to resolve the dispute.

Mediation is a structured, yet informal, voluntary process in which an impartial third party, a mediator, helps parents and school personnel who are experiencing conflict to reach a suitable agreement. Mediation builds positive working relationships, encourages mutual understanding, and helps parents and school personnel focus on their common interest—the student.

Section 1. Mediation in Idaho

The mediation process:

- 1. May resolve disputes regarding the identification, evaluation, educational placement, or related services for students with disabilities;
- 2. Clarifies areas of agreement and disagreement; and
- 3. Fosters better relationships between parents and schools

Section 2. Requesting Mediation

An oral or a written request for mediation may be made to the SDE by the parent of a student with a disability, a legal guardian, a surrogate parent, or the district. In addition, the SDE will encourage parents and districts to participate in mediation when it seems appropriate. Following a request for mediation, the SDE will make every effort to complete the process within 21 days.

A request for mediation:

- Is appropriate when parents and/or schools are unwilling or unable to modify their position without outside assistance;
- 2. May occur when parents and schools, after making a good-faith effort, face an impasse in attempting to resolve the conflict; and
- 3. Can be scheduled prior to, or concurrent with, a request for a due process hearing.

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Section 3. Proposed Mediation by the SDE

The SDE will automatically offer mediation to resolve a dispute between parents and the district:

- 1. When there is a formal request for a due process hearing; and
- 2. At any other time the SDE deems the use of mediation appropriate.

Section 4. Appointment of a Mediator

The SDE maintains a list of qualified mediators. When both parties in a dispute agree to mediate, every attempt will be made by the SDE to appoint a mediator within 3 business days of the request. A mutually agreed upon time, date, and place of the mediation will be coordinated by the mediator.

If a due process hearing has been requested, the SDE will use a rotation list to select the mediator or both parties will be involved in and agree with the selection of the mediator.

If a due process hearing has been requested, the mediator may not be an employee of any district or state agency providing publicly funded services under the IDEA 2004 and co-mediators may not be used.

Section 5. The Mediator

A mediator is a neutral third party trained in communication, problem-solving and negotiation skills, and specific mediation techniques who acts as a facilitator to assist s and schools in resolving conflicts. The mediator:

- 1. Educates the parties about the mediation process.
- 2. Establishes the ground rules for all parties to follow.
- 3. Guides the process.
- 4. Encourages open and honest communication.
- 5. Ensures that each party is heard.
- 6. Rephrases information and summarizes issues.
- 7. Facilitates the writing of the agreement.

Section 6. Roles of Parents and Schools

It is in the best interest of all parties, including the student, to explore mediation as a means to an informal resolution of the conflict. Parents and school personnel play a very important role in mediation. As active participants, each party can help design a mutually agreeable solution.

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Section 7. Prior to the Mediation

The SDE will provide:

- 1. Formal notification to the disputing parties of the mediator appointed.
- 2. A copy of Special Education Mediation in Idaho and the Procedural Safeguards Notice to each party.
- 3. A copy of the "Confidentiality Pledge" to the parent, district, and mediator. The parties should review the pledge, come to the mediation with any questions regarding confidentiality, and be prepared to sign the pledge.

The mediator will:

- 1. Contact the parties to explain the mediation process, identify issues, and help the parties establish a date, time, and place to hold the mediation.
- 2. Assist in determining who will attend the mediation session and inform the parties that participants need to be knowledgeable about the student and of available resources or services the student may need.
- Advise the SDE of the names of all parties who will participate in the mediation session.

The parent and district will:

- Determine who will attend the mediation session and advise the mediator of their choices.
- 2. Advise the mediator that the individual(s) with authority to commit resources and make final resolution decisions will participate in the mediation session.

Section 8. Preparing for the Mediation Session

The following guidelines can help participants prepare for the mediation session:

- 1. Keep your schedule free and be willing to give at least one full day to the mediation process.
- 2. Put aside personality conflicts and center on the educational interests of the student.
- 3. Approach mediation in good faith.

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- 4. Be open, honest, and willing to listen.
- 5. Be familiar with all documents related to the dispute, including the Individualized Education Program (IEP).
- 6. Organize your information and materials.
- 7. Set goals you would like to achieve during the session.
- 8. Be open to alternatives.

Section 10. The Mediation Session

Every mediator has his or her own personal style of conducting a mediation. Participants should feel free to ask questions and seek clarification on any issue during the session. The mediation may include the following stages:

- 1. **Introduction:** The mediator will explain the process, set the ground rules for all parties, respond to questions, and encourage the parties from the onset to deal with issues not personalities.
- 2. **Identification of issues:** Each party will have an opportunity, without interruption, to identify issues and share information. The mediator may seek additional information or summarize the issues.
- 3. **Expression of interests:** At this stage, the mediator helps the parties identify their interests (those factors underlying their issues). Goals, needs, beliefs, hopes, and fears are expressed, explored, and clarified.
- 4. **Caucus:** On occasion, issues and underlying interests may not be clear. Opportunity is provided for each party to "caucus" with the mediator for the purpose of sharing information or seeking clarification about the issues. The mediator will not disclose information from caucus sessions without consent.
- 5. **Recess:** A break may be requested by any participant during the session. This time provides an excellent opportunity for all parties to gather their thoughts and absorb what has transpired.
- 6. **Creating alternatives:** After the basic issues and interests have been identified, discussed, and clearly understood by all parties, the mediator will assist the parties in identifying or developing options to resolve the conflict. At any time during an open session or in a caucus, either party may propose solutions.

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Chapter 13 Dispute Resolution

7. **Developing and writing a plan:** The ultimate goal of mediation is to obtain a written resolution to the conflict. The parties establish the terms of the agreement. The mediator writes the final agreement, which is signed by the parent(s), school representatives, and mediator. Each party retains a copy of the agreement. If an agreement involves proposed changes to a student's IEP, an IEP team meeting should be convened as soon as possible.

8. **Implementation:** For the final agreement to work effectively, its provisions shall be implemented. The signed agreement demonstrates a commitment by both parties to abide by the conditions of the agreement. Ultimately, it is the responsibility of the parties to fulfill their obligations.

For additional information, contact:

Dispute Resolution Coordinator

State Department of Education
Division of Student Achievement and School Accountability
P.O. Box 83720
Boise, Idaho 83720-0027
208/332-6912
800/432-4601
TT: 800/377-3529

TT: 800/377-3529 FAX: 208/334-4664

Regional Special Education

North: 208/667-2588 Coeur d'Alene

208/885-9060 Moscow

Southeast: 208/282-3610 Pocatello

208/736-4263 Twin Falls

Southwest: 208/426-4315 Boise

208/426-4397 Boise

Comprehensive Advocacy, Inc. (Co-Ad)

4477 Emerald Street, Suite B-100

Boise, ID 83706 V/TT: 208/336-5353 V/TT: 866/262-3462

Idaho Parents Unlimited, Inc. (IPUL)

4696 Overland Road, Suite 478

Boise, ID 83705 800/242-IPUL V/TT: 208/342-5884

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IDAHO STATE DEPARTMENT OF EDUCATION PROCEDURES FOR RESOLVING COMPLAINTS UNDER THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT 2004

Section 1. Filing Complaints

A. Filing a Formal Complaint

Any individual or organization from Idaho or another state who believes a school district or other education agency has violated a requirement of Part B of the Individuals with Disabilities Education Improvement Act 2004 (IDEA 2004) may file a formal complaint with the State Department of Education (SDE). The complaint shall:

- 1. Be in writing. Electronic mail is not acceptable. (The SDE will provide reasonable accommodations to individuals who need assistance in filing written complaints.)
- 2. Be signed and dated.
- 3. Include one or more allegations. Allegations are statements that an education agency has violated a requirement of Part B of the IDEA 2004. The alleged violations may not be older than one year from the date the complaint is received by the SDE.
- 4. Include the supporting facts of each allegation. Supporting facts are a description of the events to support the allegation(s), including the name(s) of the student(s) involved, as appropriate.
- 5. Include a proposed resolution for the complaint.

B. Contact Information Required

Complainants should include their mailing addresses and work and home telephone numbers as well as the name, address, and telephone number of the student(s) involved.

C. Formal Complaints Address

Complaints shall be mailed to: Dispute Resolution Coordinator

State Department of Education

Division of Student Achievement and School

Accountability P.O. Box 83720 Boise, ID 83720-0027

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Section 2. Evaluating Complaints

At times, the SDE may not be able to proceed with resolution of all of a complainant's concerns. Complaints will be evaluated to determine whether the SDE can proceed with resolution. The SDE will notify the complainant, within 30 days of receipt of a complaint, if it cannot proceed with complaint resolution and the reasons. The complainant has the option of filing a new complaint restarting the 60-day timeline or revising the complaint. If the revised complaint contains additional allegations on which the SDE can proceed, the SDE will modify the scope of complaint resolution and may extend the 60-day timeline.

A. Complaint resolution cannot proceed when:

- 1. The complaint is not in writing.
- 2. The complaint is not signed.
- 3. The complaint does not include allegations of Part B violations. (If appropriate, the SDE will notify the complainant of the appropriate agency, entity, or process to address his or her concerns.)
- The complaint does not include the facts to support the allegations for any of the allegations.
- 5. All of the allegations in the complaint have been resolved in a previous due process hearing. However, the SDE will resolve a complaint alleging that the education agency failed to implement a due process hearing decision.

B. Resolution of every allegation cannot proceed when:

- Some of the statements in the complaint are not allegations that an education agency has
 violated a requirement of Part B of the IDEA 2004. In this situation, the SDE will
 proceed with resolution of the statements that are allegations. Where appropriate, the
 SDE will assist the complainant in clarifying other statements and/or will inform the
 complainant of the appropriate agency, entity, or process to address concerns that do not
 allege violations of the IDEA 2004.
- The facts to support some of the allegations are not provided. In this situation, the SDE
 will proceed with resolution of the allegations for which facts have been included. If
 appropriate, the SDE will assist the complainant in identifying the facts for his or her
 other allegations.
- 3. Some or all of the allegations in the complaint are the subject of a current due process hearing. In this situation, the SDE will proceed with resolution of allegations that are not part of the due process hearing. The SDE will set aside allegations that are the subject of a due process hearing and will suspend the timeline for those allegations.

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When the hearing is resolved, the SDE will proceed with resolution of any allegation on which the hearing officer has not ruled. However, the SDE will proceed to resolve allegations that an education agency failed to implement a due process hearing decision.

C. If the complaint is withdrawn by the complainant prior to expiration of the timeline for resolution, the SDE will close the complaint.

Section 3. Complaint Resolution Processes

The SDE will make every effort to resolve complaints in the least adversarial manner possible. Resolution of a formal complaint may be achieved through one or more of the following four processes:

- Verification of resolution: At any time during an investigation, the education agency
 may submit information to the SDE to document that one or more of the allegations in
 the complaint have been resolved. The SDE may also receive similar information from
 other sources.
- 2. **Corrective action plan (CAP):** The district may propose a CAP to address the allegations in the complaint. The SDE may accept, reject, or negotiate the proposed CAP or require other corrective actions or timelines to ensure that the district will achieve compliance for each allegation stated in the complaint. If this process is not successful, the SDE will conduct a full investigation.
- 3. **Early complaint resolution (ECR):** The SDE may propose the use of ECR to resolve the complaint. This mutual approach provides the complainant and the district an opportunity to immediately resolve the issues prompting the complaint, even though the parties may not agree on particular findings of fact and conclusions. The SDE Dispute Resolution Coordinator or a contracted investigator will facilitate a resolution through the development of a written agreement to be signed by both parties. If this process is not successful, the SDE will conduct a full investigation.
- 4. **Investigation:** If necessary, the SDE will investigate the complaint by conducting interviews and reviewing files, correspondence, and other information. An on-site investigation may occur if necessary.

Section 4. Compliance Activities

The SDE will negotiate or require corrective actions, including timelines, as necessary, for the education agency to achieve compliance.

A. **Remedies:** The SDE will identify the specific corrective action necessary for the district to achieve compliance. If it is determined that the district has failed to provide appropriate services, the SDE will address:

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Chapter 13 Dispute Resolution

1. How to remedy the denial of those services including, as appropriate, the award of compensatory education, monetary reimbursement, or other corrective actions appropriate to the needs of the student that is the subject of the complaint; and

- 2. Appropriate future provision of those services for all students with disabilities in the education agency.
- B. **Documentation:** The SDE will verify implementation of corrective actions and compliance by obtaining documentation from the district or education agency, confirming compliance with the complaint, or conducting an on-site follow up.
 - 1. **Technical assistance:** If necessary, the SDE will provide technical assistance to the district or education agency during or following complaint resolution. The SDE will maintain a record of technical assistance provided to districts or education agencies.
 - 2. **Sanctions:** If the district or education agency fails to achieve compliance, the SDE may initiate procedures to withhold federal funds until compliance is achieved.

Section 5. Complaint Resolution Steps

Within 60 days of receiving the complaint, the SDE will complete the following:

- A. The SDE will decide to accept or reject the complaint based on the allegations and supporting facts.
- B. Notify both parties in writing of the SDE determination, including a copy of the complaint and "Procedures for Resolving Complaints".
- C. Offer mediation to both parties as a method for resolving the complainant's concerns.
- D. The complainant will be notified of his or her right to submit additional information, either orally or in writing. Complainants will be asked to submit additional written information within 15 days of receiving notice of the right to do so. The complainant may submit additional oral information through an interview with the complaint investigator.
- E. Gather sufficient additional information to make a determination for each allegation through informal fact finding; telephone or personal interviews; and a review of files, documents, correspondence, and other information. If both parties agree that one or more violations have occurred, additional fact-finding will not be conducted in those areas.
- F. Carry out an independent on-site investigation if it is determined necessary.

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G. Review all relevant information and make an independent determination for each allegation filed by the complainant as to whether the education agency has violated a requirement of Part B of the IDEA 2004.

- H. Issue a Final Report to the complainant and district or education agency that contains:
 - 1. An introduction with:
 - a. An assigned case number per the date the complaint was received by the SDE.
 - b. The name of the parties involved.
 - c. The complainant's allegations.
 - d. The complaint investigator's name.
 - e. Identified information gathered and reviewed.
 - f. If relevant, a description of any extension of the 60-day timeline and the exceptional circumstances that warranted the extension.
 - 2. The SDE's findings of fact.
 - 3. The SDE's conclusion regarding each allegation.
 - 4. If the SDE determines the education agency violated a Part B requirement, required Corrective Action(s) will be stated in the report. A timeline and method of documenting compliance will be included.
- Personally identifiable information about the student will not be included in the final report.
 The use of personally identifiable information about personnel employed by the education
 agency will be avoided.
- J. The 60-day timeline may be extended if exceptional circumstances exist and are documented by the SDE, or the parties agree to voluntarily engage in mediation or other dispute resolution options offered by the SDE. If the timeline is extended, both parties will be notified. The notification will include the length of the extension and a description of the exceptional circumstances that warrant the extension.

Section 6. Record of Complaints

Each complaint file will be maintained for a period of at least 5 years and will include an original or copy of:

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Chapter 13 Dispute Resolution

- 1. The complaint.
- 2. The investigative notes, documents, correspondence, phone logs, etc.
- 3. The Final Report, or documentation that the complaint was withdrawn.
- 4. Verification of compliance if additional activities are required in the report.

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Chapter 13 Dispute Resolution

DUE PROCESS HEARING REQUEST FORM

Please submit any request for a due process hearing to your district superintendent and to the Dispute Resolution Coordinator, State Department of Education, Division of Student Achievement and School Accountability, P.O. Box 83720, Boise, ID 83720-0027. (You may use this form or submit a letter that includes the information below.)

A. General Information: (type or print)	
Date of Written Request:	_ Date Received (completed by SDE):
Name of Individual Requesting Hearing:	
Address:	
City: Zip:	Day Phone:
Parent/Guardian of Student:	
Address:	
City: Zip:	Telephone: (Hm) (Wk)
Name of District/Agency Hearing Request I	s Against:
Student Information:	District Information:
Student Name:	District Contact:
Address:	Address:
City: Zip:	City: Zip:
Telephone:	Telephone:
School Student Attends:	
(Complete if the information is available): Student's Attorney:	
(Complete if the information is available): District's Attorney:	
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SDE

TAB 22 Page 356

Cha	pter 13	Dispi	ite Resolution
В.	Issue(s): Describe your specific problem the evaluation, educational placement, or provious Summarize the facts and information as a bif needed.)	sion of a free appropriate public edu	ication.
C.	Resolution: Please provide your suggestion pages if needed.)	ns for solving the problem. (Attach	additional
Sig	nature of Individual Requesting Hearing	Title or Relationship to Student	Date
Fah	ruary 2007		236
1 00	ruary 2007		230

Chapter 13 Dispute Resolution

FORM FOR FILING A FORMAL COMPLAINT

Please submit any request for a formal complaint to the Dispute Resolution Coordinator, State Department of Education, Division of Special Populations Services, P.O. Box 83720, Boise, ID 83720-0027. The alleged violations may not be older than one year from the date the complaint is received by the SDE. (You may use this form or submit a letter that includes the information below.)

A. General	Information: (type of	or print)	
Date:			
Name of Indiv	vidual Filing the Con	nplaint:	
Address:			
City:	Zip:	Day Phone:	Home Phone:
Relationship t	o Student:		
Name of Distr	rict /Agency Compla	int Is Against:	
Student Infor	mation:	District I	nformation:
Student Name	:	District Co	ontact:
Address:		Address: _	
City:	Zip:	City:	Zip:
Telephone:		Telephone	::
School Studen (If compliant inv	nt Attends:olves more than one stud	lent, please complete the stude	ent and district information for each student.)
In the case of	a homeless child or y	youth, provide available o	contact information:
February 2007	/		237

Chapter 13	Disp	ute Resolution
B. Allegation(s): Describe the specific issue the IDEA 2004. Provide supporting facts and pages if needed.)		
Allegation(s): Describe the specific issue IDEA 2004. Provide supporting facts an ges if needed.)		
C. Resolution: Please provide your suggest pages if needed.)	tions for solving the problem. (Attach	additional
Signature of Individual Filing Complaint	Title or Relationship to Student	Date
February 2007	The of Relationship to orditent	238

Chapter 13			Dispute Resolut	ion
Document date:	Resolution Sess	sion Form	Page	of
Student's Name:	District ID:	State ID:	Grade:	Sex:
Native Lang:	Ethnicity:	Birth Date:	A	ge:
District:		School:	·	
Parent/Guardian Name:		Home Phone:		
Address:				
Native Language:		Daytime Phone	e:	
Parent/Guardian Name:		Home Phone:		
Address:				
Native Language:		Daytime Phone	e:	
Director:		Daytime Phone	e:	·

The IDEA (2004) requires that options be made available to resolve conflict when a request for a due process hearing is filed. The "resolution session" provides an opportunity for the parent and/or adult student and the district to resolve issues identified in a due process hearing request. A resolution session is a meeting scheduled by the district and involves relevant members of the IEP team and the parent and/or adult student. The attorney for the school district will not attend the meeting unless the parent's/adult student's attorney is present. If requested by both parties, the State Department of Education (SDE) will appoint a neutral facilitator to conduct the resolution session.

A resolution session will be scheduled by the district unless one of the following occurs:

- 1. Both the parent and/or adult student and the school district mutually agree to participate in mediation from the SDE.
- 2. Both the parent and/or adult student and the school district mutually agree in writing to waive the resolution session.

Should a resolution session occur, the 45-day hearing process will not start until up to 30 days have expired, allowing for resolution.

Should the parties mutually waive the resolution session and mutually agree not to participate in SDE mediation, the due process hearing will be scheduled, and the 45-day timeline for completing the hearing will start on the date that the request for a hearing was received.

Please sign below regarding your participation in a resolution session. Unless both the district and the parent and/or adult student waive the resolution session, a meeting will be scheduled. If the district schedules a resolution session and the parent and/or adult student does not attend, the issues cannot be taken to a due process hearing.

Signature	Waive Resolution Meeting	Date
Parent:	[] Yes [] No	
Parent:	[] Yes [] No	
District Representative:	[] Yes [] No	

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Chapter 13	Dispute Resolution

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Chapter 14 Forms

Chapter 14 SPECIAL EDUCATION FORMS

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IEP Goals and Objectives/Benchmarks Supplement	Form	420
IEP LRE Placement and Written Notice Students Ages 3-5	Form	430
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Secondary IEP Goals and Objectives/Benchmarks		
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Service Plan	Form	490
SP Goals and Objectives/Benchmarks	Form	500
SP LRE Placement and Written Notice Students Ages 3-5	Form	510
Behavior Intervention Plan		
Functional Behavior Assessment	Form	530
Manifestation Determination	Form	540
Parent or Adult Student And District Agreements	Form	550
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Determination of Need for Surrogate Parent	Form	570
Written Notice for Discontinuation of Services	Form	580

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Document date: Contact Log

				Page	e of
Student's Name:	District ID:		State ID:	Grade:	Sex:
Native Lang:	Ethnicity:		Birth Date:		Age:
District:		School:			
Parent/Guardian Name:			Home Phone:		
Address:					
Native Language:			Daytime Phone:		
Parent/Guardian Name:			Home Phone:		
Address:					
Native Language:			Daytime Phone:		

Date	Date Time Content (include participants, purpose of contact, what transpired, and outcom			
			Person making contact	

January 2007 Form 300

Access Log

Page of

Student's Name:	District ID:		State ID:	Grade:	Sex:
Native Lang:	Ethnicity:		Birth Date:		
District:		School:			

The district must maintain an Access Log recording each request for access to and each disclosure of personally identifiable information from the education records of the student. The Access Log must be maintained as long as the student's records are maintained by the district, and must include for each request or disclosure: the parties who have requested or received access, and their legitimate interests in the information. Exceptions to the above include: school officials, teachers, and teachers' assistants employed by the district having a legitimate educational interest; to authorized representatives of the Comptroller General of the United States, the Attorney General of the United States, the Secretary of Education, or State and local educational authorities.

Party Requesting Access or Accessing	Affiliation of the Party	Date of Access	Legitimate Interest of the Party
Name (print):	Position:		
Signature:	Agency:		
Name (print):	Position:		
Signature:	Agency:		
Name (print):	Position:		
Signature:	Agency:		
Name (print):	Position:		
Signature:	Agency:		
Name (print):	Position:		
Signature:	Agency:		
Name (print):	Position:		
Signature:	Agency:		
Name (print):	Position:		
Signature:	Agency:		
Name (print):	Position:		
Signature:	Agency:		
Name (print):	Position:		
Signature:	Agency:		
Name (print):	Position:		
Signature:	Agency:		

January 2007 Form 310

Written Notice Document date: Page of District ID: Student's Name: State ID: Grade: Sex: Native Lang: Ethnicity: Birth Date: Age: District: School: The purpose of this notice is to inform you of the following: A. Actions proposed: The student is due for a reevaluation to determine continued eligibility, and it has been determined that further assessment is not necessary. The school district proposes to initiate/change identification. The school district proposes to initiate/change educational placement. [] [] The school district proposes to initiate/change educational placement due to disciplinary action. [] Other: B. Actions refused: The school district refuses to initiate/change identification. The school district refuses to initiate/change evaluation/reevaluation. The school district refuses to initiate/change educational placement. [] The school district refuses to change the Individualized Education Program (IEP). [] Other: [] C. Explanation of why actions were proposed or refused: The student has met IEP or district graduation requirements. The student has completed the semester in which he or she turned 21 years old and is no longer entitled to [] special education services. The current data on school performance along with previous assessments are adequate. The student's disability adversely affects his or her educational performance, preventing satisfactory achievement. Special education services are required in order for the student to benefit from an educational program. [] The student's disability does not adversely affect his or her educational performance. [] [] Behavioral and academic interventions can be implemented within the current placement. [] Other: D. The following options were considered and rejected because: E. The following evaluation procedures, tests, records, and reports were used as a basis for the decision: F. The following information and other factors are relevant to the decision: You have protection under the procedural safeguards of the Individuals with Disabilities Education Improvement Act 2004 (IDEA 2004). If you need an explanation or a copy of the Procedural Safeguards Notice, please contact at Building or Phone Number After contacting the school district, if further assistance is needed, you may contact any of the agencies below: Idaho Parents Unlimited, Inc. Comprehensive Advocacy, Inc. Idaho State Department of Education 208/332-6910 V/TT: 208/336-5353 800/242-4785 800/432-4601 V/TT: 208/342-5884 V/TT: 866/262-3462 TT: 800/377-3529

Copy to the confidential folder, each service provider, and the parent or adult student.

Form 320

January 2007

Document date:

Referral to Consider a Special Education Evaluation

Page of

Opec	iai Lauce	ation Eva	idation		
Student's Name:	District ID:		State ID:	Grade:	Sex:
Native Lang:	Ethnicity:		Birth Date:		Age:
District:		School:			
Parent/Guardian Name:			Home Phone:		
Address:			D. C. Dhan		
Native Language:			Daytime Phone: Home Phone:		
Parent/Guardian Name: Address:			nome Phone:		
Native Language:			Daytime Phone:		
A. Are the parents/guardians aware of corb. B. Who contacted the parents or adult sturc. When was contact made? D. Describe the reason for referral:	ncerns? []]Yes []No			
E. Describe appropriate instruction in read Graph):	ling and math	n, and the stud	dent's response (or a	attach Interventi	on Plan &
F. Describe scientific research-based inter	vention imple	emented and	results (attach Interv	ention Plan and	l Graph):
Does the learner have limited proficienc A. If yes, what is the student's English pro	y in English ficiency leve	? []Yes[land how wa] No s it determined?		
B. If yes, how does this student compare to	to similar pee	ers receiving E	English as a Second	Language (ESL	.) services?
lanuary 2007					Form 3302
andary 2001					1 01111 3306

Referral to Consider a Document date: Special Education Evaluation

Page of

Student's Name:	dent's Name: District ID:			State ID:	Grade:	Sex:
Native Lang:	Native Lang: Et			Birth Date:		Age:
District:			School:			
3. Review of student's performance	e:					
Review each of the following areas and determine if there is a need to assess.	Nee	d More mation		Current Level o	f Performance	
Intellectual/Cognitive Functioning	[]Y	es []No				
Academic Performance (including grades)	[] Y	es []No				
Communication (Speech/Language)	[]Y	es []No				
Motor Development (Fine/Gross)	[] Y	es []No				
Hearing/Vision	[]Y	es []No				
Developmental/Medical History	[]Y	es []No				
Results from Statewide or Districtwide Assessments	[] Y	es []No				
Emotional/Social/Behavioral Development	[]Y	es []No				
Transition/Vocational/Occupational	[]Y	es []No				
Assistive Technology	[] Y	es []No				

4. Procedural Safeguards: At the time of initial referral to consider special education, the parent and/or adult student must be given a copy of the Procedural Safeguards Notice.

_			
h	Other	CONCIDE	erations:
J.	Other	CUIISIUE	zi aliviis.

Г	1 Tho	Procedural	Safanuarde	Motice has	haan sant to	n the naren	ıt/adult student
ı	i ine	Procedural	Saleduards	Nonce has	been seni i	o ine baren	n/adun Siudeni

Medicaid has been discussed with the parent. Name of physician:

[] Consent for release of information has been obtained to exchange relevant information.

6. Members of the Problem Solving Team:

Name	Position or Title

January 2007 Form 330b

Document date:	Request for Input		Page of	
Student's Name:	District ID:	State ID:	Grade: Sex:	
Native Lang:	Ethnicity:	Birth Date:	Age:	
District:	School:			
Parent/Guardian Name:		Home Phone:		
Address:		T		
Native Language:		Daytime Phone:		
Parent/Guardian Name:		Home Phone:		
Address: Native Language:		Daytime Phone:		
Dear:		Bayamo i nono.		
School personnel are proposing to take the following	llowing action for			
[] an initial evaluation [] a reevaluation	·	Student's Name		
The purpose of this letter is to let you know the of which you are a member, is requesting you participate in the process.				ım,
[] The district proposes to review existing da this team. You may provide input for the re	ata and develop an evaluation	on plan without a meeting. ail, or visiting with school p	You are a membe	∍r of
You have the right to request a meeting of input in person. If you would like a meeting	f the evaluation team to disc	cuss the evaluation plan a		
[] The evaluation team will be reviewing exis member of this team, and we request you			ting. You are a	
The Evaluation Team meeting will be held	on at Date Time	at	·	
If this meeting time is not convenient for y You may also provide input to the school I	ou, please contact me to re	schedule the meeting or to		ut.
If you have any questions, please call me at _		·		
Sincerely,	Building or Phone Number			
Cililotroly,				
Enclosure: If this is a request to conduct an in adult student will be given a copy				: or
January 2007			Form	า 340

Consent for Assessment Document date: Page of District ID: Student's Name: State ID: Grade: Sex: Birth Date: Native Lang: Ethnicity: Age: District: School: Dear We are requesting your permission to assess current educational functioning to determine possible eligibility for special education services. Your written consent is required before an initial assessment can begin. If this is a request for consent for reassessment and the district does not hear from you after reasonable efforts to obtain consent, the district will proceed with the reassessment. Reasons we would like to conduct this assessment: Information used to determine the areas to be assessed: The following options were considered and rejected for these reasons: Other factors that may affect the assessment, including those identified as special considerations (behavior, limited English proficiency, blind or visual impairment, deaf or hard of hearing, or need for possible assistive technology): After you have reviewed the information herein, please sign and return the enclosed form titled Parent/Adult Student Evaluation Response (page 3 of this form). The form allows you to give consent or to deny consent for the proposed assessment. Return the form to Case Manager's Name Assessments are provided at no cost to you. Assessment procedures may include a review of school records, observation of your student's activities, personal interviews, and consultation with you or others you recommend, along with individual testing as outlined. See attached Individual Assessment Plan (page 2 of this form). You have protection under the procedural safeguards of the Individuals with Disabilities Education Act (IDEA, 2004). If you need an explanation or a copy of the Procedural Safeguards Notice*, or if you have any questions, please contact me Building or Phone Number Sincerely. Note: The signature above verifies that parents who require notice and an explanation of their rights in their language have been accommodated to ensure their understanding. January 2007 Form 350a

Copy to the confidential folder, each service provider, and the parent or adult student.

Document date: Consent for Assessment

Page of

Individual Assessment Information

Student's Name:		District IE)·	State ID:	Grade: Sex:		
Native Lang:		Ethnicity:		Birth Date:	Age:		
District:			School:	1	· ·3~·		
Assessments	Positio Responsi		•	cription of Assess	ment Procedures		
[] Intellectual/Cognitive Functioning				student's ability to l a one-to-one setting	learn. Administered by a g.		
[] Academic Performance			Measures your student's achievements in such areas as oral expression, listening comprehension, written expression, basic reading skills, reading comprehension, mathematics calculation and mathematical reasoning.				
[] Classroom Observation				ation on student's p ıl, etc.) in the classr	performance (academic, room environment.		
[] Communication (Speech/Language)			fluency, and mo Language Assesses your	otor skills for speech student's receptive phonology, morpho	on (speech sounds), voice, h. and expressive language ology, syntax, semantics,		
[] Motor Development (Fine & Gross)			Assesses your general or specific or speci	ific activities. Therapy Assessm student's daily livin	g, educational, work, play or general or specific activities.		
[] Hearing					acuity. Includes pure tone niddle ear functioning.		
[] Vision			Screens your st	udent for visual ac	uity.		
[] Developmental/Medical History			Collects information		udent's developmental		
[] Adaptive Behavior					arding self-help, ily living at home, at school		
[] Emotional/Social/ Behavioral			Collects information about your student's social and emotional development. May include rating scales, personality inventories, functional behavioral assessments, behavioral observations, projective tests, personal interviews, and review of records.				
[] Transition/Vocational/ Occupational				ests and capabilities loyment and indepe	s related to training, endent living skills.		
[]. Assistive Technology			Assesses the need for a piece of equipment or a product system that is used to increase, maintain, or improve the functional abilities of your student.				
[] Other							

January 2007 Form 350b

Consent for Assessment Document date: Page of Parent and/or Adult Student Response Student's Name: District ID: State ID: Grade: Sex: Birth Date: Native Lang: Ethnicity: Age: District: School: The district is asking for your consent to conduct: [] An initial assessment of the student. The district will not proceed with an initial assessment without your written consent. [] A reassessment of the student. If you do not give or deny written consent after the district makes reasonable efforts to obtain consent, the district will proceed with the reassessment After reviewing your rights in the Procedural Safeguards Notice, please sign on the appropriate line below and return this form as soon as possible to .* For assistance in understanding your rights, feel free to call me or refer to the *Procedural Safeguards Notice* for sources of information on your rights. Consent I understand my rights and GIVE CONSENT to conduct this assessment. Parent/Adult Student Signature Date ----- OR -----I understand my rights and DENY CONSENT to conduct this assessment. Date Parent/Adult Student Signature Medicaid I give my permission for my child's evaluation to be submitted to Medicaid for federal reimbursement of the costs of the evaluation services identified in the attached form 350a. I know that such billing will require that my child's name, birth date and Medicaid number will be used in such billing. ----- OR -----I do not give my permission for my child's evaluation to be submitted to Medicaid for federal reimbursement of the costs of the evaluation services identified in the attached form 350a. I understand that my denial of permission for such billing will not impact my child's access to necessary educational services. Date received by the school district The Procedural Safeguards Notice is generally distributed once annually or at the time of initial referral and at parent request. January 2007 Form 350

Copy to the confidential folder, each service provider, and the parent or adult student.

Authorization for Exchange of Confidential Student Information

Student's Name:		District ID:	State ID:		Grade:	Sex:
Native Lang:		Ethnicity:	Birth Date:			Age:
District:		Sch	ool:			
	Representative, or A	Adult Student's Name:	1 5.			
Address:		State: Zip Code:	Home Pho			
City:		State: Zip Code:	Daytime P	none:		
A. The names of	parties authorized	to exchange information		1		
I authorize:	Name		Title			
	Organization					
	Address		City	State	Zip Cod	e
(check either box o	or both as needed)	[] to release information		to obtain info		
(oneon ouner box o	r boiri, ao modada	[] to release illicimation		to obtain inno		,,,,,
	Name		Title			
	Organization					
	Address		City	State	Zip Cod	e
		[] Official School Record		[] Health F		
R The Informatio	n to be released:	[] Counseling Record[] Special Education Rec	ord	[] Psychol [] Medical		cords
B. The Information to be released:		[] Chemical Abuse/Depe		[] Transcr		
		[] Teacher, Counselor, S		[] Social V		ort
		[] Other (specify)				
C. The purpose o	f this request:					
	•					
		This authorization takes e	ffect the day you sig	gn it, and:		
D. Effective Date	of Authorization:	[] expires after the reque		-		
		[] continues until	(a date not mor	re than 12 mont	ths after sig	ınature date).
					_	
		nat the parties named above				
		o accept a photocopy of this I may revoke this authoriz				
		The information used or disc				
district as an educa	ational record, pursu	ant to FERPA, and might r	o longer be protecte	ed by HIPAA.		•
Parent, Personal Representative	e *, or Adult Student's Signature			Date		
*If signed by Perso	nal Representative.	please set forth the Person	nal Representative's	authority to a	act for Stud	dent:
o.goa 27 . o.oo	,	product out (c) (ii) (ii) (ii) (ii)				
1 It is intended that (FERPA) and the	t this Authorization m Health Insurance P	neets the requirements und Portability and accountabilit	der the Family Educ y Act of 1996 (HIPA	ational Rights A).	and Priva	cy Act
Λ	LITHORIZATION EC	OR EXCHANGE OF CONF	IDENTIAL STUDEN	IT INFORMAT	TION	
		, PA (This form may be co				stricts.)
		, (= = :	,			/
January 2007						Form 360

Document date:	nvitation to a Meetii	ng	Page	of
Student's Name:	District ID:	State ID:	Grade:	Sex:
Native Lang:	Ethnicity:	Birth Date:		Age:
District:	School:	•	<u> </u>	
Parent/Guardian Name:		Home Phone:		
Address:				
Native Language:		Daytime Phone:		
Parent/Guardian Name:		Home Phone:		
Address:				
Native Language:		Daytime Phone:		
Dear	;			
We would like to meet with you regarding _	Chudantla Nama	educational pro	gram.	
You are encouraged to attend and bring you equal participant in making decisions. If you need additional time to respond, please not The meeting will be held on:a Location or alternate means of meeting:	ur student, if appropriate. As u wish to review any pertinent tify our office.			
The purpose of this meeting is to: [] review all available information and detreview and discuss evaluation information related services []* Initial or Annual Review to develop the placement in the least restrictive enviroration consider the need for transition services. It is review the IEP, and revise, as appropriated the intervention plan (BIP) [] determine the need for a functional behave intervention plan (BIP) [] is determine the relationship between the consider the need for extended school in the image of the procedural Safeguards Notion The following people have been invited to the content of the procedural Safeguards Notion in the procedural Safeguards Notion in the procedural Safeguards Notion in the following people have been invited to the content of the procedural Safeguards Notion in the following people have been invited to the content of the procedural Safeguards Notion in the following people have been invited to the content of the procedural Safeguards in the following people in the procedural Safeguards Notion in the procedural Sa	termine what additional assession and determine whether the individualized education programent (LRE) is attentional assessment (FBA) or the disability and the behavior so year services infant/Toddler Program, if studice is enclosed with this invitation and determine the invitation of the invitation	esments are needed, if a se student is eligible for so that the student is eligible for so the student is eligible for so the student is transitioning for the student is student is student in the	special educati e the appropria avioral	ate
The following people have been invited to the	ne meeting:			
Name	Title or Pos	sition		
		presentative of Infant/Todoing from the Infant/Toddler		ne student
You may bring a friend or other person(s) we Procedural Safeguards Notice is provided to Notice, if you require an accommodation in attend and want to reschedule the meeting,	o you once per year. If you was accordance with Americans	vould like a copy of the F	Procedural Sat	feguards
Sincerely,		, and the second		
 January 2007				Form 370

Copy to the confidential folder, each service provider, and the parent or adult student.

Page

of

Eligibility Report - Cover, all categories

Document date:

	tial Assessment [] Reassessment	[] 3-Year Reevaluation	on	
Student's Name:	District ID:	State ID:	Grade:	Sex:
Native Lang:	Ethnicity:	Birth Date:		Age:
District:	School:			
Parent/Guardian Name:		Home Phone:		
Address:		T = . = .		
Native Language:		Daytime Phone:		
Parent/Guardian Name: Address:		Home Phone:		
Native Language:		Daytime Phone:		
Native Language.		Daytime i none.		
1. EVALUATION TEAM INFOR	MATION			
Names of All Evaluation Te Members Invited to Atten	eam Position or	Title	Agreement	with Report
			[]Yes	[] No
			[]Yes	[] No
			[]Yes	[] No
			[]Yes	[] No
			[]Yes	[] No
			[]Yes	[] No
			[]Yes	[] No
			[]Yes	[] No
			[]Yes	[] No
				[] No
				[] No
			[]Yes	[] No
				[] No
				[] No
				[] No
				[] No
				[] No
				[] No
				[] No
				[] No
			[]Yes	[] No

Note: In the case of a learning disability determination, each member must indicate whether the report reflects that member's conclusions. Any evaluation team member who disagrees with the conclusions of this team report must attach a separate written statement of his or her conclusions.

January 2007 Form 380^a

Copy to the confidential folder, each service provider, and the parent or adult student.

Document date: Eligibility Rep	ort – All	Disability	[,] Categories	Page	of
Student's Name:	District ID:		State ID:	Grade:	Sex:
Native Lang:	Ethnicity:		Birth Date:	<u></u>	Age:
District:		School:			
2. SUMMARY OF FINDINGS/ADVERSE EF A. Assessments	FFECTS ON	EDUCATIONA	AL PERFORMANCE		
Parent or Adult Student Report					
Strengths:					
Needs:					
Area assessed:	Proced	ure or test used	d:		
Evaluator:	Title:		Date:		
Area assessed:	Proced	ure or test used	d:		
Evaluator:	Title:		Date:		
Results (Strengths & Needs):					
B. Did lack of appropriate instruction curriculum? A student cannot be de instruction in math or reading (including and fluency). Address the following form	etermined eli ing phonemic	igible for specia c awareness, p	al education if the determ phonics, vocabulary devel	inant facto	r is lack of
Lack of appropriate instruction in reading (phonemic awareness, phonics, fluency, comprehension, vocabulary)	Ex	xplain:			
Lack of appropriate instruction in math:	Ex	κplain:			

January 2007 Form 380 b

Copy to the confidential folder, each service provider, and the parent or adult student.

Native I District:	's Name: _ang:	District ID: Ethnicity:	State ID:	Grade:	Sex:
Native I District:					OOA.
			Birth Date:		Age:
C.		Scho	ool:		
	Did Limited English Proficiency in cannot be determined eligible for spe Limited English Proficiency in acade results.	cial education if the	determinant factor is limite	d English profic	iency. If
Evalu criteria	GIBILITY DETERMINATION (All 3 for ation Team Assessment Summary: a from the various forms of evaluation vations, interviews, standards, and other standards.	(Summarize the finused to determine a	dings and document the dis a present level of performar	sability based or	n Idaho state
	se Effect on Educational Performa mance.)	nce : (Indicate evide	nce of the effect of the disa	bility on the stud	dent's
	for Specially Designed Instruction: ss in the general education curriculur		s necessary to support the	student to acces	ss and
In cons	IBILITY DETERMINATION deration of the reported information,	the evaluation team	finds the student [] is [] is	s not eligible und	der the
Note:	,				
	If considering a Learning Disability confidering a Learning Disability form (Form # 400a or #400		eting this report you must a	lso complete the	e LD
B.	All relevant documentation, reports,	and observations m	ust be attached to this eligit	oility report.	
C.	A copy of this report and all attachme	ents must be given t	o the parent or adult studer	nt.	
January	, 2007				Form 3

SDE TAB 22 Page 384

Copy to the confidential folder, each service provider, and the parent or adult student.

Document date:	Eligibility Report	Report – Supplement			of
Student's Name:	District ID:	State ID:		Grade:	Sex:
Native Lang:	Ethnicity:	Birth Dat			Age:
District:	<u> </u>	School:			
2. SUMMARY OF FINDINGS/A. Assessments			RMANCE c	ontinued	
Area assessed:		e or test used:	- ·		
Evaluator:	Title:		Date:		
Results (Strengths & Needs):					
Area assessed:	Procedure	e or test used:			
Evaluator:	Title:		Date:		
Area assessed:	Procedure	or test used:			
Evaluator:	Title:		Date:		
Results (Strengths & Needs):					
Area assessed:	Procedure	or test used:			
Evaluator:	Title:		Date:		
Results (Strengths & Needs):					
Area assessed:	Procedure	or test used:			
Evaluator:	Title:		Date:		
Results (Strengths & Needs):					

January 2007 Form 390

Copy to the confidential folder, each service provider, and the parent or adult student.

Document date:	Eligibility Report – Lea		Page of
Student's Name:	District ID:	State ID:	Grade: Sex:
ative Lang:	Ethnicity:	Birth Date:	Age:
istrict:	el: This form is to be completed	School:	
disabilities, and gathered d	y: Summarize relevant documen uring the pre-referral and/or evalunteds in performance, achievemen	uation process. This docum	entation should indicate a
Comparing ability and ach	nievement: Academic Achie	vement Test	Discrepancy
Regressed Full-Scale Score	Broad Area	Broad Area Score	Regressed full-scale score minus broad area score
	Reading		
	Math		
	Written Language		
b. What effects on performance of behavior regular classroom observation of behavior the student's academic fundaments.	rimarily the result of a visual, heas s [] No ormance, if any, are from environing and academic functioning: Attation in the area(s) of concern bas ctioning. (In the case of a studentinent appropriate for the student's	mental, cultural, or econom ach documentation of the re ed on the referral and the re t less than school age or ou	ic disadvantages? elevant behavior noted during elationship of that behavior to
Name of Observer:		Title:	
Site:	Date of observation:		f observation:
Severe discrepancy:	ant medical findings, if any: ancy between achievement and a	bility that cannot be correc	ted without special education
and related services? []		•	•

SDE TAB 22 Page 388

Copy to the confidential folder, each service provider, and the parent or adult student.

Doou	mor	nt date: E	Eligibility Report – Le	arnina	Disability	Paga	of		
				arring		Page			
Nativ		Name: ing:	District ID: Ethnicity:		State ID: Birth Date:	Grade:	Sex:		
Distri				School:					
Resp	ons	se to Intervention (R	TI): This form is to be comple	ted in addit	ion to the Eligibility	Report (Form 380	a-c).		
Attac	h o	r summarize the foll	owing components:						
1. lr	nter	vention Plan which i	ncludes the following:						
;	a.	the targeted skill, inc	cluding the present level of per	formance a	and a measurable go	oal			
I	b.		ch-based intervention used, in er week) and duration (e.g. ler				າ), frequency		
•	c.	Standards given integeneral education in	udent does not achieve adequativentions typical in general educations, including that the eneral education alone to bene	lucation an resistance	d a summary of sign is on-going and sev	nificant resistance	to those		
(d.	documentation from performance on skill	two or more measures, one or	f which is a	CBM, indicating the	e discrepancy fron	n peers'		
(e.	an observation docu	menting the student's academ	ic performa	ance and behavior i	n the areas of con	cern		
		ress Monitoring	ine, phaselines, and decision r						
CBI	и м	easure/Skill	Curriculum Based Measuren Norm (indicate source)		DIBELS, AIMSweb) s Median Score	: Discrepancy fro	m Poers		
CDI	AI IAI	easure/Skiii	Norm (maicate source)	Student	s Median Score	Discrepancy in	JIII F CCI S		
			Oth on M						
Ass	ess	ment Tool/Skill	Peer's Performance	easure(s): Student'	s Performance	Discrepancy fro	m Peers		
7.00					<u> </u>				
ty	уре	of student performand	parent has been notified above data that would be collected the student's rate of learning,	d, 2) the ge	neral education serv	vices that would be	e provided,		
4.	Oth	er considerations:							
ć	a.	Is this discrepancy prodisturbance? [] Ye	orimarily the result of a visual, les [] No	nearing or i	motor disability; cog	nitive impairment;	or emotiona		
ŀ	b.	What effects on perf	formance, if any, are from envi	ronmental,	cultural, or econom	ic disadvantages?	ı		
5.	List educationally relevant medical findings, if any:								
	The	crepancy: student has a discre ventions? []Yes	pancy from peer's performance	e in the are	a of concern and sig	gnificant resistanc	e to		
Janua	— arv :	2007					 Form 400		

SDE TAB 22 Page 389

Copy to the confidential folder, each service provider, and the parent or adult student.

Thic IED ic an: [linitial [linnul	al Daviour I	Lobopadod []	Projected Triongial Po	avaluation Data:
This IEP is an: []Initial []Annu Student's Name:		[] Amended	Projected Triennial Re-	Grade: Sex:
Native Lang:		nicity:	Birth Date:	Age:
District:	Lu	Scho		Age.
Parent/Guardian Name:		Och	Home Phone:	
Address:			Trome i none.	
Native Language:			Daytime Phone:	
Parent/Guardian Name:			Home Phone:	
Address:			15 5.	
Native Language:			Daytime Phone:	
IEP INFORMATION Case Manager Name:		T	elephone Number:	
Eligibility Category:		Medical Infor	mation:	
IEP TEAM INFORMATION				
Names of All IEP Team Members		Position		IEP Meeting Attendance
Invited to Attend	(8	Signature, if sig indicate a	ned, DOES NOT greement)	(Check DOES NOT indicate agreement)
				[]Yes[]No
				[]Yes[]No
				[]Yes[]No
				[] Yes [] No
				[]Yes[]No
				[] Yes [] No
				[]Yes[]No
				[] Yes [] No
				[]Yes[]No
				[] Yes [] No
	1			1 11.55 []
anuary 2007				 Form 41
111Uaty ∠UU <i>1</i>			vider, and the parent or	

Document date:	IEF	Goals				Page	of
Student's Name:	District	ID:	S	tate ID:		Grade:	Sex:
Native Lang:	Ethnicit	ty:	В	irth Date:	•		Age:
District:		Scho	ol:				
Skill Area:							
1. Present Level of Performance:							
2. General Education Content Standard(s):							
3. Annual Goal (target skill and conditions):							
4. Evaluation Procedure (criteria, procedure	, and sch	nedule):					
5. Assistive Technology (if needed):	r						
			Enter rep	ort card date	s in the 1 st	line belov	<i>I</i> .
6. How and When Progress Toward Goals Reported:	ls						
Reported.							
Skill Area:	·-						
1. Present Level of Performance:							
2. General Education Content Standard(s) 3. Annual Goal (target skill and conditions):):						
4. Evaluation Procedure (criteria, procedure5. Assistive Technology (if needed):	e, and so	chedule):					
3. Assistive recimology (in needed).							
			Enter re	port card dat	es in the 1 ^s	line belo	w.
6. How and When Progress Toward Goals	i Is						
Reported:							
*Progress Codes: 1 = Completed 3 = Not started 2 = In progress 4 = Other: *Note: If the student is not progressing according		B = Progress	s is adequa s is inadeq	ate to meet tar uate to meet t	arget date.		,
January 2007							
January 2007 Copy to the confidential fol	der, eac	h service p	ovider, ar	nd the paren	t or adult st	udent.	Form 410

IEP Services & Other Considerations Document date: Page of Student's Name: District ID: State ID: Grade: Sex: Birth Date: Native Lang: Ethnicity: Age: District: School: 1. IEP SERVICES Total Service per M Position Start Anticipated Week Location Service Freq. Responsible Code Date Duration Hrs Min Frequency Codes: Medicaid (M) **Location Codes:** 01 Daily 01 Gen Ed Codes: 02 Weekly Classroom IN = Individual 02 Sp Ed Classroom 03 Bi-Weekly HQ = Group 03 Home 04 Monthly HO = Professional 04 Hospital 05 Times Per HM = Parapro TD = Reg Nurse 05 Community 06_ Times Per _ LP = LPN06 Therapy Room Statement of Service Delivery: 2. OTHER CONSIDERATIONS A. Special transportation is considered a related service. The student requires [] Regular [] Special [] No transportation. Describe if necessary: Are extended school year (ESY) services required for this student? [] Yes [] No [] TBD. If Yes, complete 1 - 6 below. If TBD, when: _ , and amend IEP by specified date. 1. What are the skills this student will lose as a result of an interrupted educational program and will be unable to recoup so as to make reasonable progress toward achieving the goals and benchmarks/objectives in the IEP? 2. What skills are emerging that require ESY services in order to make reasonable gains? 3. What acquisition of a critical life skill that aids the student's ability to function independently would be threatened by an interruption in services? 4. In what way are the above skills critical to the overall progress of the student? 5. Specify which goals and objectives/benchmarks should be part of the IEP for ESY services. 6. Begin and end dates of ESY:_ _. Hours per week: _ C. Does the student have limited proficiency in English? [] Yes [] No. If yes, what native language? _ Explain what considerations are necessary: D. If hearing impaired/deaf, is hearing aid monitoring required? [] Yes [] No [] Not hearing impaired/deaf. If yes, explain what considerations are necessary: E. If visually impaired/blind, is Braille required? [] Yes [] No [] Not visually impaired/blind. If yes, explain what considerations are necessary: Form 410c January 2007 Copy to the confidential folder, each service provider, and the parent or adult student.

Document date:		IE	P Accomodati	ons		Pa	age of
Student's Name:	•		District ID:	S	tate ID:	Grade	e: Sex:
Native Lang:			Ethnicity:	В	irth Date:	•	Age:
District:			School	ol:			
1. ACCOMMODA	TIONS, AD	APTATIONS, A	ND/OR SUPPORTS II	N GENE	RAL AND SPE	CIAL EDUCAT	TION
	•	tions, Adaptation			Location	Start Date	Anticipated Duration
2. PARTICIPATIO	N IN STAT	EWIDE AND DIS	STRICTWIDE ASSES	SMENTS	3		l
AC = Accommo	dations A	AD = Adaptations	IAA = Idaho Alterr	nate Asse	essment		
Participation	Regular	AC AD	Ac	commod	lations or Adapt	ations	
Language Arts [] ISAT	[]	[] [] [
[] DWA	[]						
[] IAA-LA							
[]	[]						
Reading							
[] IRI							
[] ISAT							
[] IAA-N	[]	[] []					
Mathematics							
[] IMI	[]	[][]					
[] ISAT	[]	[] []					
[] DMA							
[] IAA-M	F 1	[1][1]					
Science							
	[]	[1][1]					
[] ISAT	[]						
[] IAA-S							
[]	[]						
			otations listed in No. 1				ent in classroom
			be used during state	wide or d	listrictwide asse	ssments.	
Note 2: Accommo			g counted as not prof	i cient ar	nd not particip a	atina	
-			-			_	·
			e student must meet a e in an alternate assess		criteria listed be	elow for the IEF	ream to
a. The student's der	monstrated c	ognitive ability and	adaptive behavior preven		etion of the gener	al academic cur	riculum even with
program accomm			nal-skill and living-skill o	rianted (t	raically not maga	urod by state or	district
assessments); an	•	is primarily function	nai-skiii and living-skiii o	nenteu (t)	pically not measi	ured by state or	district
c. The student is u	inable to ac		or generalize skills (in dividualized instruction		settings) and to	demonstrate	performance of
January 2007							Form 410c
January 2001	Copy to th	ne confidential fol	der, each service pro	vider, and	d the parent or a	adult student.	1 51111 - 1100
	17			,			

Document date: IEP Accomodations Page of

Student's Name:	District ID:	State ID:	Grade:	Sex:
Native Lang:	Ethnicity:	Birth Date:	A	ge:
District:	School:			

January 2007 Form 410e

Copy to the confidential folder, each service provider, and the parent or adult student.

IEP I RE Placement & Written Notice

S+	uder	nt's Name:	Students ages	State ID:	Grade:	Sex:
		Lang:	Ethnicity:	Birth Date:	Grade.	Age:
	stric		Scho			
١.	LE/	AST RESTRICTIVE ENVIRONMENT (LRE)			
	[]	eck one: The student will participate entirely in nonacademic and extracurricular act The student will participate in the ger	ivities with nondisabl	ed peers.		
	LJ	Check and explain all that apply.			•	wing.
		[] General education classroom				
		[] General education curriculum				
		[] Non-academic and extracurricula	ar activities with non-	disabled peers		
2.	DE	CEMBER 1 FEDERAL REPORT: EDU	JCATIONAL ENVIR	ONMENT FOR AGES 6-21		
	[]	(01) Student is inside the general ed student is inside the regular class at			ay. In a 6 hour s	school day, the
	[]	(02) Student is inside the general ed 6 hour school day, the student is inside 47 minutes.				
	[]	(03) Student is inside the general ed the student is inside the regular class	ucation classroom le s 2 hours, 24 minutes	ss than 40% of the school of or less.	day. In a 6 hour	school day,
	[]	(11) Student is in a district self-conta the school day – more than 3 hours i		separate special education	school for more	than 50% of
	[]	(12) Student is placed in a private sp the school day – more than 3 hours i			ense for more	than 50% of
	[]	(13) Student receives education servicesides in that facility during the scho		ential facility for more than	50% of the sch	ool day and
	[]	(14) Student receives education serv school day and resides in that facility			ense for more t	han 50% of the
	[]	(15) Student receives special educat schooled students or virtual charter s		pital or homebound setting	(do not include	home-
	[]	(16) Student receives special educat	ion services in a dete	ention center or correctional	I facility.	
	Not	e: Determine codes as of student's aç	ge on the previous De	ecember 1, not yet six on D	ecember 1.	
Jan	uary	2007 Copy to the confidential fold	lor oach convice	ouidor and the neverter	- lult atu laut	 Form 410f

IEP LRE Placement & Written Notice Page ___ of ___ Document date: Students ages 6 - 21 Student's Name: District ID: State ID: Grade: Sex: Native Lang: Ethnicity: Birth Date: District: School: 3. WRITTEN NOTICE The student will receive the services and placement outlined on this IEP because the student is eligible for special education and the IEP team has determined that this IEP will meet his or her needs. A. The following options were considered but rejected because: B. The following evaluation procedures, tests, records, or reports were used as a basis for the IEP: C. The following information and other factors from parents and other sources were used to develop this IEP: You have protection under the procedural safeguards of the Individuals with Disabilities Education Act (IDEA, 2004). If you need an explanation or a copy of the Procedural Safeguards Notice or have additional concerns, please contact ____. After contacting the school if further Case Manager's Name

Building or Phone Number
assistance is needed, you may contact any of the agencies below: Idaho State Department of Education Idaho Parents Unlimited, Inc. Comprehensive Advocacy, Inc. 208/332-6910 800/242-4785 V/TT: 208/336-5353 800/432-4601 V/TT: 208/342-5884 V/TT: 866/262-3462 TT: 800/377-3529 4. CONSENT FOR INITIAL PLACEMENT [] I CONSENT to placing in special education. I understand that I can revoke this consent before services begin. [] I DENY CONSENT to placing _ in special education. Parent or Adult Student Signature Date January 2007 Form 410g Copy to the confidential folder, each service provider, and the parent or adult student.

Document date: **IEP Goals with Objectives/Benchmarks** Page of Must be used for students taking the Idaho Alternate Assessment whose goals are aligned to Idaho Alternate Standards.

Student's Name:	District ID:		State ID:	Grade:	Sex:
Native Lang:	Ethnicity:		Birth Date:		Age:
District:		School:			
Skill Area:					

- 2. General Education Content Standard(s):
- 3. Annual Goal (target skill and conditions):
- 4. Evaluation Procedure (criteria, procedure, and schedule):
- 5. Assistive Technology (if needed):
- 6. How and When Progress Toward Goals Is Reported:

7. Objectives/Benchmarks (required if student takes the IAA):	En	ter report	card date	s in the 1	st line belo	ow.
7. Objectives/Denominaries (required if student takes the 17/7).						
A.						
Expected Progress:						
Target Date:						
В.						
Expected Progress:						
Target Date:						
C.						
Expected Progress:						
Target Date:						
D.						
Expected Progress:						
Target Date:						

*Progress Codes:

1 = Completed

3 = Not started

Progress Projection Codes:

A = Progress is adequate to meet target date.

1 = Completed3 = Not startedA = Progress is adequate to meet target dates.2 = In progress4 = Other:B = Progress is inadequate to meet target date.

*Note: If the student is not progressing according to target dates, parents will be informed.

January 2007 Form 420

Copy to the confidential folder, each service provider, and the parent or adult student.

^{1.} Present Level of Performance:

Document date:

provider.

Student's Name:

IEP LRE Placement & Written Notice

Students Ages 3-5

State ID:

District ID:

Page of

Sex:

Grade:

Student's Name.	DISTRICT ID.		State ID.	Graue.	Sex.
Native Lang:	Ethnicity:		Birth Date:		Age:
District:		School:			
Check one: The student will participate entirel nonacademic and extracurricular.	y in the general ed			ion curric	ulum, and
[] The student will participate in the Check and explain all that apply.	general education	classroom an	d curriculum, except for	the follow	wing:
[] General education classroom					
[] General education curriculum					
[] Non-academic and extracurric					
The student attends a public or privile disabled children. [] (41) In a Regular Early Childhood			_	at least 50	0% non-
[] (42) In a Regular Early Childhood	· ·			·.	
[] (43) In a Regular Early Childhood	Program less than	n 40% of the ti	me.		
Children attending regular early childle they receive special education service			ed in one of the environm	ents abov	/e even i
The student DOES NOT attend a Re Special Education Program.	egular Early Child	hood Progra	m but DOES attend a po	ublic or p	rivate
[] (44) Separate Class: Student atte children.	nds a special educ	ation program	n in a class with less than	50% non	ı-disable
[] (45) Separate School: Student rec specifically for children with disab		rograms in pu	blic or private day school	s designe	ed
The student DOES NOT attend a Re Education Program.	egular Early Child	hood Progra	m and DOES NOT atten	d a Spec	ial
[] (46) Residential: Student receives	s special education	and related s	ervices in the residential	facility .	
[] (4 =) 0 : D :: I :: 0:			Control College Land Control		•

January 2007 Form 430a

[] (47) Service Provider Location: Student receives all special education and related services from a service

[] (48) Home: Student receives special education and related services in the principle residence of the child's family or caregivers. Include students who also receive services in a service provider location.

Copy to the confidential folder, each service provider, and the parent or adult student

Document date:

IEP LRE Placement & Written Notice

Students Ages 3-5

Page of

Student's Name:	District ID:	State ID:	Grade:	Sex:
Native Lang:	Ethnicity:	Birth Date:		Age:
District:	School:			
3. WRITTEN NOTICE The student will receive the services and placeducation and the IEP team has determined A. The following options were considered but	that this IEP will meet his		ligible for s	pecial
B. The following evaluation procedures, test	s, records, or reports wer	e used as a basis for the IE	P:	
C. The following information and other facto	rs from parents and othe	sources were used to deve	elop this IE	P:
ldaho State Department of Education 208/332-6910 80	Building or Phone Number	or have additional concerns After contacting the sci	s, please c hool if furth <u>dvocacy, l</u> 53	ontact ner
4. CONSENT FOR INITIAL PLACEMENT				
[] I CONSENT to placing this consent before services begin.	in sp	ecial education. I understar	nd that I ca	n revoke
[] I have been informed of the differences [] I consent to using the IFSP in place of a [] I deny consent to using the IFSP in place	n IEP. e of an IEP		an (IFSP).	
[]I DENY CONSENT to placing		in special education.		
Parent or Adult Student Signature		Date		
January 2007				Form 430b

Copy to the confidential folder, each service provider, and the parent or adult student

Document date: Consent to Invite Transition Agency Personnel

Page of

		1000	Το .	
Student's Name:	District ID:	State ID:	Grade:	Sex:
Native Lang: District:	Ethnicity: School	Birth Date:		Age:
	School	л.		
Dear	:			
We are requesting your permission to inverting scheduled		. You		
before the listed representatives may par		n.		
Persons the District wishes to invite to	the above IEP meeting:			
	itaff Title and Transition Age Invited	ncy Proposed to be	Indicate Yes Consent or R Specific Staff	efusal of
After you have reviewed the information I	nerein, please sign and retu	rn the copy of this form	provided. Return	the form to
Case Manager's Name You have protection under the procedura you need an explanation or a copy of the				
at Building or Phone Number				
Sincerely,				
Note: The signature above verifies that phave been accommodated to ensure their		nd an explanation of the	eir rights in their l	anguage
The district is asking for your consent to in The district will not proceed with an invited			meeting describe	ed above.
After reviewing your rights in the <i>Procedu</i> form as soon as possible to free to call me or refer to the <i>Procedural</i>		For assistance in und	derstanding your	
I understand my rights and GIVE	CONSENT to invite the rep	resentative(s) listed abo	ove.	
Parent/Adult Student Signature		Date		
	OR			
I understand my rights and DEN	Y CONSENT to invite the re	presentative(s) listed ab	oove.	
Parent/Adult Student Signature		Date		
	Date received by the school	district		
January 2007				Form 440
January 2007				EUIII 44U

Copy to the confidential folder, each service provider, and the parent or adult student.

Document date:	Secondary IEP Co	over	Page of
	Students Ages 15-2		
This IEP is an: [] Initial [] Annua	al Review [] Amended Pr	ojected Triennial Re-e	valuation Date:
Student's Name:	District ID:	State ID:	Grade: Sex:
Native Lang:	Ethnicity:	Birth Date:	Age:
District:	School:	,	
Parent/Guardian Name:	•	Home Phone:	
Address:			
Native Language:		Daytime Phone:	
Parent/Guardian Name:		Home Phone:	
Address: Native Language:		Daytime Phone:	
		Daytime i none.	
1. IEP INFORMATION	T		
Case Manager Name:	Telep	hone Number:	
Eligibility Category:	Medical Information	tion:	
2. IEP TEAM INFORMATION			IED Mosting Attendance
Names of All IEP Team Members	Position or	Title	IEP Meeting Attendance
Invited to Attend	(Signature DOES NOT in	dicate agreement)	(Check DOES NOT indicate agreement)
			[]Yes[]No
			[]Yes []No
			[]Yes []No
			[]Yes[]No
			[] Yes [] No
			[]Yes[]No
			[]Yes []No
			[]Yes []No
			[]Yes []No

Copy to the confidential folder, each service provider, and the parent or adult student

Form 450a

January 2007

Document date:	Secondary Post-		Pag	ge of
Student's Name:	Students Ag District ID:	State ID:	Grade	e: Sex:
Native Lang:	Ethnicity:	Birth Date:	0.44	Age:
District:		School:		
Present Level of Performance f preferences, interests, strengths a	or Post School Goals a and needs of the student	and transition services pla).	nning (Addresse	s the
Student Input:				
Assessment Summary for trans 2. Post School Goals:	sition services planninç	g:		
Skill Areas to be addressed by	annual goals to progre	ss toward Post School Go	pals:	
Transition Activi	ties	Position Responsible	Start Date	Actual Completion Date/Status
A. Postsecondary Education/Tra	nining:			
B. Employment/Career:				
C. Community Participation:				
D. Independent Living:				
E. Adult Services:				

Form 450b

Copy to the confidential folder, each service provider, and the parent or adult student.

January 2007

Secondary Post-School Goals Document date: Page of Students Ages 15-21 Student's Name: District ID: State ID: Grade: Sex: Age: Native Lang: Ethnicity: Birth Date: District: School: 3. High School Graduation Consideration: Anticipated graduation date: _ [] A parent approved student learning plan (course of study) is attached or documented below. Credits School Year Grade Level List Courses to be taken Each Year Earned Grade 8 Grade 9 Grade 10 Grade 11 Grade 12 Ages 18 -21 [] The student will meet regular high school graduation requirements. [] The student will meet the district's alternate route to graduation. [] The student will meet high school graduation requirements with adaptations as determined by the IEP Team. Describe: January 2007 Form 450c

SDE TAB 22 Page 406

Copy to the confidential folder, each service provider, and the parent or adult student.

Secondary Post-School Goals Document date: Page of Students Ages 15-21 State ID: Student's Name: District ID: Grade: Sex: Native Lang: Ethnicity: Birth Date: Age: District: School: 4. Demonstration of Idaho 10th Grade Achievement Standards Proficiency Reading Description (Include accommodations and/or adaptations as appropriate.) [] ISAT [] IAA [] Alternate Rte. [] IEP Rte. Math Description (Include accommodations and/or adaptations as appropriate.) [] ISAT [] IAA [] Alternate Rte. [] IEP Rte. Language Arts Description (Include accommodations and/or adaptations as appropriate.) [] ĪSAT 1 IAA Alternate Rte. [] IEP Rte. Science Description (Include accommodations and/or adaptations as appropriate.) [] ISAT [] IAA 1 Alternate Rte. [] IEP Rte. Eligibility for a student to take the IAA: The student must meet all of the criteria listed below for the IEP Team to determine that the student is eligible to participate in an alternate assessment: a. The student's demonstrated cognitive ability and adaptive behavior prevent completion of the general academic curriculum even with program accommodations and/or adaptations; b. The student's course of study is primarily functional-skill and living-skill oriented (typically not measured by state or district assessments); and c. The student is unable to acquire, maintain, or generalize skills (in multiple settings) and to demonstrate performance of these skills without intensive and frequent individualized instruction. 5. Transfer of Rights (Completed not later than the student's 17th birthday.) [] The student & parents have been informed that Special Education Rights will transfer to the student at age 18. [] Special Education Rights will not transfer to the student at age 18 because: [] The IEP Team has determined that the student is not able to provide informed consent. [] A legal guardian has been appointed by the court. Form 450d January 2007

Copy to the confidential folder, each service provider, and the parent or adult student.

Document date:		dary IEP				Page	of
Student's Name:		rict ID:		State ID:		Grade:	Sex:
Native Lang:	Ethn	nicity:		Birth Date:			Age:
District:		Sch	ool:				
Skill Area:							
1. Present Level of Performance:							
2. General Education Content Stan	dard(s):						
3. Annual Goal (target skill and cond	litions):						
4. Evaluation Procedure (criteria, pr	rocedure, and so	chedule):					
5. Assistive Technology (if needed)):	_			at		
C. Haw Brazzasa Taward Casla la l	Domostod.		Enter rep	ort card date	es in the 1°°	line below.	1
6. How Progress Toward Goals Is I	Reportea:						
Skill Area: 1. Present Level of Performance:							
2. General Education Content Stan 3. Annual Goal (target skill and cond	litions):	chedule):					
5. Assistive Technology (if needed)):		Enter ren	ort card date	es in the 1 st	line helow	
6. How Progress Toward Goals Is I	Reported:		o, 10p			20.011	
*Progress Codes: 1 = Completed 3 = Not started 2 = In progress 4 = Other:		Progress Progress A = Progress B = Progress	is adequate	e to meet targ			
Note: If the student is not progressing	g according to to	arget dates,	oarents wi	II be informe	ed.		
anuary 2007							— Form 4

SDE TAB 22 Page 408

Copy to the confidential folder, each service provider, and the parent or adult student.

Secondary IEP Services & Other Considerations Document date: Page of Students Ages 15-21 Student's Name: District ID: State ID: Grade: Sex: Birth Date: Native Lang: Ethnicity: Age: District: School: 1. IEP SERVICES **Total Service** M Position Anticipated per Week Start Date Location Service Freq. Duration Responsible Code Hrs Min Frequency Codes: Medicaid (M) **Location Codes:** Codes: 01 Classroom 01 Daily 02 Sped Classroom 02 Weekly IN = Individual 03 Home 03 Bi-Weekly HQ = Group 04 Hospital 04 Monthly HO = Professional 05 Community HM = Parapro 05 Times Per 06 Therapy Room Times Per_ TD = Reg Nurse 06 LP = LPN2. OTHER CONSIDERATIONS A. Special transportation is considered a related service. The student requires [] Regular [] Special [] No transportation. Describe if necessary: Are extended school year (ESY) services required for this student? [] Yes [] No [] TBD. If Yes, complete 1 - 6 below. , and amend IEP by specified date. If TBD, when: __ 1. What are the skills this student will lose as a result of an interrupted educational program and will be unable to recoup so as to make reasonable progress toward achieving the goals and benchmarks/objectives in the IEP? 2. What skills are emerging that require ESY services in order to make reasonable gains? 3. What acquisition of a critical life skill that aids the student's ability to function independently would be threatened by an interruption in services? 4. In what way are the above skills critical to the overall progress of the student? 5. Specify which goals and objectives/benchmarks should be part of the IEP for ESY services. Begin and end dates of ESY: _____. Hours per week: ____ C. Does the student have limited proficiency in English? [] Yes [] No. If yes, what native language? _ Explain what considerations are necessary: D. If hearing impaired/deaf, is hearing aid monitoring required? [] Yes [] No [] Not hearing impaired/deaf. If yes, explain what considerations are necessary: E. If visually impaired/blind, is Braille required? [] Yes [] No [] Not visually impaired/blind. If yes, explain what considerations are necessary: January 2007 Form 450f

Copy to the confidential folder, each service provider, and the parent or adult student.

Document date:	Secondary IEP Accom	imodations	Pa	.ge	of
	Students Ages 1	5-21			
Student's Name:	District ID:	State ID:	Grad	le:	Sex:
Native Lang:	Ethnicity:	Birth Date:		A	ge:
District:	Scho	ool:			
1. ACCOMMODATIONS, ADAP	PTATIONS, AND/OR SUPPORTS I	N GENERAL AND SPEC	IAL EDUCAT		
Accommodation	ns, Adaptations, or Supports	Location	Start Date		cipated iration
B. If yes, have positive behaC. The positive behavior sup	ON PLANNING e student's learning or that of others vior supports been considered? ports, if needed, are incorporated ir an (BIP), including positive supports	this IEP	[]Yes [] []Yes []	No No	

January 2007 Form 450g

Copy to the confidential folder, each service provider, and the parent or adult student.

Document date:

1.

2.

Secondary IEP LRE Placement & **Written Notice**

Page of

Students Ages 15-21

Student's Name:	District ID:		State ID:	Grade:	Sex:
Native Lang:	Ethnicity:		Birth Date:		Age:
District:		School:			

tive Lang: Ethnicity: Birth Date: Age:						Age:
tric	et:		School:			
LE	AST RESTRICTIVE ENVIRONMENT (LF	RE)				
	neck one: The student will participate entirely in the nonacademic and extracurricular activit				ducation curricu	ulum, and
[]	The student will participate in the general Check and explain all that apply.	ral education	classroom an	d curriculum, excep	t for the follow	ving:
	[] General education classroom					
	[] General education curriculum					
	[] Non-academic and extracurricular a	activities with	non-disabled	peers		
DE	CEMBER 1 FEDERAL REPORT: EDUC	ATIONAL EN	IVIRONMENT	FOR AGES 6-21		
[]	(01) Student is inside the general educa student is inside the regular class at least			e of the school day.	In a 6 hour sc	hool day, the
[]	(02) Student is inside the general educa 6 hour school day, the student is inside the 47 minutes.					
[]	(03) Student is inside the general educa the student is inside the regular class 2			0% of the school day	y. In a 6 hour s	chool day,
[]	(11) Student is in a district self-contained the school day – more than 3 hours in a		n a separate s	special education sc	hool for more t	han 50% of
[]	(12) Student is placed in a private special the school day – more than 3 hours in a			cility at public exper	nse for more th	an 50% of
[]	(13) Student receives education services resides in that facility during the school v	•	esidential faci	lity for more than 50	% of the school	ol day and
[]	(14) Student receives education services the school day and resides in that facility			cility at public expens	se for more tha	ın 50% of
[]	(15) Student receives special education schooled students or virtual charter scho		hospital or ho	mebound setting (d	o not include h	ome-

January 2007 Form 450h

[] (16) Student receives special education services in a detention center or correctional facility.

Copy to the confidential folder, each service provider, and the parent or adult student.

TAB 22 Page 411 SDE

Document date:

Secondary IEP LRE Placement & Written Notice

Page of

Students Ages 15-21

Student's Name:	District ID:	State ID:	Grade:	Sex:
Native Lang:	Ethnicity:	Birth Date:		Age:
District:	School:			

2	١A	D	ITT	ΓFI	M I	NO	TI	\sim E	=

3. WRITTEN NOTICE		
education and the IEP team has determ		cause the student is eligible for special er needs.
A. The following options were considered	ed but rejected because:	
B. The following evaluation procedures	s, tests, records, or reports were use	d as a basis for the IEP:
C. The following information and other	factors from parents and other source	ces were used to develop this IEP:
You have protection under the procedura you need an explanation or a copy of theatatsssistance is needed, you may contact ar	Procedural Safeguards Notice or ha Building or Phone Number	Disabilities Education Act (IDEA, 2004). If ve additional concerns, please contact After contacting the school if further Comprehensive Advocacy, Inc.
Idaho State Department of Education 208/332-6910	800/242-4785	
800/432-4601 TT: 800/377-3529	V/TT: 208/342-5884	V/TT: 208/336-5353 V/TT: 866/262-3462
		V/TT: 208/336-5353
TT: 800/377-3529	I T in spe	V/TT: 208/336-5353
TT: 800/377-3529 4. CONSENT FOR INITIAL PLACEMEN [] I CONSENT to placing	IT in specss begin.	V/TT: 208/336-5353 V/TT: 866/262-3462
TT: 800/377-3529 4. CONSENT FOR INITIAL PLACEMEN [] I CONSENT to placing revoke this consent before service	IT in specss begin.	V/TT: 208/336-5353 V/TT: 866/262-3462 cial education. I understand that I can

Copy to the confidential folder, each service provider, and the parent or adult student.

Secondary IEP			es/Ben	chmar	ks		
Document date:	Students A	•				Page	
Must be used for students taking the Idaho	o Alternate Assess	sment whose go	oals are ali	gned to Ida	aho Alterr	nate Sta	ndards.
Student's Name:	District ID:		State ID:		Gr	ade:	Sex:
Native Lang:	Ethnicity:		Birth Date:			Age	
District:		School:					
Skill Area:							
1. Present Level of Performance:							
2. General Education Content Standard	(s):						
3. Annual Goal (target skill and conditions	5):						
4. Evaluation Procedure (criteria, procedure)	ure, and schedule	e):					
5. Assistive Technology (if needed):							
,							
6. How Progress Toward Goals Is Repor	rted:						
7. Objectives/Benchmarks (required if student	uired if student takes the IAA):		nter report	card date	s in the 1	st line be	elow.
A.							
Expected Progress:							
Target Date:							
В.							
<u>.</u>							
E to I B							
Expected Progress: Target Date:							
- argot bato.							
C.							

*Progress Codes: **Progress Projection Codes:** 1 = Completed 2 = In progress A = Progress is adequate to meet target dates.
B = Progress is inadequate to meet target date. 3 = Not started 4 = Other:

Expected Progress: Target Date:

Expected Progress: Target Date:

D.

January 2007 Form 460

Copy to the confidential folder, each service provider, and the parent or adult student.

TAB 22 Page 414 SDE

^{*}Note: If the student is not progressing according to target dates, parents will be informed.

Document date: Summary of Performance
Post High-School Community Living, Learning, & Working

Page ___ of ___

Student's Name:	Dist ID:	State ID:	Gra	de:	Sex:	
Native Lang:	Ethnicity:	Birth Date:	Birth Date:			
Dist:	S	chool:				

2.	Recent Special Education Services (Indicate and describe all received within three years prior to exit.) [] Accommodations Learning:
	Community Living
	Working
	[] Assistive Technology
	[] Braille Instruction
	[] Behavior Supports
	[] Health related services
	[] English as a Second Language Services
	[] Other (e.g. speech, occupational therapy, physical therapy, transportation)

January 2007 Form 470a

Copy to the confidential folder, each service provider, and the parent or adult student.

SDE

3. Annual Goal Skill Areas (within three years prior to exit)

Summary of Performance Document date: Page ___ of ___ Post High-School Community Living, Learning, & Working Student's Name: Dist ID: State ID: Grade: Sex: Native Lang: Ethnicity: Birth Date: Dist: School: 4. Post High-School Expectations in Community Living, Learning and Working: 5. Describe Student's Current Levels of Academic Achievement and Functional Performance. (Include type of assessment, date of administration, and results.) 6. Describe Functional Impact of the Disability (as related to community living, learning, and working) 7. Response to Intervention, Adaptations and Accommodations (as related to community living, learning, and working) 8. Recommendations for: (include suggestions for accommodations, linkages to adult services, or other supports) A. Community Living Environment: B. Post-Secondary Education Environment: C. Working Environment: 9. Adult/Community Contacts: Status: Agency: Name/Position: Phone: Status: Agency: Name/Position: Phone: Status: Agency: Name/Position: Phone: 10. Primary High School Contact: Name/Position: Phone: 11. Additional team members contributing to this summary: Student: Parent: Name/Position: Name/Position: Name/Position: Name/Position:

January 2007 Form 470 b

Copy to the confidential folder, each service provider, and the parent or adult student.

IEP Amendment Document date: Page of (attach to current IEP) Student's Name: District ID: State ID: Grade: Sex: Ethnicity: Birth Date: Native Lang: Age: District: School: Parent/Guardian Name: Home Phone: Address: Native Language: Daytime Phone: Parent/Guardian Name: Home Phone: Address: Daytime Phone: Native Language: 1. IEP TEAM INFORMATION IEP Meeting Attendance Names of All IEP Team Members Position or Title (Check DOES NOT Invited to Attend (Signature **DOES NOT** indicate agreement) indicate agreement) [] Yes [] No []Yes[]No []Yes[]No []Yes[]No []Yes[]No []Yes[]No [] Yes [] No []Yes[]No []Yes[]No []Yes[]No 2. WRITTEN NOTICE A. Description of change to current IEP (include revised goal sheets if needed): B. The IEP is being amended for the following reasons:

January 2007 Form 480a

Copy to the confidential folder, each service provider, and the parent or adult student.

Document date:	IEP Amendment (attach to current IEP)		Page of
Student's Name:	District ID:	State ID:	Grade: Sex:
Native Lang:	Ethnicity:	Birth Date:	
District:	School:		
C. The following options were considered bu	t rejected because:		
D. The following evaluation procedures, tests	s, records, or reports were	used as a basis for this IEP	amendment:
E. The following information and other factor You have protection under the procedural safe you need an explanation or a copy of the <i>Procedural</i>	eguards of the Individuals w	rith Disabilities Education A	ct (IDEA, 2004). If , please contact
atat	Building or Phone Number	After contacting the sch	ool if further
assistance is needed, you may contact any of	the agencies below:		
208/332-6910	daho Parents Unlimited, Inc 00/242-4785 /TT: 208/342-5884	Comprehensive Ac V/TT: 208/336-535 V/TT: 866/262-346	3
Note: A parent/adult student may request a re Note: The completion of this document does			
January 2007			Form 480 b

Copy to the confidential folder, each service provider, and the parent or adult student.

Document date:	Service	Plan (SF	P) Cov	er	Page of
This SP is an: [] Initial [] Annua	al Review [] Amended	Proje	cted Triennial Re-e	valuation Date:
Student's Name:	Distr	ict ID:		State ID:	Grade: Sex:
Native Lang:	Ethn			Birth Date:	Age:
District:	ļ ·	Sch			1 3
Parent/Guardian Name:				Home Phone:	
Address:					
Native Language:				Daytime Phone:	
Parent/Guardian Name:				Home Phone:	
Address:					
Native Language:				Daytime Phone:	
1. SP INFORMATION					
Case Manager Name:			Telepho	ne Number:	
Eligibility Category:		Medical In	formation	1:	
2. SERVICES TEAM					
Names of All SP Team Members Invited to Attend	(Signate		ion or Titl IOT indic	e ate agreement)	SP Meeting Attendance (Check DOES NOT indicate agreement)
					[]Yes []No
					[] Yes [] No
					[]Yes []No
					[]Yes[]No
					[] Yes [] No
					[]Yes []No
					[]Yes[]No
					[] Yes [] No
					[]Yes []No
					[]Yes[]No
					[]Yes []No
					[]Yes []No
					[]Yes []No
					[]Yes []No
					[]Yes[]No
					[]Yes[]No
					[] Yes [] No

SDE TAB 22 Page 420

Form 490a

January 2007

Document date:	SP	Goal	S				Page	of	
Student's Name:	Distric	t ID:		S	tate ID:		Grade:	Sex:	
Native Lang:	Ethnic				irth Date:			Age:	
District:		5	School:						
Skill Area:									
1. Present Level of Performance:									
2. General Education Content Standard(s):									
3. Annual Goal (target skill and conditions):	3. Annual Goal (target skill and conditions):								
4. Evaluation Procedure (criteria, procedure, a	and sch	edule):							
5. Assistive Technology (if needed):	F					ot .			
			Ent	ter repo	ort card date	s in the 1 st l	ine below.		
6. How Progress Toward Goals Is Reported:									
	L								
Skill Area: 1. Present Level of Performance:									
2. General Education Content Standard(s): 3. Annual Goal (target skill and conditions):									
4. Evaluation Procedure (criteria, procedure, a	and sch	edule):							
5. Assistive Technology (if needed):	_								
	-		Ent	ter repo	ort card date	s in the 1 st l	ine below.		
6. How Progress Toward Goals Is Reported:	-								
	L								
*Progress Codes: 1 = Completed 3 = Not started 2 = In progress 4 = Other:	Α	r ogress = Progre = Progre	ess is ac	dequate	des: to meet targe te to meet tar	et dates. get date.			

SDE TAB 22 Page 421

Form 490b

*Note: If the student is not progressing according to target dates, parents will be informed.

January 2007

Document date:	SP Ser	vices & C	Other C	onsid	eration	ıs	Page	e of
Student's Name:		Distric	t ID:		State ID:			Sex:
Native Lang:		Ethnic	city:		Birth Da	ite:		Age:
District:			S	chool:				
SP SERVICES								
Service	Position	Location	Freq.	М		Service per Week	Start	Anticipated
30.1100	Responsible			Code	Hrs	Min	Date	Duration
Location Codes:			Freque	ency Cod	es:		Medicai	d (M)
01 Classroom			01 Dail				Codes:	u ()
02 Sped Classrooi	m		02 We	ekly			IN = Ind	
03 Home			03 Bi-V				HQ = G	
04 Hospital			04 Mor		T: D	_		ofessional
05 Community 06 Therapy Room			05	 .	Times Per	·	HM = Pa TD = Re	
00 Therapy Room			00		IIIIes Fei		LP = LP	
Explain what co C. If hearing impalexplain what co D. If visually impalexplain considerations	ent have limited profice on siderations are necessary: NS, ADAPTATIONS,	essary: aid monitoring essary: equired? [] Y	required	? []Yes	[]No[t visually i] Not hearir mpaired/blir	ng impaired/d	eaf. If yes, plain what
Ac	commodations, Adap	otations, or Su	ipports		L	ocation.	Start Date	Anticipated Duration
A. Does behaviorB. If yes, have poC. The positive beD. A behavior interest	ERVENTION PLANN impede the student's sitive behavior supports, if ne ervention plan (BIP), i	s learning or the orts been conseeded, are ind	sidered?. corporate	d in this S	P	[[] Yes [] No] Yes [] No)))
January 2007								Form 490

SP LRE Placement & Written Notice Document date: Page of Students ages 6 - 21 Student's Name: District ID: State ID: Grade: Sex: Birth Date: Native Lang: Ethnicity: Age: District: School: **WRITTEN NOTICE** The student will receive the services and placement outlined on this SP because the student is eligible for special education and the SP team has determined that this SP will meet his or her needs. A. The following options were considered but rejected because: B. The following evaluation procedures, tests, records, or reports were used as a basis for the SP: C. The following information and other factors from parents and other sources were used to develop this SP: You have protection under the procedural safeguards of the Individuals with Disabilities Education Act (IDEA, 2004). If you need an explanation or a copy of the Procedural Safeguards Notice or have additional concerns, please contact . After contacting the school if further _at _ Case Manager's Name Building or Phone Number assistance is needed, you may contact any of the agencies below: Idaho State Department of Education Idaho Parents Unlimited, Inc. Comprehensive Advocacy, Inc. 208/332-6910 800/242-4785 V/TT: 208/336-5353 800/432-4601 V/TT: 208/342-5884 V/TT: 866/262-3462 TT: 800/377-3529 4. CONSENT FOR INITIAL PLACEMENT [] I CONSENT to placing in special education. I understand that I can revoke this consent before services begin. [] I DENY CONSENT to placing in special education. Parent or Adult Student Signature Date January 2007 Form 490d

Copy to the confidential folder, each service provider, and the parent or adult student.

Student's Name:	District ID:	nt whose goals are ali State ID:	Grade	
Native Lang:	Ethnicity:	Birth Dat		Age:
District:		chool:	<u> </u>	1
	<u>.</u>			
kill Area:				
. Present Level of Performance:				
. General Education Content Stand	dard(s):			
A	(!\.			
. Annual Goal (target skill and condi	tions):			
. Evaluation Procedure (criteria, pro	ocedure, and schedule):			
. Assistive Technology (if needed):				
. Assistive recliniology (if needed).				
. How Progress Toward Goals Is R	eported:			
. now Progress Toward Goals is K				
. now Progress Toward Goals is K			aard dataa in tha 1 St line	halam
. Objectives/Benchmarks (required if st	rudent takes the IAA):	Enter report	card dates in the 1 st line	below.
	cudent takes the IAA):	Enter report	card dates in the 1 line	below.

Λ.			
Expected Progress: Target Date:			
В.			
Expected Progress: Target Date:			
C.			
Expected Progress: Target Date:			
D.			
Expected Progress: Target Date:			

*Progress Codes:1 = Completed3 = Not startedA = Progress is adequate to meet target dates.2 = In progress4 = Other:B = Progress is inadequate to meet target date.

*Note: If the student is not progressing according to target dates, parents will be informed.

January 2007 Form 500

Copy to the confidential folder, each service provider, and the parent or adult student.

SP LRE Placement & Written Notice Document date:

Students Ages 3-5

Page of

Stuc	dent	's Name:	District ID:		State ID:	Grade:	Sex:		
_		ang:	Ethnicity:		Birth Date:		Age:		
Dist	rict:			School:					
(Ched	ST RESTRICTIVE ENVIRONMENT (LE ck one: The student will participate entirely in the nonacademic and extracurricular activity	ne general ed			ion curricu	ılum, and		
[The student will participate in the gene Check and explain all that apply.			·				
		[] General education classroom							
	[] General education curriculum								
		[] Non-academic and extracurricular a	activities with	non-disabled	peers				
2. D	ECI	EMBER 1 FEDERAL REPORT: EDUC	ATIONAL EI	NVIRONMEN	T FOR AGES 3-5				
		student attends a public or private fibled children.	Regular Earl	y Childhood	Program that includes a	at least 50	% non-		
[[]	(41) In a Regular Early Childhood Pro	gram at least	80% of the ti	me.				
[[]	(42) In a Regular Early Childhood Pro	gram at least	40% but not	more than 79% of the tim	e.			
[[]	(43) In a Regular Early Childhood Pro	gram less tha	an 40% of the	time.				
		Children attending regular early children if they receive special education services				ironments	above evel		
		student DOES NOT attend a Regula cial Education Program.	r Early Child	lhood Progra	m but DOES attend a p	ublic or p	rivate		
[[]	(44) Separate Class: Student attends children.	a special edu	ication progra	m in a class with less tha	n 50% noi	n-disabled		
[[]	(45) Separate School: Student receive specifically for children with disabilities		programs in p	ublic or private day school	ols designe	ed		
		student DOES NOT attend a Regula cation Program.	r Early Child	lhood Progra	m and DOES NOT atten	d a Speci	al		
[[]	(46) Residential: Student receives spec	cial education	and related	services in the residential	facility .			
[(47) Service Provider Location: Studen provider.	t receives all	special educa	ation and related services	from a se	rvice		
[(48) Home: Student receives special ed family or caregivers. Include students v					child's		

January 2007 Form 510a

Copy to the confidential folder, each service provider, and the parent or adult student.

TAB 22 Page 426 SDE

Document date: SP LRE Placement & Written Notice Page of

Students Ages 3-5 Student's Name: District ID: State ID: Sex: Grade: Birth Date: Native Lang: Ethnicity: Age: District: School: 3. WRITTEN NOTICE The student will receive the services and placement outlined on this SP because the student is eligible for special education and the SP team has determined that this SP will meet his or her needs. A. The following options were considered but rejected because: B. The following evaluation procedures, tests, records, or reports were used as a basis for the SP: C. The following information and other factors from parents and other sources were used to develop this SP: You have protection under the procedural safeguards of the Individuals with Disabilities Education Act (IDEA, 2004). If you need an explanation or a copy of the Procedural Safeguards Notice or have additional concerns, please contact _____. After contacting the school if further _at __ Case Manager's Name assistance is needed, you may contact any of the agencies below: Idaho State Department of Education Idaho Parents Unlimited, Inc. Comprehensive Advocacy, Inc. 208/332-6910 800/242-4785 V/TT: 208/336-5353 800/432-4601 V/TT: 208/342-5884 V/TT: 866/262-3462 TT: 800/377-3529 4. CONSENT FOR INITIAL PLACEMENT [] I CONSENT to placing in special education. I understand that I can revoke this consent before services begin. [] I have been informed of the differences between an SP and an Individual Family Service Plan (IFSP). [] I consent to using the IFSP in place of an SP. [] I deny consent to using the IFSP in place of an SP []I DENY CONSENT to placing _ in special education. Parent or Adult Student Signature Date

Copy to the confidential folder, each service provider, and the parent or adult student.

January 2007

SDE TAB 22 Page 427

Form 510b

Document date:	Behavior Intervention Plan (BIP)	Page of
Document date:	Deliavior litterverition Flair (DIF)	Page

Student's Name:	District ID:		State ID:	Grade:	Sex:
Native Lang:	Ethnicity:		Birth Date:		Age:
District:		School:			

^{1.} TARGET BEHAVIOR (restate IEP goal that addresses behavior):

2. PREVENTION

State prevention activities in observable terms	How Often?	Who Is Responsible?	Progress Monitoring Method

^{*}This form is required for a disciplinary change of placement.

January 2007 Form 520a

Copy to the confidential folder, each service provider, and the parent/adult student.

Document date: B	ehavior Intervent	Pag	ge of	
Student's Name:	District ID:	State ID:	Grade:	Sex:
Native Lang:	Ethnicity:	Birth Date:		Age:
District:	S	School:		

3: WHAT WILL BE TAUGHT?

What Will Be Taught? (What other behaviors or skills will be taught so that the student can meet his or her needs in an acceptable manner?)	How Often?	Who Is Responsible?	Progress Monitoring Method

4: RESPONSE TO TARGET BEHAVIOR

Response Management How will adults respond when the problem behavior occurs so that their response does not (1) reinforce the student's inappropriate behavior or (2) cause the adult greater stress?	How Often?	Who Is Responsible?	Progress Monitoring Method

January 2007 Form 520b

Copy to the confidential folder, each service provider, and the parent/adult student.

TAB 22 Page 429 SDE

Student's Name: Native Lang: District: Description of Problem B intervention? Be specific a	ehavior: (What is the inappropriate	State ID: Birth Date:	Grade: Sex
District: Description of Problem B	Schehavior: (What is the inappropriate	nool:	
Description of Problem B	ehavior: (What is the inappropriate		
	oodt who was involved and what ha		
	3ehavior (frequency, intensity, dura	tion, environmental factors,	and context in which the
behavior occurred)			
History (e.g., what circums abuse issues, stressful eve	tances make the behavior more like nts in the student's life)	ly to occur, medical or phys	ical concerns, substance

SDE TAB 22 Page 430

Copy to the confidential folder, each service provider, and the parent or adult student.

January 2007

Form 530a

tudent's Name:	District ID:	State ID:	Grade:	Sex
lative Lang:	Ethnicity:	Birth Date:	Ag	
istrict:		ool:	1 , 19	
Effectiveness of Intervention	ns (What have been used and w	ere they effective?)		
Develop a Theory for the Fun	ction or Purpose of the Behav	rior		
Team Members Names of Team M	Members .	Title/Posit	tion	

SDE TAB 22 Page 431

Copy to the confidential folder, each service provider, and the parent or adult student.

Form 530b

January 2007

Document date:				
Student's Name:	District ID:	State ID:	Grade: Sex:	
Native Lang:	Ethnicity:	Birth Date:	Age:	
District:	School	ol:		
Consider all relevant information review the student's file, the IEP, tea				
2. Relationship between behavior a A. Was the behavior in question of disability?) [] Yes [] No B. If yes, explain:		ect or substantial relatior	nship to, the student's	
3. Implementation of the IEP A. Was the behavior in question aB. If yes, explain:	a direct result of the district's	failure to implement the I	EP?) []Yes []No	
January 2007			Form 540a	

TAB 22 Page 432 SDE

Copy to the confidential folder, each service provider, and the parent/adult student.

Student's Name:	District ID:	State ID:	Grade:	Sex:
Native Lang:	Ethnicity:	Birth Date:	,	Age:
istrict:	School		<u>.</u>	
Manifestation Determination (I disability.)	If either 2 or 3 above is marked	"yes," the behavior is a	manifestation of	of the stude
[] Yes, the behavior is a manifes	station of the student's disability	. Explain:		
[] No , the behavior is not a man	ifestation of the student's disab	lity. Explain :		
• • '				
	dent, and relevant members o	of the IEP Team		
		of the IEP Team Title/Po	osition	
The district, parent or adult stud			osition	
The district, parent or adult stud			osition	
The district, parent or adult stud			osition	
The district, parent or adult stud			osition	
The district, parent or adult stud			osition	
The district, parent or adult stud			osition	
The district, parent or adult stud			osition	
The district, parent or adult stud			osition	
The district, parent or adult stud			osition	

January 2007 Form 540b

Copy to the confidential folder, each service provider, and the parent/adult student.

Document date: Parent or Adult	Student and	l District Agreen	nents Pag	e of
Student's Name:	District ID:	State ID:	Grade:	Sex:
Native Lang:	Ethnicity:	Birth Date:	Age:	
District:	School		, 5	
IEP COMMITTEE	MEMBER – ATTE	NDANCE NOT NECESS	<u>SARY</u>	
The parent or adult student and the District agr at the IEP meeting scheduled for not being modified or discussed in the meetin	_ (date) because t	g required IEP Team mer he member's area of the	mber's presence is no curriculum or relate	ot necessary d services is
IEP Committee Member		<u> </u>		
<u>IEP C</u>	OMMITTEE MEME	BER – EXCUSAL		
The parent or adult student and the District ag attending the IEP meeting scheduled for parents and the IEP committee prior to the IE	(date). The			
IEP Committee Member				
<u>IEP R</u>	EVISION WITHOU	IT IEP MEETING		
The parent or adult student and the District ag contents without convening an IEP Team mee dated IEP contents to be revised	eting. These amen	dments will be incorpora	ted into the student's	
THREE-YE.	AR REEVALUATIO	ON NOT NECESSARY		
The parent or adult student and the District as (date three-year reevaluation is reevaluation, and the District must conduct the more frequently than once a year unless the parents.	gree that the stude s due) is not neces e reevaluation; hov	nt's three-year reevaluat sary. The parent may so wever; the District need	ubsequently request	ta
I hereby authorize the District to take the action language or other mode of communication, and and consent. I understand that I can revoke m	d I understand the	action. The action is be	ing taken with my ag	greement
Parent/Guardian Signature		Date		
District Representative		Date		
January 2007				 Form 550

Copy to the confidential folder, each service provider, and the parent or adult student.

AUTHORIZATION FOR DISCLOSURE OF IDENTIFYING EDUCATION RECORD INFORMATION FOR SCHOOL-BASED MEDICAID REIMBURSEMENT Document date: FOR HEALTH-RELATED SERVICES Page of

Student's Name:			
AL P. I	District ID:	State ID:	Grade: Sex:
Native Lang:	Ethnicity:	Birth Date:	Age:
District:	Sch	nool:	
Parent/Guardian's Name:		Home Phone:	
Address:			<u> </u>
Native Language:		Daytime Phone:	
Parent/Guardian's Name:		Home Phone:	
Address:		T =	
Native Language:		Daytime Phone:	
Student's Name (as it appears on Medicaid of Birth Date Medicaid ID # Medicaid ID # District to obtain parental consent, each time the sharing of identifiable information from the Privacy Act (FERPA). I authorize: To share pagessary identifying information from the pagessary identifying information from the pages and the pages are identifying information from the pages and the pages are identifying information from the pages are pages and the page and the page are pages are pages and the page are pages are pages are pages and the page are pages and the page are pages are pages and the page are pages are pa	that access to public student's education School District Name	ic benefits or insurance is son record pursuant to the Fa	ought as such access require amily Educational Rights and
To share necessary identifying information fro			
the health related services identified on	Student's name	ILF uateu	
consent will be required in order for the district I understand that this consent is not transferated. I give my continuing permission for my creimbursement each time services are provided at eon my child's IEP. I understand that I can be accessed by the school district the district to submit such identifying information.	able to a different so child's health-related led. I understand the an revoke this permit om my child's educa- for federal Medical- tion precludes the so in disclosure will not	hool district. (Check either districts to be submitted that this consent is good for ission at any time. Ition record to be submitted the reimbursement. I understation district from access to	box) o Medicaid for federal 365 days, to align with the for my child's Medicaid and that my refusal to allow o my child's Medicaid benefit.
I understand my denial of permission for such Public Education and/or required health-relat Parent/Personal Representative/Adult St	tudent's Name:		
Public Education and/or required health-relat			
Public Education and/or required health-relat	tudent's Name:		
Public Education and/or required health-relat	tudent's Name:		
Public Education and/or required health-relat	tudent's Name: Address:		

Copy to the confidential folder, each service provider, and the parent or adult student.

Form 560

January 2007

Document date:

Determination of Need for Surrogate Parent

Page of

Student's Name:	District ID:		State ID:	Grade:	Sex:
Native Lang:	Ethnicity:		Birth Date:		Age:
District:		School:			
Person Making this Request:Building:			Title:		
This form is to be used by the District when d receiving special education or who is suspect				tudent who is	now
Student's Caretaker or Custodian Phone: Address:):	
Caretaker or custodian's relationship to the st		lome Staff	[] Other:		
Is the student a ward of the state?				[]	Yes []No
Are the student's parents unknown or unavail	able?			[]	Yes []No
Documented efforts to locate parent or guard [] Phone calls [] Letters [] Certified le	ian include:				
Are the student's parents the legal guardians	?			[]	Yes []No
Will the student's parents relinquish education					
Is there a court-appointed guardian or legal c If so, supply the name, address, and daytime	ustodian?			[]	
Please provide documentation of consultation	n with any cus	todial agency			
If the student is suspected of needing special for a referral must be made. Has a referral be If so, name the referral agent. Title:	een made?			[]	Yes []No
Forward a copy of this completed form to the	special educa	alion auminist	rator immediately upor	i completion.	
Base on the above information: [] A surrogate parent for the student must be [] A surrogate parent for the student is not re	appointed.	ct Use Only			
Date determination made:determination was requested.)	(Must	be no more th	nan 20 days from date	request for	
Determination made by:					
Name:		Title:			
Signature:		_ Date:			
January 2007					Form 570

Copy to the confidential folder, each service provider, and the parent or adult student.

Written Notice for Discontinuation of Services Document date: Page of District ID State ID: Student's Name: Grade: Sex: Native Lang: Ethnicity: Birth Date: Age: District: School: The purpose of this notice is to inform you of the following: A. Actions proposed: The school district proposes to initiate/change identification. The school district proposes to initiate/change educational placement. [] [] Other: B. Actions refused: The school district refuses to initiate/change identification. The school district refuses to initiate/change educational placement. [] [] C. Explanation of why actions were proposed or refused: The student has met IEP or district graduation requirements. The student has completed the semester in which he or she turned 21 years old and is no longer entitled to special education services. The student has met IEP goals and can make satisfactory progress in general education The student no longer meets requirements for eligibility for special education. [] [] Other: D. The following options were considered and rejected because: E. The following evaluation procedures, tests, records, and reports were used as a basis for the decision: F. The following information and other factors are relevant to the decision: You have protection under the procedural safeguards of the Individuals with Disabilities Education Improvement Act 2004 (IDEA 2004). If you need an explanation or a copy of the Procedural Safeguards Notice, please contact at Building or Phone Number After contacting the school district, if further assistance is needed, you may contact any of the agencies below: Idaho State Department of Education Idaho Parents Unlimited, Inc. Comprehensive Advocacy, Inc. 208/332-6910 800/242-4785 V/TT: 208/336-5353 800/432-4601 V/TT: 866/262-3462 V/TT: 208/342-5884 TT: 800/377-3529

January 2007 Form 580

Copy to the confidential folder, each service provider, and the parent or adult student.