

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014**

TAB	DESCRIPTION	ACTION
1	SUPERINTENDENT’S UPDATE	Information Item
2	ISAT ACHIEVEMENT LEVEL SCORES (CUT SCORES)	Motion to Approve
3	IDAPA 08.02.02.111.06.j. – GRADE 9 ASSESSMENT - WAIVER	Motion to Approve
4	READING LITERACY TASK FORCE RECOMENDATIONS	Information Item
5	SPECIAL EDUCATION MANUAL	Motion to Approve

THIS PAGE INTENTIONALLY LEFT BLANK

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014**

SUBJECT

Superintendent of Public Instruction - Update to the State Board of Education.

BACKGROUND/DISCUSSION

Superintendent of Public Instruction, Tom Luna, will provide a review of accomplishments and challenges over the last eight years.

BOARD ACTION

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

THIS PAGE INTENTIONALLY LEFT BLANK

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014**

SUBJECT

Achievement Levels Descriptors (ALD) for Idaho Standards Achievement Tests grades 3-8 and 11

REFERENCE

May 30, 2007

Adoption by Board of both Proficiency Levels and Performance Level Descriptors (PLDs) for math and reading in grades 3 through 8 and 10.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-105, Idaho Code and Section 33-1612, Idaho Code
IDAPA 08.02.03 – Rules Governing Thoroughness

BACKGROUND/DISCUSSION

The Idaho State Board of Education has been administering the Idaho Standards Achievement Tests (ISAT) since the spring of 2003.

Idaho is part of the Smarter Balanced Assessment consortium that has created ISAT items, test blueprints, and developed achievement levels with significant input from Idaho teachers. Idaho was part of the original grant to develop a balanced assessment system that included more than just multiple choice items and aligned to higher standards in English language arts and mathematics. This system includes not only the summative assessment but access to the Digital Library and the interim assessments.

The new ISAT was field tested by all Idaho students last spring. The individual items were evaluated as well as student performance on those items. Using student performance and the achievement level descriptors, achievement levels are determined and are based on a vertical scale ranging from 2,000 – 3,000. This scale will allow student progress to be evaluated over time with consistency.

As described by the consortium, the process of determining achievement levels involved numerous educators:

“To create the achievement levels, Smarter Balanced organized an unprecedented level of educator and public input, involving thousands of interested constituents, using a rigorous process known as the “bookmark procedure.”

During an in-person panel, held in Dallas, Texas, close to 500 teachers, school leaders, higher education faculty, parents, business and community leaders reviewed test questions and determined the threshold scores for four achievement levels for each grade and subject area. Member states had representatives at each grade level for grades 3 through 8 and high school. Educators with experience teaching English language learners, students with

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014**

disabilities, and other traditionally under-represented students participated to help ensure that the achievement levels are fair and appropriate for all students.” Twenty educators from Idaho were part of the in-person panel, representing math and English Language Arts (ELA) as well as grades 3 through 8 and 11.

In addition, an online panel was open to educators, parents and other interested members of the community to provide unprecedented input on the achievement levels. More than 2,500 people participated in the online panel, including 89 Idahoans.

As an additional step, the consortium engaged an external auditor, an Achievement Level Setting Advisory Panel and its standing Technical Advisory Committee, to review the recommendations before they were presented to the states for approval. The auditor and both advisory panels certified that Smarter Balanced conducted a valid process that is consistent with best practice in the field.

In approving the Achievement Levels, Smarter Balanced member states relied primarily on the recommendations from the Achievement Level Setting process. Members also gave consideration to other sources of information about the general content readiness of high school students to engage in credit-bearing college-level work. This included a comprehensive body of research on college academic preparedness of high school students conducted by the National Assessment Governing Board (NAGB), the oversight body for the National Assessment of Educational Progress (NAEP).

The Smarter Balanced Assessment has four levels for achievement. A score of three is proficient. Since the consortium is offering assessments for both ELA and math for grades 3 through 8 and high school, the recommendations include achievement level scores for both subject areas and at each of those grade levels. The consortium estimates that based on all students who participated nationally in the assessment, the percentage of students who would have scored “Level 3 or higher” in math ranged from 32 percent in Grade 8 to 39 percent in Grade 3. In English language arts, the percentage of students who would have scored “Level 3 or higher” ranged from 38 percent in Grade 3 to 44 percent in Grade 5. No specific Idaho data is available.

While the consortium will provide test items and item development, American Institutes of Research (AIR) is the vendor that Idaho selected through a competitive request for proposal process to deliver and score the assessment and generate reports.

Nearly 3,500 Idaho educators are currently using the Smarter Balanced Digital Library to access lesson plans, view master teachers teaching lessons aligned to the Core Standards and Beginning in January, Idaho teachers will have access to interim assessments and the operational ISAT will begin in March 30th.

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014**

At this time, achievement levels for grades 9 and 10 have not yet been determined. The consortium only created test blue prints for grades 3 through 8 and 11, the state of Idaho will need to develop its own test blue prints using assessment items. This work will be done by AIR in conjunction with Idaho educators. Grades 9 and 10 achievement levels will be determined in the spring of 2015 and presented for Board approval at that time.

IMPACT

If the Board does not approve the achievement levels then Idaho students and teachers will not know what the new ISAT scores mean and there will be no measure of student achievement. It would not be possible to determine school improvement status and we would not be in compliance with the Elementary-Secondary Education Act (ESEA).

ATTACHMENTS

Attachment 1 - Smarter Balanced Score Bands	Page 5
Attachment 2 - ALD - ELA, Grades 3-8 and 11	Page 7
Attachment 3 - ALD - Math, Grades 3-8 and 11	Page 37
Attachment 4 – Smarter Balanced Achievement Level Setting	Page 59
Attachment 5 – Idaho in-Person Panelists 10-24-2014	Page 85
Attachment 6 – In-Person Panel for Achievement Level Setting	Page 87
Attachment 7 – Smarter Balance Resource Links	Page 89

BOARD ACTION

I move to approve the Idaho academic achievement standards, including the Proficiency line descriptors and ISAT achievement levels, at each performance level for each grade, as submitted in attachments 1, 2 and 3.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

THIS PAGE INTENTIONALLY LEFT BLANK

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014**

Score Bands

	Level 1		Level 2		Level 3		Level 4	
ELA	From	To	From	To	From	To	From	To
3	2000	2366	2367	2431	2432	2489	2490	2636
4	2198	2415	2416	2472	2473	2532	2533	2690
5	2239	2441	2442	2501	2502	2581	2582	2724
6	2259	2456	2457	2530	2531	2617	2618	2748
7	2268	2478	2479	2551	2552	2648	2649	2768
8	2292	2486	2487	2566	2567	2667	2668	2790
11	2290	2492	2493	2582	2583	2681	2682	3000
Math	From	To	From	To	From	To	From	To
3	2000	2380	2381	2435	2436	2500	2501	2613
4	2255	2410	2411	2484	2485	2548	2549	2663
5	2265	2454	2455	2527	2528	2578	2579	2710
6	2263	2472	2473	2551	2552	2609	2610	2752
7	2243	2483	2484	2566	2567	2634	2635	2789
8	2239	2503	2504	2585	2586	2652	2653	2819
11	2242	2542	2543	2627	2628	2717	2718	3000

THIS PAGE INTENTIONALLY LEFT BLANK

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014
Threshold Achievement Level Descriptors
Grade 3 English Language Arts/Literacy**

The student who just enters Level 2 should be able to:	
READING Literary Text Targets 1–7	<ul style="list-style-type: none"> • Use some details and information from text to partially support answers or basic inferences. • In texts of low-to-moderate complexity, summarize central ideas, key events, or the sequence of events presented in a text. • In texts of low-to-moderate complexity, determine intended meaning of words through context, relationships, structure, or resources. • In texts of low-to-moderate complexity, explain his or her inferences about characters, feelings, and author's message. • Explain how information is presented or connected within or across texts of low-to-moderate complexity. • Specify or compare relationships across texts of low-to-moderate complexity. • Demonstrate knowledge of text structures or text features in texts of low-to-moderate complexity. • Interpret use of language by distinguishing literal from non-literal meanings of words or phrases used in context in texts of low-to-moderate complexity.
READING Informational Text Targets 8–14	<ul style="list-style-type: none"> • Use some details and information from text to partially support answers or basic inferences. • In texts of low-to-moderate complexity, summarize central ideas, key events, or the sequence of events presented in a text. • In texts of low-to-moderate complexity, determine intended meaning of words through context, relationships, structure, or resources. • In texts of low-to-moderate complexity, explain his or her inferences about characters, feelings, and author's message. • Explain how information is presented or connected within or across texts of low-to-moderate complexity. • Specify or compare relationships across texts of low-to-moderate complexity. • Demonstrate knowledge of text structures or text features in texts of low-to-moderate complexity. • Interpret use of language by distinguishing literal from non-literal meanings of words or phrases used in context in texts of low-to-moderate complexity.
WRITING Targets 1–10	<ul style="list-style-type: none"> • Write or revise one simple-structure paragraph, demonstrating some awareness of narrative techniques, chronology, appropriate transitional strategies for coherence, or author's craft appropriate to purpose. • Write simple complete compositions, demonstrating some narrative techniques: chronology, transitional strategies for coherence, structure, or author's craft with possible demonstration of purpose. • Write or revise one simple-structure informational/explanatory paragraph, demonstrating some awareness of how to organize ideas by stating focus, including transitional strategies for coherence, supporting details, or a conclusion. • Write or revise, simple informational/explanatory texts on a topic, occasionally attending to purpose and audience, organizing ideas by stating a focus, including structures and transitional strategies for coherence, including some supporting details and a conclusion. • Show some awareness of how to use text features in information texts to enhance meaning with minimal support (e.g., directive or general feedback). • Write or revise one simple-structure paragraph demonstrating ability to state an opinion about a topic or source, set a context, loosely organize ideas using linking words, develop some supporting reasons, or provide a partial conclusion.

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014
Threshold Achievement Level Descriptors
Grade 3 English Language Arts/Literacy**

	<ul style="list-style-type: none"> • Write simple complete opinion pieces, demonstrating some ability to state opinions about topics or sources, attend to purpose and audience, organize ideas by stating a context and focus, include structures and transitional strategies for coherence, develop few supporting reasons, and provide a conclusion. • With some support (e.g., directive and general feedback), use language and vocabulary that is appropriate to the purpose and audience when revising or composing texts. • Apply or edit grade-appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts. • Use tools of technology to produce texts with minimal support (e.g., whole broken into parts).
SPEAKING/ LISTENING Target 4	<ul style="list-style-type: none"> • Interpret or use information delivered orally or audio-visually with some support (e.g., repeated listening or viewing).
The student who just enters Level 3 should be able to:	
READING Literary Text Targets 1–7	<ul style="list-style-type: none"> • Use explicit details and information from texts of moderate complexity to support answers or basic inferences. • Identify or summarize central ideas, key events, or sequence of events presented in texts of moderate complexity. • Determine intended meaning of words through context, relationships, structure, or resources in texts of moderate complexity. • Interpret and explain inferences and author’s message and distinguish point of view in texts of moderate complexity. • Specify and compare or contrast relationships across texts of moderate complexity. • Demonstrate knowledge of text structures or text features to obtain, interpret, explain, or connect information in texts of moderate complexity. • Interpret use of language by distinguishing literal from non-literal meanings of words or phrases used in context in texts of moderate complexity.
READING Informational Text Targets 8–14	<ul style="list-style-type: none"> • Use explicit details and information from texts of moderate complexity to support answers or basic inferences. • Identify or summarize central ideas, key events, or sequence of events presented in texts of moderate complexity. • Determine intended meaning of words through context, relationships, structure, or resources in texts of moderate complexity. • Interpret and explain inferences and author’s message and distinguish point of view in texts of moderate complexity. • Specify and compare or contrast relationships across texts of moderate complexity. • Demonstrate knowledge of text structures or text features to obtain, interpret, explain, or connect information in texts of moderate complexity. • Interpret use of language by distinguishing literal from non-literal meanings of words or phrases used in context in texts of moderate complexity.
WRITING Targets 1–10	<ul style="list-style-type: none"> • Write or revise one paragraph, demonstrating narrative techniques, chronology, appropriate transitional strategies for coherence, or author’s craft appropriate to purpose. • Write full compositions, demonstrating narrative techniques: chronology, transitional strategies for coherence, or author’s craft with minimal demonstration of purpose.

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014
Threshold Achievement Level Descriptors
Grade 3 English Language Arts/Literacy**

	<ul style="list-style-type: none"> • Write or revise one or more informational/explanatory paragraphs, demonstrating ability to organize ideas by stating focus, including transitional strategies for coherence, supporting details, or a conclusion. • Use text features in information texts to enhance meaning without support. • Write or revise one or more paragraphs, demonstrating ability to state an opinion about a topic or source, set a context, organize ideas using linking words, develop supporting reasons, or provide an appropriate conclusion. • Write full opinion pieces, demonstrating ability to state opinions about topics or sources, attend to purpose and audience, organize ideas by stating a context and focus, include structures and transitional strategies for coherence, develop supporting reasons, and provide a conclusion. • Without support, use grade-level vocabulary appropriate to the purpose and audience when revising and composing text. • Apply or edit grade-appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts. • Without support, use tools of technology to produce texts.
SPEAKING/ LISTENING Target 4	<ul style="list-style-type: none"> • Interpret and use information delivered orally or audio-visually without support.
The student who just enters Level 4 should be able to:	
READING Literary Text Targets 1–7	<ul style="list-style-type: none"> • Use explicit details and information from the text to support answers and basic inferences in highly complex texts. • Identify and summarize central ideas, key events, or the sequence of events presented in highly complex texts. • Determine intended meaning of words through context, relationships, structure, or resources in highly complex texts. • Use evidence to interpret and explain inferences and distinguish point of view from that of the narrator/character in highly complex texts. • Specify, compare, and contrast relationships across highly complex texts. • Demonstrate knowledge of text structures and text features to interpret or explain/connect information in highly complex texts. • Begin to interpret use of language by distinguishing literal from non-literal meanings of words or phrases used in context in highly complex texts.
READING Informational Text Targets 8–14	<ul style="list-style-type: none"> • Use explicit details and information from the text to support answers and basic inferences in highly complex texts. • Identify and summarize central ideas, key events, or the sequence of events presented in highly complex texts. • Determine intended meaning of words through context, relationships, structure, or resources in highly complex texts. • Use evidence to interpret and explain inferences and distinguish point of view from that of the narrator/character in highly complex texts. • Specify, compare, and contrast relationships across highly complex texts. • Demonstrate knowledge of text structures and text features to interpret or explain/connect

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014
Threshold Achievement Level Descriptors
Grade 3 English Language Arts/Literacy**

	<p>information in highly complex texts.</p> <ul style="list-style-type: none"> • Begin to interpret use of language by distinguishing literal from non-literal meanings of words or phrases used in context in highly complex texts. • Evaluate or interpret the impact/intent of literary devices or connotative meaning of words and phrases used in context and the impact of those word choices on reader interpretation of texts of high complexity.
WRITING Targets 1–10	<ul style="list-style-type: none"> • Begin to write or revise one or more complex paragraphs, demonstrating specific narrative techniques, chronology, appropriate transitional strategies for coherence, and author's craft appropriate to purpose. • Begin to write full, complex compositions, demonstrating specific narrative techniques: chronology, appropriate transitional strategies for coherence, structure, and author's craft appropriate to purpose. • Begin to write or revise one or more complex informational/explanatory paragraphs, demonstrating ability to organize ideas by stating focus, including appropriate transitional strategies for coherence, supporting details, and an appropriate conclusion. • Begin to write or revise one or more complex paragraphs, demonstrating ability to state opinions about topics or sources, set a context, organize ideas using linking words or phrases, develop supporting reasons, or provide an appropriate, strong conclusion. • Begin to write complex opinion pieces, demonstrating ability to state opinions about topics or sources, attend to purpose and audience, organize ideas by stating a context and focus, include structures and appropriate transitional strategies for coherence, develop supporting reasons, and provide an appropriate conclusion. • Begin to use complex language and vocabulary appropriate to the purpose and audience when revising and composing texts. • Begin to apply or edit appropriately complex grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts. • Begin to use multiple tools of technology to produce texts.
SPEAKING/ LISTENING Target 4	<ul style="list-style-type: none"> • Begin to critically interpret and use information delivered orally or audio-visually.

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014
Threshold Achievement Level Descriptors
Grade 4 English Language Arts/Literacy**

The student who just enters Level 2 should be able to:	
READING Literary Text Targets 1–7	<ul style="list-style-type: none"> • Use some details and information from the text to minimally support answers and inferences in texts of low-to-moderate complexity. • Identify or summarize some central ideas/key events in texts of low-to-moderate complexity. • Determine the intended meanings of some words, including words with multiple meanings, based on context, word relationships, word structure, and use of resources, with support in texts of low-to-moderate complexity. • Use supporting evidence to justify/explain own inferences in texts of low-to-moderate complexity. • Interpret, specify, or compare how information is presented across texts of low-to moderate complexity. • Relate partial knowledge of text structures, genre-specific features, or formats to obtain, interpret, explain, or connect information within texts of low-to-moderate complexity. • Determine some figurative language, literary devices, or connotative meanings of words and phrases used in context in texts of low-to-moderate complexity.
READING Informational Text Targets 8–14	<ul style="list-style-type: none"> • Identify some details and information from the text to support answers or basic inferences about information presented in texts of low-to-moderate complexity. • Identify some central ideas, key events, and procedures with support. • Determine intended meanings of some words, academic words, domain-specific words, and words with multiple meanings, based on context, word relationships, word structure, or partial reliance on use of resources in texts of low-to-moderate complexity. • Provide some supporting evidence to justify or interpret how information is presented in texts of low-to-moderate complexity. • Interpret, explain, or connect information presented within or across texts of low-to-moderate complexity. • Relate knowledge of some text structures or text features to obtain, interpret, or explain information in texts of low-to-moderate complexity. • Determine some figurative language/literary devices or connotative meanings of words and phrases used in context and partially explain the impact of those word choices on meaning and tone in texts of low-to-moderate complexity.
WRITING Targets 1–10	<ul style="list-style-type: none"> • Write or revise one simple-structure paragraph, demonstrating some awareness of narrative techniques, chronology, appropriate transitional strategies for coherence, or author’s craft. • Write simple complete compositions, occasionally demonstrating narrative techniques, appropriate transitional strategies for coherence, or author’s craft. • Write or revise one simple-structure informational/explanatory paragraph, demonstrating some awareness of how to organize ideas by stating a focus, include transitional strategies for coherence or supporting evidence and elaboration, or write body paragraphs with a conclusion. • Write simple informational/explanatory text on a topic, occasionally attending to purpose and audience; using minimal organization of ideas by stating a focus; including structures and transitional strategies for coherence; and including evidence, elaboration, and a conclusion. • With some support (e.g., directive and general feedback), show some awareness of how to use text features in informational texts to enhance meaning. • Write or revise one simple paragraph, demonstrating a limited ability to state opinions about topics or sources, including few organized ideas, loosely developed evidence/reasons and elaboration, and an undeveloped conclusion.

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014
Threshold Achievement Level Descriptors
Grade 4 English Language Arts/Literacy**

	<ul style="list-style-type: none"> • Write simple opinion pieces demonstrating some ability to state opinions about a topic or source, minimally attending to purpose and audience; organize few ideas by stating a context and focus; include some structures and transitional strategies for coherence; include few supporting reasons/evidence; and include a conclusion. • With some support (e.g., directive or general feedback) show some awareness of how to use language and vocabulary appropriate to purpose and audience when revising or composing texts. • Apply or edit grade-appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts with support (e.g., grammar aids). • Use tools of technology to gather information, make revisions, or produce texts with support (e.g., whole broken into parts).
SPEAKING/ LISTENING Target 4	<ul style="list-style-type: none"> • Interpret and use information delivered orally or audio-visually with support (e.g., some directive feedback).
RESEARCH/ INQUIRY Targets 1–4	<ul style="list-style-type: none"> • Conduct short simple research projects to answer single-step questions or to investigate and paraphrase different aspects of a narrow topic or concept. • Locate some information to support ideas and select some information from data or print and non-print text sources. • Distinguish relevant-irrelevant information with support (e.g., some directive feedback). • Generate some conjectures or opinions.
The student who just enters Level 3 should be able to:	
READING Literary Text Targets 1–7	<ul style="list-style-type: none"> • Use details and information from texts of moderate complexity to support answers and inferences. • Identify or summarize central ideas/key events in texts of moderate complexity. • Begin to determine the intended meanings of words, including words with multiple meanings, based on context, word relationships, word structure, and use of resources in texts of moderate complexity. • Use supporting evidence to justify/explain own inferences in texts of moderate complexity. • Interpret, specify, or compare how information is presented across texts of moderate complexity. • Begin to relate knowledge of text structures, genre-specific features, or formats to obtain, interpret, explain, or connect information within texts of moderate complexity. • Determine or interpret figurative language, literary devices, or connotative meanings of words and phrases used in context and partially explain the impact of those word choices on meaning and tone in texts of moderate complexity.
READING Informational Text Targets 8–14	<ul style="list-style-type: none"> • Identify details and information from texts of moderate complexity to support answers or basic inferences about information presented and provided. • Identify or summarize central ideas, key events, and procedures in texts of moderate complexity. • Determine intended meanings of words, academic words, domain-specific words, and words with multiple meanings, based on context, word relationships, word structure, or use of resources, with primary focus on the academic vocabulary common to texts of moderate complexity.

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014
Threshold Achievement Level Descriptors
Grade 4 English Language Arts/Literacy**

	<ul style="list-style-type: none"> • Use supporting evidence to justify or interpret how information is presented or integrated in texts of moderate complexity. • Interpret, explain, or connect information presented within or across texts of moderate complexity. • Relate knowledge of text structures or text features to obtain, interpret, explain, or integrate information in texts of moderate complexity. • Determine or interpret figurative language/literary devices or connotative meanings of words and phrases used in context and explain the impact of those word choices on meaning and tone in texts of moderate complexity.
WRITING Targets 1–10	<ul style="list-style-type: none"> • Write or revise one paragraph, demonstrating narrative techniques, chronology, appropriate transitional strategies for coherence, and begin to use author’s craft with appropriate purpose. • Write full compositions, demonstrating specific narrative techniques, appropriate transitional strategies for coherence, and begin to use author’s craft with limited purpose. • Write one full informational/explanatory paragraph, demonstrating ability to organize ideas by stating a focus, including transitional strategies for coherence or supporting evidence and elaboration, and begin to write body paragraphs appropriate to a purpose and audience. • Write informational/explanatory texts on a topic, attending to purpose and audience; organize ideas by stating a focus; include structures and transitional strategies for coherence; include supporting evidence and elaboration; and begin to develop a complete conclusion. • Use some text features in informational text to enhance meaning without support. • Write or revise one paragraph, demonstrating ability to state opinions about topics or sources, set loose context, minimally organize ideas, develop evidence/reasons and elaboration, and develop a conclusion with limited purpose and audience. • Write opinion pieces, demonstrating ability to state opinions about topics or sources, attending to purpose and audience; organize ideas by stating a context and focus; include structures and transitions for coherence; include some supporting evidence/reasons and elaboration; and develop an appropriate conclusion. • Strategically use language and vocabulary appropriate to purpose and audience when revising or composing texts without support. • Apply or edit grade-appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts without support. • Use tools of technology to gather information, make revisions, or produce texts.
SPEAKING/ LISTENING Target 4	<ul style="list-style-type: none"> • Interpret and use information delivered orally or audio-visually without support.
RESEARCH/ INQUIRY Targets 1–4	<ul style="list-style-type: none"> • Conduct short, limited research projects to answer multi-step questions, or to investigate and paraphrase different aspects of a broader topic or concept. • Locate information to support central ideas and subtopics and select information and partially integrate information from data or print and non-print sources. • Distinguish relevant-irrelevant information without support. • Generate partial conjectures or opinions and include partial evidence to support them based on evidence collected.

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014
Threshold Achievement Level Descriptors
Grade 4 English Language Arts/Literacy**

The student who just enters Level 4 should be able to:	
READING Literary Text Targets 1–7	<ul style="list-style-type: none"> • Use explicit details and implicit information from the text to support answers and inferences in highly complex texts. • Begin to consistently identify and summarize central ideas/key events in highly complex texts. • Begin to determine the intended meanings of words, including words with multiple meanings, based on context, word relationships, word structure, and use of resources in highly complex texts. • Begin to use extensive supporting evidence to justify/explain own inferences in depth in highly complex texts. • Begin to use extensive detail to interpret, specify, or compare how information is presented across highly complex texts. • Relate knowledge of text structures, genre-specific features, or formats to obtain, interpret, explain, or connect information within highly complex texts. • Begin to determine and interpret figurative language, literary devices, or connotative meanings of words and phrases used in context and explain the impact of those word choices on meaning and tone in highly complex texts.
READING Informational Text Targets 8–14	<ul style="list-style-type: none"> • Begin to identify and explain explicit details and implicit information from highly complex texts to support answers and inferences about information presented and provided. • Identify and summarize central ideas, key details, and procedures in highly complex texts. • Begin to determine the intended meanings of words, academic words, domain-specific words, and words with multiple meanings, based on context, word relationships, word structure, or use of resources, with primary focus on the academic vocabulary common to highly complex texts. • Begin to use detailed supporting evidence to justify or interpret how information is presented and integrated in highly complex texts. • Begin to interpret, explain, or connect information presented within or across highly complex texts. • Begin to relate knowledge of text structures or text features to obtain, interpret, explain, and integrate information in highly complex texts. • Begin to determine or interpret figurative language/literary devices or connotative meanings of words and phrases used in context and the impact of those word choices on meaning and tone in highly complex texts.
WRITING Targets 1–10	<ul style="list-style-type: none"> • Begin to write or revise one or more complex paragraphs, demonstrating specific narrative techniques, chronology, appropriate transitional strategies for coherence, or author's craft appropriate to purpose. • Begin to write full complex compositions, demonstrating, specific narrative techniques, appropriate transitional strategies for coherence, and author's craft appropriate to purpose. • Begin to write or revise more than one complex informational/explanatory paragraph, demonstrating ability to including appropriate transitional strategies for coherence or supporting evidence and elaboration, and writing body paragraphs with a conclusion appropriate to purpose and audience. • Begin to write full, complex informational/explanatory texts on a topic, attending to purpose and audience; organize ideas by stating a focus; include structures and appropriate transitional strategies for coherence; and include strong supporting details and a well-developed, appropriate conclusion. • Begin to use text features in information texts to enhance meaning.

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014
Threshold Achievement Level Descriptors
Grade 4 English Language Arts/Literacy**

	<ul style="list-style-type: none"> • Begin to write or revise more than one complex paragraph, demonstrating ability to state opinions about topics or sources, set a context, efficiently organize ideas, develop strong supporting evidence/reasons and elaboration, and develop an appropriate, strong conclusion. • Begin to write complex opinion pieces, clearly demonstrating ability to state opinions about topics or sources, attending to purpose and audience; efficiently organize ideas by stating a context and focus; include more complex structures and appropriate transitional strategies for coherence; develop strong supporting evidence/reasons; and provide an appropriate, well-developed conclusion. • Begin to strategically use language and vocabulary appropriate to purpose and audience when revising or composing complex texts. • Begin to apply or edit appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts. • Begin to use multiple tools of technology to gather information, make revisions, or produce texts.
SPEAKING/ LISTENING Target 4	<ul style="list-style-type: none"> • Begin to critically interpret and use information delivered orally or audio-visually.
RESEARCH/ INQUIRY Targets 1–4	<ul style="list-style-type: none"> • Begin to conduct research projects to answer multi-step questions or to investigate and paraphrase different aspects of a broader topic or concept. • Begin to locate information to support central ideas and subtopics and select and integrate critical information from two or more data or print and non-print text sources. • Begin to distinguish relevant-irrelevant information. • Begin to generate strong conjectures or opinions and cite relevant evidence to support them based on evidence collected and analyzed.

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014
Threshold Achievement Level Descriptors
Grade 5 English Language Arts/Literacy**

The student who just enters Level 2 should be able to:	
READING Literary Text Targets 1–7	<ul style="list-style-type: none"> • Cite some textual evidence to support conclusions drawn from texts of low-to-moderate complexity. • Use some explicit and limited implicit information to support emerging inferences or analyses. • Partially summarize central ideas and some key events. • Determine the intended meaning of some grade-appropriate words, including academic and domain-specific words within context. • Use some supporting evidence to justify interpretations of information presented or indicate how information is integrated in one or more texts. • Identify and begin to compare how information is presented within or across texts of low-to-moderate complexity. • Use basic knowledge of text structures or genre-specific features to begin to integrate or analyze information. • Interpret the meaning of some common figurative language.
READING Informational Text Targets 8–14	<ul style="list-style-type: none"> • Cite some textual evidence to support conclusions drawn from texts of low-to-moderate complexity. • Use some explicit and limited implicit information to support emerging inferences or analyses. • Partially summarize central ideas and some key events. • Determine the intended meaning of some grade-appropriate words, including academic and domain-specific words within context. • Use some supporting evidence to justify interpretations of information presented or indicate how information is integrated in texts of low-to-moderate complexity. • Identify and begin to compare how information is presented within or across texts of low-to-moderate complexity. • Use basic knowledge of text structures or genre-specific features to begin to integrate or analyze information. • Interpret the meaning of some common figurative language.
WRITING Targets 1–10	<ul style="list-style-type: none"> • Write or revise one paragraph, demonstrating some narrative techniques, chronology, appropriate transitional strategies for coherence, or author's craft. • Plan, write, revise, and edit a full composition, occasionally demonstrating narrative techniques, chronology, transitional strategies for coherence, or author's craft. • Write or revise one informational/explanatory paragraph, demonstrating some ability to organize ideas by stating a focus, including some transitional strategies for coherence or some supporting evidence and elaboration, or writing body paragraphs or a conclusion. • Plan, write, revise, and edit full informational/explanatory text on a topic, attending to purpose and audience, organizing ideas by stating a focus, including structures and transitional strategies for coherence, including supporting evidence and elaboration, and developing a conclusion. • Use some appropriate text features (headings, bold text, captions, etc.) in informational texts to enhance meaning. • Write or revise one paragraph, demonstrating some ability to state opinions about topics or sources, set a loose context, minimally organize ideas using linking words or phrases, develop evidence/reasons and some elaboration, or develop a conclusion.

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014
Threshold Achievement Level Descriptors
Grade 5 English Language Arts/Literacy**

	<ul style="list-style-type: none"> • Plan, write, revise, and edit opinion pieces, demonstrating some ability to state opinions about topics or sources, minimally attending to purpose and audience; organize ideas by stating a context and focus; include structures and some transitional strategies for coherence; develop some evidence/reasons and elaboration; and develop a conclusion. • With minimal support, use some common language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts. • Show some ability to apply and edit text, demonstrating a partial understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling). • Begin to use the tools of technology (including the Internet), with substantial guidance and support, to produce and publish writing.
SPEAKING/ LISTENING Target 4	<ul style="list-style-type: none"> • Interpret and use information delivered orally or audio-visually with support (e.g., some directive feedback).
RESEARCH/ INQUIRY Targets 1–4	<ul style="list-style-type: none"> • Begin to conduct simple, short research projects with some guidance. • With some guidance, begin to locate information to support central ideas and subtopics; select and integrate information from multiple sources. • With some guidance, begin to gather and distinguish relevant information, summarize/paraphrase information from multiple sources, and provide a list of sources. • With some guidance, begin to integrate information from several sources on the same topic to generate an informed opinion in order to write about the subject knowledgeably.
The student who just enters Level 3 should be able to:	
READING Literary Text Targets 1–7	<ul style="list-style-type: none"> • With some consistency, identify some relevant textual evidence to support conclusions drawn from texts of moderate complexity. • Identify and interpret the meaning of some figurative language, some literary devices, and some connotative meanings of words and phrases. • Accurately summarize central ideas and key events. • With some consistency, determine the intended or precise meaning of grade-appropriate words, including academic and domain-specific words. • Apply some relevant reasoning and textual evidence to justify developing analyses or judgments. • With some consistency, analyze how information is presented within or across texts of moderate complexity, identifying some relationships among targeted aspects. • With some consistency, analyze some text structures and genre-specific features or formats from multiple texts, and identify the impact of those choices on meaning or presentation.
READING Informational Text Targets 8–14	<ul style="list-style-type: none"> • With some consistency, identify some relevant textual evidence to support conclusions drawn from texts of moderate complexity. • Identify and interpret the meaning of some figurative language and some literary devices or connotative meanings of words and phrases. • Accurately summarize central ideas and key events. • With some consistency, determine the intended or precise meaning of grade-appropriate words, including academic and domain-specific words. • Apply some relevant reasoning and textual evidence to justify developing analyses or

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014
Threshold Achievement Level Descriptors
Grade 5 English Language Arts/Literacy**

	<p>judgments.</p> <ul style="list-style-type: none"> • With some consistency, analyze how information is presented within or across texts of moderate complexity, identifying some relationships among targeted aspects. • With some consistency, analyze some text structures, genre-specific features, or formats from multiple texts of moderate complexity.
WRITING Targets 1–10	<ul style="list-style-type: none"> • Write or revise one or more paragraphs, demonstrating narrative techniques, chronology, appropriate transitional strategies for coherence, or author’s craft appropriate to purpose, including a conclusion. • Plan, write, revise, and edit a full composition, demonstrating narrative techniques, chronology, appropriate transitional strategies for coherence, author’s craft appropriate to purpose, including a conclusion, and evidence from texts to support analysis, reflection, and research. • Write or revise one or more informational/explanatory paragraphs, demonstrating ability to organize ideas by stating a focus, including transitional strategies for coherence, or supporting evidence and elaboration, or writing body paragraphs or a conclusion appropriate to purpose and audience. • Plan, write, revise, and edit full informational/explanatory text on a topic, attending to purpose and audience; organize ideas by stating a focus, include structures and transitional strategies for coherence, include supporting evidence and elaboration, and develop a conclusion. • Use appropriate text features (headings, bold text, captions, etc.) in informational texts to enhance meaning. • Write or revise one or more paragraphs, demonstrating ability to state opinions about topics or sources, set a context, organize ideas using linking words or phrases, develop supporting evidence/reasons and elaboration, or develop a conclusion appropriate to purpose and audience. • Plan, write, revise and edit full opinion pieces, demonstrating ability to state opinions about topics or sources, attend to purpose and audience, organize ideas by stating a context and focus, include structures and transitional strategies for coherence, develop supporting evidence/reasons, and develop a conclusion appropriate to purpose and audience. • Use a range of language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts. • Adequately apply and edit text, demonstrating a understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling). • Use the tools of technology (including the Internet) to produce and publish writing.
SPEAKING/ LISTENING Target 4	<ul style="list-style-type: none"> • Interpret and use information delivered orally or audio-visually.
RESEARCH/ INQUIRY Targets 1–4	<ul style="list-style-type: none"> • Conduct short research projects. • Locate information to support central ideas and subtopics; select and integrate information from multiple sources. • Gather and distinguish relevant information, summarize/paraphrase information from multiple sources, and provide a list of sources. • Integrate information from several sources on the same topic to generate an informed opinion and write about the subject knowledgeably.

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014
Threshold Achievement Level Descriptors
Grade 5 English Language Arts/Literacy**

The student who just enters Level 4 should be able to:	
READING Literary Text Targets 1–7	<ul style="list-style-type: none"> • Consistently cite specific and relevant textual evidence to support conclusions drawn from highly complex texts. • Accurately interpret the meaning and impact of most figurative language and literary devices or cognitive meanings of words and phrases. • Consistently and accurately summarize central ideas and key events. • Determine the intended and precise meaning of most grade-appropriate words, including academic and domain-specific words. • Apply appropriate and relevant reasoning and a range of textual evidence to justify analysis or judgments. • Analyze and/or compare how information is presented within or across highly complex texts, identifying relationships among targeted aspects. • Consistently evaluate text structures and genre-specific features across texts, and identify the impact of those choices on meaning or presentation.
READING Informational Text Targets 8–14	<ul style="list-style-type: none"> • Consistently cite specific, relevant textual evidence to support conclusions drawn from highly complex texts. • Accurately interpret the meaning and impact of most figurative language and literary devices or connotative meanings of words and phrases. • Consistently and accurately summarize central ideas and key events. • Determine the intended and precise meaning of most grade-appropriate words, including academic and domain-specific words. • Apply appropriate and relevant reasoning and a range of textual evidence to justify analysis or judgments. • Analyze and/or compare how information is presented within or across highly complex texts, identifying relationships among targeted aspects. • Consistently evaluate text structures across highly complex texts.
WRITING Targets 1–10	<ul style="list-style-type: none"> • Write or revise more than one complex paragraphs, demonstrating specific narrative techniques, chronology, appropriate transitional strategies for coherence, or author’s craft appropriate to purpose, including a strong conclusion. • Plan, write, revise, and edit a full, complex composition, clearly demonstrating specific narrative techniques, chronology, appropriate transitional strategies for coherence, and author’s craft appropriate to purpose, including a well-developed conclusion and evidence from texts to support analysis, reflection, and research. • Write or revise more than one complex informational/explanatory paragraph, demonstrating ability to organize ideas by stating a focus, including appropriate transitional strategies for coherence, or strong supporting evidence and elaboration, or writing body paragraphs or a conclusion appropriate to purpose and audience. • Plan, write, revise, and edit full informational/explanatory text on a topic attending to purpose and audience, organizing ideas by stating a focus, including structures and appropriate transitional strategies for coherence, including strong supporting evidence and elaboration, and developing an appropriate conclusion. • Use effective text features (headings, bold text, captions, etc.) in informational texts to enhance meaning.

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014
Threshold Achievement Level Descriptors
Grade 5 English Language Arts/Literacy**

	<ul style="list-style-type: none"> • Write or revise more than one paragraph, clearly demonstrating the ability to state opinions about topics or sources, set a context, efficiently organize ideas using linking words or phrases, develop supporting evidence/reasons and some elaboration, or develop a conclusion appropriate to purpose and audience. • Plan, write, revise and edit full opinion pieces, demonstrating the ability to state opinions about topics or sources, attend to purpose and audience, efficiently organize ideas by stating a context and focus, include some complex structures and appropriate transitional strategies for coherence, develop strong supporting evidence/reasons and elaboration, and develop an appropriate conclusion. • Use a broad range of language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts. • Effectively apply and edit text, demonstrating an understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling). • Effectively use the tools of technology (including the Internet) to produce and publish writing.
SPEAKING/ LISTENING Target 4	<ul style="list-style-type: none"> • Begin to critically interpret and use information delivered orally or audio-visually.
RESEARCH/ INQUIRY Targets 1–4	<ul style="list-style-type: none"> • Begin to critically and effectively conduct short research projects with some guidance. • Begin to critically and effectively locate information to support central ideas and subtopics; select and integrate information from multiple sources. • Begin to critically and effectively gather and distinguish relevant information, summarize/paraphrase information from multiple sources, and provide a list of sources. • Begin to critically and effectively integrate information from several sources on the same topic to generate an informed opinion and write about the subject knowledgeably.

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014
Threshold Achievement Level Descriptors
Grade 6 English Language Arts/Literacy**

The student who just enters Level 2 should be able to:	
READING Literary Text Targets 1–7	<ul style="list-style-type: none"> • Cite some textual evidence to support conclusions drawn from text. • Use some explicit and limited implicit information to support emerging inferences or analyses. • Partially summarize central ideas and key events using some details from texts of low-to-moderate complexity. • Determine the intended meaning of some grade-appropriate words including academic and domain-specific words within context. • Use some supporting evidence to justify interpretations of information presented or how information is integrated in one or more texts. • Identify and begin to compare how information is presented within or across texts. • Relate basic knowledge of text structures or genre-specific features to begin to integrate or analyze information. • Interpret the intent of some common figurative language.
READING Informational Text Targets 8–14	<ul style="list-style-type: none"> • Cite some textual evidence to support conclusions drawn from text. • Begin to use explicit and limited implicit information to support emerging inferences or analyses. • Partially summarize central ideas and some key events. • Determine the intended meaning of grade-appropriate words including academic and domain-specific words within context. • Use some supporting evidence to justify interpretations of information presented or how information is integrated in one or more text. • Identify and begin to compare how information is presented within or across texts. • Use basic knowledge of text structures or genre-specific features to begin to integrate or analyze information. • Partially interpret intent of some common figurative language.
WRITING Targets 1–10	<ul style="list-style-type: none"> • Apply some narrative strategies, textual structures, and transitional strategies for coherence. • Use minimal relevant details when writing or revising brief narrative texts. • Use minimal support and elaboration when writing brief informational/explanatory texts. • Demonstrate some ability to use appropriate text features. • Produce argumentative texts and attempt to acknowledge a counterclaim. • Demonstrate some awareness of audience and purpose when writing. • Pay limited attention to word choice and/or syntax. • Plan, write, revise, and edit argument texts demonstrating partial ability to state claims about topics or sources. • With some support, use basic language appropriate to the purpose and audience when revising or composing text. • Apply or edit a piece of writing, demonstrating a partial understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing. • Demonstrate limited use of technology, including the Internet, to produce and publish writing.

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014
Threshold Achievement Level Descriptors
Grade 6 English Language Arts/Literacy**

SPEAKING/ LISTENING Target 4	<ul style="list-style-type: none"> • Have limited engagement and interaction with media and source materials and minimally account for elements that contribute to points of view.
RESEARCH/ INQUIRY Targets 1–4	<ul style="list-style-type: none"> • Demonstrate minimal research and evaluation skills. • Draw broad conclusions from source materials. • Construct a partial claim with limited use of evidence. • Attempt to summarize main ideas, topics, key events, or procedures in informational texts but use limited supporting or relevant ideas or evidence. • Develop an argument with a claim and minimal support.
The student who just enters Level 3 should be able to:	
READING Literary Text Targets 1–7	<ul style="list-style-type: none"> • With some consistency, identify relevant textual evidence to support conclusions drawn from texts of moderate complexity. • Identify and interpret some figurative language and some literary devices or connotative meanings of words and phrases. • Accurately summarize central ideas and key events. • With some consistency, determine the intended or precise meaning of grade-appropriate words including academic and domain-specific words. • Apply some relevant reasoning and textual evidence to justify developing analyses or judgments made about intended effects. • With some consistency, analyze how information is presented within or across texts of moderate complexity, identifying some relationships among targeted aspects, including analysis of authors' points of view. • With some consistency, analyze some text structures or genre-specific features or formats from multiple sources of text and identify the impact of those choices on meaning or presentation.
READING Informational Text Targets 8–14	<ul style="list-style-type: none"> • With some consistency, identify relevant textual evidence to support conclusions drawn from text. • Identify and interpret some figurative language and some literary devices or connotative meanings of words and phrases. • Accurately summarize central ideas and key events. • Determine the intended or precise meaning of grade-appropriate words including academic and domain-specific words. • Apply some relevant reasoning and textual evidence to justify analyses or judgments made about intended effects. • Analyze how information is presented within or across texts, identifying some relationships among targeted aspects. • Analyze some text structures, genre-specific features or formats from multiple sources of text and the impact of those choices on meaning or presentation.
WRITING Targets 1–10	<ul style="list-style-type: none"> • Apply some narrative strategies when writing or revising one or more paragraphs. • Write longer narrative texts demonstrating use of specific narrative techniques, chronology, and appropriate transitional strategies for coherence. • Employ effective text features and visual components appropriate to purpose. • Demonstrate some ability to plan, write, revise, and edit full argument pieces, demonstrating ability to state claims about topics or sources; attend to purpose and

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014
Threshold Achievement Level Descriptors
Grade 6 English Language Arts/Literacy**

	<p>audience; organize ideas by stating a context and focus; include structures and appropriate transitional strategies for coherence; identify supporting evidence/reasons and elaboration from credible sources; and develop an appropriate conclusion.</p> <ul style="list-style-type: none"> • Use a range of precise language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing text. • Demonstrate some ability to edit a piece of writing, showing a strong adequate understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing. • Demonstrate some use of technology, including the Internet, to produce and publish writing.
SPEAKING/ LISTENING Target 4	<ul style="list-style-type: none"> • Engage and interact with media and source materials and account for elements that contribute to points of view.
RESEARCH/ INQUIRY Targets 1–4	<ul style="list-style-type: none"> • Use research/inquiry methods to explore a topic. • Select from and adequately analyze sources from a variety of perspectives and present findings. • Adequately analyze authoritative sources of evidence with some diversity of formats to support a presentation. • Search for relevant authoritative information and evaluate the uses and limitations of source material. • Generate a specific debatable claim or main idea and cite some relevant evidence.
The student who just enters Level 4 should be able to:	
READING Literary Text Targets 1–7	<ul style="list-style-type: none"> • Cite specific, relevant textual evidence to support conclusions drawn from text. • Interpret the intent and impact of most figurative language and literary devices or connotative meanings of words and phrases. • Summarize central ideas and key events in texts of high complexity. • Determine the intended and precise meaning of most grade-appropriate words including academic and domain-specific words. • Apply appropriate and relevant reasoning and a range of textual evidence to justify analyses or judgments made about intended effects. • Analyze or compare how information is presented within or across texts, identifying relationships among targeted aspects. • Evaluate text structures or genre-specific features or formats from multiple sources of text and identify the impact of those choices on meaning or presentation.
READING Informational Text Targets 8–14	<ul style="list-style-type: none"> • Cite specific, relevant textual evidence to support conclusions drawn from text. • Interpret the intent and impact of most figurative language and literary devices or cognitive meanings of words and phrases. • Summarize central ideas and key events in texts of high complexity. • Determine the intended and precise meaning of most grade-appropriate words including academic and domain-specific words. • Apply appropriate and relevant reasoning and a range of textual evidence to justify analysis or judgments made about intended effects. • Analyze or compare how information is presented within or across texts, identifying relationships among targeted aspects.

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014
Threshold Achievement Level Descriptors
Grade 6 English Language Arts/Literacy**

	<ul style="list-style-type: none"> Evaluate text structures across texts.
WRITING Targets 1–10	<ul style="list-style-type: none"> Demonstrate effective use of multiple, specific narrative techniques, chronology, and appropriate transitional strategies for coherence. Demonstrate effective use of precise words and phrases and use relevant descriptive details and sensory language to convey experiences or author’s craft appropriate to purpose, including a conclusion that reflects on the narrated experience. Demonstrate use of multiple, specific narrative techniques, chronology, and appropriate transitional strategies for coherence when writing longer narrative texts. Demonstrate effective use of precise language and formal style to organize ideas by stating a focus when writing or revising more than one informational or explanatory paragraph. Employ advanced text features and visual components appropriate to purpose. Effectively use an extensive range of language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing text. Effectively apply or edit a piece of writing, demonstrating a strong understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing. Effectively use technology, including the Internet, to produce and publish writing.
SPEAKING/ LISTENING Target 4	<ul style="list-style-type: none"> Effectively engage and interact with media and source materials and account for elements that contribute to points of view.
RESEARCH/ INQUIRY Targets 1–4	<ul style="list-style-type: none"> Employ multimodal resources to advance a sustained exploration of a topic. Synthesize multiple sources of relevant, authoritative information and discriminate among them to support an analysis. Search for relevant information from diverse authoritative sources. Systematically evaluate the uses and limitations of sources. Generate an authoritative claim. Evaluate and cite substantial, relevant evidence.

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014
Threshold Achievement Level Descriptors
Grade 7 English Language Arts/Literacy**

The student who just enters Level 2 should be able to:	
READING Literary Text Targets 1–7	<ul style="list-style-type: none"> • Use textual evidence to justify analysis regarding theme, story elements, dialogue, and point of view in texts of low-to-moderate complexity. • Partially summarize central ideas and key events using some details from texts of low-to-moderate complexity. • Partially analyze relationships among literary elements within or across texts of low-to-moderate complexity or differing versions of texts representing various genres and text types. • Partially analyze the structure within or between two or more texts and genre-specific features or formats of texts and the impact of those choices on meaning or presentation. • Partially determine or interpret the impact/intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of low-to-moderate complexity.
READING Informational Text Targets 8–14	<ul style="list-style-type: none"> • Identify textual evidence from sources across disciplines to support conclusions, inferences, connections, and steps to processes. • Partially summarize central ideas, topics/subtopics, key events, or procedures using some supporting ideas and details. • Partially determine connotative and denotative meanings of academic- and domain-specific words/phrases and words with multiple meanings, based on context-word relationships, word structure, and differentiating vocabulary meanings, in texts of low-to-moderate complexity. • Partially apply reasoning and some textual evidence to justify inferences or interpret author's presentation of information; partially delineate and evaluate the argument assessing whether the reasoning is sound. • Partially analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation regarding the authors' points of view. • Partially relate knowledge of text structures and genre-specific features or formats of texts to compare/analyze the impact of those choices on meaning or presentation. • Partially determine or interpret the impact/intent of literary devices or connotative meaning of words and phrases used in context and the impact of those word choices on reader interpretation of texts of low-to-moderate complexity.
WRITING Targets 1–10	<ul style="list-style-type: none"> • Apply some narrative strategies, textual structures, and transitional strategies for coherence. • Use minimal relevant details when writing or revising brief narrative texts. • Use minimal support and elaboration when writing brief informational/explanatory texts. • Demonstrate some ability to use appropriate text features. • Produce argumentative texts and attempt to acknowledge a counterclaim. • Demonstrate some awareness of audience and purpose when writing. • Pay limited attention to word choice and/or syntax. • Plan, write, revise, and edit argument pieces demonstrating partial ability to state claims about topics or sources. • With some support, use basic language appropriate to the purpose and audience when revising or composing text. • Write or edit texts, demonstrating a partial understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling). • Demonstrate limited use of technology, including the Internet, to produce and publish writing.

STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014
Threshold Achievement Level Descriptors
Grade 7 English Language Arts/Literacy

SPEAKING/ LISTENING Target 4	<ul style="list-style-type: none"> • Have limited engagement and interaction with media and source materials and minimally account for elements that contribute to points of view.
RESEARCH/ INQUIRY Targets 1–4	<ul style="list-style-type: none"> • Demonstrate minimal research and evaluation skills. • Draw broad conclusions from source materials. • Construct a partial claim with limited use of evidence. • Attempt to summarize main ideas, topics, key events, or procedures in informational texts but use limited supporting or relevant ideas or evidence. • Develop an argument with a claim and minimal support.
The student who just enters Level 3 should be able to:	
READING Literary Text Targets 1–7	<ul style="list-style-type: none"> • Summarize central ideas/key events using relevant details from texts of moderate complexity to determine a theme and provide an objective summary specifically relating analysis to character, setting, and plot. • Determine precise meaning of words and distinguish connotative and figurative meanings of academic- and domain-specific words/phrases. • Use a range of relevant textual evidence to justify analysis regarding theme, story elements, dialogue, and point of view (e.g., suspense, humor, dramatic irony) in texts of moderate complexity. • Analyze relationships among literary elements by comparing and contrasting them within or across texts of moderate complexity or differing versions of texts representing various genres and text types. • Analyze the structures of two or more texts and genre-specific features or formats of texts and the impact of those choices on meaning or presentation. • Determine or interpret the impact/intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of moderate complexity.
READING Informational Text Targets 8–14	<ul style="list-style-type: none"> • Identify several pieces of relevant textual evidence from sources across disciplines to support conclusions, inferences, connections, and steps to processes. • Summarize central ideas, topics/subtopics, key events, or procedures using relevant supporting ideas and details. • Determine connotative and denotative meanings of academic- and domain-specific words/phrases and words with multiple meanings, based on context-word relationships, word structure, and differentiating vocabulary meanings, in texts of moderate complexity. • Apply reasoning and a range of textual evidence to justify inferences or interpret author's presentation of information. • Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation regarding the authors' points of view. • Relate knowledge of text structures and genre-specific features or formats of texts to compare/analyze the impact of those choices on meaning or presentation. • Determine or interpret the impact/intent of literary devices or connotative meaning of words and phrases used in context and the impact of those word choices on reader interpretation of texts of moderate complexity.

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014
Threshold Achievement Level Descriptors
Grade 7 English Language Arts/Literacy**

WRITING Targets 1–10	<ul style="list-style-type: none"> • Apply some narrative strategies when writing or revising one or more paragraphs. • Write longer narrative texts demonstrating use of specific narrative techniques, chronology, and appropriate transitional strategies for coherence. • Employ effective text features and visual components appropriate to purpose. • Demonstrate some ability to plan, write, revise, and edit full argument pieces demonstrating ability to state claims about topics or sources; attend to purpose and audience; organize ideas by stating a context and focus; include structures and appropriate transitional strategies for coherence; identify supporting evidence/reasons and elaboration from credible sources; develop an appropriate conclusion. • Use a range of precise language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing text. • Demonstrate some ability to edit a piece of writing, showing an understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing. • Demonstrate some use of technology, including the Internet, to produce and publish writing.
SPEAKING/ LISTENING Target 4	<ul style="list-style-type: none"> • Engage and interact with media and source materials and account for elements that contribute to points of view.
RESEARCH/ INQUIRY Targets 1–4	<ul style="list-style-type: none"> • Use research/inquiry methods to explore a topic. • Select from and adequately analyze sources from a variety of perspectives and present findings. • Adequately analyze authoritative sources of evidence with some diversity of formats to support a presentation. • Search for relevant authoritative information and evaluate the uses and limitations of source material. • Generate a specific debatable claim or main idea and cite some relevant evidence.
The student who just enters Level 4 should be able to:	
READING Literary Text Targets 1–7	<ul style="list-style-type: none"> • Evaluate precise meaning of words and distinguish connotative and figurative meanings of academic- and domain-specific words/phrases. • Evaluate meaning of words with multiple meanings based on context-word relationships and word structures; thoroughly differentiate vocabulary meanings in texts of high complexity. • Summarize central ideas and key events using the most significant details from longer portions of texts of high complexity. • Cite strong and varied textual evidence to justify analysis regarding theme, story elements, dialogue, and point of view (e.g., suspense, humor, dramatic irony) in texts of high complexity. • Analyze relationships by comparing and contrasting them among literary elements within or across texts of high complexity. • Evaluate the structures of two or more texts and genre-specific features or formats of texts and the impact of those choices on meaning or presentation. • Evaluate and interpret the impact and intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of high complexity.

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014
Threshold Achievement Level Descriptors
Grade 7 English Language Arts/Literacy**

<p>READING Informational Text Targets 8–14</p>	<ul style="list-style-type: none"> • Identify several pieces of strong and varied textual evidence from sources across disciplines to support conclusions, inferences, connections, and steps to processes. • Summarize central ideas, topics/subtopics, key events, or procedures using strong supporting ideas and details with texts of high complexity. • Determine connotative and denotative meanings of academic- and domain-specific words/phrases and words with multiple meanings, based on context-word relationships, word structure, and differentiating vocabulary meanings, in texts of texts of high complexity. • Effectively apply reasoning and a range of textual evidence to justify inferences or interpret author's presentation of information. • Delineate and evaluate the argument assessing whether the reasoning is sound. • Effectively analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation regarding the authors' points of view. • Relate knowledge of text structures and genre-specific features or formats of texts of high complexity to compare/analyze the impact of those choices on meaning or presentation. • Evaluate or interpret the impact/intent of literary devices or connotative meaning of words and phrases used in context and the impact of those word choices on reader interpretation of texts of high complexity.
<p>WRITING Targets 1–10</p>	<ul style="list-style-type: none"> • Demonstrate effective use of multiple, specific narrative techniques, chronology, and appropriate transitional strategies for coherence. • Demonstrate effective use of precise words and phrases and use relevant descriptive details and sensory language to convey experiences or authors' craft appropriate to purpose, including a conclusion that reflects on the narrated experience. • Demonstrate use of multiple, specific narrative techniques, chronology, and appropriate transitional strategies for coherence when writing longer narrative texts. • Demonstrate effective use of precise language and formal style to organize ideas by stating a focus when writing or revising more than one informational or explanatory paragraph. • Employ advanced text features and visual components appropriate to purpose. • Effectively use an extensive range of language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing text. • Effectively write or edit texts, demonstrating a strong understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling). • Effectively use technology, including the Internet, to produce and publish writing.
<p>SPEAKING/ LISTENING Target 4</p>	<ul style="list-style-type: none"> • Effectively engage and interact with media and source materials and account for elements that contribute to points of view.
<p>RESEARCH/ INQUIRY Targets 1–4</p>	<ul style="list-style-type: none"> • Employ multimodal resources to advance a sustained exploration of a topic. • Synthesize multiple sources of relevant, authoritative information and discriminate among them to support an analysis. • Search for relevant information from diverse authoritative sources. • Systematically evaluate sources' uses and limitations. • Generate an authoritative claim. • Evaluate and cite substantial, relevant evidence.

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014
Threshold Achievement Level Descriptors
Grade 8 English Language Arts/Literacy**

The student who just enters Level 2 should be able to:	
READING Literary Text Targets 1–7	<ul style="list-style-type: none"> • Cite textual evidence to justify analysis regarding theme, story elements, dialogue, and point of view in texts of low-to-moderate complexity. • Partially summarize central ideas and key events using some details from texts of low-to-moderate complexity. • Partially analyze relationships within or between literary elements within or across texts of low-to-moderate complexity or in differing versions of texts representing various genres and text types. • Partially analyze the structure of two or more texts and genre-specific features or formats of texts of low-to-moderate complexity and the impact of those choices on meaning or presentation. • Partially determine or interpret the impact/intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of low-to-moderate complexity.
READING Informational Text Targets 8–14	<ul style="list-style-type: none"> • Identify textual evidence from sources across disciplines to support conclusions, inferences, connections, and steps to processes. • Partially summarize central ideas, topics/subtopics, key events, or procedures using some supporting ideas and details. • Partially determine connotative and denotative meanings of academic- and domain-specific words/phrases and words with multiple meanings, based on context-word relationships and word structures, and differentiate vocabulary meanings in texts of low-to-moderate complexity. • Partially apply reasoning and some textual evidence to justify inferences or interpret author's presentation of information; partially delineate and evaluate the argument assessing whether the reasoning is sound. • Partially analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation regarding the authors' point of view. • Partially relate knowledge of text structures and genre-specific features or formats of texts of low-to-moderate complexity to compare/analyze the impact of those choices on meaning or presentation. • Partially determine or interpret the impact/intent of literary devices or connotative meaning of words and phrases used in context and the impact of those word choices on reader interpretation of texts of low-to-moderate complexity.
WRITING Targets 1–10	<ul style="list-style-type: none"> • Apply some narrative strategies, textual structures, and transitional strategies for coherence. • Use minimal relevant details when writing or revising brief narrative texts. • Use minimal support and elaboration when writing brief informational/explanatory texts. • Demonstrate some ability to use appropriate text features. • Produce argumentative texts and attempt to acknowledge a counterclaim. • Demonstrate some awareness of audience and purpose when writing. • Pay limited attention to word choice and/or syntax. • Plan, write, revise, and edit argument pieces demonstrating partial ability to state claims about topics or sources. • With some support use basic language appropriate to the purpose and audience when revising or composing text. • Apply or edit a piece of writing, demonstrating a partial understanding of Standard English

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014
Threshold Achievement Level Descriptors
Grade 8 English Language Arts/Literacy**

	<p>grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing.</p> <ul style="list-style-type: none"> • Demonstrate limited use of technology, including the Internet, to produce and publish writing.
SPEAKING/ LISTENING Target 4	<ul style="list-style-type: none"> • Have limited engagement and interaction with media and source materials and minimally account for elements that contribute to points of view.
RESEARCH/ INQUIRY Targets 1–4	<ul style="list-style-type: none"> • Demonstrate minimal research and evaluation skills. • Draw broad conclusions from source materials. • Construct a partial claim with limited use of evidence. • Attempt to summarize main ideas, topics, key events, or procedures in informational texts but use limited supporting or relevant ideas or evidence. • Develop an argument with a claim and minimal support.
The student who just enters Level 3 should be able to:	
READING Literary Text Targets 1–7	<ul style="list-style-type: none"> • Summarize central ideas/key events using relevant details from texts of moderate complexity to determine a theme and provide an objective summary specifically relating analysis to character, setting, and plot. • Determine precise meaning of words and distinguish connotative and figurative meanings of academic- and domain-specific words and phrases. • Cite a range of relevant textual evidence to justify analysis regarding theme, story elements, dialogue, and point of view (e.g., suspense, humor, dramatic irony) in texts of moderate complexity. • Analyze relationships among literary elements by comparing and contrasting theme within texts of moderate complexity or in differing versions of texts representing various genres and text types. • Analyze the structures of two or more texts and genre-specific features or formats of texts of moderate complexity and the impact of those choices on meaning or presentation. • Determine or interpret the impact/intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of moderate complexity.
READING Informational Text Targets 8–14	<ul style="list-style-type: none"> • Identify several pieces of relevant textual evidence from sources across disciplines to support conclusions, inferences, connections, and steps to processes. • Summarize central ideas, topics/subtopics, key events, or procedures using relevant supporting ideas and details. • Determine connotative and denotative meanings of words and phrases. • Apply reasoning and a range of textual evidence to justify inferences or interpret author's presentation of information. • Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation regarding the authors' points of view. • Relate knowledge of text structures and genre-specific features or formats of texts of moderate complexity to compare/analyze the impact of those choices on meaning or presentation. • Determine or interpret the impact/intent of literary devices or connotative meaning of words and phrases used in context and the impact of those word choices on reader interpretation of texts of moderate complexity.

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014
Threshold Achievement Level Descriptors
Grade 8 English Language Arts/Literacy**

WRITING Targets 1–10	<ul style="list-style-type: none"> • Apply some narrative strategies when writing or revising one or more paragraphs. • Write longer narrative texts demonstrating use of specific narrative strategies, structures, and appropriate transitional strategies for coherence. • Employ effective text features and visual components appropriate to purpose. • Demonstrate some ability to plan, write, revise, and edit full argument pieces demonstrating ability to state claims about topics or sources; attend to purpose and audience; organize ideas by stating a context and focus; include structures and appropriate transitional strategies for coherence; identify supporting evidence/reasons and elaboration from credible sources; and develop an appropriate conclusion. • Use a range of precise language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing text. • Demonstrate some ability to edit a piece of writing, showing an understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing. • Demonstrate some use of technology, including the Internet, to produce and publish writing.
SPEAKING/ LISTENING Target 4	<ul style="list-style-type: none"> • Engage and interact with media and source materials and account for elements that contribute to points of view.
RESEARCH/ INQUIRY Targets 1–4	<ul style="list-style-type: none"> • Use research/inquiry methods to explore a topic. • Select from and adequately analyze sources from a variety of perspectives and present findings. • Adequately analyze authoritative sources of evidence with some diversity of formats to support a presentation. • Search for relevant authoritative information and evaluate the uses and limitations of source material. • Generate a specific debatable claim or main idea and cite some relevant evidence.
The student who just enters Level 4 should be able to:	
READING Literary Text Targets 1–7	<ul style="list-style-type: none"> • Evaluate precise meaning of words and distinguish connotative and figurative meanings of academic- and domain-specific words and phrases. • Evaluate meaning of words with multiple meanings based on context-word relationships and word structures; thoroughly differentiate vocabulary meanings in texts of high complexity. • Summarize central ideas and key events using the most significant details from longer portions of texts of high complexity. • Cite strong and varied textual evidence to justify analysis regarding theme, story elements, dialogue, and point of view (e.g., suspense, humor, dramatic irony) in texts of high complexity. • Analyze relationships by comparing and contrasting them among literary elements within or across texts of high complexity. • Evaluate the structures of two or more texts and genre-specific features or formats of texts of high complexity and the impact of those choices on meaning or presentation. • Evaluate and interpret the impact and intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of high complexity.
READING	<ul style="list-style-type: none"> • Identify several pieces of strong and varied textual evidence from sources across

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014
Threshold Achievement Level Descriptors
Grade 8 English Language Arts/Literacy**

Informational Text Targets 8–14	<p>disciplines to support conclusions, inferences, connections, and steps to processes.</p> <ul style="list-style-type: none"> • Summarize central ideas, topics/subtopics, key events, or procedures using strong supporting ideas and details. • Determine connotative and denotative meanings of academic- and domain-specific words/phrases and words with multiple meanings, based on context-word relationships, word structures, and differentiating vocabulary meanings in texts of high complexity. • Apply reasoning and a range of textual evidence to justify inferences or interpret author's presentation of information. • Delineate and evaluate the argument assessing whether the reasoning is sound. • Effectively analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation regarding the authors' points of view. • Relate knowledge of text structures and genre-specific features or formats of texts of high complexity to compare/analyze the impact of those choices on meaning or presentation. • Evaluate or interpret the impact/intent of literary devices or connotative meaning of words and phrases used in context and the impact of those word choices on reader interpretation of texts of high complexity.
WRITING Targets 1–10	<ul style="list-style-type: none"> • Demonstrate effective use of multiple, specific narrative strategies, structures, and appropriate transitional strategies for coherence. • Demonstrate effective use of precise words and phrases and use relevant descriptive details and sensory language to convey experiences or authors' craft appropriate to purpose, including a conclusion that reflects on the narrated experience. • Demonstrate use of multiple, specific narrative strategies, structures, and appropriate transitional strategies for coherence when writing longer narrative texts. • Demonstrate effective use of precise language and formal style to organize ideas by stating a focus when writing or revising more than one informational or explanatory paragraph. • Employ advanced text features and visual components appropriate to purpose. • Effectively use an extensive range of language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing text. • Effectively write or edit texts, demonstrating a strong understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling). • Effectively use technology, including the Internet, to produce and publish writing.
SPEAKING/ LISTENING Target 4	<ul style="list-style-type: none"> • Thoroughly engage and interact with media and source materials and account for elements that contribute to points of view.
RESEARCH/ INQUIRY Targets 1–4	<ul style="list-style-type: none"> • Employ multimodal resources to advance a sustained exploration of a topic. • Synthesize multiple sources of relevant, authoritative information and discriminate among them to support an analysis. • Search for relevant information from diverse authoritative sources. • Systematically evaluate uses and limitations of sources. • Generate an authoritative claim. • Evaluate and cite substantial, relevant evidence.

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014
Threshold Achievement Level Descriptors
Grade 11 English Language Arts/Literacy**

The student who just enters Level 2 should be able to:	
READING Literary Text Targets 1–7	<ul style="list-style-type: none"> • Identify key textual evidence to attempt to support simple inferences or conclusions. • Provide a simple summary of key events and/or details of a text. • Use sentence- and paragraph-level context and resources to determine meanings of most grade-level words. • Apply partial reasoning and use key textual evidence to begin to justify inferences or judgments made about text. • Analyze some interrelationships of literary elements in texts of low to moderate complexity. • Describe basic text structures and genre-specific features or formats and show a limited understanding of their impact. • Identify elements that contribute to points of view and how they impact meaning. • Identify and determine meaning and impact of figurative language.
READING Informational Text Targets 8–14	<ul style="list-style-type: none"> • Identify key textual evidence to attempt to support simple inferences, analysis, interpretations, or conclusions. • Provide a simple summary of key events and/or details of a text. • Use sentence- and paragraph-level context and resources to determine meanings of words. • Apply partial reasoning and use key textual evidence to begin to justify inferences or judgments made about text. • Analyze the connection of ideas within and between texts of low-to-moderate complexity. • Describe basic text structures and genre-specific features or formats and show a limited understanding of their impact. • Demonstrate emerging knowledge of obvious genre interpretations and ideas. • Have limited engagements and interaction with source materials in common. • Partially account for elements that contribute to points of view. • Identify and begin to determine meaning and impact of figurative language.
WRITING Targets: 1 and 3–10	<ul style="list-style-type: none"> • Apply some narrative strategies, textual structures, and transitional strategies for coherence. • Use minimal relevant details when writing or revising brief narrative texts. • Use minimal support and elaboration when writing brief informational/explanatory texts. • Demonstrate some ability to use appropriate text features. • Produce argumentative texts and attempt to acknowledge a counterclaim. • Demonstrate some awareness of audience and purpose when writing. • Pay limited attention to word choice and/or syntax. • Demonstrate some understanding of the conventions of grade-appropriate Standard English grammar usage and mechanics to clarify a message. • Apply some revisions to narrative, informational, and argument texts. • Use basic technology, with support, for gathering information, making revisions, or producing texts.
SPEAKING/ LISTENING Target 4	<ul style="list-style-type: none"> • Have limited engagement and interaction with media and source materials and minimally account for elements that contribute to points of view.
RESEARCH/ INQUIRY Targets	<ul style="list-style-type: none"> • Demonstrate minimal research and evaluation skills. • Draw broad conclusions from source materials.

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014
Threshold Achievement Level Descriptors
Grade 11 English Language Arts/Literacy**

1–4	<ul style="list-style-type: none"> • Construct a partial or undeveloped claim with limited use of evidence. • Attempt to summarize main ideas, topics, key events, or procedures in informational texts but use limited supporting or relevant ideas or evidence. • Develop an argument with a claim and minimal support.
The student who just enters Level 3 should be able to:	
READING Literary Text Targets 1–7	<ul style="list-style-type: none"> • Cite adequate textual evidence to support most inferences made or conclusions drawn about texts of moderate complexity. • Summarize themes and some analysis of thematic development over the course of the text using relevant details. • Determine intended meanings of most words, including distinguishing connotation/denotation, figurative language, and words with multiple meanings based on context, word patterns, word relationships, etymology, or use of specialized resources. • Apply sufficient reasoning and a range of textual evidence to justify most inferences or judgments made about texts. • Adequately analyze interrelationships among literary elements within a text or multiple interpretations of text (including texts from the same period with similar themes, topics, or source materials). • Partially analyze text structures, genre-specific features, or formats (visual/graphic/auditory effects) of text and explain the impact(s) of those choices on meaning or presentation. • Partially analyze the figurative (e.g., euphemism, oxymoron, hyperbole, paradox) and connotative meanings of words and phrases used in context and the impact(s) of those word choices on meaning and tone.
READING Informational Text Targets 8–14	<ul style="list-style-type: none"> • Cite adequate textual evidence to support most inferences made or conclusions drawn about texts of moderate complexity. • Summarize central ideas, topics, key events, or procedures from a text using sufficient supporting ideas and relevant details. • Determine intended meanings of most words, including distinguishing connotation/denotation, figurative language, and words with multiple meanings based on context, word patterns, word relationships, etymology, or use of specialized resources. • Apply reasoning and a sufficient range of textual evidence to justify analyses of author's presentation of moderately complex information. • Adequately support a basic analysis of a moderately complex text to show how some connections are made in development of ideas or events or development of topics, themes, or rhetorical features. • Adequately support a basic analysis of text structures and/or text features and determine an impact of text structures and/or text features on meaning or presentation. • Partially analyze the figurative (e.g., euphemism, oxymoron, hyperbole, paradox) or connotative meanings of words and phrases used in context and partially explain the impact of these word choices on meaning and tone.
WRITING Targets 1 and 3–10	<ul style="list-style-type: none"> • Apply some narrative strategies, text structures, and some transitional strategies for coherence using some relevant details and precise words and phrases in writing or revising brief narrative texts. • Apply some strategies when writing or revising brief informational/explanatory texts to develop a topic by organizing ideas, using appropriate language to maintain a suitable focus/tone, and including some relevant supporting evidence.

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014
Threshold Achievement Level Descriptors
Grade 11 English Language Arts/Literacy**

	<ul style="list-style-type: none"> • Write full informational/explanatory texts appropriate for purpose and audience by organizing ideas, using appropriate language to maintain a suitable focus/ton, and gathering, assessing, and integrating some relevant supporting evidence from both print and digital sources. • Use text features (e.g., formatting, graphics, multimedia) with some attention to audience and purpose. • Apply strategies when writing or revising brief argumentative texts to develop a claim by organizing and citing some supporting evidence and counterclaims, providing transitional strategies for coherence, and using language to maintain a suitable focus/ton. • Write full argumentative texts to develop a specific claim by integrating some relevant supporting evidence from both print and digital sources, to develop claims and counterclaims that are appropriate for audience and purpose, to provide a concluding statement, and to use language to maintain a suitable focus/ton. • Demonstrate attempts to use varied syntax, vocabulary (including some academic and domain-specific vocabulary and figurative language), and style appropriate to the purpose and audience when revising and composing texts. • Apply and edit most conventions of grade-appropriate, Standard English grammar usage and mechanics. • Follow directions when using tools of technology to gather information, make revisions, or produce texts.
SPEAKING/ LISTENING Target 4	<ul style="list-style-type: none"> • Synthesize content from source materials and media, discriminating for relevance among a range of rhetorical presentations of information. • Listen for point of view and begin to analyze perspective and motivation in a speaker's assumptions, connections, use of vocabulary, unstated premises, and rhetorical choices.
RESEARCH/ INQUIRY Targets 1–4	<ul style="list-style-type: none"> • Use research/inquiry methods to explore a topic. • Select from and adequately analyze sources from a variety of perspectives and present findings. • Adequately analyze authoritative sources of evidence with some diversity of formats to support a presentation. • Search for relevant authoritative information and evaluate the uses and limitations of source material. • Generate a specific debatable claim or main idea and cite some relevant evidence.
The student who just enters Level 4 should be able to:	
READING Literary Text Targets 1–7	<ul style="list-style-type: none"> • Identify and analyze textual evidence in texts of high complexity. • Provide an effective summary and analysis of thematic development over the course of a text using an appropriate level of relevant evidence. • Determine intended, precise, or nuanced meanings of words, including distinguishing connotation/denotation, figurative language, words with multiple meanings, and specialized academic language. • Apply reasoning and a thorough range of textual evidence to justify inferences or judgments made about texts. • Analyze the figurative and connotative meanings of words and phrases used in context and explain the complex impact(s) of those word choices on meaning and tone. • Apply reasoning and a range of textual evidence to justify inferences and judgments made about texts of high complexity.

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014
Threshold Achievement Level Descriptors
Grade 11 English Language Arts/Literacy**

	<ul style="list-style-type: none"> • Analyze the interrelationships among literary elements in texts of high complexity to show how connections are made in development of complex ideas or events. • Analyze the effectiveness and impact of text structures and/or text features of texts of high complexity. • Analyze figurative and connotative meanings of words and phrases in texts of high complexity.
READING Informational Text Targets 8–14	<ul style="list-style-type: none"> • Identify and analyze textual evidence in texts of high complexity. • Provide full analysis of the development of central ideas over the course of a text using an appropriate level of relevant evidence. • Determine intended, precise, or nuanced meanings of words, including distinguishing connotation/ denotation, figurative language, words with multiple meanings, and specialized academic language. • Apply reasoning and a full range of textual evidence to justify inferences and judgments made about texts of high complexity. • Analyze the figurative and connotative meanings of words and phrases used in context and explain the complex impact(s) of those word choices on meaning and tone. • Apply thorough reasoning and a range of textual evidence to justify analyses of author's presentation of information in texts of high complexity. • Analyze texts of high complexity to show how connections are made in development of complex ideas or events. • Analyze the effectiveness and impact of text structures and/or text features of highly complex texts. • Analyze figurative and connotative meanings of words and phrases in texts of high complexity.
WRITING Targets 1 and 3–10	<ul style="list-style-type: none"> • Apply effective writing strategies and processes when writing and revising texts for all purposes. • Use precise language. • Use relevant and persuasive evidence. • Assess and synthesize supporting evidence. • Select technological tools based on appropriateness. • Apply grade-appropriate editing and revising skills.
SPEAKING/ LISTENING Target 4	<ul style="list-style-type: none"> • Synthesize diverse source materials from diverse perspectives delivered orally or through audiovisual materials. • Systematically evaluate the ways that uses of evidence, implicit premises, and rhetorical stylistic choices enhance or undermine points of view.
RESEARCH/ INQUIRY Targets 1–4	<ul style="list-style-type: none"> • Employ multimodal resources to advance a persuasive and sustained exploration of a topic. • Synthesize multiple sources of relevant, authoritative information and discriminate among them to support an analysis. • Search for relevant information from diverse authoritative sources. • Systematically evaluate the uses and limitations of sources. • Generate authoritative claim. • Evaluate and cite substantial, relevant evidence.

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014
Threshold Achievement Level Descriptors
Grade 3 Mathematics**

The student who just enters Level 2 should be able to:	
CONCEPTS AND PROCEDURES Targets A, B, C, and D: Operations and Algebraic Thinking	<ul style="list-style-type: none"> • Use multiplication and division within 100 to solve one-step mathematical problems involving arrays. • Determine the unknown number in a multiplication equation relating three whole numbers. • Apply the Commutative property of multiplication to mathematical problems with one-digit factors. • Recall from memory all products of two one-digit numbers. • Solve one- and two-step problems using all four operations with one- and two-digit numbers. • Identify patterns in the addition table.
CONCEPTS AND PROCEDURES Target E: Number and Operations – Base Ten	<ul style="list-style-type: none"> • Round whole numbers to the nearest 10 or 100.
CONCEPTS AND PROCEDURES Target F: Number and Operations– Fractions	<ul style="list-style-type: none"> • Identify a fraction on a number line.
CONCEPTS AND PROCEDURES Targets G and I: Measurement and Data	<ul style="list-style-type: none"> • Tell and write time to the nearest minute and measure liquid volumes and masses of objects using metric units of liters, grams, and kilograms. • Count unit squares to find the area of rectilinear figures.
CONCEPTS AND PROCEDURES Targets H and J: Measurement and Data	<ul style="list-style-type: none"> • Generate measurement data by measuring lengths using rulers marked with half-inch intervals. • Solve mathematical problems involving perimeters of polygons, including finding an unknown side length given the perimeter.
CONCEPTS AND PROCEDURES Target K: Geometry	<ul style="list-style-type: none"> • Partition shapes into parts with equal areas.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	<ul style="list-style-type: none"> • Select tools to solve a familiar and moderately scaffolded problem and apply them with partial accuracy. • Use the necessary elements given in a problem situation to solve a problem. • Apply mathematics to propose solutions by identifying important quantities and by locating missing information from relevant external resources.
COMMUNICATING REASONING	<ul style="list-style-type: none"> • Find and identify the flaw in an argument.

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014
Threshold Achievement Level Descriptors
Grade 3 Mathematics**

The student who just enters Level 3 should be able to:	
CONCEPTS AND PROCEDURES Targets A, B, C, and D: Operations and Algebraic Thinking	<ul style="list-style-type: none"> • Select the appropriate operation to solve one-step problems involving equal groups and arrays. • Use the properties of operations to multiply within the 10 by 10 multiplication table. • Fluently multiply within 100. • Solve two-step problems using addition and subtraction with numbers larger than 100 and solutions within 1,000.
CONCEPTS AND PROCEDURES Target E: Number and Operations – Base Ten	<ul style="list-style-type: none"> • Fluently add within 1,000, using strategies or algorithms based on place value understanding, properties of arithmetic, and/or the relationship between addition and subtraction.
CONCEPTS AND PROCEDURES Target F: Number and Operations– Fractions	<ul style="list-style-type: none"> • Represent a fraction on a number line with partitioning.
CONCEPTS AND PROCEDURES Targets G and I: Measurement and Data	<ul style="list-style-type: none"> • Estimate liquid volumes and masses of objects using standard units of grams, kilograms, and liters. • Find the area of a rectilinear figure by multiplying side lengths and by decomposing a rectilinear figure into non-overlapping rectangles and adding them together.
CONCEPTS AND PROCEDURES Targets H and J: Measurement and Data	<ul style="list-style-type: none"> • Generate measurement data by measuring length using rulers marked with quarter-inch intervals and represent the data on a line plot marked with quarter-inch intervals. • Solve word problems involving perimeters of polygons.
CONCEPTS AND PROCEDURES Target K: Geometry	<ul style="list-style-type: none"> • Draw examples of quadrilaterals that do not belong to given subcategories by reasoning about their attributes.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	<ul style="list-style-type: none"> • Use appropriate tools to accurately solve problems arising in everyday life, society, and the workplace. • Apply mathematics to solve problems by identifying important quantities and mapping their relationship and by stating and using logical assumptions.
COMMUNICATING REASONING	<ul style="list-style-type: none"> • Use stated assumptions, definitions, and previously established results and examples to identify and repair a flawed argument. • Use previous information to support his or her own reasoning on a routine problem.

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014
Threshold Achievement Level Descriptors
Grade 3 Mathematics**

The student who just enters Level 4 should be able to:	
CONCEPTS AND PROCEDURES Targets A, B, C, and D: Operations and Algebraic Thinking	<ul style="list-style-type: none"> • Use multiplication and division within 100 to solve one-step problems involving measurement quantities of two- or three-digit whole numbers. • Apply strategies in multiplication. • Use relevant ideas or procedures to multiply. • Explain arithmetic patterns.
CONCEPTS AND PROCEDURES Target E: Number and Operations – Base Ten	<ul style="list-style-type: none"> • Use multiple strategies to fluently add within 1,000.
CONCEPTS AND PROCEDURES Target F: Number and Operations– Fractions	<ul style="list-style-type: none"> • Represent a fraction approximately on a number line with no partitioning.
CONCEPTS AND PROCEDURES Targets G and I: Measurement and Data	<ul style="list-style-type: none"> • Solve one-step addition problems involving all time intervals from hours to minutes. • Find the area of a rectilinear figure in a word problem.
CONCEPTS AND PROCEDURES Targets H and J: Measurement and Data	<ul style="list-style-type: none"> • N/A
CONCEPTS AND PROCEDURES Target K: Geometry	<ul style="list-style-type: none"> • N/A
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	<ul style="list-style-type: none"> • Analyze and interpret the context of an unfamiliar situation for problems of increasing complexity. • Begin to solve problems optimally. • Construct multiple plausible solutions and approaches.
COMMUNICATING REASONING	<ul style="list-style-type: none"> • Begin to construct chains of logic about abstract concepts autonomously.

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014
Threshold Achievement Level Descriptors
Grade 4 Mathematics**

The student who just enters Level 2 should be able to:	
CONCEPTS AND PROCEDURES Target A: Operations and Algebraic Thinking	<ul style="list-style-type: none"> • Add and subtract to solve one-step problems involving an unknown number.
CONCEPTS AND PROCEDURES Targets B and C: Operations and Algebraic Thinking	<ul style="list-style-type: none"> • Determine whether a given whole number in the range of 1–100 is a multiple of a given one-digit number. • Generate a shape pattern that follows a given rule.
CONCEPTS AND PROCEDURES Targets D and E: Number and Operations – Base Ten	<ul style="list-style-type: none"> • Look for and use repeated reasoning to generalize place value understanding in order to read and write multi-digit whole numbers less than or equal to 100,000 using base-ten numerals and number names. • Use place value understanding to add and subtract two- and three-digit whole numbers using a standard algorithm.
CONCEPTS AND PROCEDURES Targets F, G, and H: Number and Operations – Fractions	<ul style="list-style-type: none"> • Recognize equivalent fractions using visual models. • Use visual fraction models to represent a problem. • Express a fraction with denominator 10 as an equivalent fraction with denominator 100.
CONCEPTS AND PROCEDURES Targets I, J, and K: Measurement and Data	<ul style="list-style-type: none"> • Apply the perimeter formula to rectangles in mathematical problems. • Use data from a given line plot using fractions $\frac{1}{2}$, $\frac{1}{4}$, and $\frac{1}{8}$ to solve one-step problems. • Recognize whole-number degrees on a protractor.
CONCEPTS AND PROCEDURES Target L: Geometry	<ul style="list-style-type: none"> • Identify points, lines, line segments, and rays.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	<ul style="list-style-type: none"> • Select tools to solve a familiar and moderately scaffolded problem and apply them with partial accuracy. • Use the necessary elements given in a problem situation to solve a problem. • Apply mathematics to propose solutions by identifying important quantities and by locating missing information from relevant external resources.
COMMUNICATING REASONING	<ul style="list-style-type: none"> • Find and identify the flaw in an argument.

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014
Threshold Achievement Level Descriptors
Grade 4 Mathematics**

The student who just enters Level 3 should be able to:	
CONCEPTS AND PROCEDURES Target A: Operations and Algebraic Thinking	<ul style="list-style-type: none"> • Multiply and divide to solve one-step problems involving equal groups or arrays.
CONCEPTS AND PROCEDURES Targets B and C: Operations and Algebraic Thinking	<ul style="list-style-type: none"> • Find factor pairs for whole numbers in the range of 1–100. • Identify apparent features of a pattern in a problem with scaffolding.
CONCEPTS AND PROCEDURES Targets D and E: Number and Operations – Base Ten	<ul style="list-style-type: none"> • Read and write multi-digit whole numbers less than or equal to 1,000,000 using base-ten numerals, number names, and expanded form. • Multiply four-digit whole numbers by a one-digit number.
CONCEPTS AND PROCEDURES Targets F, G, and H: Number and Operations – Fractions	<ul style="list-style-type: none"> • Generate equivalent fractions using visual models. • Identify and generate equivalent forms of a fraction with like denominators. • Add two fractions with respective denominators 10 and 100.
CONCEPTS AND PROCEDURES Targets I, J, and K: Measurement and Data	<ul style="list-style-type: none"> • Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale. • Interpret data from a line plot to solve problems involving addition of fractions with like denominators by using information presented in line plots. • Construct angles between 0 and 180 degrees in whole-number degrees using a protractor.
CONCEPTS AND PROCEDURES Target L: Geometry	<ul style="list-style-type: none"> • Draw lines of symmetry for two-dimensional figures.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	<ul style="list-style-type: none"> • Use appropriate tools to accurately solve problems arising in everyday life, society, and the workplace. • Apply mathematics to solve problems by identifying important quantities and mapping their relationship and by stating and using logical assumptions.
COMMUNICATING REASONING	<ul style="list-style-type: none"> • Use stated assumptions, definitions, and previously established results and examples to identify and repair a flawed argument. • Use previous information to support his or her own reasoning on a routine problem.

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014
Threshold Achievement Level Descriptors
Grade 4 Mathematics**

The student who just enters Level 4 should be able to:	
CONCEPTS AND PROCEDURES Target A: Operations and Algebraic Thinking	<ul style="list-style-type: none"> Assess the reasonableness of answers using mental computation and estimation strategies, including rounding.
CONCEPTS AND PROCEDURES Targets B and C: Operations and Algebraic Thinking	N/A
CONCEPTS AND PROCEDURES Targets D and E: Number and Operations – Base Ten	N/A
CONCEPTS AND PROCEDURES Targets F, G, and H: Number and Operations – Fractions	<ul style="list-style-type: none"> Compare two fractions with different numerators and different denominators using $<$, $>$, and $=$. Compare two decimals to the hundredths using $<$, $>$, and $=$ or a number line and justify the conclusions by using visual models.
CONCEPTS AND PROCEDURES Targets I, J, and K: Measurement and Data	<ul style="list-style-type: none"> Apply the perimeter formula to rectangles in real-world problems. Solve addition problems to find unknown angles on a diagram in mathematical problems.
CONCEPTS AND PROCEDURES Target L: Geometry	N/A
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	<ul style="list-style-type: none"> Analyze and interpret the context of an unfamiliar situation for problems of increasing complexity. Begin to solve problems optimally. Construct multiple plausible solutions and approaches.
COMMUNICATING REASONING	<ul style="list-style-type: none"> Begin to construct chains of logic about abstract concepts autonomously.

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014
Threshold Achievement Level Descriptors
Grade 5 Mathematics**

The student who just enters Level 2 should be able to:	
CONCEPTS AND PROCEDURES Targets A and B: Operations and Algebraic Thinking	<ul style="list-style-type: none"> • Write numerical expressions having one set of parentheses, brackets, or braces. • Graph whole number ordered pairs from two whole number numerical patterns on a coordinate plane.
CONCEPTS AND PROCEDURES Targets C and D: Number and Operations – Base Ten	<ul style="list-style-type: none"> • Understand that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right. • Demonstrate accuracy in multiplying multi-digit whole numbers and in finding whole number quotients of whole numbers with up to four-digit dividends and two-digit divisors.
CONCEPTS AND PROCEDURES Targets E and F: Number and Operations – Fractions	<ul style="list-style-type: none"> • Add two fractions and/or mixed numbers with unlike denominators (denominators less than or equal to 6) in mathematical problems. • Use benchmark fractions to estimate and assess the reasonableness of answers (denominators less than or equal to 6). • Multiply a whole number by a mixed number. • Know the effect that a fraction greater than or less than 1 has on a whole number when multiplied. • Use visual models when multiplying two fractions between 0 and 1. • Perform division of a whole number by any unit fraction. • Understand that division of whole numbers can result in fractions.
CONCEPTS AND PROCEDURES Targets G and H: Measurement and Data	<ul style="list-style-type: none"> • Convert a whole number measurement to a decimal or fractional valued measurement within the same system (e.g., 30 in = ____ ft). • Make a line plot and display data sets in whole and half units.
CONCEPTS AND PROCEDURES Target I: Measurement and Data	<ul style="list-style-type: none"> • Understand the concept that the volume of a rectangular prism packed with unit cubes is related to the edge lengths.
CONCEPTS AND PROCEDURES Targets J and K: Geometry	<ul style="list-style-type: none"> • Graph whole number coordinate pairs on a coordinate plane with whole number increments of 2, 5, and 10. • Classify two-dimensional figures into categories by their attributes or properties.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	<ul style="list-style-type: none"> • Select tools to solve a familiar and moderately scaffolded problem and apply them with partial accuracy. • Use the necessary elements given in a problem situation to solve a problem. • Apply mathematics to propose solutions by identifying important quantities and by locating missing information from relevant external resources.
COMMUNICATING REASONING	<ul style="list-style-type: none"> • Find and identify the flaw in an argument.

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014
Threshold Achievement Level Descriptors
Grade 5 Mathematics**

The student who just enters Level 3 should be able to:	
CONCEPTS AND PROCEDURES Targets A and B: Operations and Algebraic Thinking	<ul style="list-style-type: none"> • Write and interpret expressions with two different operations. • Compare two related numerical patterns within sequences and tables.
CONCEPTS AND PROCEDURES Targets C and D: Number and Operations – Base Ten	<ul style="list-style-type: none"> • Use whole number exponents to denote powers of 10; round decimals to the thousandths; and read, write, and compare decimals to the thousandths using base-ten numerals, number names, and expanded form, using $>$, $=$, and $<$ to record the results of the comparison. • Fluently multiply multi-digit whole numbers and find whole number quotients of whole numbers with up to four-digit dividends and two-digit divisors. • Perform the four operations on decimals to the hundredths. • Relate a strategy to a written method and explain the reasoning used.
CONCEPTS AND PROCEDURES Targets E and F: Number and Operations – Fractions	<ul style="list-style-type: none"> • Subtract fractions and mixed numbers with unlike denominators in word problems. • Use benchmark fractions and number sense of fractions to estimate and assess the reasonableness of answers. • Multiply a mixed number by a mixed number. • Use visual models when multiplying two fractions, including when one fraction is larger than 1. • Interpret division of a whole number by any unit fraction.
CONCEPTS AND PROCEDURES Targets G and H: Measurement and Data	<ul style="list-style-type: none"> • Convert from a smaller unit of measurement to a larger one, resulting in one decimal place (metric system) or a small denominator fraction (standard system). • Make a line plot to display data sets in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). • Solve one-step problems using information from line plots that require addition, subtraction, and multiplication of fractions.
CONCEPTS AND PROCEDURES Target I: Measurement and Data	<ul style="list-style-type: none"> • Use $V = lwh$ and $V = Bh$ to find the volume of rectangular prisms.
CONCEPTS AND PROCEDURES Targets J and K: Geometry	<ul style="list-style-type: none"> • Graph coordinate pairs where one term is a whole number and one is a fraction with a denominator of 2 or 4 on a coordinate plane with whole number axis increments. • Classify two-dimensional figures into subcategories by their attributes or properties.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	<ul style="list-style-type: none"> • Use appropriate tools to accurately solve problems arising in everyday life, society, and the workplace. • Apply mathematics to solve problems by identifying important quantities and mapping their relationship and by stating and using logical assumptions.
COMMUNICATING REASONING	<ul style="list-style-type: none"> • Use stated assumptions, definitions, and previously established results and examples to identify and repair a flawed argument. • Use previous information to support his or her own reasoning on a routine problem.

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014
Threshold Achievement Level Descriptors
Grade 5 Mathematics**

The student who just enters Level 4 should be able to:	
CONCEPTS AND PROCEDURES Targets A and B: Operations and Algebraic Thinking	<ul style="list-style-type: none"> Compare two related numerical patterns and explain the relationship within sequences of ordered pairs that are rational numbers.
CONCEPTS AND PROCEDURES Targets C and D: Number and Operations – Base Ten	<ul style="list-style-type: none"> Combine multiplying by powers of 10, comparing, and rounding to highlight essential understandings
CONCEPTS AND PROCEDURES Targets E and F: Number and Operations – Fractions	<ul style="list-style-type: none"> Use or create visual models when multiplying two fractions that are larger than 1.
CONCEPTS AND PROCEDURES Targets G and H: Measurement and Data	N/A
CONCEPTS AND PROCEDURES Target I: Measurement and Data	<ul style="list-style-type: none"> Find the volume of a right rectangular prism after doubling the edge length of a side with a whole number measurement and compare it to the original.
CONCEPTS AND PROCEDURES Targets J and K: Geometry	<ul style="list-style-type: none"> Graph coordinate pairs where one term is a whole number and one is a fraction on a coordinate plane with fractional axis increments of $\frac{1}{2}$, $\frac{1}{4}$, or $\frac{1}{10}$.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	<ul style="list-style-type: none"> Analyze and interpret the context of an unfamiliar situation for problems of increasing complexity. Begin to solve problems optimally. Construct multiple plausible solutions and approaches.
COMMUNICATING REASONING	<ul style="list-style-type: none"> Begin to construct chains of logic about abstract concepts autonomously.

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014
Threshold Achievement Level Descriptors
Grade 6 Mathematics**

The student who just enters Level 2 should be able to:	
CONCEPTS AND PROCEDURES Target A: Ratios and Proportional Relationships	<ul style="list-style-type: none"> Find unit rates given two whole number quantities where one evenly divides the other.
CONCEPTS AND PROCEDURES Targets B and C: The Number System	<ul style="list-style-type: none"> Divide a whole number by a fraction between 0 and 1 and be able to connect to a visual model. Add and subtract multi-digit decimals. Find common factors of two numbers less than or equal to 40. Find multiples of two numbers less than or equal to 12.
CONCEPTS AND PROCEDURES Target D: The Number System	<ul style="list-style-type: none"> Order fractions and integers. Place integer pairs on a coordinate plane with axis increments of 2, 5, or 10.
CONCEPTS AND PROCEDURES Targets E, F, and G: Expressions and Equations	<ul style="list-style-type: none"> Evaluate expressions with and without variables and without exponents. Write one- and two-step algebraic expressions introducing a variable. Solve one-variable equations and inequalities of the form $x + p = / \leq / \geq / < / > q$ or $px = / \leq / \geq / < / > q$, where p and q are nonnegative rational numbers. Given a table of values for a linear relationship ($y = kx$ or $y = x \pm c$), create the equation.
CONCEPTS AND PROCEDURES Target H: Geometry	<ul style="list-style-type: none"> Find areas of special quadrilaterals and triangles. Draw polygons in the four-quadrant plane.
CONCEPTS AND PROCEDURES Targets I and J: Statistics and Probability	<ul style="list-style-type: none"> Understand that questions that lead to variable responses are statistical questions and vice versa. Identify a reasonable measure of central tendency for a given set of numerical data. Find mean and median.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	<ul style="list-style-type: none"> Select tools to solve a familiar and moderately scaffolded problem and apply them with partial accuracy. Use the necessary elements given in a problem situation to solve a problem. Apply mathematics to propose solutions by identifying important quantities and by locating missing information from relevant external resources.
COMMUNICATING REASONING	<ul style="list-style-type: none"> Find and identify the flaw in an argument.

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014
Threshold Achievement Level Descriptors
Grade 6 Mathematics**

The student who just enters Level 3 should be able to:	
CONCEPTS AND PROCEDURES Target A: Ratios and Proportional Relationships	<ul style="list-style-type: none"> Solve unit rate problems. Solve percent problems by finding the whole, given a part and the percent. Describe a ratio relationship between any two number quantities and understand the concept of unit rate in problems (denominators less than or equal to 12).
CONCEPTS AND PROCEDURES Targets B and C: The Number System	<ul style="list-style-type: none"> Apply and extend previous understandings of multiplication and division to divide a mixed number by a fraction and be able to connect to a visual model. Multiply and divide multi-digit decimal numbers. Find the greatest common factor of two numbers less than or equal to 100 and the least common multiple of two numbers less than or equal to 12.
CONCEPTS AND PROCEDURES Target D: The Number System	<ul style="list-style-type: none"> Place points with rational coordinates on a coordinate plane and combine absolute value and ordering, with or without models ($-3 < -5$).
CONCEPTS AND PROCEDURES Targets E, F, and G: Expressions and Equations	<ul style="list-style-type: none"> Write and evaluate numerical expressions without exponents and expressions from formulas in real-world problems. Identify equivalent expressions. Write one-variable equations and inequalities of the form $x + p = \leq/\geq/</> q$ or $px = \leq/\geq/</> q$, where p and q are nonnegative rational numbers. Graph solutions to equations and inequalities on the number line. Create the graph, table, and equation for a linear relationship ($y = kx$ or $y = x \pm c$) and make connections between the representations.
CONCEPTS AND PROCEDURES Target H: Geometry	<ul style="list-style-type: none"> Find areas of quadrilaterals and other polygons that can be decomposed into three or fewer triangles. Find the volume of right rectangular prisms with fractional or mixed number side lengths.
CONCEPTS AND PROCEDURES Targets I and J: Statistics and Probability	<ul style="list-style-type: none"> Identify a reasonable center and spread for a given context and understand how this relates to the overall shape of the data distribution. Understand that a measure of center summarizes all of its values with a single number. Summarize or display data in box plots. Find the interquartile range. Use range and measures of center to describe the shape of the data distribution as it relates to a familiar context. Pose statistical questions.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	<ul style="list-style-type: none"> Use appropriate tools to accurately solve problems arising in everyday life, society, and the workplace. Apply mathematics to solve problems by identifying important quantities and mapping their relationship and by stating and using logical assumptions.
COMMUNICATING REASONING	<ul style="list-style-type: none"> Use stated assumptions, definitions, and previously established results and examples to identify and repair a flawed argument. Use previous information to support his or her own reasoning on a routine problem.

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014
Threshold Achievement Level Descriptors
Grade 6 Mathematics**

The student who just enters Level 4 should be able to:	
CONCEPTS AND PROCEDURES Target A: Ratios and Proportional Relationships	<ul style="list-style-type: none"> • Solve unfamiliar or multi-step problems by finding the whole, given a part and the percent. • Understand and explain ratio relationships between any two number quantities. • Identify relationships between models or representations.
CONCEPTS AND PROCEDURES Targets B and C: The Number System	<ul style="list-style-type: none"> • Use visual models in settings where smaller fractions are divided by larger fractions. • Understand and apply the fact that a fraction multiplied or divided by 1 in the form of $\frac{a}{a}$ is equivalent to the original fraction.
CONCEPTS AND PROCEDURES Target D: The Number System	N/A
CONCEPTS AND PROCEDURES Targets E, F, and G: Expressions and Equations	<ul style="list-style-type: none"> • Using the properties of operations, show why two expressions are equivalent. • Solve equations and inequalities of the form $x + p = \leq / \geq / < / > q$ or $px = \leq / \geq / < / > q$, where p and q are rational numbers. • Create the graph, table, and equation for nonlinear polynomial relationships, making connections between the representations.
CONCEPTS AND PROCEDURES Target H: Geometry	<ul style="list-style-type: none"> • Solve problems by finding surface areas of triangular or rectangular prisms and triangular or rectangular pyramids.
CONCEPTS AND PROCEDURES Targets I and J: Statistics and Probability	<ul style="list-style-type: none"> • Predict effects on mean and median given a change in data points. • Complete a data set with given measures (e.g., mean, median, mode, interquartile range).
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	<ul style="list-style-type: none"> • Analyze and interpret the context of an unfamiliar situation for problems of increasing complexity. • Begin to solve problems optimally. • Construct multiple plausible solutions and approaches.
COMMUNICATING REASONING	<ul style="list-style-type: none"> • Begin to construct chains of logic about abstract concepts autonomously.

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014
Threshold Achievement Level Descriptors
Grade 7 Mathematics**

The student who just enters Level 2 should be able to:	
CONCEPTS AND PROCEDURES Target A: Ratios and Proportional Relationships	<ul style="list-style-type: none"> Identify proportional relationships presented in equation formats and find unit rates involving whole numbers.
CONCEPTS AND PROCEDURES Target B: The Number System	<ul style="list-style-type: none"> Convert between familiar fractions and decimals.
CONCEPTS AND PROCEDURES Targets C and D: Expressions and Equations	<ul style="list-style-type: none"> Apply properties of operations to expand linear expressions with integer coefficients. Solve multi-step problems with decimal numbers. Solve equations in the form of $px + q = r$, where p, q, and r are decimal numbers.
CONCEPTS AND PROCEDURES Targets E and F: Geometry	<ul style="list-style-type: none"> Describe geometric shapes with given conditions. Use vertical angles expressed as numerical measurements to solve problems. Calculate the area of a circle when the formula is provided and the area of quadrilaterals.
CONCEPTS AND PROCEDURES Targets G, H, and I: Statistics and Probability	<ul style="list-style-type: none"> Determine whether or not a sample is random. Find the range of a set of data about a given population. Approximate the probability of a chance event by collecting data.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	<ul style="list-style-type: none"> Select tools to solve a familiar and moderately scaffolded problem and apply them with partial accuracy. Use the necessary elements given in a problem situation to solve a problem. Apply mathematics to propose solutions by identifying important quantities and by locating missing information from relevant external resources.
COMMUNICATING REASONING	<ul style="list-style-type: none"> Find and identify the flaw in an argument.

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014
Threshold Achievement Level Descriptors
Grade 7 Mathematics**

The student who just enters Level 3 should be able to:	
CONCEPTS AND PROCEDURES Target A: Ratios and Proportional Relationships	<ul style="list-style-type: none"> Represent proportional relationships in graphs and tables and solve one-step rate-related problems.
CONCEPTS AND PROCEDURES Target B: The Number System	<ul style="list-style-type: none"> Solve mathematical problems using addition, subtraction, and multiplication on rational numbers. Understand that $(-1)(-1) = 1$. Convert common fractions and fractions with denominators that are a factor of a power of 10 to decimals.
CONCEPTS AND PROCEDURES Targets C and D: Expressions and Equations	<ul style="list-style-type: none"> Add, subtract, and factor linear expressions with decimal coefficients. Graph the solution set to a given inequality in the form of $x > p$ or $x < p$, where p is a rational number. Understand that rewriting an expression can shed light on how quantities are related in a familiar problem-solving context with a moderate degree of scaffolding. Use variables to reason with quantities in real-world and mathematical situations with a high degree of scaffolding.
CONCEPTS AND PROCEDURES Targets E and F: Geometry	<ul style="list-style-type: none"> Create a scale drawing of a given figure when a scale factor is given. Determine the surface area of a right prism. Use vertical angles expressed as variables to solve two-step problems.
CONCEPTS AND PROCEDURES Targets G, H, and I: Statistics and Probability	<ul style="list-style-type: none"> Use random sampling to draw inferences about a population in familiar contexts. Informally assess the degree of visual overlap of two numerical data distributions. Calculate the theoretical probability of a compound event.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	<ul style="list-style-type: none"> Use appropriate tools to accurately solve problems arising in everyday life, society, and the workplace. Apply mathematics to solve problems by identifying important quantities and mapping their relationship and by stating and using logical assumptions.
COMMUNICATING REASONING	<ul style="list-style-type: none"> Use stated assumptions, definitions, and previously established results and examples to identify and repair a flawed argument. Use previous information to support his or her own reasoning on a routine problem.

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014
Threshold Achievement Level Descriptors
Grade 7 Mathematics**

The student who just enters Level 4 should be able to:	
CONCEPTS AND PROCEDURES Target A: Ratios and Proportional Relationships	<ul style="list-style-type: none"> Solve real-world problems involving proportional relationships that require one step with measurement conversions.
CONCEPTS AND PROCEDURES Target B: The Number System	<ul style="list-style-type: none"> Solve real-world problems with integers and proper fractions, using addition, multiplication, subtraction, and division.
CONCEPTS AND PROCEDURES Targets C and D: Expressions and Equations	<ul style="list-style-type: none"> Construct inequalities with two variables to solve problems.
CONCEPTS AND PROCEDURES Targets E and F: Geometry	<ul style="list-style-type: none"> Describe the two-dimensional figures that result from slicing spheres and cones.
CONCEPTS AND PROCEDURES Targets G, H, and I: Statistics and Probability	<ul style="list-style-type: none"> Generate multiple samples (or simulated samples) of the same size. Determine which measures of variability should be used to draw informal comparative inferences about two populations. Construct a simulation experiment and generate frequencies for compound events.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	<ul style="list-style-type: none"> Analyze and interpret the context of an unfamiliar situation for problems of increasing complexity. Begin to solve problems optimally. Construct multiple plausible solutions and approaches.
COMMUNICATING REASONING	<ul style="list-style-type: none"> Begin to construct chains of logic about abstract concepts autonomously.

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014
Threshold Achievement Level Descriptors
Grade 8 Mathematics**

The student who just enters Level 2 should be able to:	
CONCEPTS AND PROCEDURES Target A: The Number System	<ul style="list-style-type: none"> Identify numbers as rational or irrational.
CONCEPTS AND PROCEDURES Targets B, C, and D: Expressions and Equations	<ul style="list-style-type: none"> Find the cube of one-digit numbers and the cube root of perfect cubes (less than 1,000). Use appropriate tools (e.g., calculator, pencil and paper) to translate large numbers from scientific to standard notation. Identify the y-intercept and calculate the slope of a line from an equation or graph. Graph a system of linear equations and identify the solution as the point of intersection.
CONCEPTS AND PROCEDURES Targets E and F: Functions	<ul style="list-style-type: none"> Identify whether an input/output pair satisfies a function. Compare properties of two linear functions represented in the same way (algebraically, graphically, or in a table). Construct a table to represent a linear relationship between two quantities. Qualitatively describe a graph of a linear function.
CONCEPTS AND PROCEDURES Targets G and H: Geometry	<ul style="list-style-type: none"> Construct reflections across an axis and translations of figures in a coordinate plane.
CONCEPTS AND PROCEDURES Target I: Geometry	<ul style="list-style-type: none"> Identify the appropriate formula for the volume of a cylinder and connect the key dimensions to the appropriate location in the formula.
CONCEPTS AND PROCEDURES Target J: Statistics and Probability	<ul style="list-style-type: none"> Identify what a linear pattern looks like from a given scatter plot.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	<ul style="list-style-type: none"> Select tools to solve a familiar and moderately scaffolded problem and apply them with partial accuracy. Use the necessary elements given in a problem situation to solve a problem. Apply mathematics to propose solutions by identifying important quantities and by locating missing information from relevant external resources.
COMMUNICATING REASONING	<ul style="list-style-type: none"> Find and identify the flaw in an argument.

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014
Threshold Achievement Level Descriptors
Grade 8 Mathematics**

The student who just enters Level 3 should be able to:	
CONCEPTS AND PROCEDURES Target A: The Number System	<ul style="list-style-type: none"> • Convert from fractions to repeating decimals. • Use rational approximations of familiar irrational numbers to make numerical comparisons.
CONCEPTS AND PROCEDURES Targets B, C, and D: Expressions and Equations	<ul style="list-style-type: none"> • Solve simple quadratic monomial equations and represent the solution as a square root. • Work with and perform operations with scientific notation of large numbers. • Identify unit rate of change in linear relationships (i.e., slope is the rate of change). • Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms and equations with infinitely many solutions or no solution. • Solve a system of linear equations with integer coefficients using an algebraic strategy.
CONCEPTS AND PROCEDURES Targets E and F: Functions	<ul style="list-style-type: none"> • Classify functions as linear or nonlinear on the basis of the algebraic representation. • Determine the rate of change and the initial value of a function. • Know linear equations of the form $y = mx + b$ are functions. • Compare properties of two linear functions represented in different ways (algebraically, graphically, or in a table).
CONCEPTS AND PROCEDURES Targets G and H: Geometry	<ul style="list-style-type: none"> • Predict the location of point P after a transformation. • Know that sequences of translations, rotations, and reflections on a figure always result in a congruent figure. • Construct rotations of figures in a coordinate plane.
CONCEPTS AND PROCEDURES Target I: Geometry	<ul style="list-style-type: none"> • Calculate the volume of a cylinder in direct and familiar mathematical and real-world problems.
CONCEPTS AND PROCEDURES Target J: Statistics and Probability	<ul style="list-style-type: none"> • Describe outliers for a given scatter plot.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	<ul style="list-style-type: none"> • Use appropriate tools to accurately solve problems arising in everyday life, society, and the workplace. • Apply mathematics to solve problems by identifying important quantities and mapping their relationship and by stating and using logical assumptions.
COMMUNICATING REASONING	<ul style="list-style-type: none"> • Use stated assumptions, definitions, and previously established results and examples to identify and repair a flawed argument. • Use previous information to support his or her own reasoning on a routine problem.

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014
Threshold Achievement Level Descriptors
Grade 8 Mathematics**

The student who just enters Level 4 should be able to:	
CONCEPTS AND PROCEDURES Target A: The Number System	<ul style="list-style-type: none"> Approximate irrational numbers between two integers to a specified level of precision.
CONCEPTS AND PROCEDURES Targets B, C, and D: Expressions and Equations	<ul style="list-style-type: none"> Write a system of two linear equations with two variables to represent a context.
CONCEPTS AND PROCEDURES Targets E and F: Functions	<ul style="list-style-type: none"> Interpret the rate of change and initial value of a linear function in terms of its graph.
CONCEPTS AND PROCEDURES Targets G and H: Geometry	<ul style="list-style-type: none"> Describe the impact of two transformations, including a dilation, on a figure. Identify or draw the relevant right triangle in a three-dimensional figure, given coordinates or a diagram.
CONCEPTS AND PROCEDURES Target I: Geometry	<ul style="list-style-type: none"> Solve unfamiliar or multi-step problems involving volumes of cylinders.
CONCEPTS AND PROCEDURES Target J: Statistics and Probability	<ul style="list-style-type: none"> Use the trend line or line of best fit to make predictions in real-world situations.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	<ul style="list-style-type: none"> Analyze and interpret the context of an unfamiliar situation for problems of increasing complexity. Begin to solve problems optimally. Construct multiple plausible solutions and approaches.
COMMUNICATING REASONING	<ul style="list-style-type: none"> Begin to construct chains of logic about abstract concepts autonomously.

STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014
Threshold Achievement Level Descriptors
Grade 11 Mathematics

The student who just enters Level 2 should be able to:	
CONCEPTS AND PROCEDURES Targets A and B: Number and Quantity	<ul style="list-style-type: none"> • Extend the properties of integer exponents to multiply expressions with rational exponents that have common denominators. • Perform operations on rational numbers and familiar irrational numbers. • Understand that rational numbers are closed under addition and multiplication.
CONCEPTS AND PROCEDURES Target C: Quantities	<ul style="list-style-type: none"> • Choose and interpret the correct units in a formula given in a familiar context, including making measurement conversions between simple units.
CONCEPTS AND PROCEDURES Targets D, E, F, G, H, I, and J: Algebra	<ul style="list-style-type: none"> • Use linear equations in one and two variables and inequalities in one variable to model a familiar situation and to solve a familiar problem. • Explain solution steps for solving linear equations and solve a simple radical equation. • Use properties of exponents to expand a single variable (coefficient of 1) repeated up to two times with a nonnegative integer exponent into an equivalent form and vice versa, e.g., $x^2x^3 = xxxx = x^{2+3}$. • Solve one-step linear equations and inequalities in one variable and understand the solution steps as a process of reasoning. • Represent linear equations and quadratic equations with integer coefficients in one and two variables graphically on a coordinate plane. • Recognize equivalent forms of linear expressions and write a quadratic expression with integer-leading coefficients in an equivalent form by factoring. • Add multi-variable polynomials made up of monomials of degree 2 or less. • Graph and estimate the solution of systems of linear equations.
CONCEPTS AND PROCEDURES Targets K, L, M, and N: Functions	<ul style="list-style-type: none"> • Understand the concept of a function in order to distinguish a relation as a function or not a function. • Interpret quadratic functions in context, and given the key features of a graph, the student should be able to identify the appropriate graph. • Graph quadratic functions by hand or by using technology. • Identify properties of two linear or two quadratic functions. • Understand equivalent forms of linear and quadratic functions. • Build an explicit function to describe or model a relationship between two quantities. • Add, subtract, and multiply linear functions.
CONCEPTS AND PROCEDURES Target O: Similarity, Right Triangles, and Trigonometry	<ul style="list-style-type: none"> • Use the Pythagorean Theorem in unfamiliar problems to solve for the missing side in a right triangle with some scaffolding.
CONCEPTS AND PROCEDURES Target P: Statistics and Probability	<ul style="list-style-type: none"> • Describe the differences in shape, center, and spread of two or more different data sets representing familiar contexts.

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014
Threshold Achievement Level Descriptors
Grade 11 Mathematics**

PROBLEM SOLVING & MODELING AND DATA ANALYSIS	<ul style="list-style-type: none"> • Select tools to solve a familiar and moderately scaffolded problem and apply them with partial accuracy. • Use the necessary elements given in a problem situation to solve a problem. • Apply mathematics to propose solutions by identifying important quantities and by locating missing information from relevant external resources.
COMMUNICATING REASONING	<ul style="list-style-type: none"> • Find and identify the flaw in an argument.
The student who just enters Level 3 should be able to:	
CONCEPTS AND PROCEDURES Targets A and B: Number and Quantity	<ul style="list-style-type: none"> • Apply all laws of exponents on expressions with exponents that have common denominators. • Rewrite expressions with rational exponents of the form (m/n) to radical form and vice versa. • Use repeated reasoning to recognize that the sums and products of a rational number and a nonzero irrational number are irrational.
CONCEPTS AND PROCEDURES Target C: Quantities	<ul style="list-style-type: none"> • Reason quantitatively to choose and interpret the units in a formula given in an unfamiliar context, including making compound measurement conversions. • Define appropriate quantities or measurements in familiar contexts with some scaffolding to construct a model. • Choose the scale and origin of a graph or data display.
CONCEPTS AND PROCEDURES Targets D, E, F, G, H, I, and J: Algebra	<ul style="list-style-type: none"> • Create and use quadratic inequalities in two variables to model a situation and to solve a problem. • Write a quadratic expression in one variable with rational coefficients in an equivalent form by factoring, identify its zeroes, and explain the solution steps as a process of reasoning. • Use properties of exponents to write equivalent forms of exponential functions with one or more variables with integer coefficients with nonnegative integer exponents involving operations of addition, subtraction, and multiplication without requiring distribution of an exponent across parentheses. • Solve a quadratic equation with integer roots in standard form. • Represent polynomial and exponential functions graphically and estimate the solution of systems of equations displayed graphically. • Understand that the plotted line, curve, or region represents the solution set to an equation or inequality. • Add and subtract multi-variable polynomials of any degree and understand that polynomials are closed under subtraction.
CONCEPTS AND PROCEDURES Targets K, L, M, and N: Functions	<ul style="list-style-type: none"> • Identify the domain and range of linear, quadratic, and exponential functions presented in any form. • Use function notation to evaluate a function for numerical or monomial inputs. • Appropriately graph and interpret key features of linear, quadratic, and exponential functions in familiar or scaffolded contexts and specify the average rate of change of a function on a given domain from its equation or approximate the average rate of change of a function from its graph. • Graph linear, quadratic, logarithmic, and exponential functions by hand and by using technology.

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014
Threshold Achievement Level Descriptors
Grade 11 Mathematics**

	<ul style="list-style-type: none"> Analyze and compare properties of a linear function to properties of another function of any type. Build a recursive function to describe or model a relationship between two quantities. Divide linear functions.
CONCEPTS AND PROCEDURES Target O: Similarity, Right Triangles, and Trigonometry	<ul style="list-style-type: none"> Use trigonometric ratios and the sine and cosine of complementary angles to find missing angles or sides of a given right triangle with minimal scaffolding.
CONCEPTS AND PROCEDURES Target P: Statistics and Probability	<ul style="list-style-type: none"> Select the appropriate choice of spread as interquartile range or standard deviation based on the selection of the measure of center.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	<ul style="list-style-type: none"> Use appropriate tools to accurately solve problems arising in everyday life, society, and the workplace. Apply mathematics to solve problems by identifying important quantities and mapping their relationship and by stating and using logical assumptions.
COMMUNICATING REASONING	<ul style="list-style-type: none"> Use stated assumptions, definitions, and previously established results and examples to identify and repair a flawed argument. Use previous information to support his or her own reasoning on a routine problem.
The student who just enters Level 4 should be able to:	
CONCEPTS AND PROCEDURES Targets A and B: Number and Quantity	<ul style="list-style-type: none"> Explain the relationship between properties of integer exponents and properties of rational exponents.
CONCEPTS AND PROCEDURES Target C: Quantities	<ul style="list-style-type: none"> Define appropriate quantities or measurements in unfamiliar contexts with some scaffolding to construct a model.
CONCEPTS AND PROCEDURES Targets D, E, F, G, H, I, and J: Algebra	<ul style="list-style-type: none"> Choose an appropriate equivalent form of an expression in order to reveal a property of interest when solving problems. Solve a formula for any variable in the formula. Provide an example that would lead to an extraneous solution when solving linear, quadratic, radical, and rational equations. Use a variety of methods such as factoring, completing the square, quadratic formula, etc., to solve equations and to find minimum and maximum values of quadratic equations.

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014
Threshold Achievement Level Descriptors
Grade 11 Mathematics**

CONCEPTS AND PROCEDURES Targets K, L, M, and N: Functions	<ul style="list-style-type: none"> Find the input of a function when given the function in function notation and the output, or find the output when given the input. Describe complex features such as holes, symmetries, and end behavior of the graph of a function. Graph functions both by hand and by using technology.
Target O: Similarity, Right Triangles, and Trigonometry	<ul style="list-style-type: none"> Solve right triangle problems with multiple stages and in compound figures without scaffolding.
CONCEPTS AND PROCEDURES Target P: Statistics and Probability	<ul style="list-style-type: none"> Interpret data to explain why a data value is an outlier.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	<ul style="list-style-type: none"> Analyze and interpret the context of an unfamiliar situation for problems of increasing complexity. Begin to solve problems optimally. Construct multiple plausible solutions and approaches
COMMUNICATING REASONING	<ul style="list-style-type: none"> Begin to construct chains of logic about abstract concepts autonomously.

Smarter Balanced Achievement Level Setting



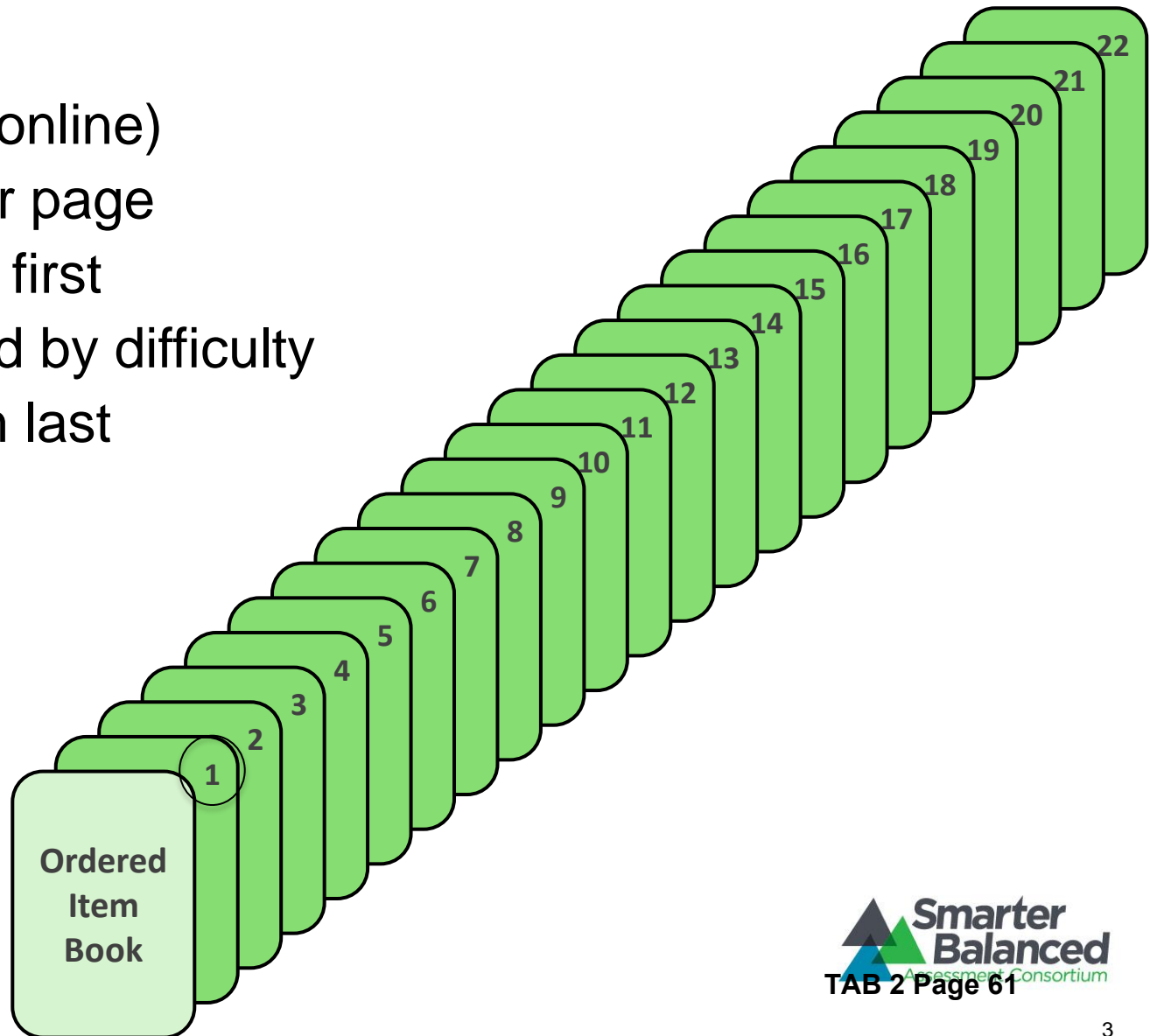
Dallas, TX, October 2014

Developing the Expertise to Make Content-Based Achievement Level Recommendations

- Day 1 Activities that must be completed before panelists are qualified to set achievement levels using the Bookmark Procedure:
 - Study content standards
 - Study achievement level descriptors
 - Understand what the tests measure
 - Take practice test
 - Study ordered item booklets using item maps

Ordered Item Books (OIBs)

- Virtual OIB (online)
- One item per page
- Easiest item first
- Items ascend by difficulty
- Hardest item last



Item Map for Booklet: Achievement Level Setting






English Language Arts/Literacy, 4

Round: 1

Review each question in the ordered item booklet by clicking on the page number below, starting with page 1.

 View Selected



Page	Claim and Target	Depth of Knowledge	Bookmark	Comments	Reviewed	
1	Claim: 2-W,Target: 8-4 	1 			<input type="checkbox"/>	
2	Claim: 2-W,Target: 9-4 	1 			<input type="checkbox"/>	
3	Claim: 3-L,Target: 4-4 	1 			<input type="checkbox"/>	
4	Claim: 2-W,Target: 1-4 	2 			<input type="checkbox"/>	
5	Claim: 3-L,Target: 4-4 	2 			<input type="checkbox"/>	
6	Claim: 2-W,Target: 2-4 	4 			<input type="checkbox"/>	
7	Claim: 3-L,Target: 4-4 	2 			<input type="checkbox"/>	
8	Claim: 2-W,Target: 8-4 	1 			<input type="checkbox"/>	
9	Claim: 1-LT,Target: 3-4 	2 			<input type="checkbox"/>	
10	Claim: 2-W,Target: 9-4 	1 			<input type="checkbox"/>	
11	Claim: 3-L,Target: 4-4 	2 			<input type="checkbox"/>	
12	Claim: 1-LT,Target: 7-4 	2 			<input type="checkbox"/>	
¹² SDE	Claim: 2-W,Target: 3-4 	2 			<input type="checkbox"/>	TAB 2 Page 62

Item Map for Booklet: Achievement Level Setting

English Language Arts/Literacy, 4

Round: 1

Review each question in the ordered item booklet by clicking on the page number below, starting with page 1.

 View Selected



Page	Claim and Target	Depth of Knowledge	Bookmark	Comments	Reviewed	
1	Claim: 2-W,Target: 8-4	 1 			<input type="checkbox"/>	
2	Claim: 2-W,Target: 9-4				<input type="checkbox"/>	
3	Claim: 3-L,Target: 4-4				<input type="checkbox"/>	
4	Claim: 2-W,Target: 1-4				<input type="checkbox"/>	
5	Claim: 3-L,Target: 4-4				<input type="checkbox"/>	
6	Claim: 2-W,Target: 2-4				<input type="checkbox"/>	
7	Claim: 3-L,Target: 4-4	 2 			<input type="checkbox"/>	
8	Claim: 2-W,Target: 8-4	 1 			<input type="checkbox"/>	
9	Claim: 1-LT,Target: 3-4	 2 			<input type="checkbox"/>	
10	Claim: 2-W,Target: 9-4	 1 			<input type="checkbox"/>	
11	Claim: 3-L,Target: 4-4	 2 			<input type="checkbox"/>	
12	Claim: 1-LT,Target: 7-4	 2 			<input type="checkbox"/>	
13 SDE	Claim: 2-W,Target: 3-4	 2 			<input type="checkbox"/>	TAB 2 Page 63

Item Map for Booklet: Achievement Level Setting

English Language Arts/Literacy, 4

Round: 1

Review each question in the ordered item booklet by clicking on the page number below, starting with page 1.

 View Selected



Page	Claim and Target	Depth of Knowledge	Bookmark	Comments	Reviewed	
1	Claim: 2-W,Target: 8-4	1			<input type="checkbox"/>	
2	Claim: 2-W,Target: 9-4	1				
3	Claim: 3-L,Target: 4-4	1				
4	Claim: 2-W,Target: 1-4	2				
5	Claim: 3-L,Target: 4-4	2				
6	Claim: 2-W,Target: 2-4	4				
7	Claim: 3-L,Target: 4-4	2				
8	Claim: 2-W,Target: 8-4	1				
9	Claim: 1-LT,Target: 3-4	2				
10	Claim: 2-W,Target: 9-4	1			<input type="checkbox"/>	
11	Claim: 3-L,Target: 4-4	2			<input type="checkbox"/>	
12	Claim: 1-LT,Target: 7-4	2			<input type="checkbox"/>	
13 SDE	Claim: 2-W,Target: 3-4	2			<input type="checkbox"/>	

Requires the recall of information, such as a fact, definition, term, or a simple procedure. Level 1 only requires students to demonstrate a rote response, use a well-known formula, follow a set procedure (like a recipe), or perform a clearly defined series of steps. A "simple" procedure is well defined and typically involves only one step. Some examples that represent, but do not constitute all of Level 1 performance are: (a) Recall or recognize a fact, term, or property. (b) Represent in words or diagrams a scientific concept or relationship. (c) Provide or recognize a standard scientific representation for simple phenomenon. (d) Perform a routine procedure, such as measuring length.

TAB 2 Page 64

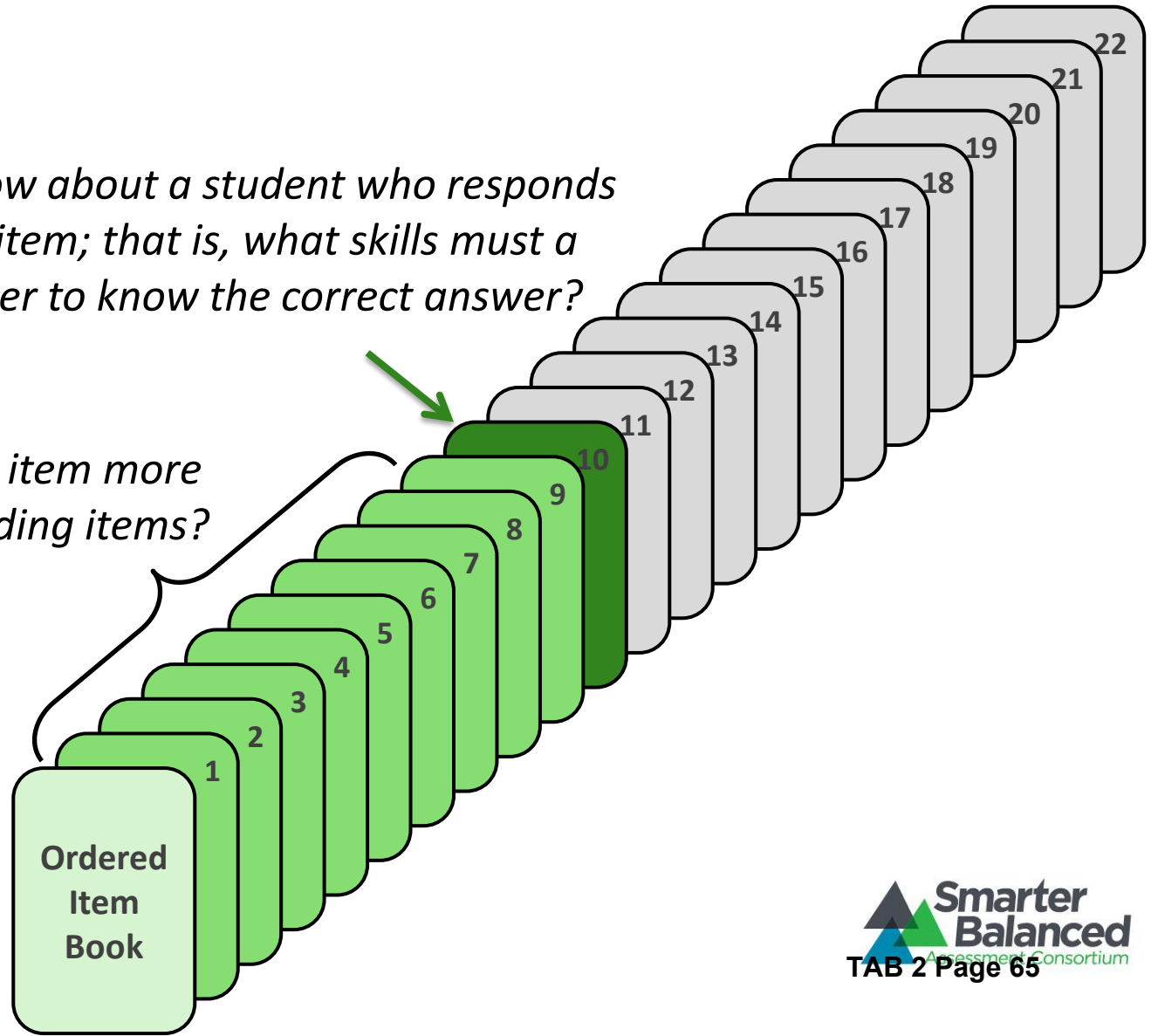
As you study each item in the OIB, discuss two questions with your fellow panelists:

1. What do you know about a student who responds successfully to this item; that is, what skills must a student have in order to know the correct answer?

2. What makes this item more difficult than preceding items?

This activity helps you acquire the knowledge to make content-based cut score recommendations.

SDE



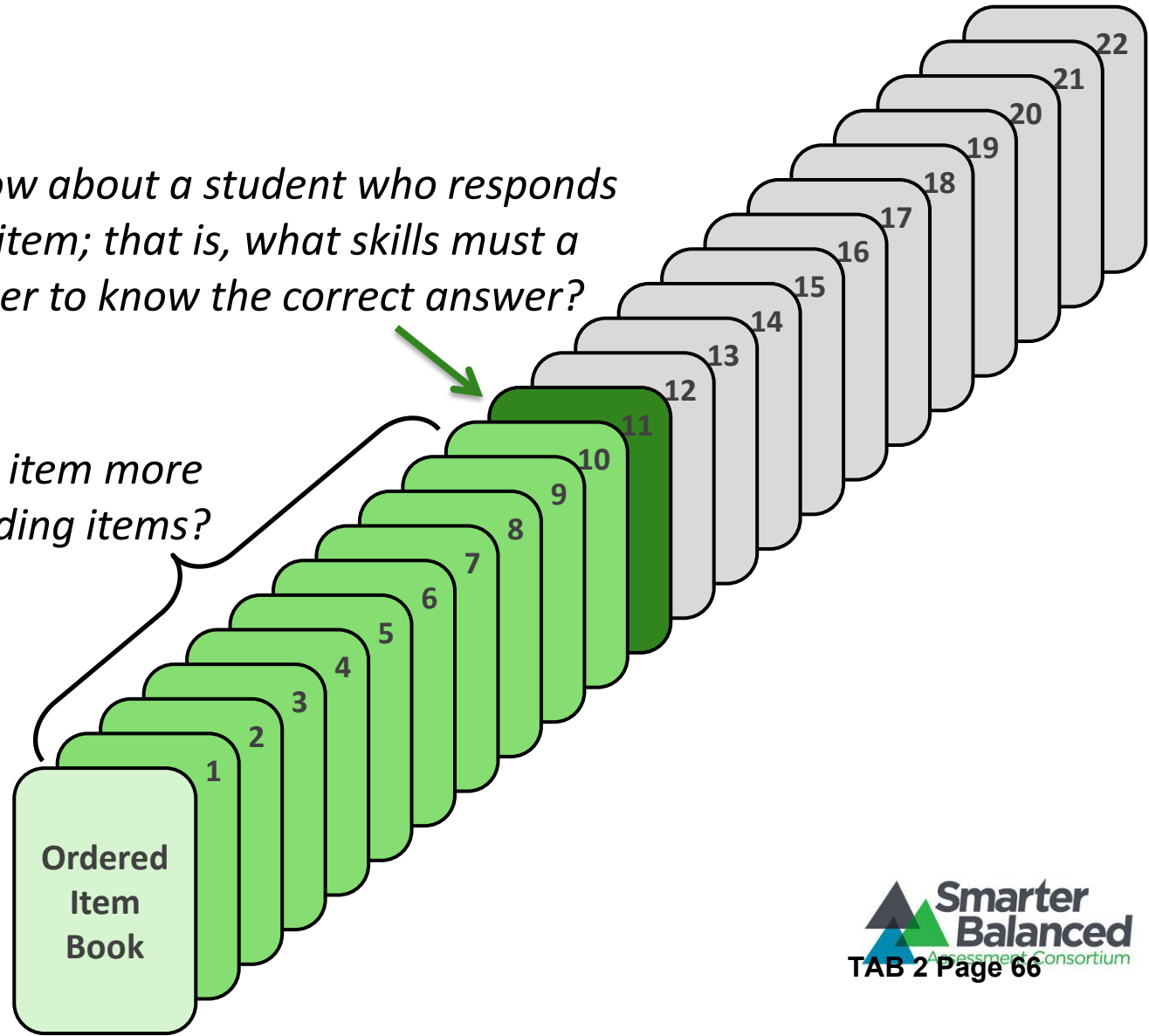
Study the Items in the OIB

STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014

As you study each item in the OIB, discuss two questions with your fellow panelists:

1. *What do you know about a student who responds successfully to this item; that is, what skills must a student have in order to know the correct answer?*

2. *What makes this item more difficult than preceding items?*



Item Map for Booklet: Achievement Level Setting



















English Language Arts/Literacy, 4

Round: 1

Review each question in the ordered item booklet by clicking on the page number below, starting with page 1.

 View Selected



Page	Claim and Target		Depth of Knowledge		Bookmark	Comments	Reviewed	
1	Claim: 2-W,Target: 8-4		1				<input type="checkbox"/>	
2	Claim: 2-W,Target: 9-4		1				<input type="checkbox"/>	
	Claim: 3-L,Target: 4-4		1				<input type="checkbox"/>	
	Claim: 2-W,Target: 1-4		2				<input type="checkbox"/>	
5	Claim: 3-L,Target: 4-4		2				<input type="checkbox"/>	
6	Claim: 2-W,Target: 2-4		4				<input type="checkbox"/>	
7	Claim: 3-L,Target: 4-4		2				<input type="checkbox"/>	
8	Claim: 2-W,Target: 8-4		1				<input type="checkbox"/>	
9	Claim: 1-LT,Target: 3-4		2				<input type="checkbox"/>	
10	Claim: 2-W,Target: 9-4		1				<input type="checkbox"/>	
11	Claim: 3-L,Target: 4-4		2				<input type="checkbox"/>	
12	Claim: 1-LT,Target: 7-4		2				<input type="checkbox"/>	
13	Claim: 2-W,Target: 3-4		2				<input type="checkbox"/>	

SDE

TAB 2 Page 67

Ordered Item Booklet: Achievement Level Setting

English Language Arts/Literacy, 4

Page: 02

[Back to Item Map](#)

Item	Question Information	Passages and Other Materials 0	Achievement Level Descriptors 1
	Page	02	
	Location	330	
	Claim and Target	Claim: 2-W, Target: 9-4	
	Depth of Knowledge	1	
	Answer Key	B	

[Back to Item Map](#)

Item Map for Booklet: Achievement Level Setting
























English Language Arts/Literacy, 4

Round: 1

Review each question in the ordered item booklet by clicking on the page number below, starting with page 1.

 View Selected



Page	Claim and Target	Depth of Knowledge	Bookmark	Comments	Reviewed	
60	Claim: 4-CR,Target: 4-4 	3 			<input type="checkbox"/>	
61	Claim: 4-CR,Target: 2-4 	3 			<input type="checkbox"/>	
62	Claim: 3-L,Target: 4-4 	3 			<input type="checkbox"/>	
63	Claim: 1-IT,Target: 11-4 	3 			<input type="checkbox"/>	
64	Claim: 3-L,Target: 4-4 	3 			<input type="checkbox"/>	
65	Claim: 2-W,Target: 2-4 	4 			<input type="checkbox"/>	
66	Claim: 2-W,Target: 8-4 	<div>  Claim: 2-W WRITING  Target: 8-4 LANGUAGE & VOCABULARY USE </div>			<input type="checkbox"/>	
	Claim: 1-IT,Target: 8-4 				<input type="checkbox"/>	
	Claim: 1-IT,Target: 8-4 				<input type="checkbox"/>	
	Claim: 3-L,Target: 4-4 				<input type="checkbox"/>	
	Claim: 1-LT,Target: 1-4 				<input type="checkbox"/>	
	Claim: 3-L,Target: 4-4 	3 			<input type="checkbox"/>	
72	Claim: 4-CR,Target: 4-4 	3 			<input type="checkbox"/>	

Item Map for Booklet: Achievement Level Setting



























English Language Arts/Literacy, 4

Round: 1

Review each question in the ordered item booklet by clicking on the page number below, starting with page 1.

 View Selected



Page	Claim and Target		Depth of Knowledge		Bookmark	Comments	Reviewed	
60	Claim: 4-CR,Target: 4-4		3				<input type="checkbox"/>	
61	Claim: 4-CR,Target: 2-4		3				<input type="checkbox"/>	
62	Claim: 3-L,Target: 4-4		3				<input type="checkbox"/>	
63	Claim: 1-IT,Target: 11-4		3				<input type="checkbox"/>	
64	Claim: 3-L,Target: 4-4		3				<input type="checkbox"/>	
65	Claim: 2-W,Target: 2-4		4				<input type="checkbox"/>	
66	Claim: 2-W,Target: 8-4		2				<input type="checkbox"/>	
67	Claim: 1-IT,Target: 8-4		2				<input type="checkbox"/>	
68	Claim: 1-IT,Target: 8-4		1				<input type="checkbox"/>	
69	Claim: 3-L,Target: 4-4		3				<input type="checkbox"/>	
70	Claim: 1-LT,Target: 1-4		2				<input type="checkbox"/>	
71	Claim: 3-L,Target: 4-4		3				<input type="checkbox"/>	
72	Claim: 4-CR,Target: 4-4		3				<input type="checkbox"/>	



SDE

TAB 2 Page 70

Passages and Other Materials

Ordered Item Booklet: Achievement Level Setting

English Language Arts/Literacy, 4

Page: 72

[← Back to Item Map](#)

◀ Previous

Next ▶

Item

Question Information

Passages and Other Materials 3

Achievement Level Descriptors 1

57202



Item deleted to maintain test security

Grade Content Area Room Set Up



Research
Facilitator

Content
Facilitator

One Table Facilitator at each table



The Bookmark Procedure



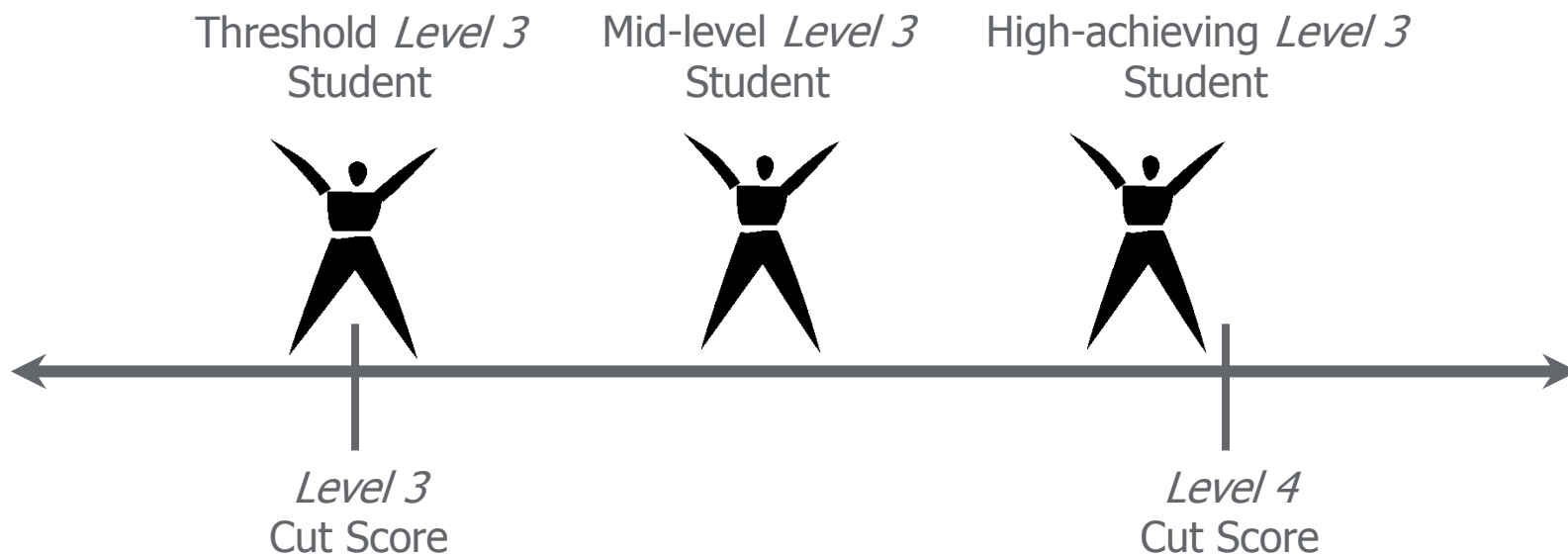
Smarter Balanced Achievement Level Setting
Dallas, TX, October 2014

Bookmark Overview

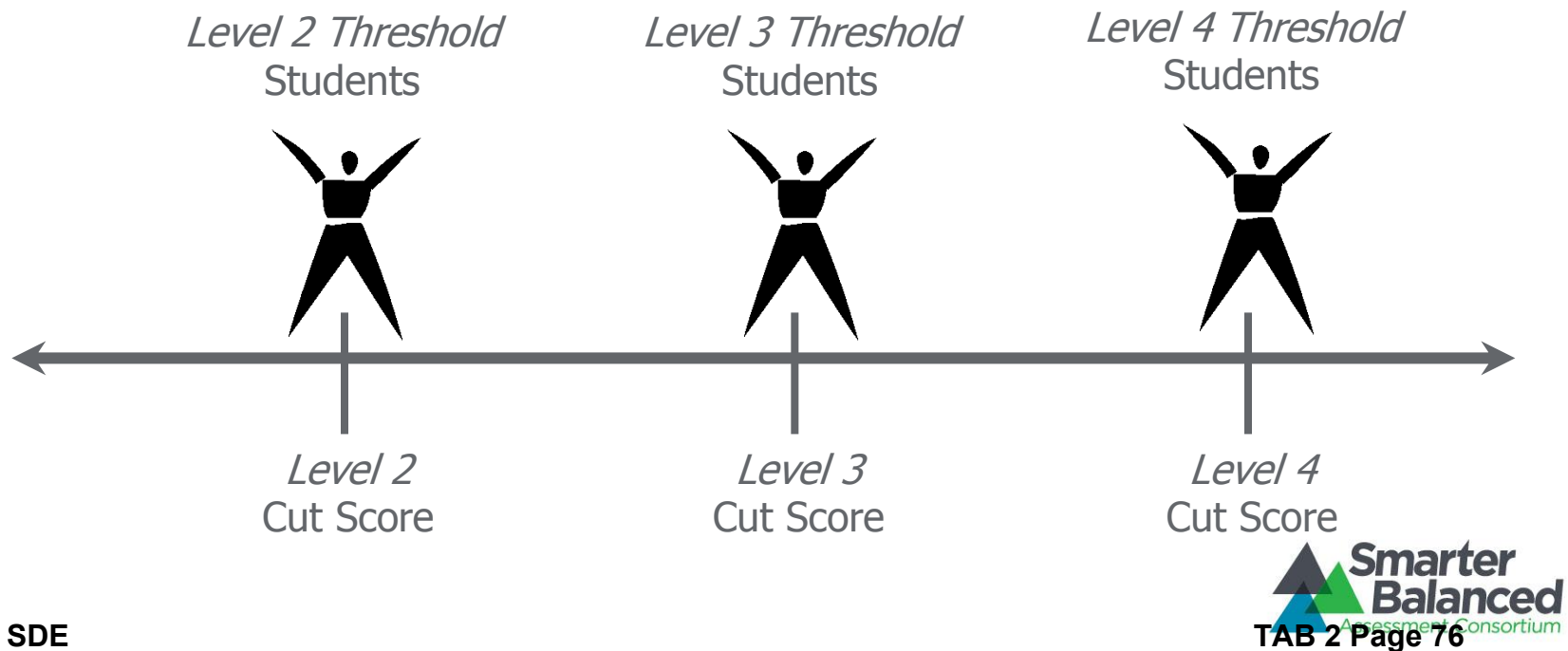
- The Bookmark Procedure is a process used to set cut scores that define achievement levels by comparing and aligning items and content to achievement level descriptors
- It is so named because you place bookmarks in an ordered item booklet of test items to make your cut score recommendations

Threshold Student

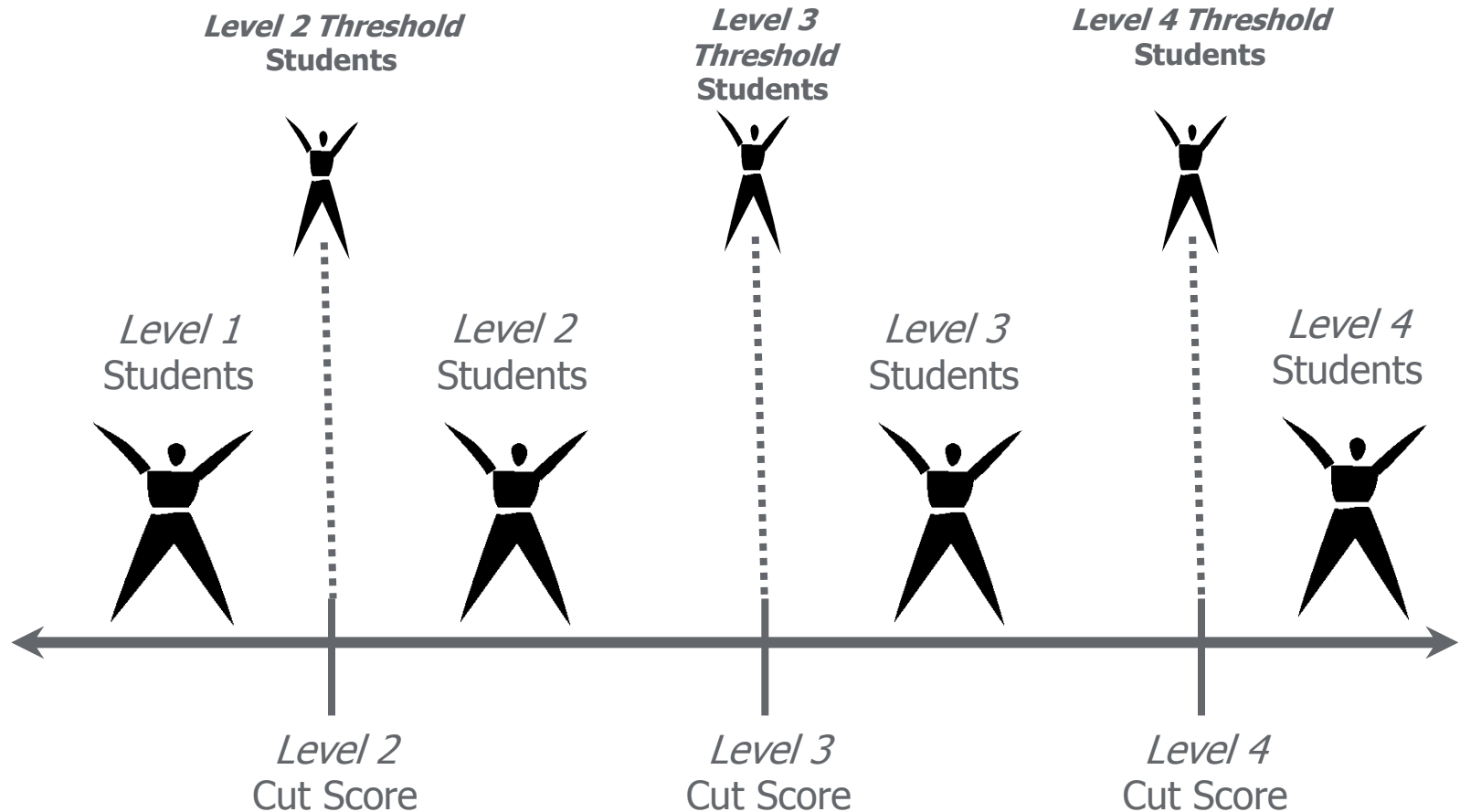
- We recommend cut scores for Threshold Students—the students with a level of achievement that just barely qualifies them to be in the achievement level
 - These are the skills of the student just entering the achievement level



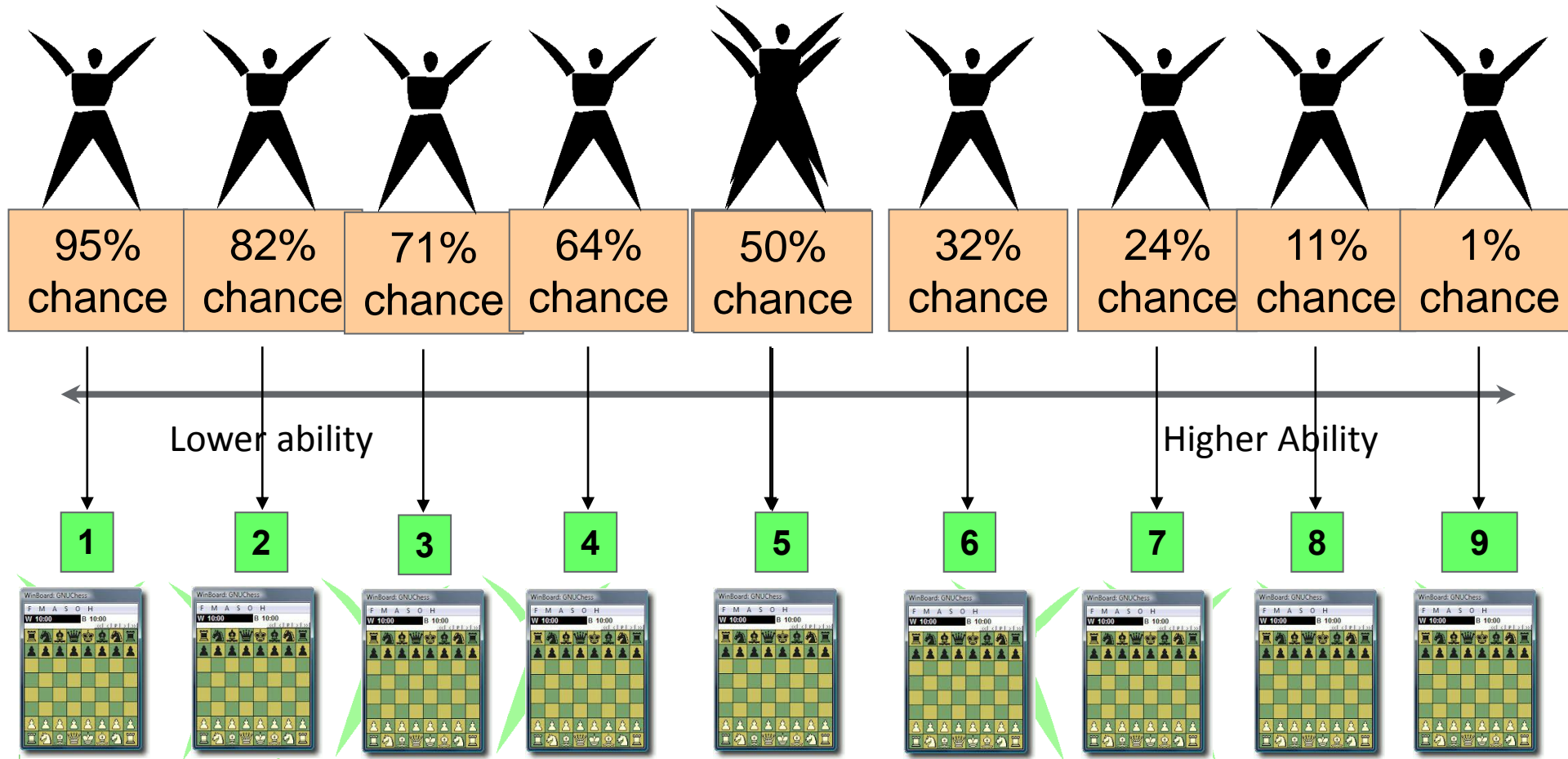
Three Threshold Students



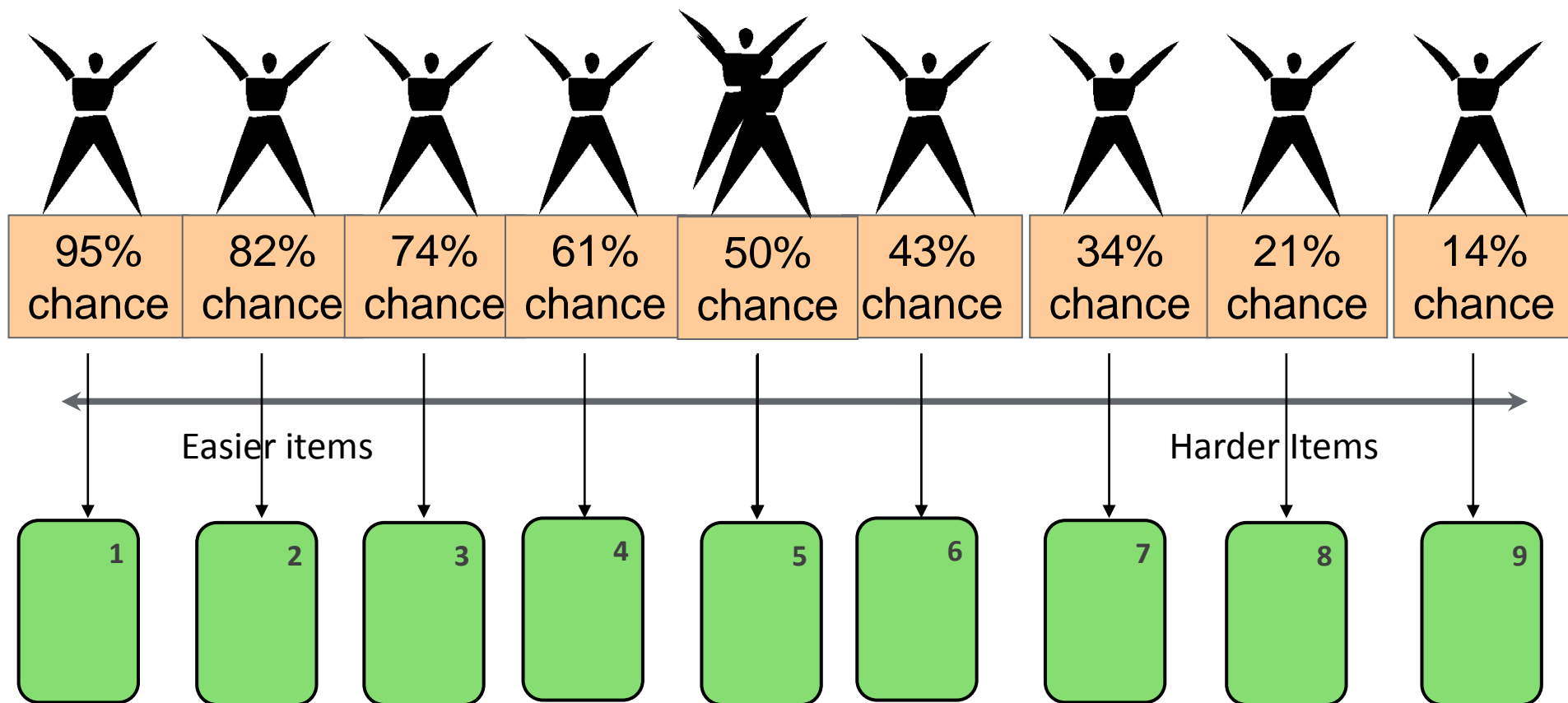
Three Cut Scores Define Four Achievement Levels



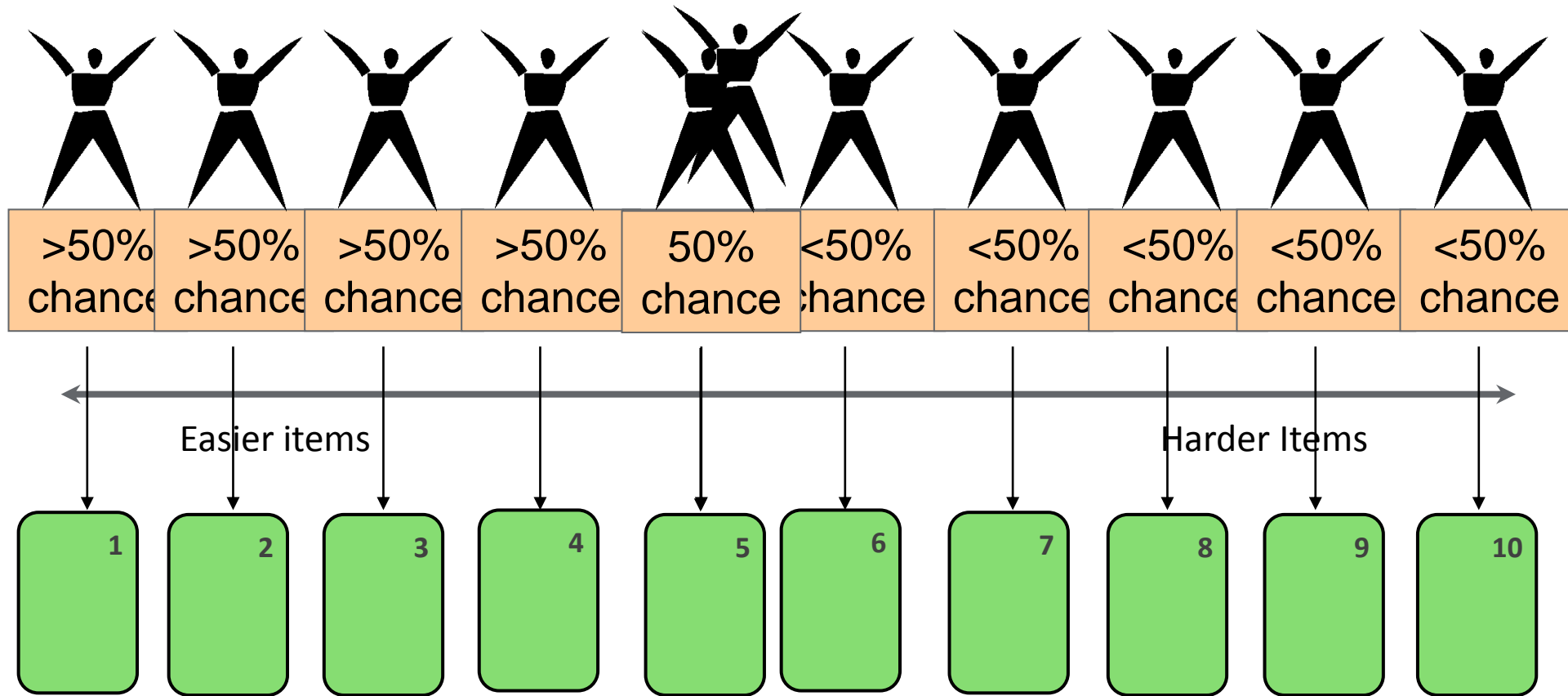
Locating a Chess Player on a Scale



Locating the Threshold Student on the Scale



Locating the Threshold Student on the Scale

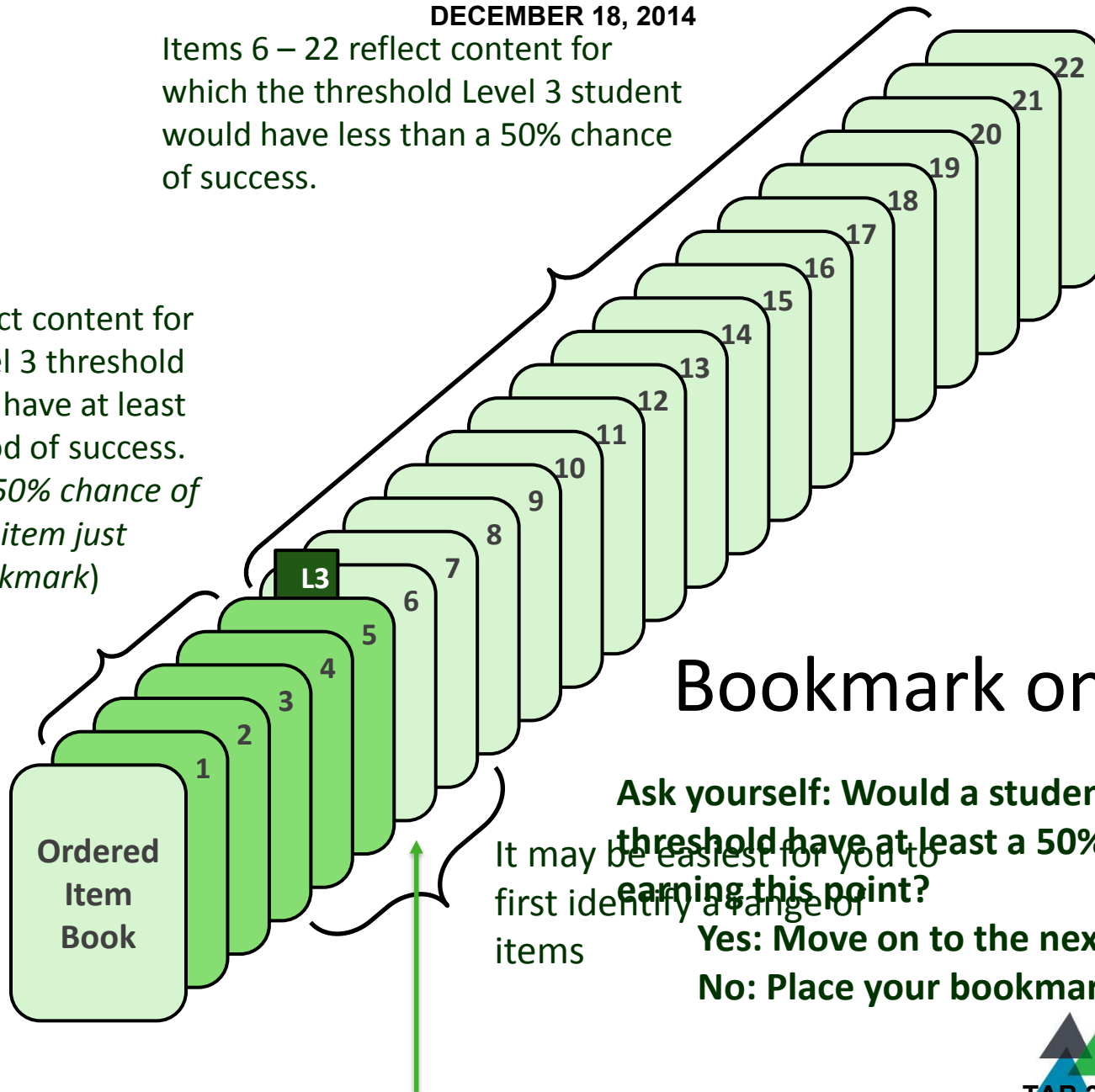


Bookmark Placement Instructions

- Ask yourself: Would a student at the threshold have at least a 50% chance of earning this point?
 - Yes: Move on to the next item.
 - No: Place your bookmark here.

Items 6 – 22 reflect content for which the threshold Level 3 student would have less than a 50% chance of success.

Items 1-5 reflect content for which the Level 3 threshold student would have at least a 50% likelihood of success. (with about a 50% chance of success on the item just before the bookmark)



Bookmark on Page 6

Ask yourself: Would a student at the threshold have at least a 50% chance of earning this point?

Yes: Move on to the next item.

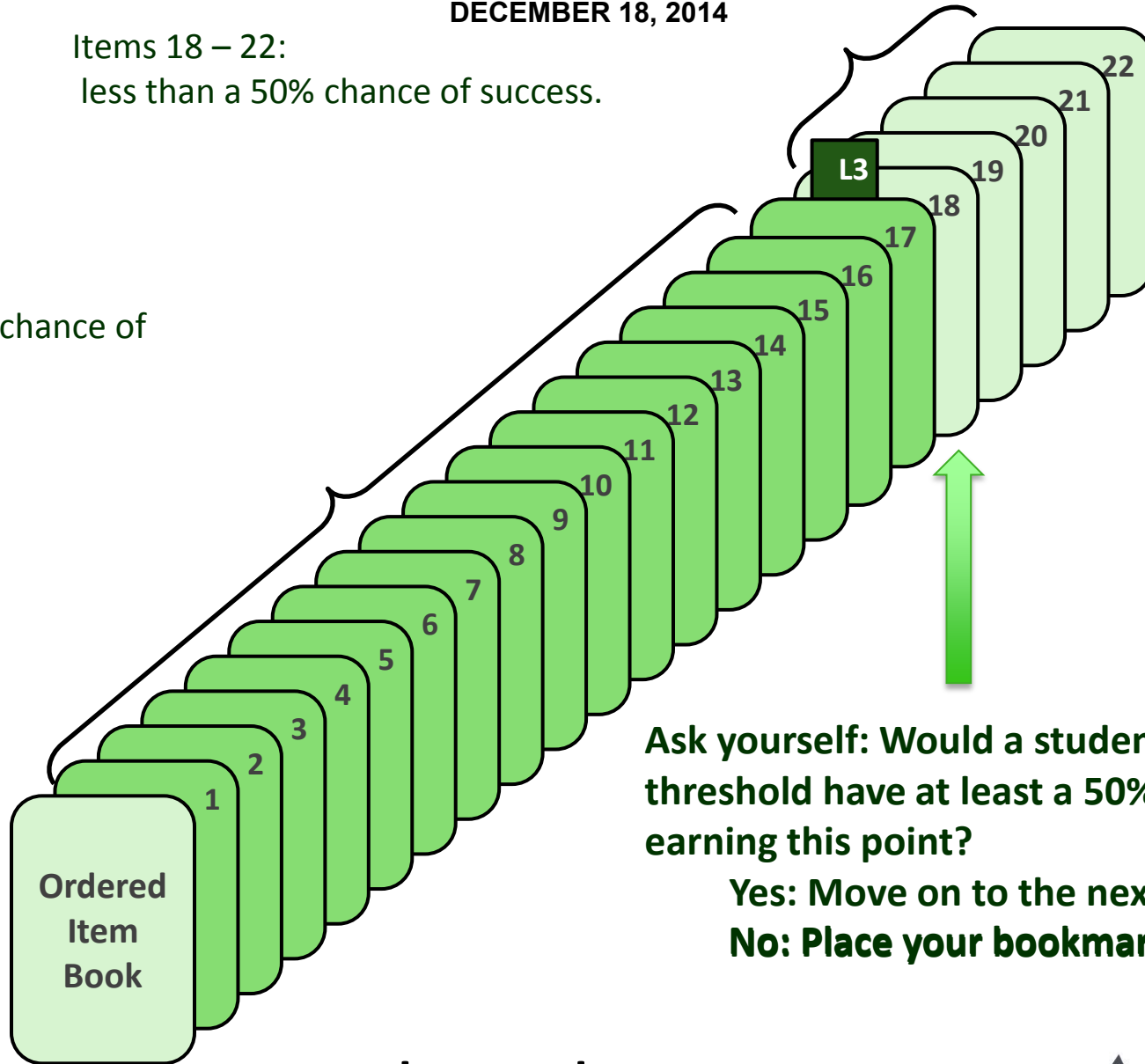
No: Place your bookmark here.

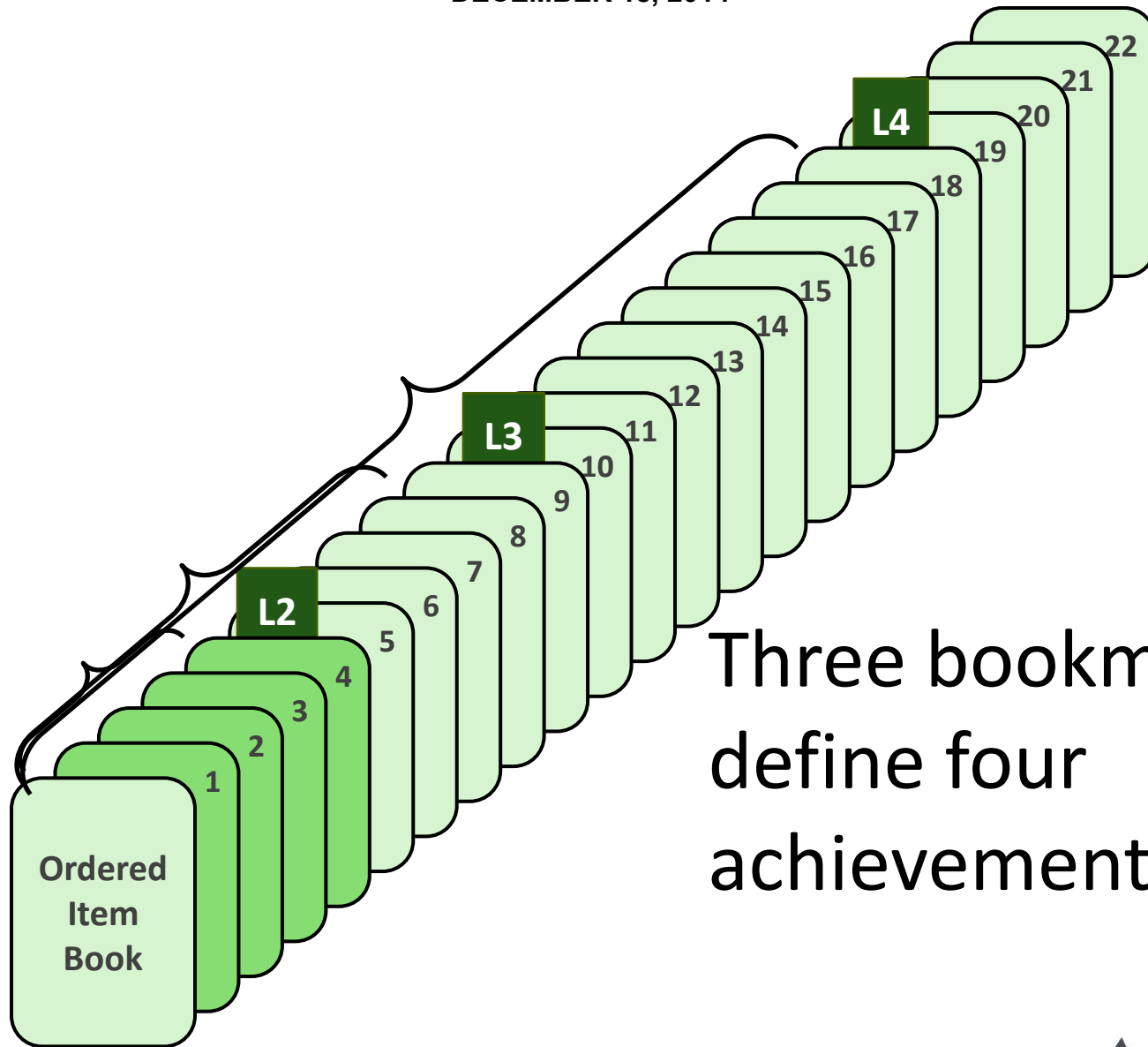
Level 3 Bookmark Placement

- When you place your Level 3 bookmark, think about a student at the threshold of Level 3 based on the achievement level descriptors
 - Place your Level 3 bookmark at the point in the OIB such that
 - A threshold Level 3 student would have at least a 50% likelihood of success on each of the items before the bookmark (and about a 50% chance of success on the item just before the bookmark)
 - A threshold Level 3 student would have less than a 50% likelihood of success on the items from the bookmark on
 - It may be easiest for you to first identify a range of items that begins where threshold Level 3 students begin to be challenged and end where they would definitely be challenged. Then pick the best page in that range.

Items 18 – 22:
less than a 50% chance of success.

Items 1-17:
At least 50% chance of
success





Three bookmarks
define four
achievement levels.

Setting Bookmarks

STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014

In-Person Panel for Achievement Level Setting



Instructions

Reference Materials 17

Booklets 2

Hello 111111!

Log off

Item Map for Booklet: Achievement

English Language Arts/Literacy, 4

Round: 1

Review each question in the ordered item booklet by clicking on the page number.

View Selected



Page	Claim and Target	Depth of Knowledge	Bookmark	Comments	Reviewed	
1	Claim: 2-W, Target: 8-4	1			<input type="checkbox"/>	
2	Claim: 2-W, Target: 9-4	1			<input type="checkbox"/>	
3	NAEP				<input type="checkbox"/>	
4	Claim: 2-W, Target: 1-4	2			<input type="checkbox"/>	
5	Claim: 3-L, Target: 4-4	2			<input type="checkbox"/>	
6	Claim: 2-W, Target: 2-4	4			<input checked="" type="checkbox"/>	
7	Claim: 3-L, Target: 4-4	2			<input type="checkbox"/>	
8	Claim: 2-W, Target: 8-4	1			<input type="checkbox"/>	
9	Claim: 1-LT, Target: 3-4	2			<input type="checkbox"/>	
10	Claim: 2-W, Target: 9-4	1			<input type="checkbox"/>	
11	Claim: 3-L, Target: 4-4	2			<input type="checkbox"/>	
12	Claim: 1-LT, Target: 7-4	2			<input type="checkbox"/>	
13	Claim: 2-W, Target: 3-4	2			<input type="checkbox"/>	

Set Bookmark

Select a bookmark value and click "Set Bookmark" below to set a bookmark at the selected Location value. Click "Cancel" to return.

- ☒ Level 2
- ☐ Level 3
- ☐ Level 4

Set Bookmark

Cancel

Enter Comment

Agenda

Day 1

- Morning: Study CCSS and ALDs
- Afternoon: Study the Ordered Item Booklet

Day 2

- Morning: Bookmark training and Round 1
 - Make bookmark recommendations individually
- Afternoon: Round 2
 - Discuss differences in Round 1 bookmark placements at each table
 - Place Round 2 bookmarks individually

Day 3

- Morning: Round 3
 - Discuss Round 2 bookmark placements for the entire room (all panelists at all tables)
 - View supporting data based on Round 2 bookmarks (e.g., impact data, online panel results)
 - Place Round 3 bookmarks individually
 - Review final recommendations
 - Evaluate the process

THIS PAGE INTENTIONALLY LEFT BLANK

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014**

Idaho In-Person Panelists 10-24-2014

First Name	Last Name	Panel Grade	Panel Subject	Panelist State	Panelist Role	*VAC/TBL	Email Address
Marie	Hammon	3	ELA	ID	Educator: General	VAC	mhammon@sveidaho.com
Crystal	Tibbals	5	ELA	ID	Educator: General		ctibbals@troysd287.org
Pauli	Connelley	4	Math	ID	Educator: General		pauli.connelley@jeromeschools.org
Danielle	Desjarlais	6	Math	ID	Educator: General		d-desjarlais@nsd131.org
Chris	Wadley	6	ELA	ID	Educator: General	TBL	cwadley@sd288.k12.id.us
Monique	Jensen	5	Math	ID	Educator: Non-Teaching		mjensen@parmaschools.org
Tina	Polishchuk	8	Math	ID	Educator: General	VAC	tpolishchuk@caldwellschools.org
Tatia	Totorica	11	Math	ID	Educator: General	VAC	tatia.totorica@boiseschools.org
Margaret	Reeves	5	Math	ID	Educator: General	TBL	mreeves@melbaschools.org
Carla	Adams	7	Math	ID	Educator: General		adams.carla@meridianschools.org
Jill	Schmidt	5	Math	ID	General Public		jschmidt@lewistonschools.net
Shelly	Thiel	8	ELA	ID	Educator: General	TBL	thieshel@d91.k12.id.us
Barney	Brewton	3	Math	ID	Educator: Non-Teaching		bbrewton@sd273.com
Deanna	Richards	4	ELA	ID	Educator: ELL experience		drichards@isd221.net
Amber	Hatrock	6	ELA	ID	Educator: General		ahatrock@idahova.org
Kimberly	Schafer	8	ELA	ID	Educator: General		schafer.kimberly@meridianschools.org
Tonya	Wilkes	11	Math	ID	Educator: Non-Teaching		wilkesto@sd25.us
Julie	Kinzer	3	ELA	ID	Educator: General		jkinzer@lakeland272.org
Kirk	Trigsted	11	Math	ID	Higher Education		kirk@uidaho.edu
Meagan	Newberry	11	ELA	ID	Higher Education		meagannewberry@cwidaho.cc
TBL indicates Table Leader Participation; VACO indicates Vertical Articulation Committee Participation							
*VAC indicates both Vertical Articulation Committee and Table Leader Participation							

THIS PAGE INTENTIONALLY LEFT BLANK



In-Person Panel for Achievement Level Setting

Email Text:

To: In-Person Panelists
CC: Executive Staff, Nancy Arnold
From: MI_smarterbalanced21@measinc.com
Subject: In-Person Panelist Resources and Certificate

This email is being sent on behalf of the Smarter Balanced Assessment Consortium. For questions please email MI_smarterbalanced21@measinc.com.

Dear In-Person Panelists:

Thank you for your participation in the Smarter Balanced Achievement Level Setting In-Person Panel. Your time and diligent efforts were critical to this essential task of recommending achievement levels for Smarter Balanced assessments.

We have received many requests for several of the resources that were used in Dallas. Attached you will find the PowerPoint presentation on OIBs and the Bookmark Procedure; a list of links to helpful resources on the Smarter Balanced website; and Threshold Achievement Level Descriptors (ALDs) for all grades and content areas. Please note that the attached ALDs are also available on the Smarter Balanced website; we simply reformatted them for ease of use at the Achievement Level Setting.

Also attached you will find an electronic Certificate of Participation for your involvement in the Achievement Level Setting activities. The certificate is a fillable PDF. Please enter your name, along with the grade and content area of the panel on which you served. Once you have entered your information, please save the PDF and print a copy of the certificate for your files.

If you have any questions, please contact Mandy Hunter at MI_smarterbalanced21@measinc.com.

Thank you again for your participation!

Attachments:

Smarter Balanced Achievement Level Setting OIB and Bookmark Procedure Presentation
Smarter Balanced Resource Links
In-Person Panelist Certificate of Participation
Threshold Achievement Level Descriptors

THIS PAGE INTENTIONALLY LEFT BLANK

Smarter Balanced Resource Links

<http://www.smarterbalanced.org/smarter-balanced-assessments>

Preliminary Test Blueprints

- [ELA/Literacy Smarter Balanced Preliminary Summative Assessment Blueprint – 5/9/14](#) (PDF)
- [Mathematics Smarter Balanced Preliminary Summative Assessment Blueprint – 5/9/14](#) (PDF)
- [Supporting Document: Scoring Reporting and Estimated Testing Times](#) (PDF)

Content Specifications

- [ELA/Literacy Content Specifications Appendix B: Grade Level Tables for All Claims and Assessment Targets and Item Types](#) (2/4/14 draft)
- [Mathematics Content Specifications](#) (6/2013 draft)

Item/Task Specifications

English Language Arts/Literacy Item Specification

- [ELA CAT Item Specs Grades 3-5](#) (ZIP) (Update 2/4/14)
- [ELA CAT Item Specs Grades 6-8](#) (ZIP) (Update 2/4/14)
- [ELA CAT Item Specs Grades 9-11](#) (ZIP) (Updated 2/4/14)
- [ELA PT Item Specs Opinion Grades 3-5](#) (ZIP) (5/20/14)
- [ELA PT Item Specs Narrative Grades 3-5](#) (ZIP) (5/20/14)
- [ELA PT Item Specs Informative Grades 3-5](#) (ZIP) (5/20/14)
- [ELA PT Item Specs Explanatory Grades 6-8,11](#) (ZIP) (5/20/14)
- [ELA PT Item Specs Argumentative Grades 6-8,11](#) (ZIP) (5/20/14)
- [ELA Stimulus Specifications](#) (PDF)

Mathematics

- [Mathematics Grades 3-5](#) (ZIP) (Update 2/4/14)
- [Mathematics Grades 6-8](#) (ZIP) (Update 2/4/14)
- [Mathematics High School](#) (ZIP) (Update 2/4/14)
- [Mathematics PT Item Specs All Grades](#) (PDF) (5/27/14)
- [Smarter Balanced Mathematics General Rubrics](#) (PDF) (DocX)

Guidelines and Supports

- [Accessibility and Accommodations Guidelines](#) (PDF)
- [Read Aloud Guidelines](#) (PDF)
- [ELA Audio Guidelines](#) (PDF)

- [Formulas & Conversions Guidelines](#) (PDF)
- [Calculator Availability by Grade Level](#) (PDF)
- [Mathematics Audio Guidelines](#) (PDF)
- [Scoring Guide for Selected Short-Text Mathematics Items](#) (PDF) New!
- [ELL Guidelines](#) (PDF)
- [Signing Guidelines](#) (PDF)
- [Tactile Accessibility Guidelines](#) (PDF)
- [Bias and Sensitivity Guidelines](#) (PDF)
- [Scribing Protocol](#) (PDF)
- [Resources and Practices Comparison Crosswalk](#) (PDF)
- [Support for Under Represented Students](#) (includes ISAAP information and Assistive Technology typology)

Use this link for the resources below: <http://sbac.portal.airast.org/practice-test/>

- [Calculators](#)
- [Manuals and User Guides](#) (Under Resources and Documentation)
- [Classroom Activities](#) (Under Resources and Documentation)
- [Scoring Guides](#) (Under Resources and Documentation)
- [Performance Task Writing Rubrics](#) (Under Resources and Documentation)

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014**

SUBJECT

Proposed Waiver of Requirement in IDAPA 08.02.03.111 – Rules Governing Thoroughness for the 2014-2015 school-year

REFERENCE

August 15, 2013	State Board Approval of proposed changes to IDAPA 08.02.03.105.06(d) – graduation requirements for the Class of 2016 allow for the field test waiver to be implemented in Idaho.
November 1, 2013	State Board Approval of Pending Rule Docket No. 08.0203.1306
November 20, 2013	State Board Approval of Idaho's Field Test Flexibility Waiver
January 17, 2014	State Board Approval of proposed changes to IDAPA 08.02.03.111.06(j) and 08.02.03.111.06(k) - waiving grade nine (9) and grade ten (10) field test participation and making it optional for the district.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Administrative Code, IDAPA 08.02.03.111

BACKGROUND/DISCUSSION

No Child Left Behind Act of 2002 requires every state to implement high-quality, yearly student academic assessments that are aligned with the state's challenging academic content and achievement standards, at a minimum in mathematics, reading or language arts, and science for grades three (3) through eight (8) and once in high school (No Child Left Behind Act, 2002, §1111(b)(3)).

The current Administrative Rule, IDAPA 08.02.03, requires all students in Idaho public schools, grades kindergarten through twelve (K-12) to participate in and are funded for the comprehensive assessment program (IDAPA 08.02.03.111.04). The comprehensive assessment program for grade nine (9) consists of Idaho Standard Achievement Tests, Idaho Alternate Assessment, and Idaho English Language Assessment (IDAPA 08.02.03.111.06).

During the 2012 and 2013 school years, the Smarter Balanced Assessment Consortium and the National Center and State Collaborative started to develop assessment items and performance tasks in English language arts/literacy and mathematics to be administered in grades three (3) through eight (8) and in high school.

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014**

The Idaho State Board of Education on November 20, 2013 and the United States Department of Education on February 18, 2014 approved a waiver to allow all schools to field test assessments in mathematics and reading/language arts developed by the Smarter Balanced Assessment Consortium and by the National Center and State Collaborative.

On January 17, 2014, the Idaho State Board of Education approved a waiver to allow districts the option of not administering field test assessments in grade nine (9) and ten (10). Districts were still required to field test assessments in grade three (3) through eight (8) and in grade eleven (11) to meet the federal testing requirement. In Spring 2014, approximately 34% of 9th graders and 28% of 10th graders voluntarily participated in the field tests.

In October 2014, a group of district superintendents and testing coordinators recommended that districts should be allowed to choose not to administer the Idaho Standard Achievement Tests and Idaho Alternate Assessment on grade nine (9) students due to technical and logistical difficulties.

The Department is requesting the Board waive the requirement for the assessments required for grade nine (9) students pursuant to IDAPA 08.02.03.111.06 (j)

IMPACT

Waiver of the grade nine (9) assessment requirements will reduce the number of required assessments while still meeting federal compliance requirements. The testing is not required by No Child Left Behind and not administering the test will result in a cost savings.

ATTACHMENTS

Attachment 1 – IDAPA 08.02.03.111

Page 3

BOARD ACTION

I move to approve the Waiver of Requirement of Idaho Administrative Code, IDAPA 08.02.03.111.06(j), requiring grade nine (9) students take the Idaho Standards Achievement Test, Idaho ALT Assessment Test, and the Idaho English Language Assessment for the 2014-2015 school year, as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**IDAPA 08
TITLE 02
CHAPTER 03
08.02.03 - RULES GOVERNING THOROUGHNESS**

111. ASSESSMENT IN THE PUBLIC SCHOOLS.

01. Philosophy. Acquiring the basic skills is essential to realization of full educational, vocational and personal/social development. Since Idaho schools are responsible for instruction in the basic scholastic skills, the State Board of Education has a vested interest in regularly surveying student skill acquisition as an index of the effectiveness of the educational program. This information can best be secured through objective assessment of student growth. The State Board of Education will provide oversight for all components of the comprehensive assessment program. (4-2-08)

- 02. Purposes.** The purpose of assessment in the public schools is to: (3-15-02)
- a.** Measure and improve student achievement; (3-15-02)
 - b.** Assist classroom teachers in designing lessons; (3-15-02)
 - c.** Identify areas needing intervention and remediation, and acceleration; (3-15-02)
 - d.** Assist school districts in evaluating local curriculum and instructional practices in order to make needed curriculum adjustments; (3-15-02)
 - e.** Inform parents and guardians of their child's progress; (3-15-02)
 - f.** Provide comparative local, state and national data regarding the achievement of students in essential skill areas; (3-15-02)
 - g.** Identify performance trends in student achievement across grade levels tested and student growth over time; and (3-15-02)
 - h.** Help determine technical assistance/consultation priorities for the State Department of Education. (3-15-02)

03. Content. The comprehensive assessment program will consist of multiple assessments, including, the Idaho Reading Indicator (IRI), the National Assessment of Educational Progress (NAEP), the Idaho English Language Assessment, the Idaho Standards Achievement Tests (ISAT), the Idaho Alternate Assessment, and a college entrance exam. (3-29-12)

04. Testing Population. All students in Idaho public schools, grades kindergarten through twelve (K-12), are required to participate in the comprehensive assessment program approved by the State Board of Education and funded. (4-2-08)

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014**

a. All students who are eligible for special education shall participate in the statewide assessment program. (4-6-05)

b. Each student's individualized education program team shall determine whether the student shall participate in the regular assessment without accommodations, the regular assessment with accommodations or adaptations, or whether the student qualifies for and shall participate in the alternate assessment. (4-6-05)

c. Limited English Proficient (LEP) students, as defined in Subsection 112.04.d.iv., may receive designated supports and/or accommodations for the ISAT assessment, if need has been indicated by the LEP student's Educational Learning Plan (ELP) team. The team shall outline the designated supports and/or accommodations in an ELP prior to the assessment administration. Designated supports and/or accommodations shall be familiar to the during previous instruction and for other assessments. LEP students who are enrolled in their first year of school in the United States may take the IELA in lieu of the English language arts ISAT, but will still be required to take the ISAT Mathematics and Science). Such LEP students will be counted as participants for the ninety-five percent (95%) participation target, as described in Subsection 112.04. However, such LEP students are not required to be counted for accountability purposes, as described in Subsection 112.03. T (11-24-14)

05. Scoring and Report Formats. Scores will be provided for each subject area assessed and reported in standard scores, benchmark scores, or holistic scores. Test results will be presented in a class list report of student scores, building/district summaries, content area criterion reports by skill, disaggregated group reports, and pressure sensitive labels as appropriate. Information about the number of students who are eligible for special education who participate in regular and alternate assessments, and their performance results, shall be included in reports to the public if it is statistically sound to do so and would not disclose performance results identifiable to individual students. (4-7-11)

a. Effective April 1, 2009, all students taking the Idaho Standards Achievement Test (ISAT) must have a unique student identifier. (4-7-11)

b. Districts must send all assessment results and related communication to parents within three (3) weeks of receipt from the state. (4-7-11)

06. Comprehensive Assessment Program. The State approved comprehensive assessment program is outlined in Subsections 111.06.a. through 111.06.l. Each assessment will be comprehensive of and aligned to the Idaho State Content Standards it is intended to assess. In addition, districts are responsible for writing and implementing assessments in those standards not assessed by the state assessment program. (4-2-08)

a. Kindergarten - Idaho Reading Indicator, Idaho Alternate Assessment, Idaho English Language Assessment. (4-2-08)

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014**

- b.** Grade 1 - Idaho Reading Indicator, Idaho Alternate Assessment, Idaho English Language Assessment. (4-2-08)
- c.** Grade 2 - Idaho Reading Indicator, Idaho Alternate Assessment, Idaho English Language Assessment. (4-2-08)
- d.** Grade 3 - Idaho Reading Indicator, Grade 3 Idaho Standards Achievement Tests, Idaho Alternate Assessment, Idaho English Language Assessment. (4-2-08)
- e.** Grade 4 - National Assessment of Educational Progress, Grade 4 Idaho Standards Achievement Tests, Idaho Alternate Assessment, Idaho English Language Assessment. (3-29-12)
- f.** Grade 5 - Grade 5 Idaho Standards Achievement Tests, Idaho Alternate Assessment, Idaho English Language Assessment. (3-29-12)
- g.** Grade 6 - Grade 6 Idaho Standards Achievement Tests, Idaho Alternate Assessment, Idaho English Language Assessment. (3-29-12)
- h.** Grade 7 - Grade 7 Idaho Standards Achievement Tests, Idaho Alternate Assessment, Idaho English Language Assessment. (3-29-12)
- i.** Grade 8 - National Assessment of Educational Progress, Grade 8 Idaho Standards Achievement Tests, Idaho Alternate Assessment, Idaho English Language Assessment. (3-29-12)
- j.** Grade 9 - Grade 9 Idaho Standards Achievement Tests, Idaho Alternate Assessment, Idaho English Language Assessment. (3-29-12)
- k.** Grade 10 - High School Idaho Standards Achievement Tests, Idaho Alternate Assessment, Idaho English Language Assessment. (4-2-08)
- l.** Grade 11 - High School Idaho Standards Achievement Tests (as applicable), Idaho English Language Assessment, college entrance exam. T (11-24-14)
- m.** Grade 12 - National Assessment of Educational Progress, Idaho English Language Assessment . (4-2-08)
- n.** Students are required to take an End of Course Assessment in science provided by the state and administered by the district. T(11-24-14)
- o.** Students who achieve a proficient or advanced score on a portion or portions of the ISAT, or the Idaho Alternate Assessment, offered in their tenth grade year or later are not required to continue taking that portion or portions. T (11-24-14)
- 07. Comprehensive Assessment Program Schedule. (5-3-03)**

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014**

a. The Idaho Reading Indicator will be administered in accordance with Section 33-1614, Idaho Code. (3-15-02)

b. The National Assessment of Educational Progress will be administered in timeframe specified by the U.S. Department of Education. (3-15-02)

c. The Idaho Standards Achievement Tests will be administered in the Spring in a time period specified by the State Board of Education. T(11-24-14)

d. The Idaho Alternate Assessment will be administered in a time period specified by the State Board of Education. (4-2-08)

e. The Idaho English Language Assessment will be administered in a time period specified by the State Board of Education. (4-2-08)

08. Costs Paid by the State. Costs for the following testing activities will be paid by the state: (4-1-97)

a. All consumable and non-consumable materials needed to conduct the prescribed statewide comprehensive assessment program; (3-15-02)

b. Statewide distribution of all assessment materials; and (3-29-12)

c. Processing and scoring student response forms, distribution of prescribed reports for the statewide comprehensive assessment program. (3-29-12)

09. Costs of Additional Services. Costs for any additional administrations or scoring services not included in the prescribed statewide comprehensive assessment program will be paid by the participating school districts. (3-15-02)

10. Services. The comprehensive assessment program should be scheduled so that a minimum of instructional time is invested. Student time spent in testing will not be charged against attendance requirements. (3-15-02)

11. Test Security, Validity and Reliability. Test security is of the utmost importance. To ensure integrity of secure test items and protect validity and reliability of test outcomes, test security must be maintained. School districts will employ security measures in protecting statewide assessment materials from compromise. Each individual who has any opportunity to see test items must sign a state-provided confidentiality agreement, which the district must keep on file in the district for at least two (2) years. Documentation of security safeguards must be available for review by authorized state and federal personnel. (4-2-08)

a. All ISAT paper and pencil test booklets will be boxed and shipped to the test vendor to be counted no later than two (2) weeks after the end of the testing window, as applicable. T(11-24-14)

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014**

b. Any assessment used for federal reporting shall be independently reviewed for reliability, validity, and alignment with the Idaho Content Standards. (4-2-08)

12. Demographic Information. Accurate demographic information must be submitted as required for each test to assist in interpreting test results. It may include but is not limited to race, sex, ethnicity, and special programs, (Title I, English proficiency, migrant status, special education status, gifted and talented status, and socio-economic status). (4-2-08)

13. Dual Enrollment. For the purpose of non-public school student participation in non-academic public school activities as outlined in Section 33-203, Idaho Code, the Idaho State Board of Education recognizes the following: (3-15-02)

a. The Idaho Standards Achievement Tests (grades 3-9 and High School). (3-29-12)

b. A portfolio demonstrating grade level proficiency in at least five (5) of the subject areas listed in Subsections 111.13.b.i. through 111.13.b.vi. Portfolios are to be judged and confirmed by a committee comprised of at least one (1) teacher from each subject area presented in the portfolio and the building principal at the school where dual enrollment is desired. (4-6-05)

i. Language Arts/Communications. (3-15-02)

ii. Math. (3-15-02)

iii. Science. (3-15-02)

iv. Social Studies . (3-15-02)

v. Health. (3-15-02)

vi. Humanities. (3-15-02)

THIS PAGE INTENTIONALLY LEFT BLANK

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014**

SUBJECT

Recommendations from the Idaho Literacy Taskforce.

REFERENCE

September 6, 2013 State Board of Education approves the Taskforce for Improving Education recommendations.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Code 33-1614, 33-1615, and 33-1207A

BACKGROUND/DISCUSSION

The Governor's Taskforce for Improving Education met for nine (9) months and reviewed current research and data regarding education in Idaho. One of the Taskforce's recommendations included a renewed focus on literacy:

Literacy Proficiency

We recommend students demonstrate mastery of literacy before moving on to significant content learning. Reading proficiency is a major benchmark in a student's education. Students must learn to read before they can read to learn content in other subject areas.

To create a series of recommendations to achieve this goal, the Department of Education created a Literacy Taskforce to examine literacy in Idaho and make recommendations. The committee included 20 individuals from across Idaho, including Board member Debbie Critchfield. The taskforce reviewed the history of literacy in Idaho, including the Idaho Comprehensive Literacy Act passed by the Legislature in 1997 that formed the Idaho Reading Initiative as well as best practices, and student achievement data.

The taskforce met six (6) times and was facilitated by Dr. Marybeth Flachbart, CEO of Neuhaus Education Center and Education Northwest provided technical assistance.

Attached is the committee's final report. A summary of recommendations by topic area follows:

Assessment

- The Idaho Reading Indicator should be used to screen K-3 students for literacy comprehension.
- The Idaho Reading Indicator should not be used for accountability at the student, teacher, or school level. Progress monitor may be used for this purpose as it measures student growth over time.
- The Idaho Reading Indicator should be reviewed to address concerns about its' technical adequacy and to explore alternative measures.
- The Idaho Department of Education should provide screening and progress monitoring tools to LEAs.

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014**

- LEAs should continue to screen and monitor progress of students behind third grade until students who are not meeting grade-level proficiency have mastered grade-level expectations.
- The Idaho Department of Education should provide K-3 diagnostic assessments in early reading to LEAs.

Curriculum and Instruction

- The state should remove the requirement to provide 40 hours of intervention to any student receiving a score of one (1) on the IRI.
- IRI intervention funds should be allocated to provide evidence-based literacy interventions to students identified as, at-risk. The selection of interventions shall be at the discretion of the school and district. At-risk status should be defined in relation to end-of-year expectations.

Professional Development for Teachers and Administrators

- The Idaho Department of Education should provide professional development in the administration and analysis of assessment data, to include the Smarter Balanced Assessment.
- The Department of Education should reevaluate the expectations and implementation of the Idaho Comprehensive Literacy Course every two years.
- The Idaho Department of Education should provide professional development in the delivery of effective, evidence-based literacy instruction and intervention.

Policy, Evaluation and Funding

- The Idaho State Board of Education should re-authorize the Idaho Comprehensive Literacy Act every five years.
- The Idaho Department of Education should conduct ongoing reading initiative program evaluations with formal reports due every two years.
- The state legislature should revise the support-unit divisor for kindergarten from 1:40 to 1:30.
- Given the critical relationship between literacy and academic success, the committee recommends funding for the Idaho Reading Initiative be restored to FY2009 levels.

ATTACHMENTS

Attachment 1 – List of Committee Members

Page 5

Attachment 2 – Idaho Literacy Taskforce Report

Page 7

STAFF COMMENTS AND RECOMMENDATIONS

Board staff have reviewed the Literacy Taskforce Report and will work with the Department of Education to bring forward an implementation plan for those items that are actionable for future Board approval.

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014**

The Literacy Taskforce Report references the Idaho Comprehensive Literacy Act of 1999. This legislative action included four Senate resolutions and three bills that are now known as Sections 33-1207A, 33-1614, and 33-1615. The common practice would be to amend relevant sections of code rather than “reauthorize” a past act. The Comprehensive Literacy Plan was established in part to be regularly updated and would be the best mechanism for re-evaluating current and implementing emerging best practices. As an example, Section 33-1207A, Idaho Code, Teacher Preparation, has been amended three (3) times (2000, 2002, and 2010) to provide updates relevant with changes in the teacher preparation programs.

Additionally, the Idaho Comprehensive Literacy Plan as referenced in Section 33-1614, Idaho Code, was adopted by the Board in 1999. Pursuant to that section, the plan is “Board approved and research based.” While the Department of Education updated the plan in 2012, that update has not yet come forward to the Board for approval. While not a recommendation of the taskforce, staff recommends the Idaho Comprehensive Literacy Plan be updated and then brought forward to the Board for approval.

BOARD ACTION

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

THIS PAGE INTENTIONALLY LEFT BLANK

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014**

Idaho Literacy Task Force Members

Facilitators

Dr. Marybeth Flachbart	President and CEO, Neuhaus Education Center
Dr. Steve Underwood	Manager, Northwest Comprehensive Center at Education Northwest
Claire Gates	Senior Program Advisor, Northwest Comprehensive Center at Education Northwest
Erin Lolich	Curriculum and Instruction Practice Expert, Northwest Comprehensive Center at Education Northwest

Task Force Members

Carrie Aguas	Principal, New Plymouth School District
Stephanie Bailey-White	Projects Coordinator, Idaho Commission for Libraries
Debbie Bauer	Kindergarten Teacher, Fremont School District
Lisa Boyd	Principal, Vallivue School District
Hollis Brookover	VP of Development, Idaho Business for Education
Dr. Mary Ann Cahill	Professor, Boise State University
Karen Christensen	Director of Student Services, Cassia County School District
Debbie Critchfield	Idaho State Board Member
Camille Cureton	Principal, West Jefferson School District
Dr. Sherry Dismuke	Professor, Boise State University
Barb Dixon	School Board Chair, Meadows Valley School District
Meghan Graham	Third Grade Teacher, Sage International School
Virginia Herbst	Second Grade Teacher, McCall-Donnelly School District
Dr. Evelyn Johnson	Professor, Boise State University
Bobbie Malvini	Kindergarten Teacher, Vallivue School District
JoBeth Morrison	First Grade Teacher, West Side School District
Natalie Nation	Idaho Library Association
LeAnn Simmons	Executive Director, Idaho Voices for Children

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014**

Glen Szymoniak	Superintendent, McCall-Donnelly School District
Jolene Taggart	Third Grade Teacher, New Plymouth School District
Sen. Steven Thayn	Senator, Idaho Legislature
Rep. Julie Van Orden	Representative, Idaho Legislature

Department of Education Staff

Luci Willits	Chief of Staff
Stephanie Lee	Assessment Specialist
Taylor Raney	Director of Teacher Cert.
Diann Roberts	ELA/Literacy Coordinator
Toni Wheeler	Alt. Assessment Coordinator

Idaho Literacy Task Force Report November 19, 2014

Introduction

The Governor's Task Force on Education identified literacy as a key foundational skill and recommended the state revisit state policy related to early reading. In June 2014, the Idaho Literacy Task Force gathered to review existing early literacy legislation, the Idaho Comprehensive Literacy Act, and create recommendations for revisions to submit to the State Board of Education. The Task Force's approximately 20 members from across the state included K-3 teachers, school administrators, professors of education, state legislators, a state board member, business representatives, librarians, and other advocates of early literacy.

Over the course of six months, the Task Force developed a common understanding of the Idaho Comprehensive Literacy Act (ICLA) of 1997, including its requirements at the school, preservice, and inservice levels. At the school level, requirements include using the Idaho Reading Indicator to screen every K-3 student, providing at least 40 hours of intervention to students identified as most in need, and public reporting of school-level results (Barr and Flachbart, 2003). Preservice requirements include aligning college coursework with the ICLA, stipulating that K-8 teacher candidates pass an assessment demonstrating their knowledge and skills, and reporting yearly on the number of preservice teachers who took and passed the assessment. For inservice requirements, K-8 teachers need to pass a three-credit reading instruction course in order to maintain certification.

Within six years of the legislation passing, the state experienced successes and challenges related to the ICLA (Underwood, 2013). While reading achievement improved statewide, concerns were raised in regards to aspects of the educational system that were not addressed, such as the importance of teacher collaboration, the role of instructional leadership, the need for high quality instructional materials, the practice of tracking students rather than having flexible intervention systems, and the need for more resources in professional development and intervention beyond third grade. The early 2000s brought changes to early reading in Idaho, including implementation of the federal Reading First Initiative and shifts in the assessment measures of the Idaho Reading Indicator. Further changes occurred in 2009 and after as the state budget became tighter and when the resources and professional development offered by Reading First expired with no further federal funding.

Considering the substantial history of early literacy efforts in Idaho, and in order to make well informed decisions, the Task Force engaged in collective learning about the components of a comprehensive assessment system, the early literacy policies of other states, understanding dyslexia (including instructional and policy implications), and the research on proven ways to bring effective practices to scale across a state. Schools representing Idaho's diverse students

and a broad range of learning challenges presented the strategies they have employed which have been effective in raising early literacy achievement. Based on the strategies presented, Idaho's most effective schools share the following characteristics:

- Every teacher is expected to be a reading expert
- The principal and/or reading specialist provides strong schoolwide literacy leadership
- Teachers exhibit strong collaboration
- Early intervention is targeted
- Interventions are research-based, explicit, and systematic
- Schools engage families by teaching them strategies to support their students
- Schools have processes to consistently use specific schoolwide data and evidence

Given that successful schools exhibit these characteristics, the Task Force sought to establish sound methods for creating a policy environment that cultivates such practices. After careful consideration, discussion, and debate, the Task Force agreed upon the following recommendations to the State Board of Education.

Recommendations and Rationale

A. ASSESSMENT

A1. Recommendation: The Idaho Reading Indicator should be used to screen K-3 students.

Rationale: Screening is a cost- and time-efficient method of predicting reading success and identifying struggling readers (Gersten, Compton, Connor, Dimino, Santoro, Linan-Thompson, & Tilly, 2009). Screening all students fosters early reading intervention because it enables educators to catch struggling students early and to begin making crucial decisions about instructional interventions.

A2. Recommendation: The Idaho Reading Indicator as a screener should not be used for accountability at the student, teacher, or school level. Progress monitoring may be used for this purpose, as it measures student growth over time.

Rationale: While the Task Force understands the importance of accountability and educator evaluation, the Idaho Reading Indicator was designed to inform decision making before instruction, not to examine the effectiveness of an instructional program after its conclusion. Using a screening tool for accountability has the potential to compromise test administration and encourage teaching to the assessment, which in turn invalidates the results and undermines the purpose of the assessment (Santi & Francis, 2012). To maintain a proper focus on early identification, prevention, and remediation of student learning challenges, it is important that state policy foster an appropriate culture of assessment among educators.

- A3. Recommendation:** The Idaho Reading Indicator should be reviewed to address concerns about its technical adequacy and to explore alternative measures.

Rationale: The Idaho Reading Indicator has been provided by different vendors and has changed over the years. A study conducted by Drs. Kristi Santi and David Francis (2012) raised several concerns about the current version of the Idaho Reading Indicator, including its technical adequacy, the lack of reading comprehension questions, and questions about the purposes of the assessment. The current version was created for sole use by the state and may not provide the predictive validity necessary to screen students accurately. The Task Force believes it would be prudent to examine what changes may be necessary to ensure the best screening practices possible.

- A4. Recommendation:** The Idaho Department of Education should provide screening and progress monitoring tools to LEAs.

Rationale: The Department of Education plays a key role in supporting LEAs and ensuring consistent statewide practice by vetting, purchasing, and distributing assessments. Under a previous vendor for the Idaho Reading Indicator, progress monitoring assessments were provided at no cost to schools. This encouraged widespread use and met the intent of the ICLA. The Task Force agreed that with the known availability of low- and no-cost progress monitoring tools (Fuchs & Fuchs, 2001), the state should provide specific tools that schools can access and use freely.

- A5. Recommendation:** LEAs should continue to screen and monitor progress of students beyond third grade until students who are not meeting grade-level proficiency have mastered grade-level expectations.

Rationale: The state has a vested interest in the success of students' literacy skills beyond third grade. Screening and progress-monitoring data are key tools to guide instructional decisions for students who need continued instructional support and intervention (Stecker, Fuchs, & Fuchs, 2008). If LEAs are expected to continue progress monitoring in literacy, it increases the focus on continued intervention for struggling students in later grades.

- A6. Recommendation:** The Idaho Department of Education should provide K-3 diagnostic assessments in early reading to LEAs.

Rationale: Current state policy is ambiguous regarding how to target literacy interventions to students' specific learning needs. While screening assessments are brief and give general outcomes, diagnostic assessments are more in-depth and are used to pinpoint areas of student need and efficiently determine appropriate curriculum, instruction, and intervention needs. The state would benefit from providing diagnostic assessments at no cost to schools that can be used efficiently to narrow instructional focus for students who are identified as being at risk on the screening assessment.

B. CURRICULUM & INSTRUCTION

- B1. Recommendation:** The state should remove the requirement to provide 40 hours of intervention to any student receiving a score of 1 (the most intensive level) on the IRI.

Rationale: This requirement was a well intended effort in 1997 to ensure students receive intervention. However, this requirement is too rigid for the current state of Idaho schools and does not account for students who reach grade-level expectations before receiving 40 hours of intervention, nor does it consider students who make very slow growth and need much more time.

- B2. Recommendation:** IRI intervention funds should be allocated to provide evidence-based literacy interventions to students identified as at risk. The selection of interventions should be at the discretion of the school and district. At-risk status should be defined in relation to end-of-year expectations.

Rationale: Existing intervention funds target students who get the lowest score (1) on the Idaho Reading Indicator. Schools must intervene with all students who are not on track to meet end-of-year expectations, which includes other students, such as those who score a 2. The Task Force agreed that the state should fund intervention efforts for all students who are at risk, not just the lowest. Professional judgment and local context should be considered when determining the most appropriate intervention approach for students with an at-risk status.

C. PROFESSIONAL DEVELOPMENT

- C1. Recommendation:** The Idaho Department of Education should provide professional development in the administration and analysis of assessment data, to include the Smarter Balanced Assessment.

Rationale: Existing requirements under the ICLA do not require educators to be trained in data utilization. Proper training in test administration is essential to test validity and reliability. Professional development in analysis ensures that test results are correctly interpreted and used to make accurate decisions about instruction and resource allocation (Killion, 2013).

- C2. Recommendation:** The Idaho Department of Education should evaluate the expectations and implementation of the Idaho Comprehensive Literacy Course every two years.

Rationale: As policy, research, and practice evolve, the Idaho Comprehensive Literacy Course must change to reflect emerging best practices. Regular, formal review and

evaluation of this course will ensure that it is current and consistent (McColskey & Lewis, 2007).

- C3. Recommendation:** The Idaho Department of Education should provide professional development in the delivery of effective, evidence-based literacy instruction and intervention for all certified and classified educators.

Rationale: Existing requirements of the ICLA include one foundational course in literacy. However, this is insufficient to make every teacher an expert in teaching reading (Killion, 2013). In order to maintain and apply best practices in literacy instruction and intervention, educators require ongoing, high-quality professional development. Evidence-based literacy instruction and intervention includes phonemic awareness, decoding, fluency, vocabulary, and comprehension.

D. POLICY, EVALUATION AND FUNDING

- D1. Recommendation:** The Idaho State Board of Education should reauthorize the Idaho Comprehensive Literacy Act every five years.

Rationale: Currently, there is no mechanism to cause the state to stop and reflect on needed changes to the ICLA. As research and practice evolve, the Idaho Comprehensive Literacy Act must change to reflect emerging best practices. A five-year reauthorization cycle, required by statute, must be implemented to guarantee that policy is not a hindrance to progress. The policy should be subject to best practice research and should be modified based on evaluation findings (McColskey & Lewis, 2007).

- D2. Recommendation:** The Idaho Department of Education should conduct ongoing reading initiative program evaluations with formal reports due every two years.

Rationale: The state intends to impact educator practices and student learning through its literacy policy. Significant time, effort, and financial resources are dedicated to this goal. As such, it is essential to understand if and how the goals are being met. Ongoing program evaluation by an external party with no vested interest in the policy enables Idaho policymakers to analyze trends, make program decisions, and deploy resources based on current data. Program evaluation is essential to fostering public trust and ensuring appropriate use of tax dollars (McColskey & Lewis, 2007; Fixsen, Blasé, Metz, & Van Dyke, 2013).

- D3. Recommendation:** The state legislature should revise the support-unit divisor for Kindergarten from 1:40 to 1:30.

Rationale: Under current statute, Idaho does not require students to attend kindergarten, and the legislature funds half-day kindergarten at a ratio of 1 support unit for 40 students.

This is compared to the ratio of approximately 1 to 20 for first grade and higher. Districts that are effectively intervening early in Idaho provide extended learning opportunities to kindergarten students who are at risk of academic challenges (Raney, 2014). To do this, they must find creative funding to make their efforts work. The Task Force recognizes that the state does not require, but funds, half-day kindergarten. The Task Force agrees that it would be in the state's long term interest both programmatically and financially to fund kindergarten at a higher level to incentivize early intervention for all students. The Task Force's recommendation would channel funding for districts to be funded at a 1 support unit to 30 student ratio, thereby increasing their ability to systematically create kindergarten intervention processes through extending kindergarten offerings to the students who need more instruction and support to be ready for first grade. Districts should use these funds to target extended reading interventions for students identified at risk. The funds should not be used for class-size reduction in other grade levels. Recognizing the fiscal impact, the Task Force understands that a multi-year phase in may be necessary and recommends such a phase in be no longer than five years (e.g., 1:38, 1:36, 1:34, etc.).

D4. Recommendation: The Idaho Department of Education should explore the creation of a literacy intervention speciality at the primary level.

Rationale: Given the critical necessity of early mastery of literacy in the primary grades, teachers need deep understanding of the acquisition of language and literacy. The practitioners on the Task Force all indicated that they had teachers with reading expertise on their staff as well as a literacy leader on their campus. In some instances, the literacy leader was the administrator, others had a reading specialist, and still others had a teacher with deep content knowledge who served as a mentor to colleagues.

D5. Recommendation: Given the critical relationship between literacy and academic success, the Task Force recommends funding for the Idaho Reading Initiative be restored and increased to the following levels.

- a) FY 2015 budget – restore funding for intervention from \$2.1 million currently allocated by the State Department of Education to \$4 million (the original funding in 2000). The funding should be structured by the legislature to be distributed in the following manner:
- 65% - intervention funds for grades K-3
 - 25% - committee work to develop the plans to scale up the Task Force recommendations (directed by the State Board of Education)
 - 9% - statewide administration and cost of administering the current assessment (directed by the Department of Education)
 - 1% - external evaluation costs (directed by the Department of Education)

b) FY 2016 budget – increase the funding for intervention from \$4 million to \$5.8 million annually for the FY 2016 budget and beyond. The funding should be structured by the legislature to be distributed in the following manner:

- 65% - intervention funds for grades K-3
- 25% - statewide assessment and professional development costs (directed by the Department of Education)
- 5% - statewide administration (directed by the Department of Education)
- 5% - external evaluation costs (directed by the Department of Education)

Rationale: In reviewing the history of the ICLA, the Task Force found that the funding for the Idaho Reading Initiative has been cut from approximately \$4 million per year to less than \$2 million per year, while costs associated with assessment and intervention have increased. The Task Force's intent in this recommendation is to ensure the state provides dedicated funding to early literacy interventions in grades K-3 in order to meet the state's goals of proficiency by the end of third grade. The funding allocation should be examined with each reauthorization period.

Conclusion

A strong early literacy system is one of the best investments a state can make in its future. According to research from the Annie E. Casey Foundation, "Reading proficiently by the end of third grade is a crucial marker in a child's educational development. Failure to read proficiently is linked to higher rates of school dropout, which suppresses individual earning potential as well as the nation's competitiveness and general productivity." Knowing how to read proficiently enables a student to read and learn content in other subject areas.

In enacting the Idaho Comprehensive Literacy Act of 1997, Idaho was and is a leader in early literacy policy. However, given what has been learned in the research literature in the years since and given both the successes and challenges of existing policy, it is critical that the state make key adjustments. The Task Force agrees that the recommendations included in this report are the most prudent actions the state can make at this time to improve student outcomes through statewide early literacy policy.

The Idaho State Board of Education has a timely opportunity to rejuvenate the focus on early literacy through updated policy and strategic investment in proven practices in assessment, instruction, and professional development. The early literacy stakeholders represented on the Idaho Literacy Task Force call on the State Board of Education to act upon the recommendations above on behalf of the students of Idaho.

References

- Barr, R. D., & Flachbart, M. (2003). *Idaho Reading Initiative: Status report 1999–2003*. Retrieved from Idaho State Department of Education website: https://www.sde.idaho.gov/site/literacyTech/docs/june/IdahoReadingInitiative_StatusReport_2003.pdf
- Barr, R. D., Flachbart, M., & Stewart, R. (2002). *Idaho Reading Initiative: Status report 1999–2002*. Retrieved from Boise State University, Center for School Improvement & Policy Studies website: <http://csi.boisestate.edu/wp-content/uploads/2011/08/IdahoReadingInitiative2002.pdf>
- Fixsen, D., Blase, K., Metz, A., & Van Dyke, M. (2013). State implementation of evidence-based programs. *Exceptional Children*, 79(2), 213–230.
- Fuchs, L. S., & Fuchs, D. (2001). *What is scientifically-based research on progress monitoring?* Retrieved from ERIC database. (ED502460)
- Gersten, R., Compton, D., Connor, C. M., Dimino, J., Santoro, L., Linan-Thompson, S., & Tilly, W. D. (2009). *Assisting students struggling with reading: Response to Intervention and multi-tier intervention in the primary grades* (IES Practice Guide, NCEE 2009-4045). Retrieved from U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, What Works Clearinghouse website: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf
- Hattie, J. A. C. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. New York, NY: Routledge.
- Killion, J. (2013). *Professional learning policy review: A workbook for states and districts*. Retrieved from Learning Forward website: <http://learningforward.org/docs/commoncore/professionallearningpolicyreview.pdf>
- McColskey, W., & Lewis, K. (2007). *Making informed decisions about programs, policies, practices, strategies, & interventions*. Retrieved from SERVE website: <http://www.serve.org/uploads/files/Making%20Informed%20Decisions.pdf>
- Raney, T. (2014). *Extended day kindergarten*. Unpublished dissertation.
- Santi, K. & Francis, D. (2012). *Idaho Reading Indicator technical adequacy review*. Unpublished manuscript, Idaho Department of Education.

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014**

Snow, C. (2002). *Reading for understanding: Toward an R&D program in reading comprehension*. Retrieved from RAND website:
http://www.rand.org/pubs/monograph_reports/MR1465.html

Stecker, P. M., Fuchs, D., & Fuchs, L. S. (2008). Progress monitoring as essential practice within Response to Intervention. *Rural Special Education Quarterly*, 27(4), 10–17.

Underwood, S. M. (2013). *The Idaho Statewide System of Support: Scaling up whole-system reform in a rural western state* (Doctoral dissertation). Retrieved from
<http://scholarworks.boisestate.edu/td/351>

THIS PAGE INTENTIONALLY LEFT BLANK

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014**

SUBJECT

The Idaho Special Education Manual revisions

REFERENCE

August 2009	Board approved revisions to the State Special Education Manual
August 2010	Board approved revisions to the State Special Education Manual

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-116, 33-2002, Idaho Code, IDAPA 08.02.03.109 (f)
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, with the IDEA, Idaho developed the Special Education Manual.

The Manual is designed to help districts and schools understand the provisions of IDEA 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 which will be approved by the State Board 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. All districts in the state of Idaho have adopted this Manual. In addition to guidance, policies and procedures, the manual includes documents and forms covering different aspects of special education.

The Manual has not been reviewed in its entirety since 2009. The Manual has recently been updated as federal regulations have changed. A number of stakeholders have been included and consulted in updating the Special Education Manual including, the State Department of Education, staff, regional consultants, district special education directors, special education service providers, and parent advocacy organization staff. There have been two (2) thirty day comment periods generating substantial feedback. Comments have been reviewed by a committee made up of a wide variety of stakeholders statewide.

IMPACT

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014**

Once approved districts will update their articles and procedures in accordance with the Manual.

ATTACHMENTS

Attachment 1 – Revised - Idaho Special Education Manual, 2015

Page 3

BOARD ACTION

I move to approve the Revised Idaho Special Education Manual, 2015, as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

IDAHO SPECIAL EDUCATION MANUAL ~~2007~~

Revised ~~2009~~

2015

~~Division of Student Achievement~~

~~And School Improvement~~

~~Idaho State Department of Education~~

Division of Special Education

Idaho State Department of Education

~~Tom Luna~~

~~Superintendent of Public Instruction~~



**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014**

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 the State Superintendent of Public Instruction, P.O. Box 83720, Boise, ID 83720-0027, (208) 332-6800, or to the Director, Office of Civil Rights, Department of Education, Washington, D.C.

Idaho Special Education Manual

The policies and procedures contained in this Idaho Special Education Manual have been approved by the State Board of Education, meet the IDEA eligibility requirement of 20 U.S.C. Section 1412, and are consistent with state and federal laws, rules, regulations, and legal requirements. The State Department of Education (SDE) and educational agencies shall adopt policies and procedures for providing special education services. The SDE provides the policies and procedures herein to local educational agencies (LEA) that are consistent with governing education requirements for their adoption. This manual, therefore, represents governing special education requirements. (See IDAPA 08.02.03.109.01.e)

In the case of any conflict between Idaho Administrative Code (IDAPA) and the Individuals with Disabilities Education Act (IDEA), the IDEA shall supersede the IDAPA, and IDAPA shall supersede the Idaho Special Education Manual.

This document was developed and printed by the Idaho State Department of Education using grant funds from the Individuals with Disabilities Education Act 2004, PR/Award #H027A080088A.

STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014



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 (SDE) 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 (IDEA) 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 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 SDE, I hope you will take the time to contact us.

Sincerely,

Tom Luna

Superintendent of Public Instruction

Office Location 650 West State Street	Telephone 208-332-6800	Speech/Hearing Impaired 1-800-377-3529	Fax 208-334-2228
--	---------------------------	---	---------------------

This page left intentionally blank

CONTENTS

INTRODUCTION LETTER

ACKNOWLEDGEMENTS	v
ACRONYMS AND ABBREVIATIONS	vi
GLOSSARY	x
LEGAL CITATIONS	xxxiv

CHAPTER 1 OVERVIEW

Section 1. Child Find	3
Section 2. Procedural Safeguards	4
Section 3. Student Eligibility under the IDEA 2004.....	4
Section 4. Free Appropriate Public Education (FAPE)	4
Section 5. District Programs and Services	5
Section 6. Individualized Education Program (IEP).....	5
Section 7. Least Restrictive Environment (LRE)	6
Section 8. Summary of Activities that May Lead to Special Education Services	6
Chart Special Education Activities	11

CHAPTER 2 FREE AND APPROPRIATE PUBLIC EDUCATION (FAPE)

Section 1. Definition of a Free Appropriate Public Education (FAPE).....	15
Section 2. Provision of FAPE	15
Section 3. FAPE Considerations.....	17

CHAPTER 3 CHILD FIND

Section 1. District Responsibility	21
Section 2. Locating Students.....	22
Section 3. Identification	22

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014**

Section 4.	Referral to Consider a Special Education Evaluation	25
------------	---	----

CHAPTER 4 EVALUATION AND ELIGIBILITY

Section 1.	Evaluation Team	30
Section 2.	Purpose of an Evaluation	30
Section 3.	Written Notice and Consent for Assessment	32
Section 4.	Information from Other Agencies or Districts.....	36
Section 5.	Evaluation and Eligibility Determination Procedures	37
Section 6.	Reevaluation and Continuing Eligibility	41
Section 7.	State Eligibility Criteria	44
	A <u>1</u> . Autism <u>Spectrum Disorder</u>	45
	B <u>2</u> . Cognitive Impairment <u>Intellectual Disability</u>	46
	C <u>3</u> . Deaf-Blindness.....	46
	D <u>4</u> . Deafness.....	47
	E <u>5</u> . Developmental Delay.....	47
	F <u>6</u> . Emotional Disturbance.....	49
	G <u>7</u> . <u>Other</u> Health Impairment	50
	H <u>8</u> . Hearing Impairment	51
	I <u>9</u> . Learning Disability <u>Specific Learning Disability</u>	52
	Ia Specific Learning Disability	56i
	J <u>10</u> . Multiple Disabilities.....	56d
	K <u>11</u> . Orthopedic Impairment	57
	L <u>12</u> . Speech or Language Impairment: Language	58
	M <u>13</u> . Speech or Language Impairment: Speech	58
	M <u>13a</u> . Articulation/Phonology Disorder	59
	M <u>213b</u> . Fluency Disorder	60
	M <u>3</u> <u>13c</u> . Voice Disorder.....	60

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014**

N14. Traumatic Brain Injury	62
Θ15. Visual Impairment Including Blindness.....	62

Documents:

<i>Regressed Intelligence Quotient Scores.....</i>	<i>65</i>
<i>Fluency Communication Rating Scale.....</i>	<i>68</i>
<i>Voice Rating Scale</i>	<i>69</i>
<i>Documentation of Adverse Effects on Educational Performance for Students with Speech/Language Disorder.....</i>	<i>70</i>

CHAPTER 5 INDIVIDUALIZED EDUCATION PROGRAMS

Section 1. IEP Initiation	73
Section 2. IEP Development	80
Section 3. IEP Reviews.....	96
Section 4. IEPs for Transfer Students	97
Section 5. IEPs for Children from the Infant/Toddler Program.....	98
Section 6. Students with Disabilities in Adult Prisons	101

CHAPTER 6 LEAST RESTRICTIVE ENVIRONMENT

Section 1. Least Restrictive Environment Considerations.....	104
Section 2. District Responsibility for Continuum of Settings and Services	105
Section 3. Federal Reporting of LRE.....	106

CHAPTER 7 DISCONTINUATION OF SERVICES, GRADUATION, AND GRADING

Section 1. Discontinuation of Services	109
Section 2. Graduation.....	111
Section 3. Transcripts and Diplomas	113
Section 4. Grades, Class Ranking, and Honor Roll	113

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014**

CHAPTER 8 CHARTER SCHOOLS

Section 1.	Definition and Parent/Student Rights	116
Section 2.	Responsibility for Services	117
Section 3.	Essential Components of a Special Education Program	118
Section 4.	Charter Schools and Dual Enrollment	119
Section 5.	Funding	119

CHAPTER 9 PRIVATE SCHOOL STUDENTS

Section 1.	Definitions of Private School Placements.....	125
Section 2.	Students Voluntarily Enrolled by Parents.....	126
Section 3.	Students Placed by the District	133
Section 4.	Dual Enrollment by Parents	134
Section 5.	Students Unilaterally Placed by their Parents when FAPE is an Issue	134
Section 6.	<u>Out of State Students Residing in Residential Facilities</u>	134

Documents:

<i>Affirmation of Consultation with Private School Officials and Representatives of Parents</i>	138
---	-----

CHAPTER 10 IMPROVING RESULTS

Section 1.	Monitoring Priorities and Indicators	141
Section 2.	Early Intervening Services	143
Section 3.	Personnel.....	144

Documents:

<i>Standards for Paraprofessionals Supporting Students with Special Needs</i>	151
--	-----

CHAPTER 11 PROCEDURAL SAFEGUARDS

Section 1.	Procedural Safeguards Notice.....	163
------------	-----------------------------------	-----

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014**

Section 2.	Domestic Considerations	164
Section 3.	Informed Consent.....	169
Section 4.	Written Notice.....	172
Section 5.	Confidentiality and Access to Records	174
Section 6.	Independent Educational Evaluations.....	181

Documents:

<i>Application for Surrogate Parent</i>	185
<i>Procedural Safeguards Notice</i>	187

CHAPTER 12 DISCIPLINE

Section 1.	General Discipline Guidelines <u>Provisions</u>	191
Section 2.	Actions Involving a Change of Placement.....	192
Section 3.	FAPE Considerations.....	194
Section 4.	Procedures for a Manifestation Determination	195
Section 5.	Other Considerations	197

CHAPTER 13 DISPUTE RESOLUTION

Section 1.	IEP Facilitation	205
Section 2.	Mediation <u>Informal Conflict Resolution</u>	205
Section 3.	Formal Complaints <u>Mediation</u>	209
Section 4.	Due Process Hearings <u>State Administrative Complaints</u>	211
Section 5.	Expedited Due Process Hearings	218
Section 6.	Appeals and Civil Action <u>Expedited Due Process Hearings</u>	220
Section 7.	Attorney Fees <u>Appeals and Civil Action</u>	220
Section 8.	<u>Attorney Fees</u>	220

Documents:

<i>Special Education Mediation in Idaho: Managing Parent and/or adult</i>	
---	--

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014**

<i>— Student and School Conflict through Effective Communication.....</i>	<i>224</i>
<i>Procedures for Resolving Complaints under the IDEA 2004.....</i>	<i>229</i>
<i>Mediation Confidentiality Agreement.....</i>	<i>235</i>
<i>Mediation Agreement Form.....</i>	<i>235</i>
<i>State Administrative Complaint Request Form.....</i>	<i>235</i>
<i>Due Process Hearing Request Form.....</i>	<i>235</i>
<i>Expedited Due Process Hearing Request Form.....</i>	<i>235</i>
<i>Resolution Session Form.....</i>	<i>239</i>

CHAPTER 14 FORMS

Contact Log	Form 300
Access Log	Form 310
Written Notice.....	Form 320
Referral to Consider a Special Education Evaluation.....	Form 330
Request for Input.....	Form 340
Consent for Assessment.....	Form 350
Authorization for Exchange of Confidential Student Information	Form 360
Invitation to a Meeting.....	Form 370
Eligibility Report	Form 380
Eligibility Report Supplement	Form 390
Eligibility Report Learning Disability	Form 400
Individualized Education Program	Form 410
IEP Goals and Objectives/Benchmarks Supplement	Form 420
IEP LRE Placement and Written Notice Preschool Students	Form 430
Consent to Invite Secondary Transition Agency Personnel	Form 440
Secondary Individualized Education Program.....	Form 450
Secondary IEP Goals and Objectives/Benchmarks	Form 460
Summary of Performance	Form 470
IEP Amendment.....	Form 480
Service Plan	Form 490
SP Goals and Objectives/Benchmarks.....	Form 500

STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014

SP-LRE Placement and Written Notice Preschool Students.....	Form 510
Behavior Intervention Plan.....	Form 520
Functional Behavior Assessment.....	Form 530
Manifestation Determination.....	Form 540
Parent or Adult Student and District Agreements.....	Form 550
Authorization for Disclosure of Identifying Education Record Information for School- Based Medicaid Reimbursement for Health Related Services.....	Form 560
Determination of Need for Surrogate Parent.....	Form 570

ACKNOWLEDGMENTS

On August 14, 2006, the Individuals with Disabilities Improvement Act of 2004 (IDEA 2004) was signed into law. Revisions to the IDEA regulations were issued in 2007, 2008, and 2013, with additional regulatory changes to the IDEA currently pending. The Idaho State Department of Education (SDE) established a task force to review, revise, and update this Manual published a first edition of this manual in 2007, later revised in 2009. Manual Task Force members served with distinction and volunteered their time to discuss and intensely debate issues and make thoughtful recommendations and decisions to develop this user-friendly manual. The original Manual Task Force members' efforts are recognized here for their work in creating the framework for this manual.

2006 Task force Force members included the following:

Larry Streeter, Chairman, SDE; Ellie Atkinson, Boise School District #1; Beverly Benge, SDE; Mary Bostick, SDE; Alyssa Carter, Director of Special Education Services, Kuna School District #3; Robin Carter, SDE; Liz Compton, SDE; JoAnn Curtis, Post Falls School District #273; Beth Elloe-Reep, SDE; Paul Epperson, Dispute Resolution Contractor; Dina Flores-Brewer, Special Education Advisory Panel and Staff Attorney Co-Ad, Inc.; Vickie Green, SDE; Mark Gunning, Idaho Parents Unlimited; Russ Hammond, SDE; Gina Hemenway, Boise School District #1; Richard Henderson, SDE; Mont Hibbard, Mont Hibbard Consulting; Frank Howe, SDE; Jacque Hyatt, SDE; Mark Kuskie, SDE; Deborah Lund, Jefferson School District #251; Rene Rohrer, SDE; Annette Schwab, SDE; Debbie Smith, SDE; Lynda Steenrod, Pocatello/Chubbuck School District #25; Jean Taylor, SDE; Tom Trotter, Coeur d'Alene School District #271; and Marybeth Wells, SDE.

The 2006 Task Force members offered their Special appreciation to:

Art Cernosia, Attorney at Law/Educational Consultant; Tamara White, Editor; Annette Schwab, SDE; Valerie Schorzman, State Department of Education; William "Bill" Elvey, SDE; Lester Wyer, SDE; Bonnie Steiner-Leavitt, SDE; Misty Knuchell, SDE; and Cheryl Kary, SDE.

2015 Idaho Special Education Manual

For this 2015 Idaho Special Education Manual, the following individuals have been instrumental in creating these updates. Manual reviewers served with distinction and volunteered their time to discuss and debate issues and make thoughtful recommendations and decisions to develop this update to the manual. Thank you to:

<u>Jarl Allen</u>	<u>School Psychologist, Cassia County</u>
<u>Clara Allred</u>	<u>Special Education Director, Twin Falls</u>
<u>Michelle Clement-Taylor</u>	<u>School Choice and Innovation Coordinator, SDE</u>

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014**

Idaho Special Education Manual

Acknowledgements

<u>JoAnn Curtis</u>	<u>Special Education Director, Post Falls</u>
<u>Shannon Dunstan</u>	<u>Early Childhood and Medicaid Coordinator, SDE</u>
<u>Elaine Eberharter-Maki</u>	<u>Special Education Attorney</u>
<u>Paul Epperson</u>	<u>Contractor, Dispute Resolution</u>
<u>Pat Farmer</u>	<u>Special Education Director (Ret.)</u>
<u>Cliff Hart</u>	<u>Special Education Director, American Falls</u>
<u>Russell Hammond</u>	<u>Contractor, General SDE</u>
<u>Richard Henderson</u>	<u>Director of Special Education, SDE</u>
<u>Mont Hibbard</u>	<u>Contractor, Dispute Resolution</u>
<u>Angela Lindig</u>	<u>Executive Director, Idaho Parents Unlimited (IPUL)</u>
<u>Ed Litteneker</u>	<u>Contractor, Dispute Resolution</u>
<u>Alison Lowenthal</u>	<u>Secondary Transition Coordinator, SDE</u>
<u>Allison Moore</u>	<u>Contractor, General SDE</u>
<u>William Morriss</u>	<u>Special Populations Coordinator, SDE</u>
<u>Richard O'Dell</u>	<u>Quality Assurance and Reporting Coordinator, SDE</u>
<u>Melanie Reese</u>	<u>Dispute Resolution Coordinator, SDE</u>
<u>Sue Shelton</u>	<u>Regional Coordinator, SDE</u>
<u>Julie Solberg</u>	<u>School Psychologist (Ret.)</u>
<u>Cathy Thornton</u>	<u>Special Education Director, West Ada SD #2</u>
<u>Toni Wheeler</u>	<u>Statewide Assessments Coordinator, SDE</u>
<u>Lester Wyer</u>	<u>Funding and Accountability Coordinator, SDE</u>
<u>Jennifer Zielinski</u>	<u>Program Coordinator, Idaho Parents Unlimited (IPUL)</u>

To those Parents, Advocates, Teachers, Parent Attorneys, Special Education Directors, Service Providers, Special Education Advisory Panel (SEAP) Members, and others in the state who provided insights, questions, and suggestions throughout the review process, we thank you.

Special appreciation and acknowledgements to:

<u>Art Cernosia</u>	<u>Legal and Educational Consultant</u>
<u>Melanie Reese</u>	<u>Manual Committee Chair and Editor</u>
<u>Lily Robb</u>	<u>Administrative Assistant, SDE</u>

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
<u>CADRE</u>	<u>National Center on Dispute Resolution in Special Education</u>
CALP	Cognitive Academic Language Proficiency
CAP	Corrective Action Plan
CBM	Curriculum-Based Measurement
CDC	Child Development Center
CEC	Council for Exceptional Children
CEIS	Comprehensive Early Intervening Services
C.F.R.	Code of Federal Regulations
CI	Cognitive Impairment (<u>see Intellectual Disability</u>)
CIP	Continuous Improvement Plan

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014**

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
<u>DRI</u>	<u>Disability Rights Idaho</u>
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
FAE	Fetal Alcohol Effect
FAPE	Free and Appropriate Public Education
FAS	Fetal Alcohol Syndrome
FBA	Functional Behavioral Assessment
FERPA	Family Educational Rights and Privacy Act
GED	General Education Development

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014**

GEPA	General Education Provisions Act
GPA	Grade Point Average
GRPA	Government Performance Review Act
G/T	Gifted/Talented
HI	Health Impairment
HH	Hard of Hearing
HOUSSE	Highly Objective Uniform State Standard of Evaluation
IAA	Idaho Alternate Assessment
IAES	Interim Alternative Educational Setting
IASA	Improving America's School Act
IATP	Idaho Assistive Technology Project
IBEDS	Idaho Board of Education Data System
IBI	Intensive Behavioral Interventions
IC	Idaho Code
<u>ID</u>	<u>Intellectual Disability</u>
IDAPA	Idaho Administrative Procedures Act
IELS	Idaho Early Learning Standards
IDEA 2004	Individuals with Disabilities Education Improvement Act 2004
IDELR	Individuals with Disabilities Education Law Report
IDVR	Idaho Division of Vocational Rehabilitation
IEE	Independent Educational Evaluation
<u>IELG</u>	<u>Idaho Early Learning Guidelines (eGuidelines)</u>
IELS	Idaho Early Learning Standards
IEP	Individual Education Program
IFSP	Individual Family Services Plan
IN	Individual (Medicaid Service Code)
IPUL	Idaho Parents Unlimited, Inc.

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014**

IQ	Intelligence Quotient
IRI	Idaho Reading Indicator
ISAT	Idaho Standards Achievement Test
ISBOE	Idaho State Board of Education
ISDB	Idaho School for the Deaf and Blind
ISEAP	Idaho Special Education Advisory Panel
ITC	Idaho Training Clearinghouse
ITP	Infant/Toddler Program
JDC	Juvenile Detention Center
LD	Learning Disability
LEA	Local Education Agency
LEP	Limited English Proficiency
LI	Language Impairment
LD	Learning Disability
LG	Large Group, <u>three (3)</u> or more (Medicaid Service Code)
LOA	Letter of Authorization (ends June 30, 2006)
LRE	Least Restrictive Environment
MD	Multiple Disabilities
MDT	Multidisciplinary Team
<u>MTSS</u>	<u>Multi-Tiered System of Support</u>
NAEP	National Assessment of Educational Progress
NCLB	No Child Left Behind Act
O & M	Orientation and Mobility
OCR	Office of Civil Rights
<u>OHI</u>	<u>Other Health Impaired</u>
OI	Orthopedic Impairment
OMB	Federal Office of Management and Budget

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014**

OSEP	Office of Special Education Programs
OSERS	Office of Special Education and Rehabilitation Services
OT	Occupational Therapy
PBIS	Positive Behavioral Interventions and Supports
PBS	Positive Behavioral Supports
PERC	Parent Education Resource Center
PGI	Performance Goals and Indicators
PIR	Plan for Improving Results
<u>PLAAFP</u>	<u>Present Levels of Academic Achievement and Functional Performance (Also known as PLOP for Present Levels of Performance)</u>
PLOP	<u>Present Levels of Performance (Also known as PLAAFP for Present Levels of Academic Achievement and Functional Performance)</u>
PSR	Psycho-Social Rehabilitation
PT	Physical Therapy
PTI	Parent Training and Information Center
PWN	Prior Written Notice
RTI	Response to Intervention
SBI	Serious Bodily Injury
SBE	State Board of Education
SBR	Scientifically-Based Research
SD	Standard Deviation
SDE	State Department of Education
SEA	State Education Agency
SEAP	Special Education Advisory Panel
SG	Small Group, 2 (Medicaid Service Code)
SI	Speech Impairment
SIG	State Improvement Grant
<u>SLD</u>	<u>Specific Learning Disability</u>

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014**

SLP	Speech-Language Pathologist
SOP	Summary of Performance (secondary)
SP	Services Plan
SPP	State Performance Plan
SS	Standard Score
TBI	Traumatic Brain Injury
VI	Visual Impairment

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 and do not fundamentally alter the requirements (or course expectations).

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 fundamentally alter requirements and invalidate assessment results and provide non-comparable 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 (adverse effect). A determination made by the evaluation team that the student's progress is impeded by the disability to the extent that the educational performance is significantly and consistently below the level of similar age peers preventing the student from benefitting from general education. 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.) The phrases "adverse impact" and "adverse effect" are used interchangeably in this manual and have the same meaning. (See also "educational performance")

Adult student. A student with a disability, age eighteen (18) or older, to whom rights have transferred under the IDEA ~~2004~~ and Idaho Code, and who has not been deemed legally incompetent by a court or deemed ineligible to give informed consent by the IEP Team.

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 eighteen (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 district wide 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.

American with Disabilities Act (ADA) of 1990. A federal law prohibiting discrimination on the basis of disability in employment, State and local government, public accommodations, commercial facilities, transportation, and telecommunications. An individual with a disability is defined by the ADA as a person who has a physical or mental impairment that substantially limits one or more major life activities, a person who has a history or record of such an impairment, or a person who is perceived by others as having such an impairment. The ADA does not specifically name all of the impairments that are covered.

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. The term includes the evaluation of the need of the student; purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices; selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing devices; coordinating and using other therapies, interventions, or services with existing education and rehabilitation plans and programs; training or technical assistance for a student and/or family; and training or technical assistance for professionals, employers, or other individuals who provide services to, employ, or are otherwise substantially involved in the major life functions of the student.

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.

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 three (3), significantly affects verbal ~~and~~ or 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.

Basic reading skills. For the purpose of specific learning disability eligibility, includes sight word recognition, phonics, and word analysis. Essential skills include identification of individual sounds and the ability to manipulate them, identification of printed letters and sounds associated with letters, and decoding of written language.

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.~~ includes the responsibility of coordinating and overseeing the implementation of the IEP.

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. A change in educational placement relates to whether the student is moved from one type of program -- i.e., regular class -- to another type -- i.e., home instruction. Or it may also occur when there is a significant change in the student's program even if the student remains in the same setting.~~

Change of placement for disciplinary reasons. A removal from the current educational placement for more than ten (10) consecutive school days or a series of removals that constitute a pattern when they total more than ten (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-, and whether the child's behavior is substantially similar to the child's behavior in previous incidents that resulted in the series of removals.

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 responsibility of the local district to ensure that students attending such charter schools receive appropriate services as required by IDEA 2004, Section 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 eighteen (18).

Child count. For purposes of the annual report required under IDEA 2004, the State must count and report the number of children with disabilities receiving special education and related services on any date between October 1 and December 1 of each year.

Child find. A process to locate, identify, and evaluate ~~students who reside in the district and~~ individuals ages three (3) to twenty-one (21) who are suspected of having a disability and 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 Idaho law ~~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.~~

Common core (See "Idaho core standards")

~~**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 or remedies 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 equitable remedy when a student has been denied free appropriate public education. Services that would put the student in the same position had they not been denied a FAPE.

~~**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.~~

Complaint. (state administrative complaint) A formal, written, and signed 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~~ within the last year.

Comprehensive Coordinated early intervening services (CEIS). Services for students (K-12) who need additional academic and behavioral support to succeed in a general education

environment. These students have not been identified as having a disability under the IDEA.

Consensus. Following the opportunity for each member to provide input and gain clarification, the resulting outcome where each member agrees to support the decision of the group. ~~Has two common meanings. Consensus is usually defined as meaning both: a) the general~~ agreement, and b) the process of getting to reaching such agreement. ~~Consensus decision-making is thus concerned primarily with that process~~

(1) ~~A general agreement among the members of a given group or community, each of which exercises some discretion in decision-making and follow-up action.~~

(2) ~~A decision-making 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.~~

Consent. Voluntary, written approval of a proposed activity, as indicated by a ~~parent and/or adult student~~ parent/adult student signature. The ~~parent and/or adult student~~ parent/adult student must be fully informed of all relevant information 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. (See Schedule I, II, III, IV or V in section (c) of the Controlled Substances Act (21 U.S.C. 812(c))

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).

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~~ loss or inability 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 three (3) through twenty-one (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 three (3) through nine (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 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. Actions taken in response to a student's violation of the student conduct code. 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 and (4) the incidence, duration of any type of disciplinary actions, including suspensions and expulsions.

District. A local educational agency (LEA), inclusive of the following terms: a local district, a state authorized charter school, a state operated program, and a traditional school. See also "LEA"

Dropout. A student who has voluntarily 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 (including a homeschool) or a public charter school and enrolled in a public school to participate in public school programs and activities, Idaho Statue 33-203. See also "nonpublic school" and "nonpublic student"

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 under the IDEA.

Educational performance. A student's educational performance in achievement, developmental and or functional skills.

Education record. A student's record containing personally identifiable information 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 the Family Educational Rights and Privacy Act (FERPA). The documents in the education record used to determine current eligibility and monitor current progress are considered

part of the education record and are maintained. Items in the educational record that are no longer used, or have been summarized, may be removed from the educational record after written parental notification.

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 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~~ Eligibility/evaluation team. A group of people, including the ~~parent and or adult student~~ 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 and or 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.

FAPE (~~see~~ See “Free appropriate public education”)

FERPA (~~see~~ See “Family Educational Rights and Privacy Act”)

Facilitation. A voluntary process during which a neutral and impartial individual, contracted by the SDE, is appointed to conduct an IEP Team or other special education related meeting.

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 unless otherwise provided by law. 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 may include 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.

Goal. A measurable statement of desired progress, ~~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).~~ In an IEP, annual goals must include academic and functional goals designed to meet a child's needs that result from his or her disability, enable the child to be involved in and make progress in the general curriculum, and meet the child's other educational needs that result from the child's disability.

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 eighteen (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. Also referred to as hard of hearing.

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 (who teach core academic subjects) 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 e.iii.~~ Idaho Statute 33-119 defines secondary school as grades seven (7) through twelve (12) inclusive of any combination thereof. See secondary school.

Homebound student. A student whose IEP team determines the child’s home is the least restrictive environment.

Homeless children and youth. Children and youth who lack a fixed, regular, and adequate nighttime residence as defined in the McKinney-Vento Homeless Assistance Act.

Homeschool. An education program delivered by parents who have decided to provide instruction in the home and not in a public or private school. A homeschool is a nonpublic school, but is not considered a private school. A virtual public school is not a homeschool.

Homeschooled students. A homeschooled student is one whose parents have decided to provide an educational program in the home with instruction provided by the parents. A homeschool student is considered a nonpublic school student, but is not considered a private school student. A student who is enrolled in a virtual public school is not considered a homeschooled student for the duration that they attend that virtual public school.

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.

Idaho core standards. Educational standards detailing what K-12 students should know at the end of each grade and establishing consistent standards across the states, as well as ensuring that students graduating from high school are prepared to enter credit-bearing courses at two- or four-year college programs or enter the workforce. The educational standards were sponsored by the National Governors Association (NGA) and the Council of Chief State School Officers (CCSSO)

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 an IEP team made up of 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 but not limited to ~~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 (birth to three (3) years of age) with a disability that is developed by a multidisciplinary team, including the parents, under Part C of the IDEA ~~reference Public Law 108-446, Section 636(C).~~

Individuals with Disabilities Education Act(IDEA). A federal law ensuring services to children with disabilities. The IDEA governs how states and public agencies provide early intervention, special education and related services to individuals with disabilities. Infants and toddlers with disabilities (birth to two) and their families receive services under IDEA Part C. Children and youth (ages three (3) to twenty-one (21) receive special education and related services under IDEA Part B.

Initial provision of service. The first time that a child with a disability is provided special education and related 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 and eligibility determination.

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.

Intellectual disability. ~~Cognitive impairment~~—An IDEA 2004 disability category in which significant sub-average general 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 terms “mental retardation” and “cognitive impairment” were previously used to refer to this condition.

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 special education programs and special education and related services.

Interim alternative educational setting (IAES). The educational setting in which a district may place a student with a disability, for not more than forty-five (45) school days, if the student while at school, on school premises or at a school function carries a weapon or possesses a weapon; knowingly possesses, uses, sells or solicits the sale of illegal 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 or other purposes as needed.

Interpreting services. The process of providing accessible communication between and among persons who are deaf, hard of hearing, or deaf-blind, and those who are hearing. The process includes, but is not limited to, communication between American sign language or other form of manual communication and English. The process may also involve various other modalities that involve visual, gestural and tactile methods including ~~Oral 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 §34.4.i)

Intervention plan (I-Plan). An individual intervention plan designed by a general education 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.

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. ~~See "specific 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~~ An individual aged three (3) to twenty-one (21), who is enrolled or preparing to enroll in elementary or secondary school, and from language backgrounds other than English who need language assistance services in their own language or in English in the schools and who meets 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. he or she was not born in the United States or his or her native language is a language other than English; he or she is a Native American or Alaska Native, or a native resident of the outlying areas; he or she comes from an environment where a language other than English has had a significant impact on the individuals level of English language proficiency; or the individual is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant. The LEP individual's difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the him or her the ability to meet the State's proficient level of achievement on State assessments; the ability to successfully achieve in classrooms where the language of instruction is English; or the opportunity to participate fully in society.

Listening comprehension. For the purpose of specific learning disability eligibility, refers to the understanding of the implications and explicit meanings of words and sentences of spoken language. This includes following directions, comprehending questions, and listening and comprehending in order to learn (e.g., auditory attention, auditory memory, and auditory perception). Listening comprehension also includes the ability to make connections to previous learning.

Local district. See “district” and “local educational agency (LEA)”

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. See “district”

Manifestation determination. A determination by the parent and relevant members of the IEP team of whether the conduct in question was caused by or had a direct and substantial relationship to the student's disability or if the conduct in question was the direct result of the LEA's failure to implement the IEP. or not the misconduct of a student with a disability was (1) a demonstration of the disability, that is, 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.

Mathematics calculation. For the purpose of specific learning disability eligibility, this refers to the knowledge and retrieval of mathematical facts and the application of procedural knowledge in computation.

Mathematics problem solving. For the purpose of specific learning disability eligibility, refers to the ability to apply mathematical concepts and understandings to real-world situations, often through word problems. It is the functional combination of computation knowledge and application knowledge, and involves the use of mathematical computation skills and fluency, language, reasoning, reading, and visual-spatial skills in solving problems. Essentially, it is applying mathematical knowledge at the conceptual level.

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 ~~law~~ 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~~ confidential, and structured process during which in which an SDE-contracted individual is appointed to serve as an impartial and neutral third party mediator to helps parents and district or agency personnel resolve an IDEA-related conflict. Mediation usually results in a written, legally-binding agreement that is mutually acceptable to both parties and enforceable in court.

Medicaid services (school-based). Those ~~related~~ services, assessment and plan development for students receiving Medicaid which school districts may bill for reimbursement with the consent of the parent.

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(e)(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 thirty-six (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.

Modification. Changes in course content, teaching strategies, standards, test presentation, location, timing, scheduling, expectations, student responses, environmental structuring, and/or other attributes which provide access for a student with a disability to participate in a course/standard/test, which fundamentally alters or lowers the standard or expectations of the course/standard/test.

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 co-exist (excluding deaf-blindness), whose combination causes such severe educational needs ~~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.~~

Multi-tiered system of support (MTSS). A systemic educational practice of matching educational instruction and interventions to the needs of students. MTSS is a data-driven model involving frequent monitoring of student progress to determining if interventions are needed to improve individual student outcomes using evidenced-based practices.

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 all direct contact with a student, the native language would be the language or mode of communication normally used by the student in the home or learning environment ~~and not the parents, if there is a difference between the two.~~

New teacher. A teacher who has less than one (1) year of teaching experience.

Nonpublic school. An educational institution or program providing instruction outside a public school, including but not limited to a private school or homeschool.

Nonpublic ~~school~~ student. Any student who receives educational instruction outside of a public school ~~classroom~~, including but not limited to a private school or homeschool 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 one (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 under the IDEA.

Oral expression. For the purpose of specific learning disability eligibility, the ability to convey wants, needs, thoughts, and ideas in a meaningful way using appropriate syntactic, pragmatic, semantic, and phonological language structures. It relates to a student's ability to express ideas, explain thinking, retell stories, categorize, and compare and contrast concepts or ideas, make references, and problem solve verbally.

Orientation and mobility (O&M) services. Services provided by qualified personnel to blind and visually impaired students by qualified personnel 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 low vision aids; and (4) other concepts, techniques, and tools.

Orthopedic impairment. An IDEA 2004 disability category that includes severe orthopedic physical impairments that adversely affects a student's educational performance and are caused by congenital 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).

Other health impairment (OHI). An IDEA 2004 disability category in which a student exhibits limited strength, vitality or alertness, including heightened alertness to environmental stimuli that results in limited alertness with the respect to the educational environment 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.

Paraprofessional. A noncertified, non-licensed individual who is employed by a district and who is appropriately qualified, 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 six (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 three (3) through the semester in which a student turns twenty-one (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 two (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.

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~~, 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 intervention and supports (PBIS). 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 (PLOP) or Present levels of academic achievement and functional performance (PLAAFP). Used interchangeably, this is 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. For preschool students, as appropriate, how the disability affects the child's participation in appropriate activities.

Private school. A nonpublic school that is not funded by or under federal or state control or supervision. A homeschool is not a private school.

Private school student. Any student who receives educational instruction in a school not funded by or under federal or state control or supervision is considered a nonpublic private school student. A homeschool student is not a private school student.

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.

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.

Reading comprehension. For the purpose of specific learning disability eligibility, refers to the ability to understand and make meaning of written text and includes a multifaceted set of skills. Reading comprehension is influenced by oral language development including new vocabulary acquisition, listening comprehension, working memory, application of comprehension-monitoring strategies, and understanding of text structure including titles, paragraphing, illustrations, and other details. Reading comprehension is significantly affected by basic reading skills.

Reading fluency. For the purpose of specific learning disability eligibility, refer to the ability to read words and text accurately, using age-appropriate chunking strategies and a repertoire of sight words, and with appropriate rate, phrasing, and expression (prosody). Reading fluency facilitates reading comprehension.

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 ten (10)~~ calendar days unless there are exceptional circumstances that warrant a shortened period of time such as an emergency or disciplinary meeting.

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- or may be waived by the parent and LEA.

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. As used in the IDEA, RTI is only mentioned as an alternative to the severe discrepancy criteria in determining whether a student has a SLD.

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 if the parent has requested the due process hearing.

School-age. Includes all persons between the ages of five (5) (i.e., turns five (5) on or before September 1) and through twenty-one (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 three (3) and continues through the semester of school in which the student attains the age of twenty-one (21).

School day. Any day, including a partial day, ~~that~~ when 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 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.~~ Scientifically based research (as defined in the ESEA) means research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs; 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 observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators; (d) is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment experiments, or other designs to the extent that those designs contain within-condition or across-condition controls; (e) ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings; and (f) 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 or Idaho Common Core 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”.

Section 504 of the Rehabilitation Act of 1973. A federal law designed to protect the rights of individuals with disabilities in programs and activities that receive Federal financial assistance from the U.S. Department of Education (ED). Section 504 provides: "No otherwise qualified individual with a disability in the United States . . . shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance"

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, ~~Doe v. Board of Education of the State of Connecticut, (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.

Special educational placement. Refers to the provision of special education services along the continuum of placements under the least restrictive environment requirements, rather than a specific place or location, 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.

Specific learning disability (SLD). A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. Specific Learning Disability does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of intellectual disability, of emotional disturbance, or of environmental, cultural, or economic disadvantage. Only children within the age range of legal Kindergarten to age twenty-one (21) years may be identified as a student with a specific learning disability.

Speech impairment. An IDEA 2004 disability category that includes articulation/phonology, voice, and fluency disorders. A speech-language disorder, such as speech fluency, impaired articulation/phonology, a language impairment, or a voice impairment that adversely affects a student's educational performance.

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.~~
Supplementary aids and services means aids, services, and other supports that are provided in regular education classes, other education-related settings, and in extracurricular and nonacademic settings, to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate.

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.

Suspension. A temporary stop, delay, interruption, or cessation of educational services due to a violation of the student conduct code. This may include in-school suspension.

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 a ~~results outcome~~-oriented process focused on improving the academic and functional achievement of the student to facilitate the student's movement from school to post-school activities. Services are based on individual student needs addressing instruction, related services, community experiences, employment, post-school 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 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. (See "speech impairment") ~~An IDEA 2004 disability category that refers~~ 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 homeschool 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.

Weapon. ~~(See "Dangerous dangerous Weapons-weapon")~~

Written expression. For the purpose of specific learning disability eligibility, the processes related to the transcription of ideas and thoughts into a written product, such as handwriting and spelling. It also involves generative processes such as the communication of ideas, thoughts, and feelings. Required skills include using oral language, thought, grammar, text fluency, sentence construction, and planning to produce a written product.

Written notice. A written statement provided by the district to a parent/adult student within a reasonable amount of time before proposing or refusing to initiate or change to the identification, evaluation, educational placement, or the provision of FAPE.

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014**

Idaho Special Education Manual

Legal Citations

**CHAPTER 1 OVERVIEW
LEGAL CITATIONS**

Section	Topic	IDEA Regulations 34 CFR §	Idaho Code/IDAPA/Legal Authority
1.	Child Find	300.111	IDAPA 08.02.03.109.02.a IDAPA 08.02.03.109.02.d
2.	Procedural Safeguards	<u>300.121</u> 300.504	IDAPA 08.02.03.109.05
3.	Student Eligibility under the IDEA 2004	300.8 300.122	Idaho Code 33-2001(3) Idaho Code 33-2001(5) IDAPA 08.02.03.109.03 IDAPA 08.02.03.109.01.g
4.	Free Appropriate Public Education (<u>FAPE</u>)	300.17 300.101-300.102 300.148 300.304	Idaho Code 33-201 Idaho Code 33-2002 Idaho Code 33-2009 Idaho Code 33-2010 Idaho Code 20-504a(3) IDAPA 08.02.03.109.02.e <u>IDAPA 08.02.03.109.02.a</u>
5. 5A 5B 5C	District Programs and Services Educational Programs & Services Physical Education Nonacademic & Extracurricular Services and Activities	<u>300.107-300.110</u> 300.108 300.107 300.117	Idaho Code 33-2002
6.	Individualized Education Program (<u>IEP</u>)	300.22 300.320-300.328	IDAPA 08.02.03.109.04
7.	Least Restrictive Environment (<u>LRE</u>)	300.114-300.120	IDAPA 08.02.03.109.04.c
8. 8A 8B	Summary of Activities that May Lead to Special Education Services General Education Interventions	<u>300.102(a)</u> <u>300.112</u> <u>300.116</u> 300.300-300.307 300.309-300.311	IDAPA 08.02.03.109.02.i <u>IDAPA 08.02.03.109.02.h</u> Idaho Code 33-2002

~~February 2007 revised 2009~~ January 2015

xlvi

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014**

Idaho Special Education Manual

Legal Citations

8C	Referral to Consider a Special Education Evaluation	300.320-300.324	IDAPA 08.02.03.109.03
	Written Notice and Consent	300.503-300.504	IDAPA 08.02.03.109.04
8D		300.622	
	Evaluation & Eligibility Determination	300.302	IDAPA 08.02.03.109.04a
8E		300.301	IDAPA 08.02.03.109.07
		300.300	
8F	IEP Development & Implementation	300.503-300.504	
		300.622	
8G		300.301	
	Review & Revision of IEP and Placement Decision	300.304-300.307	
8H	Reevaluation	300.309-300.311	
		300.112	
		300.320-300.324	
	Discontinuation of Services	300.112	
		300.324	
		300.116	
		300.303	
		300.305	
		300.102 (a)	
		300.305(e)(2)	

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014**

Idaho Special Education Manual

Legal Citations

**CHAPTER 2 FREE APPROPRIATE PUBLIC EDUCATION (FAPE)
LEGAL CITATIONS**

Section	Topic	IDEA Regulations 34 CFR §	Idaho Code/IDAPA/<u>Legal Authority</u>
1.	Definition of <u>Free Appropriate Public Education</u> (FAPE)	300.17	
2. 2A 2B 2C 2F 2G 2H	<u>Provision of FAPE</u> FAPE Considerations District Obligation Limit to District Obligation When District Obligation to Provide FAPE ends Applicability to Charter & Alternative Schools Applicability to Detained Youth Using Public & Private Insurance Funds to Provide FAPE	<u>300.101-300.111</u> 300.101 300.226 (e) 300.132 300.102 300.209 300.149 (e-d) 300.102 300.154	Idaho Code 33-201 Idaho Code 33-2002 Idaho Code 33-2009 Idaho Code 33-2010 Idaho Code 20-504a IDAPA 08.02.03.109.02.c
<u>3.</u>	FAPE Considerations	<u>300.101-300.111</u>	<u>IDAPA 08.02.03.109.02 a</u> <u>IDAPA 08.02.03.109.02 c</u>

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014**

Idaho Special Education Manual

Legal Citations

**CHAPTER 3 CHILD FIND
LEGAL CITATIONS**

Section	Topic	IDEA Regulations 34 CFR §	Idaho Code/IDAPA/<u>Legal Authority</u>
1.	District Responsibility	300.111 300.131	IDAPA 08.02.03.109.02.a IDAPA 08.02.03.109.02.c IDAPA 08.02.03.109.02.d <u>IDAPA 08.02.03.109.02.h</u>
2. 2A 2B	Locating Students Coordination Public Awareness	<u>300.111</u> 300.124 300.154 300.111	Idaho Code 16-103 <u>IDAPA 08.02.03.109.02.a</u> <u>IDAPA 08.02.03.109.02.c</u> <u>IDAPA 08.02.03.109.02.d</u> <u>IDAPA 08.02.03.109.02.h</u>
3. 3A 3B	Identification Screening General Education Intervention	300.302 300.226	<u>IDAPA 08.02.03.109.02.h</u> IDAPA 08.02.03.109.02.i IDAPA 08.02.02.140
4. 4A 4B	Referral to Consider a Special Education Evaluation Evaluation Team Referral	<u>300.174</u> <u>300.301</u> <u>300.302</u> <u>300.305</u> <u>300.306</u> <u>300.308</u> <u>300.309</u> <u>300.504</u> 300.306 300.308 300.301 300.302 300.309 300.305 300.504 300.174	<u>IDAPA 08.02.03.109.02.a</u> <u>IDAPA 08.02.03.109.02.h</u>

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014**

Idaho Special Education Manual

Legal Citations

**CHAPTER 4 ELIGIBILITY
LEGAL CITATIONS**

Section	Topic	IDEA Regulations 34 CFR §	Idaho Code/IDAPA/<u>Legal Authority</u>
1.	Evaluation Team	300.301 300.15 300.8 300.39 300.304(b) <u>300.306(a)(1)</u> <u>300.304(c)(1)(iv)</u>	<u>IDAPA 08.02.03.109.03</u>
2.	Purpose of an Evaluation	300.116 <u>300.15</u>	<u>IDAPA 08.02.03.109.03</u>
3.	Written Notice and Consent for Assessment	300.503 300.9 300.300 <u>300.503</u> 300.302	<u>IDAPA 08.02.03.109.02.a</u>
4.	Information from Other Agencies or Districts	300.622 99 FERPA	<u>IDAPA 08.02.03.109.02.a</u>
5.	Evaluation and Eligibility Determination Procedures	300.8 300.39 300.300-300.301 300.304-300.311	IDAPA 08.02.03.109.04 IDAPA 08.02.03.109.01.g <u>IDAPA 08.02.03.109.02.a</u> <u>IDAPA 08.02.03.109.03</u>
6.	Reevaluation and Continuing Eligibility	300.300 300.303 300.305-300.306 <u>300.308</u> 300.324	<u>IDAPA 08.02.03.109.02.a</u>
7.	State Eligibility Criteria	300.8 <u>300.307</u>	IDAPA 08.02.03.109.03

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014**

Idaho Special Education Manual

Legal Citations

**CHAPTER 5 INDIVIDUALIZED EDUCATION PROGRAMS
LEGAL CITATIONS**

Section	Topic	IDEA Regulations 34 CFR §	Idaho Code/IDAPA/<u>Legal Authority</u>
1.	IEP Initiation — IEP Definition — Special Education Definition — IEPs — Meeting Definition — When IEP must be in effect — Determination of Eligibility — Development, review, revision — IEP Team — IEP Team Attendance — Private School Representative — General Education Teacher — Consolidation of Meetings — Invitation to IEP Meeting — Invitation to Student — Invitation Requirements at 16 — Alternative Participation — Language of Construction	<u>300.320-300.328</u> 300.22 300.39 300.320-300.324 300.501 300.323(c)(2) 300.306(c)(2) 300.324 300.321 300.321(e) 300.325.(a)(2) 300.324(a)(3) 300.321(a)(5) 300.322 300.321(b) 300.322(b)(2) 300.328 300.320(d)	IDAPA 08.02.03.109.04 IDAPA 08.02.03.111.04 IDAPA 08.02.03.107.05
2. 2A	IEP Development IEP Contents Progress toward Goals Related Services Medicaid or Insurance Supplementary Aids, Services Accommodations Assistive Technology Assistive Technology in the Home Universal Design Hearing Aids and Devices Extended School Year Least Restrictive Environment Parents as part of Decision Disciplinary Placement Parent Objection to IEP Transition Services Consent for Services	300.320-300.325 300.320 300.320(a)(3) 300.34 300.154(d)(e) 300.42 300.320(a)(6) 300.5-300.6 300.105(b) 300.44 300.113 300.106 300.114-300.116 300.327 300.536 300.43 300.300(b)	IDAPA 08.02.03.109.04 IDAPA 08.02.03.102.01 IDAPA 08.02.03.200 IDAPA 08.02.03.210 IDAPA 08.02.03.211 Idaho Code 33-1304 IDAPA 08.02.03.112 IDAPA 08.02.03.109.05 IDAPA 08.02.03.105.05 IDAPA 08.02.03.104.02 Idaho Code 33-2002(4) IDAPA 08.02.03.109.05(a)

February 2007 revised 2009 January 2015

lii

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014**

Idaho Special Education Manual

Legal Citations

	<u>Consent for Reevaluation Summary of Performance After the Meeting</u>	<u>300.300(e)(2)</u> <u>300.305(e)</u> <u>300.323(d)</u>	
3.	<u>IEP Reviews</u>	<u>300.324</u>	
4.	<u>IEPs for Transfer Students</u>	<u>300.323(e) – (g)</u>	<u>IDAPA 08.02.03.109.04 (e)</u> <u>IDAPA 08.02.03.109.04 (f)</u>
5.	<u>IEPs for Children from the Infant/Toddler Program</u>	<u>300.323(b)</u>	<u>IDAPA 08.02.03.109.04 (d)</u>
6.	<u>Students with Disabilities in Adult Prisons</u>	<u>300.102(a)(2)(i)(A)(B)</u> <u>300.324(d)</u>	<u>20 U.S. Code § 1412</u>

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014**

Idaho Special Education Manual

Legal Citations

**CHAPTER 6 LEAST RESTRICTIVE ENVIRONMENT
LEGAL CITATIONS**

Section	Topic	IDEA Regulations 34 CFR §	Idaho Code/IDAPA/<u>Legal Authority</u>
	Overview	300.114	IDAPA 08.02.03 (04) (c)
1. 1A 1B 1C	Least Restrictive Environment Considerations When to Make and Review Placement Decisions Considerations in Placement Decisions Documentation of Placement Decisions	<u>300.114-300.120</u> 300.116 (b) (1) (2) 300.116 300.120	<u>IDAPA 08.02.03.109.04.a</u> <u>IDAPA 08.02.03.109.04.c</u>
2.	District Responsibility for Continuum of <u>Settings and Services</u>	<u>300.115-300.116</u>	<u>IDAPA 08.02.03.109.04.a</u> <u>IDAPA 08.02.03.109.04.c</u>
<u>3.</u>	<u>Federal Reporting of LRE Out of State Students Residing in Residential Facilities</u>	<u>300.600-604</u>	<u>IDAPA 08.02.03.109.04.g</u> Idaho Code 33-1002B

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014**

Idaho Special Education Manual

Legal Citations

**CHAPTER 7 DISCONTINUATION OF SERVICES, GRADUATION, AND GRADING
LEGAL CITATIONS**

Section	Topic	IDEA Regulations 34 CFR §	Idaho Code/IDAPA/<u>Legal Authority</u>
1. 1A	Discontinuation of Services Students Who Are No Longer Eligible for Services	300.305 300.306 300.102 (a) (3) (i-ii) (i-iii) 300.503	Idaho Code 33-201 Idaho Code 33-209 <u>IDAPA08.02.03.109.07</u>
1B	Change in District Obligation to Provide Services		
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.e <i>Letter to Runkel, 25 IDELR 387 (OCR 1996)</i> <u>20 U.S. Code § 1412</u>
4.	Grades, Class Ranking, and Honor Roll		<i>Letter to Runkel, 25 IDELR 387 (OCR 1996)</i>

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014**

Idaho Special Education Manual

Legal Citations

**CHAPTER 8 CHARTER SCHOOLS
LEGAL CITATIONS**

Section	Topic	IDEA Regulations 34 CFR §	Idaho Code/IDAPA/Legal Authority
1. 1A 1B	Definition and Parent/Student Rights Definition of Charter Schools The Rights of Charter School Students and Their Parents	300.7 300.209(a)	Idaho Code 33-5205 Idaho Code 33-5206
2. 2A 2B	Responsibility for Services Charter School Authorized by the District Charter School Operating as an LEA	300.2 300.209(b-c) 300.209(e)	Idaho Code 33-5205 <u>IDAPA 08.02.03.109.02.a</u> <u>IDAPA 08.02.03.109.02.c</u>
3.	Essential Components of a Special Education Program	300.209	Idaho Code 33-5205 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 08.02.04.300.01 IDAPA 08.02.04.301.01
4.	Charter Schools and Dual Enrollment		Idaho Code 33-203 Idaho Code 33-2002
5. 5A 5B	Funding State Funds Federal Funds	300.704(b)(4)(ix) 300.705 300.209	Idaho Code 33-5208 Idaho Code 33-1002B Idaho Code 33-2004 Idaho Code 33-2005 Idaho Code 33-5208 (8) <u>(9)</u>

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014**

Idaho Special Education Manual

Legal Citations

**CHAPTER 9 PRIVATE SCHOOL STUDENTS
LEGAL CITATIONS**

Section	Topic	IDEA Regulations 34 CFR §	Idaho Code/IDAPA/<u>Legal Authority</u>
Overview	Private School Students	300.2-300.146	
1. 1A 1B 1C	Definitions Private School <u>Placements</u> Elementary School Secondary School Definition of Voluntary Enrollment by a Parent Definition of District Placement Definition of Students with Disabilities Enrolled by their Parents when FAPE is an Issue	 300.13 300.36 300.130 <u>300.145-300.148</u> 300.145 300.148	<u>IDAPA 08.02.03.109.02.d</u>
2. 2A 2A-1 2A-2 2A-3 2A-4 2A-5 2A-6 2A-7 2B-1 2B-2 2C 2D 2E 2E-1(a-e)	Students Voluntarily Enrolled by Parents District Consultation Child Find Proportionate Share of Funds Determination of Special Education and Related Services On-going Communication Written Affirmation District Decisions Written Explanation by the District Regarding Services Compliance with the Consultation Process Procedures for Complaint Child Find Requirements Annual Count of Eligible Students Provision of Services District Responsibilities	300.133 300.134 300.134 (a) 300.133 (b) 300.133 (d) 300.134 (c) 300.135 (a-b) 300.137 (b) (2) 300.134 (e) 300.136 (a) (1-2) 300.136 (b) (1-3) 300.111 (1) (i-ii) 300.131 (a-f) 300.133 (c) (1-2) 300.137 (a) 300.138 (a) (1-2) 300.138 (c) (2) 300.134 (c-d) (1-3) 300.148 300.132 (a-b)	IDAPA 08.02.03.109.05 <u>IDAPA 08.02.03.109.02.d</u>

February 2007 revised 2009 January 2015

lvii

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014**

Idaho Special Education Manual

Legal Citations

2E-2 (a-e) 2E-3 (a) (1-5)	Eligibility for Services Service Plan Development	300.138 (2) (b) 300.132 (b) 300.136 300.138 (2) (b) 300.138 (b) (2) 300.320 300.323 (b) 300.139 (b) (1) (i) 300.139 (b) (2) 300.139 (b) (1)- (2) 300.140 (a-c) 300.133 300.139 (2) 300.144	
2F 2G 2H	Dispute Resolution Determining the Proportionate Funding for Private School Students Expenditure Guidelines		
3.	<u>Students Placed by the District</u>	<u>300.145-300.146</u> <u>300.320-300.325</u>	<u>IDAPA 08.02.03.109.02.d</u>
4.	<u>Dual Enrollment by Parents</u>	<u>300.137(a)</u>	<u>Idaho Code 33.203</u> <u>IDAPA 08.02.03.109.02.d</u>
5.	<u>Students Unilaterally Placed by their</u> <u>Parents when FAPE is Issued</u>	<u>300.148</u> <u>300.101</u>	<u>IDAPA 08.02.03.109.02.d</u>
6.	<u>Out of State Students Residing in</u> <u>Residential Facilities</u>	<u>300.131</u>	<u>IDAPA 08.02.03.109.02.d</u>

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014**

Idaho Special Education Manual

Legal Citations

**CHAPTER 10 IMPROVING RESULTS
LEGAL CITATIONS**

Section	Topic	IDEA Regulations 34 CFR §	Idaho Code/IDAPA/<u>Legal Authority</u>
1.	Monitoring Priorities and Indicators	300.600-604	<u>IDAPA 08.02.03.109.02</u>
2.	Early Intervening Services	300.226 300.205 (d) 300.226 (e) 300.226 (a) 300.208 (a) (2) 300.226 (b) 300.226 (a) 300.711	<u>IDAPA 08.02.03.109.02</u>
3.	Personnel	300.156 300.704 (b) (4) (vii)	<u>IDAPA 08.02.03.109.02</u> <u>IDAPA 16.03.09</u>

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014**

Idaho Special Education Manual

Legal Citations

**CHAPTER 11 PROCEDURAL SAFEGUARDS
LEGAL CITATIONS**

Section	Topic	IDEA Regulations 34 CFR §	Idaho Code/IDAPA/ <u>Legal Authority</u>
1. 1A 1B	Procedural Safeguards Notice Contents When is Provided	300.504	<u>IDAPA 08.02.03.109.05</u>
2. 2A 2B 2C 2D 2E 2F	Domestic Considerations Parent Surrogate Parent Transfer of Rights Emancipated Minors Ward of the State Child Custody	300.30 300.519 300.639 300.320 <u>300.520</u> 300.030	Idaho Code 32-717A Idaho Code 32-717B <u>Letter to Cox 54 IDLER 60</u> <u>(110 LRP 10357)</u>
3. 3A 3B 3C 3D 3E 3F	Informed Consent Definition Actions Requiring Consent When Consent Not Required Refusal to Give Consent Failure to Respond for Consent Revoking Consent	300.9 300.300 300.300(d) 300.300 300.300 300.300	
4. 4A 4B 4C 4D 4E 4F	Written Notice Definition Criteria for Written Notice Written Notice is Required Written Notice not Required Content of Written Notice Objection to District Proposal	<u>300.508(e)</u> 300.503 300.503 300.504 300.300 300.503	IDAPA 08.02.03.109.05a
5. 5A 5B 5C 5D	Confidentiality and Access to Records Definition Protection of Records Access to Records	300.611 300.610 300.622 <u>300.614</u> 300.613 300.616 300.611 300.624 <u>300.623-</u>	IDAPA 08.02.03.109.05k Idaho Code 32-717A

February 2007 revised 2009 January 2015

lx

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014**

Idaho Special Education Manual

Legal Citations

5E	Disclosure Not Requiring Consent	<u>300.625</u>	
	Destruction of Records		
5F		300.618- <u>300.621</u>	
5G	Request for Amendment of Records	300.619	
	District Hearings	300.620	
		300.621	
5H		300.625	
	Student Rights		
6.	Independent Educational Evaluations		
6A	Definition	300.502	IDAPA 08.02.03.109.05j
6B	Right to an IEE	300.502(b)	
6C	Procedures for Requesting an IEE	300.502	
6D	District Responsibility	300.502	
6E	Consideration of Results	300.502	

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014**

Idaho Special Education Manual

Legal Citations

**CHAPTER 12 DISCIPLINE
LEGAL CITATIONS**

Section	Topic	IDEA Regulations 34 CFR §	Idaho Code/IDAPA/<u>Legal Authority</u>
Overview	Discipline	300.530-300.536	Idaho Code 33-205
1.	General Discipline Guidelines <u>Provisions</u>	300.530(b) 300.534	Idaho Code 33-205
2.	Actions Involving a Change of Placement	300.530-300.532 300.530(d) 300.530(e) 300.536 300.530(g) 300.536 300.534	
2A	District Actions Resulting in a Change of Placement		
2B	Hearing Officer Actions Resulting in a Change of Placement		
2C	Court Actions Resulting in a Change of Placement (Honig Injunction)	Part 300 Summary of Changes Pg. 12415 Questions #3	
3.	FAPE Considerations	<u>300.530-531</u>	Idaho Code 33-1501
3A	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		
4.	Procedures for a Manifestation Determination	300.503(c-f)	Idaho Code 33-205
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		

February 2007 revised 2009 January 2015

lxii

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014**

Idaho Special Education Manual

Legal Citations

	Manifestation of Disability		
5.	Other Considerations		<u>IDAPA 08.02.03.109.5.c</u>
5A	Request for an Expedited Hearing	300.532(a)	<u>IDAPA 08.02.03.109.5.f</u>
		300.532(c)	34 CFR 99.3 (FERPA)
		300.533	34 CFR 99.7 (FERPA)
5B	Protections for Students Not Yet Eligible for Special Education	300.534	34 CFR 99.10d (FERPA)
5C	Parent/Adult Student Request for Evaluation of a Disciplined Student	300.534(d)	34 CFR 99.11 (FERPA)
			34 CFR 99.31
			34 CFR 81(GEPA)
5D	Referrals to and Action by Law Enforcement and Judicial Authorities	300.535(a)	34 CFR 76 (EDGAR)
			34 CFR 99.22 (FERPA)
			34 CFR 99.5a (FERPA)
5E	Transfer of Discipline Records	300.535(b)	Idaho Code 33-209

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014**

Idaho Special Education Manual

Legal Citations

**CHAPTER 13 DISPUTE RESOLUTION
LEGAL CITATIONS**

Section	Topic	IDEA Regulations 34 CFR §	Idaho Code/IDAPA/ <u>Legal Authority</u>
1. 1A 1B	IEP Facilitation Definition IEP Facilitation Request		
2. 2A 2B 2C 2D 2E	<u>Informal Conflict Resolution</u> Mediation Definition Mediation Policies Contracted Mediators Confidentiality Mediation Agreement	300.506 300.506 300.506 300.506 300.506	IDAPA 08.02.03.109.05.b
3. 3A 3B 3C	<u>Mediation</u> Formal Complaints Filing Complaint SDE Complaint Procedures Methods of Resolving	<u>300.506</u> 300.151-300.152 300.152 300.151	<u>IDAPA 08.02.03.109.05.b</u>
4. 4A 4B 4C 4D 4E	<u>State Administrative Complaints</u> Due Process Hearings Definition Hearing Request by Parent Hearing Request by District Contents of Request Actions for Hearings	<u>300.151-300.153</u> 300.507-300.508 300.507 300.507 300.508(b) 300.508 300.510-515 300.518	<u>IDAPA 08.02.03.109.05</u>
5. 5A 5B 5C 5D	Expedited Due Process Hearings Definition Expedited Hearing Request Process and Disclosures Placement	<u>300.507-300.518</u> 300.531 300.532 300.532 300.533	IDAPA 08.02.03.109.01.d <u>IDAPA 08.02.03.109.05.c,e,f</u>
6.	<u>Expedited Due Process Hearings</u> Appeals and Civil Action	300.516 300.532	IDAPA 08.02.03.109.05.g

February 2007 revised 2009 January 2015

lxiv

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014**

Idaho Special Education Manual

Legal Citations

7.	<u>Appeals and Civil Action</u>		
7A	Attorney Fees	300.517	
7B	Prohibition of Attorney Fees	300.517	
7C	Exception of Prohibition	300.517	
7D	Reduction in Fees	300.517	
7E	Exception to the Reduction	300.517	
	Special Provisions		
<u>8.</u>	<u>Attorney Fees</u>	<u>300.517</u>	

Chapter 1

OVERVIEW

Chapter Contents

Section 1.	Child Find	3
Section 2.	Procedural Safeguards	4
Section 3.	Student Eligibility under the IDEA 2004.....	4
Section 4.	Free Appropriate Public Education (FAPE)	4
Section 5.	District Programs and Services	5
Section 6.	Individualized Education Program (IEP).....	5
Section 7.	Least Restrictive Environment (LRE)	6
Section 8.	Summary of Activities that May Lead to Special Education Services	6
Chart:	Special Education Activities	11

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 (3) Federal laws have been passed to ensure educational opportunities ~~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 last reauthorization of the IDEA was in 2004 and aligned the law ~~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~~ and relevant Idaho legal requirements.

Section 1. Child Find

The district is responsible for establishing and implementing an ongoing Child Find system. Child Find activities are conducted ~~(4)~~ 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 three (3) through the semester in which they turn twenty-one (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 two (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.

Section 2. Procedural Safeguards

~~A parent and/or adult student~~ parent/adult student has specific procedural safeguards assured by the IDEA 2004 and State law. The district provides a document titled *Procedural Safeguards Notice to ~~parents and/or adult students~~ parents/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 IDEA2004, a student must have a disability that:

1. meets the Idaho state disability criteria;
2. adversely affects educational performance; and
3. results in the need for ~~special education, that is,~~ specially designed instruction and related services.

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~~ parent/adult student) reviews information from the evaluation completed (multiple sources including, but not limited to, general education interventions, formal and informal assessments, and progress in the general curriculum) in making the eligibility determination.

See Chapter 4 for more information on eligibility and evaluation.

Section 4. Free Appropriate Public Education (FAPE)

~~The local education agency (district)~~ (LEA) 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.

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~~ 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.

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 determines ~~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 comprehensive 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 and/or behavioral 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. Also, a parent of a student may initiate a referral for special education at any time and a district may not deny that referral simply because the student had not gone through the general education intervention process.

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 and may be in need of special education 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.

A referral ~~to consider a~~ for a special education evaluation marks the point at which procedural safeguards are provided to the parent. ~~activated~~ The parent and/or adult student parent/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 which may include progress monitoring data from the student's IEP, assessments and information provided by parent and/or adult student~~ the parent/adult student, and document the review process, to determine the need for further assessment. The evaluation team will procure the necessary written consents for additional assessments.

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 Written 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~~ parent/adult student along with the procedural safeguards and written consent shall be ~~requested~~ obtained from the ~~parent and/or adult student~~ parent/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~~ parent/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. The evaluation must be sufficiently comprehensive to identify all of the child's special education and related services needs. Next, the evaluation team reviews the assessment data, the response to general education targeted interventions, and ~~parent and/or adult student~~ parent/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~~ parent/adult student with a copy of the report. The eligibility report shall address, to the extent required, the general education classroom, targeted interventions previously employed and the student's response to those interventions.

For children transferring from the Infant Toddler Program (ITP), eligibility shall be determined and an IEP developed or IFSP adopted by the child's third (3rd) birthday. See Chapter 5 for guidance on expectations. If a child turns three (3) during the summer, and the child does not require Extended School Year (ESY) services, special education and related services may begin in the new school year.

For children ages three (3) through twenty-one (21), the time between receiving consent for initial assessment and determining eligibility cannot exceed sixty (60) calendar days, excluding periods when regular school is not in session for five (5) or more consecutive school days (with the exception of ITP referrals which must be completed by the child's third (3rd) birthday). The parent and district may agree, in writing, to extend the sixty (60) day period. See Chapter 4 for guidance on timeline exceptions.

If the student is not eligible, the district shall provide written notice to the ~~parent and/or adult student~~ parent/adult student that the evaluation data does not indicate eligibility under the IDEA 2004 ~~even though the parent is a member of the team that determines eligibility.~~ 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~~ parent/adult student disagrees with the district's evaluation and/or the eligibility determination, he or she has the right to request SDE 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 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 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 and implement an IEP within thirty (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 achievement 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~~ parent/adult student for initial provision of special education services. ~~placement in special education~~
 5. Provide copies of the IEP to the ~~parent and/or adult student~~ parent/adult student and other participants, as appropriate.
 6. Provide written notice to the ~~parent and/or adult student~~ parent/adult student before implementing the IEP if the provision of FAPE or the educational placement is proposed to change or if the team refused to make a change based on the parent's request.
 7. Make arrangements for IEP services by informing staff of their specific responsibilities under the IEP.
 8. Implement the IEP as soon as possible, but no later than after it is developed within thirty (30) days of eligibility. (See Chapter 4 for guidance on timeline exceptions.)
 9. Provide the ~~parent and/or adult student~~ parent/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~~ parent/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. In addition, the IDEA allows changes to the IEP without an IEP team meeting between the annual review dates if the district and parent agree; and

- b. at least annually to ~~review eligibility~~, develop a new IEP, and ~~determine placement~~.
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~~ or the provision of FAPE.
4. Under Idaho regulations, the ~~parent and/or adult student~~ parent/adult student has the right to file a written objection ~~to changes proposed by the district to an IEP program change or placement change~~. If, within ten (10) calendar days of receiving written notice from the district, the ~~parent and/or adult student~~ parent/adult student files a written objection ~~to all or part of the proposed IEP or placement~~, the district shall not implement the change(s) to which the ~~parent and/or adult student~~ parent/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~~ shall be completed as follows:

(a) at least every three years, (b) when requested by the student's teacher or the ~~parent and/or adult student~~ parent/adult student, and (c) whenever conditions warrant. Approximately one month before conducting the reevaluation, the district shall inform the ~~parent and/or adult student~~ parent/adult student that a reevaluation is due. The ~~parent and/or adult student~~ parent/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:

1. Invite the ~~parent and/or adult student~~ parent/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~~ parent/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.
2. Obtain written consent from the ~~parent and/or adult student~~ parent/adult student if additional assessments shall be conducted. After gaining consent, ensure the completion of assessments and eligibility reports. The IDEA does not require consent for a reevaluation if the district has made documented attempts to get consent and the parent has not responded.

3. If the evaluation team determines that additional assessments are not needed, provide written notice to the ~~parent and/or adult student~~ parent/adult student of this decision and of the ~~parent and/or adult student~~ parent's/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.
5. Provide the ~~parent and/or adult student~~ parent/adult student with a copy of the *Eligibility Report*.
6. Determine whether revisions to the IEP are necessary ~~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/or adult student~~ parent/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 twenty-one (21) years.
4. Parent/adult student revokes consent for special education services.

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.

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) ~~or the parent/adult student~~

- Problem-solving team submits a formal referral to consider special education evaluation.
- Provide the ~~parent and/or adult student~~ parent/adult student with a *Procedural Safeguards Notice*. (required)
- Seek ~~parent and/or adult student~~ parent/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~~ parent/adult student.
- Seek consent from the ~~parent and/or adult student~~ parent/adult student for assessments.
- Receive written consent for assessment from the ~~parent and/or adult student~~ parent/adult student.

D. Evaluation and Eligibility Determination (completed by evaluation team)

- Schedule and conduct assessments.
- Review assessment information with ~~parent and/or adult student~~ parent/adult student. Determine eligibility and complete the *Eligibility Report*. (Meeting with the entire team is a ~~parent and/or adult student~~ parent/adult student option.)
- Provide the ~~parent and/or adult student~~ parent/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~~ parent/adult student to the IEP team meeting.
- Provide a *Procedural Safeguards Notice* to the ~~parent and/or adult student~~ parent/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~~ parent/adult student.
- Receive consent for initial provision of special education services ~~placement~~ from the ~~parent and/or adult student~~ parent/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~~ parent/adult student if applicable.
- Invite the ~~parent and/or adult student~~ parent/adult student to the IEP team meeting.

- Review ~~eligibility, develop an the~~ IEP, and determine placement annually.
- Provide a copy of IEP with written notice to the ~~parent and/or adult student~~ parent/adult student.

G. Reevaluation (completed by evaluation team)

- Inform the ~~parent and/or adult student~~ parent/adult student that reevaluation is due.
- Provide a *Procedural Safeguards Notice* to the ~~parent and/or adult student~~ parent/adult student if applicable.
- Seek ~~parent and/or adult student~~ parent/adult student input on reevaluation and afford opportunity to request a meeting.
- Receive consent from the ~~parent and/or adult student~~ parent/adult student for assessments if planning to assess **OR**
Provide the ~~parent and/or adult student~~ parent/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~~ parent/adult student of his or her right to request additional assessments.
- Schedule and conduct assessments.
- Review assessment information with ~~parent and/or adult student~~ parent/adult student. Determine eligibility and complete the *Eligibility Report*. (Meeting with the entire team is a ~~parent and/or adult student~~ parent/adult student option.)
- Provide the ~~parent and/or adult student~~ parent/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~~ parent/adult student before discontinuing special education services.

Upon graduation provide a summary of performance to the ~~parent and/or adult student~~ parent/adult student.

This page left intentionally blank

Chapter 2

FREE APPROPRIATE PUBLIC EDUCATION

Chapter Contents

Section 1.	Definition of a Free Appropriate Public Education (FAPE)	15
Section 2.	Provision of FAPE	15
Section 3.	FAPE Considerations	17

Chapter 2 Free Appropriate Public Education

The district (local education agency) is required to ensure that a free appropriate public education (FAPE) is available to residents, homeless individuals and individuals from migrant families ages three (3) to twenty-one (21) 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 Individuals with 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:

1. The district shall provide FAPE to an individual who is at least three (3) years old and who qualifies for special education services unless the ~~parent and/or adult student~~ parent/adult student has refused special education services. Students aged three (3) to five (5) must have their special education services identified on an IEP since Idaho does not have state-funded preschool programs.
2. The district shall offer FAPE to parentally placed private school students who are legal residents of the district 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 public 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 Comprehensive Early Intervening Services neither limits nor creates a right to FAPE.

B. Limit to District Obligation

1. ~~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.~~ A student with a disability who has been placed in a private school or facility by the parent does not have an individual right to receive all or part of the special education and related services that the child would receive if enrolled in a public school. However the district shall include that student in the population whose needs are addressed consistent with would have Child Find requirements responsibilities. 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~~ Students who are homeschooled are considered nonpublic students for the purpose of dual enrollment, however a student being homeschooled is not considered a private school student. Students who are dually enrolled in a school district's general education program may be considered for a Section 504 plan if needed to provide supports and/or accommodations for those general education courses for which they are enrolled. A student who is enrolled in a virtual public school is not considered a homeschooled student for the duration that they attend that virtual public school.

Homeschool students who are dually enrolled are considered to be nonpublic school students. The district shall allow homeschool 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 Section 504 plan, if needed.

Homeschool students may not dually enroll solely for special education and/or related services. 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.

C. When District Obligation to Provide FAPE Ends

The District's obligation to provide FAPE to a student ends:

1. At the completion of the semester in which the student turns twenty-one (21) years old;
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 or Idaho Common Core Standards, such as a certificate or a general educational development credential (GED); or
3. when the student no longer meets the eligibility criteria for special education services, as determined by the team after a reevaluation; or
4. when a parent/adult student has revoked consent for the continued provision of special education services.

D. Temporary Suspension of FAPE

The district is not required to provide FAPE to an eligible student during the suspension of ten (10) cumulative school days or less during a school year (unless the district provides services to students who are not disabled who are so suspended); however, FAPE must be provided following this ten (10) day exception.

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 Board of

Education of the Hendrick Hudson Central School District, et al. v. Rowley, et al. 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, although passing grades are not determinative that FAPE has been provided.

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 public 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 Child Find and the provision of FAPE to eligible youth.

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. The consent requirements are different for accessing a parent's private insurance as opposed to public insurance (such as Medicaid). ~~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.~~

If a district proposing to access a parent's public insurance to cover any of the costs associated with the provision of special education and/or related services, the district must do the following:

1. Provide written notification to the child's parents before accessing the child's or the parent's public benefits or insurance for the first time and prior to obtaining the one-time parental consent and annually thereafter. The written notification must explain all of the protections available to parents to ensure that parents are fully informed of their rights before a public agency can access their or their child's public benefits or insurance to pay for services under the IDEA. The notice must include a statement that the refusal to provide consent or the withdrawal of consent will not relieve the district's responsibility to ensure that all the required IEP services are provided at no cost to the parent. The notice must be written in language understandable to the general public and in the native language of the parent or other mode of communication used by the parent unless it is clearly not feasible to do so.
2. Obtain a one-time written consent from the parent after providing the written notification before accessing the child's or the parent's public benefits or insurance for the first time. This consent must specify (a) the personally identifiable information that may be disclosed (e.g., records or information about the services that may be provided to a particular child); (b) the purpose of the disclosure (e.g., billing for services); and (c) the agency to which the disclosure may be made (e.g., Medicaid). The consent also must specify that the parent understands and agrees that the public agency may access the child's or parent's public benefits or insurance to pay for services. Such consent may be withdrawn at any time by the parent.

3. If the child on an IEP moves into a new district, the new district responsible for providing a FAPE must provide the parents with written notice and must obtain consent before accessing the parent's public insurance.

If a district is proposing to access a parent's private insurance to cover any of the costs associated with the provision of special education and/or related services, the district must get parental consent each time the district proposes to access private insurance.

Chapter 3

CHILD FIND

Chapter Contents

Section 1. District Responsibility	21
Section 2. Locating Students.....	22
Section 3. Identification	22
Section 4. Referral to Consider a Special Education Evaluation.....	25

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 three (3) through the semester they turn twenty-one (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 two (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 the district public school, however this would not include a student who is placed in that public school by another district;
2. enrolled in charter and alternative schools;
3. enrolled in homeschool; ~~Note~~
4. enrolled in parentally placed 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 resident children ages three (3) through five (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.

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 two (2) years of age, Child Find is provided by the Idaho Infant/ Toddler Program (ITP). Although lead responsibility for the ITP 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 and document 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~~ parent/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, Idaho Common Core Standards, or Idaho Early Learning ~~Standards~~ Guidelines (eGuidelines). A variety of methods may be used to screen students, including performance on statewide 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 (Comprehensive Early Intervening Services)

Under the Local Education Agency (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 or Idaho Common Core Standards, the general education problem-solving team shall consider the students' need for "supported" instructional and/or behavioral 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 comprehensive 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 instructional software. Comprehensive Early Intervening Services (CEIS) 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 IDEA Part B ~~Federal~~ funds for CEIS 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 . In addition, if IDEA Part B funds are used, the district must annually report to the SDE:

1. The number of children receiving CEIS; and
2. The number of children who received CEIS and subsequently received special education services during the preceding two year period.

If a district is found to have a significant disproportionate representation in special education, there are additional requirements for use of funds in CEIS. Please see Chapter 10 for more information on CEIS.

C. General Education Problem Solving

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~~ parent/adult student involvement is valuable and encouraged, the district is not required to include the ~~parent and/or adult student~~ parent/adult student on the team.

When problem solving involves a child ~~3-5~~ three to five (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. IDEA Part B funds cannot be used to provide CEIS to preschoolers.

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

- a. Interventions in general education or an early childhood environment shall be attempted before a student is referred to an evaluation team, ~~unless an~~ the student's performance indicates an evaluation is warranted ~~evaluation is needed immediately or a parent makes a referral for a special education evaluation.~~

- 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. 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. If a parent initiates a referral for a special education evaluation, the evaluation cannot be delayed or denied due to the child not completing the general education intervention process.

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~~ parent/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:
 - a. the student's response to research-based interventions in general education (or age-appropriate 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~~ parent/adult student (see Glossary) the ~~parent and/or adult student~~ parent/adult student shall be notified. In either case, the ~~parent and/or adult student~~ parent/adult student shall be provided with a copy of the *Procedural Safeguards Notice*. At the same time, the ~~parent and/or adult student~~ parent/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~~ parent/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~~ parent/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~~ parent/adult student

describing the proposed evaluation and written consent shall be obtained from the ~~parent and/or adult student~~ parent/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~~ parent/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~~ parent/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.

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014**

Chapter 4

EVALUATION AND ELIGIBILITY

Chapter Contents

Section 1.	Evaluation Team	30
Section 2.	Purpose of an Evaluation.....	30
Section 3.	Written Notice and Consent for Assessment.....	32
Section 4.	Information from Other Agencies or Districts	36
Section 5.	Evaluation and Eligibility Determination Procedures.....	37
Section 6.	Reevaluation and Continuing Eligibility	41
Section 7.	State Eligibility Criteria	44
	A 1. Autism <u>Spectrum Disorder</u>	45
	B 2. Cognitive Impairment Intellectual Disability.....	46
	C 3. Deaf-Blindness.....	46
	D 4. Deafness	47
	E 5. Developmental Delay.....	47
	F 6. Emotional Disturbance.....	49
	G 7. <u>Other Health Impairment</u>	50
	H 8. Hearing Impairment	51
	I 9. Learning Disability <u>Specific Learning Disability</u>	52
	Ia <u>Specific Learning Disability</u>	56a
	J 10. Multiple Disabilities.....	56d
	K 11. Orthopedic Impairment	57
	L 12. Speech or Language Impairment: Language	58
	M 13. Speech or Language Impairment: Speech	58
	M1 13a. Articulation/Phonology Disorder	59
	M2 13b. Fluency Disorder	60
	M3 13c. Voice Disorder.....	60
	N 14. Traumatic Brain Injury	62
	O 15. Visual Impairment Including Blindness	62

Documents:

Regressed Intelligence Quotient Scores	65
Fluency Communication Rating Scale	68

STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014

<i>Voice Rating Scale</i>	<i>69</i>
<i>Documentation of Adverse Effects on Educational Performance for Students with</i>	<i>.....</i>
<i>Speech/Language Disorders.....</i>	<i>70</i>

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 Improvement Act of 2004 (IDEA 2004) 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~~ parent/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 and/or adult student~~ parent/adult student requests that a meeting be held.

Additional Membership Requirements:

The determination of whether a student suspected of having a *specific learning disability* shall be made by the student's parents and a team of qualified professionals, which shall include:

1. 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
2. ~~At least one person qualified to conduct individual diagnostic examinations of children, such as a school psychologist, or speech language pathologist, or remedial reading teacher.~~ A school psychologist is a required member of the team. When considering oral expression and listening comprehension, a speech language pathologist is a required member who may collaborate with or replace the school psychologist as the professional required to conduct and interpret evaluative examinations

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 service needs. An evaluation process shall ~~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.

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 and ~~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.

To be eligible for services under the IDEA~~2004~~, a student must have a disability that:

1. meets the Idaho state disability criteria;
2. adversely affects educational performance; and

3. results in the need for ~~special education, that is,~~ specially designed instruction and related services.

~~This initial evaluation will consist of procedures to collect assessment information 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, Idaho Core Standards, or the ~~Idaho Early Learning Standards~~ Idaho Early Learning Guidelines (eGuidelines); and
2. the least restrictive environment (LRE) for the student.

The above information also pertains to evaluations for determining Part B eligibility for children transitioning from the Infant/Toddler Program (ITP).

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~~ parent/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 and/or adult student~~ parent/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 and/or adult student~~ parent/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 and/or adult student~~ parent/adult student has special education rights and how to obtain a copy of the *Procedural Safeguards Notice* (Note: If this is the initial evaluation, the parents should get a copy of the procedural safeguards with the initial notice of the special education evaluation; and
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~~ parent/adult student within a reasonable time in the following instances:

1. to conduct any additional assessments and review initial information ~~for~~ as part of the initial evaluation or reevaluation;
2. to explain refusal to initiate assessment; and
3. when the evaluation team determines that additional assessments are not required

See Chapter 11 for more information on written notice.

B. Consent Requirements

1. Definition of Consent: Consent means that the ~~parent and/or adult student~~
parent/adult student:

- a. 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;
- b. understands and agrees in writing (as indicated by signature) to the activities described; and
- c. understands that granting of consent is voluntary on the part of the parent. A ~~parent and/or adult student~~ parent/adult student has provided consent shall understand that granting consent is voluntary and may be revoked in writing at any time *before* the assessment is completed. However, once the assessment has been completed, revocation of consent cannot be used to have the assessment disregarded.

2. Consent for initial evaluation

1.

- a. Informed written consent shall be obtained from the ~~parent and/or adult student~~ parent/adult student before the district conducts assessments as a part of an initial evaluation of the student to determine if he or she qualifies as a child with a disability;

2.

- b. Parental consent for initial evaluation should not be construed as consent for initial provision of special education and related services;

3.

- c. The school district shall make reasonable documented 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. If the parent does not provide consent, the district may offer an SDE facilitated meeting, mediation, or request a due process hearing to challenge the decision.

4.

- d. 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.

- b. 1) despite reasonable efforts to do so, the district cannot locate the parent;
- e. 2) the rights of the parents of the child have been terminated in accordance with Idaho law; or
- 3) 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.

~~*This space intentionally left blank.*~~

e. If a district is using any data gathered during general education interventions for a student suspected of being a student with a disability, and that data may be used for a later eligibility determination, the district shall promptly request consent to evaluate the student.

C. Consent ~~and/or Written Notice~~ for Reevaluation

1. Written consent shall be sought for reevaluation that requires new assessments. Reevaluation consisting solely of review of existing data does not requires written notice.
2. Informed parental consent for a reevaluation 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.

€

D. 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;
3. 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, which may include group or individual curriculum-based or norm-referenced measures.

D

E. Refusing Consent or Failure to Respond to a Request for Consent

1. The ~~parent and/or adult student~~ parent/adult student can refuse consent for ~~general areas of assessment(s), for specific procedures, or for assessment altogether.~~
2. For an initial evaluation, if consent is refused or the ~~parent and/or adult student~~ parent/adult student fails to respond, the student cannot be assessed. However, the district may request SDE facilitation, 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. ~~In such case, the district shall maintain documentation of its attempts to get consent from the parent. 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.~~ Consent for the initial evaluation shall not be construed as consent for the initial provision of special education services should the student be deemed eligible.
3. If a parent of a child who is homeschooled 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 SDE 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.

E

F. Timeline

The time between receiving written consent for initial assessment and ~~implementing the IEP~~ eligibility determination cannot exceed sixty (60) calendar days, excluding periods when regular school is not in session for five (5) or more consecutive school days. The time between eligibility determination and ~~the development and implementation~~ of the IEP cannot exceed thirty (30) calendar days. The implementation of the IEP shall not exceed thirty (30) calendar days from the eligibility determination, unless all parties agree to an extension. For

children transferring from ITP, eligibility shall be determined and an IEP developed by the child's third birthday. If a child turns three during the summer, and the child does not require Extended School Year (ESY) services, special education and related services may begin in the new school year.

In unusual circumstances, all parties may agree in writing to an extension of the sixty (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 sixty (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 shall ~~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, unless otherwise authorized by law. 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 ITP, eligibility shall be determined and the IEP developed by the date that the child turns three (3) years of age. See Chapter 5 and Appendix 5B for additional information on collaboration with the ITP throughout the transition process.

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 areas such as 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 full and individualized and sufficiently comprehensive to identify all of the student's suspected special education and related service needs whether or not commonly linked to the disability category in which the student may be classified. For youth with IEPs, no later than age sixteen (16), above, If secondary transition services are needed, appropriate transition assessments shall be conducted. Beginning with the IEP to be in effect when a student is sixteen (16) years old (or younger if determined appropriate by the IEP team), 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 shall ~~will~~ review existing evaluation data regarding the student including: depending on the student's suspected disability and other relevant factors including:

1. assessments and information provided by the ~~parent and/or adult student~~ parent/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~~ parent/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;
2. the student's present levels of academic and functional performance, including academic achievement and related developmental needs of the student;
3. whether the student needs specially designed instruction ~~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. be involved in and progress in the general education curriculum (or 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 initial evaluation or a reevaluation, the district shall provide written notice to the ~~parent and/or adult student~~ parent/adult student of the decision and the reasons for that decision. The ~~parent and/or adult student~~ parent/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. The district is not required to conduct additional assessments unless requested to do so by the parents or unless a written notice denying the parental request is provided.

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 provide or administer ~~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 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~~ parent/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~~ parent/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.
15. The evaluation shall be full and individualized and 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

1. Upon completion of the student's initial 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, such as ~~including aptitude and achievement~~ norm-referenced, standardized tests, parent and/or adult student parent/adult student input, teacher input, physical condition, social or cultural background, adaptive behavior, and functional assessments to interpret evaluation data and determine eligibility.

2. 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:

1.
 - a. 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.~~

b. lack of appropriate instruction in math, or

~~3.~~

c. Limited English Proficiency.

Related Services:

3. 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~~ parent/adult student.

The Eligibility Report shall include:

1. names and positions of all evaluation team members;
2. information regarding the student's need for specially designed instruction (special education and related services);
3. confirmation and supporting data that the disability is not primarily 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. information about how the student's disability adversely affects his or her educational performance;
5. all data on the student as required in the State Eligibility Criteria for the area of suspected disability;

6. confirmation and supporting data that the student's learning difficulties ~~disability~~ are not primarily due to Limited English Proficiency;
7. the date of the eligibility determination;
8. the name and position of all those administering assessments; and
9. in ~~in~~ the case of Specific Learning Disability eligibility determination, certification in writing that the report reflects each member's conclusions (agreement), and in the case of team member 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 three (3) years unless the ~~parent and/or adult student~~ parent/adult student and the district agree in writing that a three ~~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 and/or adult student~~ parent/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.

The district shall ensure a reevaluation is conducted more frequently than every three (3) years 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~~ parent/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 the team determines ~~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 nondisabled 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 student with a summary of his or her academic achievement and functional performance, including recommendations on how to assist the student 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~~ parent/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~~ parent/adult student agree it is unnecessary; and
2. input will be sought from the ~~parent and/or adult student~~ parent/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.~~

Note: The IDEA allows the process of reviewing existing data and determining what, if any, additional, assessments are required without 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

- a. If the evaluation team decides that no additional assessments are needed to determine whether the student continues to be eligible for special education services ~~be a student with a disability~~, the district shall provide written notice to the ~~parent and/or adult student~~ parent/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 2004.~~
- b. If the ~~parent and/or adult student~~ parent/adult student requests an additional assessment to determine whether the student continues ~~to have a disability~~ meet criteria for special education services under the IDEA 2004, then the district shall conduct the assessment.
- c. If the ~~parent and/or adult student~~ parent/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~~ parent/adult student with written notice ~~information~~ regarding proposed assessments. If the ~~parent and/or adult student~~ parent/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. The district shall maintain documentation of its measures to seek consent. See section 3B of this chapter for a definition of reasonable measures.

If the ~~parent and/or adult student~~ parent/adult student denies consent to reassess, 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 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~~ parent/adult student.

E. Eligibility Report for Reevaluations

The evaluation team will consider evaluation findings and determine whether the student continues to ~~have a disability~~ meet criteria for special education services.

~~This space intentionally left blank.~~

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 *I* 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 Specific Learning Disability (SLD) and Developmental Delay (DD) are applicable for students three (3) through twenty-one (21) years of age. For Specific Learning Disability, students must be legal kindergarten age through twenty-one (21) years. Only students ages three (3) through nine (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 applies only to students from age will use the three (3) through 9 up until their tenth (10th) birthday age range, and in addition to the criteria outlined in this chapter.

A. 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 the student has a disability according to the established Idaho criteria;
2. the disability must have an adverse impact on the student's education, and the student's condition adversely affects academic educational performance; and
3. the student must need special education in order to benefit from his or her education the student needs special education, that is, specially designed instruction and related services;

Meets State Eligibility Requirements: 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 any harmful or unfavorable influences that the disability has on the student’s academic or daily life activities.

Adverse Impact: A determination made by the evaluation team that the student’s progress is impeded by the disability to the extent that the student’s educational performance measures significantly and consistently below the level of similar age peers preventing the student from benefiting from general education. Educational performance refers the student’s performance in academic achievement, developmental and or functional skills. The phrases “adverse impact” and “adverse effect” are used interchangeably in this manual and have the same meaning.

Needs Special Education-Specially Designed Instruction: Special education is specially designed instruction, provided at no cost to the parents, to meet the unique needs of a student 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 or Idaho Common Core Standards that apply to all students.

B. Disability Categories

1. Autism Spectrum Disorder

Definition: An Autism Spectrum Disorder is a developmental disability, generally evident before age 3 in the early developmental period, significantly affecting verbal and or 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.~~

1.

- a. Persistent deficits in social communication and social interaction across multiple contexts, currently or by history:

2

- b. Symptoms must be present in the early developmental period, but may not become fully manifest until social demands exceed limited capacities, or may be masked by learned strategies in later life.

3.
 - c. 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~~ hyper- or hypo-reactivity to sensory experiences input.
4.
 - d. Characteristics vary from mild to severe as well as in the number of symptoms present and are not primarily the result of intellectual disability, developmental delay, or an emotional disturbance. ~~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.
 - a. An evaluation that meets the procedures outlined in Section 5 of this chapter has been conducted;
2.
 - b. The student has a developmental disability, generally evident ~~before age 3 in the early developmental period~~ that significantly affects social communication and social interaction;
3.
 - c. The student ~~is diagnosed as having a disorder in the~~ must meet the disability definition (above) of an autism spectrum disorder as determined by an evaluation team to include a school psychologist and a speech-language pathologist; or diagnosed in a clinical setting by a psychiatrist, a physician, or a licensed psychologist; A team must consider a private evaluation or diagnosis provided by a parent from a psychiatrist, a physician or a licensed psychologist as meeting the definition of autism spectrum disorder.
4.
 - d. The student's condition adversely affects educational performance;
5.
 - e. The student needs specially ~~education~~ designed instruction.

See Appendix 4A for additional information on determining eligibility for Autism Spectrum Disorders.

B. Cognitive Impairment

2. Intellectual Disability

Definition: ~~Cognitive impairment~~ Intellectual Disability 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~~ Intellectual Disability: An evaluation team will determine that a student is eligible for special education services as a student with an intellectual disability ~~cognitive impairment~~ when all of the following criteria are met:

1. a. An evaluation that meets the procedures outlined in Section 5 of this chapter has been conducted.
2. b. 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 based on an assessment by a qualified licensed psychologist or certified school psychologist using an individually administered intelligence test.~~
3. c. The student exhibits concurrent deficits in adaptive functioning unexpected 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. d. The student's condition adversely affects educational performance.
5. e. The student needs specially designed instruction ~~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~~ intellectual disability. 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.

3. 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:

1.
 - a. An evaluation that meets the procedures outlined in Section 5 of this chapter has been conducted.
2.
 - b. 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.
 - c. 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 deaf-blindness.
4.
 - d. The student's condition adversely affects educational performance.
5.
 - e. The student needs specially designed instruction ~~education~~.

~~D.~~

4. Deafness

Definition: Deafness is a type of hearing impairment loss 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.
 - a. An evaluation that meets the procedures outlined in Section 5 of this chapter has been conducted.
2.
 - b. The student exhibits a severe hearing impairment loss that hinders his or her ability to process linguistic information through hearing, with or without amplification.

- 3.
 - c. The student has been diagnosed by an ~~otologist~~, audiologist, or ~~physician~~ as deaf.
- 4.
 - d. The student's condition adversely affects educational performance.
- 5.
 - e. The student needs specially designed instruction ~~education~~.

~~E.~~

5. Developmental Delay

Definition: The term developmental delay may be used only for students ages three (3) through 9 until their tenth (10th) birthday who are experiencing developmental delays as measured by appropriate diagnostic instruments and procedures in one or more of the following areas:

- 1.
 - a. cognitive development – includes skills involving perceptual discrimination, memory, reasoning, academic skills, and conceptual development;
- 2.
 - b. 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.
 - c. communication development – includes skills involving expressive and receptive communication abilities, both verbal and nonverbal;
- 4.
 - d. social or emotional development – includes skills involving meaningful social interactions with adults and other children including self-expression and coping skills; or
- 5.
 - e. 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 tenth (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:

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014**

- ~~1.~~
 - a. An evaluation that meets the procedures outlined in Section 5 of this chapter has been conducted.
- ~~2.~~
 - b. The student is at least three (3) years of age but less than ten (10) years of age.
- ~~3.~~
 - c. 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.~~
 - d. The student meets either of the following two criteria, in one or more of the broad developmental areas listed below.

Criteria:

- ~~a.~~
 - 1) 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).
- ~~b.~~
 - 2) 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.~~
 - 1) cognitive skills (e.g., perceptual discrimination, memory, reasoning, pre-academic, and conceptual development);
- ~~b.~~
 - 2) physical skills (i.e., fine, gross, and perceptual motor skills);
- ~~c.~~
 - 3) communication skills (i.e., including verbal and nonverbal, and receptive and expressive);
- ~~d.~~
 - 4) social or emotional skills; or
- ~~e.~~
 - 5) adaptive skills, including self-help skills.
- ~~5.~~
 - e. The student's condition adversely affects educational performance.
- ~~6.~~
 - f. The student needs specially designed instruction. ~~education.~~

F.

6. Emotional Disturbance

Definition: A student with an emotional disturbance ~~has a condition exhibiting~~ exhibits 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. a. an inability to learn that ~~cannot be explained by~~ is not primarily the result of intellectual disability; hearing, vision, or motor impairment, sensory, or other health factors impairment;
2. b. an inability to build or maintain satisfactory interpersonal relationships with peers and teachers;
3. c. inappropriate types of behavior or feelings under normal circumstances;
4. d. a general pervasive mood of unhappiness or depression; or
5. e. a tendency to develop physical symptoms or fears associated with personal or school problems.
6. f. Schizophrenia

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.~~

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. a. An evaluation that meets the procedures outlined in Section 5 of this chapter has been conducted.
2. b. The student has been documented ~~as having an emotional condition exhibiting~~ characteristics 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. c. The student has been observed exhibiting one or more of the ~~five~~ six (6) behavioral or emotional characteristics listed in the definition of emotional ~~behavioral disability~~ disturbance.

- 4.
 - d. The characteristic(s) has been observed:
 - 1) for a long period of time (at least 6 months); and
 - 2) by more than one knowledgeable observer; and
 - 3) in more than one setting; and
 - 4) at a level of frequency, duration, and/or intensity that is significantly different from other students' behavior in the same or similar circumstances.
- 5.
 - e. 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.
 - f. The student needs ~~special education~~ specially designed instruction.

See Appendix 4A for additional information on determining eligibility for Emotional Disturbance.

G.

7. Other Health Impairment (OHI)

Definition: A student classified as having a Other Health Impairment ~~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.

A student with ADD/ADHD may also be eligible under another category (generally specific 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 other health impairment are not necessarily eligible, unless it is determined to adversely affect educational performance and require special education.

State Eligibility Criteria for Other Health Impairment: An evaluation team will determine that a student is eligible for special education services as a student with a an Other Health Impairment when all of the following criteria are met:

1. a. An evaluation that meets the procedures outlined in Section 5 of this chapter has been conducted.
2. b. 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. c. The student has been diagnosed by a physician with a condition consistent with as having a-an Other Health impairment described above. In the case of ADD/ADHD, an educational determination may be provided by a school psychologist. Diagnosis from or a licensed psychologist or other diagnostician must be considered by the evaluation team.
4. d. The student's condition adversely affects educational performance.
5. e. The student needs specially designed instruction. ~~education.~~

H.

8. Hearing Impairment

Definition: The IDEA disability category of A hearing impairment ~~is~~ describes 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. a. An evaluation that meets the procedures outlined in Section 5 of this chapter has been conducted.
2. b. The student does not qualify as deaf.
3. c. The student is diagnosed by an otologist, audiologist or physician as having a substantial hearing loss ~~impairment~~.
4. d. The student's condition adversely affects educational performance.
- 5.

- e. The student needs specially designed instruction ~~education~~.

I.

9. Specific Learning Disability

~~I. Federal IDEA 2004~~

Definition: Specific Learning Disability (SLD) means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.

Specific Learning Disability does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of ~~cognitive impairment~~ intellectual disability, of emotional disturbance, or of environmental, cultural, or economic disadvantage.

Only children within the age range of legal Kindergarten to age twenty-one (21) years may be identified as a student with a specific learning disability.

~~H.~~

State Eligibility Criteria for Specific Learning Disability: In determining whether a child has an SLD, the child must meet at a minimum, the following criteria:

- a. The student does not make sufficient progress in response to effective, evidence-based instruction and intervention for the child's age or to meet state-approved grade-level standards when provided with learning experiences and instruction appropriate for the child's age or State approved grade level standards in one or more of the following areas:
 - 1) Oral expression;
 - 2) Listening comprehension;
 - 3) Written expression;
 - 4) Basic reading skills;
 - 5) Reading comprehension;
 - 6) Reading fluency
 - 7) Mathematics calculation; or
 - 8) Mathematics problem solving.

AND

- b. The student demonstrates low achievement in the area(s) of suspected disability listed above as evidenced by a norm-referenced, standardized achievement assessment. For culturally and linguistically diverse students, the

preponderance of evidence must indicate low achievement.

AND

- c. The student demonstrates a pattern of strengths and weaknesses in psychological processing skills that impact learning.

AND

- d. The student's lack of achievement is ***not*** primarily the result of:
 - 1) A visual, hearing, or motor impairment;
 - 2) Intellectual disability ~~Cognitive impairment~~
 - 3) Emotional disturbance
 - 4) Environmental, cultural or economic disadvantage
 - 5) Limited English Proficiency
 - 6) A lack of appropriate instruction in reading, including the essential components of reading;
 - 7) A lack of appropriate instruction in math.

AND

- e. The disability adversely impacts the student's educational performance and the student requires specially designed instruction.

Evaluation Procedures:

In order to demonstrate the initial eligibility criteria under this category, the following procedures must be followed.

- 1) The evaluation for determining SLD eligibility and requirements for parent notification and involvement shall be conducted in accordance with the procedures detailed in ~~Section 3~~, Chapter 4, Section 3, of ~~the~~ this Idaho Special Education Manual.
- 2) The evaluation must address the eligibility criteria as listed in the ~~Section 2. LD/SLD~~ SLD Eligibility Criteria (see above). To meet these criteria, the following information is required:
 - i. Evidence of insufficient progress in response to effective, evidence-based instruction and intervention indicates the student's performance level and rate of improvement are significantly below that of grade-level peers. This is

documented/demonstrated with the following data:

- a) Data that helps establish that the core curriculum is effective for most students. The most recent whole grade performance data to verify appropriate instruction in the area(s) of concern may include results from the standards-based assessment system. If the referred student belongs to a population of students whose performance is regularly disaggregated, whole grade data for the disaggregated group should also be reviewed and considered.
- b) Information documenting that prior to, or as part of, the referral process, the student was provided appropriate instruction in general education settings. Appropriate instruction includes consideration of both child specific information and whole grade performance data. Child specific data regarding appropriate instruction may include: (1) verification that core (universal) instruction was provided regularly; (2) data indicating that the student attended school regularly to receive instruction; (3) verification that core instruction was delivered according to its design and methodology by qualified personnel; and (4) verification that differentiated instruction in the core curriculum was provided.
- c) Data-based documentation of student progress during instruction and intervention using standardized, norm-referenced progress monitoring measures in the area of disability.
- d) A record of an observation of the student's academic performance and behavior in the child's learning environment (including the general classroom setting) has been conducted by an evaluation team member other than the student's general education 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 must 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 educational environment after the child has been referred for an evaluation, and parental consent has been obtained.

AND

- ii. Evidence of low achievement in one or more of the suspected area(s). These include:
 - a) Oral expression;
 - b) Listening comprehension;
 - c) Written expression;
 - d) Basic reading skills;
 - e) Reading comprehension;
 - f) Reading fluency
 - g) Mathematics calculation; or
 - h) Mathematics problem solving

This evidence must indicate performance that is significantly below the mean on a cluster, composite, or 2 or more subtest scores of a norm-referenced, standardized, achievement assessment in the specific academic area(s) of suspected disability. There are cases when the use of norm-referenced assessment is not appropriate, for example, students who are culturally and linguistically diverse. Refer to guidance documents regarding procedures on evaluating students who are culturally and linguistically diverse and the use of preponderance of evidence.

AND

- iii. Evidence of a pattern of strengths and weaknesses in psychological processing skills that impact learning.

An assessment of psychological processing skills is linked to the failure to achieve adequately in the academic area(s) of suspected disability and must rely on standardized assessments. These assessments must be conducted by a professional who is qualified to administer and interpret the assessment results. The student's performance on a psychological processing assessment demonstrates a pattern of strengths and weaknesses that help explain why and how the student's learning difficulties occur. Such tests may include measures of memory, phonological skills, processing speed as well as other measures which explicitly test psychological processing.

AND

- iv. The following criteria must be considered when evaluating the student's low achievement. The team must determine that the student's learning difficulty is not primarily the result of:
 - a) a visual, hearing, or motor impairment
 - b) an intellectual disability ~~Cognitive impairment~~
 - c) an emotional disturbance
 - d) environmental or economic disadvantage
 - e) cultural factors
 - f) Limited English Proficiency (LEP)

~~*This space intentionally left blank.*~~

10. Multiple Disabilities

Definition: Multiple disabilities are two or more co-existing severe impairments, one of which usually includes ~~an intellectual disability~~ ~~cognitive impairment~~, such as ~~cognitive impairment~~ ~~intellectual disability/blindness~~, ~~cognitive impairment~~ ~~intellectual disability~~ /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:

- 1.
 - a. An evaluation that meets the procedures outlined in Section 5 of this chapter has been conducted.

2. b. 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. c. The student meets State Eligibility Criteria as outlined for each disability category.
4. d. The student's condition adversely affects educational performance.
5. e. The student needs specially designed education.

K.

11. 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. a. An evaluation that meets the procedures outlined in Section 5 of this chapter has been conducted.
2. b. 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. c. The student has documentation of the condition by a physician or other qualified professional.
4. d. The student's condition adversely affects educational performance.
5. e. The student needs specially designed education.

L.

12. 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. a. the form of language (morphological and syntactic systems);
2. b. the content of language (semantic systems); and/or
3. c. 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. a. An evaluation that meets the procedures outlined in Section 5 of this chapter has been conducted.
2. b. At least two procedures, at least one of which yields a standard score, are used to assess receptive language and/or expressive language.
3. c. 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. d. The student's disability adversely affects educational performance.
5. e. The student needs specially designed instruction ~~education~~. (Speech/language therapy can be specially designed instruction ~~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.

13. 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.

a. 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.

1) An articulation/phonology disorder exists when:

(1)

i. the disorder is exhibited by omissions, distortions, substitutions, or additions;

(2)

ii. the articulation interferes with communication and calls attention to itself; and

iii. the disorder adversely affects educational or developmental performance.

(3)

b.

2) An articulation/phonology disorder does not exist when:

(1)

i. errors are temporary in nature or are due to temporary conditions such as dental changes;

(2)

ii. differences are due to culture, bilingualism or dialect, or from being non-English speaking; or

(3)

iii. 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.~~

1) An evaluation that meets the procedures outlined in Section 5 of this chapter has been conducted.

~~b.~~

2) At least two procedures are used to assess the student, one of which yields a standard score.

~~c.~~

3) The student must have a score that is at least 1.5 standard deviations below the mean, or 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 three (3) through twenty-one (21) years.

~~d.~~

4) The student's disability adversely affects educational performance.

~~e.~~

5) The student needs specially designed instruction ~~education~~.
(Speech/language therapy can be specially designed instruction ~~special education~~ or a related service.)

~~2.~~

b. 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.~~

1) 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.~~

2) 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. 1) An evaluation that meets the procedures outlined in Section 5 of this chapter has been conducted.
- b. 2) 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. 3) The student's disability adversely affects educational performance.
- d. 4) The student needs specially designed instruction ~~education~~. (Speech/language therapy can be a primary ~~special education~~ or a related service.)

3.

c. 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 (ENT) physician (~~ENT~~) (otorhinolaryngologist/otolaryngologist) may not receive voice therapy services from a speech-language pathologist.

- a. 1) A voice disorder exists when the vocal characteristics of quality, pitch, intensity, or resonance:
 - 1) i. interfere with communication;
 - 2) ii. draw unfavorable attention to the speaker;
 - 3) iii. adversely affect the speaker or listener; or
 - 4) iv. are inappropriate to the age and gender of the speaker.
- b. 2) A voice disorder does not exist when the vocal characteristics of quality, pitch, intensity, or resonance:
 - 1) i. are the result of temporary physical factors such as allergies, colds, or abnormal tonsils or adenoids;

2)

ii. are the result of regional dialectic or cultural differences or economic disadvantage; or

3)

iii. 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.

1) An evaluation that meets the procedures outlined in Section 5 of this chapter has been conducted.

b.

2) 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 documents section of this chapter for the Voice Rating Scale.

c.

3) An ear, nose, and throat (ENT) physician's (otorhinolaryngologist) statement documents that voice therapy is not contraindicated.

d.

4) The student's disability adversely affects educational performance.

e.

5) The student needs specially designed instruction ~~education~~.
(Speech/language therapy can be a primary 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 from special education without meeting the eligibility criteria for speech and language impairment.

N.

14. 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.
 - a. An evaluation that meets the procedures outlined in Section 5 of this chapter has been conducted.
2.
 - b. 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.
 - c. The student has documentation of ~~diagnosis by a licensed physician as having~~ a traumatic brain injury.
4.
 - d. The student's condition adversely affects educational performance.
5.
 - e. The student needs specially designed instruction. ~~education.~~

~~0.~~

15. 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.
 - a. An evaluation that meets the procedures outlined in Section 5 of this chapter has been conducted.

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014**

- 2.
 - b. 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.
 - c. The student's physical eye condition, even with correction, adversely affects educational performance.
- 4.
 - d. The student needs specially designed instruction ~~education~~.

Documents

Documents

Documents

Documents

Documents

Documents

Documents

Documents

Documents

Documents

Documents

Documents

Documents

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	<u>-75</u>
Equals discrepancy	17

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014**

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

STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014

112	108	107	106
-----	-----	-----	-----

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014**

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

STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014

72	80	83	86
71	80	83	86
70	79	82	85

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014**

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.
<p>Comments:</p>				

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014**

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	No consistent laryngeal pathology;	Laryngeal pathology may be present. Physical	Probable presence of laryngeal pathology. Physical factors may	Physical factors may include:

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014**

Condition	physical factors influencing quality, resonance, or pitch, if present at all, are temporary and may include allergies, colds, or abnormal tonsils and adenoids.	factors indicated in moderate and/or severe levels may be present.	include nodules, polyps, ulcers, edema, partial paralysis of vocal folds, palatal insufficiency, enlarged/insufficient tonsils and/or adenoids, neuromotor involvement, or hearing impairment.	<ul style="list-style-type: none">- unilateral or bilateral paralysis of vocal folds- larynx-ectomy- psycho-somatic disorders- neuromotor involvement of larynx muscles, i.e., cerebral palsy
Comments:				

**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.

Chapter 5

INDIVIDUALIZED EDUCATION PROGRAMS

Chapter Contents

<u>Section 1. IEP Initiation</u>	<u>73</u>
<u>Section 2. IEP Development</u>	<u>80</u>
<u>Section 3. IEP Reviews</u>	<u>96</u>
<u>Section 4. IEPs for Transfer Students</u>	<u>97</u>
<u>Section 5. IEPs for Children from the Infant/Toddler Program</u>	<u>98</u>
<u>Section 6. Students with Disabilities in Adult Prisons</u>	<u>101</u>

Chapter 5 Individualized Education Programs

If a student is eligible for special education services, they have met the requirements of eligibility under the Individuals with Disabilities Education Act of 2004 (IDEA 2004).; Eligibility requires a student to meet the following three prongs: 1) the student has ~~including~~ a disability that meets the criteria;; 2) the disability adversely affects the student's educational performance;; and 3) the student 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 conducted in the classroom, the home, hospitals, institutions, and other settings. The definition of special education also includes the following: 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 and Idaho Common Core 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 a team collaboration among a ~~parent and/or adult student~~ parent/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: 1) the strengths of the student; 2) the concerns of the parents for enhancing the education of their child; 3) the results of the initial or most recent evaluation of the student; and 4) the academic achievement, developmental, and functional needs of the student.

- ~~▶ 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~~ determines the special education and related

services reasonably calculated to enable the student to receive educational benefits in the least restrictive environment. The ~~parent/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 a team member.~~ (Note: transition age students shall be invited to the IEP meeting). 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~~ his or her disability and what is necessary to provide access to, participate in, and make progress in the general education curriculum. 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~~ parent/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 enabling 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 IEP decisions the services that will be included in the student's IEP to ensure that the student he or she receives a free appropriate public education (FAPE). ~~Consensus means that all members are in general agreement regarding what is written.~~ Consensus means consent of all IEP team members to support the decision of the team, which requires that all members of the team have had an opportunity for meaningful participation.

If there is a lack of consensus between the ~~parent and/or adult student~~ parent/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~~ parent/adult student. If there is a lack of consensus among school personnel, then the district representative on the IEP team shall make the decision at the IEP meeting subject to the due process rights of the parents.

If there is a lack of consensus between the ~~parent and/or adult student~~ parent/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, providing written notice to the

~~parent/adult student. subject to the due process rights of the parent and/or adult student~~
~~parent/adult student. If there is a lack of consensus among school personnel, then the district~~
~~representative on the IEP team shall make the decision and provide written notice to the~~
~~parent/adult student. The parent/adult student should be made aware of at the IEP meeting~~
~~subject to the due process rights of the parents. The district shall follow the procedures in Section~~
2J of this chapter, “Parent and/or Adult Student Parent/Adult Student Adult Student Objection to
the IEP;” if necessary and their procedural safeguards, including due process rights.

C. When IEP Meetings Are Held

An IEP meeting shall be held for one or more of the following reasons:

1. ~~To to develop and implement an IEP within 60 thirty (30) 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~~ determination that the student
needs special education and related services; ~~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~~
~~additional timeline exceptions. IEP shall be implemented as soon as possible following~~
~~the meeting during which the IEP was developed;~~
2. ~~To to review the IEP periodically, but no longer than one year (365 days) from the date~~
~~of development of the current IEP;~~ An with the IEP shall be in effect at the beginning of
each school year;
3. ~~When when another agency fails to deliver transition or other services outlined in the~~
~~IEP;~~
4. ~~To 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 at the reasonable request of any member of the IEP team;~~(Note: Written notice shall
be provided the parent/adult student who requests an IEP meeting when a district refuses
to hold one);
6. ~~To to review behavioral intervention strategies and/or develop a behavioral plan as part~~
~~of the IEP; or~~
7. ~~To to address the IDEA 2004 discipline requirements (see Chapter 12); or~~
8. to review the results of any reevaluation or independent educational evaluation (IEE).

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~~ is a group of individuals ~~who are~~ responsible for developing, reviewing, or revising an IEP for a student 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 a district representative is excused, a staff member in attendance shall have the authority to bind the district to the decisions of the team.~~

Role	Description
Parent of the student <i>or</i> Adult Student if rights have transferred	<p>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.</p> <p>An “adult student” is a student with a disability who is <u>eighteen (18)</u> 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.</p>

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014**

Role	Description
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 <u>shall</u> have the authority to allocate resources and to ensure that <u>the IEP will be implemented whatever services are outlined in the IEP shall be provided</u> . 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.
Special Education Teacher/Provider—not less than one	This individual will generally <u>will</u> be the student's special education teacher or service provider who is responsible for implementing the student's IEP. In <u>For example, in</u> the case of a student receiving services from a speech-language pathologist, but not a special education teacher, it is 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 <u>at the student's grade level</u> 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

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014**

Role	Description
	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 district 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.
Representative of Transition Agency(s) (Parental <u>Parent/Adult student</u> consent shall be obtained <u>prior to inviting in order for</u> the Transition Agency Representative to participate in the IEP team meeting).	If transition services are being discussed, a representative of any <u>participating public</u> agency that is likely to be responsible for providing or paying for transition services shall be invited (<u>with the prior consent of a parent/adult student</u>). If a representative does not attend, steps shall <u>should</u> 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 meeting. A Part C coordinator or other representative may be invited by the district to the IEP meeting. Parents shall be informed of their right to request an invitation of an Infant Toddler Program representative(s) to the initial IEP meeting.
Other	At the discretion of the parent and/or adult student <u>parent/adult student</u> 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 <u>parent/adult student</u> or district person who invited the individual to

Role	Description
	be a member of the IEP team.

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/adult student and district agree in writing. If the meeting deals with the excused member's areas of the curriculum and/or services, 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 a district representative is excused, a staff member in attendance shall have the authority to bind the district to the decisions of the team.

E. The General Educator's Role in IEP Development

If a student is or may be 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~~ Discussion of the student's involvement and progress in the general education curriculum, if known;
2. ~~determination~~ Determination of appropriate positive behavioral interventions and other strategies for the student; and
3. ~~determination~~ Determination of supplementary aids and services, program accommodations/adaptations, and supports for school personnel.

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 ~~meet~~ do the following requirements.

1. Schedule the meeting at a place and time mutually agreed on by the ~~parent and/or adult student~~ parent/adult student and the district.

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014**

2. Invite the ~~parent and/or adult student~~ parent/adult student, and if applicable the secondary transition age 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(s), time, and location of the meeting;
 - b. who will attend the meeting by role; ~~and~~
 - c. information regarding the parent's ~~and/or~~ adult student's right to bring other people to the meeting and invite a Part C representative if appropriate; and
 - d. notification that post-secondary goals and transition services will be discussed, as applicable.

The invitation should clarify the parent's/ ~~and/or~~ adult student's (or secondary transition age 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~~ parent/adult student shall be ~~provided with~~ given a physical copy of the *Procedural Safeguards Notice* once annually, preferably at the annual review, unless the parent requests additional copies.
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
 - c. identify any other agency that will be invited, with parent's ~~and/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~~ parent/adult student understands the proceedings at an IEP team meeting, including

- arranging for an interpreter for a ~~parent and/or adult student~~ parent/adult student who has a ~~hearing impairment~~ hearing loss or whose native language is other than English.
7. The IEP team may meet without the ~~parent and/or adult student~~ parent/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~~ parent/adult student and any responses received, and detailed records of any visits made to the ~~parent and/or adult student~~ parent/adult student. If a meeting is held without the ~~parent and/or adult student~~ parent/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.

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~~ parent/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' roles at the IEP meeting. Documentation of attendance can be accomplished by listing team members roles on the IEP and checking their attendance status. Prior to the beginning of the meeting, an excusal form, with the parent/adult student's signature of approval, shall be attached identifying any required district members not present at the IEP team meeting.

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 role, the parent's/adult student's ~~name~~

inclusion on the list does not indicate agreement or disagreement with the IEP contents. If the ~~parent and/or adult student~~ parent/adult student disagrees with all or part of the IEP, the district should remind the ~~parent and/or adult student~~ parent/adult student that he or she may file a written objection. Any participant at the IEP team meeting may file a minority report if he or she disagrees with a program decision. A minority report shall not prevent the implementation of an IEP team decision.

NOTE: See Section 2J of this chapter for additional information on ~~parent and/or adult student~~ parent/adult student objections.

C. ~~Present Levels of Performance~~ Present Levels of Academic Achievement and Functional 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 academic achievement and functional 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 academic and functional performance statements are different for each student, ~~each statement shall~~ individual present level of academic and functional performance statements will meet the following requirements:
 - a. the statement shall be written in objective, measurable terms and easy-to-understand non-technical language;
 - b. ~~show a direct relationship with the~~ the other components of the IEP, including special education services, annual goals, and, if applicable, benchmarks/objectives for students who participate in Alternate Assessments based on Alternate Achievement Standards ~~the Idaho Standard Achievement Test – Alternate (ISAT-Alt)~~, shall show a direct relationship with the content of present levels academic and functional performance;

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014**

- c. the statement shall provide a starting point baseline data for goal development; and
 - d. the statement shall reference general education Idaho Content Standards or Idaho Core Standards or Work Place Competencies-Idaho Employability Skills for Career Ready Practice or Idaho Early Learning Guidelines (eGuidelines), as applicable;
 - e. a statement of the student's strengths and needs; and
 - f. a statement 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).
3. Annual goals shall ~~be related~~ reflect to the needs described in the present levels of academic and functional 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.
- a. A goal is a written, measurable statement, developed from the baseline data, that describes describing 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 Alternate Assessments based on Alternate Achievement Standards the ISAT-Alt 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 a~~ description of benchmarks or short-term objectives. 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 and the progress monitoring schedule;
2. How and when the ~~parent and/or adult student~~ parent/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 written progress statements related to progress toward annual goals, will be reported, at minimum, 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 specific 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:

- 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: The Idaho Educational Interpreter Act (Title 33, Chapter 13) was implemented on July 1, 2009, this statute establishes standards for all ~~education~~ educational interpreters in

the State of Idaho. The complete statute can be found at
<http://www3.state.id.us/idstat/TOC/33013KTOC.html>

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~~ parent/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 ~~and/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 (such as a general education classroom, resource room, etc.) Note: Location does not mean specific site.

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 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.

Accommodations are 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 and do not fundamentally alter the requirements (or course expectations).

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. 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 fundamentally alter requirements and invalidate assessment results and provide non-comparable results. 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:

- 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~~ parent/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 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~~ parent/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

- 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 pre-test/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.

- 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~~ Parent/Adult student input: Consider parent observations of the student as well as ~~parent and/or adult student~~ parent/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:
 - 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);
 - 4) training for the bus driver regarding the student's disability or special health-related needs. or
 - 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 interventions, 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.

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 the 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* 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 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~~ parent/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 Standard Achievement Test—Alternate (ISAT-Alt)~~
Alternative Assessments based on Alternate Achievement Standards

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 ~~the ISAT-Alt~~ Alternative Assessments based on Alternate Achievement Standards

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 the alternate assessment:

- 1) 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.
- b. Students Not Eligible to Take ~~the ISAT-Alt~~ Alternative Assessments based on Alternate Achievement Standards

Students are *not* to be included in ~~the ISAT-Alt~~ Alternative Assessments based on Alternate Achievement Standards for any of the following reasons:

- 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 to meet those needs. The ~~parent and/or adult student~~ parent/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 efforts to obtain informed consent from the ~~parent and/or the adult student~~ parent/adult student before the initial provision of special education and related services to the student.

If the ~~parent and/or adult student~~ parent/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~~ parent/adult student fails to respond to a district's documented efforts to gain consent for initial provision of special 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;
2. The district shall not be required to convene an IEP meeting or develop an IEP for the student; and
3. The district shall not use mediation and/or due process in order to obtain consent or a ruling allowing initial placement.

If the ~~parent and/or adult student~~ parent/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~~ parent/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~~ Parent/Adult Student Objection to the IEP

If the ~~parent and/or adult student~~ parent/adult student disagrees with an IEP program 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~~ parent/adult student files a written objection that is postmarked or hand delivered within ten (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~~ parent/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~~ parent/adult student may use methods such as additional IEP team meetings, IEP facilitation, or SDE mediation to resolve the disagreement. If these 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. 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.

If the ~~parent and/or adult student~~ parent/adult student files a written objection to an IEP change or placement change proposed by the district any time *after ten (10) calendar* days of receiving written notice, the student shall ~~“stay put”~~ remain 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~~ parent/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 sixteen (16) years old (or younger if determined appropriate by the IEP team), the IEP shall include:
 - a. ~~present levels of educational~~ academic and/or functional performance based on an age appropriate transition evaluation;
 - b. 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), that will reasonably enable needed to assist~~ the student in reaching postsecondary goals identified on the IEP;
 - d. there must also be evidence that the student was invited to the IEP team meeting where transition services are to be discussed; if the student does not

attend the IEP meeting, the IEP team must take other steps to ensure the student's preferences and interests are considered;

- e. if appropriate, a representatives of any participating agency was invited to the IEP team meeting with a prior consent of the parent or student who has reached age of majority.
- f. 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 postsecondary goals and transition services shall be updated on the IEP annually.

- 2. Not later than the student's seventeenth (17th) birthday, the IEP shall include a statement that the student and parent has been informed whether or not special education rights will transfer to the student on his or her eighteenth (18th) birthday. Special education rights will transfer from the parent to the student when the student turns eighteen (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.

(For more information on the transfer of rights see Chapter 11)

- 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~~ parent/adult student. IEPs and written notice should also be given to the ~~parent and/or adult student~~ parent/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 by the IEP team, once every year (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~~ parent/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~~ parent/adult student;
5. to address the student's anticipated needs;
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~~ parent/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~~ parent/adult student

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~~ parent/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~~ parent/adult student, the district shall provide written notice to the ~~parent and/or adult student~~ parent/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~~ parent/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~~ request the eligibility documents and the most current IEP within two (2) school days 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 2 school days of the request. Within fourteen (14) calendar days the receiving district will request the full educational record of the transferring student from the former school. If originals are sent, the sending district shall maintain a copy for audit purposes.

Note: An IEP shall be developed and implemented if a new IEP cannot be developed within five (5) school days or if a reevaluation will be taking place.

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~~ parent/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 request copies or the original documents within 10 days of the request. If originals are sent, the district shall maintain a copy for audit purposes.~~

Note: IDAPA requires the new district to request a copy of the eligibility documentation and most current IEP within two (2) school days. Within five (5) school days of receiving this information, the new district determines if a new assessment is required. In the meantime an interim IEP may be implemented if the parent agrees. If there is no agreement, the student is placed in general education. Within fourteen (14) calendar days the receiving district will request the full educational record of the transferring student from the former school.

C. Transfer to an Out-of-State District

Within ten (10) school days of receiving a request from an out of state school district for copies of eligibility documentation and a transferring student's IEP, a district shall send the requested information to the receiving district.

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 Interagency Agreement for Early Childhood Special Education Services and Early Intervention for Children Ages Two through Five. See Appendix 5B.

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 (3) 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.

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 ITP. The conference will be conducted at least ninety (90) calendar days (and up to nine (9) months at the discretion of all parties) before the child's third 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 5B.

The ITP has the responsibility to:

1. notify the school district and SDE 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. make contact with the family and provide notice of procedural safeguards and written information about the Part B and early childhood special education services. This information may be provide in person, at a transition conference, or by mail.
2. attend and participate in the transition planning meeting,
3. determine eligibility and develop an IEP or IFSP prior to child's third birthday,
4. consider the Part C COSF exit outcome data ~~for~~ to help determine Part B early childhood entry outcome data,
5. invite ITP representatives, at the request of the parent, to the initial IEP meeting, and
6. obtain consent for initial provision of special education and related services under Part B.

C. IEP or IFSP Required

1. By the child's third (3rd) birthday, the district shall have an IEP or IFSP in place for each student three (3) through five (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~~ least restrictive environment 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 5B),
 - 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. Notice Announcing Initial IEP Team Meeting: The district shall inform the parents of their rights to request the participation of ITP representatives at the initial IEP team meeting for children previously served by Part C.
2. 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 ITP, developmental disabilities agencies, medical providers, day-care centers, and Head Start.
3. Assessments: At the transition planning conference, if further assessments are necessary to determine eligibility, the student's present levels of academic and functional 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.

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 apply for students with disabilities ages eighteen (18) to the semester when they turn twenty-one (21) who are convicted as adults under Idaho law and incarcerated in adult prisons:

1. A student identified as a student with a disability, who is eligible for special education, and who is convicted as an adult and incarcerated in an adult prison, is not subject to child find, but if already identified is entitled to FAPE until age twenty-one (21).
2. The student will not participate in statewide assessments.
3. Transition planning and services do not apply if the student will remain in prison beyond the semester of his or her twenty-first (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.

Chapter 6

LEAST RESTRICTIVE ENVIRONMENT

Chapter Contents

Section 1.	Least Restrictive Environment Considerations	104
Section 2.	District Responsibility for Continuum of Settings and Services.....	105
Section 3.	Federal Reporting of LRE	106

Chapter 6 Least Restrictive Environment

The Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004) states that, to the maximum extent appropriate, all students with disabilities, three to twenty-one (3-21) years of age, are to be educated with age appropriate peers who are nondisabled, 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) while being educated with peers who are nondisabled to the maximum extent appropriate as determined by the IEP team on a case by case basis. 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~~ parent/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, as appropriate, when an IEP team is convened to review a student's academic, functional, or developmental progress.

B. Considerations in Placement Decisions

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. IEP Goals and Services: The student's ~~IEP~~ goals and services are ~~is~~-developed prior to the determination of the ~~location~~ of services and settings. The services and settings needed by each student with 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. Age Appropriate Peers: 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. School of Attendance: 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. Harmful Effects: 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. Accommodations and/or Adaptations: 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 including the consideration of supplementary aids and services. The district shall provide the parent/adult student with prior written notice whenever the IEP team proposes to change or refuses to change the educational placement of the student.

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 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 three (3) to five (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. IEP teams in Public 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 three (3) to five (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

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014**

The IEP includes a section for reporting the educational environments required for the Federal ~~December 1~~ Child Count (annual report of children served collected on any date between October 1 and December 1 of each year). 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.

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014**

Idaho Special Education Manual Chapter 7: Discontinuation of Services, Graduation & Grading

Chapter 7

DISCONTINUATION OF SERVICES, GRADUATION, AND GRADING

Chapter Contents

<u>Section 1. Discontinuation of Services</u>	<u>109</u>
<u>Section 2. Graduation</u>	<u>111</u>
<u>Section 3. Transcripts and Diplomas.....</u>	<u>113</u>
<u>Section 4. Grades, Class Ranking, and Honor Roll</u>	<u>113</u>

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 under the Idaho eligibility standards, the district will provide the ~~parent and adult student~~ parent/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 regular 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~~ parent/adult student with written notice of 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~~ parent/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 met their district's high school graduation requirements ~~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 twenty-one (21) years of age. This is considered a change of placement that does not require a reevaluation. If a student is turning twenty-one (21), the district shall:

- a. provide the ~~parent and/or adult student~~ parent/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 twenty-one (21) years of age; and,
- b. provide the ~~parent and/or adult student~~ parent/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 ~~is no longer a legal resident of~~ ~~moves out of~~ the district, the district will forward the student's special education records electronically or by mail within ten (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 six (56) years of programmatic and fiscal 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 Homeschooling

When a ~~parent and/or adult student~~ parent/adult student withdraws a student from public school and enrolls him or her in a private school or provides homeschooling, the district's responsibilities vary depending on the circumstances. See Chapters 2 and 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~~ parent/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. ~~Parent and/or Adult Student~~ Parent/Adult Student Revokes Consent for Special Education Services

When a ~~parent and/or adult student~~ parent/adult student revokes consent for special education services in writing, prior written notice shall be provided specifying when the special education and related services will cease. Note: A parent/adult student has the right to revoke consent for IEP services in their entirety, not service by service. 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. The written notice shall include a statement indicating the district stands ready, willing, and able to provide FAPE should the student remain eligible for special education services.

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 twenty-one (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. D determine whether the student will meet all state and local requirements to be eligible to graduate from high school and anticipated graduation date-;
2. D develop the course of study in collaboration with the Parent Approved Student Learning Plan required for every student prior to the end of eighth (8th) grade. The Student Learning Plan will be reviewed annually and may be revised at any time;
3. B beginning no later than the end of the student's ninth (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 and become a contributing member of society;
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

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014**

Idaho Special Education Manual Chapter 7: Discontinuation of Services, Graduation & Grading

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.
- 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 shall ~~should~~ discuss with the parents the effect of adaptations on regular education diploma and FAPE.

5. Demonstration of Proficiency of State Content Standards State Board of Education rule (IDAPA 08.02.03.105-03 06) requires ~~a demonstration of proficiency regarding the 10th Grade Idaho Content Standards as a condition of graduation that each student achieve a proficient or advanced score on the Grade 10 Idaho Standards Achievement Test (ISAT) in math reading and language usage in order to graduate. Each student's IEP receiving special education services will include as part of his or her IEP a statement of how the student will demonstrate proficiency in on the Idaho Content Standards Grade 10 Idaho Standards Achievement Test as a condition of graduation. If the method to demonstrate proficiency is different than meeting proficient or advanced scores on the high school ISAT or the ISAT-Alt, a student with an IEP may meet this requirement by:~~

- a. achieving the proficient or advanced score on the Idaho Standard Achievement Test (ISAT) or, for eligible students, on the Idaho Standard Achievement Test – Alternate (ISAT-Alt); or

- b. ~~using the local alternate route established by the local school board as an alternate method of demonstrating proficiency on the content standards through some other locally established plan; or~~
- c. ~~completing having an IEP that outlines alternate graduation requirements for graduation or documents assessment adaptations (adaptations that will invalidate the assessment score). 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. It should be noted the participation in his or her graduation ceremony does not, in and of itself, equate to the receipt of a regular high school diploma or completion of their secondary program.

Section 3. Transcripts and Diplomas

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~~ parent/adult student is informed in advance and the designation is not discriminatory or 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 use a regular high school~~ diploma at the completion of their secondary program through meeting graduation requirements or criteria established on his or her IEP; 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.~~

Chapter 8

CHARTER SCHOOLS

Chapter Contents

<u>Section 1. Definition and Parent/Student Rights</u>	<u>116</u>
<u>Section 2. Responsibility for Services</u>	<u>117</u>
<u>Section 3. Essential Components of a Special Education Program</u>	<u>118</u>
<u>Section 4. Charter Schools and Dual Enrollment</u>	<u>119</u>
<u>Section 5. Funding</u>	<u>119</u>

Chapter 8 Charter Schools

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 Individuals with Disabilities Education Improvement Act of 2004 (IDEA2004) in the same manner as any other public school.

The LEA charter school board of directors is required to adopt and ensure that the LEA implements the Idaho Special Education Manual.

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~~ three ways:

1. as a school within a district, if authorized by the local board of trustees of a school district (LEA); ~~or~~
2. as a school authorized by the district, but operating as a separate LEA; or
3. as its own LEA, if authorized by the Idaho Public Charter School Commission or a college or university.

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 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.~~

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 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.

1. Charter schools must have open enrollment that includes:
 - a. giving all students an equal opportunity to attend
 - b. being open and accessible to all students, including students with disabilities; and
 - c. admitting students on the basis of a lottery if more students apply for admission than can be accommodated
2. A charter school shall not adopt an admission standard, policy or procedure that would have the effect of prohibiting or discouraging a student with a disability from enrolling or attending, or have the effect of prohibiting or discouraging a parent of a student with a disability from enrolling his or her child in the charter school by:
 - a. establishing an examination or other academic criteria for admission;
 - b. requiring any activity in which the school is unwilling to accommodate or adapt their curriculum or academic standards to meet the needs of the student with a disability; and
 - c. requiring any activity in which the school suggests implicitly or explicitly that another school district would be a better placement or more capable of providing special education services or delivering education instruction (commonly referred to as “counseling out”).
3. A charter school must provide every student with a disability a Free and Appropriate Public Education (FAPE), which shall include appropriate special education services starting the first day of school or upon the first day the student enrolls and begins attending school.

Under Idaho State Law, the charter of an authorized charter school outlines specific mission statements, policies and procedures, and the manner by which special education services will be provided.

Section 2. Responsibility for Services

A. Charter School Authorized by the District and not an LEA (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.

1. To ensure that a charter school authorized by the district meets the 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.
4. The district shall provide Part B funds and comparable services to the charter school within the district on the same basis as it provides such funds to other public schools within the district.

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.~~ Charter schools authorized by the Idaho Public Charter School Commission or a college or university, are automatically LEAs. A district authorized school may with the approval of the district become 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,

2. 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.

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. Provisions for nondiscriminatory enrollment procedures to be publically displayed on the charter school's website and in the charter school's enrollment application form.
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 provision for 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.

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.~~

According to Idaho Code, parents of public charter school students “shall be allowed to enroll the student in a public school for dual enrollment purposes.” Special education services (specifically designed instruction and services calculated to meet the unique needs of a student with a disability) shall be the obligation of the public charter school. The district shall allow public charter 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.

Public charter school students may not dually enroll solely for special education. The Board of Trustees of the public charter school and the traditional school district shall adopt procedures governing dual enrollment.

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 (LEA²s).

1. Charter School ~~Authorized by the District~~ as Part of a District (not an independent LEA)

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 and comparable services to the other public schools. This includes proportional distribution based on relative enrollment of students with 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 pro-rata 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 Part B funding in the following way:
- 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.

4-

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 flow through funds.
- b. 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 SDE Special Education 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 and 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.
 - 5) The charter LEA then shall complete the Part B application documents. These include:
 - i. Assurances and Policies and Procedures Adoption
 - ii. Maintenance of Effort Assurance

- iii. Title Part 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.

Chapter 9
PRIVATE SCHOOL STUDENTS

Chapter Contents

Section 1.	Definitions of Private School Placements	125
Section 2.	Students Voluntarily Enrolled by Parents	126
Section 3.	Students Placed by the District.....	133
Section 4.	Dual Enrollment of Private School Students by Parents.....	134
Section 5.	Unilaterally Placement of Students by their Parents when FAPE is an Issue	134

Documents:

<i>Affirmation of Consultation with Private School Officials and Representatives of Parents</i>	<i>138</i>
---	------------

This page left intentionally blank

**Chapter 9
Private School Students**

Note: For the purposes of this manual, the term “private school student” is the same as a “nonpublic school student.” A student enrolled in a homeschool is not considered a private school student. A student who is enrolled in a virtual public school is not considered a homeschooled student for the duration that they attend that virtual public school.

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 a free appropriate public education (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. Note: The IDEA distinguishes between for profit and nonprofit private schools. If a student is placed in a for profit private school by their parents the service plan provisions do not apply.

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 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 a~~ student in a private school or provide services from a private provider at ~~parent~~ parental expense ~~because he or she believes the district has not provided FAPE in a timely manner.~~ The parents may ~~attempt to~~ initiate a due process hearing to seek reimbursement for the costs associated with the placement ~~from the district.~~ All students who are 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 nonprofit elementary and secondary 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. Child Find: 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. Proportionate Share of Funds: The determination of the proportionate amount of federal special education 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 2G of this chapter for information regarding the calculation of the proportionate share of funds.
3. Determination of Special Education and Related Services: 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.

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014**

4. Ongoing Communication: Clarify how the private school 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 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. District Decisions: 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 Special Education Office of Dispute Resolution.
 - b. The district will forward the appropriate documentation to the SDE.

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014**

- c. The SDE will render a written decision whether the district complied with the consultation process requirements.
- d. 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

The district shall have an ongoing Child Find system to locate, identify, and evaluate all students with disabilities ages three (3) through twenty-one (21) who are educated within the district's geographic boundaries. This includes students who have been placed by a parent in a private nonprofit elementary or secondary school (including a religious school) located in the district regardless of the student's state or local residency. Note: Parents can also ask the district of residence (assuming it is different than the district where the private school is located) to evaluate their student. Both districts would have Child Find responsibilities and cannot share information between the districts without written parental consent. The district of residence would have Child Find responsibilities for students placed in for-profit schools and for children aged three (3) to five (5).

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 homeschool 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.

Note: The cost of Child Find is not counted toward the pro-rated proportionate share that the district must spend on services.

D. Annual Count of Eligible Students

The district shall conduct an annual count ~~on December 1~~ of eligible students 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. Students aged three (3) to five (5) must have their special education services identified on an IEP since Idaho does not have state-funded preschool programs. 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 non-profit private elementary and secondary 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

- 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 ~~unless~~ the parent makes clear their intention to keep their child in the private school, the district of residence must develop an IEP.
- 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

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014**

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; The district of residence must develop an IEP for the student who is parentally placed unless the parent makes clear an intent not to consider public school enrollment. The district has no obligation to implement that IEP unless the student enrolls in the 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 SP. The SP is developed by the same members that would constitute the IEP team.
- c. Any services the district provides to a private school student shall be in accordance with an SP.

3. Service Plan (SP) Development

The 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 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 (least restrictive environment);
 - 4) ~~December 1~~ Child Count 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 elected 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.

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~~ state administrative complaint with the SDE. (See Chapter 13 for more information on dispute resolution options.)

G. Determining the Proportionate Funding for Private School Students

IDEA 2004 requires school districts to dedicate at least 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

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014**

the district under Part B grants Section 611 (ages three (3) to twenty-one (21)) and Section 619 (ages three (3) to five (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~~ 2015: **10**
 - b. The number of public school children with disabilities on December 1, ~~2005~~ 2015: **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~~ 2016-2017: **\$150,000**
 - e. Amount the district shall spend on providing special education and related services to parentally placed private school students in ~~2006-2007~~ 2016-2017:
C x D = \$15,000
1. 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 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.
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 through the IEP team process, 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.

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014**

3. A representative of the private school or facility attends or participates in the meeting to develop the IEP. If the representative cannot attend other measures such as conference telephone calls will be used to ensure participation.
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 least restrictive environment 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.

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 Section 504 plan, if needed.

Private school students may not dually enroll solely for special education and/or related services. 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 SP.

Section 5. Unilateral Placement of Student by Parents when FAPE is an Issue

A. General Provisions for Reimbursement to the Parent

1. 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.
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 or obtains services from a private provider at parent expense, 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. A private school will be deemed appropriate if the parent demonstrates that the private placement provides educational instruction specially designed to meet the unique needs of the child with a disability, supported by such services as are necessary to permit the child to benefit from that instruction.

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, in writing, at least ten (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 prevented the parent from providing that notice.
2. The parent had not received written notice.

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 cannot write in English, or
2. The district's proposed placement would likely result in serious emotional harm to the student.

Section 6. Out of State Students Residing in Residential Facilities

For school-age special education students from outside the state of Idaho who, due to the nature and severity of their disabilities, are residing in licensed public or private residential facilities within the state of Idaho, the school district in which the residential facility is located will provide education services to such students if requested by the licensed public or private residential facility and an agreement is entered into with the residential facility. The district will be given the opportunity to provide input on any federally required education programs or plans for such students.

A. Contract for Education Services

The contract with a residential facility will include the following provisions:

1. The education services to be provided by the district.
2. The amount to be paid by the licensed public or private residential facility.

The amount paid will be equal to the district's full cost of providing the education services delineated by the contract as determined by the district. Such students will be excluded from all average daily attendance and other reports provided to the state that would result in the distribution of state funding to the district.

In the event a residential facility fails to sign a contract with the district agreeing to pay the full cost for providing education services, the school district in which the residential facility is located will not be responsible for providing education services to the out-of-state students residing in the residential facility.

B. Determining Residency

In determining whether a student is from outside the state of Idaho, the school district in which the residential facility is located will determine the primary residency of the student's parent or guardian. Proof of Idaho residency will be established by showing an Idaho motor vehicle

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014**

driver's license, payment of Idaho state income taxes, or other documentation definitively establishing residency within the state of Idaho.

In the event guardianship of an out-of-state student is established with an individual residing in Idaho, it will be presumed that the guardianship was established for the purpose of claiming in-state residency. In this case, the student will be considered an out-of-state student, unless it can be established to the district's satisfaction that the guardianship was not established to avoid payment of the district's full cost of providing the education services

If the district in which the residential facility is located is unable to determine the student's residency, it will be presumed the student's residency is outside the state of Idaho.

Documents

Documents

Documents

Documents

Documents

Documents

Documents

Documents

Documents

Documents

Documents

Documents

Documents

**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

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014**

education and related services provided to such students, including materials and equipment, shall be secular, neutral, and non-ideological.

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

Chapter 10

IMPROVING RESULTS

Chapter Contents

Section 1. Monitoring Priorities and Indicators	141
Section 2. Comprehensive Early Intervening Services	143
Section 3. Personnel	144

Documents:

<i>Standards for Paraprofessionals Supporting Students with Special Needs.....</i>	<i>151</i>
--	------------

Chapter 10 Improving Results

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 a free appropriate public education (FAPE) in the least restrictive environment (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 State Department of Education (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~~ based on the indicators in the Idaho's State Performance Plan, posted online annually on the SDE website.

~~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 six (6) to twenty one (21) educated with typically developing peers~~
- ~~6. Students ages three (3) to five (5) educated with typically developing peers~~
- ~~7. Students ages three (3) to five (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~~

C. Effective General Supervision

- ~~1. Initial eligibility established within sixty (60) days of consent~~
- ~~2. Eligibility established for children referred from Part C and receiving services by their 3rd birthday~~
- ~~3. By age sixteen (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 or in post-secondary school, within one year of leaving high school~~
- ~~5. Identify and correct noncompliance as soon as possible, but no later than one (1) year from identification~~

D.

A. SDE Responsibility

As part of the SDE general supervision responsibilities, the ~~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~~ accountability process includes:

- ~~1. Measuring~~ measuring performance on goals both for the state and the districts.;
- ~~2. Monitoring~~ monitoring based on district performance data, and compliance data with the IDEA 2004 Regulations, and progress made toward meeting state goals.;
- ~~3. Identifying~~ identifying districts in one of the following categories: Meets Requirements; Needs Assistance; Needs Intervention; Needs Substantial Intervention.;
- ~~4. Providing~~ providing professional development and technical assistance statewide and targeted technical assistance to districts demonstrating the highest needs.;
- ~~5. Reporting~~ reporting to the public on the state and districts' performance on state goals.;

6. ~~Developing-developing~~ and submitting an Annual Performance Report and ~~revising~~ the State Performance Plan, as needed, to address state performance on required goals.

E.

B. 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 the SDE's general supervision and accountability ~~Continuous Improvement Monitoring~~, the district shall:

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. Comprehensive Early Intervening Services

Under the IDEA ~~2004~~, the district may use up to 15% of its IDEA Part B allocation in any fiscal year to provide comprehensive early intervening services (CEIS) for students in kindergarten through grade twelve (12), ~~(with a particular emphasis on students in kindergarten through grade three (3) 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:

1. 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.

Should a district be found in having significant disproportionality as provided under Part B, the district shall use 15% of its IDEA Part B allocations to provide comprehensive coordinated early intervening services.

A. Budget Requirements

If the district chooses to use IDEA Part B funds in any fiscal year to provide CEIS, the district will budget the amount used to provide these services, up to a maximum of 15% of the total allocation, in the Part B budget that is submitted annually to the SDE as part of the Part B and Preschool Application.

B. Reporting Requirements

When the district uses IDEA Part B funds to provide CEIS, an annual report shall be submitted to the SDE on:

1. The number of children who received CEIS; and
2. The number of children who received CEIS and subsequently receive special education and related services during the preceding two (2) year period.

C. Relationship between FAPE and CEIS

CEIS provided by the district shall not be construed to either limit or create a right to FAPE under the 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 SDE 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 (~~April 2006~~). This handbook is available from the SDE Division of ~~School Support Services Certification~~.

The lists that follow are ~~general guidelines~~ examples only. They do not include every possible position or licensing situation. For more information call the SDE Division of ~~School Support Services Certification~~ 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
 - 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.
3. 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 who teach core academic subjects shall meet the “highly qualified teacher standards” identified in the Elementary and Secondary Education Act (ESEA) formerly known as No Child Left Behind (NCLB). 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 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 Achievement 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:

- a. meeting the ESEA NCLB Act requirement for any elementary, middle school, or high school teachers who are new or not new to the profession; or
- b. meeting the requirements of ESEA the Elementary and Secondary Education Act 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 four (4) or more consecutive weeks by a special education teacher who is not highly qualified.

C. 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 State Board of Education.

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.

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.

D. 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 the Documents section in this chapter).

Appropriate duties to be performed by paraprofessionals are:

1. ~~Provide~~ provide one-on-one ~~tutoring services~~ for ~~eligible~~ students ~~during non-instructional time by a teacher or related service provider as specified in the students' IEP;~~
2. ~~Assist~~ assist with classroom management and organizing materials;:
3. ~~Provide~~ provide assistance in a computer lab or media center;:
4. ~~Conduct~~ conduct parental involvement activities;:
5. ~~Act~~ act as a translator;:
6. ~~Assist~~ assist in provision of ~~instructional~~ services only under the direct supervision of a certified teacher or related service provider, specifically;
 - a. ~~Teacher~~ a teacher/related service provider plans instruction and evaluates student achievement;: and

- b. ~~Paraprofessional~~ the paraprofessional works in conjunction with works in close and frequent physical proximity to the teacher or related service provider as determined by the student's IEP.

A special education paraprofessional working in a Title I school-wide program shall be highly qualified as demonstrated by the competencies listed in the ESEA NCLB Act.

1. All Title I paraprofessionals must have a secondary school diploma or its recognized equivalent.
2. Additionally, except as noted below, paraprofessionals hired after January 8, 2002, and working in a program supported with Title I, Part A funds must have—
 - a. Completed two years of study at an institution of higher education(In Idaho, this is 32 credits from an accredited university or college); or
 - b. Obtained an associate's (or higher) degree; or
 - c. Met a rigorous standard of quality and be able to demonstrate, through a formal State or local academic assessment, knowledge of and the ability to assist in instructing, reading, writing, and mathematics (or, as appropriate, reading readiness, writing readiness, and mathematics readiness) (in Idaho this is the ETS Parapro Praxis with a minimum score of 460).

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;~~
- ~~e. completion of a course or workshop; or~~
- ~~f. verification from a former employer.~~

The district may encourage qualified ~~para-educators~~ paraprofessionals employed in their classrooms to become certified teachers. The alternative route preparation program for para-educator to teacher must be completed within five (5) years of admission to the program. Candidates work toward completion of a preparation program while employed by the school district.

E. 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.

F. 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.

G. Professional Development Plan

The district will take measures to ensure that all personnel necessary to provide special education and related services according to the 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 improve practice for paraprofessional supports for special needs students (See Appendix for guidance materials for best practice. fulfill part of the Standards for Paraprofessionals Supporting Special Needs Students. See pages the Documents section of this chapter for a list of the standards.

Documents

Documents

Documents

Documents

Documents

Documents

Documents

Documents

Documents

Documents

Documents

Documents

Documents

**~~*Special Education HQT Document from Certification
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.

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)~~

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)~~
- ~~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)~~
- ~~6. The paraprofessional understands the demands of various classroom and non-classroom 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)~~
- ~~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)~~

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)~~

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.~~

- ~~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)~~

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)~~

Chapter 11

PROCEDURAL SAFEGUARDS

Chapter Contents

Section 1. Procedural Safeguards Notice	163
Section 2. Domestic Considerations.....	164
Section 3. Informed Consent.....	169
Section 4. Written Notice	172
Section 5. Confidentiality and Access to Records	175
Section 6. Independent Educational Evaluations	181

Documents:

<i>Application for Surrogate Parent</i>	<i>185</i>
<i>Procedural Safeguards Notice.....</i>	<i>186</i>

**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~~ parent/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/~~and/or~~ 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.

Topic	Chapter
1. parental consent	11
2. written notice	11
3. access to educational records	11
4. independent educational evaluation (IEE)	11
5. the opportunity to present and resolve complaints, including: a. the time period in which to make a complaint b. the opportunity for the district to resolve the complaint c. the availability of SDE mediation d. the differences between a due process hearing complaint and state administrative complaint	13
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

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~~ parent/adult student only once per year, except that a copy will be given to the ~~parent and/or adult student~~ parent/adult student:

1. upon an initial referral or ~~parent and/or adult student~~ parent/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:

- a. a biological parent ~~who retains guardianship~~; unless a Court orders a specific person to act as the parent or to make educational decisions on behalf of the child;
- 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.

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 thirty (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 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;
 - 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 eighteen (18) years of age to whom special education rights have transferred under the IDEA ~~2004~~ and Idaho Code.

- 1. Discussion of the Transfer of Rights: Not later than the student’s seventeenth (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 eighteen (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
 - b. a parent has obtained legal guardianship from a Court including the scope of educational matters.
2. Basis for Denial of Transfer: 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. Following a Determination Concerning the Transfer of Rights: When the student's special education rights transfer at age eighteen (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 eighteen (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 eighteen (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 eighteen (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 eighteen (18) who claims to be an emancipated minor, but is unable to provide documentation should be assigned a surrogate parent by the district if a parent cannot be located.

Students under the age of eighteen (18) who are married to an adult, eighteen (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.

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.

- 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 specifically 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.
- d. **Parental disagreement of consent:** When parents, both with legal authority to make educational decisions for their child, disagree on the revocation of consent for special education and related services, one parent may revoke consent for his or her child's receipt of special education and related services at any time. The district must accept either parent's revocation of consent, and provide written notice to the parents. After revoking consent, a parent maintains the right to subsequently request an initial evaluation which must be

treated as an initial evaluation and not a re-evaluation for special education. A parent who disagrees with another parent regarding revocation of special education services is not entitled to resolve the dispute through an IDEA due process hearing.

Section 3. Informed Consent

A. Definition

Consent is written approval given by a ~~parent and/or adult student~~ parent/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~~ parent/adult student, unless not feasible. The ~~parent and/or adult student~~ parent/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~~ parent/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.
 - b. Conducting any assessment for reevaluation that involves more than a review of existing information. 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.
 - c. 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 three (3) through five (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. Only one time when ~~When~~ the district bills Medicaid (with some exceptions).
The ~~parent and/or adult student~~ parent/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.
- g. The excusal of an IEP team member from an IEP meeting when the meeting involves a modification or discussion of the member's area of the curriculum or related services.

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.
- 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~~ parent/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~~ parent/adult student may refuse to give written consent for an assessment, initial services 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~~ parent/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~~ parent/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~~ parent/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.

F. Revoking Consent for Evaluation

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 for evaluation, the district may continue to pursue the action by ~~using SDE IEP facilitation or 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~~ parent/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~~ parent/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 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~~ parent/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~~ parent/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~~ parent/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 processes, such as IEP facilitation, mediation, formal complaint procedures, or due process hearing procedures afforded by the IDEA 2004. In addition, the ~~parent and/or adult student~~ parent/adult student may have the right to prevent the district from taking action by filing a written objection with the district.

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's/~~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~~ parent/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~~ parent/adult student of the decision and the reasons for that decision. The ~~parent and/or adult student~~ parent/adult student must also be informed of his or her right to request assessments when necessary to determine continued eligibility.
5. If a parent files a due process hearing request, the district is required to give written notice specific to the issues raised in the due process hearing request within ten (10) days.
6. If the district has determined that the student is being removed for disciplinary purposes which constitutes a change of placement.
7. If the parent/adult student revokes consent for the continued provision of special education.

D. Written Notice is Not Required

The district is not required to provide written notice in the following situations:

1. ~~When~~ when reviewing existing data as part of an evaluation or a reevaluation- (however, the ~~parent and/or adult student~~ parent/adult student shall be afforded the opportunity to participate in the review of existing data).
2. ~~When~~ when tests are administered to both general and special education students in a grade or class.

3. ~~When~~ 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-; or
4. ~~Notice is not required~~ if outside observation is in relation to teacher's general practices.

E. Content of Written Notice

The content of written notice is intended to provide the ~~parent and/or adult student~~ parent/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;
3. 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~~ parent/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~~ parent/adult student disagrees with an IEP program change or placement change that is proposed by the IEP team ~~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 ten (10) calendar days of the date the ~~parent and/or adult student~~ parent/adult student received the written notice, the changes to which the ~~parent and/or adult student~~ parent/adult student objects cannot be implemented.

2. If a proposed change is being implemented during the ten (10) day period and an objection is received, the implementation of that change shall cease.
3. If an objection is made after ten (10) calendar days, the district may continue to implement the change, but the ~~parent and/or adult student~~ parent/adult student retains the right to exercise other procedures under the IDEA 2004.

The parties may resolve a disagreement using methods such as holding additional IEP team meetings, or utilizing SDE processes, such as IEP facilitation or mediation. If these attempts fail, the district may request a due process hearing regarding the proposed change. ~~Parent's and/or adult student's~~ parent's/adult student's written 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 or a party acting for 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 reasonably certain by a person in the school community ~~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;

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014**

- 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;

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014**

- l. transportation records; ~~and~~
 - m. student records maintained by agencies and individuals contracting with the district; and
 - n. email, text messages, or other written notes sent regarding the student or the student's family.
2. The term "record" does not include:
- a. 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;
 - b. 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.
(Note: Records relating to an individual in attendance at the agency or institution who is employed as a result of his or her status as a student are education records and not excepted);
 - d. records on a student who is eighteen (18) years of age or older, or is attending an institution of postsecondary education, that are:
 - 1) made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his or her professional capacity or assisting in a paraprofessional capacity;
 - 2) made, maintained, or used only in connection with treatment of the student; and
 - 3) disclosed only to individuals providing the treatment (Note: "Treatment" does not include remediation educational activities or activities that a part of the program of instruction); and
 - e. grades on peer-graded papers before they are collected and recorded by a teacher.

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

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014**

records to any party, by any means, including oral, written, or electronic. Districts must have a policy to protect personally identifiable information from security risk resulting from unsecured data transmittal or storage.

To ensure protection of records, the district shall do the following:

1. Obtain written and dated consent from the ~~parent and/or adult student~~ parent/adult student before disclosing personally identifiable information:

- a. to unauthorized individuals; or
- b. for any purpose except as ~~required~~ authorized by the IDEA 2004, Part B by law.

~~In the event that a parent and/or adult student parent/adult student refuses consent for disclosure, SDE mediation may be offered as a voluntary way of resolving the disagreement.~~

2. 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~~ parent/adult student;
 - b. a school employee with a legitimate educational interest;
 - 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~~ parent/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.

In the event that a parent/adult student refuses consent for disclosure, SDE mediation may be offered as a voluntary way of resolving the disagreement.

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
 - c. 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~~ parent/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 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~~ parent/adult student for review:

- a. without delay but no later than forty-five (45) days after the request;
- b. before any meeting regarding an IEP;

- c. before a resolution session; and
- d. not less than five (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 authorized by the parent/adult student 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~~ parent/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~~ parent/adult student for an explanation and interpretation of a record.
- 5. Provide a copy of education records if a ~~parent and/or adult student~~ parent/adult student would otherwise be unable to effectively exercise his or her right to inspect and review those records. An education record may include copyrighted test protocols which include personally identifiable information, ~~in which case, the parent shall be allowed to inspect and review on premises. 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 shall ~~will~~ publish a schedule of fees it intends to charge.
- 6. Always provide a ~~parent and/or adult student~~ parent/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.
- 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~~ parent/adult student should be notified of the request for records at the last known address of the ~~parent and/or adult student~~ parent/adult student unless he or she initiated the request.
4. 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 five (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 forty five (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.~~

Electronic copies will be treated as the original so long as those copies adequately capture any handwritten notes and signatures. Test Protocols and other assessment information shall be maintained during the period in which the report which utilizes such information is in effect.

Note: Medicaid-related records, specifically expenditure documentation, cost allocation process, all student records related to the Medicaid billing and service delivery (e.g., data sheets, IEPs, health care plans, physician recommendations for assessments and IEP services, evaluation recommendations, documented supervision of paraprofessionals), and revenue documentation, must be kept for a period of six (6) years.

The district must maintain the records for a minimum of five (5) years, unless Medicaid billing occurred, in which case the records must be maintained for six (6) years from the date the student was last enrolled in the district.

~~The parent and/or adult student~~ parent/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 forty-five (45) calendar days from the date of the notice. ~~The parent and/or adult student~~ parent/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.

Written and electronic records of individual students are confidential. The district will ensure the complete destruction of the records which may include but is not limited to: shredding, permanently deleting, shall be shredded or burned burning under supervision of the staff member responsible for the records if not released to the ~~parent and/or adult student~~ parent/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 five (5) years and no longer needed to provide special education.~~ Any other personally identifiable information shall be destroyed at the request of the parent(s/adult former student. When informing the ~~parent and/or adult student~~ parent/adult student of his or her rights, the district should remind the ~~parent and/or adult student~~ parent/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~~ parent/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 forty-five (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~~ parent/adult student must

be informed of the refusal and be advised of the right to and procedure for requesting a district hearing under the district's FERPA policy. 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~~ parent/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~~ parent/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

Each district is required to have a FERPA policy which includes the rights to request a hearing challenging the accuracy of records.

~~If a parent and/or adult student~~ parent/adult student requests a district hearing on a proposed amendment of education records, the district will follow these procedures:

- ~~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~~ parent/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~~ parent/adult student ~~a full and fair opportunity to present evidence relevant to the issues raised. The parent and/or adult student~~ parent/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~~ parent/adult student that both the IDEA 2004 and FERPA rights

regarding education records transfer although FERPA gives the parent of a student who is claimed to be a dependent for IRS purposes the right to request access without the consent of the student.

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~~ parent/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~~ parent/adult student is entitled to only one IEE at public expense for each district evaluation.
2. The ~~parent and/or adult student~~ parent/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~~ parent/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~~ parent/adult student is interested in additional or different assessments and the district refuses to provide them and provides written notice of refusal. The parent/adult student may exercise his or her procedural safeguards to challenge this decision, he or she may pursue additional assessments through a due process hearing request. In addition, the
4. ~~A district may initiate a due process hearing, 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~~ parent/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~~ parent/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 ~~and/or 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~~ parent/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

1. If a ~~parent and/or adult student~~ parent/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~~ parent/adult student may pursue an IEE, but at his or her own expense.
2. If a ~~parent and/or adult student~~ parent/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 SDE mediation.

E. Consideration of the IEE Results

If a ~~parent and/or adult student~~ parent/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

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014**

regarding the student. This is true regardless of whether the IEE is at the expense of the ~~parent and/or adult student~~ parent/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.

This page left intentionally blank

Documents

Documents

Documents

Documents

Documents

Documents

Documents

Documents

Documents

Documents

Documents

Documents

Documents

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014**

Application for Surrogate Parent you willing to serve as a surrogate parent for at least one full academic year?

Parent

Please list your experiences with children or you such as parenting, organizations, etc.

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 no later than thirty (30) calendar days after the request. 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.

Please list your previous training or experience with special education processes.

Please list your previous experiences as a surrogate parent.

Please list any preferences or exceptions regarding the student's school location or disability.

Please list three references we may contact:

1. Name: _____ Address: _____
 2. Name: _____ Address: _____
 3. Name: _____ Address: _____
 4. Name: _____ Address: _____
 5. Name: _____ Address: _____

Email address: _____
 Email address: _____
 Email address: _____
 Email address: _____
 Email address: _____

For District Use Only

Documentation of reference checks:

Please return this form to the District office at:

Date trained as a surrogate parent:

Your Name: _____ Date: _____

Home Address: _____

Home Phone: _____ Work Phone: _____

Email address: _____ Appointment _____ Student _____ School _____ Date Appointed _____

History

Do you have children in your care who are foster children or children with disabilities? [] Yes [] No

If yes, please describe:

Are you conversant in any languages other than English? [] Yes [] No

If yes, what languages other than English?

Are you able to attend meetings during the school or work day? [] Yes [] No

Do you have sufficient time to devote as a surrogate parent? [] Yes [] No

Part B PROCEDURAL SAFEGUARDS NOTICE

Revised June 2009
December 2015

The Individuals with Disabilities Education Act (IDEA), the Federal law concerning the education of students with disabilities, requires schools to provide you, the parents of a child with a disability, with a notice containing a full explanation of the procedural safeguards available under IDEA and U.S. Department of Education regulations. A copy of this notice must be given to you only one time a school year, except that a copy must also be given to you: (1) upon initial referral or your request for evaluation; (2) upon receipt of your first State complaint under 34 CFR §§300.151 through 300.153 and upon

DisAbility Rights Idaho

Boise Office:

4477 Emerald Street, Suite B-100
Boise, ID 83706-2066
208-336-5353

Idaho Parents Unlimited, Inc. (IPUL)

500 South 8th Street
1878 W Overland
Boise, ID 83705
800/242-IPUL (4785)
V/TT: 208/342-5884

receipt of your first due process complaint under §300.507 in a school year; (3) when a decision is made to take a disciplinary action against your child that constitutes a change of placement; and (4) upon your request. [34 CFR §300.504(a)]

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:

208-336-5396 (fax)
800-632-5125 (toll-free)

Pocatello Office:

1246 Yellowstone Avenue, Suite A-3
Pocatello, ID 83201-4374

Web: ipulidaho.org

Idaho State Department of Education
~~Division of Student Achievement and School Improvement~~
P.O. Box 83720
Boise, Idaho 83720-0027
(208) 332-6910
TT: 800-377-3529

~~Idaho Parents Unlimited, Inc. (IPUL)~~
~~1878 W Overland~~
~~Boise, Idaho 83705~~
~~800-242-4785~~
~~V/TT: (208) 342-5884~~

DisAbility Rights Idaho
(formerly Comprehensive Advocacy, Inc. (Co-Ad))
4477 Emerald St., Suite B-100
Boise, Idaho 83706
866-262-3462
V/TT: 800-632-5125
V/TT: (208) 336-5353

208-232-0922
208-232-0938 (fax)
866-309-1589 (toll-free)

Web: disabilityrightsidaho.org

Table of Contents

General Information	3
Prior Written Notice.....	3
Native Language.....	4
Electronic Mail.....	4
Parental Consent—Definition.....	5
Parental Consent	5
Independent Educational Evaluations.....	8
Confidentiality of Information	11
Definitions	11
Personally Identifiable.....	11
Notice to Parents	11
Access Rights	12
Record of Access.....	13
Records on More Than One Child	13
List of Types and Locations of Information	13
Fees.....	13
Amendment of Records at Parent’s Request.....	13
Opportunity for a Hearing.....	14
Hearing Procedures	14
Result of Hearing	14
Consent For Disclosure of Personally Identifiable Information.....	15
Safeguards	15
Destruction of Information.....	15
State Complaint Procedures	17
Differences Between the Procedures for Due Process Complaints and Hearings and for State Complaints	17
Adoption of State Complaint Procedures	17
Minimum State Complaint Procedures.....	18
Filing a State Complaint.....	19
Due Process Complaint Procedures	21
Filing a Due Process Complaint.....	21
Due Process Complaint	263
Model Forms.....	265
Mediation	265
Resolution Process	266
Hearings on Due Process Complaints	269
Impartial Due Process Hearing	269

Hearing Rights	270
Hearing Decisions.....	271
Appeals	272
Finality of Decision; Appeal; Impartial Review	272
Timelines and Convenience of Hearings and Reviews	272
Civil Actions, Including the Time Period in Which to File Those Actions.....	272
The Child’s Placement While the Due Process Complaint and Hearing are Pending.....	273
Attorneys’ Fees	274
Procedures When Disciplining Children with Disabilities	277
Authority of School Personnel.....	277
Change of Placement Because of Disciplinary Removals	280
Determination of Setting	280
Appeal.....	281
Placement During Appeals	282
Protections for Children Not Yet Eligible for Special Education and Related Services	282
Referral to and Action by Law Enforcement and Judicial Authorities	283
Requirements for Unilateral Placement by Parents of Children in Private Schools at Public Expense	285
General	285

GENERAL INFORMATION

PRIOR WRITTEN NOTICE

34 CFR §300.503

Notice

Your school district must give you written notice (provide you certain information in writing), within a reasonable amount of time before it:

1. 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 IDEA;
5. 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 IDEA;
7. Describe any other options that your child's individualized education program (IEP) Team considered and the reasons why those options 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 or 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 the requirements in paragraphs 1 and 2 have been met.

NATIVE LANGUAGE

34 CFR §300.29

Native language, when used regarding 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.
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 that you may withdraw your consent at any time.

If you wish to revoke (cancel) your consent after your child has begun receiving special education and related services, you must do so in writing. Your withdrawal of consent does not negate (undo) an action that has occurred after you gave your consent but before you withdrew it. In addition, the school district is not required to amend (change) your child's education records to remove any references that your child received special education and related services after your withdrawal of consent.

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 IDEA to receive special education and related services without first providing you with prior written notice of the proposed action and obtaining your consent as described under the headings ***Prior Written Notice*** and ***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.

Your school district may not use your refusal to consent to one service or activity related to the initial evaluation as a basis for denying you or your child any other service, benefit, or activity, unless another Part B requirement requires the school district to do so.

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 using the IDEA's mediation or due process complaint, resolution meeting, and impartial due process hearing procedures. 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.

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 or 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:

1. 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 to an individual other than the parent and that individual has provided consent for an initial evaluation.

Ward of the State, as used in 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.

There is one exception that you should know about. *Ward of the State* does not include a foster child who has a foster parent who meets the definition of a *parent* as used in IDEA.

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 or later revoke (cancel) your consent in writing, 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 or later revoke (cancel) your consent in writing 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:

1. 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; **and**
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.

If you revoke (cancel) your consent in writing at any point after your child is first provided special education and related services, then the school district may not continue to provide such services, but must provide you with prior written notice, as described under the heading **Prior Written Notice**, before discontinuing those services.

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

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 IDEA if it declines to pursue the reevaluation in this manner.

Documentation of reasonable efforts to obtain parental consent

Your school must maintain documentation of reasonable efforts to obtain your consent for initial evaluations, to provide special education and related services for the first time, for a 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 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.

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 parents of all children.

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). Also, your school district may not use your refusal to consent to one of these services or activities as a basis for denying any other service, benefit, or activity, unless another Part B requirement requires the school district to do so.

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 dispute resolution 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 some 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 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.

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, either: (a) File a due process complaint to request a hearing to show that its evaluation of your child is appropriate; or (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.
3. 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 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:

1. 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 related to obtaining an independent educational evaluation at public expense.

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 IDEA.

PERSONALLY IDENTIFIABLE

34 CFR §300.32

Personally identifiable means information that includes:

- (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;
2. 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;

3. 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; **and**
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 activity to identify, locate, or evaluate children in need of special education and related services (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 these activities.

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 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;
2. 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; **and**
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, 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 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.

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 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 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 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 your right to a hearing as described under the heading ***Opportunity For a Hearing***.

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 your 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:

1. 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 information 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 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 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 under Part B of IDEA is no longer needed to provide educational services to your child.

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014**

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

DIFFERENCES BETWEEN THE PROCEDURES FOR DUE PROCESS COMPLAINTS AND HEARINGS AND FOR STATE COMPLAINTS

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 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. The State Educational Agency must develop model forms to help you file a due process complaint and help you or other parties to file a State complaint as described under the heading **Model Forms**.

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 (such as compensatory services or monetary reimbursement); 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;
4. 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 IDEA; and
5. Issue a written decision to the complainant that addresses each allegation in the complaint and contains: (a) findings of fact and conclusions; and (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) you 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.
2. Include procedures for effective implementation of the State Educational Agency's final decision, if needed, including: (a) technical assistance activities; (b) negotiations; and (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 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 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 (for example, 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 STATE 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 IDEA or its implementing regulations in 34 CFR Part 300;
2. The facts on which the statement is based;
3. The signature and contact information for the party filing the complaint; 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***.

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014**

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.

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**
2. The school district withheld information from you that it was required to provide you under Part B of 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, **or** if you or the school district file a due process complaint.

~~Idaho Parents Unlimited, Inc.
1878 W Overland
Boise, Idaho 83705
800-242-4785
V/TT: (208) 342-5884~~

~~DisAbility Rights Idaho
4477 Emerald St., Suite B-100
Boise, Idaho 83706
866-262-3462
V/TT: 800-632-5125
V/TT: (208) 336-5353~~

DisAbility Rights Idaho

Boise Office:

4477 Emerald Street, Suite
B-100
Boise, ID 83706-2066
208-336-5353

208-336-5396 (fax)
800-632-5125 (toll-free)

Pocatello Office:

1246 Yellowstone Avenue,
Suite A-3
Pocatello, ID 83201-4374

208-232-0922

208-232-0938 (fax)
866-309-1589 (toll-free)

Web:disabilityrightsidaho.org

**Idaho Parents Unlimited,
Inc. (IPUL)**

500 South 8th Street
1878 W Overland
Boise, ID 837052
800/242-IPUL (4785)
V/TT: 208/342-5884
Web: ipulidaho.org

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.

Whoever files 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 the complaining party (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 that 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:

1. 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 under the heading **Resolution Process**; or
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 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 to file a due process complaint and to help you and other parties to file a State complaint. However, your State or the school district may not require the use of these model forms. In fact, you can use the model form or another appropriate 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 develop procedures that make mediation available to allow you and the school district to resolve disagreements involving any matter under Part B of IDEA, including matters arising prior to the filing of a due process complaint. Thus, mediation is available to resolve disputes under Part B of 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***.

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 provided under Part B of 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:

1. 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 of, and encourage the use of, the mediation process to you.

The State must keep 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 costs 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:

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 (court case); **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.

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.

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 due process hearing decision, as described under the heading, **Hearing Decisions**, 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 the meeting is held.

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 meeting, you may ask a hearing officer to begin the 45-calendar-day due process hearing timeline.

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 but have not yet reached agreement, at the end of the 30-calendar-day resolution period the mediation process may be continued until an agreement is reached if both parties agree to the continuation in writing. However, if either you or the school district withdraws from the mediation process during this continuation period, 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.

Impartial hearing officer

At a minimum, a hearing officer:

1. 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 or 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 IDEA, Federal and State regulations pertaining to IDEA, and legal interpretations of 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 IDEA.

HEARING RIGHTS

34 CFR §300.512

General

You have the right to represent yourself at a due process hearing (including a hearing relating to disciplinary procedures) or an appeal with a hearing to receive additional evidence, as described under the subheading, ***Appeal of decisions; impartial review***. In addition, any party to a hearing has the right to:

1. Be accompanied and advised by an attorney and/or persons with special knowledge or training regarding the problems of children with disabilities;
2. Be represented at the hearing by an attorney;
3. Present evidence and confront, cross-examine, and require the attendance of witnesses;
4. Prohibit the introduction of any evidence at the hearing that has not been disclosed to the other party at least five business days before the hearing;
5. Obtain a written, or, at your option, electronic, word-for-word record of the hearing; **and**
6. 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 at the hearing;

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 the hearing officer

A hearing officer's decision on whether your child received a free appropriate public education (FAPE) must be based on evidence and arguments that directly relate to FAPE.

In matters alleging a procedural violation (such as "an incomplete IEP Team"), a hearing officer may find that your child did not receive FAPE only if the procedural violations:

1. Interfered with your child's right to a free appropriate public education (FAPE);
2. 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; **or**
3. Caused your child to be deprived of an educational benefit.

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 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 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 provided to the 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:

1. Provide the findings and decisions in the due process hearing or appeal to the State special education advisory panel; **and**
2. Make those findings and decisions available to the public.

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 under the heading ***Civil Actions, Including the Time Period in Which to File Those Actions***.

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 or, 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 (you or the school district).

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.

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.

Under appropriate circumstances, judicial relief may include reimbursement of private school tuition and compensatory education services.

Jurisdiction of district courts

The district courts of the United States have authority to rule on actions brought under Part B of IDEA without regard to the amount in dispute.

Rule of construction

Nothing in Part B of 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 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 IDEA. This means that you may have remedies available under other laws that overlap with those available under IDEA, but in general, to obtain relief under those other laws, you must first use the available administrative remedies under IDEA (i.e., the due process complaint; resolution process, including the resolution meeting; and impartial due process hearing procedures) before going directly into court.

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 IDEA for a child who is transitioning from being served under Part C of IDEA to Part B of 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 IDEA and you consent for your 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).

If a hearing officer in a due process hearing conducted by the State Educational Agency agrees with you that a change of placement is appropriate, that placement must be treated as your child's current educational placement where your child will remain while waiting for the decision of any impartial due process hearing or court proceeding.

ATTORNEYS' FEES

34 CFR §300.517

General

In any action or proceeding brought under Part B of IDEA, the court, in its discretion, may award reasonable attorneys' fees as part of the costs to you, if you prevail (win).

In any action or proceeding brought under Part B of 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 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 (hearing).

Award of fees

A court awards reasonable attorneys' fees as follows:

1. Fees must be based on rates prevailing in the community in which the action or proceeding arose for the kind and quality of services furnished. No bonus or multiplier may be used in calculating the fees awarded.
2. Attorneys' fees may not be awarded and related costs may not be reimbursed in any action or proceeding under Part B of IDEA for services performed after a written offer of settlement is made 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.

3. 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.

Fees also may not be awarded for a mediation as described under the heading **Mediation**.

A resolution meeting, as described under the heading **Resolution Process**, 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 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;
2. 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;
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 IDEA.

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, 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 the heading ***Change of Placement Because of Disciplinary Removals*** for the definition).

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 the subheading ***Manifestation determination***) 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 school district does not provide services to a child with a disability or a child without a disability who has been removed from his or her current placement for **10 school days or less** in that school year.

A child with a disability who is removed from the child's current placement for **more than 10 school days** and the behavior is not a manifestation of the child's disability (see subheading, **Manifestation determination**) or who is removed under special circumstances (see the subheading, **Special circumstances**) must:

1. Continue to receive educational services (have available a free appropriate public education), so as to enable the child to continue to participate in the general education curriculum, although in another setting (that may be an interim alternative educational 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, which 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 **if** 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), **then** 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 the heading, **Change of Placement Because of Disciplinary Removals**), 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 (that may be an interim alternative educational 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, you, and other relevant members of the IEP Team (as determined by you 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 you 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, you, and other 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, you, and other 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.

Determination that behavior was a manifestation of the child's disability

If the school district, you, and other relevant members of the IEP Team determine that the conduct was a manifestation of the child's disability, the IEP Team must either:

1. 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; or
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 your child to the placement from which your child was removed, unless you 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 your child's disability, school personnel may remove a student to an interim alternative educational setting (determined by the child's IEP Team) for not more than 45 school days, if your child:

1. 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;
2. 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
3. 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.

Notification

On the date it makes the decision to make a removal that is a change of placement of your child because of a violation of a code of student conduct, the school district must notify you of that decision, and provide you with a procedural safeguards notice.

CHANGE OF PLACEMENT BECAUSE OF DISCIPLINARY REMOVALS

34 CFR §300.536

A removal of your child with a disability from your 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. Your 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. Your child’s behavior is substantially similar to the child’s behavior in previous incidents that resulted in the series of removals; and
 - c. Of such additional factors as the length of each removal, the total amount of time your child has been removed, and the proximity of the removals to one another.

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 determines the interim alternative educational setting for removals that are **changes of placement**, and removals under the subheadings ***Additional authority*** and ***Special circumstances***.

APPEAL

34 CFR §300.532

General

You may file a due process complaint (see the heading ***Due Process Complaint Procedures***) to request a due process hearing if you disagree 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 your child is substantially likely to result in injury to your child or to others.

Authority of hearing officer

A hearing officer that meets the requirements described under the subheading ***Impartial hearing officer*** must conduct the due process hearing and make a decision. The hearing officer may:

1. Return your child with a disability to the placement from which your 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 your child's behavior was a manifestation of your child's disability; ***or***
2. Order a change of placement of your 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 your child is substantially likely to result in injury to your child or to others.

These hearing procedures may be repeated, if the school district believes that returning your child to the original placement is substantially likely to result in injury to your child or to others.

Whenever you 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:

1. The State Educational Agency or school district must arrange for an expedited due process hearing, which must occur within ***20*** school days of the date the hearing is requested and must result in a determination within ***10*** school days after the hearing.
2. Unless you and the school district agree in writing to waive the meeting, or agree to use mediation, a resolution meeting must occur within ***seven*** 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 ***15*** calendar days of receipt of the due process complaint.

3. 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.

You or the school district may appeal the decision in an expedited due process hearing in the same way as for decisions in other due process hearings (see the heading ***Appeal***).

PLACEMENT DURING APPEALS

34 CFR §300.533

When, as described above, you or the school district file a due process complaint related to disciplinary matters, your child must (unless you 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 your 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 your child was a child with a disability, then your child may assert any of the protections described in this notice.

Basis of knowledge for disciplinary matters

A school district will be deemed to have knowledge that your child is a child with a disability if, before the behavior that brought about the disciplinary action occurred:

1. You expressed concern in writing to supervisory or administrative personnel of the appropriate educational agency, or to your child's teacher that your child is in need of special education and related services;
2. You requested an evaluation related to eligibility for special education and related services under Part B of IDEA; **or**
3. Your child's teacher or other school district personnel expressed specific concerns about a pattern of behavior demonstrated by your child directly to the

school district's director of special education or to other supervisory personnel of the school district.

Exception

A school district would not be deemed to have such knowledge if:

1. You have not allowed an evaluation of your child or have refused special education services; **or**
2. Your child has been evaluated and determined to not be a child with a disability under Part B of IDEA.

Conditions that apply if there is no basis of knowledge

If prior to taking disciplinary measures against your child, a school district does not have knowledge that your child is a child with a disability, as described above under the sub-headings ***Basis of knowledge for disciplinary matters*** and ***Exception***, your child may be subjected to the disciplinary measures that are applied to children without disabilities who engage in comparable behaviors.

However, if a request is made for an evaluation of your child during the time period in which your child is subjected to disciplinary measures, the evaluation must be conducted in an expedited manner.

Until the evaluation is completed, your child remains in the educational placement determined by school authorities, which can include suspension or expulsion without educational services.

If your 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 you, the school district must provide special education and related services in accordance with Part B of IDEA, including the disciplinary requirements described above.

REFERRAL TO AND ACTION BY LAW ENFORCEMENT AND JUDICIAL AUTHORITIES

34 CFR §300.535

Part B of 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.

Transmittal of records

If a school district reports a crime committed by a child with a disability, the school district:

1. 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).

REQUIREMENTS FOR UNILATERAL PLACEMENT BY PARENTS OF CHILDREN IN PRIVATE SCHOOLS AT PUBLIC EXPENSE

GENERAL

34 CFR §300.148

Part B of 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;
2. 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.

However, the cost of reimbursement:

1. 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 your failure to provide the required notice if: (a) You are not literate or cannot write in English; or (b) Compliance with the above requirement would likely result in serious emotional harm to your child.

Chapter 12
DISCIPLINE

Chapter Contents

Section 1.	General Discipline Guidelines Provisions.....	191
Section 2.	Actions Involving a Change of Placement	192
Section 3.	FAPE Considerations	194
Section 4.	Procedures for a Manifestation Determination	195
Section 5.	Other Considerations	197

Chapter 12 Discipline

Schools are encouraged to address student misconduct through appropriate school-wide discipline policies, instructional services, and/or related services. If a student with a disability 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 must be included in the IEP and must 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 and state and local policies. 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~~ parent/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 twenty (20) school days, all students with disabilities who have been suspended or expelled for more than ten (10) consecutive or cumulative school days in a school year retain the right to a free appropriate public education. (FAPE).

Section 1. General Discipline ~~Guidelines~~ Provisions

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 ten (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 ten (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 (unless services are provided to students who are nondisabled who are so suspended):
 - a. A school principal has the authority to order a temporary disciplinary suspension for up to five (5) school days.

- b. The superintendent can extend the disciplinary suspension for an additional ten (10) school days.
 - c. Provided, that on a finding by the Board of Trustees that the student's immediate return to school would be detrimental to other students' health, welfare or safety, the Board of Trustees may extend the temporary suspension for an additional five (5) school days.
 - d. Prior to suspending any student, the superintendent or principal shall grant an informal hearing on the reasons for the suspension and the opportunity to challenge those reasons. Any student who has been suspended may be readmitted to the school by the superintendent or principal who suspended him or her upon such reasonable conditions as said superintendent or principal may prescribe.
3. A series of suspensions exceeding ten (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 ten (10) cumulative school days in a school year if:
- a. The district had basis of 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~~ parent/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 ten (10) consecutive school days or a series of removals that constitute a pattern when they total more than ten (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.

The parent shall be provided with written notice on the date on which the decision is made to remove the student if it constitutes a change of placement. A copy of the IDEA's procedural safeguards shall be provided with the notice.

Even if the disciplinary action is to suspend or expel a student, FAPE [educational services] cannot cease for more than ten (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 or placing a student in an IAES. 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 Disciplinary 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 ten (10) consecutive school days in a school year; or
 - b. Subjecting a special education student to a series of removals that constitute a pattern:
 - 1) Because the series of removals total more than ten (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 forty-five (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 a State Education Agency (SEA) or a Local Education Agency (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.~~

The term “dangerous weapon” means 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 2½ inches in length.

“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 any provision of Federal law.

Serious bodily injury is defined as bodily injury that involves:

- a. a substantial risk of death;
- b. extreme physical pain; or
- c. 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~~ demonstrate by substantial evidence that maintaining the current placement is substantially likely to result in injury to the student or others; and
 - b. ~~Indicate~~ indicate whether the request is for an *initial* period of not more than forty-five (45) school days or an *additional* period of not more than forty-five (45) school days.
2. In determining whether to grant a district’s request to place a student in an IAES, the hearing officer must: ~~a. Determine~~ 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 (called a “Honig Injunction”) to remove a special education student from school or the current placement at any time. ~~FAPE [e Educational services]~~ [FAPE] shall not cease during an injunction.

Section 3. FAPE Considerations

Services ~~may~~ shall not cease and the district shall always provide FAPE to the student with a disability:

1. ~~After~~ after a student with a disability is removed for ten (10) school days in the same school year and subsequent days of removal ~~do not constitute a change of placement;~~ and
2. ~~There~~ there is a disciplinary change of placement.

A. District Actions When there is Not a Change in Placement

1. Notify the ~~parent and/or adult student~~ parent/adult student of the disciplinary action to be taken on the date of the decision.;
2. 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~~ notify the ~~parent and/or adult student~~ parent/adult student of the disciplinary action to be taken on the date of the decision and provide a copy of the *Procedural Safeguards Notice*;
2. ~~The~~ hold an IEP team meeting to 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; and

3. ~~Conduct~~ conduct a manifestation determination immediately, if possible, but not later than ten (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 as a related service it must be included in 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 Behavioral Intervention Plan (BIP).

Section 4. Procedures for a Manifestation Determination

A manifestation determination by the ~~parent and/or adult student~~ parent/adult student and relevant IEP team members (as determined by the district and ~~parents and/or adult students~~ parents/adult students) involves a review of the relationship between the student's disability and the behavior subject to disciplinary action.

A. Actions Involving a Manifestation Determination

When a disciplinary action results in a change of placement or placement in an IAES, the district will take the following actions:

1. The ~~parent and/or adult student~~ parent/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 ten (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~~ parent/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~~ the student's IEP; and
 - b. ~~Any~~ any teacher observations; and
 - c. ~~Any~~ any relevant information provided by the ~~parent and/or adult student~~ parent/adult student.
3. Based on a review of the information, the district, parent, and relevant members IEP team, ~~(relevant members as determined by the parent and the district,)~~ will determine if the conduct in question was:
 - a. ~~Caused~~ caused by or had a direct and substantial relationship to the student's disability; or
 - b. ~~The~~ the direct result of the district's failure to implement the IEP. ~~{(If so, the deficiencies must be immediately remedied.)}~~

If the district, parent, and relevant members IEP team, ~~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~~ 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~~review the BIP if one had previously been developed and modify it as necessary to address the behavior;
3. ~~Return~~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.

If there were grounds to place a student in an IAES, the student may remain in the IAES even if there was a manifestation.

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 ten (10) school days in a school year. Educational services shall be provided to the extent necessary to allow the student with a disability to continue to participate in 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 twenty (20) school days of the request with a decision rendered within ten (10) school days of the hearing.

1. The ~~parent and/or adult student~~parent/adult student may request an expedited due process hearing if he or she:
 - a. ~~Disagrees~~disagrees with the determination that the behavior was not a manifestation of the student's disability;
 - b. ~~Disagrees~~disagrees with any decision of the IEP team regarding a change of placement during a disciplinary proceeding; or

- c. ~~Disagrees~~ 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.
3. When an appeal of a disciplinary action is requested (~~either by the parent and/or adult student-parent/adult student~~ parent/adult student 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/or adult student-parent/adult student~~ parent/adult student and district agree otherwise.
4. Resolution meeting requirements apply but are shortened to fifteen (15) and seven (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 before the behavior that precipitated the disciplinary action occurred one or more of the following is true:

- a. The ~~parent and/or adult student-parent/adult student~~ parent/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-parent/adult student~~ parent/adult student is unable to write or has a disability that prevents a written statement.
- b. The ~~parent and/or adult student-parent/adult student~~ parent/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

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~~ parent/adult student did not give written consent for an evaluation.
- c. The ~~parent and/or adult student~~ parent/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~~ Parent/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.
 - 1) 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 ten (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.

D. Referrals to and Action by Law Enforcement and Judicial Authorities

1. 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.

Chapter 13

DISPUTE RESOLUTION

Chapter Contents

Section 1.	IEP Facilitation.....	205
Section 2.	<u>Informal Conflict Resolution</u> Mediation	205
Section 3.	<u>Mediation</u> Formal Complaints	208
Section 4.	<u>State Administrative Complaint</u> Due Process Hearings	211
Section 5.	Expedited Due Process Hearings	218
Section 6.	<u>Expedited Due Process Hearings</u> Appeals and Civil Action	220
Section 7.	<u>Appeals and Civil Action</u> Attorney Fees	220
Section 8.	<u>Attorney Fees</u>	205

Documents:

<i>Special Education Mediation in Idaho: Managing Parent and/or Adult Student and School Conflict through Effective Communication</i>	224
<i>Procedures for Resolving Complaints under the IDEA 2004</i>	229
<i><u>Mediation Confidentiality Agreement</u></i>	235
<i><u>Mediation Agreement Form</u></i>	235
<i>Form for Filing a Formal <u>State Administrative Complaint Request Form</u></i>	237
<i><u>Due Process Hearing Request Form</u></i>	235
<i><u>Expedited Due Process Hearing Request Form</u></i>	235
<i><u>Resolution Session Form</u></i>	240

Chapter 13 Dispute Resolution

On occasion, conflicts arise between school districts and ~~families~~ parents and/or adult students. Several mechanisms are available through the State Department of Education (SDE) to assist in resolving a dispute ~~disputes~~. The processes are ~~individualized education program (IEP)~~ facilitation, informal conflict resolution, mediation, formal complaints state administrative complaints, due process hearings, and expedited due process hearings. This chapter contains information on each of these processes. The information contained within this chapter is not intended to limit in any manner the procedural due process/dispute resolution rights provided by federal or state law.

Contact Information

In addition to providing general information and support concerning IDEA related issues, the SDE accepts formal complaints requests for IEP-facilitation, informal conflict resolution, and mediation by telephone and e-mail. State administrative complaints; and due process hearings are accepted via fax, mail, and personal delivery, or may be scanned and attached to an email. All state administrative complaints and due process hearing requests must include a signature of the filing party. Additionally, requests for IEP-facilitation and mediation may also be made by telephone. Formal complaints and hearing requests-Requests for SDE dispute resolution should be directed to:

Dispute Resolution Coordinator
State Department of Education
Special Education
~~Student Achievement and School Improvement~~
~~Special Education~~
P.O. Box 83720
Boise, ID 83720-0027
208/332-6912
800/432-4601
TT: 800/377-3529
Fax: 208/334-2228

For further assistance in matters relating to dispute resolution, you may contact:

~~DisAbility Rights Idaho (formerly Comprehensive Advocacy, Inc. (Co Ad))~~
~~4477 Emerald Street, Suite B-100~~
~~Boise, ID 83706~~
~~V/TT: 208/336-5353~~
~~V/TT: 800/632-5125~~

DisAbility Rights Idaho

Web:disabilityrightsidaho.org

Boise Office:

4477 Emerald Street, Suite B-100

Boise, ID 83706-2066

208-336-5353

208-336-5396 (fax)

800-632-5125 (toll-free)

Pocatello Office:

1246 Yellowstone Avenue,

Suite A-3

Pocatello, ID 83201-4374

208-232-0922

208-232-0938 (fax)

866-309-1589 (toll-free)

Idaho Parents Unlimited, Inc. (IPUL)

500 South 8th Street

1878 W Overland

Boise, ID 83705

800/242-IPUL (4785)

V/TT: 208/342-5884

Web: ipulidaho.org

Section 1. ~~IEP~~ Facilitation

~~A request for IEP facilitation may be made by the parent and/or adult student parent/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 of Facilitation

~~IEP facilitation~~ Facilitation is a voluntary process during which an SDE-contracted individual or individuals is appointed to facilitate an IEP team meeting or other IDEA-related meeting. The role of the facilitator is to help team members communicate more effectively and efficiently. ~~IEP facilitation~~ Facilitation supports early dispute resolution, by providing assistance to the IEP team before a potential conflict develops into a more serious formal dispute. An SDE facilitator is trained to help teams focus on key issues and move toward productive outcomes. Because the The facilitator is an impartial third party, not a member of the IEP team, and has no stake in decisions made by the team, he or she can act as a neutral and impartial third-party providing balance and an outsider's perspective on the IEP process and ensuring parties are heard and understood by the rest of the team. Note: a facilitator will not be responsible for creating or documenting agreements 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 parent/adult student or a designated district representative, such as a special education the director of special education, who has the authority to allocate resources and has knowledge of special education. A request for IEP facilitation~~ Facilitation: may be requested for any IDEA-related meeting including: eligibility meetings; initial, annual or amended IEP team meetings; due process hearing meetings such as resolution sessions or settlement meetings; as well as manifestation determination meetings, eligibility, and evaluation meetings.

- ~~1. may concern an initial, annual, or amended IEP; that may be considered too difficult to manage; and~~
- ~~2.~~

Requests for facilitation should be made at least two weeks in advance to the meeting. Upon the request The SDE will consider IEP facilitation requests on a case-by-case basis. As part of this consideration, for facilitation, the SDE Dispute Resolution Coordinator Office of Dispute Resolution will immediately contact the other party for approval to determine whether that party

~~is willing to participate;~~ As facilitation is voluntary, both parties shall must agree to IEP facilitation for the process to go forward. The SDE will contact both the parent/adult student and the district representative notifying each who the facilitator will be. The facilitator will contact the parties to conduct pre-facilitation interviews to build an agenda for the facilitation. Generally meetings are scheduled by the district who is responsible for sending out the *Invitation to Meeting*.

C. Facilitator Role

The role of the facilitator is to lead the meeting and guide parties through the process. The facilitator may work with parties in establishing the agenda and determining issues important for parties to cover in the meeting. Facilitators may ask pertinent questions of parties providing occasional clarification or perspective, and work to ensure that participants are able to participate in a productive and balanced meeting. Facilitators are not to make decisions for the teams, serve as definitive experts on IEP processes or matters of law, record minutes for meetings, or finalize documents, although they may facilitate the crafting of language parties will include in a student's IEP.

D. SDE Facilitators

SDE facilitators are trained in effective conflict resolution processes, communication, negotiation, problem-solving skills, and in laws and regulations relating to the provision of special education and related services. While a facilitator in this context will not offer advice on a particular course of action, he or she is required to help parties explore the soundness of any assumptions or agreements. The SDE may appoint one or two individuals to serve as facilitators of an informal conflict resolution meeting.

1. In all cases a facilitator shall not:
 - a. be an employee of the district involved in the dispute;
 - b. have children enrolled in the district involved in the dispute;
 - c. have a personal or professional interest that may affect the ability to remain impartial or neutral; or
 - d. be used if either party rejects the facilitator(s) based on a perceived inability to be neutral or impartial;

D. Facilitation Timelines

The SDE will appoint a facilitator within five (5) business days of an acceptance of a request. Every effort will be made to complete the process within twenty-one (21) calendar days.

Section 2. Mediation Informal Conflict Resolution

A. Definition of Informal Conflict Resolution

The SDE provides informal conflict resolution processes in an effort to improve relationships between parties and foster healthy communication. This informal conflict resolution may include topics outside of those set forth as appropriate for IDEA mediation, extending beyond the identification, evaluation, educational placement or the provision of FAPE. As with mediation, the process of informal conflict resolution is confidential and voluntary, and the third-party is a SDE trained neutral and impartial third-party. Informal conflict resolution may be appropriate when parties face difficulties communicating productively or need to reach understanding on differing perspectives. Any agreements reached between parties are self-enforced.

B. Informal Conflict Resolution Requests

A request for informal conflict resolution may be made in person, writing or via telephone by either a parent/adult student or a district representative. The SDE will screen requests to determine the appropriateness of the process for each individual case. Informal conflict resolution can be scheduled prior to, or concurrent with, a request for a due process hearing or investigation of a state administrative complaint involving an individual student, however cannot be used to delay the state administrative complaint process or a due process hearing timelines. As a matter of course, the SDE offers mediation when a state administrative complaint involves an individual student or a request for a due process hearing has been filed.

Upon request for informal conflict resolution, the SDE Office of Dispute Resolution or the assigned SDE contractor will contact all parties to schedule the meeting. Because informal conflict resolution is voluntary, both parties must verbally state to the SDE their agreement to participate for the process to go forward. Informal conflict resolution can be conducted by SDE contractors or SDE staff as assigned by the Dispute Resolution Coordinator. The SDE provides informal conflict resolution at no charge to the district or to the parent/adult student.

C. Informal Conflict Resolution Procedures

1. No video or audio recording of the meeting proceedings will be made.
2. Because informal conflict resolution is a non-adversarial process that offers the parties the opportunity to communicate directly with each other, legal representation during the meeting is not allowed.
3. The SDE will not retain any documentation or informal agreements created by the parties. No other records of the content of the meeting will be kept by the SDE.
4. Either party has the option to end the informal conflict resolution meeting at any time.

D. Informal Conflict Resolution Timelines

The SDE will appoint a facilitator within five (5) business days of an acceptance of a request. The meeting will be held in a location convenient to the parties involved, and every effort will be made to complete the process within twenty-one (21) calendar days.

E. Confidentiality

Discussions that occur during the informal conflict resolution process are confidential and cannot be used as evidence in any subsequent due process hearing or civil proceeding in any states or federal court. The facilitator may require a confidentiality agreement be signed by participants.

F. Nature of Agreements

An agreement reached by the parties through informal conflict resolution, whether memorized in writing or agreed to verbally, are self-enforced and not enforceable by the SDE.

Section 3. Mediation

~~The SDE has developed a mediation system to help resolve disagreements between a districts and parents and/or 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 time 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. Mediation agreements are legally binding. Even if a written agreement is not achieved, mediation may be helpful in clarifying issues.~~

A. Definition of Mediation

~~Mediation is a structured, confidential and voluntary process in which where an SDE trained neutral and an impartial third-party provides a structure for (a mediator) assists parents and/or adult students parents/adult students and district personnel to identify points of agreement and work to resolve points of disagreement concerning the identification, evaluation, educational placement, or provision of FAPE resolve disputes. Mediation aims to 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.~~

While discussions in mediation are confidential and parties are asked to sign a confidentiality agreement, written agreements produced in mediation are legally-binding and enforceable in state or federal court. With the agreement of all parties in the mediation, an IEP may be amended as part of a written agreement.

Mediation may be appropriate when parties are in disagreement and seem unable to move forward without outside assistance, or they, after making a good-faith effort, face an impasse in an attempt to resolve the disagreement. Mediation can be scheduled prior to, or concurrent with, a request for a due process hearing or investigation of a state administrative complaint.

The Special Education Mediation Process Is:

Voluntary for parent and or adult student 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 or adult students and schools provided by the SDE; and

An **Alternative** that does not delay the status of a due process hearing or formal complaint.

B. Mediation Policies Requests

Mediation offered by the SDE is voluntary, confidential, and at no cost to the parent and/or adult student parent/adult student or district.

1. Both the district and the parent and/or adult student parent/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.

A request for mediation may be made in person, writing or via telephone by either a parent/adult student or a district representative at any point in a dispute, including after a complaint involving an individual student or due process hearing request has been filed. The SDE will screen all mediation requests to determine the appropriateness of the process for each individual case. The

SDE may offer mediation when a state administrative complaint involving an individual student or a request for a due process hearing has been filed. Mediation cannot be used to delay the state administrative complaint process or a due process hearing timelines.

Upon request for mediation, the SDE Dispute Resolution office will contact all parties to schedule the mediation. Because mediation is voluntary, both parties must verbally state to the SDE their agreement to mediate for the process to go forward. Mediators are selected by SDE from a list of SDE trained professionals. The SDE provides mediation at no charge to the district or to the parent/adult student.

C. ~~Mediation System~~ Mediation Procedures

1. The mediation will be conducted in compliance with the IDEA.
2. No video or audio recording of the mediation proceedings will be made.
3. Each party is limited to no more than three participants ~~and shall designate a person who has~~ have the authority to make final resolution decisions. The mediator may increase this number at his or her discretion and with agreement of all parties.
4. The district shall have at least one representative present who has the authority to commit resources.
5. 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.
6. ~~Except for the signed agreement and confidentiality pledge, all notes or records taken during the proceedings will be collected and destroyed by the mediator at the conclusion of the mediation session.~~ The SDE will retain copies of the signed agreement, if an agreement is reached, and the confidentiality agreement. No other records of the mediation will be kept by the SDE. (See the *Confidentiality Agreement* form in the Documents section of this chapter).
7. The mediator will provide signed copies of the agreement, if an agreement is reached, to each party and the SDE. (See the *Mediation Agreement* form in the Documents section of this chapter).
8. ~~The mediator will be excluded from subsequent actions—complaint investigations, due process hearings, and legal proceedings. The mediator, afforded mediator privilege under Idaho law, will be excluded from participation in subsequent actions specific to the case mediated including complaint investigations, due process hearings, and legal proceedings. The mediator may mediate again for the parties if assigned by the SDE or if the mediated agreement calls for the mediator's potential future participation with the parties.~~

9. A due process hearing requested prior to mediation may be canceled by the requesting party as a result of the mediation agreement. The requesting party will immediately provide the hearing officer with documentation of the voluntary withdrawal of the due process hearing request. The mediator will immediately inform the SDE of the decision to withdraw the due process hearing request.
10. If for any reason the mediation does not end in a written agreement fails, the mediator will provide each party and the SDE with a statement certifying that ~~the mediation occurred but no agreement was reached~~ was unsuccessful.
11. Either party has the option to ~~make another request for~~ end the mediation at any time.

D. SDE ~~Contracted~~ Mediators

~~Idaho SDE contracted~~ mediators are ~~impartial and~~ trained in effective ~~mediation~~ conflict resolution processes, communication, negotiation, 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. While a mediator will not offer advice on a particular course of action, a mediator is required to help parties explore the soundness of any agreement. Mediators are assigned on a rotational basis with consideration for geographical location.~~

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~~ may affect the ability to remain impartial or neutral; or the person's mediator's objectivity.
 - d. be used if either party rejects the mediator based on a perceived inability to be neutral or impartial.
2. Additionally, if the parties have agreed to mediation following a due process hearing request: ~~a. co-mediators may not be used; and~~
 - b. ~~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.~~

E. Mediator Role

~~3.~~The mediator has the responsibility to contact the parties to explain the mediation process, identify issues, and help the parties establish a date, time, and place to hold the mediation. The mediator also: ~~a. Establishes~~ establishes the ground rules for all parties to follow.; ~~b. Guides~~ guides the process.; ~~c. Encourages~~ encourages open and honest communication.; ~~d. Ensures~~ ensures that each party is heard.; ~~e. Rephrases~~ rephrases information and summarizes issues.; and; ~~f. Facilitates~~ facilitates the writing of the agreement.

E

F. Mediation Timelines

The SDE will appoint a mediator within three (3) business days of all parties agreeing to mediate 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 twenty-one (21) calendar days.

F

G. 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~~ Parties in the ~~SDE~~ mediation process will be afforded the opportunity to review the confidentiality agreement and will be required to sign it a confidentiality pledge before mediation begins. (See the Mediation Confidentiality Agreement in the Documents section of this chapter).

G

H. Mediation Agreement

An agreement reached by the parties through ~~SDE~~ mediation shall be set forth in writing and is enforceable in ~~s~~State and ~~f~~Federal courts.

Section 3-4. Formal Complaints State Administrative Complaints

A. Filing Complaints Definition of State Administrative Complaint

~~A formal complaint~~ State administrative complaints may can be filed ~~with the SDE~~ by any individual or organization ~~from Idaho or another state who believes alleging any violation the~~ district or other education agency has violated a requirement of ~~Part B~~ of the Individuals with Disabilities Education Improvement Act, Part B of 2004 (IDEA 2004), including ~~the an~~ alleged failure to comply with a previous due process hearing decision ~~rendered~~. State complaint procedures are outlined in IDEA regulations requiring, in part, a complaint must allege a violation that occurred no more than one year (365 days) prior to the date the complaint has been received. (See IDEA regulations 34 CFR§300.150 through 300.153). ~~The SDE will accept a complaint received by mail, fax, or hand delivery. A 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.”

The filing party must provide a written complaint that includes the name and contact information of the complainant, the alleged violations, name, address, and attending school of child (if applicable), description and facts of the alleged problem to the extent known and available to the complainant at the time, and a proposed resolution. The party filing the complaint must forward a copy of the complaint to the district at the same time the party files the complaint with the SDE. The SDE has sixty (60) days to resolve the complaint via mediation or investigation and issue a final decision.

The SDE determines whether the complainant's submission meets the IDEA requirements for a complaint. If not, the SDE will notify the complainant in writing. The SDE will determine if an onsite investigation is necessary and will assign a complaint investigator to engage in neutral fact-finding if the complaint is accepted. A written decision will be provided to the complainant and the district addressing each allegation, findings of fact, conclusions, and any corrective actions ordered by the SDE.

B. ~~SDE Complaint Procedures~~ Filing a State Administrative Complaint

The SDE will accept a state administrative complaint received by mail, fax, hand delivery, or scanned and attached to an email with the complainant's signature included. The SDE will provide reasonable accommodations to individuals who need assistance in filing complaints. A state administrative complaint filed by a parent/adult student or public agency must be signed and must include all of the information indicated on the *Form for Filing a State Administrative Complaint* (located in the Document section of this chapter and on the SDE website).

~~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 homeless 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. the proposed resolution of the problem or the relief sought.~~

~~The complaint shall allege a violation that occurred not more than one year prior (365 days) to the date that the complaint is received. The SDE has a form available that may be used (see the Documents section of this chapter)~~

C. Methods of Resolving State Administrative Complaints

The SDE will ~~offer~~ make every effort to resolve complaints in the least adversarial manner possible. Mediation in a case regarding an individual student will be offered to the disputing parties. If mediation is not accepted by the parties or fails to resolve the allegation(s) that gave rise to the complaint, then resolution of a ~~formal~~ state administrative 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~~ an investigation on unresolved allegations.
3. **Early complaint resolution (ECR):** The SDE or complaint investigator 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~~ an investigation on unresolved allegations.
4. **~~Full investigation~~ Investigation:** ~~If necessary, the~~ The SDE will appoint a complaint investigator to investigate the complaint by the case who will conducting a fact finding investigation which may include interviews and reviews reviewing of files, correspondence, and other information. An onsite investigation may occur as part of the investigation if necessary. The complaint investigator will submit SDE will write his or her a Final Report, including Findings of Fact, Conclusions, and, in coordination with SDE, identify appropriate ~~Corrective Actions~~ corrective actions, if required.

D. State Administrative Complaint Procedures

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014**

Upon receipt of a written state administration complaint, the SDE will adhere to ~~do~~ the following procedures.

1. The SDE, upon receipt of the state administrative complaint, will verify proper filing procedures were followed and determine if complaint meets established criteria, including sufficient allegations and facts within five (5) business days. The SDE will notify the complainant if a submission is insufficient to process as an administrative complaint. The SDE will give the complainant the opportunity to submit additional information about the allegations. whereas upon receipt would restart the timelines for completion Determine whether the complaint meets all of the required criteria. The SDE will notify the complainant if his or her a submission is insufficient as listed in with respect to Section A, above.
2. The SDE will notify the district (specifically the superintendent, the special education director, and the school board chair), that the complaint has been received and what, if any, allegations have been accepted for investigation within ten (10) business days of the SDE receiving the complaint. The school district is given an opportunity to respond to the complaint and may initiate within fourteen (14) day of receipt of the complaint a corrective action proposal (CAP) to resolve all or some of the allegations in the complaint, subject to SDE approval. At the complaint investigator's discretion, the timeline for a CAP may be extended, or the complaint investigation may progress until a CAP has been accepted by the SDE. The complaint investigator is responsible for managing the timelines of the investigation and may submit a final report at any point within the 60-day timeline. Notify the district that a complaint has been received, and offer both parties SDE mediation. Parents and/or adult students shall receive a copy of the Procedural Rights statement.
3. Mediation can be requested by either party at any time and must be offered for complaints regarding an individual student. While parties are generally encouraged to resolve complaints collaboratively, choosing not to participate in mediation will not be considered relevant in an investigation. If parties opt for mediation, it will not delay the timelines required for resolving a complaint unless all parties agree.
4. The SDE will provide the parent/adult student a copy of the Procedural Safeguards Notice.
5. ~~4. Give the complainant the~~ Complainants will be given opportunity to provide additional information about the allegations, either orally or in writing.

The SDE will set aside all or any part of the written complaint that is being addressed in a pending due process hearing or a hearing decision which has already been rendered until the conclusion of the hearing. Any issue not a part of a due process action will be resolved following the SDE state administrative complaint procedures and timelines. ~~3. Set aside all or any part of the written state administrative complaint that is being addressed in a due process hearing until the conclusion of the hearing.~~

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014**

- ~~Any issue that is not a part of the due process action will be resolved using the SDE complaint procedures and timelines. If hearing officer's decisions are not adequately addressed by the district, the SDE will investigate.~~
6. The SDE shall investigate a complaint alleging that a final hearing officer decision is not being implemented by a public agency.
 7. The SDE will issue a final report to the district superintendent, board chairperson, special education director, and complainant, that shall include but is not limited to the findings of fact, conclusions, and corrective action(s) for each allegation within sixty (60) calendar days of receipt of sufficient complaint (see D.1). This time period may be extended, but only under exceptional circumstances, which shall be documented by the SDE, or complainant and public agency agree to extend the time to engage in mediation or other alternative dispute resolution procedures. ~~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 to be considered by an IEP team for the student with a disability, if such clarification is needed when appropriate; and
 - c. the provisions of technical assistance, if needed.
 9. The SDE will ensure the district takes corrective action if it is determined that the district was out of compliance through technical assistance activities, negotiations, and/or corrective actions no later than one year after the identification of non-compliance. The final report cannot amend a student's IEP. ~~6. Ensure the district takes corrective action if it is determined that the district was out of compliance.~~
 10. The SDE ensures noncompliance has been corrected and verifies through review of documentation or interviews, or both, the corrective actions were implemented no later than one year (365 days) after the determination of noncompliance. If necessary, the SDE must use appropriate enforcement mechanisms such as the provision of technical assistance, conditions on funding, a corrective action, an improvement plan, and/or withholding funds, in whole or in part.

Section 4 ~~5~~. Due Process Hearings

A. Definition

~~A due process hearing request involves an allegation or a series of allegations filed with the SDE for a due process hearing may be made by either a parent and/or adult student parent/adult student or the district on issues relating to the identification, evaluation, educational placement, and the provision of FAPE. A parent and/or adult student or district may file a request for hearing with the SDE and the non-requesting 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. The due process hearing is overseen by an SDE appointed hearing officer. At the due process hearing, the parent/adult student present evidence, cross examine witnesses, and present their case to an impartial hearing officer. The hearing officer renders a decision on the merits of the issues relating to the due process hearing.~~

~~The due process hearing request must allege a violation that occurred not more than two (2) years before the date the parent/adult student or public agency knew or should have known about the alleged action that forms the basis of the due process hearing request, subject to the exceptions described later in this section. The SDE offers mediation in an effort to resolve issues and parties may request mediation at any time. If mediation is rejected by either party, the due process hearing timelines will be in effect.~~

B. Due Process Hearings and Expedited Due Process Hearings ~~Due Process Hearing Request from Parent and/or Adult Student~~

Idaho's due process system has two settings for due process ~~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 and/or placement related to discipline occurring within 20 school days of the request, with a decision rendered within 10 school days of the hearing.

C. Filing a Due Process Hearing

Due process hearing requests must include a complete and signed copy of the *Due Process Hearing Request Form* (located in the Documents section at the end of this chapter) or a signed document providing, in the same order, all of the general information, issue(s), and resolution(s)

information required in the *Due Process Hearing Request Form*. The SDE will provide reasonable accommodations to individuals who need assistance in filing a written request.

A parent/adult student or public agency (or their attorney authorized to practice law in the state of Idaho) filing a due process hearing request must provide the due process hearing complaint to the other party and to the SDE Office of Dispute Resolution. The request shall be mailed, faxed, hand delivered, or scanned and attached to an email with a signature of the filing party. All applicable timelines will start when the request has been received by the non-requesting party.

1. Due Process Hearing Request from Parent/Adult Student: A due process hearing may be requested on behalf of a student by a parent, adult student or by an attorney, properly licensed in Idaho, representing the student.

~~1.~~

- a. A due process hearing shall be initiated within two (2) years of the date the ~~parent and/or adult student~~ parent/adult student knew or should have known of the issues giving rise to the allegation(s). The two-year timeline will not apply if the ~~parent and/or adult student~~ parent/adult student was prevented from requesting a hearing due to specific misrepresentations or the withholding of information by the public agency required to be provided by the IDEA.

~~2.~~

- b. 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 if b. the~~
district refuses the parent's and/or adult student's parent's/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~~

2. Due Process Hearing Request by a District: If the district initiates a hearing request the district must inform the parent/adult student and the SDE. 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.~~

- a. override a parent's/adult student's refusal of consent for an initial evaluation or re-evaluation, or release of information;

~~2.~~

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014**

- ~~3.~~
 - b. override a parent's/adult student's written objection to an IEP program change, an educational placement change, or disciplinary actions when there is an imminent threat to safety;
- ~~3.~~
 - c. 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.
 - d. 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~~ parent/adult student meets the criteria for a publicly funded Independent Educational Evaluation (IEE); or
 - e. if a parent/adult student disagrees with an IEP or placement change by the district, the parent/adult student may file a written objection to the IEP or to all or parts of the proposed change in writing within ten (10) calendar days of receiving written notice of the proposed change, the proposed change cannot be implemented. If resolution through additional IEP meetings or mediation fails, the district 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 public agency from placing a student in an Interim Alternative Educational Setting (IAES) in accordance with the IDEA.
 - f. A district may request a hearing to determine if a proposed IEP is appropriate even in the parent/adult student has not filed a formal objection.

~~If the district initiates a hearing, the district will inform the parent and/or adult student parent/adult student and the SDE.~~

D. Hearing Officer Appointment

- 1. The SDE must appoint a hearing officer within ten (10) calendar days of receiving the due process hearing request or within five (5) business days of an expedited hearing. Hearing officers are selected by SDE from a list of specially trained and impartial professionals. A list of qualifications for each hearing officer is kept by the SDE.
- ~~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.~~
 - 2. The hearing officer ~~must~~ may not be a member of the district school board, be an employee of the school district, or an employee of the SDE.

3. The hearing officer must not have an individual having any a personal or professional interest that would conflicts with his or her the objectivity in the required of a hearing officer, or a member of the board of trustees of the district.
4. The hearing officer must be specially trained in conducting due process hearings, possess knowledge and understanding of the provisions of Idaho law, the IDEA, and judicial interpretations, and ability to conduct hearing and render and write decisions with appropriate, standard legal practice.
5. ~~e.~~ The district is responsible for fees and will pay for all actual expenses incurred by the hearing officer and for the cost of a court reporter in establishing a verbatim record transcript of the hearing at state reimbursement rates. The hearing officer will be compensated at rates set by 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.~~

~~E. Actions for Due Process Hearings Policies~~

- ~~1. A Due Process Request is Filed~~
 - ~~a. A request may be filed by either party.~~

After a due process request is filed by the parent/adult student or the district, the following procedures will be followed.

1. The SDE offers mediation as a voluntary option to both parties. Parties may request mediation at any time. Choosing mediation shall not alter or delay the timeline of the due process hearing.
2. The receiving party may challenge the sufficiency of the due process hearing request within fifteen (15) days of the receipt of the hearing request by filing a written sufficiency objection with the hearing officer. Challenges to the sufficiency of the due process hearing complaint must be in writing and provided to all parties. The hearing

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014**

- officer shall render a decision regarding the sufficiency of the allegation(s) within five (5) calendar days and immediately notify the parties of the decision in writing.
- 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 calendar days and immediately notify the parties of the decision in writing.~~
- a. If the complaint is found not to be sufficient, the party may amend its due process complaint if the other party consents in writing to the amendment and has the opportunity to resolve the complaint through a resolution meeting, or the hearing officer grants permission to amend no later than five (5) days before the due process hearing begins.
- b. Timelines for amended due process hearings begin again on the filing date of the amended request.
3. If the district has not previously sent written notice (as outlined in IDEA) regarding the subject matter in the ~~parent's and/or adult student's~~ parent's/adult student's complaint, the district ~~will~~ must, within ten (10) calendar days of receiving the ~~request~~ complaint, send a the response to the parent and/or adult student ~~parent/adult student~~ a letter ~~response that includes all the components of written notice~~ explaining the reasons behind their actions, options considered, evaluations conducted, and other factors relevant to the district's response, in accordance with IDEA prior written notice requirements.
- ~~c. The district superintendent has the responsibility for informing the district's board of trustees of any request for a hearing.~~
- ~~d.~~
4. The district shall inform a parent and/or adult student ~~parent/adult student~~ of any free or low-cost legal or other relevant services available to him or her and provide a copy of ~~or~~ the Procedural Safeguards if a due process hearing is requested or if the ~~parent and/or adult student~~ parent/adult student requests such information.
3. ~~SDE Mediation is Offered~~
- ~~The SDE is required to offer mediation as an alternative dispute resolution mechanism to the involved parties.~~
4. ~~Response to a Due Process Request~~
- a. ~~The other party shall file a response with 10 calendar days addressing the issues raised.~~

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014**

- ~~— 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. Within fifteen (15) days of receiving the parent's/adult student's due process hearing request, the district convenes a pre-hearing resolution session, unless both parties agree in writing to waive the resolution meeting, both parties agree to go to mediation, or the district initiates the hearing.

~~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:~~

~~(1) Both parties agree in writing to waive the resolution meeting.~~

~~(2) Both parties agree to go to mediation.~~

~~(3) The district initiates the hearing. The IDEA 2004 requires the resolution session only if the parent parent/adult student has requested the due process hearing.~~

~~b.~~

- ~~a. A "resolution team" resolution meeting includes the parent and/or adult student parent/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.~~

- ~~b. The district's attorney shall not attend the resolution session unless the parent/adult student will be accompanied by an attorney.~~

- ~~c. The SDE will provide a SDE contractor specially trained in facilitating a resolution session or a SDE mediator, if requested. Either process requires approval by both parties. Note: SDE Facilitation may be requested with the approval of both parties.~~

- ~~d. e. The purpose of the meeting is for the parent and/or adult student parent/adult 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.~~

- 1) 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 parent/adult student will sign settlement agreement, a legally binding document enforceable in State and Federal court. The parties

will immediately forward to the hearing officer signed documentation of the voluntary withdrawal of the due process hearing complaint by the requesting party.

- 2) Either party may void this agreement within three (3) business days of signing the agreement.
 - e. A due process hearing will be scheduled if no resolution is reached within thirty (30) calendar days of receiving the request for a due process hearing.
 - f. If the district is unable to obtain the participation of the ~~parent and/or adult student~~ parent/adult student after reasonable efforts have been made and documented, at the conclusion of the thirty (30) calendar day period, the district may request that the hearing officer dismiss the ~~parents~~ parent's/adult student's due process hearing request.
 - g. A ~~parent and/or adult student~~ parent/adult student may request an immediate due process hearing from the hearing officer if the district has not scheduled or participated in a resolution session within fifteen (15) days of the request.
 - h. The district must report to the SDE and to the hearing officer when the resolution meeting is to be held, or documentation indicating it was waived by both parties, or documentation of attempts to reach the other party, within fifteen (15) days of SDE receiving the due process hearing request.
6. The ~~forty-five (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 thirty (30) day period, the parties agree in writing that no agreement is possible;
 - c. both parties agree in writing to continue the mediation at the end of the thirty (30) day resolution period, but later, the ~~parent and/or adult student~~ parent/adult student or public agency withdraws from the mediation process;
or
 - d. the district files a hearing request.

All of the above events must be documented, with dates of determination, and provided to the SDE and assigned hearing officer immediately.

F. The Due Process Hearing

1. Hearing Preparation

- a. ~~A parent and/or adult student~~ parent/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 resolution session or 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~~ parent/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 five (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 hearings; ~~3. Copies of exhibits which will to 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~~ parent/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~~ parent/adult student.
- d. Parties shall cooperate with the hearing officer in any business or communication and the planning for a location, date and time for the hearing.

7

2. 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 and opinions ~~pursuant to the Idaho Administrative Procedure Act (IDAPA) and the IDEA 2004 requirements.~~ Due process hearings shall be conducted pursuant to the *Idaho Rules of Administrative Procedure of the Attorney General* (IDAPA), *Individuals with Disabilities Education Act* (IDEA) requirements, and the *Idaho Special Education Manual*. In case of any conflict between IDAPA and the IDEA, the IDEA shall supersede. IDAPA rules shall supersede the *Idaho Special Education Manual*.
- b. ~~A parent and/or adult student~~ parent/adult student and district personnel may be accompanied and advised by legal counsel properly licensed in Idaho ~~and other persons with special knowledge or training about students with disabilities.~~

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014**

- c. A ~~parent and/or adult student~~ parent/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~~ Each party has 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.
- f. Any party may prohibit the introduction of any evidence at the hearing that was disclosed less than five (5) business days before the hearing.
- g. During the hearing the district will provide reasonable accommodations as required by federal regulations. Disputes will be referred to the SDE for resolution.
- h. A record of the hearing will be made. The record will be a written verbatim transcript. The ~~parent and/or adult student~~ parent/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~~ parent/adult student and district personnel have the right to obtain a copy of the record upon formal request.

8

3. 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 there is evidence that the procedural inadequacies:
 - i. impeded the student's right to FAPE;
 - ii. significantly impeded a ~~parent's and/or adult student's~~ parent's/adult student's opportunity to participate in the decision-making process; or
 - iii. caused a deprivation of educational benefit.

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014**

- 2) If a hearing officer finds that there is a procedural deficiency that did not deny FAPE, he or she may order the district to comply with the procedural requirements. 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. In addition, the decision shall include an order of relief, if appropriate.
- 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.~~ The hearing officer's written decision shall be mailed within forty-five (45) calendar days from the date both parties agreed in writing to waive the resolution meeting, or both parties agreed to go to mediation, or the date the district initiated the hearing. The hearing officer may grant an extension of the forty-five (45) day period upon the request of a party. The hearing officer shall issue a written decision in response to each request.
- e. The findings of fact and decision shall be sent to the ~~parent and/or adult student~~ parent/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 fourteen (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: within applicable appeal periods.
- h.
 - g. Nothing in this section can be interpreted to prevent a ~~parent and/or adult student~~ parent/adult student 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.
 - h. 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~~ parent/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~~ parent/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.
- 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:
 - i. With written consent of the parent, the student shall be placed in the public school until completion of all the hearing proceedings.
 - ii. If the parent does not give written consent, the student will not receive services until completion of the hearing proceedings.
 - iii. 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 56. Expedited Due Process Hearings

~~A request for an expedited due process hearing may be made by either a parent and/or adult student parent/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 twenty (20) school days of the request, with a decision rendered within ten (10) school days of the hearing.

B. Filing an Expedited Hearing Requests

Parties filing expedited due process hearing requests must include a complete and signed copy of the *Expedited Due Process Hearing Request Form* (located in Documents section of this chapter) or a signed document providing, in the same order, all of the general information, issue(s), and resolution(s) information required in the *Expedited Due Process Hearing Request Form*. The SDE will provide reasonable accommodations to individuals who need assistance in filing a written request.

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~~ parent/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. A parent/adult student or district filing an expedited due process hearing request must provide, in a confidential manner, the due process complaint and request for hearing to the other party. The request shall be mailed, faxed, or hand delivered (electronic copies are not accepted). The party filing an expedited due process hearing must be able to show proof of receipt of the expedited due process hearing request by the other party. Additionally, when the request is provided to the non-requesting party, the party filing the request shall simultaneously send a written copy to the Dispute Resolution Coordinator at the SDE by mail, fax, hand delivery, or scanned and attached to an email with a signature of the filing party. All applicable timelines for expedited due process hearing will start when the request has been received by the non-requesting party.

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~~ five (5) business days of a request.
2. A resolution session shall occur within seven (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 fifteen (15) days of the receipt of the expedited due process hearing request.
4. There is no process for challenging the sufficiency of the due process hearing request in an expedited case.
4. Any party may prohibit the introduction of any evidence at the hearing that was not disclosed at least five (5) ~~2~~ business days before the hearing.
5. The hearing shall occur within twenty (20) school days of the request, with a decision rendered within ten (10) school days of the hearing. ~~A written decision will be mailed to both parties. and no extensions may be granted by the hearing officer.~~
6. A written decision will be mailed to both parties by the SDE.
8. A party may appeal the decision in an expedited due process hearing in the same way as ~~they may~~ allowed 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~~ parent/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~~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; and/or
2. ~~Upon~~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 forty-five (45) school days. This procedure may be repeated as necessary.

If the hearing officer ~~finds for~~ findings are in favor of the ~~parent and/or adult student~~ parent/adult student, the change of placement cannot occur, ~~and the~~ The IEP team will need to determine the extent of services ~~that are~~ appropriate to meet the student’s individual needs, as well as ~~and to~~ address the student’s behavior. If the hearing officer finds ~~in favor of~~ for the district, the district may use the same disciplinary procedures, including expulsion, ~~as it uses~~ available for any other

student, except that FAPE ~~shall~~must be provided according to the requirements in Chapter 12, Section 3.

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 ~~6-7~~. Appeals and Civil Action

~~1.—An appeal to state court shall be filed within twenty-eight (28) days from the date of issuance of the hearing officer’s decision; or, an appeal to federal district court shall be filed within forty-two (42) calendar days from the date of issuance of the hearing officer’s decision.~~

~~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 the 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.~~

~~2.~~

A party must exhaust administrative remedies before initiating a civil action under IDEA unless otherwise determined by the 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.

Section ~~7-8~~. 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~~ parent/adult student if:
 - a. the district makes an offer at least ten (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~~ parent/adult student within ten (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~~ parent/adult student is not more favorable to the ~~parent and/or adult student~~ parent/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~~ parent/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~~ during the course of the action or proceeding, the ~~parent and/or adult student~~ parent/adult student or his or her attorney unreasonably extended the final resolution;:
2. ~~The~~ 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;:

3. ~~The~~the time spent and legal services rendered were excessive considering the nature of the action;
4. ~~The~~the attorney representing the ~~parent and/or adult student~~ parent/adult student did not provide the information required in a due process hearing request; ~~and/or~~
5. a party represented him or herself, or his or her child.

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 and/or adult student's~~ 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~~ parent/adult student if the hearing request was presented for improper purposes such as to harass the district, cause unnecessary delay or needlessly increase the cost of litigation.

STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014

Documents

Documents

Documents

Documents

Documents

Documents

Documents

Documents

Documents

Documents

Documents

Documents

Documents

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, 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:

May resolve disputes regarding the identification, evaluation, educational placement, or related services for students with disabilities;

Clarifies areas of agreement and disagreement; and

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 a parent and/or adult 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:

1. Is appropriate when parents and/or adult students and schools are unwilling or unable to modify their position without outside assistance;
2. May occur when parents and/or adult students 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.

Section 3. Proposed Mediation by the SDE

The SDE will 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 parents and/or adult students 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 a resolution of the conflict. Parents and/or adult students and school personnel play a very important role in mediation. As active participants, each party can help design a mutually agreeable solution.

Section 7. Prior to the Mediation

The SDE will provide:

- ~~1. Notification to the disputing parties of the mediator appointed.~~
- ~~2. A copy of 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.~~
- ~~3. Advise the SDE of the names of all parties who will participate in the mediation session.~~

The parent and/or adult student and district will:

- ~~1. 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.~~
- ~~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.~~
- ~~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~~

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014**

~~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 Improvement~~

~~P.O. Box 83720~~

~~Boise, Idaho 83720-0027~~

~~208/332-6912~~

~~800/432-4601~~

~~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~~

DisAbility Rights Idaho (formerly 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)

~~1878 W Overland Road~~

~~Boise, ID 83705~~

~~800/242-IPUL~~

~~V/TT: 208/342-5884~~

IDAHO STATE DEPARTMENT OF EDUCATION

Procedures for Resolving Complaints

~~UNDER THE INDIVIDUALS WITH DISABILITIES EDUCATION IMPROVEMENT ACT OF 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~~ State Administrative Complaints Address

~~Complaints shall be mailed to:~~
Dispute Resolution Coordinator
State Department of Education
Division of Student Achievement and School Improvement
P.O. Box 83720
Boise, ID 83720-0027

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 and 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.)~~
- ~~4. 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:~~

- ~~1. 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.~~
- ~~2. 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. 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:~~

- ~~1. **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:
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.

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014**

- ~~F. Carry out an independent on-site investigation if it is determined necessary.~~
- ~~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.~~~~
- ~~I. 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:~~

- ~~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.~~

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014**

MEDIATION AGREEMENT

Student's Name	Date of Birth	Sex
----------------	---------------	-----

Parent's Name _____

<u>Address</u>	<u>City</u>	<u>Zip</u>
----------------	-------------	------------

Phone (Home) _____ Work) _____ (Cell) _____

School District or Agency

Address	City	Zip
---------	------	-----

[illegible]

Is this Mediation related to a filed complaint?	Yes	No	Complaint #
---	-----	----	-------------

Participants (List name and title or relationship to student)

TERMS OF AGREEMENT

[illegible]

(USE ADDITIONAL PAGES AS NEEDED)

STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014

If applicable, we agree that this Mediation Agreement will serve to amend the existing Individualized Education Program. Yes _____ No _____

Initials

Initials

We, the undersigned, understand that this mediation is legally binding and enforceable in court. We enter into this agreement willingly and informed of our rights and responsibilities with regards to entering this agreement.

Parent/Adult Student Signature(s) _____

Local District or Agency Signature(s) _____

Date: _____

Date: _____

MEDIATION CONFIDENTIALITY AGREEMENT

Mediation is a voluntary, no cost, confidential service provided by the State Department of Education (SDE). Maintaining confidentiality is critical to the integrity of the process. Confidentiality encourages free, open communication, toward a collaborative settlement.

The parties involved in this mediation proceeding on this _____ of _____, 20____, agree to the following:

1. This confidentiality agreement must be signed by all parties before mediation services are provided.
2. Discussions that occur during the mediation process are confidential and cannot be used as evidence in any subsequent due process hearing or civil proceeding.
3. All parties agree not to call the mediator (or an SDE observer of this mediation) as a witness or depose the mediator (or SDE observer) in any subsequent due process hearing or legal proceeding.
4. The mediator will collect all personal notes which shall be destroyed at the conclusion of the mediation session.
5. This mediation session will not be recorded.
6. The only record to be retained will be the written agreement and this signed confidentiality agreement. If parties come to agreement, a copy of the written agreement will be given to both parties and filed with the SDE by the mediator. If for any reason the mediation fails to produce a written agreement, the mediator will inform the SDE that no agreement was reached.
7. All parties understand that the mediator is responsible for collecting the signed confidentiality pledge and the signed written agreement if one was created.

Signatures:

Name	Role	Date
Name	Role	Date
Name	Role	Date
Name	Role	Date
Name	Role	Date
Name	Role	Date
Name	Role	Date

**FORM FOR FILING A STATE ADMINISTRATIVE ~~FORMAL~~
COMPLAINT**

Please submit any request for a formal complaint to the Dispute Resolution Coordinator, State Department of Education, ~~Division of Student Achievement and School Improvement~~, 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 or print)

Date: _____

Name of Individual Filing the Complaint: _____

Address: _____

City: _____ Zip: _____

Telephone: (Hm) _____ (Wk) _____ (Cell) _____

Email Address: _____

Relationship to Student: _____

Name of District /Agency Complaint Is Against: _____

Student Information:

District Information:

Student Name: _____

District Contact: _____

Address: _____

Address: _____

City: _____ Zip: _____

City: _____ Zip: _____

Telephone: _____

Telephone: _____

School Student Attends: _____ Student's Date of Birth: _____

(If complaint involves more than one student, please complete the student and district information for each student.)

In the case of a homeless child or youth, provide available contact information:

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 Improvement~~, 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) _____ (Cell) _____

Email Address: _____

Name of District/Agency Hearing Request Is Against: _____

Student Information:

Student Name: _____

Address: _____

City: _____ Zip: _____

Telephone: _____

School Student Attends: _____

District Information:

District Contact: _____

Address: _____

City: _____ Zip: _____

Telephone: _____

Student's Date of Birth: _____

(Complete if the information is available):

EXPEDITED DUE PROCESS HEARING REQUEST FORM

Please submit any request for an expedited due process hearing to your district superintendent and to the Dispute Resolution Coordinator, State Department of Education, 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: _____

Telephone: (Hm) _____ (Wk) _____ (Cell) _____

Email Address: _____

Parent/Guardian of Student: _____

Address: _____

City: _____ Zip: _____ Telephone: (Hm) _____ (Wk) _____

Name of District/Agency Hearing Request Is Against: _____

Student Information: District Information:

Student Name: _____ District Contact: _____

Address: _____ Address: _____

City: _____ Zip: _____ City: _____ Zip: _____

Date of Birth: _____ Telephone: _____

School Student Attends: _____ Grade: _____

(Complete if the information is available):

Student's Attorney: _____

(Complete if the information is available):

District's Attorney: _____

Chapter 13: Dispute Resolution

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

330

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014**

Idaho Special Education Manual

Chapter 13: Dispute Resolution

Document date: **Resolution Session Form** 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:				
Native Language:		Daytime Phone:		
Parent/Guardian Name:		Home Phone:		
Address:				
Native Language:		Daytime Phone:		
Director:		Daytime Phone:		

~~The Individuals with Disabilities Education Improvement Act of 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 and/or adult student's 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 parent/adult student and the school district mutually agree to participate in SDE mediation.~~
- ~~2. Both the parent and/or adult student parent/adult student and the school district mutually agree in writing to waive the resolution session.~~

~~Should a resolution session occur, the forty five (45) day hearing process will not start until up to 30 days have expired, allowing for resolution, unless the thirty (30) day period is shortened by mutual written consent of both parties.~~

~~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.~~

**STATE DEPARTMENT OF EDUCATION
DECEMBER 18, 2014**

Signature	Waive Resolution Meeting	Date
Parent:	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Parent:	<input type="checkbox"/> Yes <input type="checkbox"/> No	
District Representative:	<input type="checkbox"/> Yes <input type="checkbox"/> No	

~~Please sign below regarding your participation in a resolution session. Unless both the district and the parent and/or adult student parent/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 parent/adult student does not attend, the issues cannot be taken to a due process hearing.~~